

**Effects of DELL Students' low-Level of English Language
Proficiency Skills and Student - Placement Problems on their
English Language Learning (in an EFL Situation) at the UoG**

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The effects of the low level of English language proficiency skills
and student-placement problems on DELL students' English
Language learning in an EFL situation at University of Gondar.



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Abstract

As an exemplar of education for reflection-in-action (Schon,1984), the main focus of this research was to identify, describe and analyse different English language learner and learning constructs/ variables such as those proposed by Dilts(1990) eight-level constructs, and other strategies, styles, skills, situations, which may have motivating and/or inhibitive role on the English language learning of DELL students; to identify and describe the degree of influence of the currently implemented student-placement procedures and practices by the MoE and various higher education institutions such as UoG; to investigate and identify why newly-placed students to universities such as the UoG appear deficient in their English language proficiency skills; and to identify and explore ways DELL students with low-grade scores cope with their English language learning in an EFL situation.

The following research instruments were used:

- 1) The English language proficiency test,
- 2) The Questionnaire,
- 3) The Focus group discussion guide,
- 4) The Observation, and
- 5) The Score- grade tabulation.

Moreover, to find out the measure of the effects of the above mentioned English language learner and learning inefficiencies and problems in the English language learning process, the researcher has incorporated an academic progress report of the DELL 2008/09 1st year students' 1st semester score-grade and letter-grade results in five officially and formally offered English language courses.

All of the research instruments along with the incorporated 1st year DELL students' 1st semester academic progress report have successfully enabled the researcher to make an informed conclusion that the greater majority of the students are low-achieving and unprepared so that unable to effectively learn the English language; unwilling or not interested to join the DELL and who may not succeed in their English language learning if they are made to continue their English language learning without getting a systemic, interseptive support English language learning strategies.

Based on the research findings, the researcher eventually has recommended four strategies to be considered by the responsible authorities of the Ministry of Education, various higher education institutions, and other stakeholders who are working for the betterment of the English language learning processes.

CHAPTER ONE

Introduction

The main focus of this research is to identify, describe, and analyze the significant variables /constructs for learning which are known to inhibit or motivate the development of students' English language learning skills and determine the actual level of the English language proficiency skills. It is of course openly known that University of Gondar's Department of English Language and Literature students continuously and implacably display English language learning inefficiency such as very low level of English language proficiency skills; lack of prior knowledge or learning experience; appearing disinterested in joining the field of study itself; lack of self esteem and confidence and some others. Therefore, dealing with these different barriers to learning, the research ingeniously endeavors to come up with solutions for these TEFL- related problems.

1.1 Research Background

This study is an investigation of the problem which explores the degree of relevance of DELL students' 'learning interest' and 'learning capability' for an effective and successful English language learning.

The researcher believes that for successful English language learning, basic requirements on the part of language learners are 'learner interest' (their willingness, positive attitude toward the target language, the degree of motivation and higher purpose. etc.), and 'learner capability'. Brumfit (1984) has stated that the following are important learner variables that are crucially required for effective English language learning:

- students' aptitude for language,
- nature of previous experience of (language) learning,
- attitudinal factors, and
- the degree of preparedness, etc.

Based on the above points, the researcher decided to conduct a research on the Department of English Language and Literature (DELL) students at the University of Gondar (UoG).

As Johnson cited in Ghattas (2002) states, things change and they are never the same again. If an institution does not change, it becomes extinct. Institutions that want not only to survive in the future but stay competitive are constantly changing. The two main imperatives for change are competitiveness and survival. Competitiveness represents effectiveness in the intermediate time period and has to do with an institution's responsiveness to environmental change (Gibson, Ivancevitch and Donnelly, 1994).

Generally, around the globe, higher education is in the midst of its greatest transformation since the end of World War II (Gibson, 1998). Changes have been brought about by a variety of forces (Merisotis, 1998). According to Kwiek (2001) the main forces that are driving the transformation of higher education today are the governmental and public pressure for transparency and accountability, the focus on costs, effectiveness, productivity, equality and quality.

Trow (1999) explains that the history of higher education since WW II both in the US and Europe has been a history of expansion of access. Trow (1999) states that the massification of higher education has had a number of important consequences for higher education systems. Firstly, the increase in student numbers has been accompanied by changes in the composition, character, and aspirations of the student population and the staff (Gibson, 1998).

The new and diversified student population has brought with it the new demands in terms of curriculum. This is a mere fact in Ethiopia these days too. We are experiencing the new history of expansion of access. The increase in student numbers has really been accompanied by varieties of changes. Though the main forces that are driving the transformation of higher education today, as Kwiek (2001) said are the governmental and public pressure for transparency and accountability, the focus on costs, effectiveness, productivity, and equality, but something which has never been given the appropriate value of consideration by authorities of higher education institutions is daring for quality. Expansion for access of education should also go for quality in education. Expansion will mean more than a mere increase in enrolments. It will also see a series of concomitant

changes that must accompany greater numbers and the maintenance of quality. These include the composition of the student body, the diversification of programs, curriculum and qualifications, appropriate student admission and placement procedures and the use of multiple entry and exit points.

In Ethiopia, it sometimes seems futile to mention that placement processes are practiced in unresearched and unplanned ways, especially in fields of study such as the English language learning. This practice has been creating its own subliminal effects on students, departments, staff members, on some fields of studies and in general, on the process of teaching and learning itself.

The other happening in this respect was that, though difficult, it may be to decide who these unnoticed problems are attributed to, it is difficult to trace (a) local research(s) on student-placement matters and on factors (constructs) which play a motivating or otherwise inhibitive roles on the interest of language learners in relation to students joining the universities from different high schools completing preparatory programs. Something that should deserve mentioning here concerning the students' admission and placement procedures is the Ministry of Education's document published and presented as "Higher Education Students' Admission and Placement (Entrance) Directive" which was proposed as an initiative plan to be practiced starting 1996 E.C. It was actually presented to the meeting in 1994 E.C.

This Admission and Placement (Entrance) Directive which was first initiated in the year 1992 E.C. seems to have lots of noble qualities and ideas which could instantly catch the interests of different stakeholders.

The most eye-catching language forms included in this directive were as follows: "...tomorrow's leaders and scientists could be obtained only if it is possible to identify and place those who are efficient and capable students from the start. After recruiting these students, to let them learn as per their interest and capability is one of the most important inputs for the successful implementation of this educational program..." To remind again, this was solidly written and proposed in the year 1994 E.C as MoE's working directive, and now we find ourselves in the new millennium (2002 E.C.) nourishing nothing from those attractively phrased language forms. It has still continued to be difficult for concerned

authorities to practice with stably standardized and acceptable score-grade- point-averages and/or scales for students' admission and placement to universities. Using student-interest and student- capability variables as basic requirements for student- placement purposes had remained a far-fetched outcry. For this, it is reasonable to remind the authorities that rapid enrollment expansion accompanied with inappropriate and unjustified admission and placement practice inevitably brings progressively less qualified students and poorly qualified teachers in to the system. This kind of educational system will never have a contributive substance for the sought for educational development of the country.

The other point is that the initiative plan was unable to get the support of some of the higher education institutions (as mentioned in the introductory section of the document) such as Addis Ababa University, Addis Ababa College of Commerce, Kotebe Teachers Education College, and the Civil Service College which did not have given their concessions.

The researcher's supplementary reason of argument on this respect is that many of the participants who were delegating the various universities in the meeting were those having no special training or related knowledge on the matter of student admission and placement to universities. And these uninformed participants of the meeting have conceded to deputise the Ministry of Education to execute all the practices and activities of the teaching and learning process starting from writing up examinations, setting up the entrance score- grade-scales for students and decide what sorts of students are to be admitted and placed into all universities and colleges all over the country. Due to these reasons, all universities seemed to have no 'say' on all of the undertakings, nor get any information about all of the processes related to the writing up of examinations and/ or contributing examination questions, on deciding on entrance scales, on deciding on their student accommodation capabilities, and on making checks whether appropriately selected students are sent to their institutions and many others. Therefore, the basic problem area on questions like student-placement procedures, the farfetchedness of the 'interest-capability' values in the process of placing appropriately and justifiably identified students to different fields of learning, and the practical involvement of all universities and colleges in deciding on their own working conditions and others shall continue to be unsolved problems and objective barriers in the process of teaching and learning.

The other basic problem of DELL students is that they do not show the required 'degree of interest' in the English language learning process. Students seemed to be there at the UoG for the sole reason that they are sent there by the MoE or related offices.

Another problem of students in the English language learning is their incapability to partake in the process. To effectively partake in the learning process, interest and prior knowledge or experience (past sufficient exposure) in the specific field of study is highly important. But most of the students do not seem prepared enough to cope with the required English language learning process and, therefore the majority of them seem to be low- achievers. Dilts (1990) and Cottrell (2001) say that in order for students to achieve or succeed in their learning, they need to engage in the act of learning, and in order to engage in learning they must have an attitude of relative willingness and knowledge of language learning strategies, habits and skills. Self-belief and engagement with learning are intrinsically linked. There is no point engaging with a task if there is no possibility of success. Martha (1997) also states that the unsuccessful group of students' skills, knowledge, motivation, and academic ability are significantly below those of 'typical students' in the institution or curriculum in which they are enrolled. Furthermore, Ender and Willeie (2000) state that these students are likely to display any number of other characteristics such as low-academic self-concept, unrealistic grade and career expectations, unfocussed career objectives, extrinsic motivation, external locus of control, low self- efficacy, inadequate study skills for successful learning, a belief that learning is memorizing and a history of passive learning.

Therefore, the researcher, developing a belief that someone should bridge the gap created by the paucity of research, has decided to conduct this research.

1.2 Objective of the Study

1.2.1 General Objective

The general objective of this research is to identify, describe and analyze learning and learner constructs/variables, strategies, styles, skills etc., having inhibitive and/or motivating influences on English language learners and English language learning processes; and to investigate, explore and describe how student-placement procedures and practices affect

DELL students' English language learning in an EFL situation; and to investigate reasons why newly-placed students to DELL are with low English language proficiency skills.

1.2.2 Specific Objectives

- To identify, describe and analyze different English language learning and learner constructs/variables such as Dilts (1990) eight-level constructs, strategies, styles, skills, etc, which can either motivate or inhibit the DELL students' English language learning;
- To appraise the degree of influence of the current student-placement procedures and practices;
- To investigate the reactions of the newly-placed DELL students on placement matters;

1.2.3 The Research Questions

- What are those different learning and learner constructs/ variables, strategies, styles, skills, and situations which motivate or inhibit the DELL students' English language learning?
- What are the current student- placement procedures and practices; and how do they influence the learning attitude and behavior of DELL students?
- What are the reactions of newly-placed DELL students?

1.2.4 Methods of research investigation

- English language proficiency test;
- Questionnaire items;
- Focus group discussion;
- Observation;
- Score-grade data tabulation; and
- 2008/09 A/Y 1st year DELL students' 1st Semester Academic Progress Report.

1.2.5 Significance of the study

In Ethiopia, a number of researchers and educators have conducted different researches concerning the teaching and learning of the English language in an EFL situation. However, there is a paucity of research undertaken on how to prepare students for university (English language) learning, and how to identify well motivated, prepared, ready and willing students with a good level of English language proficiency skills, and who are with a relative degree of English language learning interest and capability in order to be placed into English language teaching departments such as the DELL of UoG.

The outcome of this research, therefore, may create and broaden opportunities for all departments (like the DELL) to admit and place appropriately identified and/or selected students so that universities could produce graduates who can promote the objectives of English language teaching and learning programs further.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 An Overview

This related literature review section deals with three different dimensions but which are very inter-related and dependent upon each other. These three important dimensional frames of the review of literature are the following:

- The English language learning theories;
- Dilts (1990) eight-level constructs;
- The Student-placement.

2.1.1 English Language Learning Theories

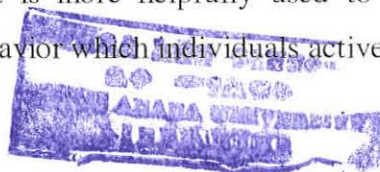
The researcher believes that it is necessary to thoroughly look into the various English language theories, strategies, styles, skills, and other factors which are equally important for the development of English language teaching and learning process.

2.1.2. Individual Differences in Language Learning

Williams and Burden (1997) suggest that the constructivist approach is one among the various ones which focuses on how individual learners make sense of their learning situations in ways that are personal to them, and they then proposed three areas to be explored in order to reach a better understanding of individuals' self-concept, locus of control, and attribution theory.

A great deal had been written about the importance of considering individual differences in learning a foreign language. Oxford and Ehrman (1993) suggest that teachers of second and foreign languages use to identify and comprehend significant individual differences in their learners if they are to provide the most effective instruction possible. In many respects this statement reflects commonly accepted wisdom within the language teaching world (Ellis 1994; Brown 1994; Lightbown and Spada 1993; Skehan, 1989).

It is true that learners bring many individual characteristics to the learning process which will affect both the way in which they learn and the outcomes of that process. A moment's thought will probably bring to mind such apparently obvious examples as age, gender, personality, aptitude, intelligence and motivation as characteristics influencing our success in learning a foreign language. Other less obvious but widely researched characteristics relating to language learning has been cognitive styles and strategies, anxiety, willingness and preparedness to take risks. There are other forms of individual differences which appear to be related to a sound theoretical rationale. Oxford and Ehrman (1993) select motivation as one such variable. But it is argued that motivation does not refer to a fixed trait or characteristic that individuals possess. It is more helpfully used to refer to a state of temporary or prolonged goal-oriented behavior which individuals actively choose to engage in.



Another characteristic that has been subject to a considerable amount of investigation is anxiety. However, what studies using such instruments tend to show is that anxiety is also highly situation-specific and it is affected by a number of other factors (Harwitz and Young, 1990).

Perhaps the most thoroughly researched area of individual difference in language learning is that of aptitude (Sekhan, 1989). Most language teachers would readily attest that individual learners differ in the ease with which they learn a foreign language. It seems only reasonable to assume, therefore, that a major contributory factor to this is their ability or language aptitude. If we can measure that aptitude prior to teaching, we should be able to predict the speed at which a learner can learn, and adjust the pace of one accordingly. We can also excuse our lack of success in teaching some learners by pointing to their lack of aptitude for language learning.

Littlewood (1984) also says that with notes of caution in mind, it is good to look into the following sections at some of the non-linguistic factors which many people believe to influence foreign language learning. They are grouped under three main categories according to whether they relate primarily to: motivation for learning, opportunities for learning, or ability for learning. In reality, the categories can not be separated so clearly. For

example, if a learner has adequate opportunities and ability, these are also likely to help in motivation.

2.1.2.1 Motivation for Learning

In second or foreign language learning as in every other field of human learning, motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and it includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation.

Littlewood (1984) focuses on two aspects, which are especially important for second or foreign language learning, namely communication need and attitude towards the second language community, then relates them to the distinction between 'instrumental' and 'integrative' motivation.

The primary motive for learning a language is that it provides a means of communication. A person is therefore most likely to be drawn towards learning a second or foreign language if he perceives a clear communicative need for it.

If we wished to make a distinction between 'second' and 'foreign' language learning, the term 'second' indicates that the language has communicative functions inside the community where the learner lives. In the case of the term 'foreign', the language has no established function inside the learner's community but will be used mainly for communicating with those who do not belong to the learner's linguistic community.

When a learner is favorably disposed towards the speakers of the language he is learning, there are two main reasons why his motivation is likely to benefit. The learner with more favorable attitudes will wish for more intensive contact with the language community.

The effects of attitude on motivation and proficiency have been investigated in a large number of studies, notably those by Gardner and Lambert (1972, as cited in Harmer, 1998). These two researchers related their findings to two basic kinds of motivation known as 'integrative' and 'instrumental'. They are distinguished as follows:

1. A learner with integrative motivation has a genuine interest in the second or foreign language community. He wants to learn their language in order to communicate with them more satisfactorily and to gain closer contact with them and their culture.
2. A learner with instrumental motivation is more interested in how the second or foreign language can be a useful instrument towards furthering other goals such as gaining a necessary qualification or improving employment prospects. The distinction is similar to that made between 'intrinsic' and 'extrinsic' motivation in general learning theory where in the two kinds of motivation do not exclude each other: most learners are motivated by a mixture of integrative and instrumental reasons.

2.1.2.2 Opportunities for learning

If one assumes that a learner is well motivated to learn, the proficiency he achieves will be the quality of the learning opportunities which the environment affects. Here, it is good to see four aspects of this influence:

- The opportunities that exist for using the second or foreign language.
- The emotional climate of the learning situations.
- The type of language to which the learner is exposed, and
- The effects of formal instruction.

2.1.2.3. Ability to Learn

So far, we have looked at two sets of factors which influence how successful a person is in learning a second language: the nature of the person's motivation to learn and the qualities of the opportunities to learn. We now turn to a third set of factors: those which make up the person's ability to learn.

2.1.2.4. Cognitive Factors

There is a link between general intelligence ('IQ') and second or foreign language- learning ability. This was found in the studies by Gardner and Lambert (1972: cited in Harmer,1998). Pimsler (1968) has also found that a school learner's average grades in all school subjects were often a good means of predicting how good he would be at language learning.

However, it has also become clear that success in second or foreign language learning is related not only to general cognitive ability, but also to a more language specific set of learning abilities which are usually called 'language aptitude'. Language aptitude is a phenomenon whose exact nature is not yet known. It has been investigated most intensively by researchers attempting to devise tests of students' learning potential before they actually begin a course. One of the best known of these tests, the 'Modern Language Aptitude Test' of Carroll and Sapon (1959) focuses on the following abilities in the belief that they form part of language aptitude:

- 1) the ability to identify and remember sounds;
- 2) the ability to memorize words;
- 3) the ability to recognize how words function grammatically in sentences;
- 4) the ability to induce grammatical rules from language examples.

As one might expect, intelligence and language aptitude have generally been found to correlate best with the more 'academic' language skills which are often stressed at school such as reading or performing in grammar-manipulation tests (Genesee, 1976). Attitudes and motivation, on the other hand, seem to be linked especially with the ability to use language for interpersonal communication. Together, language aptitude and motivation (based on favorable attitudes) are the factors which have predicted success most regularly in the various research studies.

2.1.2.5. Personality

As with cognitive factors, a number of personality characteristics have been proposed as likely to influence second- language learning. They are often supported by observation or

intuition, but it has not proved easy to demonstrate them in empirical studies. This could mean that the links between personality and second language learning ability are weaker than had been supposed. It is often suggested that an extrovert person is especially well-suited to second- language learning. However, when Naiman et al. (1978) investigated whether good language learners scored higher in a standard test of extroversion, their results were negative. A more positive result emerged from a study by Tucker et al. (1976) who found that success in second language learning seemed to correlate with learner's scores on some traits associated with extroversion such as assertiveness and adventure sameness.

One might note here that irrespective of actual learning ability, people with an outgoing personality may enjoy certain advantages. For example, they may become involved in more social interaction, attract more attention from their teachers and be less inhibited when asked to display their proficiency (e.g. in oral interviews). They may perform more confidently in communication situations, which ever language they are using.

A study by Heyde (1979) found that a high level of self-esteem was associated with second language proficiency. Presumably, learners with high self- esteem are less likely to feel threatened when communicating in an unfamiliar language to them or in an unfamiliar learning situation. They may also be more ready to risk making mistakes or projecting a reduced image of them.

Naiman et al. (1978) found that learners with greater tolerance for ambiguity score higher in tests of listening comprehension. Presumably, if learners can tolerate uncertainty without feeling insecure or confused, they are less likely to feel over-whelmed by the large amounts of strange material they must face when learning a second language.

There is evidence from studies by Giovera et al. (1975) that learners with a high capacity for empathy (that is, appreciating other people's thoughts and feelings) may perform better in at least one aspect of a second language: pronunciation. Since the way that a person speaks is closely associated with his sense of identity, it may be that empathy helps a learner to step outside his present identity in order to adopt new patterns of behavior. Despite the large inconclusive results, many people believe that 'personality' will one day be shown to be an important influence on success in second and foreign language learning.

2.1.2.6 Active Learning Strategies

There are a number of active learning strategies which people might adopt in order to learn more effectively. Researchers have recently observed and interviewed classroom learners in an attempt to discover which of these strategies seem to be most helpful. The clearest results have emerged from studies in Canada, by Naiman et al. (1978) and by Welshe (1979). From these studies it seems that successful language learners employ a wide variety of strategies which demonstrate their active involvement in learning. For example, they may repeat silently to themselves the sounds they have from the teacher or other students. When the teacher puts a question to another student, they often think out their own answer and compare it with the answer accepted by the teacher. When learning or producing dialogues, attentive to meaning, they make efforts to identify with their foreign language roles and to pay close attention to the meaning of the language they are using. They are likely to take opportunities to discuss the lesson material with other students. Outside the classroom, they exploit every opportunity to use the language as a means of communication, for example, discuss with peers, seeking input from: peers, radio, newspapers, etc.

Some observational studies of successful second language learners through natural exposure suggested that they, too, benefit from developing active strategies. In particular, they find way to increase the scope for special interaction. For example, Hatch (1978c) suggests that they develop techniques for keeping the conversation flowing smoothly.

2.2 An Alternative Approach

In keeping with the perspectives underscored, it is suggested that a more helpful approach to take seeking to understand individuals is a constructivist one. It is known that constructivism attempts to answer the questions: ‘what are the ways in which different individuals try to make sense of their worlds?’ and ‘How do they construct their own personal views or meanings from the world?’ Every learner will bring a different set of knowledge and experiences to the learning process, and will ‘construct’, in different ways, their own s

of the situation with which they are faced. Thus, learning is essentially personal and individual; no two people will learn precisely the same thing from any particular learning situation. An individuals’ understanding of the world is constantly being reshaped as he or she adapts existing knowledge to new information. Rather than being seen as something that is fixed or static, knowledge is viewed as transitory, provisional and relative. The objective world may be real but is not directly accessible to us. If we adopt a constructivist perspective, it becomes apparent that the ways in which individuals view the world and their perceptions of themselves within the world, particular within a learning situation, will play a major part in their learning and construction of knowledge.

So, instead of asking the question: ‘How are learners different from each other and can we measure these differences?’, it would be more helpful to seek answers to such questions as: ‘How do learners perceive themselves as language learners?’, ‘what effect do this “personal constructs” have up on the process of learning a new language?’, ‘How do individuals go about making sense of their learning?’, and ‘How can we as teachers assist learners in making sense of their learning in ways that are personal to them?’ These questions are highly complex and do not give rise to simple answers. Now we shall look at three areas that are related to the ways in which individuals perceive themselves. One is self-concept which relates to the views people have of themselves and the other is locus of control, which is related to how far individuals see themselves as being in control of their own learning, a third is attribution theory, which is concerned with identifying the different factors to which individuals attribute their successes and failures in learning.

2.2.1 Self-concept

Self-concept is a global term referring to the amalgamation of all of our perceptions and conceptions about ourselves which give rise to our sense of personal identity. More formally, it has been defined as ‘the totality of a complex and dynamic system of learned beliefs which each individual holds to be true about his or her personal existence and which gives consistency to his or her personality’ (Purkey and Novak, 1984). The multifaceted nature of self-concept has led many researchers to focus on specific aspects of it such as self- image (the particular view that we have of ourselves), self-esteem (the evaluative feeling associated with our self-image), and self-efficiency (our beliefs about our capabilities in certain areas or related to certain tasks).

One’s self-concept is partly determined by one’s social relationships. One theory which has been proposed to help to explain how this occurs is known as social comparison theory (Kynch et al., 1981; Damon and Hart, 1982). This theory suggests those learners’ conceptions of their own ability as learners will be based, at least in part, on the nature of classroom interactions. The basic premise is that we are all predisposed, albeit to differing degrees, to compare ourselves with others and to develop our self-concepts as a result of those comparisons and of the information that we receive about ourselves from others. This is sometimes referred to as ‘the looking glasses self’ (Cooley, 1902). There is evidence to suggest that the more we see other people as being like ourselves, or the more significant a part that people play in our lives, the more likely we are to compare ourselves with them (Suls and Greenwald, 1986; Higgins et al. 1989).

There have been many studies carried out on the relationship between people’s views of themselves and their success in a variety of achievement-related situations (Burns, 1982; Gurney, 1986). However, as Wylie (1979) made explicit in her classic text, the self-concept is extremely complex and difficult to measure because of its multifaceted nature.

Another problem with any investigation into self-concept is that there is almost always an evaluative element involved, particularly when we consider how we feel about ourselves in relation to any particular field of human endeavor. The statement ‘I am female’ is for most of us non-evaluative, but statements like ‘I have a lot to be proud of’ or ‘I am good at learning language’ are conveying powerful evaluative messages.

2.2.2 Locus of Control

One of the most significant factors in determining people's motivation to act in various ways and in retaining their interest and involvement is their sense of personal control over what is happening. This concept is known as locus of control or LOC (Findley and Cooper, 1983) a term derived from the Social Learning theory of Rotter (1954). Locus of control refers to a person's beliefs about control over life events. Some people feel personally responsible for everything that happens to them in their lives. These people seem to be 'internalisers' in LOC theory. Other people feel that events in their lives are all determined by forces beyond their control, e.g. fate or luck. This group is termed as 'externalisers.'

A great deal of research has been carried out in examining locus of control and its relationships with perceived success in life, particularly with regard to academic achievement. From their large scale review of such studies, Findley and Cooper (1983) were able to conclude that more internal beliefs, that is, feeling of being in control of events, are associated with greater academic achievement. This does not necessarily imply causality. The relation tends to be stronger for males than for females and appears to hold across ethnic groups. They, with a high locus of control, show strong tendencies to seek information and use it appropriately in problem-solving tasks, to be active and assertive and to exhibit a high degree of exploratory behavior and excitement about learning. They exhibit a great deal of persistence and show a willingness to delay rewards in order to maximize them. Those demonstrating high externality, on the other hand, tend to be relatively passive, non-exploratory and inattentive. These and other findings are well summarized by Wang (1983).

There are, however, problems with the locus of control construct. The fact of the matter is that situations are not always within our control, and even when they are, there may be rather different forms of internal, and for that matter external, control.

2.2.3 Attribution Theory

In seeking to understand better the ways in which people make sense of events in their lives, the social psychologist Heider began to develop in the 1940s and 50s what he termed a 'naive' psychology of the lay person (Heider, 1944, 1958). A central aspect of Heider's

theory was that it was how people perceived events rather than the events in themselves that influenced behavior. When required to give reasons for the outcomes of events or the behavior of others, Heider (1944, 1958) suggested that people would tend to refer to a limited range of internal (personal) and external (environmental) factors. One of Heider's most helpful contributions to the study of motivation and learning was to draw together aspects of achievement motivation and locus of control theories in constructing his own influential version of attribution theory. To make this clearer, if you were to ask people to what they would attribute their success or failure on a particular language learning task, they might give a variety of replies. Some possible attributions for success might be:

- I am good at learning languages,
- I know how to do this sort of task,
- I worked hard,
- The task was easy

Conversely, some attributions for failure might be:

- I'm no good at languages,
- The task was boring,
- I don't like languages,
- I didn't try,
- It was too difficult.

Essentially, Heider suggested that, on the whole, people tend to refer to four main sets of attributions for their perceived success and failures in life: (a) ability, (b) effort, (c) luck, (d) the perceived difficulty of the task with which they are faced.

It should be readily apparent that ability and effort are forms of internal attribution, that is, they are factors that arise from inside us, while luck and task difficulty refer to external factors.

It should be noted, however, that individuals will vary in the way in which they personally view these attributions. For example, it would be perfectly feasible for a person to see luck

as internal and stable, 'I do better on some days than on others according to how I feel'. Weiner later added a third dimension, that of controllability, which made it possible to distinguish between elements that people felt were within their control or not within their control. Thus, most people would be likely to consider that the amount of effort they put in to a task is generally within their control, but they will probably view their ability to perform well on such tasks as outside their control

2.3 What makes a person want to learn?

Cottrell (2001) says that if asked to identify the most powerful influences on learning, motivation would probably be high on most teachers' lists. It seems only sensible to assume that learning is most likely to occur when we want to learn. However, the concept of motivation has passed through a number of different interpretations as theories of psychology have changed, and the term has a cause to be needed in different ways by different people.

Because of the multifaceted nature of the concept of motivation, continues Cottrell (2001), it is good to begin by identifying what we consider to be certain key questions. What do we mean by the term motivation? What are the different factors that contribute to a person's motivation and how do they influence each other? How has the conception of motivation changed in recent years? Are different aspects of motivation involved at different stages of the learning process? What is the difference between motivation from within a person and motivation from external forces? Can one affect the other? What can the language teacher do to influence motivation?

2.3.1 Early Psychological Views on Motivation

Since most of the early work in this area was based upon the behavior of animals in laboratories (Cottrell, 2001), it was hardly surprising that psychologists tried to explain motivation in terms of how animals behaved in order to meet their basic biological needs, how this behavior was reinforced when those needs were met and how this reinforcement spread to other events and activities that occurred at the same time. Thus, a hungry dog that hears the sound of a bell while salivating at the sight and sound of food would be motivated to seek food when hearing a bell on subsequent occasions. In this way, human motivation to

learn any particular thing was accounted for in terms of what biological needs were being met during the early learning years and what kind of reward or reinforcement was provided for early attempts to learn.

It is easy to see how this kind of approach gave rise to modern behaviorism with its emphasis upon the nature and scheduling of reward systems as the most effective way of motivating described behavior. Thus, a behaviorist would tend to consider motivation largely in terms of external forces, i.e. what specific conditions give rise to what kind of behavior and how the consequences of that behavior affect whether it is more or less likely to happen again. Murray (1938) identified a large number of human needs such as our need to affiliate with other people, our need to dominate others and our need to understand or make sense of our worlds, as well as basic biological needs. Murray envisaged these needs as causing inner tensions which had to be released. Motivation was defined in terms of the 'presses', i.e. the urge, to release the tension and satisfy the needs.

2.3.2 Achievement Motivation

More promising reformulation of the drive reduction approach to motivation was the notion of the need to achieve, or achievement motivation (Atkinson, 1964). The basic premise here is that people differ quite markedly in their need to achieve or to be successful. For some people, the drive to succeed dominates their lives and pushes them to be high achievers in everything that they do, where as for others, it really doesn't seem to matter whether they do well or not.

2.3.3 Motivation in Foreign and Second Language Learning

It is time to learn that learning a foreign language is different from learning other subjects mainly because of the social nature of such a venture. Language belongs to a person's whole social being; it is a part of one's identity; and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a systems of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore, has a significant impact on the social nature of the learner. As Crookall and Oxford (1988) aptly claim, 'learning a second language is ultimately learning to be another social person.' Similarly, Gardner

(1985) states that languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behavior patterns which are characteristic of another community. Consequently, he argues, success in learning a foreign language will be influenced particularly by attitudes towards the community of speakers of that language

2.3.4 A Cognitive View of Motivation

From a cognitive perspective, says Cottrell (2001), the most important factor is that of choice, that is, people have choice over the way in which they behave and have control over their actions. This is in marked difference with the behaviorist view which sees our actions at the mercy of external forces such as rewards. To make an informed choice we need to be aware of the probable outcomes of what we decide to do. This enables us to set goals for our-selves, and we then decide to act in certain ways in order to achieve these goals. A cognitive view of motivation, then, centers on individuals making decisions about their own actions as opposed to being at the mercy of external forces over which they have no control.

2.3.5 A Social Constructivist Perspective

A constructivist view of motivation centers on the premise that each individual is motivated differently. People will make their own sense of the various external influences that surround them in ways that are personal to them, and they will act on their internal disposition and use their personal attributes in unique ways. Therefore, what motivates one person to learn a foreign language and keeps that person going until he or she has achieved a level of proficiency with which he or she is satisfied will differ from individual to individual.

An individual's motivation is subject to social and contextual influences. This will include the whole culture and context and the social situation as well as significant other people and the individuals' interactions with these people. Thus, the approach we are taking is social constructivist.

2.3.6 A Proposed Definition of Motivation

Cottrell (2001) suggests that it is essential to present a definition of motivation, which is essentially cognitive, but fits with in a social constructivist framework.

Motivation may be construed as a state of cognitive and emotional arousal which leads to a conscious decision which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals).

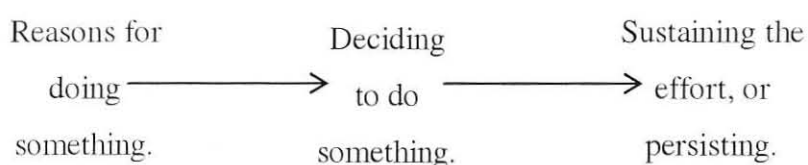
It is clear from this that motivation occurs as a result of a combination of different influences. Some of these are internal, i.e. they come from inside the learner, such as an interest in the activity or a wish to succeed. Others are external such as the influence of other people. However, it would be a mistake to consider motivation simplistically as something which is either internal or external to the individual as these cannot be easily separated. What we have to know is what external influences are more likely to arouse peoples' thoughts and emotions, and how they make their own sense of these, or internalize them, in ways that lead them to decide to achieve certain goals.

2.3.7 A Model of Motivation

It is found helpful to distinguish three stages. First, there are reasons for undertaking a particular activity. These will probably involve a mixture of internal and external influences which will be personal to different individuals, who will make their own sense of the various events surrounding them. Second, we consider what is actually involved in deciding to do something: what makes people choose to embark on a particular task and to invest time and energy in it. Third, people need to sustain the effort required to complete the activity to their own satisfaction. This will, of course, take place within a social context and cluster which will influence choices made at each stage.

Motivation is more than simply arousing interest. It also involves sustaining that interest and investing time and energy in putting in the necessary effort to achieve certain goals. In simple terms, the first two stages of the model may be seen as more concerned with initiating motivation while the last stage involves in sustaining motivation.

Three stage model of motivation:



2.4 Learning Strategies

As to Oxford (1990) what is clear from cognitive psychology is that learners are far from being passive in their learning; rather, they are actively involved in making sense of the tasks or problems with which they are faced in order to learn. When confronted with a learning task, learners have various resources at their disposal and make use of them in different ways. Cognitive strategies are only one of the resources people have available to them. We also make use of our minds, but also our feelings and our social and communicative skills in active ways.

Over the last twenty years there has been a growing amount of research in to language learning strategies and this is concerned with investigating how individuals go about the task of learning something, and attempting to discover which of the strategies that learners use are the most effective for the particular type of learning involved.

It is now important to clarify what we mean by a learning strategy. Most of us have probably needed some or all of the following in learning a foreign or second language:

- repeating words over and over again;
- listening attentively to try to distinguish words;
- trying to work out the rules of the language by forming hypothesis about how it works;
- trying out those hypotheses to see if they work;
- testing yourself to see if you remember words;
- guessing the meanings of unknown words;
- using your knowledge of language rules to try to make new sentences;
- rehearsing in your head what you are about to say;
- practicing the sounds of the language to yourself;

- asking a speaker to repeat something;
- Pretending that you understand in order to keep the communication going.

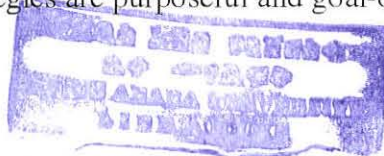
These are some of the many strategies that people use to try to succeed in the complex task of learning a language.

2.4.1 Skills and Strategies

A distinction is sometimes made between a skill and a strategy (Oxford,1990). Thus, learning strategies are conceived of as operating at a level above skills; they can be seen as the executive process which manage and co-ordinate the skills. Nisbet and Shucksmith (1991) explain the distinction by using an analogy of a football team. A player possesses a range of skills, such as how to pass the ball to another player. However, to succeed in the game, he has to know when to use these skills and how to put them together. So, he uses tactics to co-ordinate them.

A learning strategy is like a tactic used by a player. It is a series of skills used with a particular learning purpose in mind. Thus, learning strategies involve an ability to monitor the learning situation and respond accordingly. This means being able to assess the situation, to plan to select appropriate skills to sequence them, to co-ordinate them, to monitor or assess their effectiveness and to revise the plan when necessary. So, guessing the meaning of a word or skimming a text is skills, but the learner has to be able to use them in a purposeful way when appropriate. In other words, strategies are purposeful and goal-oriented.

2.4.2 Learning to Learn



Education is a lifelong process, one purpose of which is to equip learners to cope in a changing world. As Knowels (1976) reminds, one of our main aims in education is ‘helping individuals to develop the attitudes that learning is a lifelong process and to acquire the skills of self-directed learning. Two questions follow here, ‘Can individuals learn to become more successful at learning, and can we, as teachers, help people to learn more effectively?’ We can answer both in the affirmative.

2.4.3 Metacognitive Strategies

A useful distinction is made in the literature on learning strategies between cognitive and metacognitive strategies (Hague, 1987). Cognitive strategies are seen as mental processes, directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information. But, there is another set of strategies operating at a different level to these, which involve learners stepping outside their learning, as it were, and looking at it from outside. Such strategies include an awareness of what one is doing and the strategies one is employing, as well as knowledge about the actual process of learning. They also include an ability to manage and regulate consciously the use of appropriate learning strategies for different situations. This different level is called metacognition, a term first introduced by Flavell (1970, 1976, and 1981). The main point to make at this stage is that the metacognitive awareness is important for effective learning.

2.4.4 Language Learning Strategies

Rubin (1981, 1987) suggests that there are three major types of strategies used by learners which can contribute directly or indirectly to language learning. The first group she calls learning strategies. These contribute directly to the development of the language system which the learner constructs. They include both cognitive and metacognitive strategies. She identifies six metacognitive strategies contributing directly to language learning.

1. Clarification/verification refers to strategies needed by learners to check whether their understanding of a rule or language item is correct.
2. Guessing/indicative referencing refers to various strategies concerned with making hypothesis about how the language works. In order to make suitable hypotheses, learners need to be able to select appropriate information, attend to what is important, hold a number of pieces of information in the head, and use information from the context and their world knowledge as well as sample of the language.
3. Deductive reasoning is a strategy where the learner uses a knowledge of general rules to produce or understand language,

4. Practice is concerned with storage and retrieval of language. This includes such strategies as repetition and rehearsal.
5. Memorization is also concerned with storage, retrieval of information, and ways of organizing the information for storage. This category includes mnemonic strategies and using lexical groupings.
6. Monitoring refers to learners' checking of their own performance, including noticing errors and observing new message is received.

2.5 Dilts (1990) 'eight level' constructs

As described in the title of the research, that is 'The Effects of the Low Level of English Language Proficiency Skills and Student – placement Problems on DELL Students' English Language Learning in an EFL Situation at the UoG". DELL students continuously demonstrate a very low level of English language proficiency skills and knowledge in their particular field of study. So in this particular dimension, the researcher deals with different views on learning including Dilts (1990) eight level constructs/ variables of inhibition and/or motivation which are well demonstrated on students' English language learning.

2.5.1 Understanding the Learner

Donaldson (1978) writes that in attempting to enhance students' learning experience and improve performance, guidance can be drawn from theories of learning, from adult students' own accounts of their learning and from experiences coming from different angles. This section opens with an exploration of learning theories that throw light upon adult learning, such as constructivism, embedded learning and equilibration theory. Particular emphasis is given to ways that learning and performance may be either 'inhibited' (thus preventing students from achieving their potential) or 'motivated' (so as to take students to the 'take off' stage of engaged independent learning). Students' attitudes and approaches to higher education study can be key factors in successful learning and may act as either inhibitors or motivators.

2.5.2 Theories of Learning

As to Cottrell (2001) learning is a natural process. Our brains are set up to learn. Billions of neurons develop networks to help us to encode information for memory, to transmit information from one part of the brain to another, and to form associations between new and known material. There are also innumerable ways to learn: by listening, by watching others, through imitation, by day dreaming, by taking small steps or through an inspired leap, by practice, by thinking through the relationship between two different problems, and so on. We have extraordinary internal resources. For young children, learning is easy and generally fun, and yet adults can find 'learning' to be both difficult and a threat. Nonetheless, even struggling learners can find that they are able to improve performance when the conditions of learning are changed in some way, by altering aspects such as the learning environment, the wording of the task, the strategy selected, or attitude towards the task.

Adults often regress to childlike states when they enter a taught session. It is, therefore, reasonable for us to ask what happens to inhibit the open-receptive and easy learning of young children, we and our students, as adults, can find it difficult to learn. Why is it that we sometimes can not take in new information or feel that it is impossible for us to learn new ways? The teaching and learning strategies which derived from such research have generally had a wider relevance and applicability, and can help us in supporting adult students. Now, we look at some of the main theories of learning, their relevance to adult learners and some of the approaches that adult students bring to their studies which can lead to under performance, withdrawal or failure.

2.5.3 Constructivism: Internal Schema

Of the different models of learning the most influential has been constructivism (Fry et al. 1999). The underlying premise of constructivism is that when we encounter new situations we build up pre-existing internal models known as schema or schemata. Piaget (1952) described a schema as 'an active organization of past reactions, or past experiences, which must always be supposed to be operating in any well-adapted organismic response'. She further argued that we acquire knowledge by 'acting upon the world': we seek out new experiences actively, and our brains either assimilate new experience into our own existing schemas or else we must alter our internal models to accommodate the new information. As

we go through the day, all of our experiences continuously reinforce or alter what we already know, strengthening or undermining our mental schema. Constructivism argues that learning is an active process of constructing new models of reality or reinforcing old learning. (Fry et al. 1999) use this idea to support the notion of active learning approaches, linking schema development to an idea of learning as ‘transformative experience’: ‘unless schemata are amended, learning will not occur. Learning (whether in cognitive, affective, interpersonal or psychomotor) involves a process of individual transformation.’

It might be expected that if we were exposed to new experience which challenged our previous internal models, the schema would automatically change to accommodate the challenge. If these were always so, teaching would be very easy. Unfortunately, that is not the case. There isn’t a predetermined link between experiences, which we might assume would challenge our internal models, and transformative learning. In other words, ‘experience’, of itself, is not necessarily transformative. A learning experience, such as reading a book, listening to a lecture, undertaking a new activity or attending a staff development session, does not necessarily lead to learning taking place.

2.5.4 Learning Contexts: External Environments

In the 1970s and 1980s, theories of learning were very much influenced by a resurgent (reviving after a little weak performance) interest in Vygotsky. Vygotsky (1962) argues that what we regard as internal cognitive processes such as memory, voluntary attention and language are determined by the culture in which we develop. Social interactions and the overarching culture influence us in what we consider worthy of attention, how we create value systems, and how we value ourselves within those systems. If, for example, neat handwriting and spelling are strongly valued by teachers, a person with good capacity for generating ideas but who writes illegibly and with bad spelling may be regarded as ‘not very bright’. The person may internalize this model. This may be true even when it contradicts feedback they receive from others: the view of a particular lecturer or a poor exam grade can outweigh the impact of positive input received from elsewhere. Interpersonal behaviors and socially situated beliefs become intrapersonal cognitive processes.

Where Piaget argued that we do naturally develop from lower to higher states of learning development (Miller, 1989; Vygotsky, 1988) argued that development to higher states of learning is far from automatic.

2.5.5 Learning as Transformation towards Autonomy

Boud (1989) outlined four traditions of adult education: 'Training and Efficiency', 'Androgogical', 'Humanistic', and 'Critical', each with a different view of the learner and what the learner needs. (Usher et al. 1997) identified a common thread in these approaches: each regards adults as having a 'natural potential' for autonomy that could be released if certain barriers were simply removed. For the 'training' approach, sometimes known as 'Technicist', autonomy is acquired by gaining control over the learning process. The Androgogical approach (Knowles, 1978) argues that learners need to have their own experiences validated and used as the basis of their learning. For the humanistic school, the learner needs to be emancipated from oppressive learning conditions (Rogers, 1967, 1983) teachers should become facilitators to enable students to regain their autonomy.

Learners, it is conceded, to become autonomous, 'may need the context of a highly supportive and respectful environment', to help them recognize and explore individual needs. Critical pedagogy puts less emphasis on individual learners and looks for the emancipation at a social level (Hoy, 1989).

From a postmodernist perspective, there isn't an essential 'autonomous student' waiting to get out; instead, the learner is perceived as a constructed, changing entity, 'caught up' in relations, texts, narratives Usher et al. (1997) drawing on Shotter (1989, 1993) and Flax (1993) argue that there isn't an 'authentic self' to be emancipated: the 'self' itself is constructed and implemented. It is always situated with in social and cultural contents. Education may change the 'self', may transform the learner, but not simply through the removal of barriers: an active construction or reconstruction of the learner would form part of that process.

2.5.6 Equilibration: Managing Confusion

Although Piaget's concepts of assimilation and accommodation are often referred to in explanations of learning, the key element in Piaget's model was the process of equilibration (1975) often omitted from ideas accounted previously? Piaget argues that equilibration occurs in three stages:

- equilibrium: a pre-existing state of satisfaction with our way of thinking;
- disequilibrium: a dissatisfied awareness of limitations in our existing ways of thinking;
- a more stable equilibrium: we move to a more sophisticated way of thinking that overcomes the limitations of our previous thinking

2.5.7 Resistance to Disequilibrium

As to Cottrell (2001) by the time students enter higher education, they have often lost the open approach to learning which children manifest during their first years of school. There may be all kinds of reasons for this. Each time they enter a new learning context, they bring with them their previous learning experiences that have undermined confidence and curiosity. To some extent, all learners bring a mixed bag of inhibitory responses to learning. These include anxiety about failure, fear of being humiliated in front of peers, beliefs that they can not learn particular things, and a wide range of other emotional and attitudinal responses. Students can bring a strong resistance to 'disequilibrium'. It is evident that some students do not want to move away from their current way of thinking; that change itself is threatening, others are emotionally weak at coping with disequilibrium and the confusion it causes. If they were led to believe that they were a poor student in the past, then they may interpret interior confusion as a sign of their incapacity to cope with university at all. Saren-Baden (2000) uses the term 'transitional learning' to refer to 'shifts' that occur when students' frames of reference, or 'life-world' are challenged by their learning.

2.5.8 Inhibited and Motivated Learning

Cottrell (2001) states that despite the natural propensities for learning, most develop mental or cognitive frameworks or schema which inhibits learning, generally because of previous learning experiences. On the other hand, other experiences motivate learners towards curiosity, openness and new learning. All those who enter higher education bring at least a modicum of self- belief and motivation. Each student arrives in higher education with a different pattern of inhibited and motivational responses. Dilts (1990) identified eight 'levels' at which transformational learning takes place: environment, object of learning, behavior, capability, belief, identity, emotions, and higher purpose. Transformational learning occurs as a shift or a change when students' life- world is challenged.

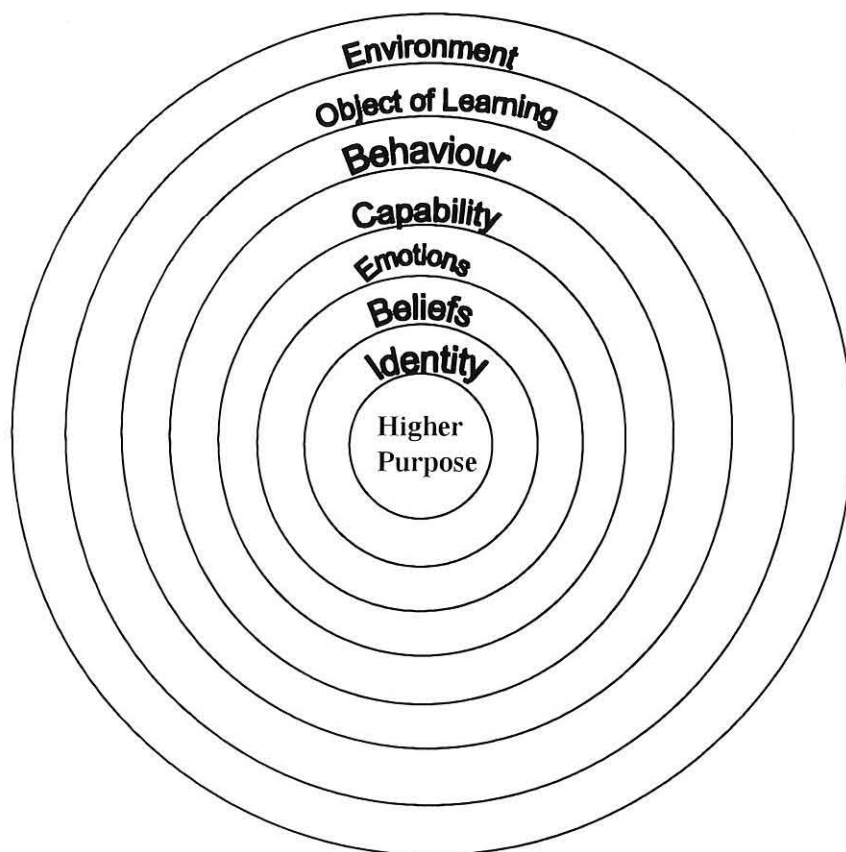


Figure 1- Inhibition and motivation levels model adapted by Cottrell (2001)

Dilts (1990) offers a useful framework for exploring factors that can inhibit or promote learning and which can guide interventions with students. This framework, the researcher suggests, if handled effectively and professionally, enables learners to successfully identify

and utilize factors and/or constructs which exist within their (personal) physical self and within their external learning environment which in turn helps them facilitate their (English language) learning smoothly and efficiently. Contrarily, if the constructs in the framework are mishandled, they shall abuse all the merits of effective (English language) learning and will further contribute for the damaging widespread of inhibitive learner and learning barrier

The framework of Dilts (1990) 'eight-level' constructs is the following:

2.5.8.1 Environment (where? when? with whom?)

The overarching context in which learning takes place has a profound effect upon learning. This may be the wider social, cultural or ideological context or the immediate situation of the lecture or an intermediate environmental context such as the availability of peer support. Students may feel excluded or included by the language and content of the course.

If their gender, ethnicity, age group or social class are not referred to, or are treated as problems then students may feel excluded from the course. Students in any kind of minority group can feel overexposed; they can feel all the more self-conscious about speaking, standing out, and especially about revealing difficulties. For others, sensitivity to light, heat or sound can make the environment a difficult place in which to learn.

If the student's difficulty is primarily environmental, this may be evident in the emphasis of their own speech: 'I can't learn here, now, with them, on this course, at this university, with that lecturer, from this book . . .' Lecturers can have an impact on their students' learning by the way that they manage the learning environment. What we do as lecturers, the type of assessments we set, the timing of assignments, the way we mark and often feedback, the way we present information, the way we address students, the way we orientate students into their learning, the way we design our courses- all these and more can harness the natural propensity of our students to learn. Conversely, we can further entrench our students' previously acquired inhibitions. We can even establish inhibition to learning in those who have always been successful before they reached us.

2.5.8.2 The Object of Learning: Content (what?)

Students may find the work load too heavy, the vocabulary alien or case studies at a variance with their personal experience or belief. The importance of learning tasks in meaningful ways, with appropriate pacing, structure, language and concrete examples for the particular learner is addressed. Changing the wording of a task, rephrasing instructions, or finding relevant examples are ways that teachers can have an impact on learning at this level. Difficulties may be detected in comments such as ‘I can’t learn that’, ‘It doesn’t make sense’, ‘What’s it supposed to be about?’ ‘It’s Greek to me’, ‘It’s boring,’ ‘It’s irrelevant.’

2.5.8.3 Behavior (what do we actually do?)

This refers to what we actually do. This might be at variance with what we believe we could do or what we would like to do. In a widening access context, this may refer both to the lack of previous study practice before entering HE as well as the amount of time students may have to devote to their studies. Students may not read or think enough around the subject, nor spend time talking through ideas with others. This may be a question of priorities (too many conflicting demands on their time) or of lack of induction into the HE culture (not realizing that this is what students are expected to do) Lack of appropriate study habits and not offering sufficient time to study are especially relevant to study skills related difficulties. The emphasis in speech would be on behaviors: ‘I can’t learn or do that’ ‘Writing, essays is too difficult’; ‘It takes me too long to do it.’

2.5.8.4 Capability (how?)

If the difficulty is at the capability level, the student is likely to put the stress on verbs and phrases expressing ability: ‘I am not able to learn that’, ‘I don’t know how to learn that.’ Many students who enter H E from widening access backgrounds may have the potential to do well, but lack the current capability or skills to perform at their best. They have not had the opportunity to develop practiced, consistent, automatic habitual skills which they can perform at will. Lack of recent education or lack of previous education success can mean that they are ill-equipped to know how to progress; they simply do not know the next step. Vague feedback which points out failings without guidance on how to improve their work may add to their frustration. In such cases a training or ‘technicist’ approach can be ideal:

scaffolded learning, strategies and tips for effectiveness and efficiency, knowledge of professional short-cuts, activities which build competence and opportunities to put feedback into practice. Furthermore, 'time' can be a significant ingredient: sufficient time to practice, experiment and develop habits and to build up appropriate mental schema that assist them as students.

2.5.8.5 Emotion (how do I feel about it?)

Given a safe opportunity to express them, students may emphasize the emotions that seem to block or encourage their learning. 'I feel like I will never learn this', 'this irritates, annoys, angers, upsets, excites me' they may express the emotions through tears or other behaviors. The emotion may be related simply to difficulties with current study.

However, there is often a throwback to earlier learning which was distressing in some way. They might associate current learning with humiliation at the hands of a teacher or the pain of seeing disappointment in their parents' faces for a bad school report, or even life experiences such as bereavement, abuse or bullying, which were linked emotionally to key learning events. 'I didn't realize how much I associate writing with a physical feeling of pain which started when my father left home, said one mature student when coming to terms with a lifetime of study problems.'

On the other hand (Cottrell, 2001) continues, positive emotions can have a beneficial effect upon learning. Students with poor early educational experience often recount the story of how their learning turned around. This often involves a teacher or lecturer taking the time to explain what was needed to improve marks, followed by a feeling of elation when marks began to pick up. A student recounted how a series of such interventions led him from being a 'fail' student to gaining a distinction and the award of 'best student' in a college of 7000 students. Positive feelings about oneself, the learning context, the course and potential outcomes can produce very motivated students.

2.5.8.6 Beliefs and values (why?)

Our belief systems exercise a stronghold over our learning. We use our beliefs as a basis for action. Beliefs about self-worth and individual potential are especially powerful: some

students have a deeply held belief that they 'not supposed to be' at university or that they are not good enough. Beliefs about intelligence ('IQ') and the causes of past underperformance can be particularly influential on continued underperformance in higher education. Also significant are preconceptions about the value of what is being studied students can feel that only some subjects are worth studying even if these are not their areas of strength or interest. Medical and legal subjects, for example, may be valued by students' families whereas their personal interests and attitudes may lie elsewhere. Attitudes and motivation have a very deep impact upon how a student prepares to study. Students whose difficulties lie on the belief level may reveal this through speech and behaviors: 'I'm not likely to star at this subject, 'this is s soft option: I need to focus my attention on the other modules'. 'It's only a discussion group so I don't need to turn up'. There may also be a conflict between values and behaviors: 'music is what is important to me, that is what I would like to study, but I need a job at the end of this, so here I am taking business studies.

2.5.8.6.1 Congruency

Congruency occurs when you make a full conscious and unconscious commitment to some outcome or behavior. Incongruence is often the reason some behaviors are so hard to change. When one puts their resources and energy into a goal that one is not congruent about, some part of them will fight the change and probably keep it from happening. Dilts (1990), humorously called this part the "internal terrorist." If one is congruent about what one wants, it is much easier to find many ways to reach one's goal.

2.5.8.6.2 Beliefs and belief systems

Beliefs represent one of the larger frameworks for behavior. When you really believe something, you will believe congruently with that belief. There are several types of beliefs that need to be in place in order to achieve your desired goal.

One kind of belief is called outcome expectancy. This means that you believe that your goal is achievable. When people don't believe a goal is possible, they feel hopeless. And when people feel hopeless, they don't take the appropriate action to achieve their goal again.

No Outcome Expectancy = Hopelessness

Another kind of belief is called 'self- efficacy expectancy.' This means that one believes that the outcome is possible and that one has whatever it takes in order to reach one's goal. A person may believe that a goal is possible for 'others' to achieve, i.e., people can get over their problems, but not possible for himself. When the person believes he doesn't have what it takes to accomplish his goal, he will typically find a sense of helplessness. No self- efficacy expectancy equals a feeling of helplessness and helplessness also leads to inaction.

No self- efficacy Expectancy = Helplessness

Both kinds of beliefs are essential to taking action to achieve desired goals. When a person feels both hopeless and helpless, he becomes apathetic. This can present a real problem when he is working with problems that are potentially disturbing. When one is doing belief work with someone else, one may need to work with one or both of these beliefs.

If you ask a person to rate his own outcome expectancy and /or his self- efficacy expectancy, you will often find an incongruity. For example, when you ask "Do you believe that you will recover from your failure?" you will frequently get the verbal replay "Of course," while the person is shaking their head in nonverbal disagreement. If you work with a person based only on what he 'says', you'll miss half the message. When someone offers you an incongruent message like that, you want to work with the conflicting parts using the "negotiation Frame" to build appropriate beliefs of self-efficacy and outcome expectancy.

2.5.8.6.3 How are beliefs changed?

Beliefs are not necessarily based upon a logical framework of ideas. They are instead, notoriously unresponsive to logic. They are not intended to coincide with reality. Since you don't really know what is real, you have to form a belief – a matter of faith. This is really important to understand when you are working with a person to assist him in order to change his limiting beliefs.

2.5.8.7 Identity (who?)

Core beliefs and values are those which affect our identity, our sense of who we are. When students encounter difficulties, they may experience this at the identity level: they decide that they are 'the kind of person who can't learn'. They emphasize 'I' in descriptions of their

difficulties: 'I can't learn it', or even 'people like me don't come to university.' The student may already identify with a particular professional outcome: they may see themselves as a social worker, doctor or artist or simply as a successful student. 'Study' can be perceived by people as an extension of their identity. A person may identify with being a good student because there was affirmation for being a good pupil at school-or their student identity may be that they are a 'lost cause', or 'mediocre' or 'the clown in the group' or 'the one who sits at the back'.

The 'learning self' has an identity which has been forged through previous learning experiences, through the interpretations made of those experiences by the individual and the pupil around them within given contexts. Many students haven't considered what it is to be a student, what their identity as a student might be. Students have varied views about whether they can 'create themselves' as a new person, as a successful student and professional, for example, or as a confident, self-reliant adult. Many act as if they believe their identity, and their lives and performance based upon that identity, are pre-determined. Challenging notions of fixed identity can lead to significant changes in people's approaches to their learning.

2.5.8.8 Higher Purpose

Higher purpose refers to overall direction and motivation, to what drives a person. In relation to study, this might be the good that the student hopes will stem from completing their degree: to help others, to be a role-model for their children, to be more independent to follow a profession that matters to them, or to improve their understanding. Usually, higher purpose will be associated with wanting good for others, with creativity and artistic endeavor or with a person's spirituality. If study is associated with higher purpose, the student is likely to be well motivated and to persevere through more difficult times

2.6 Motivated Learning: Conceptualizing Success

All the eight 'levels' are sites where students' learning may be either inhibited or promoted. Either one or several of these levels may be the main seat (s) of inhibition for any particular student. These same levels are also the sites where learning can be promoted and motivated. However, in order for students to achieve academically, they need to engage in the act of

learning, and in order to engage they must have an attitude of relative willingness to partake. Self-belief and engagement with learning are intrinsically linked: there is no point engaging with a task if there is no possibility of success. The more students believe they are capable of success, the more positive their attitude is likely to be, including their general willingness to engage with their own learning. Those lacking self-belief, who feel they are likely to fail, tend to be unwilling to take risks and to expose what they believe is their ignorance or lack of skill. This means that learning should be structured, presented and delivered in ways that ensure a reasonable chance of early success, and a belief in the possibility of success needs to be inculcated in students.

Recent emphasis in higher education has been on learning 'outcomes'. However, when working with struggling students, it is evident that a clear notion of outcomes is only part of the process. Indeed, even achievement of outcomes may not necessarily lead to continued academic success. Early good marks do not necessarily reassure them unless they are clear why the mark is high. Low marks do not usually spur them on to work harder: the student may reasonably interpret the marks to mean they will never be capable of success in an academic context, that 'widening participation' is not really for them.

2.6.1 'Take-off' Stage of Engaged Learning

The 'take-off stage is a notional stage where inhibitions to learning become outweighed or over- ridden by factors which promote learning so that the students become engaged with their learning, taking charge of it for themselves.

For each student, 'take-off' will mean something slightly different. It comprises a mixture of desire, self-belief, clarity about objectives and the way to achieve these, trust in the learning process, preparedness for the level of study, focus, determination, and a willingness to engage with challenge. When these are not in place, greater motivation has to be provided by external incentives, such as charismatic teaching, financial motivation or familiar pressures.

Past experiences of learning play a great part in determining how-far a student may regard it as worthwhile to invest time or to take risks in self-exposure in order to continue on a course where they feel they are struggling.

'Take off' is a relative stage: it refers not to a level of objective performance but to the stage where a student can engage with the objectives of the course without support additional to that regarded as appropriate for the level of study. Typically, a new degree of self-reliance and insight into the purpose of learning is manifested by the student, accompanied by a changed relationship to the object of learning, so that there is a sense of the student having a degree of inner engagement with the object of study rather than it being externally imposed. This is usually accompanied by a burst of energy, released when the inhibition they were tacking is overcome. This energy can be redirected in to the main purpose of the course.

2.6.2 Student Attitudes and Approaches which Inhibit Learning

2.6.2.1 Vagueness about the object of learning

Students can hold very varied notions about what is the 'object' of their learning: its structures, logic, goals, purpose, and significance may not be evident to them. It can also be difficult for students to know what role they are supposed to play in the learning process: where their own ideas are supposed to come in, what it means to be 'autonomous', or 'independent', why commonsense is not regarded as sufficient.

2.6.3 Loss of Motivation

It is very common for motivation to wane as a long-course progresses. The enthusiasms that students had at the beginning can diminish when study becomes difficult and especially if life outside the course presents additional difficulties. When one becomes more expert in a subject, when the subject is both challenging but manageable, the intrinsic interest of that subject becomes more apparent. Motivation increases. Students can reach the 'take-off' point, which, when reached, can sustain the effort that is required, so that the effort itself is not burdensome. It may even be welcomed.

Information overload can also affect motivation. When students have to take in more information than they are ready for, they can't digest it. They can begin to lose appetite for the subject. The subject can then start to repel them. It is no longer an area of fascination, if ever it was, but a monster to be evaded, denied, repelled, and killed off. The subject becomes a matter of concern rather than of interest. From the place of fear, the student

moves in to 'survival strategies', in to 'getting by', hoping that nobody notices their fear and their failure.

2.6.4 Attachment to Inefficient Learning Strategies

Students may be completely unaware of which learning styles would assist those most. They often try to reproduce the study methods that they were introduced to a school, even if these were not very successful for them. When they fail again, this can reinforce negative self-image and produce inertia or withdrawal.

Students can feel that they are not really studying unless they are sitting still, at a desk, in silence, for a single sitting of two hours, working alone, undertaking reading or writing.

Some students referred for support study very long hours, often taking in little that they read, and are overwhelmed by boredom and frustration. They can be resistant to the idea of changing their study habits as their belief is that study is like medicine if it doesn't hurt, it is not working. The 'hurt' for study may be boredom itself.

2.7 Student-Placement

This research takes up student- placement procedures along with the problems it imposes upon the DELL students' English language learning though the main focus lies on the TEFL- tuned problem, i.e. students' demonstrated level of English language proficiency. Nevertheless, it is highly necessary to study the procedures, processes, and effects of student- placement on DELL students' practical learning as officially implemented by the Ministry of Education

2.7.1 The Purpose of Student- placement

Skyline College defines the purpose of student- placement as the following: it is used to assure that students begin the college/university studies in classes in which they have the best chance of success. Haswell (2004) says that placement measures a student's readiness for instruction and on that basis assigns the student a point of entry with in a curricular sequence. For many students placement is a high stakes rite of passage and for teachers' placement may force limits to their teaching since the prior knowledge and skills of the

students entering classrooms shape what a teacher can and cannot teach. More so than tests for proficiency that purport to measure a general level of writing capability or tests of equivalency that may give a student advance credit for specific writing courses, placement functions as a tense interface between secondary and tertiary institutions, between measurement of generalized skills and work for specific courses often between commercial interests and academic objectives. The interface is anything but stable, often in the middle, trying to hold things together.

In general, for successful process of teaching and learning, the presence and use of appropriate student-placement is highly necessary. And for placement to be more effectively supporting of student learning, it should be based on the two placement variables which in all cases would be considered essential and given priority. The two variables are the following:

1. Students' interest in choosing fields of study; and
2. Students' learning capability and prior knowledge or exposure they get from their past (prior) learning;

2.7.2 Interest for Learning a Particular Field of Study

Students' interest in choosing a field of study could possibly be elevated to a higher degree if they received support to develop positive attitudes and hence, values about their chosen fields of study. Before students are placed into different fields of study, clarification of attitudes and values (not simply for an hour) is essential. The term "attitude", as to Knapp (1972) is defined as a person's favorable or unfavorable expression toward a class of objects, situations and events. Attitudes are primarily characterized by evaluating human responses. For example, if a person says that he likes to swim in clean water, he is expressing an attitude. The expression of an attitude may or may not be accompanied by the associated action beyond the verbal level. An individual may stage an attitude about liking to swim in clear water, but may swim in a polluted lake-water because it is more accessible. But a "value" is a guiding force that determines the choices people make in living their life. Values are considered to be desirable standards which influence peoples' activities.

Students, after developing this desirable standard known as ‘value’, can effectively pick up or choose the field(s) of study they wanted. According to Raths, Harmin and Simon (1966) a ‘value’ results from the sum total of ‘seven constructs’ operating together. Therefore, it can be concluded that students should enjoy the merits of these seven constructs when choosing a field of study. The ‘value’ standards are the following:

- 1) Choosing freely;
- 2) Selecting from alternatives;
- 3) Giving thoughtful consideration to the consequences of each alternatives
- 4) Cherishing, being happy with the choice;
- 5) Affirming the choice publicly;
- 6) Doing something with the choice;
- 7) Doing something repeatedly in some pattern of life.

These authors contend that unless most of these constructs are operating in a situation, a value is not present. So here comes the question: Are DELL students of UoG, at least the majority of them, interested to learn the English language and literature? Are they prepared and willing to take risks for their own learning? Are they autonomous and independently working? Therefore, could they be successful in their English language learning? To find out about all these, it becomes necessary to conduct this research so that other related questions and problems shall be addressed accordingly.

2.7.3 Students’ Capability for Learning

Students’ capability for learning and prior exposure and knowledge they possess must be tested before they are allowed to join a field of study. (They may take a proficiency test to evaluate their level of language proficiency and their ability to take up and transform it into a developed output). According to Dilts (1990) many students who enter HEI’s from widening access backgrounds may have the potential to do well but currently lack the capability or skills to perform at their best. They have not had the opportunity to develop

practiced, consistent, automatic, habitual skills which they can perform at will, lack of recent educational success can mean that they are ill-equipped to know how to progress. They simply do not know the next step. However, Dilts continues, in order for students to achieve academically, they need to engage in the act of learning and in order to engage they must have an attitude of relative willingness to partake. Self-belief and engagement with learning are intrinsically linked. There is no point engaging with a task if there is no possibility of success. The more students believe they are capable of success, the more positive their attitude is likely to be including their general willingness to engage with their own learning.

Those lacking self-belief who feel they are likely to fail, tend to be considered at risk or under prepared for achieving lower academic success in HEI's for a variety of reasons. Martha (1997) states that this group of students' skills, knowledge, motivation and/or academic ability are significantly below those of the "typical" students in the College /University curriculum in which they are enrolled. In addition, Ender and Wilkie (2000) state that these students are likely to display any number of other characteristics such as low-academic self-concept, unrealistic grade and career expectations, unforced career objectives, extrinsic motivation, external locus of control, low self-efficiency, inadequate study skills for college success, a belief that learning is memorizing and a history of passive learning. Ender and Welkie (2000) have also said that At-risk students may be those who have made poor choices or decisions that impacted negatively on their academics, or may be adult students who return to higher education after an extended absence, or students with academic or physical limitations not identified before enrolling in higher education institutions.

Harmer (1998) states that a famous research carried out in the second half of the twentieth century by Gardner and Lambert suggested that students who felt most warmly about a language and who wanted to integrate into the culture of its speakers were more highly motivated (and learnt more successfully) than those who were only learning language as a means to an end (e.g. getting a better job). In other words Integrative motivation was more powerful than Instrumental motivation. But whatever kind of motivation students have, it is clear that highly motivated students do better than ones without any motivation at all. Real motivation comes from within each individual.

The underlying philosophy behind motivation is that students who are prepared to take responsibility for their own learning (by studying in their own time, doing homework, thinking carefully about what would be best for them) are good learners. Good learners, in other words, don't just wait to be taught. Students need to be aware that one cannot teach those English unless they themselves are prepared to take some of the strain. Learning is a partnership between teachers and students.

As to Harmer (1998) good classroom learners show some of the following learning characteristics:

-A willingness to listen: good learners listen to what is going on-not just in the sense of paying attention, but also in terms of really listening to the English that is being used, soaking it up with eagerness and intelligence.

-A willingness to experiment: many good learners are not afraid to 'have a go'. They are prepared to take risks, to try things out and see how it works. Of course not all successful language learners are extroverts, but the urge to use the language (loudly or quietly) is an important one.

-A willingness to ask questions: although some teachers can become irritated by students who are constantly asking difficult (and sometimes irrelevant) questions, the urge to find out why is part of a successful learner's equipment. Good teachers frequently invite students to ask if they don't understand something. Good learners do this, judging when it is appropriate to do so and when it is not.

-A willingness to think about how to learn: good learners bring or invent their own study skills when they come to a lesson (and/or when they study on their own). They think about the best way to write vocabulary in their own wordbooks, for example, the best way to read a text (slowly, translating every word? Or quickly, trying to get a general understanding?), the best method of drafting and re-drafting a piece of writing.

- A willingness to accept correction: good learners are prepared to be corrected if it helps them. They are keen to get feedback from the teacher and act upon what they are told. But this only works where teachers are able to offer constructive criticism rather than castigating

them for being wrong. Giving feedback involves praising students for things they do well, and offering them the ability to do things better where they were less successful.

2.7.4 Level of Learner's 'preparedness'

A key issue is finding an appropriate match between the entrant's readiness for a particular course/ program and the level of preparedness required for that course/ program (Cottrell, 2001). This means that courses/programs need to be very clear about what they require and be able to convey this to applicants and to feeder courses.

Some of the difficulties students encounter on their degree course can be traced back to admissions and earlier. Many people apply to university before they are ready for HEI study. Some students entering HEI report that they were effectively absent from school, because of truancy. However bright they may be, the skills and knowledge gap is generally too great for them to make up in only a few months. Unfortunately, students may hide this history prior to entry as they want to get through the degree process quickly for financial reasons: once the student has been accepted, they expect the university to help them to make up the deficit: 'They accepted me. They are the professionals. Now it's their job to get me through.'

Moreover, access courses; although they may take adults returning to study a long way in a very short time, do not necessarily prepare students for the learning environment they may encounter in HEI. Students used to classes of 12-20 students can find it a great shock when they are merely one of 300 students in a lecture theatre. They may be used to asking questions whenever they do not understand, and this might not be possible in the larger teaching contexts of higher education.

CHAPTER THREE

METHODOLOGY

3.1 A Case Study: Reasons for Adopting It

From among the qualitative research designs such as the ethnographical study, phenomenological study, grounded theory study, and content analyses, the researcher opted to use a case study method because it allowed the researcher to test the level of students' English language proficiency, the influence of student-placement on students' English language learning and to investigate when and why and how Dilts (1990) eight-level constructs/variables are functioning as inhibitive learning factors and/or functioning as motivative learning factors on students' English language learning. Leedy and Ormrod (2005) contend that a case study helps a researcher to test the validity of certain assumptions, claims, theories, or generalizations within real-world contexts (P.135).

Another reason for selecting a case study was that it can be used in combination with other methods (Tellis, 1997) and make the researcher draw data from many sources. Nunan (1992) states: "A Case study research design uses a range of methods for collecting and analyzing data, rather than being restricted to a single design. As a result of plurality of methods used, a little known or poorly understood situation can be brought to light because the study centers on one or a few individuals where the research follows the individual or individuals over a relatively long period of time while monitoring or tracing some aspect of language development "(Brown, 1998).

3.2 Participants of the Study

The number of the Department of English Language and Literature (DELL) students who are placed in 2008/09 is 244. Therefore, an increase in number is observed now. For the last four years 150 students were being placed. Among these 244 students, 15 participants have taken part in the pilot testing process; 30 students have sat for the two equivalent English language proficiency tests which is given to determine the reliability index of both tests.

3.3 Research Site

Though there are other universities such as Hawassa University, Mekele University, Addis Ababa University, and Arba Minch University offering similar non-teaching programs at the time of conducting this research, the researcher preferred to conduct this research with the DELL students at the UoG for the sole reason of place- proximity.

3.4 Pilot Study

The researcher purposefully identified the five instruments he should use in his research.

3.4.1 The English Language Proficiency Test

The researcher believes that the students who join the DELL show low level of English language proficiency skills. It therefore has come reasonably important to conduct the English language proficiency test in order to check that this is the case. For these and other related reasons the researcher was advised to design an English proficiency test which basically but discreetly focuses on the three practical English language skills, namely, the grammar, the vocabulary and the reading skills, which on academic grounds, could be taken for an equivalent/ parallel test to the Michigan University's English Language Proficiency Test (TEST B) which was offered to the researcher by one of the PhD upgrading session assessors who was formally and officially assigned by the DGC for the purpose of assessing the research work at that level.

The English language proficiency test format is the following:

1. The Grammar section -- (40%)

In this section 40 grammar questions (each marked out of 1) with four multiple choice answers to each question are provided which again altogether appear to be equivalently viable with the Michigan's test grammar section.

2. The Vocabulary section -- (40%)

In this section too, 40 vocabulary questions (each marked out of 1) with four multiple choice answers to each question which are believed to measure up to the expected English language learner level.

3. The Reading section -- (20%). This reading section has four different reading materials which are marked out of five (5%) each and which are somehow similar in content and form with each other. The three sections (sections 1, 2, and 4) are reading passages containing five questions with four multiple choice answers each. But section 3 contains five questions in sentence forms and students are asked to identify one sentence from the four multiple choice answers which is similar in meaning with the question more than the other possible ones.

3.4.2 Questionnaire Items

The researcher also preferred to use the merits of questionnaire items in the pilot study. The open-ended questionnaire system, especially, is a very appropriate device as it invites an honest, personal comment from the respondents. The open-ended questionnaire system simply puts the questions and leaves a space (or draws lines) for a free response.

An open-ended question can catch the authenticity, richness, depth of response, honesty and candor of a qualitative data. Despite different limitations and problems, the space provided for an open-ended response is a window of opportunity for the respondents to shed light on problems posed. Thus, an open-ended questionnaire system has much to recommend it (Cohen, Mannion and Morrision, 2000).

The questionnaire items designed in this research are 15 in number and the purpose for their designing is that they are wanted to reflect the participants' reactions and responses to the kind of placement used by the MoE and to learn about the participants' overall experiences, attitudes, view points, etc., in relation to Dilts (1990) eight- level constructs.

3.4.3 Focus Group Discussion

The researcher also preferred to use this discussion format to others for the reason that the reliance is on the interaction within the group who discuss a topic (s) supplied by the researcher (Morgan, 1988). Hence the participants interact with each other rather than with

the interviewer, so that the views of the participants can emerge. It is from the interaction of the group that data emerges.

Focus group discussions are contrived settings bringing together a specifically given topic. Their contrived nature is both their strength and their weakness; they are unnatural settings yet they are very focused on a particular issue and therefore, will yield insights that might not otherwise have been available in a straight forward interview. Other advantages considered by the researcher are that they are often quicker than individual interviews and involve minimal disruption.

Focus group discussion can easily be triangulated with the questionnaire and observation and more is that it gives basic ideas to participants about the topic(s) if it is conducted before the questionnaire and observation sequences.

The researcher as recommended by Leedy and Ormrod (2003) used 12 participants for the focus group discussion taking about one hour.

3.4.4 The Observation

The researcher believes that observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations. The researcher is given the opportunity to look at what is taking place in situ rather than second hand (Patton, 1990). This enables researchers to understand the context of programs, to be open-ended and inductive to see things that might otherwise be unconsciously missed, to discuss things that participants might not freely talk about in interview situations, to move beyond perception-based data and to access personal knowledge. Because observed incidents are less predictable, there is certain freshness to this form of data collection that is often derived in other forms, for example, a questionnaire or a test.

3.4.5 Score-grade Data Tabulation

The researcher asserts that this is one of the instruments which could offer concrete evidence on the problems created upon the DELL students English language learning, and visualize the academic merits of using 'student-interest' and 'student-capability' on individual-course-basis when placing students into different fields of study instead of using added up, total

score-grades which would never represent or display students' specific academic interests and/ or capabilities.

In this section, the researcher collected score-grade documents of 15 students from the DELL, the Medicine Faculty and from the Sociology Department and eventually tabulated them to learn about the results.

On this respect, the researcher investigated the score-grades of English, Math's and the SAT test which they scored at the end of their preparatory program. This is practiced following Gardner's (1993) Multiple intelligence theory which states that though areas of intelligence are more than nine, for the time it is recommendable to consider the three intelligence areas (Language, Math's and Scholastic Aptitude Test (SAT)) to determine whether (a) students (s) should manage to be placed into this or that field of study.

CHAPTER FOUR

THE PILOT STUDY

4.1. An Overview

The term 'pilot study' refers to mini versions of a full scale study (also called 'feasibility' study) (Polit et al (2001) as well as the specific pre-testing of a particular research instruments such as tests, questionnaires, interview schedules, etc., (Baker,1994). In the words of De Vaus (1993) "Do not take the risk, Pilot test first."

A pilot study involves small-scale testing of the data collection methods and procedures that the researcher plans to use in the main study, and revising the methods and procedures before they are launched or become operational based on what the testing reveals (Alderson, Clapham and Wall, 1995).

The researcher conducted the pilot study on one university department (DELL of UoG). The University was used as a providing ground for answering the researcher's questions. Therefore, as a way of devising a pilot study, the English language proficiency test, the questionnaire items, the focus group discussion questions, the observation checklist and the score-data tabulation checklist were developed for appraisal.

4.1.1. Reasons for Pre-testing

Although item writers may think they know what an item is testing and what the correct answer is, it is not possible to know how it will work until it has been tried out on students. However well designed an examination may be, and however carefully it has been edited, they cannot anticipate the responses of learners at different levels of language ability. Even experienced language teachers and testers are often unable to agree about what an item is testing (Alderson, 1995).

The term pre-testing refers to all trials of an examination that take place before it is launched, or becomes operational or 'live' as some put it.

Therefore, after determining the face validity index (i.e., the surface credibility or public acceptability index) the pilot test was administered for the purpose of improving the

effectiveness of the research instruments because modification can be made before they are used in the main study (De Vaus, 1993)

In line with this, the pilot test was given to 15 students who are similar in background and level to those who will take the final examination, and then again, for the purpose of determining the reliability index in two ways, i.e., a) by using the Rank Order Correlation format (i.e., by correlating the two equivalent tests) and b) by using the Kuder- Richardson's (K-21) format, for these large numbers are not necessary, but if there are at least 20, so much the better (Alderson, 1995). This pilot test which was conducted in this research at this level (i.e., after the pre-test is administered) was given to 30 of the research participants (other than the first 15 participants who took the pre-test) for the sole purpose of determining the reliability index of the two equivalent tests.

The following table shows the first pilot test's (feasibility index) overall result conducted on 15 DELL research participants who entered to the UoG in 2008/2009 Academic Year.

Table-1 The first Pilot Test's Score-grade Results Frequency Ratio

Grammar	Vocabulary	Reading	Total
17	16	12	45
21	16	12	49
25	18	14	57
15	10	8	33
14	5	10	29
5	13	7	25
18	13	5	36
19	14	5	38
19	10	9	38
23	18	4	45
23	12	2	37
15	6	4	25
13	11	5	29
13	8	8	29

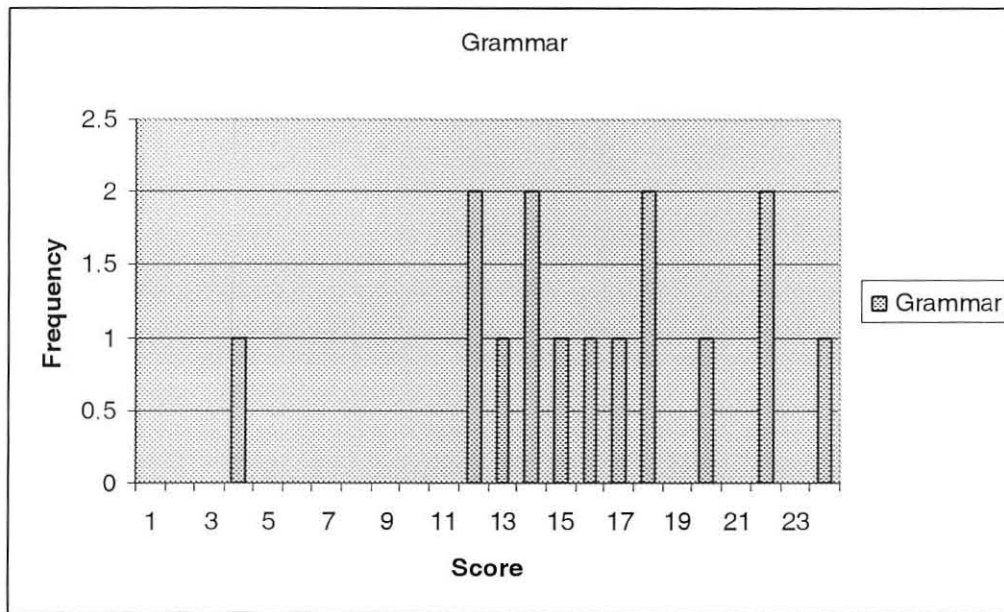


Figure –2 The Grammar Score-grade Frequencies

Standard deviation = 5.03

Central tendency = 17.06

Average score = 17.06

Range (20) Dispersivity of scores = 5—25

Figure 2 (the grammar section) shows that the highest score is 25 out of 40% (by 1 student) and the least is 5 (by 1), 4 test participants have scored more than the half line score i.e. 21 and 25 by one student each, and 23 by two students. The rest of the students scored simply below the half line. Though the nominal range is 20 and the dispersivity of scores between 5 and 25, the real range must be 13 for the reason that 5 is scored only by one student and therefore the dispersivity between 12 and 25 for the scores have assumed a homogenous cluster. The standard deviation is 5.03 very closely occurring near to the vertical start-line signifying failure.

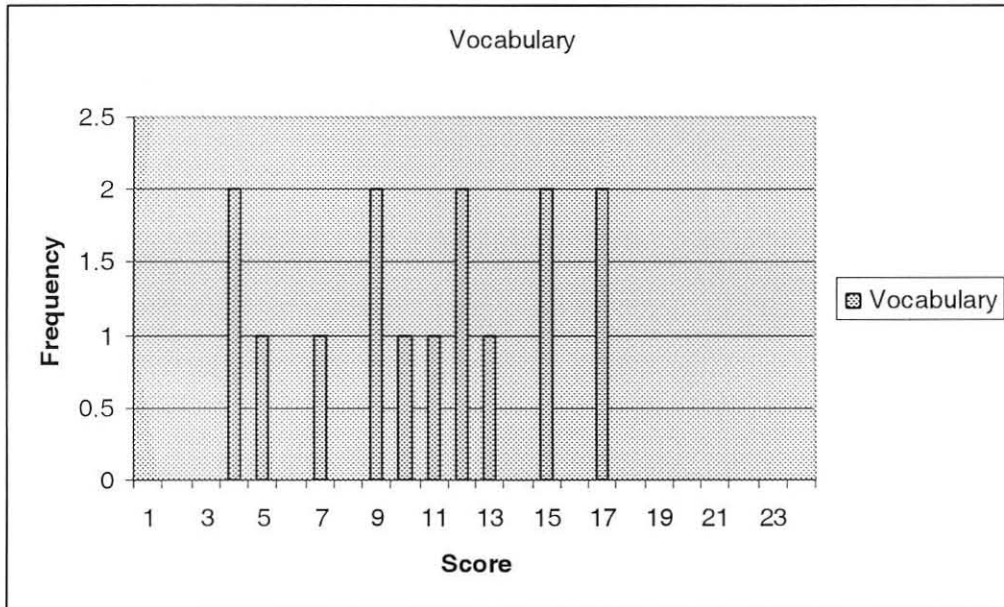


Figure 3- The Vocabulary Score-grade Frequencies

Standard deviation = 4.36

Central tendency = 11.66

Average score = 11.66

Range (3) Dispersivity of scores = 5—8

Figure 3 (the vocabulary section) shows that all of the students have scored straight below the half line score. The highest score is 17 scored by only two and the least score is 4 which is scored by also two students. The range is 13 and the dispersivity ratio is between 4 and 17. Therefore it can be concluded that the score cluster is homogenous. The standard deviation is 4.36 which show failure as it is vividly very close to the vertical starting line.

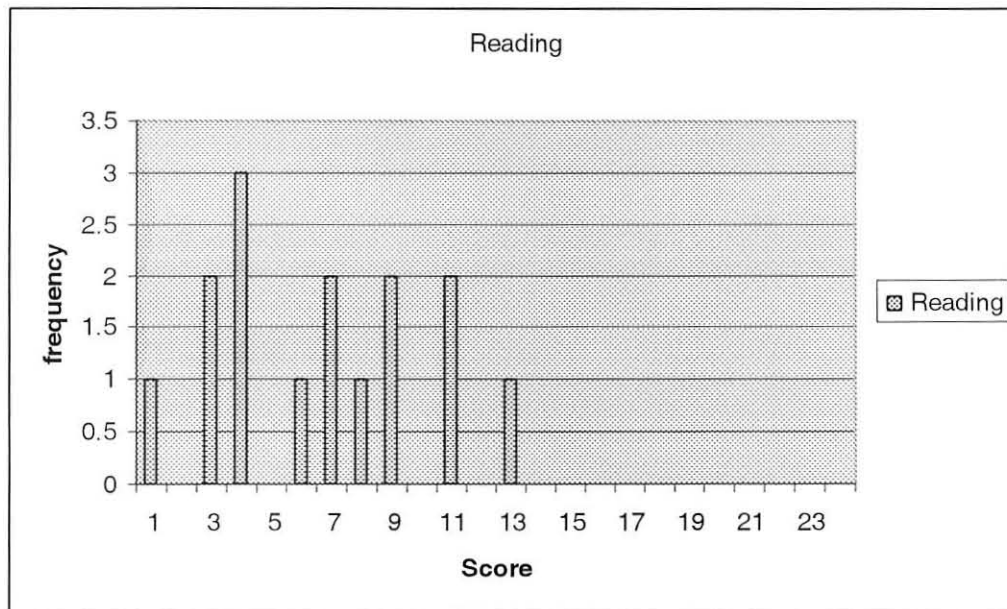


Figure-4 The Reading Score-grade Frequencies

Standard deviation = 3.49

Central tendency = 7.66

Average score = 7.66

Range (2) Despersity of scores = 1--13

Figure 4 (the reading section) shows that the only 3 students have scored above half out of 20%. 1 student scored 13 and 2 other students scored 11. The rest of the students scored straight below the half line figure 10. The highest score is 13 and the least score is only 1, therefore the range is 12 which give a homogenous nature to the score line. The standard deviation is 3.49 which prove that the end result of this section is failure.

4.1.2. The total statistical ratio of the pilot study

The following total statistical data is obtained from the three proficiency test statistical results of the pilot study, i.e., from the grammar, the vocabulary and the reading tests.

The Standard deviation=9.26

The Central tendency= 36.64

The Average score = 36.64

Range (32) Dispersity= 25--57

Though the basic objective of the pilot test is to show the viability of the test instrument by determining the test's face and content validity and the required reliability index, the pilot test's overall result also signifies that the test participants are somehow unprepared and incapable to successfully learn the English language. The highest grade scored in this test is 57 out of 100% and the frequency is only 1. 49 are scored only once and 45 are scored by two participants. The rest of the test participants (11 of them) scored between 25 and 38, with a homogenous range of 13. The Standard deviation of the test is 9.26 and the Central tendency (the Average score) 36.64. The standard deviation ratio falls below the mean therefore, it shows the total failure possibility of the test participants.

4.1.3. Reliability

If the same test is given to the same students several times, it should probably be found out that the students would not always get exactly the same scores. Variations may be caused by 'true' or systematic differences such as the students' improvement in the skill being tested, and other unsystematic changes caused by 'errors', lapses in concentration, or distracting noises in the hall. A perfectly reliable test would measure only systematic changes (Alderson, 1995).

Reliability can be estimated in various ways. The classic way is, the test-retest reliability, which is to give a test to a group of students, and then give the same test again to the same people immediately afterwards with the assumption that the students will have learnt nothing in the meantime and that if the test is perfectly reliable, they will get the same scores on the first and the second administration. Fairly obviously, this is impractical for reasons such as getting accustomed to the test method and or from suffering from exhaustion or irritation. Another way of assessing test reliability is to assess parallel-test reliability, which involves correlating the scores from two very similar (parallel) tests. This test method is practically conducted in this research by correlating the scores of the two tests with 100 objective type questions each divided into three sections, one a standard test (Test B) from the Michigan University and the other designed by the researcher following the instructions and much of the content of the standard test by assuming the Rank Order Correlation test

format and then extending the process further by employing the Kuder- Richardson (KR) 21 formula as follows:

The following table shows the reliability index of the two equivalent/parallel tests (The Michigan University TELP (TEST B) and the TELP designed by the researcher) when correlated with each other given to 30 DELL students in a space of a week (using the Rank Order Correlation format):

Table- 2The Rank- Order- Correlation Table of the Two Equivalent Tests

No	MTELP Scores	MTELP Test Rank	TELP Scores	TELP Test Rank	D	$\sum d^2$	(X-M)	(X-M) ²
1	58	1	45	3.5	2.5	6.25	10.87	118.16
2	50	2.5	43	5	2.5	6.25	8.87	78.68
3	50	2.5	38	8.5	6	36	3.87	14.98
4	47	4.5	37	10.5	6	36	2.87	8.24
5	47	4.5	30	17.5	13	169	-4.13	17.06
6	46	6	57	1	5	25	22.87	523.04
7	45	7	33	14.5	7.5	56.5	-1.13	1.28
8	44	8	30	17.5	9.5	90.25	-4.13	17.06
9	43	9.5	45	3.5	6	36	10.87	118.16
10	43	9.5	49	2	7	49	14.87	221.12
11	42	11	36	12.5	1.5	2.25	1.87	3.50
12	41	12	42	6	6	36	7.87	61.94
13	40	13.5	30	17.5	4	16	-4.13	17.06
14	40	13.5	41	7	6	36	6.87	47.20
15	40	13.5	36	12.5	1	1	1.87	3.50
16	36	16.5	38	8.5	8	64	3.87	14.98
17	36	16.5	37	10.5	6	36	2.87	8.24
18	35	18	29	21.5	3.5	12.5	-5.13	26.32
19	34	19	31	16	3	9	-3.13	9.80
20	33	20	33	14.5	5.5	30.25	-1.13	1.28
21	32	21.5	30	17.5	4	16	-4.13	17.06
22	32	21.5	25	24.5	3	9	-9.13	83.36
23	30	23.5	29	21.5	1.5	2.25	-5.13	26.32
24	30	23.5	29	21.5	1.5	2.25	-5.13	26.32
25	27	25	25	24.5	0.5	0.25	-9.13	83.36
26	26	26.5	24	26.5	0	0	-10.13	102.62
27	26	26.5	24	26.5	0	0	-10.13	102.62
28	25	28	20	28	0	0	-14.13	199.66
29	24	29	21	29	0	0	-13.13	172.40
30	22	30	19	30	0	0	-15.13	228.92

Major keys of column headings of the above table are the following

MTELP= Michigan Test of English Language Proficiency

TELP = Test of English Language Proficiency

4.1.4. The Rank Order Correlation Formula and Data Analysis

The following is the reliability index formula used for the above correlation data table of the two equivalent tests:

The formula is the following:

$$\rho = 1 - \left[\frac{6\sum d^2}{N(N^2-1)} \right]$$

ρ = correlation coefficient (index),

\sum = the sum of all the test scores,

d = the difference between the two rank orders,

N = the number of participants in the two tests.

$$\text{Therefore, } \rho = 1 - \left[\frac{6\sum 782.50}{30(30^2-1)} \right]$$

$$\rho = 1 - \left[\frac{4696.50}{26970} \right]$$

$$\rho = 1 - 0.171$$

$$\rho = 0.83$$

Therefore, the Rank Order Correlation reliability index, which is the 0.83, ratio was found to be a workable index which conflates the acceptability characteristic of the two tests and which allows the researcher to confidently administer his test.

4.1.5. The Kuder Richardson's (K-21) Correlation Formula and Data Analysis

The reliability index of the ELP test designed by the researcher is also determined by using the Kuder-Richardson (KR-21) formula.

The formula is:

$$R = \left[\frac{k}{k-1} \right] \left[\frac{1-x \frac{(k-x)}{ks}}{ks} \right]$$

Where, K= the number of items on the test,

R = test reliability index,

X= mean of the raw scores from the test,

S= variance of the scores from the test,

Where again,

$$R = \left[\frac{k}{k-1} \right] \left[\frac{1-x \frac{(k-x)}{ks}}{ks} \right]$$

$$R = \left[\frac{100}{100-1} \right] \left[\frac{1-34.13 \frac{(100-34.13)}{100 \times 27.25}}{27.25} \right]$$

$$R = \left[1.01 \right] \left[\frac{-33.13 \times 65.87}{2725} \right]$$

$$R = \left[1.01 \right] \left[\frac{2182.27}{2725} \right]$$

$$R = (1.01) \times (0.80)$$

$$R = 0.81.$$

Therefore, the Kuder Richardson's (K-21) Correlation format has produced the following reliability index which is 0.81, proving it to be an acceptable rate with which the researcher could depend on to administer his test in the main study to come.

4.2. The Questionnaire

The researcher was convinced that the questionnaire items approach must assume the open-ended format for that the participants could justify their answers, views, beliefs, assumptions, etc., though this method would be difficult when the time comes for coding and analysis. However, 15 questions were prepared and 15 copies printed out and were given to 15 participants who joined the university in the year 2007/2008. (All the four pilot test instruments, other than the English language proficiency test which is revised and given in 2008/2009 Academic year, were conducted in 2007/2008 Academic year.)

The researcher designed benchmarks for coding and categorizing questions as per their purpose. For this, Dilts (1990) eight-level constructs and Student-placement procedures were set. The reason for this is that eight questions out of the whole of the fifteen questions refer back to these constructs as the eight-level constructs are now serving the researcher as a research model for English language learning in contextualized situations demonstrating either the inhibitiveness of situations, people, culture, etc, or the motivational contributions of them on students' learning. Seven questions again refer back to the student-placement problems which is one of the research questions of this study.

4.2.1. Coding and analysis format

Table Three- Benchmarks for Questionnaire Items

Q. No	List of variables measuring students' responses to questionnaire items.								
	Environment	The object of learning	Behavior	Capability	Emotion	Beliefs and values	Identity	Higher purpose	Placement
1	Environment								
2	Environment								
3		Content							
4			Behavior						
5									Placement
6									Placement
7						Beliefs			
8				Capability			Identity		
9									
10				Capability			Identity		Placement
11									Placement
12									Placement
13	Environment			Capability		Beliefs			Placement
14				Capability			Identity		Placement
15	Environment								Placement

4.2.2. Coding and Analysis

Questionnaire items and Responses analyses format

--Question 1— do you think that social and cultural contexts (situations) play a role positively or negatively on your learning?

Response—(This question falls into the Environment benchmark of Dilts (1990) model.) Eight students responded by saying that the environments negative influence is inevitable especially for students who are strange for the place. But other seven students responded differently saying that environmental situations all over Ethiopia are almost similar, so they can not create significant problems on our learning.

--Question 2—do you feel excluded (feel lonely) if you could not get peer support on your learning?

Response - (This also falls to the Environment benchmark of Dilts (1990).)

Nine students said they have developed the habit of working alone, so they would not feel excluded. But the rest of them said that as they are told English language learning needs peer- support, therefore, they have to work together.

--Question 3— what would you feel if you find the work load (tasks) too heavy, and the vocabulary unfamiliar to you in the learning process?

Response- (This question falls into the Object of learning (Content) benchmark.) Almost all students said that they will ask the teacher for explanation. Dilts (1990), on this point has said that tasks should be framed in meaningful ways, with appropriate pacing, structure, language and with concrete examples.

--Question 4— do you experience lack of study habits for the English language learning before joining UoG?

Response - (This falls into the Behavior benchmark of Dilts (1990). Almost 11 participants have written that if they were placed into departments other than the DELL, they would not

idea saying that there may be times which we loose hope, but the other three did not write their responses.

--*Question 9 — what is your own purpose for your own learning? Is it to get a degree? To help others? To be more independent? To follow a profession that matters to you?*

Response - (This goes to the higher purpose benchmark of Dilts (1990)).

Eight participants said it is to get good salary; four said to be independent of others, two of them said to help their families, and the last one said to get a degree and feel good.

--*Question 10 — how do you explain your willingness (interest) to learn in the classroom?*

Response- (This is an opinion of Dilts (1990), which willingness represents interest for learning and without it there will be no partaking in the process of learning , and if there is no partaking there will be no success in learning. At the same time it could go to the Placement benchmark. Eight students responded that they do not know how they are to learn because of their disinterest to the department, five participants said that they will try to do what they can do, the rest to skip the question.

--*Question 11 –Are you happy that you are an English language student? Are you satisfied with your learning?*



Response- (This goes to Placement benchmark). All of them responded that they are not happy.

--*Question 12— do you think that these student- placement procedures affect your English language learning?*

Response— (This is a Placement benchmark) All of them wrote 'yes'.

--*Question 13— please describe some factors which inhibit or motivate your language learning.*

Response- (This is either a Placement or Dilts (1990) benchmark) .All participants responded that the placement procedures play inhibitive roles on their learning; and for the

Motivating factors, they mentioned job opportunities, high salary, and two participants added that speaking the language fluently as the native speakers do.

--Question—14 to what do you attribute your success or your failure in the process of English language learning?

Response- (This widely goes to the Placement benchmark) Seven participants said there will be no success without interest and the rest of them mentioned salary, having a degree, job opportunity. For their failure all of them again mentioned MoE's Placement procedures.

--Question—15 Are you pleased with the place, environment, culture, language, distance and others where you are now learning?

Response- (This is a question of Placement). All of them said 'yes'.

4.3. Focus group discussion

The following is a question- response format conducted between the interviewer and the 15 research-participants using the 15 questions designed for the focus group discussion.

Q1- What do you think is student-placement and its procedures? (They asked for help and the interviewer offered them).

A1) Research-participants reached agreement that placement is a process that departments or faculties assign or place students using some kind of criteria. But all of them complained that the MoE or the UoG do not have appropriate criteria for placement.

Q2- Are you satisfied with MoE's placement procedures concerning you and some of your friends?

A2) No, we are not satisfied. All of us are placed in to the DELL by the will of the Registrar's office of the UoG.

Q3 –Tell us about the variables of placement procedures such as your interest for learning and your capability to partake in the English language learning process.

A3) this placement process at UoG did not show any concern to our interests and capabilities for English language learning. We are not interested to learn the English Language.

Q 4) *what was your basic interest for learning before you were placed into the DELL by MoE?*

A4) Interests vary, such as: Law, Business and Economics, Sosa, Political Science, etc. .
(.No single student has shown interest to the DELL).

Q 5-*Is there any change now in you in terms of success or failure?*

A5) They said that they do not think there will be any success for the reason that they are forced to join the DELL. To change and develop in learning, interest and capability (for the field of study on the part of students) must be there. (Students reported that as they have no prior experience on the English language learning, no one should expect success.)

Q 6- *Do you like to work with peer groups? (Exchange information with others by communicating in class and out of class) (This goes to the Environment benchmark)*

A 6) Four participants reported that they preferred to join departments like Geography, Sociology, and others because they feel that they are good at reading and memorizing. But in English language learning, we are told that we should speak, listen, read and write in the classroom actively. This is something unlikely to be practiced by us now. But two participants say that they can develop this active learning method if they try hard. Exchanging information is really good for life and we have to make it.

Students, especially who prefer to study or work alone, have said that they fear that they will be in difficulties.

Q7- *What will you do if you do not have peer groups or the environment (physical), the academic, political and social situations could not give you a comfort? (This goes to the Environment benchmark).*

A7-The very thing they stated here was that instructors who are teaching in the DELL are so harsh; they never give grades above C. And many of the students in the DELL

have been dismissed (80 to 90 out of 150 students throughout the three years of learning).

Other situations like the political, social, cultural, and others would not be that difficult for the reason that most places where universities are located all over Ethiopia experience almost similar situations.

Q8- Do you feel alien (strange, not familiar) with the culture and language used here? (This goes to the Environment benchmark.)

A8) One participant said “O! Yes” I came from the Oromo region and I can’t speak Amharic so good that I do not feel comfortable when I communicate with others. Others did not take this point as a serious matter though they recognize the presence of difficulties.

Q9- Do you believe that you are rightly placed to the DELL and can successfully participate in the learning process?

A9) Almost all said “No” and the reasons given by them are the following:

- Our interests for departments are different from the DELL.
- We do not have enough prior knowledge for successful English language learning,
- We are frustrated that even after graduation (if we could graduate) we are told that we won’t get jobs. Only few graduates have been employed as teachers up to now as we are informed.

Q10-Do you feel that you do lack appropriate study habits and skills as a form of a previous learning experience? (This goes to Behavior benchmark)

A10) the majority have accepted that they have been doing differently for their own learning purposes. They were highly teacher-dependent learners and book– dependents, and they preferred to work alone. So it is clear that they lack the active language learning habits and skills. This is one of their points of frustration.

Q11- When and if you come across learning difficulties such as :working with over-loaded tasks ,unable to understand inputs given, unable to describe yourself in front of classmates, dislike of the instructor, the course(s),etc., what would you do? (This goes to the Object of learning (content) benchmark.)

A11) these are the learning difficulties which we have been experiencing most, said one girl. For my Economics teacher's unbecoming demand on me, I hated him and hated the subject and subsequently met with failure, I hope I will learn from this now.

- Inability to describe one in front of mates, I think this will be a problem for most of us said another participant and others agreed on his point.

We have to look for something to improve this, said another participant. The point they agreed upon to solve these problems is to develop using peer groups.

Q12- Are you willing to participate in the English language learning process now?

A12) we do not have any other choices now. To survive we have to put the best of our efforts.

Q13- What motivates or encourages your English language learning?

A13) some said observing teachers and other people speaking English like the natives, it attracts.

- Another student openly said that he would never think he would speak English as fluently as some people do it, it is like a dream.

Q14- What again inhibits or demotivates your learning?

A14) Some participants said some bad teachers who are careless, and incompetent people like the officials working in the Registrar's office of the faculty who placed us by force in to the DELL, like the staff of the DELL, etc...And the placement situation (forcing people to learn what they do not want to learn about).

Q15- Do you agree that placement procedures measure the students' readiness for learning? (Considering your interest and capability with the score –grade you get at the final examination) (First they asked for help for the word “readiness” and they received the required explanation).

A 15) they unanimously rejected the idea of placement measuring the degree of their readiness for their language learning. They simply forwarded the idea that they do not have the interest to learn the English language; instead they need to study Sosa, Law, Business and other fields of study.

Therefore, it can be concluded that the participants' responses and justifications, particularly those referring to the placement benchmark area, clearly tell that they are placed by force without their interests and willingness to pursue their learning. Other response benchmarks show the inhibitive ness or the motivative ness of learning preferences, practices, rapports, and other factors which are interwoven with the learning process.

To add more on the above Interviewer-respondent format, it is good to mention that out of the 15 interview questions, six of the questions were made to refer back to the Placement benchmark and participants have unanimously attested through these six questions that the MoE did not succeed in having positively applauded placement procedures. The other nine questions refer back to those eight levels of inhibition and / or motivation constructs/variables in the process of learning which are designed by Dilts (1990). For example, questions 5, 6, 7, and 8 refer to the Environment benchmark which deals with the positive or negative influences imposed on students' learning. The influences could be measured up on the culture, language, academic, political, and social situations ,Even the practice of having or not having peer friends could have its own influences on the students' learning environmentally.

4.4. The Observation

4.4.1. Out- of- Classroom Observation

The researcher has begun conducting his out-of-class observation the day he arrived at the University of Gondar, particularly at Maraki campus.

The campus, differently from others, is situated at a mountain plateau which at the time of the researcher's presence was very hot (in its temperature) and very much dusty. The distance between classrooms and their dormitories is unnervingly tiresome.

Moreover, at the time of the researcher's arrival at the campus, students were at a nuisance with the Registrar's office. Later it was disclosed that they were against the student-placement procedures employed by the office. The researcher was informed by the responsible officials and later proved it from documents that about 100 students who choose the DELL as their 6th choice (the last from the given six department options) were made to join the DELL as if it were their first choice. (The number of departments in the social sciences faculty is six).

The researcher, at last, managed to work with the 15 pilot study participants.

4.4.2. In-class observation

This observation was conducted on Tuesday morning in a formal classroom and the length of time used was a full period (50 minutes).

The specific participants of the pilot study at the time were:

- An instructor teaching them ,
- The fifteen pilot study participants , and
- The researcher acting first as a participant-observer and then as a complete observer.

The topic chosen was a topic taken from College English I- Unit 2- 'AIDS'.

The researcher opened the discussion by informing the participants the importance of the observation process and the relevance of the topic, then the session commenced almost for an hour (a period). The Complete observer, in this case the researcher, was using an observation checklist table which contained 9 benchmarked columns. The benchmarks represent the participants' degree of participation in that particular classroom learning situation. Each benchmark represents one mark.

Table four The Observation Checklist

Key = ✓=1 mark X= ½ mark ? = 0 mark

Observation check-list variables used to measure participants' overall participation in the observation session												
		Readiness to partake	Degree of Attention		Capability to Ask	Capability to Respond	Interest to Communicate	Frequency of Partaking	Fluency of speech	Grammaticalness	Confidence	10%
1	A	✓	✓		✓	X	✓	✓	?	?	✓	6.5
2	B	X	X		?	?	X	X	?	?	X	2.5
3	C	?	?		?	?	?	?	?	?	?	0
4	D	X	X		?	?	X	?	?	?	X	2
5	E	✓	✓		✓	✓	✓	✓	X	X	✓	7
6	F	?	X		✓	X	X	X	X	X	X	4.5
7	G	X	X		X	X	X	X	?	?	X	3.5
8	H	X	X		X	?	X	X	?	?	?	2.5
9	I	✓	✓		✓	✓	✓	✓	X	X	✓	8
10	J	X	X		?	?	X	X	?	?	X	2.5
11	K	✓	✓		?	?	X	?	?	?	?	2.5
12	L	✓	✓		✓	✓	✓	✓	X	X	✓	8
13	M	X	X		?	?	?	?	?	?	?	1
14	N	X	X		?	X	X	?	X	X	?	3
15	O	?	?		?	?	?	?	?	?	?	0

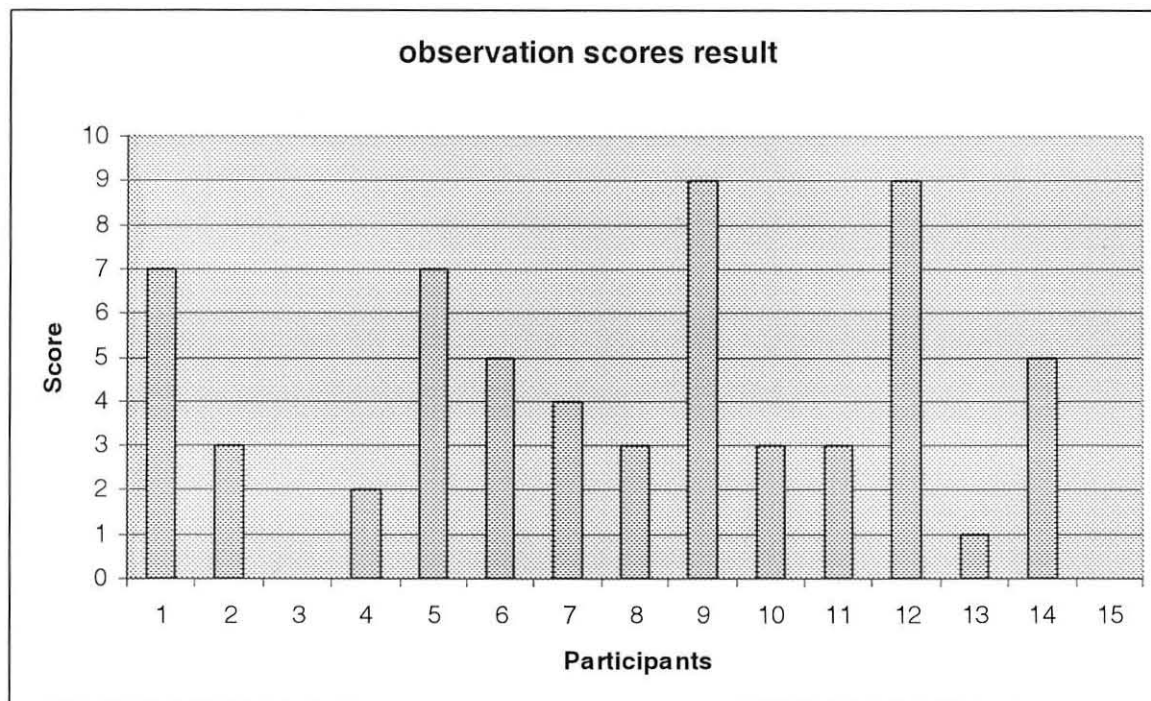


Figure 5- Observation Scores Result

Standard deviation- 2.59

Average score- 3.61

Central tendency- 3.61

The Range shows that the highest score is 8 which is scored by three participants and the least score is 0 scored by two participant. The dispersity rate is 8 with the range 8-0. Nine participants' scores fall below the Average score signifying failure. Concerning the frequency ratio, three participants scored 8, one other participant scored 6.5, and four more participants scored 2.5. But ten of the participants scored ranging from 4 to 0 and hence, are categorized into the low-scoring, under-prepared, and perhaps incapable learners.

4.4.3. The in-class observation analysis

- As discussion among the observation participants continues, there appeared two Model English language users(as described by IELTS descriptors) with partial command of the language, coping with overall meaning in most situations, though

they are likely to make mistakes. These participants seem to handle basic communication in the field. They scored 9 out of 10%.

- There are other two students who scored 7 who seem to be Limited users of the English language who were with frequent problems in understanding and expression.
- One participant scored 5 and one other participant scored 4.
- Four of them scored 3, one scored 2 and one other 1 but the last two scored 0.

The participants, who scored 5 and below are Intermittent users of the English language with whom no real communication is possible, and they showed greater difficulty in understanding spoken and written language

4.5. Score- grade Data Tabulation

This method, the researcher believes, displays especially what kinds of students are meant to be placed to universities and (different) fields of study by presenting objective evidence supported with examination score- figures from their preparatory school final examination results given by the Ministry of Education to students who are believed to have “successfully” completed their preparatory (high school) education and who eventually have joined the University of Gondar.

The following table shows the 1st year UoG students' preparatory examination score-grade results document obtained from the three departments (DELL, Medicine and Sociology of UoG) and being tabulated by the researcher.

Table Five Score-grade Data

DELL (Tests)				MEDICINE (Tests)				SOCIOLOGY (Tests)			
	English	Math's	Aptitude		English	Math's	Aptitude		English	Math's	Aptitude
1	38	48	55	1	68	91	70	1	43	42	50
2	35	32	25	2	78	71	68	2	64	37	53
3	35	52	57	3	72	85	62	3	66	37	47
4	36	46	47	4	68	72	53	4	55	48	67
5	35	46	58	5	71	80	75	5	77	72	50
6	46	31	45	6	83	82	60	6	52	32	37
7	48	37	48	7	71	69	67	7	68	37	52
8	48	35	48	8	64	83	57	8	53	37	67
9	50	42	52	9	61	65	58	9	50	52	43
10	36	37	63	10	55	72	58	10	49	43	53
11	46	32	71	11	58	71	65	11	58	48	58
12	52	58	30	12	56	77	57	12	50	48	40
13	60	42	62	13	53	72	52	13	65	40	50
14	46	62	42	14	53	71	57	14	50	48	50
15	49	34	48	15	58	74	48	15	76	51	53
Total	Av,44.00	Av,42.26	Av,50.06		Av,64.60	Av,75.66	Av,60.46		Av,58.4	Av,44.8	Av,51.33

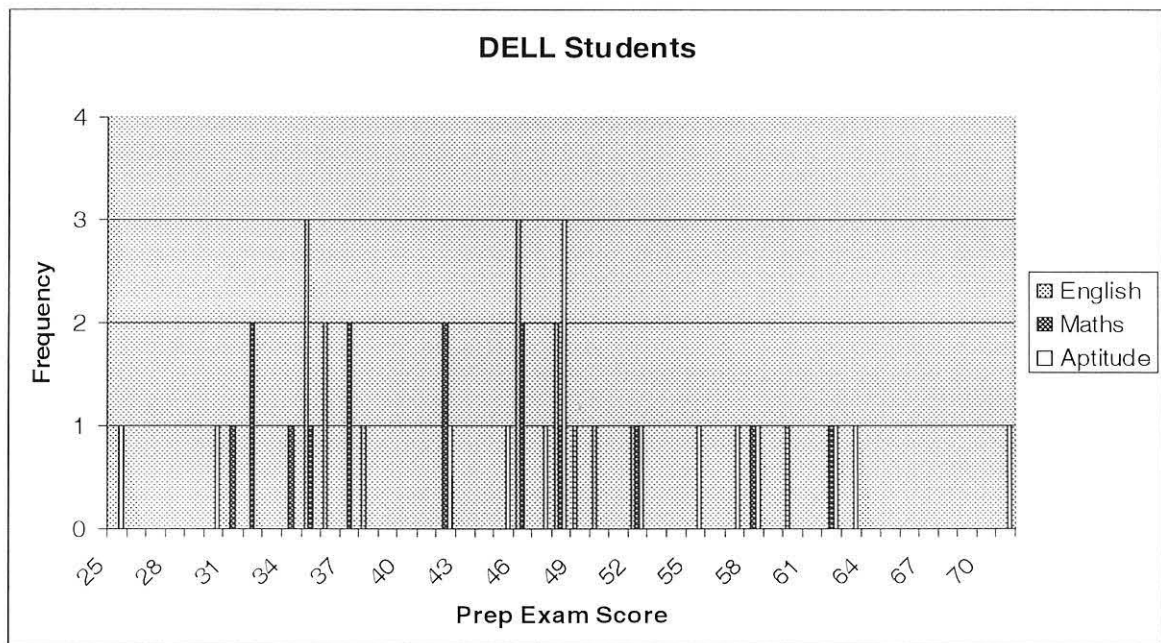


Figure -6 DELL Students' Score-grades

DELL Students' Average Score in the English exam is 44.00 and the St.D. is 7.70.

DELL Students' Average Score in Math's exam is 42.26 and the St.D. is 9.66

DELL Students' Average Score in the Aptitude exam is 50.06 and the St.D. 12.04.

The frequency of DELL participants' scores in the three subjects is well described in the above figure represented by the three different colors, light black for English, black for Math's and white for the Aptitude exams. (The preparatory exam scores which are written horizontally are spaced in 3 scores interval.) The Range shows the least score of DELL participants which is 26 in Aptitude and the highest score of DELL participants is 73 again in Aptitude. This shows that scores highly disperse from each other with 47. The most clustered scores are the English scores of DELL participants in between the least 35 and the highest 60 with the dispersity rate of 25 and can be termed as the most homogeneous scores. The Math's scores are the next clusters from the English exam of the DELL with the least score 31 and the highest 62 with the dispersity rate of 31. As the Average score of the English exam of DELL is 44.00 with STD-7.70, and the Math's Average score, 42.26 with the STD-9.66 and of Aptitude 50.06 with the STD-12.04, it can be said that though all the Average scores are least representations when compared with other departments, the DELL students' English scores appear to be extremely the least representations signifying complete

failure. This signification of failure could be described more in the students' lack of interest for English language learning and with a very low level of English language learning capability.

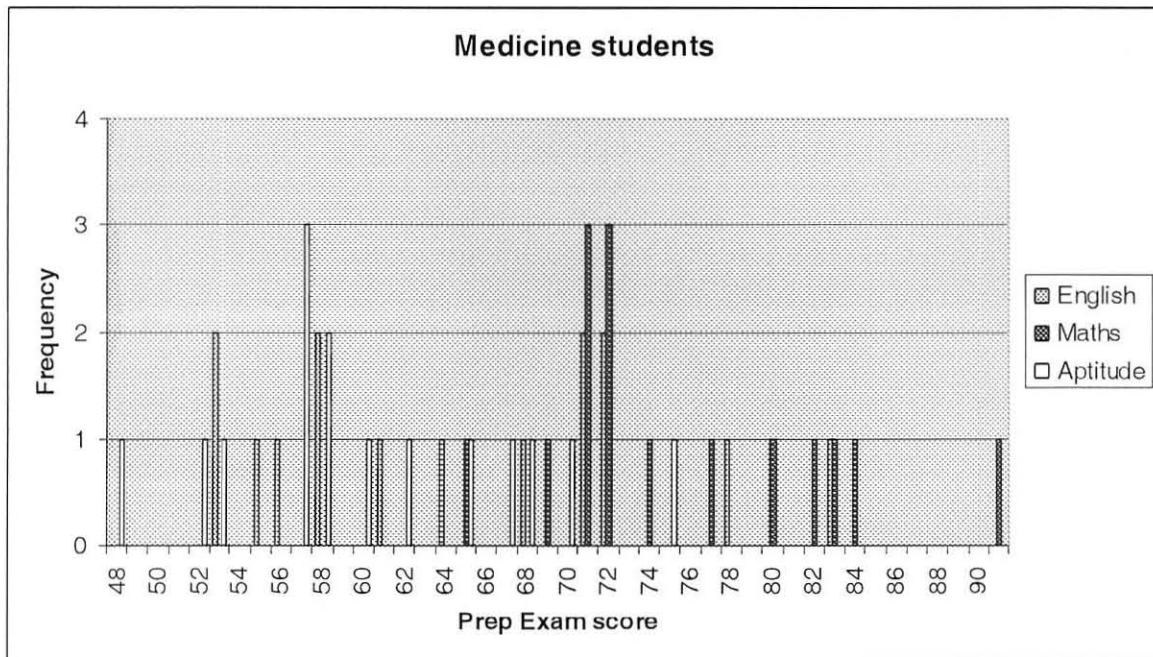


Figure -7 Medicine Students' Score-grades

Medicine Students' Average score in the English exam is- 64.60 and the St.D-9.31.

Medicine Students' Average score in the Math's exam is- 75.66 and St.D.-7.08.

Medicine Students' Average score in the Aptitude exam is - 60.46 and St.D.-7.34.

The preparatory English exam Average score of Medicine department students is by far larger than the same exam Average score of the English language learners'(the DELL students) and this ironically signifies that more capable, experienced and high- scoring students in English language learning are placed into the Medicine faculty,

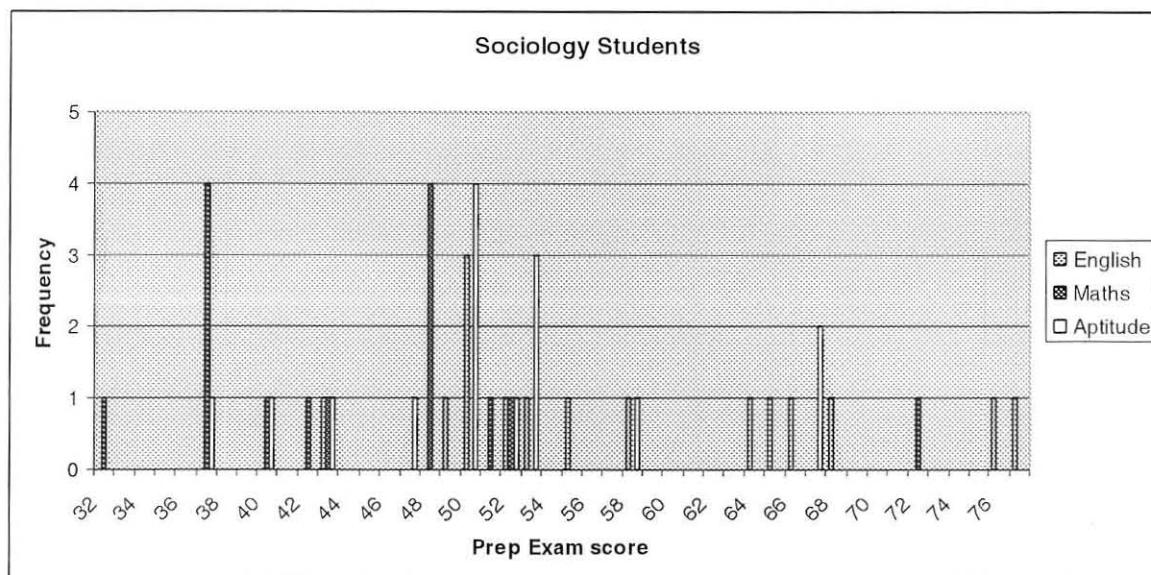


Figure -8 Sociology Students' Score-grades

Sociology Students' Average Score in the English exam is 58.40 and St.D.-10.34.

Sociology Students' Average Score in the Math's exam is 44.80 and St.D.- 9.68.

Sociology Students' Average Score in Aptitude exam is 51.33 and St.D.-8.33.

The preparatory English exam Average score of Sociology department students is also larger than the same exam Average score of DELL students and this signifies that students who are more capable, prepared, high-scoring and experienced students in English language learning have been placed into the Sociology department too.

4.5.1 Discussion of the Pilot Study

Rapid enrollment expansion accompanied with inappropriate placement of students inevitably brings progressively less qualified trainees into the system as is significantly displayed in the different sections of the pilot study of this research paper. The English language proficiency test has somehow showed in its three sections test format that students who have been placed into the DELL have been displaying different English language learning inefficiencies such as unpreparedness to learn the English language, lack of interest to join the DELL itself, unwillingness and unreadiness to take risks for their own English language learning in a foreign language context, low- achieving students especially in English language courses, having developed no prior English language learning experience and appropriate study habits The Focus group discussion and the Questionnaire items

sections have also revealed the English language learners' reactions towards the currently practiced student –placement procedures.

The preliminary results of this pilot study indicated that at least some influential English language learner and learning barriers, difficulties and problems have been detected in all of the instruments of the pilot study, and the researcher has eventually believed that by developing and using appropriate student- placement procedures and by creating and developing well-researched and standardized curricula, teaching- learning methodologies, by creating somehow conducive teaching-learning environmental atmosphere which could help or make entering students upgrade their English language proficiency skills, success may be achieved.

Given the preliminary results of this pilot study, it seems reasonable to conduct a full scale study of this phenomenon. In other words, it may be worthwhile to pursue this line of study by designing, developing and implementing a comprehensive English language proficiency test and all other instruments which are set and used in this pilot study to investigate, explore and analyze the English language learning context and students are to get involved in the English language learning process.

CHAPTER FIVE

ENGLISH LANGUAGE PROFICIENCY TEST OF THE MAIN STUDY

5.1 The English Language Proficiency Test's Result and Data Analysis

This test is a re-designed test format in line with the feedback and further overall academic advice and support the researcher obtained from one of the Ph, D Upgrading Session Assessors assigned by the DGC which was held on the 29th of April 2008.

This re-designed English language proficiency test was made to have only three essential sections which are seriously meant to consider and discreetly address the actually expected academic standard or measure of the new- entrant English language learners at a university level.

This English language proficiency test, as discussed in chapter 4, was first given to 15 newly-placed DELL students as a first hand pilot test in order to show their standings as per their results.

The next step taken by the researcher was to conduct a Rank Order Correlation test with the two equivalent/ parallel tests (i.e., the test which is designed by the researcher himself against the Michigan University's English language proficiency TEST-B) by using other 30 newly-placed DELL test participants.

The purpose of conducting this Rank Order Correlation test was to practically determine the reliability index, and by way of doing this to find out the degree of the test's validity and reliability ratio. Therefore, the reliability index of the two tests happened to become 0.83, on academic grounds, an evidence of higher degree of reliability. But the researcher further proceeded to determine the reliability index of proficiency test by implementing the Kuder-Richardson's (K-21) formula, and the finding became more encouraging, i.e., a reliability index of 0.81.

Following this, the researcher conducted the main ELP test on 70 other newly-placed DELL research participants accordingly.

Scores	Grammar (40%)	Vocabulary (40%)	Reading passage (20%)
1	0	0	
2	0	0	2
3	0	0	1
4	0	1	8
5	1	2	8
6	0	2	8
7	0	0	8
8	1	3	8
9	0	4	8
10	2	7	7
11	3	8	2
12	2	9	4
13	7	13	2
14	4	4	3
15	13	4	0
16	6	4	1
17	4	2	0
18	5	3	0
19	2	1	0
20	3	2	0
21	9	1	0
22	2	0	0
23	2	0	0
24	1	0	0
25	3	0	0
26	0	0	0
27	1	0	0
28	0	0	0
29	0	0	0
30	0	0	0

Table Six - The Proficiency Test Score-grade Frequency

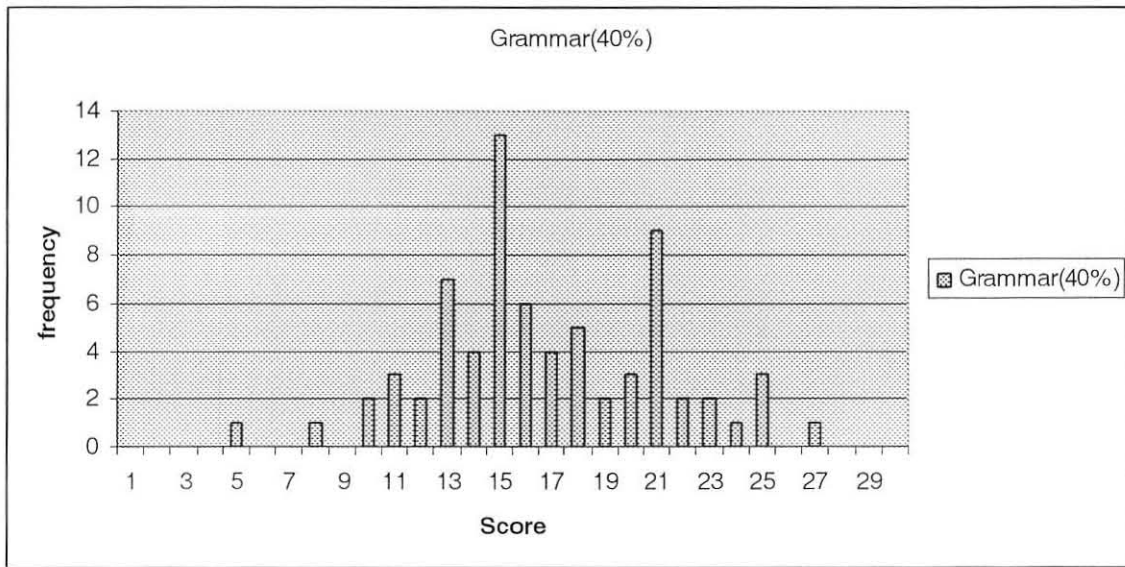


Figure-9-The Grammar Test Score Frequency

Standard deviation= 4.30

Central tendency = 16.64

Average score = 16.64

Range (22) Dispersity of scores = 5- 27

As Figure 9 indicates, the highest mark out of 40% ranges between 21 and 27 scored by 18 test participants from among the 70 students out of which 9 of them scored 27 and the other score grade scored by relatively many out of the remaining test participants is 15 out of 40% by 13 test participants. The remaining 34 students scored below 7 out of 40%. This composition along with the standard deviation ratio which is 4.30, shows a negative deviation of scores vertically downwards from the mean proving that the majority of the participants are failures. As the range is 22, the dispersity of scores is heterogeneous.

5.1.1 Result and Analysis of the Grammar Test

As mentioned above, the English language proficiency test has three component sections with which the test participants have been required to display the measure of their English language proficiency skills. Among these, the first was the ‘grammar’ section containing 40 questions with four multiple-choice items each prepared for the distinct purpose of showing how well they can recognize and use grammatical structures.

As mentioned above, the number of the main test participants is 70 from the new- entrant DELL students who are placed in 2008/2009 Academic Year. The highest score grade in the grammar section is 27 out of 40%, scored only by one student, and the least score grade scored was 5 out of 40% also scored by one student. The number of students who scored above the mid-line score (which is 20) is 21 out of the total of 70, representing the 28.58% and the number of students who scored below 15 out of 40 is 33 which cover the 47%. The remaining 16 students, who cover the 22.8%, have scored in between 16 to 19 out of 40.

It can be said that those 21 students who scored in between 20 to 27 have showed a relatively good scoring capacity which could possibly tell that these might be the ones who could be considered as capable students to succeed in the English language learning process.

The other 16 participants who scored in between 16 and 19 are those who can be placed at the upper buffer of the failures zone and these may be the types of students who are looking for further support learning strategies in the English language learning process.

But the majority of the test participants, i.e., the 33 of them covering the 47%, who scored below 15 are undoubtedly in the total failures zone displaying the sum of unpreparedness and incapability to deserve the benefit of joining the DELL.

The standard deviation ratio of the whole grammar score was 4.33 with the average score ratio of 16.64 where scores hugely cluster. Therefore, it can be said that the standard deviation has strongly but negatively deviated from the average score towards the vertical base figure 0. As the deviation ratio from the average mean was not only wider but also negatively stretching downwards, it signifies complete failure.

Though the nominal dispersity rate seems in between 5—27, with a range of 22, the actual dispersity rate of scores fall on between 5—19 representing a homogeneous cluster showing a reasonable variability of scores.

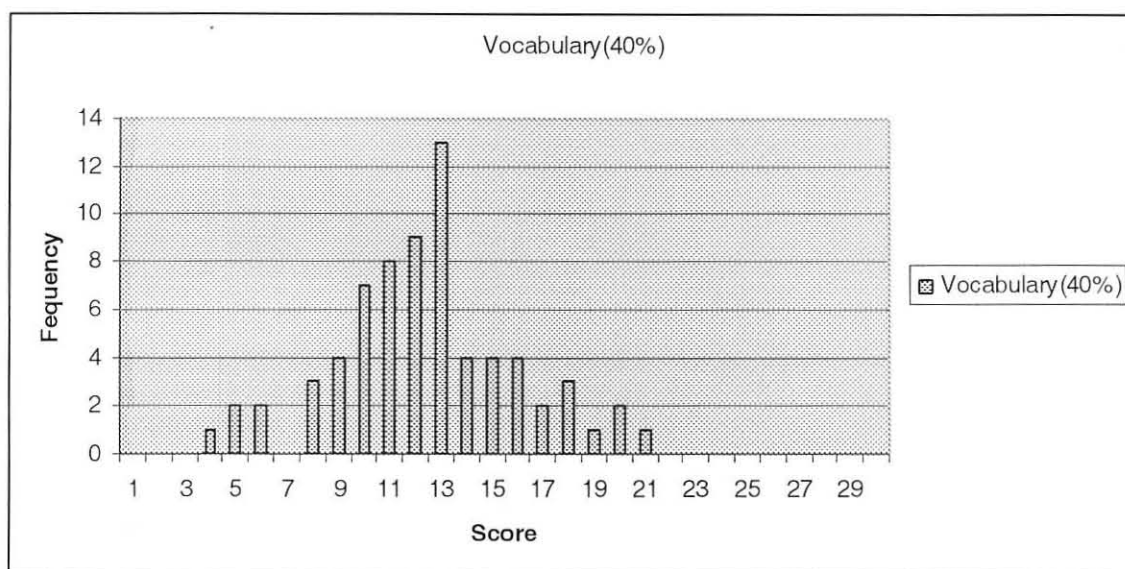


Figure-10 -The Vocabulary Test Score-grade Frequency

Standard deviation = 3.58

Central tendency = 12.41

Average score = 12.41

Range (17) Dispersity of scores = 4-21

The highest scoring students in Figure 10 (Vocabulary section) are 3 (two scored 20 and one scored 21), and the most frequently scored is 13 by 13 test participants. 36 test participants have scored below the mean but all except 3 students have scored below 20 out of 40%. The standard deviation has also occurred vertically down below the mean signifying total failure

5.1.2 Result and Analysis of the Raw Score-grade Data of the Vocabulary Test

Out of the three sections of the English language proficiency test, the second is the vocabulary section which is prepared for the purpose of showing how much they are enriched with a stock of vocabulary items and how efficiently they could express themselves and their thoughts to the benefit of the general communication environment.

As mentioned above, the number of test participants is 70 and the number of vocabulary question items is 40 with four multiple- choice answers each.

The highest score grade in the vocabulary section is 21 out of 40, scored only by one participant, and the least score grade is 4 out of 40 only scored by one participant. The

number of participants who scored above the mid-line average (i.e. 20) is only three test participants who are covering the 4.28%, and those who scored below 15 out of 40 were 58 test participants who are covering the 82.85%. Hence, it can be concluded that as the large majority of the test participants scored below 15 out of 40, the participants' vocabulary knowledge is very low. Therefore, it can be said that their communicative proficiency skills is very low. The dispersity rate of this section is in between 4-21 with a range of 17 showing a reasonable variability of scores.

The standard deviation ratio of this section is 3.58 with a central tendency of 12.41, where scores cluster down below the average mean ratio. Therefore, it can be concluded that the standard deviation has strongly seceded from the central tendency, and the central tendency, in turn, has further seceded from the nominal raw score mean more than it was in the case of the grammar section, and hence, signifying complete failure reasonably more than where it was in the grammar section.

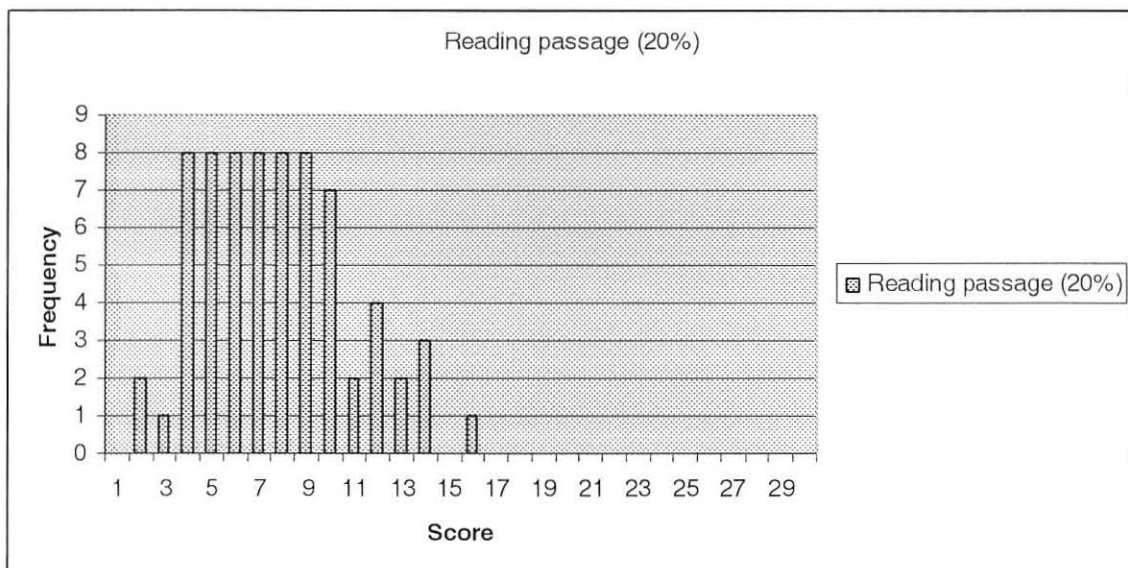


Figure-11-The Reading Test Score-grade Frequency

Standard deviation = 3.12

Central tendency = 7.75

Average score = 7.75

Range (14) Dispersity of scores = 2-16

In Figure 11 (the Reading section) 12 students out of 70 have scored above 10 (more than half from the whole), but the rest of them scored below 10. 35 students have scored below the average score and the standard deviation occurs again vertically down below the average score signifying total failure. The dispersity of scores is also relatively heterogeneous.

5.1.3 Raw Score-grade Data of the Four Reading Tests

The third section of the English language proficiency test is the Reading section which contains four different reading materials prepared with the defined purpose of showing how well they can read and understand meanings in each of the reading exercises, and how well they can distinguish (more) closer sentence constructions in meaning to the statements given. Each reading section contains only four multiple-choice questions and all of the reading sections contain 20 questions, but the number of test participants is yet 70.

The highest score grade in the four reading sections is 14 out of 20%, scored by three test participants and the least score grade was 2, scored by one test participant. The number of test participants who scored above the mid-line point (i.e.10) is 22 covering 31.4%, and those who scored below 7 out of 20 are 33 out of 70, covering the 47.1%. This on the whole signifies that the vast majority of the test participants are placed into the failures zone for the reason that they look almost incapable and unprepared to continue partaking in the English language learning process.

5.1.4 Total Raw Score- grade Data of the ELP Test

This English language proficiency test was designed...” to determine whether the students’ language ability (skill) corresponds to specific requirements or to determine whether their English language proficiency level is sufficient to follow courses (Valette, 1977). Andrew (1983) also says that the aim of a proficiency test is to assess a student’s language ability to apply in actual (communication) situations what s/he has learnt.

The highest score grade observed in this English language proficiency test is 61, scored only by one test participant and the least score observed is 23 out of 100%, scored by only two test- participants. The number of test-participants who scored above the tests mid-line score (i.e., 50) are only four which covers the 5.7%. This was the actual student number who can

be accepted as the most prepared and capable student representation, though it is still difficult to tell whether they are interested in learning the English language. Participants, who scored below 35 out of 100%, are 29 out of the 70 covering the 41.42%. This ratio of participants represent students who are not totally prepared and capable to survive on the learning continuum.

The rest of the participants are those who scored in between 36-49, those who may be looking for further academic support learning strategies and tutorial services from the DELL.

5.1.5 Total Statistical Ratio of the ELP Test

The Standard deviation= 3.12

The Central tendency= 36.81

The Average score= 36.81

Range =41 Dispersity scores = 23-61

The test's highest score is 61 scored only once, and the lowest score is 23 scored twice. Scores above 50 are only 3 and scores between 40 and 50 are 19 by 66 test participants which mean 47 participants out of the 70 have scored below 40 out of 100%. The standard deviation of the test being 3.12 falls straight down below 36.81, which is the central tendency ratio. The despersity rate is between 23 and 61 with the range 41.

The standard deviation ratio of the total English language proficiency test's data is 3.12, with the central tendency of 36.81, where scores cluster down below the mean, and seceding steep-down toward the vertical base figure 0. This total picture of the test shows that the greater majority of the entrant- students to DELL are not well prepared and capable students to successfully learn the English language.

CHAPTER SIX

QUESTIONNAIRE OF THE MAIN STUDY

6.1 Questionnaire: Presentation and Data Analysis

Though there is a large range of types of questionnaire, there is a simple rule of thumb: the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be. Highly structured, closed questions are useful in that they can generate frequencies of responses amenable to statistical treatment and analysis (Cohon, 2002). But if a site-specific case study is required, qualitative, less structured, word-based and open-ended questionnaires may be more appropriate as they can capture the specificity of a particular situation. Where measurement is sought then a quantitative approach is required; where rich and personal data are sought, then a word-based qualitative approach might be more suitable.

From the several kinds of question and response modes in questionnaires, the researcher settled with the open-ended questions. Open questions enable respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response. But the responses may be difficult to code and too classify. The issue for researchers is one of 'fitness for purpose'.

As expressed in Chapters 4 and 5, the open-ended question is a very attractive device for smaller scale research or for those sections of a questionnaire that invite an honest personal comment from the respondents in addition to ticking numbers and boxes. The questionnaire simply puts the open-ended questions and leaves a space (or draws lines) for a free response. It is the open-ended responses that might contain the 'gems' of information that otherwise might not have been caught in the questionnaire. Further, it puts the responsibility for and ownership of the data much more firmly into the respondents' hands. Furthermore, an open-ended question can catch the authenticity, richness, depth of response, honesty and candor which are the hallmarks of qualitative data.

The questionnaire items format (assuming the open-ended and unstructured format) which was used in the pilot study section has continued to be used in the main study section of the research without any major change to enable the participants write their responses, reactions, answers, views, beliefs, and assumptions to the questions forwarded. To this effect, 170 copies were prepared and distributed to 170 research participants. After the agreed upon time (one week), the researcher managed to collect 153 questionnaire copies from the respondents. The coding and analysis process, therefore, has been conducted on these 153 response papers.

Therefore, the researcher continued to use the previously designed benchmarks mentioned in chapter 4, Dilts (1990) eight-level constructs(which will help the researcher identify the inhibitive and/ or the motivating nature of different learning and learner variables within the context of the objective of the research) and the Student-placement procedures for coding and analyzing the participants responses. The reason for this is that the eight questions out of the 15 questionnaire items refer back to Dilts (1990) eight-level constructs and the other seven questions refer to the Student-placement procedures.

6.2 Questionnaire Data Analysis

The 15 questionnaire items were categorized into two benchmark categories, namely, into 1) the Placement benchmark category, in which 7 questionnaire items are included, and by which the research- participants were made to express their attitudes, thoughts, points of view, and interests toward student- placement procedures, and which answers one of the four research questions of the study, i.e. the student- placement procedures which imposed problems upon students English language learning.

2) Dilts (1990) eight-level constructs category, in which 8 questionnaire items are included, and by which the research- participants are made to express their prior English language learning exposure along with their prior English language study habits: their degree of English language learning interest and their prior English language learning capability, and the different Environmental, Social, Cultural, and other English language learning situations which is also used to answer the other research question referring to the process of identifying and describing the different constructs and variables which play inhibitive or

motivating influences on students English language learning. (Though the number of items is 15, there are some items which are functionally overlapping)

6.3 Coding and analysis format

The following table shows the summarized list of benchmark variables (of questions) in reference to the questionnaire items:

Q. No	List of variables measuring students' responses to questionnaire items.								
	Environment	The object of learning	Behavior	Capability	Emotion	Beliefs and values	Identity	Higher purpose	Placement
1	Environment								
2	Environment								
3		Content							
4			Behavior						
5									Placement
6									Placement
7						Beliefs			
8				Capability			Identity		
9									
10				Capability			Identity		Placement
11									Placement
12									Placement
13	Environment			Capability		Beliefs			Placement
14				Capability			Identity		Placement
15	Environment								Placement

Table Seven- Benchmarks for Questionnaire Items

6.4 Question and Response Analysis of Participants

Question1. Do you think social and cultural contexts (situations) play a positive or a negative role in your learning?

Response—(This question refers to Dilts Environment construct). 112 respondents stated that the negative influences of social, cultural, language and religious practices are observed. 27 respondents said that the positive or negative influences are unavoidable everywhere, and the remaining 14 students said that they don't expect the environment would be a hindrance to their learning.

Question2. Do you feel excluded (lonely) if you couldn't get peer support in your learning?

Response__ (This also falls onto Dilts Environment benchmark).92 of the respondents said that they will never feel lonely for the reason that they have developed the habit of working alone and 47 others responded that as they are now informed that English language learning needs a peer support, they have already started to frustrate. And 6 students skipped the question but the remaining 8 respondents said they don't know what to say at this stage.

Question3. What would you feel if you find the work load (tasks) too heavy, and the language used becomes unfamiliar to you in your learning?

Response__ (This question refers to the Object of learning (content) benchmark of Dilts.) 138 students said that they will ask the teacher for more explanation. 8 other students said they didn't understand the meaning of the statement, and the remaining 7 said they will simply forget such situations altogether.

Question4. Do you experience lack of appropriate study habits before joining the UoG?

Response__ (This refers to Dilts Behavior benchmark.) 128 students said that if they were placed into departments other than the DELL, they would feel that they have the appropriate study habits for their learning all the time. 22 other students simply said that as they have no choice now, they will work hard to develop the required study habits. The remaining 3 skipped the question.

Question5. Do you think that you were interested and capable of learning the English language before you joined the English language department?

Response__ (This falls onto the Placement benchmark.) 141 students responded that they were not interested to learn the English language or join the department if they were not made to join the DELL. They also stated that they don't feel confident in their capability or knowledge of the field. But the rest 12 students responded that they do have the interest to learn the English language.

Question6. What made you join the English department at the UOG?

Response___ (This is also a Placement benchmark.)130 respondents said that the Registrar Office of the Social Sciences and the Humanity's Faculty should take the blame for their unwilling placement. 21 respondents said it was their first and second choice, but the rest 2 didn't say anything.

Question7. Do you agree or disagree with the following: some students have the belief that they are not supposed to be at the university or that they are not good enough in their learning?

Response__ (This goes to Dilts Beliefs benchmark.) 10 students have said that they have already started thinking to look for other options. 116 students have said that though they are not pleased with what happened to them, they will try hard to go to the end. 21 of them said they don't completely agree with the statement at all. But the other 6 didn't write anything.

Question8. When you encounter (face) difficulties on learning, do you say that you are the kind of person who can not learn?

Response___ (This goes either to the Beliefs or the Identity benchmark of Dilts.) 81 students simply said that they are not such students; but 63 of them said they wouldn't feel as such if they had been given the right opportunity. 5 students have accepted that sometimes they could feel as such; but the rest 4 said nothing.

Question9. What is your purpose for your own learning? Is it to get a degree, to help others, to be more independent, to follow a profession that matters to you? Please explain/

Response___ (This goes to the Higher purpose benchmark of Dilts.) 142 students said that they learn to get a degree and get a very big salary so that they can help their family; 8 students said that by learning, they can feel good and confident of themselves. The other 3 said they simply learn because there is nothing else they can think of doing.

Question10. How do you explain or demonstrate your willingness or interest to learn in the classroom and out of the classroom?

Response__ (This is an opinion of Dilts (1990), Cottrell (2001) which says willingness represents interest for learning and without it there will be no success. It also goes to Placement benchmark.) 130 students said it is difficult for them to say about their interest for learning because they feel they are not given the chance. 21 students said that they will show their interest by working hard and the rest 2 didn't say anything.

Question11. Are you happy that you are an English language student and satisfied with your learning?

Response___ (This goes to Placement benchmark.) 132 students simply said they are not happy. 21 students instead say that they are happy that they are English language learners and satisfied with it.

Question12. Do you think that student-placement procedures affect DEIL students' learning in an EFL situation? (English as a Foreign Language)

Response___ (This goes to Placement benchmark.) 131 students agreed with the question by saying that their interests are not considered. 19 of them responded differently that they are happy with the placement procedures. 3 students skipped the question.

Question13. Please describe factors which inhibit or motivate your language learning.

Response___ (This goes either to Dilts (1990) 'inhibition-motivation' constructs or to the Placement benchmark.)

- a) Inhibitive factors: 129 students said that placement procedures are not good.
- b) Motivating factors: 21 students said that they are happy. 3 of them wrote nothing.

Question14. To what do you attribute your success or failure in the process of English language learning?

Response___ (This goes to Placement benchmark.) 124 students said there will be no success without interest; 8 students said there will be success when having a degree, good salary, and good job. 21 of them said there will be success only when there is interest for learning.

Question15. Are you pleased with the place, environment, culture, language, distance and others where you are now learning?

Response___ (This entirely goes to Placement benchmark.) 26 students agreed with the above statement. 111 said the above situations could create problems on their learning. And 16 of them said the above situations will not play greater role in their learning.

6.5 Question- Response Analysis Statistical ratio

1) Do you think that social, cultural, and/or ideological contexts (situations) play a role positively or negatively upon your learning?

- 112 participants, 73.2% of the participants have admitted that the Environment plays a negative role upon their learning.

- 27 participants, 17.64%, said the Environmental influence is unavoidable.

-14 participants, 9.15% of the participants said that the Environmental influence wouldn't hinder their learning.

2) Do you feel excluded (lonely) if you couldn't get a peer support?

-92 participants, 60.13%, participants said that they prefer to study alone, therefore they don't feel it

-47 participants, 30.7% of them said that they already have started to frustrate for they are told that peer work is one of the necessities for language learning.

- 6 participants, 3.9% students didn't respond.

- 8 of them, 5.2% participants said that they don't know what to say.

3) *What would you feel if you find the work load (tasks) too heavy, and the vocabulary unfamiliar for you in your learning?*

- 138 of them, 90.1% of the participants said that they will ask the teachers for explanation.

- 8 of them, 5.28% said they did not understand the meaning.

- 7 of them, 4.5% said we simply forget such situations.

4) *Do you experience lack of appropriate study habits before joining the university?*

- 128 participants, 83.66% said if they had been given their departmental of their choice, they wouldn't have felt anything different.

- 22 participants, 14.37% said that as they have no choice now they will try hard to get the best.

- 3 of them, 1.96% of the participants skip the question.

5) *Do you think that you were interested and capable of learning the English language before you joined the DELL?*

- 137 participants, 89.5% of them said they were not interested to join the DELL. They don't feel confident in their English language capability.

- 16 participants, 10.45% of the participants said that they do have the interest to learn the English language.

6) *What made you join the DELL?*

- 133 students, 86.9%, said the Registrar office of the Social Sciences Faculty of the UoG.

- 18 students, 11.76% said it was their 1st and 2nd choice.

7) *Do you agree or disagree with the following: some students do have the belief that they are not supposed to be at the university for that they are not good enough in their learning.*

- 10 students, 6.53%, said they have already started to look for other options from now.

- 116 participants, 75.8% said though they don't have the interest, they will try hard to go to the end.

- 21 participants, 13.7% said they don't agree with the statement at all.

- 6 participants, 3.9% of them didn't write anything.

8) *When you encounter difficulties on your learning, do you say that you are the kind of person who can not learn?*

- 81 of them, 52.9%, said they are not such students.

- 63 of them, 41.1%, said they wouldn't have said as such if they were given the right opportunity.

- 5 of them, 3.26%, said they sometimes feel as such.

- 4 of them, 2.61%, said nothing.

9) *What is your purpose for your own learning?*

- 142 participants, 92.8%, said to get a degree and a very good salary, and then help families.

- 8 of them, 5.2% of them said they feel good and confident of their learning.

- 3 of them, 1.96%, said they simply learn for they don't have any choice.

10) *How do you explain or demonstrate your willingness (interest) to learn in the classroom and out of the classroom?*

- 130 participants who covered the 84.96% said that it is difficult to say about their interest to learn in whatever situation as they are not given the right opportunity to choose their field of study.

- 21 participants who covered the 13.7% from the whole said that they will show it by working hard.

- 2 participants who constituted the 1.3% didn't write anything.

11) Are you happy that you are an English language student? And are you satisfied with your learning?

- 132 who represented the 86.67% said they are not happy.

- 21 participants who represented the 13.72% said they are happy.

12) Do you think that these placement- procedures affect DELL students' learning in an EFL (English as a foreign language) situation?

- 131 Participants, who constituted the 85.6%, responded by affirming that the student-placement procedures affect students' learning interest and ambitions.

- 19 students who covered the 12.4 % said that the procedures that are used would not affect their learning.

- 3 students who covered the 1.96% skip the question.

13) Please describe some factors which inhibit or motivate your language learning.

- 129 participants who constituted the 84.3% said the placement procedures themselves are not good.

- 21 who covered the 13.72% said they are happy because they can get their degrees and good job and salary.

- 3, 1.96%, of them skip the question.

14) To what do you attribute your success or failure in the process of your English learning?

- 124 of them i.e. the 81.04%, attributed their lack of interest to the placement procedures and to their dislike to the field of study.

- 8 of them, 5.22%, said there will be a feeling of success when you know that you are to have a degree, a job and a very big salary.

- 21 of them, 13.72, said there will be success when there is interest for learning.

15) Are you pleased with the place, environment, the culture, language and the distance of Gondar from the place where you have come?

- 26 of them, 16.99%, said they are pleased with the Environmental situations mentioned.

- 111 of them, 72. 54% said those mentioned situations will create problems on their learning.

- 16 students, 10.45%, said that the environmental situations will not have significant influence upon their learning.

6.6 Summary of the Questionnaire Items

As was mentioned above, the 15 items were categorized into two function groups, i.e. to the Placement category and to the Dilts (1990) eight-level constructs category.

Questions 5, 6, 10, 11, 12, 13, 14, and 15 are grouped into the Placement category, and hence the participants used them to express their attitudes, assumptions, points of view and belief about the placement-problems imposed upon them and on their learning, about their likes and dislikes concerning the English language department and the English language learning processes and situations, about their 'learning interest' and 'learning capability' and many others. From their overall word-based responses supported with the statistical configurations, it can be concluded that students who are made to join the DELL are students who do not have the required 'degree of interest' and the required 'degree of capability' to successfully learn the English language and hence, possibly unable to 'yield' the required professional and academic experts 'self-image'.

The other questions 1, 2, 3, 4, 7, 8, 9, and 10 are grouped into the Dilts (1990) eight-level constructs category, and hence again the participants used them to express their degree of prior English language learning experience and level of practical exposure, the kind and level of their prior English language learning study habits, about their degree of English language learning interest, the degree of their willingness and readiness or capability to take risks for their own English language learning, the level of their confidence to learn the

English language, about the overall (English language learning) variables and constructs that practically motivated or inhibited their English language learning behavior, processes, situations, and others. And from their overall word- based responses and statistical summaries, it can be concluded that the students who are made to join the DELL are types who do not have the required ‘degree of interest or willingness, and level of readiness or capability’ to successfully learn the English language; who do suffer from the lack of the required ‘degree of prior English language experience, exposure and necessary English language study habits’; who display the lack of ‘ the required degree of English language learning confidence, the expected higher purpose for their English language learning and who appear to practically be inept of identifying and using the motivating and/or the inhibitive factors in the process of their English language learning.

CHAPTER SEVEN

FOCUS GROUP DISCUSSION OF THE MAIN STUDY

7.1 Purposes of the Focus Group Discussion

The purposes of this Focus group discussion are:

- to test the hypothesis which says that student- placement should be based on students' 'capability' and 'interest' for successful English language learning;
- to test the hypothesis that the currently used student- placement procedures are imposing a great deal of inhibitive influences and problems upon students' English language learning;
- to test the hypothesis on those identified learner and learning constructs and variables, offered by Dilts (1990) and other learner and learning strategies, styles, skills, etc., which can motivate students' English language learning if employed appropriately, and which can inhibit students' English language learning if implemented inappropriately;
- to gather data on the overall points mentioned above and analyze it.

This research instrument could serve other different purposes such as: First, it may be used as the principal means of gathering information having direct bearing on the research objectives. As Tuckman describes it, 'By providing access to what is" inside a person's head", (it) makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs) (Tuckman, 1972). Second, it may be used to generate and test hypotheses or to suggest new ones; or as an explanatory device, to help identify variables and relationships. And third, it may be used in conjunction with other research methods or instruments.

Morgan (1988) suggests between four and twelve participants per group, and Leedy and Ormrod (2005) suggest the using of ten to twelve participants in a focus group discussion.

Concerning the analyzing process, once data from the discussion have been collected, the next stage involves analyzing them often by some form of coding, scoring or sorting. In qualitative data, the data is interpretive, hence the data analysis, is less a completely accurate representation (as in the numerical positivist tradition) but more of a reflexive, reactive interaction between the researcher and the decontextualized data that are already interpretations of a social encounter.

7.2 Discussion procedures

The researcher randomly selected 12 research participants for the Focus group discussion instrument as suggested by Leedy and Ormrod (2005) from the 150 students who participated in the consecutively held three observation sessions. The researcher has, of course, acknowledged the outright interest forwarded by these participants.

Before proceeding onto the commencement of the discussion, the researcher has prepared 12 cards on which numbers (1- 12)are written and gave each card to each of the participants with the instruction that whenever a participant has anything to say in the process, he/she should raise the card upwards so that it can be video-taped.

The following discussion transcription, therefore, is taken from the video-taped CD by using the tape as the primary source of the discussion. Nevertheless, when copying the script (owing to the difficulty of the copying process), he has made a reasonable attempt to include those unavoidable parts the absence of which would make the discussion incomplete or farfetched.

7.3 Question and Response Format

The following is a checklist of the discussion questions and statements used for the focus group discussion along with the research participants' responses as taken from the taped DVD-CD. (As the following discussion questions directly and practically refer back to the theoretical baseline benchmarks, which again co-integrate with the basic questions of the

research, i.e., the Placement benchmark and Dilts (1990) eight-level constructs, the researcher has included the reference commentary along with each question.)

Question 1= what do you think is student – placement (and its procedures)?

(This item refers back to the Placement benchmark)

When this item was forwarded, all of them showed confusion on their faces. Then the researcher explained the term to them, and instantly a girl- student (number-2) broke in with a defining Amharic word (in the local language) – ‘mideba’ a direct synonym for the English expression ‘the process of categorizing someone into a group...’ - and all agreed with her definition.

Question 2= Are you satisfied with the MOE’s placement procedures concerning you and some of your friends? (This item also refers to the Placement benchmark.)

Answer = No-2= I am not satisfied. The information I obtained from second year students was that English department is not good and is difficult. So I became frustrated and therefore, I am not satisfied with the placement.

No=11= I am satisfied with the UoG, but I am not satisfied with the department. Departments like Sociology are given to some others. But the English department was my final choice. If I can get additional support, I may continue my learning.

No-1 (a girl)= I was interested in learning when I was 8th and 9th, and even 10th and 11th grade student but later I changed my mind and when I noticed that I was placed into the English department I cried very much because I was no more interested in learning the English language.

No-9 = I am not interested in the English department. I was interested in other departments like Sociology. English is difficult for me to speak and understand, for this I don’t want to join the English department.

No=6= This student also expressed his dissatisfaction in joining the English department.

No 3= When I was young I was interested in learning English but now I am not interested, for this reason my first choice was Sociology. But if I am placed into it and made to learn it, I will be interested to study it.

No 2= Explained that she likes learning the English language and she is satisfied with the placement.

Question 3= Tell us about your interest for English language learning and your capability to actively take part in the learning process.

(This item refers to Dilts (1990) eight-level constructs, and specifically to the Object of learning (Content) construct.

Answer—No 12= He said he liked the English language from grade 1 to 12 and he was successful, but now he is not pleased with his being placed to the English department for the information he received from the second year and above students about the English department that the learning of the English language is very hard and I should not choose it. Being afraid with the information, I chose Anthropology, Sociology and others sequentially but I was placed into the English department.(No- 12= not looking satisfied with his speech he switched off into the Amharic (his local language) and explained the same story again.)

No-4= He also told the group that he doesn't have the interest to join the English department.

No-5= He said he is pleased that he has joined the U o G but his choice was to be placed to the Geography or the Sociology departments, but unfortunately, he has become an English language learner, therefore he will continue his learning in the English department.

No-1= Of course I was not pleased and ready to join the English department but now I have decided to work hard and get good grades in English, because I have no choice and if I work hard, I know I can get good grades.

(Student No-3 came in with a question asking the purpose of the discussion if it is whether to give them another chance for placing them into other departments or if it is to give them

special support for their learning. The researcher explained the purpose of the research again to the group.

Question 4= what was your basic interest for learning before you were placed to the DELL by UoG's Registrar Office?

(This falls to the placement benchmark.)

No-1= It was Geography and then Sociology.

No-2= It was the English department and I am satisfied with it.

No-3= It was Sociology. Graduating students told me that Sociology is the best department.

No-4= It was Law which I chose but couldn't get it.

No-5= Said it was Sociology.

No-6= Sociology.

No-7= Development Studies. My reason was that I was told many students from the English department have withdrawn for the learning difficulty, there are day to day presentations, speaking practices in English, and many other practical activities and for this I was afraid to join it. But now I have known that there is no any simple field of study and I have decided to learn the English language.

Question=5= Is there any change now in you in terms of success and/ or failure?

(This goes to Placement benchmark.)

No-10= Law. I have decided to change my interest now.

No-9= Geography. Now I must develop my interest to learning the English language.

No-11= Development Studies. This student has tried to explain his interest for Development studies department by illustrating examples that the field of study contributes for the increment of the country's GDP. For this he believes that learning Development studies is essential.

Question=6= Do you like to work with peer groups by exchange information with others and communicating with them in class and out of class?

(This refers to Dilts (1990) Environment benchmark)

(The researcher explained what 'peer' and 'peer group' means to them)

No-1= Said 'yes- I like it, though I have very little experience in it, I want to work with friends.

No-2= Yes, I like working with friends. It is good.

No- 3= When I read alone, it is difficult. When I get difficult words, I always ask others.

No-4= No. I want to work alone. I always work individually in libraries. (He switched off into the Amharic (the local) language) because others may disturb me by laughing or by shouting when I study.

No-6= Now I like the sharing of ideas with friends. We should avoid selfishness.

Question=7= What will you do if you do not have peer groups or the environment (physical), the academic, political and social situations would not give you a comfort?

This refers to Dilts (1990) Environment benchmark.)

No=2= I will work alone if I don't have a friend.

No=11= I will have friends and I will work with them.

No=9= I think if the environment is not good I will never think of going away from the university, and I will never ask for a withdrawal but I will ask for help by going to friends in other campuses.

No=7= (Switching into the Amharic (the local language) This problems could happen and we will not solve this problems alone but by working with friends.

Question=8= Do you feel alien (strange) with the culture and language used here?

(This falls to Dilts (1990) Environment benchmark)

(The researcher gives further explanation to this question)

No=3= There is nothing different in Gondar, but what I see here is the way women dress their clothes. They wear black dresses and I feel frustrated when I see this because it gives me a very disturbing feeling. In my place, people wear black only when someone dies. But here they wear it usually and I ask why they do this.

No=12= I saw nothing special by coming to Gondar. There is the same experience, culture and everything is similar to my place. Concerning different languages, I can't understand the new friends of mine when they use their own languages. But there are no other problems. I will try to learn their languages and they will try to learn mine.

No=4= Here we are living together. We are doing everything together. So there is no problem.

No=1= I came from Jimma, so things are not that much different.

Question=9= Do you believe that you are rightly placed to the DELL and successfully take part in the learning process? (This goes to Placement benchmark.)

They all said 'no' to the question except one girl student (No-2) saying 'yes'.

Question=10= Do you feel that you do lack appropriate study habits and skills as a form of previous English language learning experience? (This refers to the Behavior benchmark of Dilts (1990))

No=2= Yes, I feel that I have been learning it in my own way. I realized it now that I have a problem of learning the English language. I don't know how to learn the English language. Now I need to get an advice how to successfully learn the English language.

No=7= Though we feel that we have been learning the English language before, we have realized now that we should know more how to learn English because our experience is poor.

Question=11= When and if you come across learning difficulties such as working with over- loaded tasks or exercises, unable to understand the information given, unable to describe your self in front of classmates, hatred of the instructor, the course (s) etc,.. What will you do? (This goes to Beliefs and values and Identity benchmarks of Dilts (1990.)

(For this further explanation was given by the researcher.)

No=7= If I feel there are problems, I will ask the teacher to solve them for me. I will discuss things with the teacher.

No=6= says as I think I will share my problems individually with the teacher.

N0=10= I will personally ask my teachers so that I can get my problems solved. But t will not leave the University whatever happens.

Question=12= Are you willing to actively participate in the English language learning process now? (This goes to the Placement benchmark.)

They all said 'yes'. As they don't have any other choice, they said they will continue to learn the English language.

Question=13= what motivates or encourages your English language learning?
(This goes to the Placement benchmark and to Environment benchmark.)

No=2= I am interested and my interest is my motivation. I want to be an English teacher.

The researcher then asked that the rest of you have already told me that you are placed without your interest so that you have got no point for being motivated. They showed agreement to this point.

Question=14= what again inhibits or demotivates your English language learning?
(This refers to the Placement benchmark and to Dilts (1990) Environment benchmark.)

All of them said 'lack of interest'.

Question=15= Do you agree that the placement procedures used measure your readiness for the English language learning process? (This goes to the placement benchmark.)

(The researcher gave them further explanation on this question.)

No=5= No, I am not properly placed. All others except one student (No=2) agreed on No 5's point.

After this, the researcher expressed his gratitude for their active participation and concluded the Focus group discussion.

7.4 Summary of the Focus Group Discussion

Among the 15 Focus group discussion questions presented for discussion, question numbers, 1, 2, 3, 4, 5, 9, 12, 13, 14, and 15 are categorized into the Placement benchmark wherein the research- participants were given opportunities to explain or describe their attitudes, interests, and the degree of their willingness to join the DELL and other related points. Research participants were also made to comment on whether the student-placement procedures and practices are based on or satisfy the 'student-interest' and 'student-capability' variable requirements of students who are placed into the DELL.

Other focus group discussion points, such as: question numbers: 5, 6, 7, 8, 10, 11, 12, and 14 are categorized into Dilts (1990) eight- level construct benchmarks describing which variables or constructs played a motivating role and which others impose inhibitive influences on English language learning behavior and on the English language learning process.

From their overall verbal discussion responses and statistical configurations outlined, it can be concluded that the greater majority of students who are made to join the DELL are those who do not have the least required 'degree of interest or willingness' to join the DELL; and who, as well, lack the least required 'degree or level of readiness or capability' to effectively and successfully learn the English language; it is those who lack the least required degree of prior English language learning experience, exposure and/or necessary English language learning (study) habits; and it is those who display the lack of the required degree of English language learning confidence, motivation, and higher purpose essential for their successful English language learning.

CHAPTER EIGHT

OBSERVATION OF THE MAIN STUDY

8.1 Observation: Presentation and Analysis of Data

Morrison (1993) argues that observations enable the researcher to gather data on:

- 1- The physical setting= (the physical environment and organization). (This was explained in Chapter 5 of the observation section.)
- 2- The human setting = the research was conducted on the new-entrant students of the DELL of the UoG.
- 3- The interactional setting = the research was due to learn about the student's communicative ability on in-class and out-of- class observational context.

Patton (1990) suggests that observational data should enable the researcher to enter and understand the situation that is being described. Structured observation is very systematic and enables the researcher to generate numerical data, in turn, facilitate the making of comparisons between settings and situations, and frequencies, patterns, and trends to be noted or calculated. The observers adopt a passive, non- intrusive role, merely noting down the incidence of the factors being studied. While structured- observation provides useful numerical data; there are several concerns which must be addressed in this form of observation, (Bennett et al. 1984). For example:

- The participant's subjectivity is lost to an aggregated score;
- There is an assumption that the observed behavior provides evidence of underlying feelings, i.e. that concepts or constructs can be crudely measured in observed occurrences.

As a highly structured observation will know in advance what it is looking for (i.e. pre-ordinate observation) and will have its observation categories worked out in advance, the researcher has stipulated a highly structured benchmarks checklist having nine column variable headings to be filled out by two trained coders at each observation session.

8.2 Out- of- Classroom Observation

As was in the pilot study, the researcher has started his out- of- class observation the day he arrived at the UoG and particularly at Maraki Campus where the Social Sciences and the Humanities students are situated to live and learn.

At the time of the researcher's arrival at the campus, many students were officially complaining and expressing their disagreement on the placement procedures implemented by the Social Science Faculty's Registrar Office. The researcher was told by some students and later proved it from official documents from the Registrar's office that about 219 students out of the 244 who preferred the DELL as their 6th (last) choice were made to join the DELL without recognizing their preferences (as if it were their 1st and/ or 2nd choice).

8.3 The In-class Observation

The observation process was conducted by using 150 participants on the whole but by randomly dividing them into three session-groups (50 students in a single session) assisted by the English language department in the process).

8.4 Participants of the Instrument

Participants of the 3 (three) in-class observation session processes were:

the 150 randomly selected participants described above (divided into three sessions which are held consecutively), 2 trained lecturers (the first one worked in the first two sessions) who are currently teaching in the DELL (who received a short-time training about the research and the observation session essentialities for about two hours by the researcher), 4 coders (two of them worked consecutively in the first two observation sessions) who coded the participants' activities on (with) the checklists having nine predetermined checklist - column- headings prepared by the researcher after receiving a short-time briefing for about 2 hours about the coding practice too, as could be seen in the video-taped CD.

8.5 Proceedings of the Observation

The researcher used Cohon's (2002) 'useful set of guidelines for directing observations of specific activities, events or scenes' suggesting that they should include answers to the following questions:

- The new- entrant university students who are placed to the DELL are taking part in the observation sessions in three groups of 50 each,
- Coders, by using the nine benchmark variables on their checklist, give marks to the participants as per their participation,
- The behaviors observed are the ones which are expected of university students of that level, and displaying the expected behavior at least once would offer the participant with a portion of a mark,
- An informed lecturer delivers the lecture, and two trained coders deliver marks to participants who raise the numbered- cards high up to be looked by the coders and by the cameraman,
- The role of the participants is simply to do as ordinary English language learners are expected to do in their formal classrooms,
- Decisions in the observation sessions are made by the lecturer (in offering chances to students asking for them), and by the coders (in giving marks to students who are participating).
- Issues prepared for discussion are AIDS for the first two sessions, and CULTURE and VALUES for the third session,
- First the lecturer talks for 7 to 10 minutes, then participants talk by asking for chances and other participants listen to the talks made by their session-mates,
- The event takes place at Hall 1 of the Maraki Campus,
- Each session is as equal as a formal period (50 to 60 minutes),

- The purpose, the overall process and the disciplinary expectations of the instrument are first explained by the researcher as a form of introduction,
- The observation sessions take place that way in order to find out whether students do have the necessary learner-skill variables required for that level,
- Participants attribute whatever meaning in the domain of their ability to what is happening there by doing what they can do in the given time and place context.

8.6 List of checklist headline variables with their functional meaning

- 1- Readiness to partake= the participant's overall capability and confidence to take part in the session.
- 2- Degree of attention = the disciplinary fitness of participants in the session.
- 3- Capability to ask = the ability of participants to forward or raise questions.
- 4- Capability to respond = the ability of participants to deliver answers to questions.
- 5- Interest to communicate = the degree of participants alertness and eagerness to get involved in the classroom dynamics.
- 6- Frequency of partaking = the overall degree of participants' claim for chances to repeatedly participate.
- 7- Fluency of speech = the ability to talk with normal levels of continuity.
- 8- Grammaticalness = the appropriate use of the participant's structural resource.
- 9- Confidence = the degree of the participant's self- assuredness while taking part in the observation session.

The following three tables show the overall observation process

Ser. No	Observation Check-List Variables to Measure Practices of Participants									Total
	Readiness to partake	Degree of attention	Capability to ask	Capability to Respond	Interest to communicate	Frequency of partaking	Fluency of speech	Grammaticalness	Confidence	
1	1	0.5	0.5	1	1	0.5	0.5	0.5	0.5	6
2	0.5	0.5	0.5	1	1	1	0.5	0.5	0.5	6
3	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0	3
4	0.5	0.5	1	0.5	1	1	0.5	0.5	0.5	6
5	0.5	0.5	1	0.5	0.5	0.5	0.5	0.5	0.5	5
6	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
7	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4.5
8	0	0	0	0	0	0	0	0	0	0
9	1	1	1	1	1	0.5	0.5	0.5	0.5	7
10	1	0.5	0.5	0	0	0	0	0	0	1
11	1	1	0.5	1	1	0.5	0.5	0.5	0.5	6.5
12	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0
15	1	1	0.5	0.5	1	0.5	0.5	0	0	5
16	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0
20	1	1	0.5	0.5	1	0	0	0	0	4
21	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4.5
22	1	1	0.5	0	0	0	0	0	0	2.5
23	0	0	0	0	0	0	0	0	0	0
24	1	1	0.5	0.5	1	0.5	1	0.5	0.5	6.5
25	0	0	0	0	0	0	0	0	0	0
26	0	0	0	0	0	0	0	0	0	0
27	1	1	0.5	1	1	0.5	0	0	0	5
28	1	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
29	0	0	0	0	0	0	0	0	0	0
30	0	0	0	0	0	0	0	0	0	0
31	0	0	0	0	0	0	0	0	0	0
32	0	0	0	0	0	0	0	0	0	0
33	0	0	0	0	0	0	0	0	0	0
34	0	0	0	0	0	0	0	0	0	0
35	0	0	0	0	0	0	0	0	0	0
36	0	0	0	0	0	0	0	0	0	0
37	1	0.5	1	1	1	1	0.5	0.5	0.5	8
38	0	0	0	0	0	0	0	0	0	0
39	0	0	0	0	0	0	0	0	0	0
40	0	0	0	0	0	0	0	0	0	0
41	0	0	0	0	0	0	0	0	0	0
42	0	0	0	0	0	0	0	0	0	0
43	0.5	0.5	0.5	1	0.5	1	0.5	0.5	0.5	6.5
44	1	1	0	1	0.5	0.5	1	0.5	0.5	6
45	1	1	0.5	0.5	1	0.5	1	0.5	0.5	6.5
46	0.5	0.5	0.5	1	0.5	0.5	1	0.5	0.5	5.5
47	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4.5
48	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
49	1	1	0.5	0.5	1	1	0.5	0.5	0.5	6.5
50	1	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5.5

Table 8- The first observation session's check-list

Standard deviation = 2.73

Central tendency = 2.85

Average score = 2.85

Range (8) Dispersity of scores = 0-----8

Table 8 shows that the research participants in this session have demonstrated a level which is lower than an expected degree of participation signified by the standard deviation 2.73. This deviation ratio has gone down a lot toward -0- from the central tendency 2.85. Though the highest score grade is 8 out of 10, it is scored only by one participant. But the least score -0- is scored by 24 students which make the dispersity of scores homogenous. This scoring ratio could lead to the conclusion that the majority of students are in the failures zone or are displaying problems which could be related with incapability, unpreparedness, lack of sufficient prior knowledge (learner exposure) and appropriate study habits.

Ser. No	Observation Check-List Variables to Measure Practices of Participants										Tot
	Readiness to partake	Degree of attention	Capability to ask	Capability to Respond	Interest to communicate	Frequency of partaking	Fluency of speech	Grammaticalness	Confidence		
1	1	1	0	0.5	1	0.5	0.5	0.5	0.5	0.5	5
2	0	0	0	0	0	0	0	0	0	0	0
3	1	1	0	1	1	1	0.5	0.5	1	1	7
4	0	0	0	0	0	0	0	0	0	0	0
5	1	1	0	0.5	0.5	1	1	1	1	1	7
6	0.5	1	0	1	1	0.5	0.5	0.5	0.5	0.5	5.5
7	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0
9	1	1	0	0.5	1	1	1	0.5	0.5	0.5	7
10	1	1	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	5
11	0	1	0	0.5	0	0.5	0.5	0.5	0.5	0.5	3.5
12	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	1	1	5
13	0	1	0	1	0	0	1	1	1	1	5
14	0.5	1	0	1	0.5	0.5	1	1	1	1	7
15	1	1	0	1	0.5	0.5	0.5	0.5	1	0.5	6
16	1	1	0	1	1	1	1	0.5	0.5	1	7
17	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0
21	1	1	0	1	1	0.5	0.5	0.5	0.5	0.5	6
22	1	1	0	0.5	1	0.5	0.5	0.5	0.5	0.5	6
23	1	0.5	0	1	1	1	0.5	0.5	0.5	0.5	6
24	0	0	0	0	0	0	0	0	0	0	0
25	1	1	0	1	1	1	1	0.5	0.5	1	7
26	1	1	0	0	0	1	0.5	0.5	0.5	0.5	4.5
27	0	0	0	0	0	0	0	0	0	0	0
28	1	0	0	0	0	0	0	0.5	1	1	2.2
29	0	0	0	0	0	0	0	0	0	0	0
30	0	0	0	0	0	0	0	0	0	0	0
31	0	0	0	0	0	0	0	0	0	0	0
32	0	0	0	0	0	0	0	0	0	0	0
33	0.5	1	0	1	1	0.5	0.5	1	1	1	6.5
34	1	1	0	1	1	0.5	0.5	1	1	1	7
35	1	0	0	0	0	0	0	0	0	0	1
36	1	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	4
37	1	1	0	1	1	0.5	0.5	1	1	1	7
38	0	0	0	0	0	0	0	0	0	0	0
39	0	0	0	0	0	0	0	0	0	0	0
40	0	0	0	0	0	0	0	0	0	0	0
41	0	0	0	0	0	0	0	0	0	0	0
42	1	1	0	0.5	1	0	0	0.5	0.5	0.5	4.5
43	1	1	0	0.5	1	0.5	0.5	0.5	0.5	0.5	5.5
44	1	1	0	1	1	0.5	0.5	0.5	0.5	0.5	6
45	0	0	0	0	0	0	0	0	0	0	0
46	0.5	1	0	1	0.5	0.5	0.5	0.5	0.5	0.5	5
47	1	1	0	0.5	1	0.5	0.5	0.5	0.5	1	6
48	0	0	0	0	0	0	0	0	0	0	0
49	0	0	0	0	0	0	0	0	0	0	0
50	0	0	0	0	0	0	0	0	0	0	0

Table 9- The second observation session's check-list

Standard deviation= 2.97

Central tendency = 3.08

Average score = 3.08

Range (7) Dispersity of scores = 0—7

Table 9 shows a low level of success rate of the majority of students though there seems to be a relatively better scoring rate than in the first observation session. The highest score is 7 which is scored by eight participants and this gives the session a better picture of success, and the number of students who scored 0 is 22 which is less than by 3 students from the first observation session. With a similar overall observation session environment between the first two sessions, it can be said that the result observed in the second session is relatively better but yet the standard deviation ratio recorded here, 2.97 takes the whole picture back to the failure zone. The central tendency -3.08- ratio shows an increment in this observation session when compared to the first observation session, which is 2, 73, this is because of the overall composition of scores in the average score ratio situations. In all other situations the case seems almost similar as score homogeneity is observed.

Ser. No	Observation Check-List Variables to Measure Practices of Participants										Tot:
	Readiness to partake	Degree of attention	/	Capability to ask	Capability to Respond	Interest to communicate	Frequency of partaking	Fluency of speech	Grammaticalness	Confidence	
1	1	1		0	0.5	1	0.5	0.5	0.5	0.5	4.5
2	0.5	0.5		0	0.5	0.5	0.5	0	0	0.5	3
3	1	0.5		0	1	1	0.5	0.5	0	1	5
4	0	0.5		0	0	0.5	0.5	0	0.5	0	2
5	0	0.5		0.5	0	0.5	0	0	0.5	0	2.5
6	0	0		0.5	0	0.5	0	0	0	0.5	1.5
7	0.5	0		0	0	1	0.5	0	0.5	0.5	3
8	1	1		0	0.5	0.5	0.5	1	0.5	0.5	5.5
9	1	1		0	0.5	1	0.5	0.5	0	0	5.5
10	1	0.5		0	0	1	0.5	0.5	0	0	3.5
11	0.5	1		0	0	1	0.5	0.5	0	0	3.5
12	0.5	1		0	1	1	0.5	0.5	0.5	1	6
13	1	0.5		0	1	0.5	1	0	0.5	0.5	5
14	0	0.5		0	0.5	1	0.5	0.5	0.5	0.5	4
15	0	0		0	0	0.5	0	0	0	0	0.5
16	0.5	1		0	0.5	0.5	1	0.5	0	0.5	4.5
17	0.5	0.5		0	0.5	1	0.5	1	0.5	0.5	5
18	0.5	0.5		0	0.5	0.5	0.5	0	0.5	0.5	3.5
19	0.5	0.5		0	0	0	0	0	0	0	1
20	0	0.5		0	0	0.5	0	0	0	0	1
21	1	0.5		0	1	1	0.5	0.5	0.5	1	6
22	0.5	1		0	0.5	1	0.5	0.5	0.5	0.5	6
23	0.5	0.5		0	0.5	1	0.5	0	0	0.5	3.5
24	1	1		0	0.5	1	0.5	0	0.5	0	4.5
25	0	0.5		0	0.5	0.5	0	0	0.5	0.5	7
26	1	1		0	1	1	0.5	0.5	0.5	0.5	6
27	0	0.5		0	0	0	0.5	0.5	0	0.5	2
28	0.5	0.5		0	0.5	0.5	0.5	0.5	0.5	0.5	4
29	1	1		0	1	1	1	0.5	0.5	0.5	7
30	0.5	1		0	0.5	0.5	0.5	0.5	0	0.5	4
31	0.5	0.5		0	0	1	0.5	0.5	0.5	0.5	4
32	1	0		0	0	0	0	0	0	0	0
33	1	0.5		0	0.5	1	0.5	0.5	0.5	0.5	5
34	0.5	1		0	0.5	0.5	0.5	0.5	0.5	0.5	4.5
35	0	0		0	0	0	0	0	0	0	0
36	0	0		0	0.5	0.5	0	0	0.5	0	1.5
37	1	1		0	0.5	1	0.5	0.5	0.5	0.5	5.5
38	0	0.5		0	0.5	0.5	0	0	0.5	0.5	2
39	0	0		0	0	0	0	0	0	0	0
40	0	0		0	0	0	0	0	0	0	0
41	1	1		0	1	1	1	0.5	0.5	1	7
42	0.5	0.5		0	0.5	0.5	0.5	0.5	0.5	0.5	4
43	0	0		0	0	0	0	0	0	0	0
44	0	0		0	0	0	0	0	0	0	0
45	1	1		0	0.5	1	0.5	0.5	0.5	0.5	5.5
46	0	0		0	0	0	0	0	0	0	0
47	0	0.5		0	0.5	0.5	0	0	0	0.5	2
48	0	0.5		0	0	0.5	0	0	0	0.5	1.5
49	0	0		0	0	0	0	0	0	0	0
50	0	0		0	0	0	0	0	0	0	0

Table 10- The third observation session's check-list

Standard deviation = 2.22

Central tendency = 3.25

Average score = 3.25

Range (7) Dispersity of scores = 0—7

In Table 10, the highest score rate observed is 7 but only by three observation participants and the least score is 0 by nine participants. The number of participants who scored 5 and below 5, i.e., the half line score, is 40 participants. The standard deviation is 2.22 which deviate from the central tendency 3.25, downwards to -0- showing the same failure case. The range is 7 with the dispersity rate 0-7 displaying score homogeneity.

8.7 The Observation Checklist Result Analysis

The agreed up on checklist results marked (rating frequencies) by the two coders, in each of the three observation sessions, were marked by using the following marking keys: (1- for a full mark; 0.5- for a half mark; and 0-for no mark; and the other numbers stand for the number of students who scored them.)

	<u>Session-I</u>	<u>Session-II</u>	<u>Session-III</u>
<i>A) Readiness to Partake</i>	1=17, 0.5=9, 0=24	1 =21, 0.5=5, 0=23	1=15, 0.5=16,0=19
<i>B) Degree of Attention</i>	1=12, 0.5=14, 0=24	1=23, 0.5=2, 0=25	1=15, 0.5=22, 0=13
<i>C) Capability to Ask</i>	1=4, 0.5= 19, 0= 27	1=0, 0.5=0, 0=50	1=0, 0.5=2, 0=48
<i>D) Capability to Respond</i>	1= 9, 0.5= 14, 0= 27	1=14, 0.5=11, 0=25	1=6, 0.5=23, 0=21
<i>E) Interest to Communicate</i>	1= 12, 0.5= 12, 0= 26	1=15, 0.5=8, 0=27	1=19, 0.5=19, 0=12
<i>F) Frequency of Partaking</i>	1= 5, 0.5= 18, 0=27	1=7, 0.5=17, 0=25	1=5, 0.5=26, 0=19
<i>G) Fluency of Speech</i>	1= 4, 0.5= 18, 0= 28	1=5, 0.5=21, 0=24	1=2, 0.5=22, 0=26

<i>H) Grammaticalness</i>		
1=0, 0.5= 20, 0= 30	1=8, 0.5=20, 0=22	1=0, 0.5=28, 0=22
<i>I) Confidence</i>		
1=0, 0.5= 20, 0= 30	1=15, 0.5=13, 0=22	1=5, 0.5=26, 0=19

In the above Observation session activity marking format, marking was administered by two trained coders each, after reaching agreement over the forwarded average marks for all participants in all the three sessions (reminding the practical essentiality to attributing trust to the job done by the coders here). Hence, it is clearly observed that except in only some of the practice variables, most of the participants are included in the “0” score category variable. Therefore, it can be concluded that the greater majority of the participants in these three observation sessions would be termed as students who did not show the required degree of readiness and capability for English language learning, and who seriously displayed lack of the appropriate English language learning habits.

8.8 The Observation’s Total Data Analysis

The standard deviation ratio of the whole of the three observation sessions was 1.96, with the central tendency ratio of 3.87. It can be seen that the overall standing of the standard deviation was situated down below the average mean ratio, therefore, displaying a very low English language proficiency skills; and an unprepared and unmotivated learner behavior was manifested too by the majority of the observation session participants.

CHAPTER NINE

SCORE-GRADE DATA TABULATION OF THE MAIN STUDY

9.1 The Score-grade Data Tabulation Data Analysis

The researcher officially took students' Exam score-grade documents of their preparatory exams (given by the MoE after the completion of their preparatory programs undertaken for two years) from the three departments (from the DELL, Medicine and Sociology departments) and tabulated it.

DELL (Tests)				MEDICINE (Tests)				SOCIOLOGY (Tests)			
	English	Math's	Aptitude		English	Math's	Aptitude		English	Math's	Aptitude
1	52	34	40	1	45	63	62	1	39	63	47
2	43	38	38	2	52	74	67	2	53	38	50
3	33	54	58	3	60	58	78	3	37	51	40
4	41	45	55	4	58	65	65	4	53	52	55
5	38	35	47	5	58	54	58	5	39	54	33
6	43	29	35	6	53	63	60	6	49	38	48
7	41	22	45	7	77	77	67	7	38	68	57
8	45	35	73	8	76	60	80	8	52	42	42
9	46	35	52	9	52	69	68	9	63	38	48
10	40	37	48	10	57	54	67	10	48	26	43
11	36	40	50	11	56	72	78	11	46	38	53
12	54	34	68	12	50	68	60	12	63	31	53
13	30	40	50	13	63	71	67	13	41	42	62
14	45	32	37	14	53	55	57	14	51	34	50
15	53	43	55	15	63	63	55	15	38	57	47
16	38	58	38	16	68	68	80	16	56	28	48
17	45	55	57	17	53	60	57	17	54	37	45
18	36	34	43	18	65	45	70	18	48	45	53
19	37	29	48	19	54	52	82	19	47	34	50
20	43	35	37	20	39	91	72	20	56	28	63
21	53	55	48	21	63	69	80	21	50	28	40
22	36	51	38	22	63	60	82	22	54	49	60
23	40	32	58	23	61	69	62	23	44	25	43
24	54	42	67	24	70	54	77	24	59	26	72
25	58	43	42	25	48	75	63	25	47	34	69

Table-11 Score-grade data tabulation

DELL = Standard deviation = 7.34

Central tendency = 43.2

Average score = 43.2

Range (25) Dispensity of scores = 33-----58

The DELL participants score grade distribution clearly explains that students who are being placed to the DELL are truly those who are low- achieving, less prepared students with intensely shallow degree of interest, motivation and lack of prior experience or study habits required for successful English language learning. This can be seen from their standard deviation ratio which is 7.34 which occurs straight down below the central tendency ratio 43.2. The dispersity of scores is 33---58, with the range of 25, which shows a large homogeny cluster of scores.

Medicine = Standard deviation = 9.01

Central tendency = 58.28

Average score = 58.28

Range (38) Despensity of scores = 39--77

The Medicine participants score grade distribution clearly describes that students who are placed there are very high- scoring and capable students. The central tendency ratio, which is 58.28, is above the mid-way total score and the standard deviation, which are 9. 01 shows a tremendous increase over the DELL students' ratio. The dispersity of scores is 39—77 with a range of 38 which shows heterogeneity.

Sociology = Standard deviation = 7.58

Central tendency = 49

Average score = 49

Range (26) Despensity of scores = 37--63.

The Sociology participants score grade distribution describes those students who are placed there are relatively high scoring and capable students. The central tendency ratio, which is 49.0, is almost a point below the mid-way line but highly exceeding from their DELL counterparts. Their standard deviation ratio is also larger than the DELL's with a dispersity score of 37—63 and a range of 26, showing a heterogeneity clustering of scores.

However, the researcher, by giving precedence to it, has considered and tabulated only the case of the English subject results of the students from the three departments. But yet it is quite simple to observe, appreciate and conclude from the plainly stated score-marks from the above table that the successful scoring capability of Medicine and Sociology students is exceedingly surpassing from those of the DELL students low learning and scoring capacity in both mathematics and aptitude subjects.

However, it is common knowledge that these exceedingly high-scoring capabilities observed in these two departments would not by all means let us over-rule to witness the potential possibilities of the failure of certain (number of) students.

CHAPTER TEN

THE ACADEMIC PROGRESS REPORT

10.1 DELL 1st Year Students' (2008/09 A.Y.) 1st Semester Academic Report

This chapter is incorporated to serve the purpose of showing whether the low level of English language proficiency skills and the student placement- problems are imposing their inhibitive roles or otherwise, as proved by the overall findings via the different research instruments used in the research, upon the newly-placed English language learners and on the actual English language learning process.

To this effect, based on the researcher's formal request, the UoG's Faculty of Social Sciences and The Humanities Registrar Office officially offered the following overall academic progress report of DELL students who joined the UoG in 2008/09 A/Y (which is formally approved by the Faculty's Academic Commission).

Department	1 st Year (1 st semester)														
	Enrolled in 2008/09A.Y.			Dis. With Re-admission			Aca. Dismissal			Withdrawal			Dropouts		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
DELL	181	63	244	6	1	7	12	12	24	0	0	0	21	13	34

Table-12 Registrar Office's Academic Progress Report Table

As the above report table indicates, the total number of admitted students to the DELL was 244 among which 181 are male students which cover the 74.18% and the other 63 are female students covering the 25.82%. Among this total, the number of dismissed students with the condition to be re-admitted in the next academic year is 7 from which males are 6 and only 1 female student, The reason for these students to be given with the chance of being re-admitted to the department is that they have scored in between 1.00 and 1.49 semester average score grade which, according to the agreed upon working procedures employed by the SSH Faculty's registrar office. The number of academically dismissed students, which is 24 (12 female and 12 male students sharing it equally), accounts a

relatively huge number for a semester's result representing 9.84% from the whole. The reason these students are completely dismissed is that they all scored below 1.00 average score, and this score rate would not offer a student the privilege of being re-admitted to the department again. But the most surprisingly huge is the number of dropout students in the semester which is 34 covering 13.94%, out of which 21 (8.61%) goes for male students and 13 (5.33%) for female students.

Reasons for the significant number of dismissed and dropout students could possibly be various such as environmental, social, economic, health, and academic problems like their lack of interest for the specific field of study and their less degree of capability and preparedness to successfully get involved in the English language learning process. Nevertheless, it should be known that the number of successful students in this program is also huge though it may be difficult for one to anticipate the continuity of their progress.

10.2 DELL's Report on Students' Academic Progress

Based on the researcher's request, the DELL office offered the following five course result lists (letter-grade lists) taken by the DELL 1st year students in the 1st semester of the Academic year 2008/09.

- 1) Grammar in Use (EnLa 103)
- 2) Reading Skills (EnLa 141)
- 3) Spoken English I (EnLa 111)
- 4) College English (EnLa 101)
- 5) Linguistics (EnLa 151)

Though the number of courses offered to the DELL first year students in the 1st semester was six, as the objective of the research basically focuses on finding out the effects of the low level of students' English language proficiency skills on their English language learning, the researcher decided not to include the sixth one for it was a psychology course and used the rest of the courses to find out how those new-entrant DELL students progressed with the offered English language skill courses, and this means the Linguistics course itself

is an addition.

However, the department's result-reporting lists contain only letter-grade results of students and hence, were difficult for the researcher to rely only on them to appraise the actual learner progress without looking at the raw-scores obtained by the students in five of the courses offered in the semester. Here it became mandatory for the researcher to request all the course-teachers to provide him with the necessary score-grade assessment lists displaying the score-grades out of 100%, the cut-off-points used when fixing scales of letter-grades and others for the reason that the office of the DELL doesn't have a compelling working procedure to collect and document all these materials other than obtaining and/or collecting copies of crude letter-graded course-lists. Due to these limitations of the obtained letter-grade lists, the researcher requested all the responsible lecturers to provide him with the appropriate course-assessment forms displaying all of the students' score-grades.

However again, the researcher could not get all the score-grade assessment lists of all the courses for all groups of students for reasons such as failure of some teachers to find out the whereabouts of their documents of students score-grade lists. Therefore the researcher has limited the measure of his 'academic progress report' only to the first two classes (officially grouped by the department) having a total number of 114 students.

The following is a table demonstrating all the necessary information on DELL students placed to the department in 2008/2009 Academic Year such as the course titles offered in the first semester of 2008/09 A/Y (used as headings), sex of students, specific score-grades (out of 100%) as offered by the responsible course-instructors and lecturers, and the offered letter-grades by the responsible course instructors and lecturers.

Table-13 DELL students' Score-grade and Letter-grade List

S. No.	Sex	Grammar in use		Reading skill		Spoken English		College English		Linguistics		Total (500%)
1	M	69	A	51	B	40	C	66	A	64	A	290
2	M	68	A	32	C	57	B	55	B	33	C	245
3	M	52	B	31	C	43	C	65	A	51	B	242
4	M	19	F	17	F	27	D	37	C	18	F	118
5	M	53	B	55	B	56	B	56	B	33	C	253
6	M	69	A	56	B	28	D	56	B	52	B	261
7	M	36	C	32	C	28	D	55	B	32	C	183
8	M	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
9	M	68	A	66	A	56	B	71	A	66	A	327
10	M	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
11	M	36	C	22	D	57	B	55	B	32	C	202
12	M	69	A	67	A	72	A	66	B	65	A	339
13	F	NG	NG	NG	NG	NG	NG	I	I	NG	NG	
14	M	53	B	34	C	31	D	37	C	32	C	187
15	M	52	B	36	C	36	C	56	B	53	B	233
16	M	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
17	F	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
18	F	NG	NG	NG	NG	NG	Ng	NG	NG	NG	NG	
19	F	19	F	18	F	30	D	25	D	21	D	113
20	M	54	B	54	B	44	C	56	B	33	C	241
21	F	NG	NG	NG	NG	NG	NG	NG	NG			
22	M	35	C	38	C	46	C	38	C	51	B	208
23	M	35	C	51	B	40	C	56	B	65	A	247
24	F	37	C	35	C	44	C	37	A	52	B	205
25	M	52	B	36	C	40	C	26	C	33	C	187
26	M	22	D	15	F	27	D	31	D	21	D	116
27	M	70	A	36	C	56	B	56	B	67	A	285
28	F	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
29	M	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
30	F	68	A	54	B	41	C	66	A	52	B	281
31	M	68	B	37	C	27	D	56	B	64	A	252
32	M	36	C	44	C	40	C	55	B	32	C	207
33	F	19	F	18	F	17	F	38	C	17	F	109
34	M	53	B	53	B	41	C	56	B	33	C	236
35	F	36	C	NG	NG	27	D	NG	NG	18	F	81
36	M	35	C	50	B	56	B	37	C	21	C	199

S. No.	Sex	Grammar in use		Reading skill		Spoken English		College English		Linguistics		Total (500%)
37	F	36	C	34	C	43	C	38	C	54	B	205
38	M	54	B	35	C	43	C	37	C	32	C	201
39	M	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
40	M	54	B	35	C	42	C	66	A	33	C	230
41	M	71	A	51	B	56	B	68	A	66	A	312
42	M	37	C	32	C	31	D	39	C	33	C	172
43	F	35	C	35	C	59	B	37	C	54	B	220
44	M	35	B	31	C	57	B	56	B	33	C	212
45	F	53	B	68	A	74	A	37	C	32	C	264
46	M	54	B	34	C	57	B	57	B	53	B	255
47	M	36	C	32	C	38	D	66	A	32	C	204
48	M	36	C	31	C	41	C	56	B	50	B	214
49	M	54	B	51	B	58	B	38	C	33	C	234
50	F	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
51	F	36	C	30	C	28	D	37	C	NG	NG	
52	F	35	C	51	B	59	B	56	B	32	C	233
53	M	52	B	49	B	70	A	37	C	33	C	241
54	M	21	D	24	D	29	D	37	C	34	C	145
55	M	68	A	53	B	50	B	67	A	32	C	270
56	M	53	B	36	C	45	C	37	C	51	B	222
57	M	19	F	24	D	27	D	19	F	21	D	110
58	M	52	B	34	C	40	C	37	C	16	F	179
59	M	70	A	50	B	59	B	67	A	33	C	279
60	F	53	B	31	C	64	B	37	C	51	B	236
61	F	19	F	17	F	29	D	25	D	50	B	140
62	M	18	F	31	C	30	D	18	F	32	C	129
63	M	36	C	32	C	36	D	38	C	32	C	174
64	M	18	F	18	F	I	I	26	D	33	C	95
65	M	69	A	33	C	36	D	55	B	18	F	211
66	M	18	F	19	F	27	D	19	F	51	B	134
67	F	35	C	52	B	50	C	37	C	18	F	192
68	M	NG	NG	NG	NG	NG	NG	I		NG	NG	
69	M	68	A	50	B	65	B	66	A	32	C	281
70	F	19	F	23	D	16	F	26	D	34	C	118
71	M	53	B	51	B	68	A	56	B	22	D	250
72	F	23	D	35	C	42	C	55	B	34	C	189
73	M	37	C	49	B	56	B	38	C	34	C	214
74	F	36	C	45	C	59	B	37	C	32	C	209
75	M	54	B	52	B	44	C	55	B	67	A	272
76	F	36	C	34	C	58	B	55	B	32	C	215

S. No.	Sex	Grammar in use		Reading skill		Spoken English		College English		Linguistics		Total (500%)
77	F	38	C	NG	NG	17	F	37	C	34	C	124
78	M	36	C	54	B	64	B	26	D	33	C	213
79	M	37	C	24	D	22	F	56	B	17	F	156
80	M	22	D	25	D	29	D	26	D	52	B	154
81	M	35	C	34	C	56	B	55	B	22	D	202
82	M	35	C	46	C	32	D	38	C	32	C	183
83	M	36	C	36	C	33	D	37	C	32	C	174
84	M	36	C	37	C	27	D	37	C	33	C	170
85	M	54	B	52	B	44	C	37	C	33	C	220
86	M	71	A	64	A	60	B	56	B	33	C	284
87	M	35	C	42	C	56	B	67	A	53	B	253
88	M	53	B	42	C	44	C	37	C	65	A	241
89	M	70	A	64	A	45	C	37	C	54	B	270
90	M	36	C	50	B	31	D	56	B	33	C	206
91	M	52	B	43	C	43	C	38	C	70	A	246
92	M	37	C	51	B	40	C	55	B	54	B	237
93	F	36	C	47	C	31	D	37	C	33	C	184
94	M	37	C	46	C	45	C	56	B	66	A	250
95	M	19	F	18	F	10	F	20	F	53	B	120
96	M	36	C	32	C	45	C	56	B	64	A	233
97	M	46	C	53	B	59	B	56	B	21	D	235
98	F	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
99	M	35	C	45	D	39	D	38	C	64	A	221
100	M	NG	NG	NG	NG	NG	NG	I		NG	NG	
101	M	36	C	33	C	27	D	37	C	33	C	166
102	M	71	A	50	B	41	D	37	C	17	F	216
103	M	72	A	50	B	44	C	55	B	55	B	276
104	M	70	A	34	C	56	B	55	B	51	B	266
105	M	36	C	31	C	29	D	38	C	65	A	199
106	M	21	D	32	C	42	C	38	C	53	B	186
107	F	NG	NG	NG	NG	NG	NG	NG	NG			
108	F	NG	NG	NG	NG	NG	NG	NG	NG	NG	NG	
109	F	36	C	30	C	45	C	37	C	33	C	181
110	M	36	C	31	C	44	C	38	C	20	D	169
111	F	53	B	30	C	69	A	55	B	52	B	259
112	F	52	B	31	C	41	C	37	C	65	A	226
113	M	18	F	18	F	23	D	19	F	23	C	101
114	M	54	B	50	B	43	C	59	B	57	B	263

For the sake of a complete and accurate statistical calculation, the NG (no grade) specimens in the above table, as they are not being represented with any kind of numerical figure (score grade), are not included in the following (statistical) configuration. Therefore, the following statistical configuration is worked out for those who are numerically represented DELL students.

1) GRAMMAR IN USE (EnLa 103)

Standard deviation-16.28

Average score-43.70

Central tendency-43.70

Range- 45 Dispersity rate-18—72

It can be seen that the standard deviation ratio (16.28) visibly deviates from the average score (43.70) downward notifying that the majority of scores remain below the required level. As the dispersity of scores, 18—72, widely spreads to the ratio of 45, the nature of clustering of scores has become heterogeneous.

Cut-off-points used	Number of students in the category
-Above 64= A	-17 students
-52—67=B	-26 students
-35—51=C	-41 students (40 scored below 40%)
-21—34=D	-5 students
-Less than 20=F	-11 students

It can be said that the 43 students who fall to the 'A' and 'B' letter grade categories covering the 43.43% could be termed as capable students to learn the English language.

The 41 students who are found in the 'C' category covering the 41.41% can be termed as low-achieving students (40 of them have scored below 40) who need a continuous support

learning strategy to survive on the English learning continuum.

But the rest of the 16 students who fall to the 'D' and 'F' categories covering the 16.16% are students who are in the failures zone.

2) READING SKILLS (EnLa 141)

Standard deviation-11.87

Average score-40.15

Central tendency-40.15

Range-53 Dispersity rate-15—68

Cut- off points used	Number of students in the category
-Above 64= A	5 students
-49—63= B	24 students
-30—48= 50	50 students (47 scored below 40%)
-20—29=D	6 students
-Less than 19	9 students

It can be said that the 29 students who fall to the 'A' and 'B' categories covering 29.29% can be termed as capable students to successfully learn the English language.

The 50 students who fall to the 'C' category covering the 50.51% (47 have scored below 40) are students with a low-achieving record and who are strongly looking for support learning in order to upgrade their capability for English language learning.

However, the 15 students who fall to the 'D' and 'F' categories covering the 15.15% are those who are in problem to successfully learn the English language.

3) SPOKEN ENGLISH I (EnLa 111)

Standard deviation-14.34

Average score-42.16

Central tendency-42.16

Range-64 Dispersity rate-10—74

Cut- off- points used	Number of students in this category
-Above 68= A	6 students
- 56—67= B	13 students
- 40—55= C	18 students (17 scored less than 50%)
- 27—39= D	14 students
- Less than 26= F	4 students

It can be said that the 19 students who fall to the 'A' and 'B' categories covering the 19.19% are those capable students to successfully learn the English language.

The 18 students who fall to the 'C' category who are covering the 18.18% (17 of them scored below 50) are those low-achievers who are looking for a strong support learning practice to cope with their English language learning.

The rest of those 18 students who fall to the 'D' and 'F' categories covering the 18.18% are those students who are in the failures zone.

4) COLLEGE ENGLISH (EnLa 101)

Standard deviation-13.44

Average score- 43.5

Central tendency-43.5

Range-53 Dispersity rate-18—71

Cut- off- points used	Number of students in this category
-Above 65= A	13 students
-55—64= B	34 students
-37—54= C	41 students (all scored below 40%)
-25—36=D	7 students
-Below 24=F	5 students

It can be said that the 47 students who fall to the 'A' and 'B' categories who are covering the 47.47% are those who seem to be capable students in the English language learning process.

The 41 students who fall to the 'C' category covering the 41.41% (all of them scored below 40) are seemingly those low- achieving students who seriously need a support learning practices to cope with their English language learning.

The rest 12 students who fall to the 'D' and 'F' categories and who cover the 12.12% are those students who might not be able to successfully learn the English language.

5) LINGUISTICS (EnLa 151)

Standard deviation-15.42

Average score-39.63

Central tendency-39.63

Range-54 Dispersity rate-16—70

Cut- off- points used	Number of students in this category
-Above 64=A	16 students

-50—63=B	26 students
-32—49=C	45 students (all scored below 35%)
-19—31=D	6 students
-Less than 18=F	8 students

It can be concluded that the 42 students who fall to the ‘A’ and ‘B’ categories and covering the 42.42% are those capable and prepared students to successfully learn the English language.

The 45 students who fall to the ‘C’ category covering the 45.45% (and all scored below 35) are those who are struggling to succeed, and hence seriously looking for support learning mechanisms to survive on the English language learning continuum further.

The rest 14 students who fall to the ‘D’ and ‘F’ categories and who cover the 14.14% are those students who might not be good English language learners.

6) TOTAL STATISTICAL RATIO OF DELL STUDENTS’ RESULTS

Standard deviation-54.62

Average score-209.42

Central tendency-209.42

The above statistical configuration shows that the total standard deviation ratio (54.62) is deviating downward from the total average score ratio (209.42) denoting that the score average scored by the majority of DELL students is very much below the required standard average.

10.3 Summary of DELL Students’ Academic Progress

In the above progress report section, it was mentioned that students labeled as low-achievers (i.e., students who are categorized in to ‘D’ and ‘F’ letter-grades) must be exposed to alternative ‘intervention teaching strategies’ to let them cope with their English language learning or to be successful in their learning.

Scholars suggest that 'intervention programs' could be offered in two alternative ways to students who are labeled as 'low-achievers' such as:

I) Freshman seminars. As Dwyer (1989) points out, colleges and universities provide orientation to incoming students through most of this century. At universities, this orientation has occupied a day or two prior to the start of classes and involved students learning about their institution, its rules, regulations, procedures and traditions.

Instead of lasting only few days, the freshman seminar spans an entire academic term and instead of concentrating on rules and traditions, the freshman seminar actually explores issues in university and college life, the purposes of higher education, and the requirements and expectations of university attendance through the vehicle of a regular, credit-bearing, university- course conceived as an integral part of the first- year experience (Upcraft, Gardner, & Associates, 1989).

The freshman seminar has proven to be a highly effective way of integrating students into the campus culture and contributing to increased retention (Fidler & Hunter, 1989; Gardner, 1998).

II) Supplemental Instruction. This is also known by its abbreviation as SI and was originally developed in the early 1970s at the University of Missouri-Kansas City. It was designed to help medical school students succeed in their more difficult courses but has since been successfully applied to a variety of other groups.

In Supplemental Instruction, courses in which students typically have difficulty are designated as "high-risk" courses, generally one in which 20% or more of the students enrolled obtain grades of D or F (Commander, Stratton, Callahan, & Smith, 1996). Such courses are targeted for Supplemental Instruction support.

The researcher believes that the low-scoring DELL students could cope with their English language learning if it is possible for them to be exposed to the above mentioned intervention teaching or support learning strategies.

CHAPTER ELEVEN

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

11.1 Discussion of the Main Study

Rapid enrollment expansion accompanied with inappropriate placement of new- entrant English language learning students (into different universities) inevitably brings progressively less qualified (unprepared/less prepared, unwilling and under-achieving) students, and poorly professionally qualified teachers into the system as is significantly displayed in the following five instruments and of their different sections of this research.

The dilemma confronting universities as they strive to be “more relevant” is the eternal one of the relationship between the academic standards and values, and those of the world outside the universities (Danks and King,1986).

One of the key outcomes that Ethiopian higher education institutions must become accountable for is the employability of their graduates and the quality of their learned personnel that they bring to the workplace (World Bank, 2003, Saint, 2004). As Eshiwani (1999) stated, the market is a powerful force in making Higher Education relevant to employment. Universities in Ethiopia must ensure their degree programs have the potential to get graduates employed.

In the last 5 to10 years, our high schools have almost tripled the number of high school graduates taking university preparatory courses. This is quite an accomplishment and one for which they are widely complimented.

Nevertheless, we still have a large number of students who leave high school without fulfilling the prerequisites for university attendance. Given this data, it may be fair to state that we have yet to make the investment or establish the requirements necessary to prepare all high school graduates for entry into university.

As a well known fact, rapid enrollment expansion with inappropriate placement of students inevitably brings progressively less qualified (unprepared or under-prepared, unwilling and under- achieving students) and poorly qualified teachers into the system as

was significantly displayed in the different sections of this research paper.

11.2 Conclusion

The English language proficiency test has thrown light in its three- section format that students who have been placed to the DELL in the Year 2008/09 have displayed different English language learning behavior as has been well explained in the test's sections.

According to Dilts (1990) many students who enter higher education from widening access backgrounds may have the potential to do well but lack the current capability or skills to perform at their best. They have not had the opportunity to develop practiced, consistent, automatic, habitual skills which they can perform at will, lack of previous educational success can mean that they are ill-equipped to know how to progress. They simply do not know the next step. However, in order for students to achieve academically they need to engage in the act of learning and in order to engage they must have an attitude of relative willingness to partake. Self- belief and engagement with learning are intrinsically linked; there is no point engaging with a task if there is no possibility of success. The more students believe they are capable of success, the more positive there attitude is likely to be including there general willingness to engage with their own learning.

The other four instrument s of the research and the academic progress report made on the 2008/09 DELL 1st year students' 1st semester (five course) score-grade and letter-grade assessment results have also attested that these DELL students, not over-ruling the case of the significant number of students who are in good standing, have been imposed of English language learning problems emanating from the unplanned use of student-placement procedures.

Daring (1997) says that placement should have been approached as a process and/or an opportunity which creates a link between students who are prepared, ready and willing to learn with the field of study of their choice or of their interest. He also argues that if academic performance is affected by placement then clearly there are some fundamental issues of policy which have implications for the main constituencies engaged in the placement process: the undergraduates, the universities, and the employers. Moreover,

there are issues of transparency in that if there are significant differences in academic achievement, then this information should be readily available so that informed choices can be made. Haswell (2004) claims that on the basis that placement is not primarily structured on its academic merits, one would not suggest that it should be discontinued on academic grounds alone if enhanced academic performance fails to materialize. However, given that universities have a mission to promote academic excellence, there is a need to examine the learning mechanisms and potentialities of placement and its relationship to academic tasks, with a view to structuring the placement to optimize any potential academic benefits.

Placement measures students' readiness for instruction and on that basis assigns the students a point of entry with in curricular sequences. He also said that placement is used to ensure that students begin their university studies in class in which they have the best chance of success. For many students placement is a high stake rite of passage. Placement functions as a tense interface between secondary and tertiary institutions, between measurement of generalized skills and work for specific courses, often between commercial interests and academic objectives. The interface is anything but stable, often in middle, trying to hold things together (Haswell, 2004).

The results of the different research instruments used have indicated the presence of various English language learner and learning barriers, difficulties and problems in the English language learning process. The researcher has, therefore developed an informed belief that by developing and using appropriate student-placement procedures, and by creating and developing a stable, well-researched and standardized curricula and teaching-learning methods, and by creating conducive teaching-learning environment which could help entering students upgrade their (low level of) English language proficiency skills, success may be achieved.

11.3 Recommendations

The researcher, in the end, has come up with an informed conclusion that the new- entrant English language learners who are placed to the DELL in the 2008/2009 Academic Year have displayed low level of English language proficiency skills for different reasons such as:

-Lack of interest and motivation to learn the English language and even to be placed to the DELL, hence lack of willingness to take risks for their own learning occurs, and lack of concrete higher purpose (i.e. clarity about their English language learning objectives, a mixture of desire, trust in the learning process and the way to achieve these) for their own learning is also significantly observed. When there is a sense of higher purpose (the structure, logic, goals, purpose, and significance of the course), a new degree of self-reliance and insight into the purpose of learning is manifested by the student, accompanied by a changed relationship to the object of learning, so that there is a sense of the student having a degree of inner engagement with the object of study rather than it being externally imposed. This is usually accompanied by a burst of energy, released when the inhibition they were tacking is overcome. This energy can be redirected into the main purpose of the course.(Cottrell,2001).

-Lack of capability (unpreparedness) to partake in the process of learning, hence lack of self-belief and confidence occurs. Dilts (1990) says self-belief and engagement with learning are intrinsically linked: there is no point engaging with a task if there is no possibility of success. The more students believe they are capable of success, the more positive their attitude is likely to be. Those lacking self-belief, who feels they are likely to fail, tend to be unwilling to take risks and to expose what they believe is their ignorance or lack of skill.

-Lack of prior knowledge or past experience of English language learning and lack of appropriate English language study habits. Past experiences of learning play a great part in determining how-far a student may regard it as worthwhile to invest time or to take risks in self- exposure in order to continue on a course where they feel they are struggling.

Owing due state of amplitude to all the above mentioned points of research, the researcher would like to make the following attainable recommendations:

1)Concerning the placement procedures of the new-entrant students into universities, student-placement should be administered based on the ‘student- interest’ and ‘student-capability’ requirement basis.

2) To help English language learning students improve their English language proficiency skills and enable them upgrade their overall English language learning skills, it is essential to help upgrade the English language proficiency skills of the English language teachers' in all levels along with the required measure to be taken on the overall teaching-learning environmental change.

3) To conduct researches for the purpose of identifying, describing, analyzing and appropriately utilizing those motivating English language learner and learning constructs or variables such as Dilts (1990) eight-level constructs, and devise a way to systematically implement them in the English language learning process.

4) To identify and explore a well-researched and systemic 'intervention teaching (support learning strategies)' for 'interested' language learning students with low-grade scores to enable them cope with their English language learning in an EFL situation.



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Appendix A

Instrument I

English Language Proficiency Test

Instructions:

Do not begin the test until the examiner has read those instructions

- 1) This test contains 100 items. These are divided into three parts:
Part I is a grammar test; Part II is a vocabulary test, and Part III is a test of reading Comprehension
- 2) Each problem in the test has only one best answer. Make only one mark on your answer sheet for each problem. If you want to change your answer, erase the old mark or cross it out several times.
- 3) Do not make any marks on this test booklet. Write only on your answer sheet.
- 4) Try to answer all the problems. Each problem counts the same.
- 5) You will have 90 minutes to finish the entire test. Do not spend too much time on any one problem or you will not have time to finish the test. If you do not know the answer to a problem, you should make a reasonable guess. Unanswered problems will be counted wrong.
- 6) Continue working until you have finished the test. Do not stop after each part
- 7) Begin the test now.

Grammar

Instruction: Choose the letter preceding the best answer and put it on the space provided against each item number below.

- 1) _____ hearing the news, she burst out laughing.
A) When B) One C) By D) On
- 2) Her parents no longer seem to _____ any influence over her.
A) put B) have C) take D) place
- 3) Flight 19 from New York and Washington is now arriving at _____.
A) gate two B) the gate two C) the two gate D) second gate
- 4) _____ 1000 species of finch have been identified.
A) As many as B) As many C) As much as D) Much as
- 5) _____ to popular opinion, education stands in this country are rising.
A) Compared B) In contrast C) Comparing D) Contrary.
- 6) The greater the demand, _____ the price.
A) higher B) high C) the higher D) the high
- 7) The United States is _____ that there are five time zones.
A) much big B) too big C) so big D) very big
- 8) Most insurance agents would rather you _____ anything about collecting
Until they investigate the situation.
A) do B) didn't do C) don't D) didn't
- 9) A seventeen year old is not _____ to vote in an election.
A) old enough B) as old enough C) enough old D) enough old as
- 10) _____ is necessary for the development of strong bones and teeth.
A) It is calcium B) That calcium C) Calcium D) Although calcium

- 11) The process by which all applicants are examined is well under _____
A) review B) way C) ways D) reviews
- 12) Members of the jury are chosen _____ random from the electoral register.
A) by B) on C) in D) at
- 13) After the assassination attempt, President Reagan's doctor suggested that he _____ a short rest at Camp David.
A) will take B) would take C) take D) takes
- 14) Not until a monkey is several years old _____ to exhibit signs of independence from its mother.
A) it begins B) does it begin C) and begin D) beginning
- 15) Almost everyone fails _____ on the first try.
A) in passing his/her driver's test B) to pass his/her driver's test
B) to have passed his/her driver's test D) passing his/her driver's test
- 16) When I saw him on TV, I thought he _____ as a warm and sensitive person.
A) came across B) came through C) came away D) came up
- 17) I am late for work again, I will be _____ a severe warning from my boss.
A) up to B) in her C) on to D) after
- 18) Every morning, Connie, who was born blind, leaves her flat with her dog and travels to her office _____ she works as a clerk.
A) which B) where C) in fact D) where in
- 19) The dog _____ she has had for just a year acts as her "eyes".
A) such B) what C) which D) where
- 20) Good guide-dogs can perform quite difficult tasks _____ finding empty seats on buses and others.
A) as well as B) such as C) as such D) even

- 21) Violence on American campuses has abated _____.
- A) after 1970 B) in 1970 C) for 1970 D) since 1970
- 22) Ancient civilizations such as the Phoenicians and Mesopotamians _____ goods rather than use money.
- A) use to trade B) is used to trade C) used to trade
D) was used to trade
- 23) Put your hands up _____ you can't hear at the back.
- A) provided B) as long as C) in case D) if
- 24) _____ training a dog to help blind people is quite a long and difficult Process.
- A) Despite B) Fortunately C) Although D) In fact
- 25) _____ training a dog to help blind people is quite a long and difficult process, the end result of it is very pleasing.
- A) Although B) Infact C) Fortunately D) Unless
- 26) Most Americans don't object _____ them by their first names.
- A) calling B) to calling C) for calling D) that for calling
- 27) My job is stressful enough; I don't want to _____ any more responsibility.
- A) take over B) take in C) take up D) take on
- 28) The new rule _____ in to effect at the beginning of next month.
- A) takes B) makes C) comes D) assumes
- 29) If a ruby is heated, it _____ temporarily lose its color.
- A) would B) will C) does D) has
- 30) _____ of the appalling weather, Saturday's match has been cancelled.
- A) Owing B) Due C) In view D) Resulting
- 31) I don't _____ rule give interviews, but on this occasion I will agree to it.
- A) as a B) on the C) in a D) by the

- 32) The spectators of the Ancient Olympics, _____ the participants, were all the same making.
A) as well B) as well as C) also D) similarly
- 33) To generate income, magazine publishers must decide whether to increase the subscription price or _____.
A) to sell advertising B) if they should sell advertising
C) selling advertising D) sold advertising
- 34) The French Winter Olympics _____ place in 1992.
A) took B) takes C) taken D) has taken
- 35) I am going to have a problem _____ of this change of plan.
A) due B) because C) for D) since
- 36) The new regulations _____ an immediate effect on many companies.
A) does have B) have C) had D) has had
- 37) _____ on earth did you do something as dangerous as that?
A) Why B) How C) Where D) Since when
- 38) Not only _____ she come to the party, she didn't reply to the invitation either.
A) did B) had C) has D) didn't
- 39) If it _____ more humid in the desert southwest, the hot temperature would be unbearable.
A) be B) is C) was D) were
- 40) _____ having a lot of money, he wasn't happy.
A) Infact B) Though C) Despite D) Even

Vocabulary

Choose the word that best completes the sentences and write the letter of your choice on the space provided in the answer sheet.

- 41) Do you _____ Michael one of your best friends?
A) take B) consider C) count D) accept
- 42) It has been established _____ dispute that this disease can be cured.
A) past B) over C) beyond D) outside
- 43) As well as being rude, she's _____ .
A) innocent B) honest C) dishonest D) loyal
- 44) It is hard to point out to 'painful people' that they are behaving _____.
A) good B) bad C) badly D) in good way
- 45) Nobody is quite sure what _____ him to such extreme behavior.
A) shoved B) thrust C) pressed D) drove
- 46) If you don't want that wardrobe, I'm sure I could put it to good _____.
A) value B) use C) benefit D) worth
- 47) I _____ it that you've heard the news about her.
A) assume B) hold C) imagine D) worth
- 48) That kind of dress is the _____ of fashion these days.
A) height B) top C) head D) lead
- 49) The police are looking into new ways of _____ major crime.
A) contending B) wrestling C) combating D) striving
- 50) Time will _____ whether I made the right choice or not.
A) see B) say C) know D) tell
- 51) He made a number of _____ remarks about my cooking, which annoyed me.
A) slashing B) stabbing C) chopping D) cutting

- 52) She took a drink from her glass of water and then _____ her speech.
 A) proceeded B) resumed C) persisted D) restored
- 53) _____ it or not, I've first been given a totally unexpected pay rise!
 A) Believe B) Accept C) Presume A) Allow
- 54) In a _____ of moments, the whole situation had changed.
 A) case B) matter C) question D) circumstance
- 55) Recent defeats have _____ his confidence in himself as a player.
 A) undermined B) disabled C) impeded D) hampered
- 56) If you _____ any problems when you arrive at the airport, give me a sign
 A) come about B) catch on C) run into D) face up
- 57) The plumber agreed that he had made a mistake and promised to put it _____ the next dasy.
 A) correct B) proper C) sound D) right
- 58) I didn't _____ to cause a problem, but unfortunately that's what happened.
 A) get off B) take on C) set out D) make for
- 59) Poor management brought the company to the _____ of collapse.
 A) brink B) rim C) fringe D) brim
- 60) I realized that I had made a very _____ mistake, which I would regret for a very long time.
 A) harsh B) grave C) acute D) severe
- 61) Jane is very conscientious and thinks _____ of working until late at night.
 A) regardless B) insignificant C) slight D) nothing
- 62) To decorate my new flat, I _____ the help of a few friends.
 A) recruited B) engaged C) enlisted D) drafted
- 63) You're having problems now but I'm sure things will change _____ the Better soon.
 A) on B) to C) by D) for
- 64) You can't _____ that criticism to all teachers.

A) apply B) employ C) associate D) lay

65) Tessa was determined to become wealthy and to that _____ she started her own company.

A) view B) aim C) end D) object

66) I'm hoping that this work experience will stand me in good _____ in my future career.

A) stead B) grounding C) precedent D) footing

67) I can't understand why you have to make such a _____ about something so unimportant.

A) mess B) stir C) fuss D) bother

68) Despite being a very good student, she didn't fulfil her _____ later in life.

A) makings B) potential C) capability D) aptitude

69) In my view the changes to the education system have been to good _____.

A) influence B) outcome C) upshot D) effect

70) He always felt that he was living in the _____ of his famous father.

A) dusk B) gloom C) shadow D) mist

71) As the full story _____, the public reacted with shock.

A) uncovered B) unfolded C) unwrapped D) undid

72) I can't give you a lift to night, my car is out of _____ once again.

A) motion B) function C) order D) action

73) In any transport system, the safety of passengers should be _____.

A) paramount B) eminent C) chief D) prime

74) It is expected that all members will _____ to the rules of the club.

A) company B) concede C) conform D) compromise

75) People turned out in _____ to watch the parade.

A) volume B) mass C) force D) bulk

76) It, just so _____ that I was in their area that day, so I went to visit them.

A) occurred B) happened C) chanced D) arose

77) We _____ up a friendship the very first time we met.

A) struck B) launched C) cropped D) settled

78) I left the company by _____, not because I was forced to.

A) choice B) option C) selection D) preference

79) Adam is a firm _____ in the advantages of a healthy diet.

A) advocate B) believer C) champion D) supporter

80) With your qualifications, there will be no _____ of firms willing to employ You.

A) want B) inadequacy C) deficiency D) shortage

Reading Section –I

First reading

Read the following passage, and then answer the questions that follow the passage (letters of your answers should be written in the spaces left on the answer sheet).

Although each baby has an individual schedule of development, general patterns of growth have been observed. Three periods of development have been identified, including early infancy which extends from the first to the sixth month; middle infancy, from the sixth to the ninth month; and late infancy, from the ninth to the fifteenth month. Whereas the newborn is concerned with his or her inner world and responds primarily to hunger and pain in early infancy, the baby is already aware of the surrounding world. During the second month, many infants are awake more and can raise their heads to look at things. They also begin to smile at people. By four months, the baby is searching for things but not yet grasping them with its hands. It is also beginning to be wary of strangers and may scream when a visiting relative tries to pick it up. By five months, the baby is grabbing objects and putting them in to its mouth. Some babies are trying to feed themselves with their hands.

In middle infancy, the baby concentrates on practicing a great many speech sounds. It loves to imitate actions and examine interesting objects. At about seven months, it begins to crawl, a skill that it masters at the end of middle infancy.

In late infancy, the baby takes an interest in games, songs, and even books. Progress toward walking moves through standing, balancing, bouncing in place, and walking with others. As soon as the baby walks well alone, it has passed from infancy into the active toddler stage.

- 81) What is the main subject of this reading passage?
- A) Growth to early infancy
 - B) The active toddler stage
 - C) How a baby learns to walk
 - D) The developmental stages of infancy.
- 82) When does a baby take an interest in books?
- A) After nine months
 - B) At two months
 - C) After nine months
 - D) In middle infancy.
- 83) According to this reading passage, what would a six- month-old baby like to do?
- A) Smile at people
 - B) Crawl on the floor
 - C) Imitate actions
 - D) Play simple games.
- 84) What does grasp mean in the context of this passage?

- A) Watch
- B) Like
- C) Hold
- D) Fear

85) When does a baby become frightened of unfamiliar goods?

- A) In early infancy
- B) In middle infancy
- C) In late infancy
- D) In the toddler stage

Reading section II

Second reading

Although stage plays have been set to music since the era of Ancient Greeks when dramas of Sophocles and Aeschylus were accompanied by lyres and flutes, the usually accepted date for the beginning of opera as we know it is 1600. As part of the celebration of the marriage of King Henry IV of France to the Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous Euridicie, generally considered to be the first opera. Following his example, a group of Italian musicians called the Camerata began to revive the style of musical story that had been used in Greek tragedy.

86) This passage is a summary of

- A) opera in Italy
- B) the Camerata
- C) the development of opera
- D) Euridicie

87) According to the author, Jacopo Peri wrote

- A) Greek tragedy
- B) the first opera
- C) the opera Maria di Medici
- D) the opera the Camerata

88) We can infer that the Camerata

- A) was a group of Greek musicians
- B) developed a new musical drama
- C) was not known in Italy
- D) was the name given to the court

89) The author suggests that Euridice was produced

- A) in France
- B) originally by Sophocles and Aeschylus
- C) without much success
- D) for the wedding of King Henry

90) According to this passage, modern opera began in the

- A) time of the Ancient Greeks
- B) fifteenth century
- C) sixteenth century
- D) seventeenth century.

Reading Section III **Third reading**

For each of these questions, choose the answer that is closest in meaning to the original sentence. (You should choose the one that is the closest statement to the given sentence.)

91) Had the announcement been made earlier, more people would have attended the lecture.

- A) Not many people came to hear the lecture because it was held so late.
- B) The lecture was held earlier so that more people would attend.
- C) Fewer people attended the lecture because of the early announcement.
- D) Since the announcement was not made earlier, fewer people came to hear the lecture.

92) After she had already signed a year's lease, she found another apartment that she liked much better.

- A) Having already signed a year's lease for her apartment, she found another one more to her liking.
- B) She signed a year's lease for her apartment because she liked it.
- C) Although she did not like her apartment, she still signed a year's lease
- D) When she found an apartment that she liked better, she signed a year's lease.

93) Less is known about the cause of the common cold than about the causes of many more serious diseases.

- A) The causes of less serious diseases than the common cold are better known than it is.

- B) We know less than we should about the causes of the cold and more serious diseases.
 - C) We know less about the cause of the common cold than we do about the causes of more serious diseases.
 - D) The cause of the common cold is better known than the cause of more serious diseases.
- 94) Federal funds will not be made available unless the governor declares a state of emergency.
- A) There is a state of emergency because the governor has not received any federal funds.
 - B) Since federal funds are not available, the governor will have to declare a state of emergency.
 - C) If the governor declares a state of emergency, federal funds will be made available.
 - D) The governor will make federal funds available during a state of emergency.
- 95) Not taking a difficult exam is worse than failing it.
- A) If one is going to fail a difficult exam it is better not to take it.
 - B) To fail a difficult exam is worse than to not take it.
 - C) It is better to fail a difficult exam than not to take it at all.
 - D) Because the exam is difficult, it is better not to take it at all.

Reading section –IV

Fourth reading

The librarian watched Oliver as he came in. Slouching casually, the scruffy haversack on his shoulder bulging with torn exercise books, one trainer lace dragging, he looked like most of his classmates. She wasn't sure what had first caught her eye-the flaming red hair, perhaps- but it was his behavior which set him apart. To begin with, he would joke and push and be a pain like all the others, disrupting the silence, bringing some indefinable sense of threat to the older users of the library. Then, quietly, he would slip away from the crowd round the book stacks to the natural history section or the travel books.

When she saw the book vanish into the haversack, she knew she ought to jump on him, but something stopped her. Instead, she went to see what he had taken. And she wondered why he had not borrowed it openly. The answer was not hard to work out. To borrow a book was to set you apart. One or two boys had tried it, but the jeers of their friends were cruel and the books were unceremoniously dumped back on one of the reading tables. She sighed. Wearily, she stood up and moved away from her desk. Soon the security marking of the books would be finished. He had to be sorted before that.

'Excuse me.' Her hand on his shoulder was light. Startled green eyes looked up at her,

first frightened, then defiant, then hostile. The last expression assumed by the small face was one of black insolence. This one stuck.

‘You were going to check that that book out properly?’ she smiled at him, careful to be non-threatening. ‘Yeah.’ The universal and sometimes, she thought, the only word they all knew.

‘There’s a new book over there, on the new acquisitions stand. You might like to borrow that too.’ She moved casually between him and the other boys. ‘Why don’t you take a look?’

He glared at her suspiciously. ‘OK.’

‘You have got your library card?’

‘Yeah.’ He was uncomfortable. She had held him too long.

‘Good. You can take them both out.’

‘Might.’

‘Tell your mates it’s for an extra project. A punishment.’ She winked and turned away.

When she got back to her desk, her fingers were crossed.

The library was crowded. It wasn’t possible to watch him all the time and she didn’t see him leave. But when she passed the acquisitions shelf later, the bird book had gone.

Jodie and Squill had seen him borrow the books and they had jeered and given him grief as he knew they would but he had taken the librarian’s advice. ‘It’s extra punishment.’ He glared defiantly at his mates and to his surprise they accepted it. Just like that. No more hassle; she obviously knew a thing or two. That library woman. He had glanced quickly back at her as he pushed his way out the heavy doors and in the gaze was just the smallest hint of respect.

96) What was it about Oliver that made him different from his classmates?

- A) He sometimes treated other people more aggressively.
- B) He was even more untidy than them in appearance.
- C) He didn’t always remain part of a group.
- D) He didn’t make as much noise as the others.

97) When Oliver put the book into his haversack, the librarian

- A) decided that she would have to stop him doing this in the future.
- B) was initially afraid to confront him about stealing books.
- C) was surprised that he had chosen that particular book to steal.
- D) understood that he was copying what other boys had done.

- 98) During the librarian's conversation with Oliver,
- A) his attitude toward her changed.
 - B) her manner became more friendly.
 - C) he was aware that his friends were listening to them.
 - D) he made it clear that he resented her speaking to him.
- 99) When Oliver borrowed the books,
- A) he tried to do so without his mates seeing.
 - B) he decided to ignore his mate's comments about it.
 - D) he did so in order to please the librarian.
- 100) What do we learn about the librarian's attitude towards Oliver in the passage?
- A) She couldn't understand why he behaved as he did.
 - B) She wanted him to develop new interests.
 - C) She didn't want him to get into trouble.
 - D) She thought he had the wrong kind

ELPT Answer Sheet

Part I

Grammar

Choose the letter preceding the best answer and put it on the space provided against each item number below.

1- D	11-B	21-D	31-A
2- B	12-D	22-A	32-B
3- B	13-B	23-C	33-A
4- A	14-B	24-D	34-A
5- C	15-D	25-A	35-B
6- D	16-D	26-C	36-C
7- C	17-B	27-D	37-B
8- C	18-B	28-C	38-A
9- B	19-C	29-C	39-D
10-C	20-A	30-C	40-C

Part II

Vocabulary

41-B	51-D	61-D	71-B
42-C	52-B	62-C	72-C
43-C	53-A	63-D	73-A
44-B	54-B	64-C	74-C
45-D	55-A	65-C	75-B
46-B	56-A	66-D	76-B
47-B	57-B	67-C	77-A
48-D	58-C	68-A	78-A
49-C	59-A	69-B	79-B
50-D	60-D	70-C	80-D

Part III

Reading Section

81-D	86-C	91-D	96-A
82-A	87-B	92-A	97-C
83-C	88-B	93-C	98-B
84-C	89-D	94-C	99-C
85-A	90-D	95-C	100-B

MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY

FORM B

INSTRUCTIONS: Do begin the test until the examiner has read these instructions with you.

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

Part I Grammar

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

Example A:

“What is that thing? “

“ That _____ a spider”.

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

The correct answer is: “That is called a spider.”

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

Continue

1. “Why didn’t Henry, Peter and Jane go to the movies?”
“ _____ of them had any money.”
a) None b) Some c) Any d) All
- 2.”What do you want your son to become?”
“I hope he becomes _____.”
a) doctor b) a doctor c) the doctor d) one doctor
- 3) “Why does John drive fast?”
“He tries to make his dull life _____.”
a) interest b) interested c) interesting d) interestingly
- 4)“Where is Tome?”
“He is still sleeping. He _____ to go to class”
a) must b) should c) ought d) may
- 5) “Why is the professor tired?”
“Because the students _____ so many questions.”
a) asked to him b) to him asked c) him asked d) asked him
- 6) “I would like to have more milk, please.”
“How _____ more do you want?”
a) many b) few c) little d) much

- 7) "Are you going to bed already?"
 "Yes, I am _____ tired that I could sleep for two days.?"
 a) such b) too c) do d) every
- 8) "Nobody likes her"
 "What caused _____ disliked by her classmates?"
 a) hers b) her to be c) to be d) her
- 9) "Who is going to come to the meeting?"
 "Either my husband _____ I will try to be there."
 a) with b) but c) and d) or
- 10) "I can't work tonight."
 "_____ can I?"
 a) Neither b) Either c) Also d) Too
- 11) "Is John sorry that he stole the money?"
 "No, he is only sorry _____ caught."
 a) to have b) that he c) about being d) being
- 12) "I like New York very much."
 "There is not another city in the United States _____ New York."
 a) like b) as c) so as d) than
- 13) "I was home all night."
 "Why _____ to the party?"
 a) you not go b) you didn't go c) you don't go d) didn't you go
- 14) "Did he need a car?"
 "Yes, he _____ one or he couldn't get to work on time."
 a) had have b) had to have c) had had d) have to had
- 15) "What can they do?"
 "_____ go to the movies."
 a) Then let to b) They let c) Let they d) Let them
- 16) "What did Jack do last year?"
 "T hear _____ taught German."
 a) he b) his c) he is d) him
- 17) "Can Mary go swimming with us when she comes home?"
 "No, She will have been _____ for two hours."
 a) swim b) swam b) swimming d) swum
- 18) "Do you cook for yourself?"
 "Yes, I'm used to _____."
 a) being cooked b) be cooked c) cook d) cookin

- 19) "Jack is a very nice person."
 "Yes, _____ other people comes naturally to him."
 a) please b) pleasant c) pleasure d) pleasing
- 20) "Is bill in his room?"
 "I don't know. I haven't _____ him for two hours."
 a) saw b) seen c) see d) seeing
- 21) "Does finding the right cost mean a lot to John?"
 "Yes, he will spend hours _____ the one he wants."
 a) being found b) to find c) to have found d) have found
- 22) "How often do you go to the movies?"
 "Once a month, but I wish _____ more often."
 a) we went b) us going c) us went we are going
- 23) "Isn't Kate still going to the doctors?"
 "No, but she had been _____ him regularly before she moved away."
 a) saw b) seen c) seeing d) see
- 24) "Why is your cat so upset?"
 "She doesn't like _____ indoors."
 a) to keep b) being kept c) to be keeping d) be keeping
- 25) "Did Jack sell the pictures?"
 "No, he didn't know _____ sell them."
 a) where could he b) he where could c) could where he d) where he could
- 26) "Did the thief fall down the stairs?"
 "Yes, nit until _____ did we hear him."
 a) when b) then c) therefore d) because
- 27) "What happened?"
 "The house _____ by the wind."
 a) blew down b) was blown down c) was to blown down d) was blown to down
- 28) "Why didn't you help me last week?"
 "I _____ if you had asked me."
 a) helped b) have helped c) would helped d) would have helped
- 29) "Whose room is this?"
 "It is _____."
 a) of our children b) belong to our children c) our children's d) of our children's
- 30) "Why I play here?"
 "Yes; as long _____ you are careful."
 a) like b) that c) while d) as

- 31) "I am too tired to go shopping today."
 "Why don't you _____?"
 a) have Matt go b) have go Matt c) Matt have gone d) Matt have go
- 32) "What happened to all the candy?"
 "Joe ate what candy _____ was in the jar."
 a) there b) that c) it d) what
- 33) "Should I put the coat on the chair?"
 "No, I want to keep the _____."
 a) room neat b) room neatly c) neatly room d) neat room
- 34) "Why was Joe sent to prison?"
 "He was found guilty _____ armed robbery."
 a) of b) for c) with d) by
- 35) "Is this Chicago?"
 "No, this is Detroit. Chicago is _____."
 a) farther western b) to the farther west c) farther west d) far to the western
- 36) "Do you think the restaurant will be crowded by noon?"
 "Yes, so I would suggest _____ go early."
 a) to b) for you c) you to d) that you
- 37) "I haven't written home for a month?"
 "I'm _____; I haven't written for three months."
 a) badder b) worser c) worst d) worse
- 38) "Are mothers pretty?"
 "Jimmy and Johnny's mother _____ very pretty."
 a) is b) are c) has d) have
- 39) "Do you like most of your classes?"
 "Yes, but I dislike _____ English."
 a) study b) to study c) studying d) for studying
- 40) "I don't think he is going."
 "What are we going to do if he _____ come along."
 a) would b) should c) might d) shall

Part II VOCABULARY

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

Example B: It's too windy to go for a **stroll**.

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

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

- a) automobile b) house (c) **boat** d) beast
-

- 41) If you want to know what the book is about, you should read the _____.
a) predicate b) preface c) precept d) prelude
- 42) I moved out of that house because the _____ created by the neighbors was bad.
a) acceptance b) allowance c) disturbance d) disposal
- 43) I don't like this room, it is too **gloomy**.
a) dark b) light c) wide d) small
- 44) Nobody leaves here, It is a very _____ place.
a) deliberate b) desolate c) perpetual d) sensitive
- 45) **Hold on** for few more minutes until Mary comes in.
a) Wait b) Talk c) Stand d) Sit
- 46) This is **precisely** what I was looking for.
a) almost b) better than c) worse than d) exactly
- 47) In this locality many people are ill.
a) area b) city c) hospital d) season
- 48) Fred had a **nightmare**.
a) bad dream b) good trip c) strange experience d) black horse
- 49) Mary was out of the hospital quickly because she had only a _____ operation.
a) hearty b) monstrous c) minor d) neutral
- 50) Jim said that his cat was as large as a tiger; He likes to _____ his stories.
a) elevates b) overwhelm c) exaggerate d) surpass
- 51) Professor Burrows teaches Russian history. He _____ in the communist period.
a) specifies b) specializes c) segments d) characterizes

- 52) You must try to _____ your money.
a) accommodate b) advocated c) adapt d) budget
- 53) Do you think Mary is going to **catch on** to the systems?
a) understand b) break c) crude d) scornful
- 54) One can not _____ that criticism to all workers.
a) apply b) associate c) employ d) lay
- 55) He lives alone because he is a _____.
a) biscuit b) bachelor c) buffalo d) founder
- 56) The room was **filthy**.
a) not clean b) narrow c) modern d) not small
- 57) Stop hitting your sister. You are being a _____ boy.
a) significant b) polite c) pious d) naughty
- 58) The country here is very **rugged**.
a) that b) low c) rough d) pretty
- 59) The speaker did not mention many facts, so Helen asked him to be more _____.
a) certain b) advisory c) contrite d) specific
- 60) Tommy took all the apples, so hers. Jones told him that he was being _____.
a) greedy b) gullible c) grateful d) generous
- 61) We live in a busy **era**.
a) nation b) time c) city d) manner
- 62) John wants to return to his country. He _____ for his family and friends.
a) yearns b) yawns c) flares d) grunts
- 63) When Tom fell from his bicycle, his arm was _____.
a) fractured b) frozen c) frenzied d) fringed
- 64) Flo wanted to bake a cake for dinner. She asked Susan for the _____.
a) formula b) index c) focus d) recipe
- 65) Pierre is French and he speaks two other languages _____ French.
a) additionally b) moreover c) except d) besides
- 66) Did he flee his country?
a) forget b) respect c) escape from d) talk about
- 67) She was **gorgeous**, so I took her out to dinner.
a) finished b) hungry c) beautiful d) tired

- 68) Mrs. Jones **hoards** butter.
a) wants b) needs c) saves d) sells
- 69) John is strong but his brother is a _____ boy.
a) foster b) frantic c) frail d) fertile
- 70) Tom needs a _____ to dig a hole.
a) shelf b) shore c) shutter d) shovel
- 71) Were those laid out before I come?
a) stored b) arranged c) sold d) sent
- 72) You should **refrain**.
a) work b) stop c) start d) hurry
- 73) No new ideas ever penetrate his narrow mind.
a) change b)awaken c) attack d) enter
- 74) I think it is **warped**.
a) strange b) empty c) dept d) straight
- 75) I could understand most of his speech, but his last words were _____.
a) ungainly b) unflinching c) unlimited d) un intelligible
- 76) Cloth is made on a _____.
a) loom b) loam b) climb d) limp
- 77) Jack **shuddered** when he saw the sea.`
a) shook b) hurried c) cheered d) rooted
- 78) Who would imply such a thing?
a) admit b) try c) permit d) suggest
- 79) When Ed told a funny story, everyone began to _____.
a) tickle b) chuckle c) bustle d) crumble
- 80) She bought a **sheer** dress for her sister.
a) beautiful b) thin c) practical d) warm

PART III
READING COMPREHENSION

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

READING COMPREHENSION (1)

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

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

- 85) According to the author, In England....
- a) the men are accustomed to money.
 - b) the men remain at the table to talk.
 - c) the guests except the host to have entertainment.
 - d) people don't consider Christmas dinner important.

READING COMPREHENSION (2)

I first met Alpheus Parr when I was in College. I was walking across campus with my roommate, Ross Kemp, a leader in all sorts of activities, when Alpheus hove into sight. From a distance of 5 yards, I could feel Parr's eyes upon us; begging for some kind of acknowledgment. Passing abreast of us he gurgled something that could have been "hello." It was all very awkward and pathetic. Today, however, Alpheus looked extraordinary. With the whitest of sheets wrapped about his cumbersome body, his hair brushed carefully to cover the bullet wound and his eyes closed, he looked almost dignified. Curious, isn't it, that a man whose greatest ambition in life was to attain dignity, should accidentally stumble upon it in death. But Alpheus was ever a stumbler, a buffoon, so one more stumble matters very little.

- 86) When the narrator first met him, Alpheus...
- a) was afraid to look at him
 - b) stopped him and begged for his friendship
 - c) looked pleading at him
 - d) closed his eyes.
- 87) The narrators first encounter with him shows that Alpheus...
- a) didn't want to be with people
 - b) was an active person
 - c) didn't notice people
 - d) closed his eyes.
- 88) In death, Alpheus Parr...
- a) expected to find dignity
 - b) accidentally found dignity
 - c) lost the extraordinary dignity
 - d) was awkward even then.
- 89) Alpheus was evidently killed...
- a) in a fall
 - b) by choking
 - c) by hanging
 - d) by a gunshot
- 90) The narrator seems to be...
- a) sad because Alpheus is dead.
 - b) unconcerned over Alpheus' death.
 - c) confused by Alpheus' death.

READING COMPREHENSION (3)

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

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

READING COMPREHENSION (4)

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

- 96) According to the author, philosophy assumed legislative functions when it ...
- a) supports the monarchy
 - b) asks for government support
 - c) judges statement and theories as right or wrong
 - d) demands that every scientist look for causes
- 97) According to the author, philosophers claim that the law of causality
- a) is a fundamental axiom of science
 - b) is not applicable to gravitational astronomy
 - c) doesn't really exist
 - d) is a relic of bygone ago
- 98) Physics was singled out for attack by Dr. James Ward because it...
- a) never looks for causes
 - b) imagines that causation is fundamental
 - c) is looking for ultimate truths
 - d) is a relic of bygone age
- 99) According to the author, both the monarchy and the law of causality...
- a) are examples of lost causes
 - b) do no harm
 - c) are thought to be harmless
 - d) are revered by philosophers.
- 100) From the description of Dr. James Ward, the reader can assume that he probably is...
- a) a monarchist
 - b) an astronomer
 - c) an agnostic
 - d) a philosopher

End of Test
Check your answer

MTELP Answer Sheet

Part I Grammar

Choose the letter preceding the best answer and put it on the space provided against each item number below.

1.A	11.C	21.B	31.A
2.B	12.A	22.A	32.A
3.C	13.D	23.C	33.A
4C	14B	24.B	34.A
5. D	15.D	25.D	35.C
6. D	16.A	26.B	36.D
7. C	17.C	27.B	37.D
8. B	18.D	28.D	38.A
9.D	19.D	29.C	39.C
10.D	20.B	30.D	40B

Part II Vocabulary

41.B	51.B	61.B	71.B
42.C	52.D	62.A	72.B
43.A	53.A	63.A	73.D
44.B	54.B	64.D	74.C
45.A	55.B	65.D	75.D
46.D	56.A	66.C	76.A
47.A	57.D	67.C	77.A
48.A	58.C	68.C	78.D
49.C	59.D	69.C	79.B
50.C	60.A	70.D	80.B

Part III Reading Comprehension

81.C	86.C	91.A	96.D
82.C	87.A	92.B	97.A
83.B	88.B	93.D	98.A
84.B	89.D	94.D	99.A
85.B	90.A	95.A	100.D

Addis Ababa University
School of Graduate Studies
Department of Foreign Languages and Literature

Ph.D Research Pilot Instruments to be presented to DELL newly-placed students at UoG (a proficiency test, a Questionnaire, Interview, Observation and Triangulation Format).

Dear student:

The purpose of my designing these pilot research instruments is to help me find out the actual level of students English language proficiency and, to find out the degree of influence created by student – placement procedures employed by the MoE on their learning.

This pilot research, obviously, will never have any undesirable effect, in any way, on any body's personal & academic life except its severing to meet the demanding purpose of the research.

I also hope that this pilot research, in the end, may have some thing valuable to contribute to the overall development of English Language learning. But this could be possible if and only if the respondents should respond to it with the utmost academic concern and with real, deep sense of purpose.

I should finally have to assure you that, though there is absolutely nothing in this set which calls for such a caution, everything will remain confidential as can the word be.

Thank you,

Mesafint M.

Ph.D Candidate

Appendix B

Questionnaire Items Format

Instruction: *After reading each of the following questionnaire items thoroughly, please write your answer(s), beliefs and responses in the spaces left for them. ('yes' and/or 'no' answers should be supported by reasons.)*

1. Do you think that social, cultural and/or ideological contexts (situations) play a role positively or negatively upon your learning?

2. Do you feel excluded (feel lonely) if you couldn't get a peer support in your learning?

3. What would you feel if you find the work load (tasks) too heavy, and the vocabulary unfamiliar for you in your learning?

4. Do you experience (the) lack of appropriate study habits before joining the university?

5. Do you think that you were interested and capable of learning the English language before you joined the English language department?

6. What made you join the English department at the UOG?

7. Do you agree or disagree with the following: some students have the belief that they are not supposed to be at the university or that they are not good enough in their learning?

8. When you encounter difficulties on learning, do you say that you are the kind of person who can not learn?

9. What is your purpose for your own learning? Is it to get a degree, to help others? to be more independent? to follow a profession that matters to you? Please explain/

10. How do you explain or demonstrate your willingness (interest) to learn in the classroom and out of the classroom?

11. Are you happy that you are an English language student and satisfied with your learning?

12. Do you think that these student- placement procedures affect DELL students'

learning in an EFL situation? (English as Foreign Language)

13. Please list some factors for learning which inhibit or motivate your language learning

a) Inhibitive factors: _____

b) Motivative factors: _____

14. To what do you attribute your success or failure in the process of English language learning?

a) Your success is based on _____

b) Your failure is based on _____

15. Are you pleased with the place, environment, culture, language, distance and others where you are now learning?

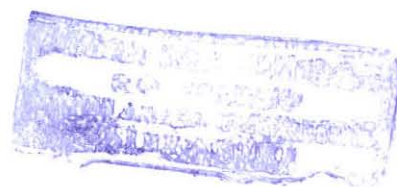
Appendix C

Focus Group Discussion Fprmat

A checklist of questions and statements (to be used) for the focus group discussion with the research participants

Instruction: *Produce ideas, points of view, and responses (positively or negatively) in the form of discussion with each other and (with) the interviewer. Interviewer should tell them about the time limit (1-2 hours) and the number of participants (10-12) and should define some terms to students*

1.	What do you think is student – placement (and its procedures)
2.	Are you satisfied with the MOE's placement procedures concerning you and some of your friends?
3.	Tell us about the basic variables of placement procedures such as your interest for learning and your capability to partake in the English language learning process?
4.	What was your basic interest for learning before you were placed into the DELL by MOE?
5.	Is there any change now in you in terms of success or failure?
6.	Do you like to work with peer groups? (Exchange information with others by communicating in class and out of class?)
7.	What will you do if you do not have peer groups or the environment (physical) the academic, political and social situations could not give you a comfort?
8.	Do you feel alien with the culture and language used here?
9.	Do you believe that you are rightly placed into the DELL and successfully partake in the learning process?
10.	Do you feel that you do lack appropriate study habits and skills as a form of a previous learning experience?
11.	When and if you come across learning difficulties such as: working with over loaded tasks or exercises, unable to understand inputs given, unable to describe your self in front of classmates, hatred of the instructor, the course (s) etc. . . what would you do?
12.	Are you willing to participate in the English language learning practice/ process?
13.	What motivates or encourages your English language learning?
14.	What again inhibits or demotivates you in your learning?
15.	Do you agree that placement procedures measure the students' readiness for learning (considering your interest and capability with the score grade you get at the final examination?)



Appendix-D

Marking Keys OS

Observation Check-list Format

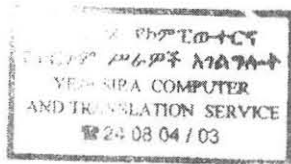
✓ = 1 x = 0.5 - = 0

Ser. No	Observation Check-List Variables to Measure Practices of Participants									Total
	Readiness to partake	Degree of attention	Capability to ask	Capability to Respond	Interest to communicate	Frequency of partaking	Fluency of speech	Grammaticalness	Confidence	
1										
2										
3										
4										
5										
6										
7										
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48										
49										
50										

Appendix E

Score-grade Data Tabulation Format

DELL (Tests)					MEDICINE (Tests)				SOCIOLOGY (Tests)		
	English	Maths	Aptitude		English	Maths	Aptitude		English	Maths	Aptitude
1				1				1			
2				2				2			
3				3				3			
4				4				4			
5				5				5			
6				6				6			
7				7				7			
8				8				8			
9				9				9			
10				10				10			
11				11				11			
12				12				12			
13				13				13			
14				14				14			
15				15				15			
16				16				16			
17				17				17			
18				18				18			
19				19				19			
20				20				20			



Date- 3/4/94 E.C
Ref. No, 7M-99/653/94
Addis Ababa.

- To:- Addis Ababa University
Alemaya University
Jimma University
Mekele University
Debnb University
Bahirdar University
Arba Minch Water Technology Institute
Gondar Midical Science College
Nazareth Technical Techers' Education College
Addis Ababa Commerce College
Ambo Agriculture College

Sub-Concerning Higher Education Admission Criteria Directive.

In the newly designed Education and Training Policy, it is known that students after the completion of their 1st phase of education (10th grade), taking preparatory courses of their 11th and 12th grade education, they take a final exam which allows them to join into Higher Education Institutions. Based on this fact, a Student Admission Criteria Directive which will be implemented starting from 1996 E.C is designed but this directive shall be developed and enriched only if teachers and those concerned appraise it.

Therefore, we have sent this directive so that you could appraise it at department, faculty and institutional level and then offer us your meeting feedback up until Tahsas 30, 1994 E.C.

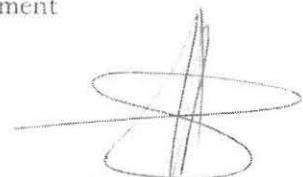
With Regards,
Teshome Yizengaw Alemneh (Ph.D)

Deputy Minister

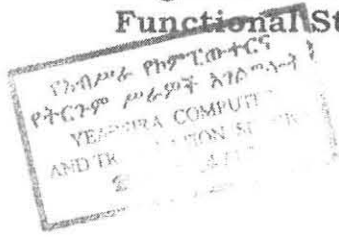
CC.

To Higher Education Academic and Research Department
Ministry of Education



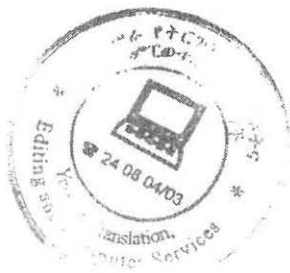

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General Manger

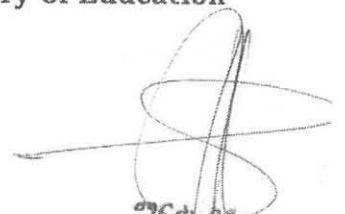
Higher Education Entrance Directive which is
Functional Starting 1996 E.C/ Initiative Plan/



Higher Education's Academic and Research
Department

Hidar 1994 E.C
Ministry of Education




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YEABSIRA COMPUTER
AND TRANSLATION SERVICE
24 08 04 / 03

1. Introduction

Tomorrow's leaders, and scientists, could be obtained only if it is possible to identify and place those who are efficient and capable from the start. After recruiting students, to let them learn as per their capability and interest is one of the most important inputs for the successful implementation of this educational program. What is more, writing placement exams which are efficient enough to evaluate students' general capabilities would be a practice that could assist the process of producing trained manpower which the country is looking for, therefore, this directive is prepared to forward initiative ideas to institutions and to let students' admission become a process which should be effected on a similar basis.

In the process of the admission and placement policy which was practiced since 1990 E.C, placement was done based on the students' interest in a field (s) of study. In most institutions, degree students were classified in to one of the two faculties, natural sciences and social sciences, and were taking freshman courses for a year and them based on their exam results and choices, were let to continue their studies. As mentioned above and depending on the past experience of HE institutions admission capacity, students' ESLCE result and students' application forms (showing their choices) were used for placement by the committee formed each year. In the new education and training policy, high school completion exam is given at grade 10. Then after, in the academic section students continue their 11th and 12th grade studies and then sit for exams set by institutions in order to make sure that they are fit to join HES. Based on this process, an initiative directive was presented and forwarded at the meeting held in 1992 E.C (in Ginbot) at Nazereth Technique college and the participants/authorities of different HE institutions/were made to respond to the initiative after taking copies of the directive.

Majority of the institutions, for commenting on the directive in groups, have forwarded their comments to the HE academic and research department. But other few institutions did not respond.

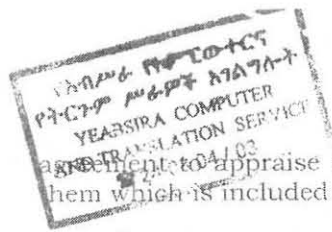
1. Institutions who send their positive responses are the following

1. Under Bahirdar University's leadership GCMS, Mekele University, and Debrezet Defence Engineering College.
2. Under Debuub University's Leadership, Jimma University, Arbaminch Water Technology Institute, Nazareth Technique Teacher College.
3. Ambo Agricultural College (Sole Participant).

Addis Ababa University, Addis Ababa Commercial College, Kotebe Teacher Education College, and Civil Services College, Though there was an



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General Manager



When we tried to appraise the directive together, there was no response from them which is included in this directive.

According to comments from these institutions, instead of writing placement tests and admitting and placing students by individual institutions, they preferred to form a committee which shall organize all institutions. Including this and other comments by institutions, the following institutive is forwarded for discussion.

2. Other countries experience in admitting HE students

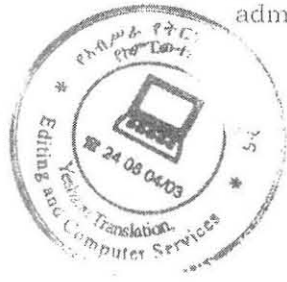
- A- Considering Pakistan's experience, every institution was first made to use the government's budget to prepare exams, then,
 - Budget raise was exhibited for the reason that students were forced to go through different institutions to take exams,
 - Tremendous wealth of the country has gone for good for the reason that institutions prepared too much and too many exams,
 - An individual student, by taking different tests of different universities may settle in only one of the institutions by spoiling the luck of others of others and bankrupting the extra money.

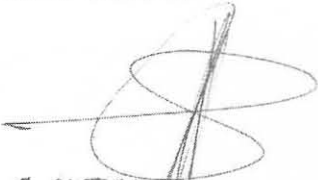
B - Korea's and Philippine's experience: Both have decided to form a Centralized Exam Board so that they give tests centrally.

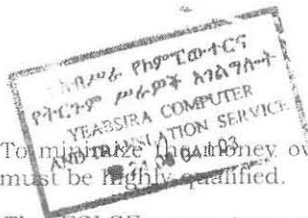
C. - Concerning the Indian situation: The curriculum they designed is almost the same to ours with in 18 Indian regions. Students after taking 10th grade exams they proceed to learn 11th and 12th grade studies and then they taken high school learning exams to join universities. On the part of students, to join those highly privileged departments like medicine and Engineering, they take other exams by the institutions. What we learn from these countries is that instead of preparing placement tests individually by institutions, it is good to deliver it by forming a centralized board or committee.

3. The importance of placement exams:

- 3.1. As to the number of students learning in the 2nd cycle of high schools it is to many when compared to the countries high schools admission capacity, the exam makes it possible to identity well prepared students.
- 3.2. The exam which has been given until now simply tells us that they only have completed their secondary education but it doesn't serve as a standard measurement for admission in HE, and it won't be administered after 1995 E.C.




MARSHA BADI
PS
General Manager



- 3.3. To minimize the number of students who enter in to HE must be highly qualified.
- 3.4. The ESLCE exam type, as it is an exam depending on multiple-choice questions, it wouldn't measure up the student's efficiency and the exam had not been given on similar grounds and the invigilators' controlling system hadn't been the same.
- 3.5. The priory used placement system was one which failed to recognize student's attitude and capability.
- 3.6. If students were to be place based on their CR exam result, schools, in order to admit lost of students, would enter in to an unwanted competition with each other and for this they would inflate marks there fore; preparing exams is a better choice.

4. Placement exam types and how it is prepared

After completing the 12th grade studies, and proceeded to join universities based on fields of studies, the entrance exam should address the two divisions i.e., the natural sciences stream and the social sciences streams meaning.

For the future t raining, entrance exams should enable studies such as Health, Agriculture, Technology, Natural sciences, and social sciences. Every exam should be able to appraise students' language proficiency and the common knowledge in relation to other fields of study, Concerning the exam type and content of the English and Maths tests are compulsory tests for both streams. The exam content should be based on the curriculum under study this is for the reason that students should develop the merits of critical thinking. To understand students interest and learning attitude, aptitude (SAT) test should also be included.

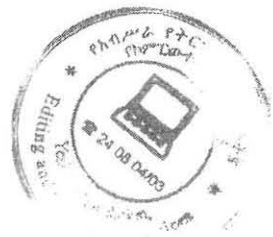
Exams could be prepared in two ways: These are:-

- a. Subjective questions, and
- b. Objective questions. These types have their own strong and weak aspects

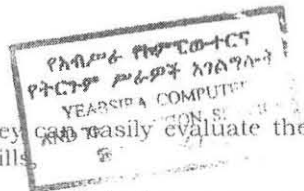
Subjective questions

Strong sides:-

- 1. Can be written very easily,
- 2. They don't need too much time to prepare them,



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General Manager



- 3. They can easily evaluate the examinees' idea organization and writing skills.
- 4. They can help the learner avoid memorizing practices

Weak sides:

- 1. Questions might incorporate single course contents,
- 2. If the exam markers are (different teaches) there will be a problem (s) in the mark allotment process.
- 3. It needs a very long time to mark.
- 4. Markers might not possibly identify examinees handwritings and words.
- 5. Examinees not know how to respond to exams.

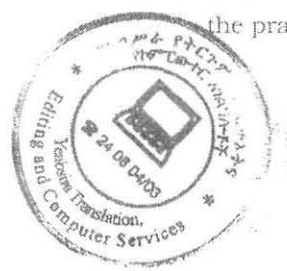
Objective Questions

Strong Ideas:

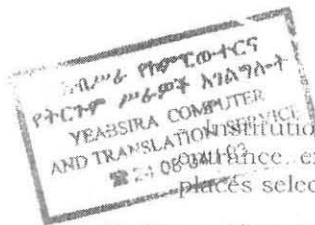
- 1. They are simple to marking and the time they need may be too short.
- 2. Possible to include too many topics.
- 3. The result wouldn't be changed if it is marked by anybody.

Weak sides:

- 1. Difficult to prepare the exam.
- 2. It needs a lot of time to prepare it.
- 3. It couldn't evaluate the examinees talent of analyzing things and the creativity aspect.
- 4. Therefore:
 - 4.1. The exam type should not be simply a multiple-choice type. There should be different types which could appraise students' capability and knowledge.
 - 4.2. If the field requires for physical fitness and expertise and especially to identify students having almost similar results, it is good to use oral (spoken) and practical exams.
 - 4.3. If the exam is given to groups, to make it so quickly and accomplish the practice of placement in time, it is necessary to has a computer.



MARTHA BADI
 General Manager



institutions, which give similar training could prepare similar entrance exams together, and then could test their students in places selected with in the region.

5. Exam time and place

- 5.1. It would be preferred if the exam is given in the month "seine". The reason is that it is possible to contact students around their schools and there will be time to mark and announce results to them.
- 5.2. The exam must be given before students' went home knowing the time of the exam.
- 5.3. Places that accommodate the exams should be HE institutions.
- 5.4. Where there are no HE institutions, by the decision made by the exam's organizing committee exams would be given in central places of zones of towns. The exam could be conducted with authorities from HE Institutions, Regional Education Bureaus, and Zone education departments, attending it.

6. Entrance examination preparing body

There are three ways to prepare and conduct the exams. Marking and placing depends on the result of students.

- At an institutional level
- Through a committee deputizing different institutions,
 - By giving geographical limits to the institutions.

Countries use different methods depending on their general context. But those different ways depict strong and weak sides.

Strong sides

- 1. Students can learn with out going so far from their places
- 2. It makes it possible to undertake the exam with in the institution
- 3. As the number of students is distributed among institutions, marking the entrance exam, the collating process and placing students in to departments won't create an inference on institutions.
- 4. HEs, by creating a strong link with high schools can exchange information concerning students



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General Manager



Weak sides:-

1. Institutions internal organization, manpower & the education program type might differ from institution to institution so students might not like it.
2. It will limit the right of students to enter in to an institute after competing with others.
3. Institutions which are situated far from bigger cities might not get efficiently competitive students.

According to the suggestions we get from different institutions our current economic development stage would not allow institutions to enter in to a free completion situation instead, it appeared that the support given by the central body, especially the Domestic Examination Agency, higher education departments and with quality and aplenty. HE Institution entrance examination set up and administration.

As mentioned above institutions which offer similar tests should contribute questions through an organizing committee so that they can save students money and institutions time and budget students, depending on their results should be placed in to fields of their interest. For this purpose it is good to establish a central body inter university and college.

Examination center, but it is institutions interest what matters.

7. HEI's entrance test results.

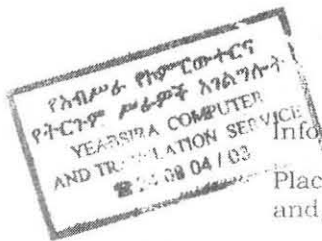
Entrance results should be acknowledged equally at all institutions and for this, high schools in all regions should put an endeavor to develop themselves in terms of input and quality staff. Up to that time for underdeveloped regions, the support for women students and for disabled ones should contrive as an affirmative action. With in HEIs, for the coming 5 years the number of women students shall increase up to 30%

8. Students admission and placement

for students to be placed in to fields of their interest, they have to obtain the score (s) required and considering the field which they had been working when at high schools their final choice based-on these information they would be classified by computers. Students who fulfill these all situations would be categorized in to different institutions to satisfy the country's need for trained manpower and the students' result and interest.



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 General Manager



Informing placement Institutions

Placement Institutions could be revealed through newspapers and/or leaflets:-Therefore:

- 8.1. Admission and placement should be based on the country's demand and privilege and institutions capacity for intake and students desire to study.
- 8.2. To make placement more successful... HEs and MOE... should give orientations about different fields to students family and to the society on the whole.

9. Entrance requirements

- Institutions accept depending on their general capacity and country's demand for trained manpower and applicants should fulfill the following requirements.

9.1. Regular students

- 9.1.1. The document showing their 10th grade results
- 9.1.2. Second cycles/ 11th & 12th/ grade transcript
- 9.1.3. If it is necessary, taking writing and oral tests alongside practical tests.

9.2. Private applicants

- Those who did not take the entrance exam as regulars would take the exam two more times
- Those who completed their education(9-12) in extension and in distance programs can take it with regulars.
- But these students should cover all expenses for the process starting from exam preparation to placement.

9.3. Ethiopians in-foreign exams

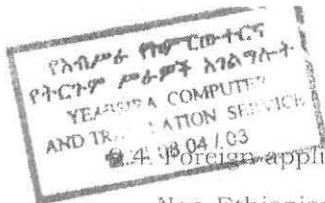
9.3.1. Those who return from abroad:

- Students who learned from abroad and have diploma, or degree can sit for entrance exams. But this will be effected if approved by the committee.

9.3.2. Community mission and private school's students can take the entrance exam as they have taken the similar Ethiopian curriculum.



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General Manager



Foreign applicants:

-Non-Ethiopians who apply to learn at HEIs who are supported by protocol agreements to be given a scholarship.

9.4.1. Foreigner private applicants

9.4.1.1. Foreign applicants present their documents showing their capacity for payments and others should be cleared by committees, and after getting approvals they get chances.

9.4.1.2. Applicants' citizenship will be identified by the document they present.

9.4.1.3. If they are not applicants' privileged by the governments' scholarship, others should pay a tuition fee per semester which is determined by the recipient institution. The fee shall be effected using a foreign currency that would be admitted by the national Bank of Ethiopia.

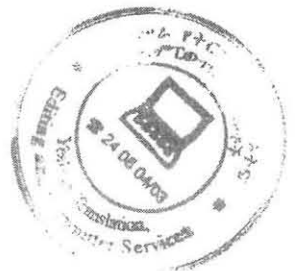
9.4.2. Foreigners are placed through protocols agreed with the government.

9.4.2.2. These foreigners who are accepted by the HEI should fulfill their country's HE entrance requirements.

9.4.2.3. Foreigners who fulfilled all requirements would be placed by the MoE or by particular institution.

10. The number of exams to be taken at once


-So long as the entrance exam enables to identify the appropriate student and so long as the student fulfils requirements mentioned in serial no, 9, the entrance exam will be marked out of 100%.

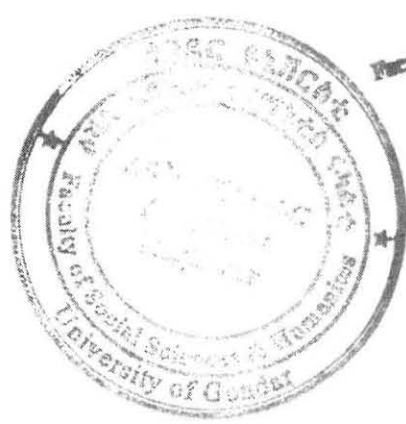


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General Manager

UNIVERSITY OF GONDAR
 FACULTY OF SOCIAL SCIENCES & THE HUMANITIES
 OFFICE OF THE REGISTRAR
 ATTRITION RATE FOR DELL STUDENTS, 2008/09 (2001 E.C) SEMESTER I

Department	1 ST YEAR														
	Enrolled			Dis. With Readmission			Aca.dismisal			Withdrawal			Drop Out		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
DELL	181	63	244	6	1	7	12	12	24	-	-	0	21	13	34


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 Abeto Birhanu Adhan



Assistant Registrar
 Faculty of Social Sciences

COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 103
COURSE NUMBER

FSSH
FACULTY
GRAMMAR IN USE
Title of Course

ENGLISH
DEPARTMENT
EnLa 103
Course No.

Ato Yoseph M.
Instructor. N

3

CREDIT

1

SEM

I
YEAR
I
GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

Incomplete

Give reasons for

Column

SUMMARY

No. of A's = 9

" " B's = 16

" " C's = 17

" " D's = 2

" " F's = 5

" " I's =

" " NG's = 11

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
1	ABDI	YESUPH	A		3187/01	A
2	ABDIWAHID	ABDULLAHI	A		3191/01	A
3	ABDLFETA	MUDESIR	B		3193/01	B
4	ABDU	ADEM	F		3196/01	F
5	ABDULAH	HUSSEN	B		3197/01	B
6	ABDULMENAN	ALL	A		3201/01	A
7	ABDUREMAN	AHMED	C		3203/01	C
8	ABEBAW	LEGESSE	NG		3209/01	NG
9	ABEBE	ALEMAYEHU	A		3214/01	A
10	ABENT	HABTAMU	NG		3236/01	NG
11	ADAMU	BULCHA	C		3260/01	C
12	ADAMU	KASSU	A		3261/01	A
13	ADDIS	GADDISA	NG		3268/01	NG
14	AHMED	ENDRISS	B		3291/01	B
15	ALELIGN	BERHANU	B		3302/01	B
16	ALEMU	NIGUSIE	NG		3323/01	NG
17	ALIMA	NUGUSE	NG		3327/01	NG
18	ALMAZ	DULA	NG		3330/01	NG
19	ALTASH	WORKU	F		3333/01	F
20	AMAN	MEHARI	B		3335/01	B
21	AMSAL	MULUGETA	NG		3349/01	
22	ANBERBIR	FRDAWOK	C		3352/01	C
23	ANTENEH	SISAY	C		3368/01	C
24	ARMAYE	TEFERA	C		3376/01	C

20/02/2009
Date

DeP't head Sign

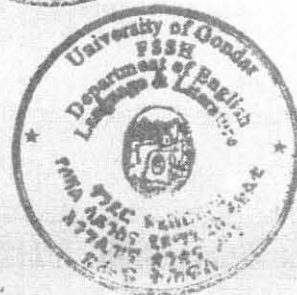
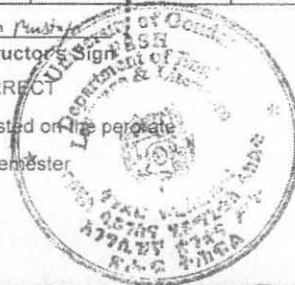
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the percolate

Strip at a selected location at the end of the semester

note: (post slip from Registra's Copy)



COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 103
COURSE NUMBER

FSSH FACULTY ENGLISH DEPARTMENT
GRAMMAR IN USE EnLa 103 Ato Yoseph M. 3 1 II
Title of Course Course No. Instructor. N CREDIT SEM GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-Incomplet

Give reasons for

SUMMARY

No. of A's = 8

" " B's = 9

" " C's = 25

" " D's = 3

" " F's = 7

" " I's =

" " NG's = 5

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATI	GRADE
1	DESTA	GEBREHIWOT	A		3635/01	A
2	ELENI	GENZEBU	B		3659/01	B
3	EMEBET	KASSA	F		3673/01	F
4	ENGIDA	TEMESGEN	F		3686/01	F
5	EPHREM	TEGEGNE	C		3690/01	C
6	ERMIYAS	GETACHEW	F		3697/01	F
7	ERMIYAS	MESELU	A		3698/01	A
8	ERMIYAS	MULUGETA	F		3699/01	F
9	EYERUSALEM	GETANEH	C		3714/01	C
10	EYOB	MESFIN	NG		3717/01	NG
11	EYUBEL	ABATE	A		3720/01	A
12	FANA	GEBREMDHIN	F		3721/01	F
13	FASIKA	GEBREMESKEL	C		3726/01	C
14	FENTAHUN	YALEW	B		3740/01	B
15	FERHIWOT	ADMASU	D		3744/01	D
16	FETUDIN	NURI	C		3747/01	C
17	FEVEN	KASSAHUN	C		3750/01	C
18	FEYSAL	KASIM	B		3752/01	B
19	FIKRU	ASHENAKI	C		3758/01	C
20	FIRE	GEBREEGZABHER	C		3759/01	C
21	FITSUM	MELKIE	C		3769/01	C
22	GALETA	HORDOFA	C		3779/01	C
23	GAMACHU	LAMESA	D		3781/01	D

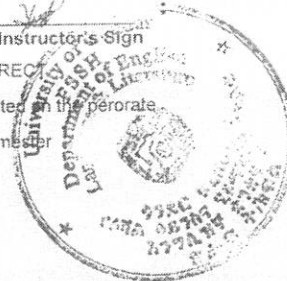
Date: 20/02/2009 DePt head Sign: [Signature] Instructor's Sign: [Signature]

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

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Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



COPY DEPARTMENT HEAD

FSSH
FACULTY
LINGUISTICS

ENGLISH
DEPARTMENT
EnLa 151

Ato Nururazik M.
Instructor. N

3
CREDIT

I
SEM

DELL
DEPARTMENT
EnLa 151
COURSE NUMBER
I
YEAR
II
GROUP

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
1	DESTA	GEBREHIWOT	B		3635/01	B
2	ELENI	GENZEBU	B		3659/01	B
3	EMEBET	KASSA	C		3673/01	C
4	ENGIDA	TEMESGEN	C		3686/01	C
5	EPHREM	TEGEGNE	C		3690/01	C
6	ERMIYAS	GETACHEW	F		3697/01	F
7	ERMIYAS	MESELU	B		3696/01	B
8	ERMIYAS	MULUGETA	F		3699/01	F
9	EYERUSALEM	GETANEH	C		3714/01	C
10	EYOB	MESFIN	C		3717/01	C
11	EYUBEL	ABATE	C		3720/01	C
12	FANA	GEBREMDHIN	D		3721/01	D
13	FASIKA	GEBREMESKEL	C		3726/01	C
14	FENTAHUN	YALEW	C		3740/01	C
15	FERHIWOT	ADMASU	C		3744/01	C
16	FETUDIN	NURI	A		3747/01	A
17	FEVEN	KASSAHUN	C		3750/01	C
18	FEYSAL	KASIM	C		3752/01	C
19	FIKRU	ASHENAKI	C		3758/01	C
20	FIRE	GEBREEGZABHER	F		3759/01	F
21	FITSUM	MELKIE	B		3769/01	B
22	GALETA	HORDOFA	D		3779/01	D
23	GAMACHU	LAMESA	C		3781/01	C
24	GASHAW	ARGAW	C		3783/01	C
25	GASHAW	BAYNES	C		3784/01	C
26	GASHAW	FEKADU	C		3785/01	C

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-Incomplet

Give reasons for

SUMMARY

No. of A's = 7

" " B' = 15

" " C's = 22

" " D's = 4

" " F's = 5

" " I's =

" " NG's =

Date

Abayidj
DePY head Sign

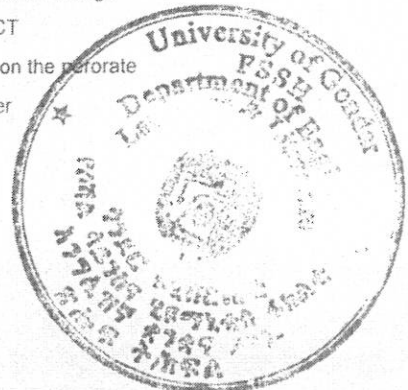
to be sign
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the perforate

Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 151
COURSE NUMBER

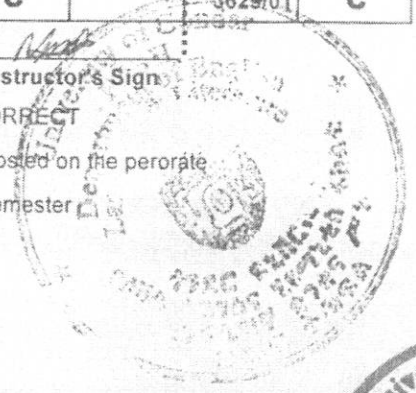
ENGLISH
DEPARTMENT
EnLa 151 Ato Nururazik M. 3 1
FSSH FACULTY LINGUISTICS Course No. Instructor. N CREDIT SEM GROUP

Title of Course	NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
	24	ASSEFA	ABEJE	A		3412/01	A
	25	ASEFA	ALEMU	C		3381/01	C
	26	AWETASH	ALEMU	F		3429/01	F
Instructions	27	AYENEW	MAMO	C		3440/01	C
	28	AZMERA	GIRMAY	F		3444/01	F
Grade Use	29	BEDLU	ZEWDU	C		3456/01	C
A-Excellent	30	RAHEL	WONDIMU	B		3463/01	B
B- Above Average	31	BELACHEW	KINDE	C		3466/01	C
C- Satisfactory	32	BELAYE	WORKNEH	C		3472/01	C
I-incomplet	33	BELETE	TAREKEGN	A		3481/01	A
Give reasons for	34	BEREKET	KIHSHEN	C		3489/01	C
Column	35	BETALHEM	MOLLA	B		3500/01	B
	36	BETELHEM	HAILU	C		3504/01	C
	37	BEZABEH	GISHE	C		3517/01	C
	38	BEZAWIT	SHIFERAW	B		3524/01	B
SUMMARY	39	BIKILA	ABEBE	C		3530/01	C
No. of A's = 8	40	BINIYAM	HABTAMU	B		3532/01	B
" " B's = 11	41	BINIYAM	HAGOS	C		3533/01	C
" " C's = 22	42	BIRLIE	ARAGAW	A		3544/01	A
" " D's = 3	43	BIRUK	SHITAHUN	C		3552/01	C
" " F's = 4	44	BISRAT	KELEMEWORK	C		3556/01	C
" " I's = 2	45	CHANGKUOTH	THOMAS	C		3573/01	C
" " NG's =	46	DANIEL	ALEMSHET	C		3583/01	C
	47	DEGEFU	TEKLU	B		3601/01	B
	48	DEREJE	EYASSU	D		3616/01	D
	49	DEREJE	MAMUYE	F		3620/01	F
	50	DESIE	BIKS	C		3629/01	C

Instructions
Grade Use
A-Excellent
B- Above Average
C- Satisfactory
I-incomplet
Give reasons for
Column
SUMMARY
No. of A's = 8
" " B's = 11
" " C's = 22
" " D's = 3
" " F's = 4
" " I's = 2
" " NG's =

26/02/2004 Date Azizole DeP't head Sign Neft Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT
Please inform your students that their grads will be posted on the perorate
Strip at a selected location at the end of the semester
note: (post stip from Registra's Copy)



Univer

COPY DEPARTMENT HEAD

DELL
DEPARTMENT

EnLa 151

COURSE NUMBER

I
YEAR

I
GROUP

FSSH
FACULTY
LINGUISTICS
Title of Course

ENGLISH
DEPARTMENT
EnLa 151
Course No.

Ato Nururazik M.
Instructor. N

3
CREDIT

1
SEM

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
1	ABDI	YESUPH	A		3187/01	A
2	ABDIWAHID	ABDULLAHI	C		3191/01	C
3	ABDLFETA	MUDESIR	B		3193/01	B
4	ABDU	ADEM	F		3196/01	F
5	ABDULAH	HUSSEN	C		3197/01	C
6	ABDULMENAN	ALL	B		3201/01	B
7	ABDUREMAN	AHMED	C		3203/01	C
8	ABEBE	ALEMAYEHU	A+		3214/01	A+
9	ADAMU	BULCHA	C		3260/01	C
10	ADAMU	KASSU	A		3261/01	A
11	ADDIS	GADDISA			3268/01	
12	AHMED	ENDRISS	C		3291/01	C
13	ALELIGN	BERHANU	B		3302/01	B
14	ALEMU	NIGUSIE			3323/01	
15	ALTASH	WORKU	D		3333/01	D
16	AMAN	MEHARI	C		3335/01	C
17	ANBERBIR	FRDAWOK	B		3352/01	B
18	ANTENEH	SISAY	A		3368/01	A
19	ARMAYE	TEFERA	B		3376/01	B
20	ASHEBIR	MANISIO	C		3390/01	C
21	ASHENAFI	DESESA	D		3393/01	D
22	ASIFERIE	GETACHEW	A		3400/01	A
23	ASSAYE	AYENEW	B		3410/01	B

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-incomplet

Give reasons for

Column

SUMMARY

No. of A's = 8

" " B's = 11

" " C's = 22

" " D's = 3

" " F's = 4

" " I's = 2

" " NG's =

26/02/2009
Date

[Signature]
DeP't head Sign

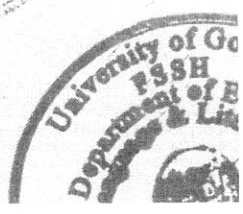
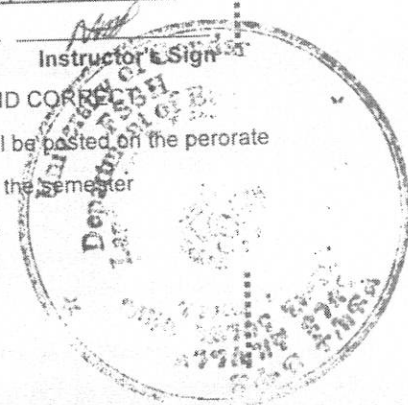
[Signature]
Instructor's Sign

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Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



GONDAR UNIVERSITY
OFFICIAL AND FINAL GRADE REPORT
DEPARTMENT OF ENGLISH

DELL
DEPARTMENT
EnLa 101
COURSE NUMBER

FSSH
FACULTY
COLLEGE ENG.
Title of Course

ENGLISH
DEPARTMENT
EnLa 101
Course No.

W/t Eden T.
Instructor. N

3
CREDIT

1
SEM

I
YEAR
II
GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-incomplet

Give reasons for

Column

SUMMARY

No. of A's =

" " B' =

" " C's =

" " D's =

" " F's =

" " I's =

" " NG's =

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
27	GEBREABZGI	BEYENE	C		3790/01	C
28	GEBREANENIA	GEBREMARIAM	B		3793/01	B
29	GEBREEGZABHAF	GEBREHIWET	A		3794/01	A
30	GEBREEGZIABHIE	FISHA	C		3796/01	C
31	GEBREHIWOT	AWOKE	C		3799/01	C
32	GEBREHIWOT	GEBREMICHAL	B		3800/01	B
33	GEBRELUEL	ASAYEHGN	C		3802/01	C
34	GEBREMCHAEAL	TESFAY	B		3805/01	B
35	GEBRETSADIK	BRHANE	C		3810/01	C
36	GENET	GEBREMESKEL	C		3824/01	C
37	GESHU	GEBREEGZIABHER	B		3833/01	B
38	GEZACHEW	BUSHISO	F		3856/01	F
39	GIDEY	DADE	B		3860/01	B
40	GIRMA	TILAHUN	B		3865/01	B
41	GIRUM	SISAY	C		3876/01	C
42	HABITAMU	YILMA	I		3891/01	I
43	HABTAMU	DEGNEH	C		3894/01	C
44	HAFTAMU	MARSIE	C		3910/01	C
45	HAFTOM	AREGAWI	B		3912/01	B
46	HAFTU	BERHE	B		3915/01	B
47	HAGOS	GEBRELIBANOS	C		3920/01	C
48	HAILU	SLESHI	C		3932/01	C
49	HELIN	MOGES	C		3959/01	C
50	HENOK	SHAWLE	C		3963/01	C
51	HIWOT	GEBREMEDHIN	B		3969/01	B
52	HIWOT	GEBRETSADIK	C		3970/01	C
53	HULAGO	ABEBE	F		3976/01	F
54	HUNEGNAW	BOGALE	B		3978/01	B

26/02/2009
Date

[Signature]
DeP't headSign

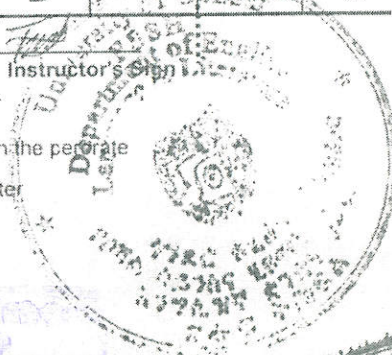
[Signature]
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

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Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



COPY DEPARTMENT HEAD

**GONDAR UNIVERSITY
OFFICIAL AND FINAL GRADE REPORT
DEPARTMENT OF ENGLISH**

DELL
DEPARTMENT
EnLa 101
COURSE NUMBER

FSSH
FACULTY
COLLEGE ENG.
Title of Course

ENGLISH
DEPARTMENT
EnLa 101
Course No.

W/t Eden T.
Instructor. N

3
CREDIT

I
SEM

I
YEAR
II
GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-Incomplet

Give reasons for

SUMMARY

No. of A's = 3

" " B' = 17

" " C's = 24

" " D's = 5

" " F's = 4

" " I's = 2

" " NG's =

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
1	DESTA	GEBREHIWOT	A		3635/01	A
2	ELENI	GENZEBU	C		3659/01	C
3	EMEBET	KASSA	D		3673/01	D
4	ENGIDA	TEMESGEN	F		3686/01	F
5	EPHREM	TEGEGNE	C		3690/01	C
6	ERMIYAS	GETACHEW	D		3697/01	D
7	ERMIYAS	MESELU	B		3696/01	B
8	ERMIYAS	MULUGETA	F		3699/01	F
9	EYERUSALEM	GETANEH	C		3714/01	C
10	EYOB	MESFIN	I		3717/01	I
11	EYUBEL	ABATE	A		3720/01	A
12	FANA	GEBREMDHIN	D		3721/01	D
13	FASIKA	GEBREMESKEL	B		3726/01	B
14	FENTAHUN	YALEW	B		3740/01	B
15	FERHIWOT	ADMASU	C		3744/01	C
16	FETUDIN	NURI	C		3747/01	C
17	FEVEN	KASSAHUN	B		3750/01	B
18	FEYSAL	KASIM	B		3752/01	B
19	FIKRU	ASHENAKI	C		3758/01	C
20	FIRE	GEBREEGZABHER	D		3759/01	D
21	FITSUM	MELKIE	B		3769/01	B
22	GALETA	HORDOFA	D		3779/01	D
23	GAMACHU	LAMESA	B		3781/01	B
24	GASHAW	ARGAW	C		3783/01	C
25	GASHAW	BAYNES	C		3784/01	C
26	GASHAW	FEKADU	C		3785/01	C

26/02/2009
Date

[Signature]
DeP't headSign

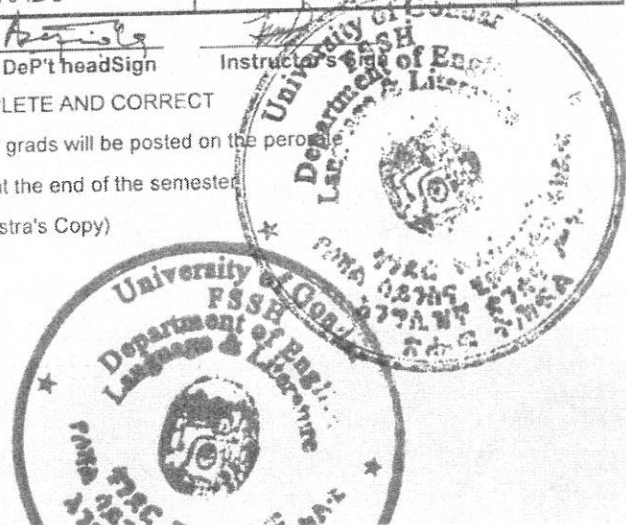
[Signature]
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the period

Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



DEPARTMENT HEAD

GONDAR UNIVERSITY
OFFICIAL AND FINAL GRADE REPORT
DEPARTMENT OF ENGLISH

DELL
 DEPARTMENT
EnLa 101
 COURSE NUMBER

FSSH
 FACULTY
 COLLEGE ENG.

ENGLISH
 DEPARTMENT
EnLa 101

W/t Eden T.

3

1

I
 YEAR

Title of Course	NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
Instructions Grade Use A-Excellent B- Above Average C- Satisfactory I-Incomplet Give reasons for Column SUMMARY No. of A's = " " B's = " " C's = " " D's = " " F's = " " I's = " " NG's =	24	ASSEFA	ABEJE	B		3412/01	B
	25	ASEFA	ALEMU	B		3381/01	B
	26	AWETASH	ALEMU	C		3429/01	C
	27	AYENEW	MAMO	B		3440/01	B
	28	AZMERA	GIRMAY	C		3444/01	C
	29	BEDLU	ZEWDU	C		3456/01	C
	30	RAHEL	WONDIMU	C		3463/01	C
	31	BELACHEW	KINDE	C		3466/01	C
	32	BELAYE	WORKNEH	A		3472/01	A
	33	BELETE	TAREKEGN	A		3481/01	A
	34	BEREKET	KIHSHEH	C		3489/01	C
	35	BETALHEM	MOLLA	C		3500/01	C
	36	BETELHEM	HAILU	B		3504/01	B
	37	BEZABEH	GISHE	C		3517/01	C
	38	BEZAWIT	SHIFERAW	B		3524/01	B
	39	BIKILA	ABEBE	A		3530/01	A
	40	BINIYAM	HABTAMU	B		3532/01	B
	41	BINIYAM	HAGOS	C		3533/01	C
	42	BIRLIE	ARAGAW	B		3544/01	B
	43	BIRUK	SHITAHUN	C		3552/01	C
	44	BISRAT	KELEMEWORK	B		3556/01	B
	45	CHANGKUOTH	THOMAS	C		3573/01	C
	46	DANIEL	ALEMSHET	C		3583/01	C
	47	DEGEFU	TEKLU	A		3601/01	A
	48	DEREJE	EYASSU	C		3616/01	C
	49	DEREJE	MAMUYE	F		3620/01	F
	50	DESIE	BIKS	C		3629/01	C

26/12/2009

Date

[Signature]
 DePT head Sign

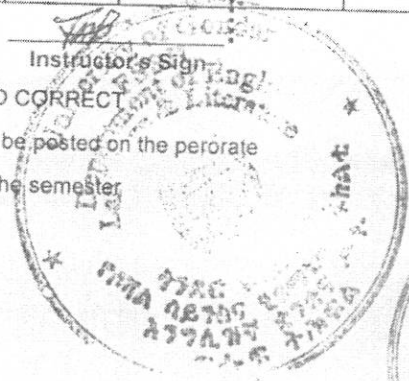
[Signature]
 Instructor's Sign

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Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



COPY DEPARTMENT HEAD

GONDAR UNIVERSITY
OFFICIAL AND FINAL GRADE REPORT
DEPARTMENT OF ENGLISH

DELL
 DEPARTMENT
EnLa 101

COURSE NUMBER

I
 YEAR

I
 GROUP

FSSH
 FACULTY
COLLEGE ENG.
 Title of Course

ENGLISH
 DEPARTMENT
EnLa 101
 Course No.

W/t Eden T.
 Instructor. N

3
 CREDIT

1
 SEM

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATI	GRADE
1	ABDI	YESUPH	A		3187/01	A
2	ABDIWAHID	ABDULLAHI	B		3191/01	B
3	ABDLFETA	MUDESIR	A		3193/01	A
4	ABDU	ADEM	C		3196/01	C
5	ABDULAHI	HUSSEN	B		3197/01	B
6	ABDULMENAN	ALL	B		3201/01	B
7	ABDUREMAN	AHMED	B		3203/01	B
8	ABEBE	ALEMAYEHU	A+		3214/01	A+
9	ADAMU	BULCHA	B		3260/01	B
10	ADAMU	KASSU	A		3261/01	A
11	ADDIS	GADDISA	I		3268/01	I
12	AHMED	ENDRISS	C		3291/01	C
13	ALELIGN	BERHANU	B		3302/01	B
14	ALEMU	NIGUSIE	NG		3323/01	NG
15	ALTASH	WORKU	D		3333/01	D
16	AMAN	MEHARI	B		3335/01	B
17	ANBERBIR	FRDAWOK	C		3352/01	C
18	ANTENEH	SISAY	B		3368/01	B
19	ARMAYE	TEFERA	A		3376/01	A
20	ASHEBIR	MANISIO	C		3390/01	C
21	ASHENAFI	DESESA	D		3393/01	D
22	ASIFERIE	GETACHEW	B		3400/01	B
23	ASSAYE	AYENEW	A		3410/01	A

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-incomplet

Give reasons for

Column

SUMMARY

No. of A's = 10

" " B' = 17

" " C's = 18

" " D's = 2

" " F's = 1

" " I's = 1

" " NG's =

26/02/2009 Aegidius
 Date DeP't headSign

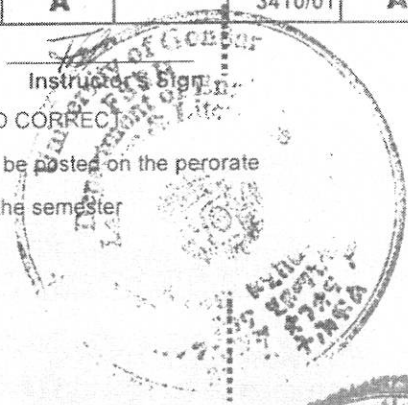
[Signature]
 Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the perorate

Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 111

COURSE NUMBER

I
YEAR

II
GROUP

FSSH
FACULTY
SPOKEN ENG. I
Title of Course

ENGLISH
DEPARTMENT
EnLa 111
Course No.

Eyasu N.
Instructor. N

3
CREDIT SEM

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
24	GASHAW	ARGAW	B		3783/01	B
25	GASHAW	BAYNES	D		3784/01	D
26	GASHAW	FEKADU	D		3785/01	D
27	GEBREABZGI	BEYENE	D		3790/01	D
28	GEBREANENIA	GEBREMARIAM	C		3793/01	C
29	GEBREEGZABHA	GEBREHIWET	B		3794/01	B
30	GEBREEGZIABHI	FISHA	B		3796/01	B
31	GEBREHIWOT	AWOKE	C		3799/01	C
32	GEBREHIWOT	GEBREMICHAL	C		3800/01	C
33	GEBRELUEL	ASAYEHGN	C		3802/01	C
34	GEBREMCHAEAL	TESFAY	C		3805/01	C
35	GEBRETSADIK	BRHANE	C		3810/01	C
36	GENET	GEBREMESKEL	D		3824/01	D
37	GESHU	GEBREEGZIABHER	C		3833/01	C
38	GEZACHEW	BUSHISO	F		3856/01	F
39	GIDEY	DADE	C		3860/01	C
40	GIRMA	TILAHUN	B		3865/01	B
41	GIRMAWIT	LISAN	NG		3867/01	NG
42	GIRUM	SISAY	D		3876/01	D
43	HABITAMU	YILMA	NG		3891/01	NG
44	HABTAMU	DEGNEH	D		3894/01	D
45	HAFTAMU	MARSIE	C		3910/01	C
46	HAFTOM	AREGAWI	C		3912/01	C
47	HAFTU	BERHE	B		3915/01	B

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-incomplet

Give reasons for

Column

SUMMARY

No. of A's =

" " B' =

" " C's =

" " D's =

" " F's =

" " I's =

" " NG's =

Date

DeP't head Sign

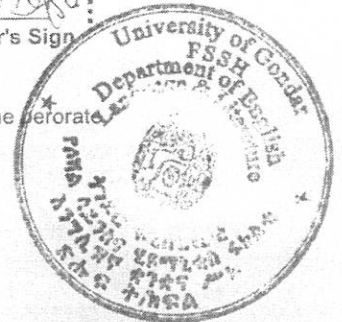
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the separate

Strip at a selected location at the end of the semester

note: (post stlip from Registra's Copy)



COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 111
COURSE NUMBER

FSSH
FACULTY
SPOKEN ENG. I
Title of Course

ENGLISH
DEPARTMENT
EnLa 111
Course No.

Eyasu N. 3 1
Instructor. N CREDIT SEM

I
YEAR
II
GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-incomplet

Give reasons for

SUMMARY

No. of A's = 2

" " B's = 13

" " C's = 18

" " D's = 14

" " F's = 4

" " I's =

" " NG's = 5

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
1	DESTA	GEBREHIWOT	B		3635/01	B
2	ELENI	GENZEBU	B+		3659/01	B+
3	EMEBET	KASSA	D		3673/01	D
4	ENGIDA	TEMESGEN	D		3686/01	D
5	EPHREM	TEGEGNE	D		3690/01	D
6	ERMIYAS	GETACHEW	I		3697/01	I
7	ERMIYAS	MESELU	D		3696/01	D
8	ERMIYAS	MULUGETA	D		3699/01	D
9	EYERUSALEM	GETANEH	C		3714/01	C
10	EYOB	MESFIN	NG		3717/01	NG
11	EYUBEL	ABATE	B+		3720/01	B+
12	FANA	GEBREMDHIN	F		3721/01	F
13	FASIKA	GEBREMESKEL	B+		3726/01	B+
14	FENTAHUN	YALEW	A		3740/01	A
15	FERHIWOT	ADMASU	C		3744/01	C
16	FETUDIN	NURI	B		3747/01	B
17	FEVEN	KASSAHUN	B+		3750/01	B+
18	FEYSAL	KASIM	C		3752/01	C
19	FIKRUA	ASHENAKI	B		3758/01	B
20	FIRE	GEBREEGZABHER	F		3759/01	F
21	FITSUM	MELKIE	B+		3769/01	B+
22	GALETA	HORDOFA	F		3779/01	F
23	GAMACHU	LAMESA	D		3781/01	D

Date

DePt headSign

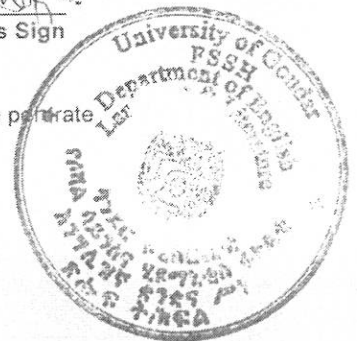
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the post rate

Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



COPY DEPARTMENT HEAD

DELL

DEPARTMENT

EnLa 111

COURSE NUMBER

I

YEAR

I

GROUP

FSSH
FACULTY
SPOKEN ENG. I
Title of Course

ENGLISH
DEPARTMENT
EnLa 111
Course No.

Eyasu N.
Instructor. N

3
CREDIT

I
SEM

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
25	ASHEBIR	MANISIO	C		3390/01	C
26	ASHENAFI	DESESA	D		3393/01	D
27	ASIFERIE	GETACHEW	B		3400/01	B
28	ASKAL	WOLDIE	NG		3401/01	NG
29	ASMAMAW	WORKU	NG		3406/01	NG
30	ASSAYE	AYENEW	C		3410/01	C
31	ASSEFA	ABEJE	D		3412/01	D
32	ASEFA	ALEMU	C		3381/01	C
33	AWETASH	ALEMU	F		3429/01	F
34	AYENEW	MAMO	C		3440/01	C
35	AZMERA	GIRMAY	D		3444/01	D
36	BEDLU	ZEWDU	B		3456/01	B
37	RAHEL	WONDIMU	B		3463/01	B
38	BELACHEW	KINDE	C		3466/01	C
39	BELAY	TSIGE	NG		3471/01	NG
40	BELAYE	WORKNEH	C		3472/01	C
41	BELETE	TAREKEGN	B		3481/01	B
42	BEREKET	KIHSHEN	D		3489/01	D
43	BETALHEM	MOLLA	B+		3500/01	B+
44	BETELHEM	HAILU	A		3504/01	A
45	BEZABEH	GISHE	B		3517/01	B
46	BEZAWIT	SHIFERAW	A		3524/01	A
47	BIKILA	ABEBE	B		3530/01	B
48	BINIYAM	HABTAMU	D		3532/01	D

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-incomplet

Give reasons for

Column

SUMMARY

No. of A's =

" " B's =

" " C's =

" " D's =

" " F's =

" " I's =

" " NG's =

26 Feb 2009

Date

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DeP't head Sign

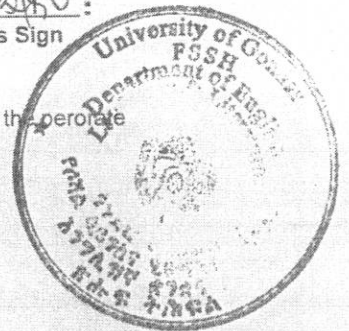
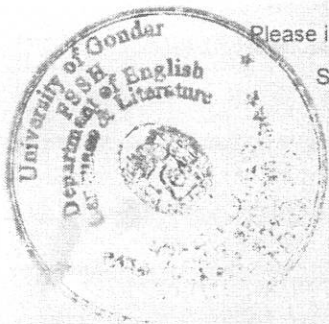
Immusa
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the perforate

Strip at a selected location at the end of the semester

note: (post stp from Registra's Copy)



COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 111
COURSE NUMBER

FSSH
FACULTY
SPOKEN ENG. I
Title of Course

ENGLISH
DEPARTMENT
EnLa 111
Course No.

Eyasu N.
Instructor. N

3
CREDIT
I
SEM

I
YEAR
I
GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-incomplet

Give reasons for

Column

SUMMARY

No. of A's = 4

" " B's = 14

" " C's = 16

" " D's = 13

" " F's = 1

" " I's =

" " NG's = 11

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION NUMBER	GRADE
1	ABDI	YESUPH	C		3187/01	C
2	ABDIWAHID	ABDULLAHI	B		3191/01	B
3	ABDLFETA	MUDESIR	C		3193/01	C
4	ABDU	ADEM	D		3196/01	D
5	ABDULAHI	HUSSEN	B		3197/01	B
6	ABDULMENAN	ALL	D		3201/01	D
7	ABDUREMAN	AHMED	D		3203/01	D
8	ABEBAW	LEGESSE	NG		3209/01	NG
9	ABEBE	ALEMAYEHU	B		3214/01	B
10	ABENT	HABTAMU	NG		3236/01	NG
11	ADAMU	BULCHA	B		3260/01	B
12	ADAMU	KASSU	A		3261/01	A
13	ADDIS	GADDISA	NG		3268/01	NG
14	AHMED	ENDRISS	D		3291/01	D
15	ALELIGN	BERHANU	C		3302/01	C
16	ALEMU	NIGUSIE	NG		3323/01	NG
17	ALIMA	NUGUSE	NG		3327/01	NG
18	ALMAZ	DULA	NG		3330/01	NG
19	ALTASH	WORKU	D		3333/01	D
20	AMAN	MEHARI	C		3335/01	C
21	AMSAL	MULUGETA	NG		3349/01	NG
22	ANBERBIR	FRDAWOK	C		3352/01	C
23	ANTENEH	SISAY	C		3368/01	C
24	ARMAYE	TEFERA	C		3376/01	C

26 Feb 2007

Date

Azayideg

DeP't head Sign

[Signature]

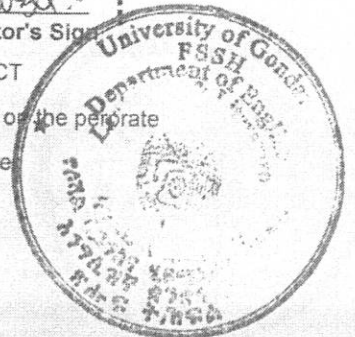
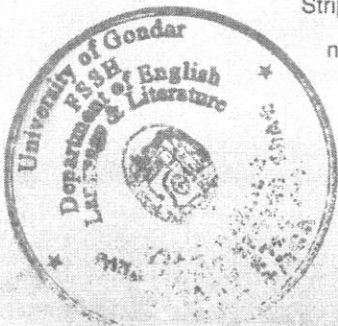
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the perforate

Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



COPY DEPARTMENT HEAD

FSSH		ENGLISH			
FACULTY		DEPARTMENT			
READING SKILLS		EnLa 141		Ato Derb Abiew	3
Title of Course	Course No.	Instructor. N	CREDIT	SEM	
NO	NAME	F.Name	GRADE	COMME	
	24 GASHAW	ARGAW	C		
	25 GASHAW	BAYNES	C+		
Instructions	26 GASHAW	FEKADU	C		
	27 GEBREABZGI	BEYENE	C		
Grade Use	28 GEBREANENIA	GEBREMARIAM	B		
A-Excellent	29 GEBREEGZABHA	GEBREHIWET	A-		
B- Above Average	30 GEBREEGZIABHII	FISHA	C		
C- Satisfactory	31 GEBREHIWOT	AWOKE	C		
I-incomplet	32 GEBREHIWOT	GEBREMICHAL	A-		
Give reasons for	33 GEBRELUEL	ASAYEHGN	B		
Column	34 GEBREMCHAEAL	TESFAY	C		
	35 GEBRETSADIK	BRHANE	B		
	36 GENET	GEBREMESKEL	C		
	37 GESHU	GEBREEGZIABHER	C		
SUMMARY	38 GEZACHEW	BUSHISO	F		
No. of A's =	39 GIDEY	DADE	C		
" " B's =	40 GIRMA	TILAHUN	B		
" " C's =	41 GIRMAWIT	LISAN	NG		
" " D's =	42 GIRUM	SISAY	C		
" " F's =	43 HABITAMU	YILMA	NG		
" " I's =	44 HABTAMU	DEGNEH	C		
" " NG's =	45 HAFTAMU	MARSIE	B-		
	46 HAFTOM	AREGAWI	B-		
	47 HAFTU	BERHE	C+		

Date

DePT head Sign

Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the perfor

Strip at a selected location at the end of the semester

note: (post strip from Registra's Copy)



FSSH
FACULTY
READING SKILLS
Title of Course

ENGLISH
DEPARTMENT
EnLa 141
Course No.

Ato Derb Abiew
Instructor. N

3
CREDIT
1
SEM

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

Incomplet

Give reasons for
 Column

SUMMARY

No. of A's =

" " B's =

" " C's =

" " D's =

" " F's =

" " I's =

" " NG's =

NO	NAME	F.Name	GRADE	COMMEI
25	ASHEBIR	MANISIO	C	
26	ASHENAFI	DESESA	F	
27	ASIFERIE	GETACHEW	C	
28	ASKAL	WOLDIE	NG	
29	ASMAMAW	WORKU	NG	
30	ASSAYE	AYENEW	B	
31	ASSEFA	ABEJE	C	
32	ASEFA	ALEMU	C+	
33	AWETASH	ALEMU	F	
34	AYENEW	MAMO	B	
35	AZMERA	GIRMAY	NG	
36	BEDLU	ZEWDU	B-	
37	RAHEL	WONDIMU	C	
38	BELACHEW	KINDE	C	
39	BELAY	TSIGE	NG	
40	BELAYE	WORKNEH	C	
41	BELETE	TAREKEGN	B	
42	BEREKET	KIHSHEH	C	
43	BETALHEM	MOLLA	C	
44	BETELHEM	HAILU	C	
45	BEZABEH	GISHE	C	
46	BEZAWIT	SHIFERAW	A	
47	BIKILA	ABEBE	C	
48	BINIYAM	HABTAMU	C	

Date

DeP't head Sign

Instructor's S

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the

Strip at a selected location at the end of the semester

note: (post stip from Registra's Copy)



FSSH
FACULTY
READING SKILLS

ENGLISH
DEPARTMENT
EnLa 141

Ato Derb Abiew **3** **1**
Instructor. N **CREDIT** **SE**

Title of Course	Course No.	Instructor. N	CREDIT	SE
NO	NAME	F.Name	GRADE	COMM
1	ABDI	YESUPH	B	
2	ABDIWAHID	ABDULLAHI	C	
3	ABDLFETA	MUDESIR	C	
4	ABDU	ADEM	F	
5	ABDULAH	HUSSEN	B	
6	ABDULMENAN	ALL	B	
7	ABDUREMAN	AHMED	C	
8	ABEBAW	LEGESE	NG	
9	ABEBE	ALEMAYEHU	A	
10	ABENT	HABTAMU	NG	
11	ADAMU	BULCHA	D	
12	ADAMU	KASSU	A	
13	ADDIS	GADDISA	NG	
14	AHMED	ENDRISS	C	
15	ALELIGN	BERHANU	C	
16	ALEMU	NIGUSIE	NG	
17	ALIMA	NUGUSE	NG	
18	ALMAZ	DULA	NG	
19	ALTASH	WORKU	F	
20	AMAN	MEHARI	B	
21	AMSAL	MULUGETA	NG	
22	ANBERBIR	FRDAWOK	C	
23	ANTENEH	SISAY	B-	
24	ARMAYE	TEFERA	C	

Instructions
Grade Use
A-Excellent
B- Above Average
C- Satisfactory
I-incomplet
Give reasons for
Column

SUMMARY
No. of A's = 3
" " B's = 13
" " C's = 24
" " D's = 3
" " F's = 4
" " I's =
" " NG's = 12

Date _____ DePT headSign _____ Instructor's Sig _____

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT
Please inform your students that their grads will be posted on the p
Strip at a selected location at the end of the semester
note: (post stip from Registra's Copy)



DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 103
COURSE NUMBER
I
YEAR
II
GROUP

FSSH
FACULTY
GRAMMAR IN USE
Title of Course

ENGLISH
DEPARTMENT
EnLa 103
Course No.

Ato Yoseph M.
Instructor. N

3
CREDIT SEM

Instructions
Grade Use
A-Excellent
B- Above Average
C- Satisfactory
I-Incomplet
Give reasons for
Column

SUMMARY
No. of A's =
" " B' =
" " C's =
" " D's =
" " F's =
" " I's =
" " NG's =

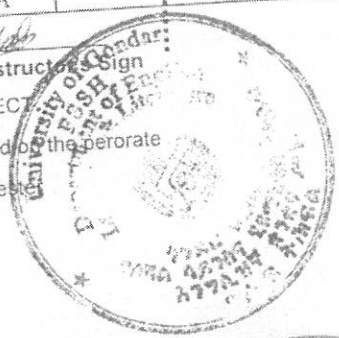
NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATI	GRADE
24	GASHAW	ARGAW	C		3783/01	C
25	GASHAW	BAYNES	C		3784/01	C
26	GASHAW	FEKADU	C		3785/01	C
27	GEBREABZGI	BEYENE	C		3790/01	C
28	GEBREANENIA	GEBREMARIAM	B		3793/01	B
29	GEBREEGZABI	GEBREHIWET	A		3794/01	A
30	GEBREEGZIAB	FISHA	C		3796/01	C
31	GEBREHIWOT	AWOKE	B		3799/01	B
32	GEBREHIWOT	GEBREMICHAL	A		3800/01	A
33	GEBRELUEL	ASAYEHGN	C		3802/01	C
34	GEBREMCHAE	TESFAY	B		3805/01	B
35	GEBRETSADIK	BRHANE	C		3810/01	C
36	GENET	GEBREMESKEL	C		3824/01	C
37	GESHU	GEBREEGZIABHER	C		3833/01	C
38	GEZACHEW	BUSHISO	F		3856/01	F
39	GIDEY	DADE	C		3860/01	C
40	GIRMA	TILAHUN	C		3865/01	C
41	GIRMAWIT	LISAN	NG		3867/01	NG
42	GIRUM	SISAY	C		3876/01	C
43	HABITAMU	YILMA	NG		3891/01	NG
44	HABTAMU	DEGNEH	C		3894/01	C
45	HAFTAMU	MARSIE	A		3910/01	A
46	HAFTAMU	MARSIE	A		3912/01	A
47	HAFTOM	AREGAWI	A		3915/01	A
47	HAFTU	BERHE	A		3915/01	A

26/02/2009
Date

Ato Yoseph M.
DeP't headSign

[Signature]
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT
Please inform your students that their grades will be posted by the perorate
Strip at a selected location at the end of the semester
note: (post stip from Registra's Copy)



PY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 151
COURSE NUMBER

FSSH
FACULTY
LINGUISTICS
Title of Course

ENGLISH
DEPARTMENT
EnLa 151
Course No.

Ato Nururazik M.
Instructor. N

3 1
CREDIT SEM

I
YEAR
II
GROUP

	NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
	27	GEBREABZGI	BEYENE	C		3790/01	C
	28	GEBREANENIA	GEBREMARIAM	B		3793/01	B
Instructions	29	GEBREEGZABHA	GEBREHIWET	A		3794/01	A
	30	GEBREEGZIABHI	FISHA	B		3796/01	B
Grade Use	31	GEBREHIWOT	AWOKE	C		3799/01	C
A-Excellent	32	GEBREHIWOT	GEBREMICHAL	A		3800/01	A
B- Above Average	33	GEBRELUEL	ASAYEHGN	B		3802/01	B
C- Satisfactory	34	GEBREMCHAEI	TESFAY	C		3805/01	C
D- Incomplete	35	GEBRETSADIK	BRHANE	A		3810/01	A
Give reasons for	36	GENET	GEBREMESKEL	B		3824/01	B
Column	37	GESHU	GEBREEGZIABHER	A		3833/01	A
	38	GEZACHEW	BUSHISO	D		3856/01	D
	39	GIDEY	DADE	C		3860/01	C
	40	GIRMA	TILAHUN	A		3865/01	A
SUMMARY	41	GIRUM	SISAY	C		3876/01	C
No. of A's =	42	HABITAMU	YILMA	F		3891/01	F
" B's =	43	HABTAMU	DEGNEH	B		3894/01	B
" C's =	44	HAFTAMU	MARSIE	B		3910/01	B
" D's =	45	HAFTOM	AREGAWI	A		3912/01	A
" E's =	46	HAFTU	BERHE	B		3915/01	B
" F's =	47	HAGOS	GEBRELIBANOS	B		3920/01	B
" G's =	48	HAILU	SLESHI	B		3932/01	B
" H's =	49	HELIN	MOGES	C		3959/01	C
" I's =	50	HENOK	SHAWLE	D		3963/01	D
" J's =	51	HIWOT	GEBREMEDHIN	B		3969/01	B
" K's =	52	HIWOT	GEBRETSADIK	A		3970/01	A
" L's =	53	HULAGO	ABEBE	C		3976/01	C
" M's =	54	HUNEGNAW	BOGALE	B		3978/01	B

Date

DePt headSign

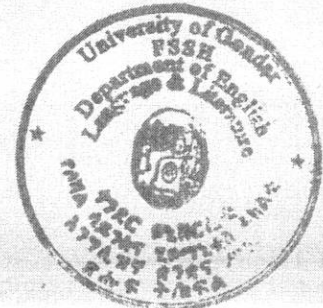
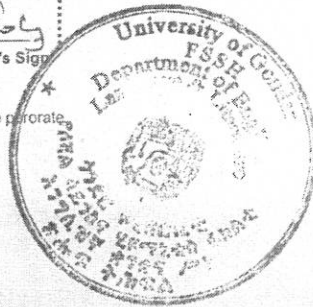
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the separate

Strip at a selected location at the end of the semester

note: (post strip from Registrar's Copy)

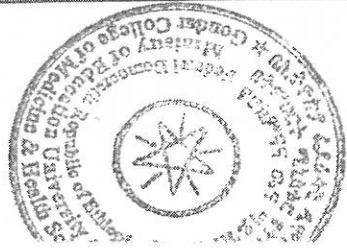


Sociology 2000 E.C

Student_name	father_name	grand_name	Sex	Age	id/fid name	english_score	natural_sciences_score	social_sciences_score	genl_score	social_stu_score	scholastic_apititude_score	total_score	bus_geo_n_total	geoghist_total	
1			M	17	Social Sciences	43	0	42	90	0	75	90	300	793	746
2			M	18	Social Sciences	44	0	54	82	0	68	42	290	798	712
3			F	17	Social Sciences	44	0	54	81	0	43	48	270	681	655
4			M	18	Social Sciences	84	0	37	84	0	74	53	312	725	797
5			M	21	Social Sciences	46	0	65	83	0	76	52	322	723	737
6			M	17	Social Sciences	81	0	45	89	0	72	57	324	717	715
7			M	17	Social Sciences	52	0	88	87	0	69	48	322	699	704
8			M	18	Social Sciences	69	0	37	88	0	74	47	312	762	755
9			F	20	Social Sciences	15	0	32	80	0	31	45	203	650	634
10			M	19	Social Sciences	63	0	71	93	0	84	55	368	809	817
11			M	19	Social Sciences	50	0	62	81	0	64	52	309	706	699
12			F	18	Social Sciences	55	0	48	93	0	66	67	329	627	631
13			F	19	Social Sciences	43	0	42	86	0	85	52	289	717	699
14			F	17	Social Sciences	82	0	25	85	0	58	37	278	656	643
15			M	18	Social Sciences	53	0	51	97	0	86	50	311	729	734
16			F	19	Social Sciences	41	0	72	90	0	59	59	320	715	727
17			M	17	Social Sciences	77	0	72	90	0	69	60	357	750	747
18			F	18	Social Sciences	36	0	42	71	0	58	47	254	626	634
19			F	18	Social Sciences	68	0	71	91	0	69	58	367	753	762
20			M	18	Social Sciences	53	0	32	84	0	69	37	276	687	707
21			F	18	Social Sciences	40	0	65	84	0	70	60	319	697	712
22			F	18	Social Sciences	48	0	46	92	0	62	53	321	728	724

Prepared by: [Signature]
 Date: [Date]

NO	reg_n	Student_name	father_name	grand_fam	Sex	Age	engll	natura	social	general	social	SCIOI	total	bio_c	_phys	phys	phys	bio_s	
0	o	me	me	er	x	core	sh_s	l_mat	_main	al_sc	score	disc	re	hem	g_total	total	che	to port	
							hs	S	ci/cs	score	score	disc	re	total	total	total	total	total	
23					F	17	56	62	0	92	72	0	63	345	756.25	757.25	740.5	746	765.3
24					F	17	89	71	0	92	72	0	73	397	875.25	869.25	862	874.3	777.3
25					F	18	74	63	0	92	71	0	72	372	805.5	785.5	792	795.5	811
26					M	17	59	72	0	87	76	0	57	350	786.6	797.1	792.1	781.6	793.6
27					M	19	72	86	0	90	78	0	62	387	831	832	836	827	824
28					M	19	59	69	0	82	52	0	62	324	790.25	799.5	801.75	789.5	797.8
29					M	17	77	91	0	97	77	0	65	407	865.25	866	852	861	773.3
30					M	16	74	77	0	88	78	0	63	380	842	840.75	855.75	835.5	858.3
31					M	18	86	88	0	92	76	0	75	417	901.5	896.75	880	891.3	805.3
32					M	26	58	57	0	84	43	0	42	284	747.5	748.25	750.75	748	748.8
33					M	17	60	82	0	87	76	0	60	365	789	798	792	781	791
34					F	16	78	83	0	94	68	0	63	386	856.25	839.25	828	846	762.8
35					M	17	74	89	0	96	80	0	68	407	858.5	859	866.25	862.3	851.6
36					M	17	68	72	0	82	71	0	50	343	786	795	797	785	790
37					M	18	73	72	0	98	83	0	58	384	843.8	835.6	839.3	839.1	838.5
38					M	18	52	83	0	81	72	0	60	348	832.4	823.8	823.6	826.6	823.9
39					F	18	69	58	0	94	68	0	60	349	785.25	780.75	792.25	782.5	788.8
40					F	17	68	63	0	90	76	0	65	362	814.5	816.5	823.25	818.3	807.8
41					F	17	70	62	0	87	69	0	55	343	778.25	777.25	781	777.6	780.3
42					M	16	89	92	0	95	80	0	82	438	923.5	914	909	918.3	827
43					F	18	77	85	0	95	71	0	72	400	796.75	789.5	780.5	779	721
44					M	20	68	72	0	91	75	0	53	369	776.1	772.6	772.3	765.6	780.8
45					M	17	75	72	0	93	73	0	63	376	823.75	820.5	815.5	817.5	829.5
46					F	17	88	83	0	89	61	0	68	387	797.5	789.25	783	778.5	723.3



Department of English Language & Literature 2000 E.C

Student_name	father_name	grand_name	Sex	Age	Ulfrid name	english_score	natural_maths	social_maths	civics	genrl_soc_score	social_studies_score	scholastic_score	total_score	bus.&eco_n_total	geog&hist_total
26			M	19	Social Sciences	32	0	42	86	0	65	38	269	653	664
27			M	17	Social Sciences	46	0	45	91	0	58	53	297	653	652
28			M	19	Social Sciences	35	0	46	74	0	61	58	274	651	645
29			M	18	Social Sciences	47	0	42	55	0	60	48	282	633	649
30			M	19	Social Sciences	68	0	42	73	0	58	53	294	639	648
31			M	19	Social Sciences	38	0	34	55	0	62	50	269	657	652
32			M	19	Social Sciences	41	0	48	90	0	66	47	292	640	656
33			M	18	Social Sciences	39	0	40	84	0	76	58	297	679	661
34			M	18	Social Sciences	32	0	32	68	0	54	52	248	613	628
35			M	18	Social Sciences	46	0	31	87	0	69	45	278	679	674
36			M	18	Social Sciences	50	0	37	83	0	68	65	303	658	664
37			M	18	Social Sciences	53	0	71	85	0	74	60	343	679	679
38			M	21	Social Sciences	46	0	40	86	0	64	38	274	667	679
39			F	16	Social Sciences	57	0	38	76	0	43	45	259	585	584
40			M	17	Social Sciences	48	0	32	84	0	78	28	270	622	643
41			M	18	Social Sciences	56	0	51	91	0	76	57	325	683	695
42			M	20	Social Sciences	48	0	37	73	0	73	48	279	644	657
43			M	18	Social Sciences	49	0	48	78	0	67	38	280	624	634
44			M	18	Social Sciences	47	0	34	88	0	64	42	275	645	648
45			M	17	Social Sciences	54	0	58	72	0	61	47	292	621	638
46			M	21	Social Sciences	57	0	29	79	0	66	40	271	605	617
47			F	18	Social Sciences	41	0	38	87	0	44	43	233	598	594
48			M	19	Social Sciences	41	0	35	82	0	51	50	259	606	634
49			F	18	Social Sciences	48	0	35	62	0	65	43	253	580	606
50			M	19	Social Sciences	41	0	55	69	0	57	43	276	649	655

Assistant Lecturer
Department of Social Sciences & Humanities

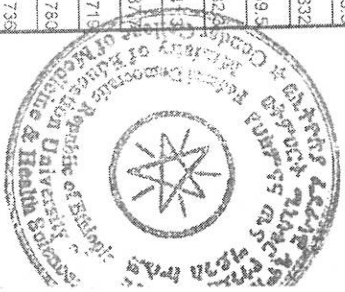
Department of English Language & Literature 2000 E.C

Student_name	father_name	grand_name	Sex	Age	tdfield_name	english_score	natural_maths	social_maths	ciwis	genrl_sci_score	social_studies_score	scholastic_score	total_sci_core	bus.&eco	geog&hist	total
1			M	19	Social Sciences	38	0	49	80	0	55	55	277	650		652
2			M	19	Social Sciences	36	0	48	84	0	54	45	278	662		660
3			M	20	Social Sciences	48	0	43	78	0	59	56	281	652		652
4			M	19	Social Sciences	54	0	62	83	0	55	53	317	660		641
5			M	17	Social Sciences	41	0	71	78	0	58	58	315	645		670
6			M	19	Social Sciences	43	0	45	69	0	51	42	250	644		640
7			F	18	Social Sciences	36	0	32	91	0	69	25	252	587		605
8			M	18	Social Sciences	41	0	43	76	0	65	47	272	699		691
9			F	17	Social Sciences	33	0	37	81	0	57	36	246	609		630
10			F	18	Social Sciences	44	0	51	80	0	59	52	286	618		614
11			M	19	Social Sciences	48	0	22	87	0	68	43	268	646		647
12			F	19	Social Sciences	44	0	57	85	0	59	50	295	606		593
13			M	19	Social Sciences	41	0	72	70	0	54	43	280	653		641
14			M	20	Social Sciences	35	0	52	83	0	71	57	298	658		665
15			M	19	Social Sciences	39	0	54	89	0	64	50	296	633		631
16			M	19	Social Sciences	41	0	37	74	0	63	38	253	673		695
17			M	19	Social Sciences	41	0	80	77	0	52	50	290	652		672
18			M	20	Social Sciences	38	0	26	83	0	66	45	260	660		658
19			M	15	Social Sciences	42	0	28	89	0	74	43	276	679		696
20			M	20	Social Sciences	50	0	48	79	0	70	48	295	633		655
21			M	18	Social Sciences	35	0	45	80	0	57	47	266	658		670
22			M	20	Social Sciences	39	0	52	77	0	64	48	280	657		660
23			M	17	Social Sciences	43	0	20	79	0	57	43	242	636		638
24			F	19	Social Sciences	27	0	26	73	0	62	48	235	607		607
25			F	18	Social Sciences	32	0	21	76	0	56	63	249	575		603

Autonomous Institute
 Faculty of Social Sciences, A. S. S. S. S.

MEDICINE & PHARMACY

NO	reg_no	Student_name	father_name	grand_name	Sex	Age	englis score	natura score	social math score	civics score	general sc. score	social sc. score	scholastic score	total score	bio_c hem total	phys tech drawing total	phys lab total	phys chem lab total	bio_s port total
1					M	18	68	91	0	90	72	0	70	391	862.87	854.25	856.75	860.5	853.4
2					M	18	60	69	0	94	70	0	67	360	818.25	791.75	808.5	807.5	810.8
3					M	18	70	71	0	87	72	0	72	372	805.5	799.5	797.5	795	807
4					M	18	46	89	0	91	79	0	58	363	800.75	792.75	793.5	787.3	806
5					M	19	56	65	0	91	77	0	53	342	785.5	782	783	784	783
6					F	17	75	75	0	93	69	0	55	367	785	783	793	784	791
7					M	17	75	69	0	89	71	0	63	367	811.25	800.25	786	803.3	720
8					M	18	76	80	0	98	76	0	68	398	865.75	857.5	854.5	854.5	867.3
9					M	19	62	72	0	91	76	0	63	364	823	829.4	826.1	826.9	816.2
10					M	17	66	78	0	92	67	0	60	363	770.25	759.75	749.25	751.3	692.3
11					M	18	56	86	0	85	68	0	57	351	801	789.25	790.75	786.5	803.3
12					F	18	83	22	0	89	54	0	57	305	759	753.25	768.75	757	767
13					M	19	61	72	0	84	66	0	50	333	790.25	765.25	770.75	766.8	783.3
14					M	22	64	82	0	92	79	0	65	382	840	830	826	825	832
15					M	18	63	88	0	91	70	0	57	369	857	859	851	857.5	859.5
16					M	16	57	58	0	85	76	0	57	333	775.25	799	766.5	761.8	782.6
17					M	18	78	71	0	90	66	0	68	373	835.75	833	816.25	832	743
18					M	16	57	66	0	81	72	0	56	331	788.2	767.7	787.7	795.2	787.7
19					F	16	80	74	0	85	63	0	77	379	797.25	799	793.75	786	719
20					M	18	75	77	0	89	75	0	55	371	801	779	791	802	786
21					M	17	85	77	0	91	66	0	70	389	823.25	815.75	795.75	809.8	799
22					M	18	52	68	0	95	65	0	73	353	793	793	793	790	791



Sociology 2000 E.C

Student name	father name	grand name	Sex	Age	tdField name	english score	natural math	social math	civics	genl_sc_score	social_stu_dies_score	scholastic aptitude score	total score	bus.&eco n_total	geog&hist total
23			F	18	Social Sciences	68	0	37	81	0	66	52	304	639	662
24			M	19	Social Sciences	32	0	66	84	0	75	50	316	723	726
25			F	18	Social Sciences	44	0	37	79	0	54	53	287	630	633
26			F	18	Social Sciences	40	0	40	86	0	70	40	276	621	609
27			F	18	Social Sciences	53	0	37	80	0	71	67	308	653	652
28			F	19	Social Sciences	40	0	54	74	0	68	47	283	665	669
29			M	17	Social Sciences	42	0	55	92	0	89	52	310	705	717
30			M	19	Social Sciences	43	0	54	86	0	61	48	292	718	706
31			M	19	Social Sciences	56	0	68	84	0	69	63	330	725	726
32			M	19	Social Sciences	50	0	52	81	0	75	43	301	701	704
33			F	17	Social Sciences	46	0	28	78	0	61	36	248	630	638
34			M	20	Social Sciences	59	0	66	88	0	86	55	354	826	818
35			M	17	Social Sciences	52	0	66	87	0	75	63	335	756	771
36			M	20	Social Sciences	49	0	43	82	0	67	53	294	700	709
37			M	20	Social Sciences	63	0	52	92	0	71	62	333	728	736
38			F	17	Social Sciences	68	0	23	89	0	69	48	297	693	694
39			F	17	Social Sciences	61	0	25	91	0	59	43	279	646	645
40			M	20	Social Sciences	68	0	48	76	0	67	48	297	721	766
41			M	17	Social Sciences	57	0	44	85	0	66	43	306	705	701
42			M	19	Social Sciences	60	0	57	79	0	66	48	300	709	711
43			M	20	Social Sciences	45	0	55	72	0	65	45	296	716	708
44			M	19	Social Sciences	59	0	49	83	0	69	40	287	715	704

2000 E.C. Sociology 2000 E.C. 2000 E.C. Sociology 2000 E.C.

DECLARATION

I, the undersigned, declare that the dissertation is my original work, has not been presented for a degree in any other university and that all sources of material used for these thesis have been duly acknowledged.

Name of Candidate: _____ Signature _____

Supervisors: _____ Signature _____

_____ Signature _____

Place: Department of Foreign Language and Literature,

Institute of Language Studies,

Addis Ababa University.

Date of Submission: _____

COPY DEPARTMENT HEAD

BELL
DEPARTMENT
EnLa 151
COURSE NUMBER
I
YEAR
I
GROUP

FSSH
FACULTY
LINGUISTICS
Title of Course

ENGLISH
DEPARTMENT
EnLa 151
Course No.

Ato Nururazik M.
Instructor. N

3
CREDIT

I
SEM

I
GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

Incomplete

Give reasons for

Column

SUMMARY

No. of A's = 8

" " B's = 11

" " C's = 22

" " D's = 3

" " F's = 4

" " I's = 2

" " NC's =

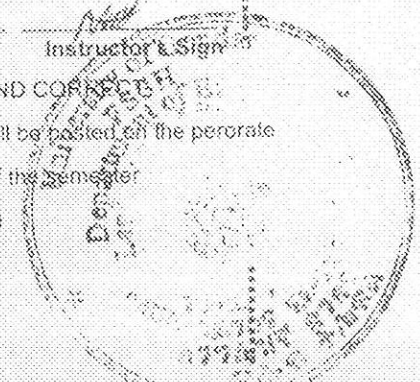
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2	ABDIWAHID	ABDULLAHI	C		3191/01	C
3	ABDLFETA	MUDESIR	B		3193/01	B
4	ABDU	ADEM	F		3196/01	F
5	ABDULAHI	HUSSEN	C		3197/01	C
6	ABDULMENAN	ALL	B		3201/01	B
7	ABDUREMAN	AHMED	C		3203/01	C
8	ABEBE	ALEMAYEHU	A+		3214/01	A+
9	ADAMU	BULCHA	C		3260/01	C
10	ADAMU	KASSU	A		3261/01	A
11	ADDIS	GADDISA			3268/01	
12	AHMED	ENDRISS	C		3291/01	C
13	ALELIGN	BERHANU	B		3302/01	B
14	ALEMU	NIGUSIE			3323/01	
15	ALTASH	WORKU	D		3333/01	D
16	AMAN	MEHARI	C		3335/01	C
17	ANBERBIR	FRDAWOK	B		3352/01	B
18	ANTENEH	SISAY	A		3369/01	A
19	ARMAYE	TEFERA	B		3376/01	B
20	ASHEBIR	MANISIO	C		3390/01	C
21	ASHENAFI	DESESA	D		3393/01	D
22	ASIFERIE	GETACHEW	A		3400/01	A
23	ASSAYE	AYENEW	B		3410/01	B

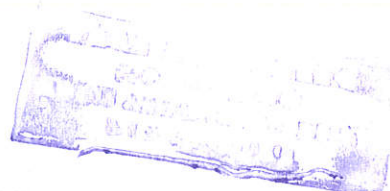
26/02/2007
Date

[Signature]
DeP't head Sign

[Signature]
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT.
Please inform your students that their grads will be posted on the perorate
Strip at a selected location at the end of the semester
note: (post slip from Registrar's Copy)





GONDAR UNIVERSITY
OFFICIAL AND FINAL GRADE REPORT
DEPARTMENT OF ENGLISH

DEPT.
 DEPARTMENT
 EnLa 101
 COURSE NUMBER
 I
 YEAR
 II
 GROUP

FSSH
FACULTY
COLLEGE ENG.
 Title of Course

ENGLISH
DEPARTMENT
 EnLa 101
 Course No.
 W/ Eden T.
 Instructor. N

3
CREDIT
1
SEM

Instructions

Grade Use

A - Excellent

B - Above Average

C - Satisfactory

Incomplete

Give reasons for

Column

SUMMARY

No. of A's =

" " B's =

" " C's =

" " D's =

" " F's =

" " I's =

" " NG's =

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRAL
27	GEBREABZGI	BEYENE	C		3790/01	C
28	GEBREANENIA	GEBREMARIAM	B		3793/01	B
29	GEBREEGZABHAF	GEBREHIWET	A		3794/01	A
30	GEBREEGZIABHIE	FISHA	C		3796/01	C
31	GEBREHIWOT	AWOKE	C		3799/01	C
32	GEBREHIWOT	GEBREMICHAL	B		3800/01	B
33	GEBRELUEL	ASAYEHGN	C		3802/01	C
34	GEBREMCHAEI	TESFAY	B		3805/01	B
35	GEBRETSADIK	BRHANE	C		3810/01	C
36	GENET	GEBREMESKEL	C		3824/01	C
37	GESHU	GEBREEGZIABHER	B		3833/01	B
38	GEZACHEW	BUSHISO	F		3856/01	F
39	GIDEY	DADE	B		3860/01	B
40	GIRMA	TILAHUN	B		3865/01	B
41	GIRUM	SISAY	C		3876/01	C
42	HABITAMU	YILMA	I		3891/01	I
43	HABTAMU	DEGNEH	C		3894/01	C
44	HAFTAMU	MARSIE	C		3910/01	C
45	HAFTOM	AREGAWI	B		3912/01	B
46	HAFTU	BERHE	B		3915/01	B
47	HAGOS	GEBRELIBANOS	C		3920/01	C
48	HAILU	SLESHI	C		3932/01	C
49	HELIN	MOGES	C		3959/01	C
50	HENOK	SHAWLE	C		3963/01	C
51	HIWOT	GEBREMEDHIN	B		3969/01	B
52	HIWOT	GEBRETSADIK	C		3970/01	C
53	HULAGO	ABEBE	F		3976/01	F
54	HUNEGNAW	BOGALE	B		3978/01	B

26/02/2007
 Date

[Signature]
 Dep't head Sign

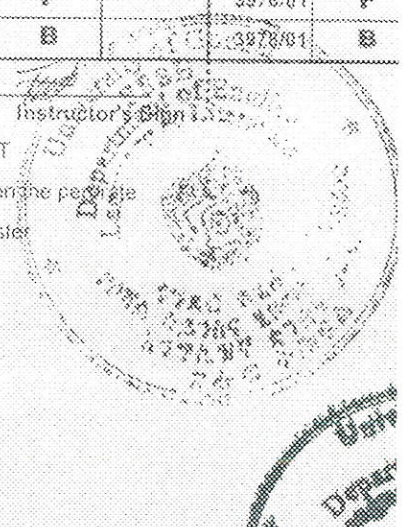
[Signature]
 Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the page

Slip at a selected location at the end of the semester

note: (post slip from Registrar's Copy)



COPY DEPARTMENT HEAD

GONDAR UNIVERSITY
OFFICIAL AND FINAL GRADE REPORT
DEPARTMENT OF ENGLISH

DELL
 DEPARTMENT
EnLa 101
 COURSE NUMBER

FSSH
 FACULTY
 COLLEGE ENG.
 Title of Course

ENGLISH
 DEPARTMENT
EnLa 101
 Course No.

W/Eden T.
 Instructor, N

3 CREDIT
I SEM

I YEAR
II GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

Incomplet

Give reasons for

SUMMARY

No. of A's = 3

" " B's = 17

" " C's = 24

" " D's = 6

" " F's = 4

" " I's = 2

" " NG's =

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
1	DESTA	GEBREHIWOT	A		3635/01	A
2	ELENI	GENZEBU	C		3659/01	C
3	EMEBET	KASSA	D		3673/01	D
4	ENGIDA	TEMESGEN	F		3686/01	F
5	EPHREM	TECEGNE	C		3690/01	C
6	ERMIYAS	GETACHEW	D		3697/01	D
7	ERMIYAS	MESELU	B		3698/01	B
8	ERMIYAS	MULUGETA	F		3699/01	F
9	EYERUSALEM	GETANEH	C		3714/01	C
10	EYOB	MESFIN	I		3717/01	I
11	EYUBEL	ABATE	A		3720/01	A
12	FANA	GEBREMDHIN	D		3721/01	D
13	FASIKA	GEBREMESKEL	B		3726/01	B
14	FENTAHUN	YALEW	B		3740/01	B
15	FERHIWOT	ADMASU	C		3744/01	C
16	PETUDIN	NURI	C		3747/01	C
17	FEVEN	KASSAHUN	B		3750/01	B
18	FEYSAL	KASIM	B		3752/01	B
19	FIKRUJA	ASHENAKI	C		3758/01	C
20	FIRE	GEBREZOZABHER	D		3759/01	D
21	FITSUM	MELKIE	B		3769/01	B
22	GALETA	HORDOFA	D		3779/01	D
23	GAMACHU	LAMESA	B		3781/01	B
24	GASHAW	ARGAW	C		3783/01	C
25	GASHAW	BAYNES	C		3784/01	C
26	GASHAW	FEKADU	C		3785/01	C

[Signature]
 Date

[Signature]
 DeP't head Sign

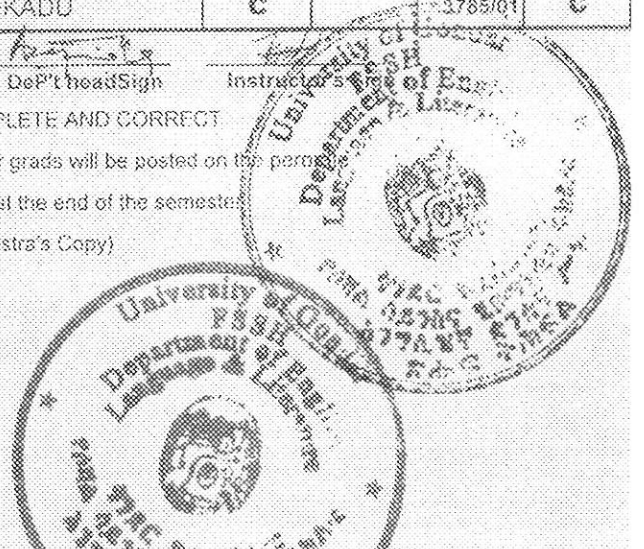
[Signature]
 Instructor's

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the permanent

Slip at a selected location at the end of the semester

note: (post slip from Registrar's Copy)



DEPARTMENT HEAD

GONDAR UNIVERSITY
OFFICIAL AND FINAL GRADE REPORT
DEPARTMENT OF ENGLISH

DELL
 DEPARTMENT
EnLa 101
 COURSE NUMBER

FSSH
 FACULTY
 COLLEGE ENG.

ENGLISH
 DEPARTMENT
EnLa 101

Wit Eden T.

3

1

1

Title of Course	NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
	24	ASSEFA	ABEJE	B		3412/01	B
	25	ASEFA	ALEMU	B		3381/01	B
	26	AWETASH	ALEMU	C		3429/01	C
Instructions	27	AYENEW	MAMO	B		3440/01	B
	28	AZMERA	GIRMAY	C		3444/01	C
Grade Use	29	BEDLU	ZEWDU	C		3456/01	C
A-Excellent	30	RAHEL	WONDIMU	C		3453/01	C
B-Above Average	31	BELACHEW	KINDE	C		3466/01	C
C-Satisfactory	32	BELAYE	WORKNEH	A		3472/01	A
Incomplet	33	BELETE	TAREKEGN	A		3481/01	A
Give reasons for	34	BEREKET	KIMSHEN	C		3489/01	C
Column	35	BETALHEM	MOLLA	C		3500/01	C
	36	BETELHEM	HAILU	B		3504/01	B
	37	BEZABEH	GISHE	C		3517/01	C
	38	BEZAWIT	SHIFERAW	B		3524/01	B
SUMMARY	39	BIKILA	ABEBE	A		3530/01	A
No. of A's =	40	BINIYAM	HABTAMU	B		3532/01	B
" " B's =	41	BINIYAM	HAGOS	C		3533/01	C
" " C's =	42	BIRLIE	ARAGAW	B		3544/01	B
" " D's =	43	BIRUK	SHITAHUN	C		3552/01	C
" " F's =	44	BISRAT	KELEMEWORK	B		3556/01	B
" " I's =	45	CHANGUOTH	THOMAS	C		3573/01	C
" " NG's =	46	DANIEL	ALEMSHET	C		3583/01	C
	47	DEGEFU	TEKLU	A		3601/01	A
	48	DEREJE	EYASSU	C		3616/01	C
	49	DEREJE	MAMUYE	F		3620/01	F
	50	DESIE	BIKS	C		3629/01	C

26/02/2009
 Date

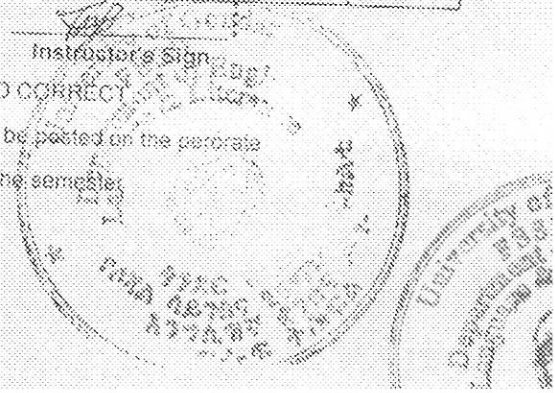
[Signature]
 DePT head Sign

[Signature]
 Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grade will be posted on the personal Strip at a selected location at the end of the semester

note: (post strip from Registrar's Copy)



COPY DEPARTMENT HEAD

GONDAR UNIVERSITY
OFFICIAL AND FINAL GRADE REPORT
DEPARTMENT OF ENGLISH

DELL
 DEPARTMENT
EnLa 101
 COURSE NUMBER
 I
 YEAR
 I
 GROUP

FSSH
FACULTY
COLLEGE ENG.
 Title of Course

ENGLISH
DEPARTMENT
EnLa 101
 Course No.

Wit Eden I.
 Instructor. N

3
 CREDIT

1
 SEM

I
 GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-Incomplete

Give reasons for

Column

SUMMARY

No. of A's = 10

" " B's = 17

" " C's = 18

" " D's = 2

" " F's = 1

" " I's = 1

" " NG's =

NO	NAME	F.Name	GRADE	COMMENT	CERTIFICATI	GRADE
1	ABDI	YESUPH	A		3187/01	A
2	ABDIWAHID	ABDULLAHI	B		3181/01	B
3	ABDLFETA	MUDESIR	A		3183/01	A
4	ABDU	ADEM	C		3196/01	C
5	ABDULAHI	HUSSEN	B		3197/01	B
6	ABDULMENAN	ALL	B		3201/01	B
7	ABDUREMAN	AHMED	B		3203/01	B
8	ABEBE	ALEMAYEHU	A+		3214/01	A+
9	ADAMU	BULCHA	B		3260/01	B
10	ADAMU	KASSU	A		3261/01	A
11	ADDIS	GADDISA	I		3268/01	I
12	AHMED	ENDRISS	C		3281/01	C
13	ALELIGN	BERHANU	B		3302/01	B
14	ALEMU	NIGUSIE	NG		3323/01	NG
15	ALTASH	WORKU	D		3333/01	D
16	AMAN	MEHARI	B		3335/01	B
17	ANBERBIR	FRDAWOK	C		3352/01	C
18	ANTENEH	SISAY	B		3368/01	B
19	ARMAYE	TEFERA	A		3376/01	A
20	ASHEBIR	MANISIO	C		3390/01	C
21	ASHENAFI	DESESA	D		3393/01	D
22	ASIFERIE	GETACHEW	B		3400/01	B
23	ASSAYE	AYENEW	A		3410/01	A

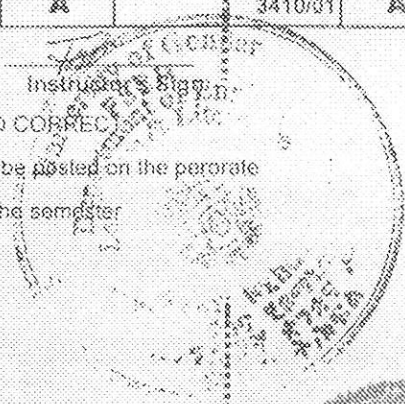
26/02/2007 [Signature]
 Date Dep't head Sign

[Signature]
 Instructor's Sign.

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grade will be posted on the perforate Strip at a selected location at the end of the semester

note: (post strip from Registrar's Copy)



COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 111
COURSE NUMBER

FSSH
FACULTY
SPOKEN ENG. I
Title of Course

ENGLISH
DEPARTMENT
EnLa 111
Course No.

Eyasu N. 3 I
Instructor. N CREDIT SEM

I II
YEAR GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

D- Incomplete

Give reasons for
Column

SUMMARY

No. of A's =

" " B's =

" " C's =

" " D's =

" " F's =

" " G's =

" " NG's =

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
24	GASHAW	ARGAW	B		3783/01	B
25	GASHAW	BAYNES	D		3784/01	D
26	GASHAW	FEKADU	D		3785/01	D
27	GEBREABZGI	BEYENE	D		3790/01	D
28	GEBREANENIA	GEBREMARIAM	C		3793/01	C
29	GEBREEGZABHA	GEBREHIWET	B		3794/01	B
30	GEBREEGZIABHI	FISHA	B		3795/01	B
31	GEBREHIWOT	AWOKE	C		3799/01	C
32	GEBREHIWOT	GEBREMIGHAL	C		3800/01	C
33	GEBRELUEL	ASAYEHGN	C		3802/01	C
34	GEBREMCHAEI	TESFAY	C		3805/01	C
35	GEBRETSADIK	BRHANE	C		3810/01	C
36	GENET	GEBREMESKEL	D		3824/01	D
37	GESHU	GEBREEGZIABHER	C		3833/01	C
38	GEZACHEW	BUSHISO	F		3856/01	F
39	GIDEY	DADE	C		3859/01	C
40	GIRMA	TILAHUN	B		3859/01	B
41	GIRMAWIT	LISAN	NG		3857/01	NG
42	GIRUM	SISAY	D		3876/01	D
43	HABITAMU	YILMA	NG		3891/01	NG
44	HABTAMU	DEGNEH	D		3894/01	D
45	HAFTAMU	MARSIE	C		3910/01	C
46	HAFTOM	AREGAWI	C		3912/01	C
47	HAFTU	BERHE	B		3915/01	B

Date

DePt head Sign

Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grades will be posted on the

Strip at a selected location at the end of the semester

note: (post strip from Registrar's Copy)



COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 111
COURSE NUMBER

FSSH
FACULTY
SPOKEN ENG. I
Title of Course

ENGLISH
DEPARTMENT
EnLa 111
Course No.

Eyasu N.
Instructor. N

3
CREDIT SEM

I
YEAR
II
GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

I-incomplet

Give reasons for

SUMMARY

No. of A's = 2

" " B's = 13

" " C's = 18

" " D's = 14

" " F's = 4

" " I's =

" " NG's = 3

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
1	DESTA	GEBREHIWOT	B		3635/01	B
2	ELENI	GENZEBU	B+		3659/01	B+
3	EMEBET	KASSA	D		3673/01	D
4	ENGIDA	TEMESGEN	D		3686/01	D
5	EPHREM	TEGEGNE	D		3690/01	D
6	ERMIYAS	GETACHEW	I		3697/01	I
7	ERMIYAS	MESELU	D		3696/01	D
8	ERMIYAS	MULUGETA	D		3699/01	D
9	EYERUSALEM	GETANEH	C		3714/01	C
10	EYOB	MESFIN	NG		3717/01	NG
11	EYUBEL	ABATE	B+		3720/01	B+
12	FANA	GEBREMDHIN	F		3721/01	F
13	FASIKA	GEBREMESKEL	B+		3726/01	B+
14	FENTAHUN	YALEW	A		3740/01	A
15	FERHIWOT	ADMASU	C		3744/01	C
16	FETUDIN	NURI	B		3747/01	B
17	FEVEN	KASSAHUN	B+		3750/01	B+
18	FEYSAL	KASIM	C		3752/01	C
19	FIKRUA	ASHENAKI	B		3758/01	B
20	FIRE	GEBREEZABHER	F		3759/01	F
21	FITSUM	MELKIE	B+		3769/01	B+
22	GALETA	HORDOFA	F		3779/01	F
23	GAMACHU	LAMESA	D		3781/01	D

Date

DeP't head Sign

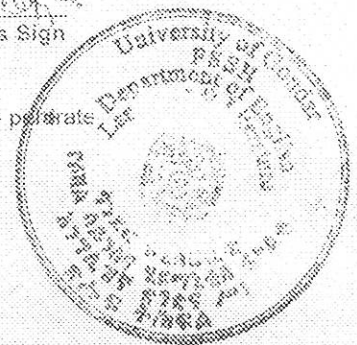
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the separate

Strip at a selected location at the end of the semester

note: (post strip from Registrar's Copy)



COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 111
COURSE NUMBER

FSSH ENGLISH
FACULTY DEPARTMENT
SPOKEN ENG. I EnLa 111 Eyasu N. 3 1 1
Title of Course Course No. Instructor. N CREDIT SEM GROUP

	NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE	
Instructions	25	ASHEBIR	MANISIO	C		3390/01	C	
	26	ASHENAFI	DESESA	D		3393/01	D	
	27	ASIFERIE	GETACHEW	B		3400/01	B	
	28	ASKAL	WOLDIE	NG		3401/01	NG	
Grade Use	29	ASMAMAW	WORKU	NG		3406/01	NG	
	30	ASSAYE	AYENEW	C		3410/01	C	
A-Excellent	31	ASSEFA	ABEJE	D		3412/01	D	
B-Above Average	32	ASEFA	ALEMU	C		3381/01	C	
C-Satisfactory	33	AWETASH	ALEMU	F		3429/01	F	
Incomplet	34	AYENEW	MAMO	C		3440/01	C	
Give reasons for Column	35	AZMERA	GIRMAY	D		3444/01	D	
	36	BEDLU	ZEWDU	B		3456/01	B	
	37	RAHEL	WONDIMU	B		3463/01	B	
	38	BELACHEW	KINDE	C		3466/01	C	
	39	BELAY	TSIGE	NG		3471/01	NG	
	SUMMARY	40	BELAYE	WORKNEH	C		3472/01	C
	No. of A's =	41	BELETE	TAREKEGN	B		3461/01	B
	" " B's =	42	BEREKET	KIHSHEN	D		3489/01	D
	" " C's =	43	BETALHEM	MOLLA	B+		3500/01	B+
	" " D's =	44	BETELHEM	HAILU	A		3504/01	A
	" " F's =	45	BEZABEH	GISHE	B		3517/01	B
	" " I's =	46	BEZAWIT	SHIFERAW	A		3524/01	A
	" " NG's =	47	BIKILA	ABEBE	B		3530/01	B
	48	BINIYAM	HABTAMU	D		3532/01	D	

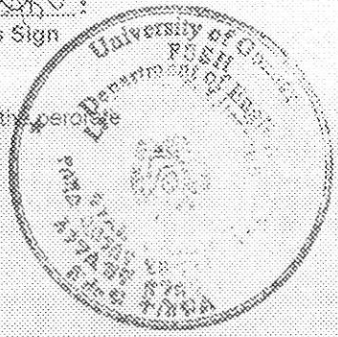
Instructions
Grade Use
A-Excellent
B-Above Average
C-Satisfactory
Incomplet
Give reasons for Column

SUMMARY
No. of A's =
" " B's =
" " C's =
" " D's =
" " F's =
" " I's =
" " NG's =

26 Feb 2009 Date
[Signature] DePT head Sign
[Signature] Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grades will be posted on the period
Strip at a selected location at the end of the semester
note: (post slip from Registra's Copy)



COPY DEPARTMENT HEAD

DELL
DEPARTMENT
EnLa 111
COURSE NUMBER

FSSH
FACULTY
SPOKEN ENG. I
Title of Course

ENGLISH
DEPARTMENT
EnLa 111
Course No.

Eyasu N.
Instructor. N

3
CREDIT

1
SEM

1
YEAR
1
GROUP

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

Incomplet

Give reasons for

Column

SUMMARY

No. of A's = 4

" " B's = 14

" " C's = 16

" " D's = 13

" " F's = 1

" " I's =

" " NG's = 11

NO	NAME	F.Name	GRADE	COMMENT	CERTIFICATE	GRADE
1	ABDI	YESUPH	C		3187/01	C
2	ABDIWAHID	ABDULLAHI	B		3191/01	B
3	ABDLFETA	MUDESIR	C		3193/01	C
4	ABDU	ADEM	D		3196/01	D
5	ABDULAHI	HUSSEN	B		3197/01	B
6	ABDULMENAN	ALL	D		3201/01	D
7	ABDUREMAN	AHMED	D		3203/01	D
8	ABEBAW	LEGESSE	NG		3209/01	NG
9	ABEBE	ALEMAYEHU	B		3214/01	B
10	ABENT	HABTAMU	NG		3236/01	NG
11	ADAMU	BULCHA	B		3260/01	B
12	ADAMU	KASSU	A		3281/01	A
13	ADDIS	GADDISA	NG		3268/01	NG
14	AHMED	ENDRISS	D		3291/01	D
15	ALEIGN	BERHANU	C		3302/01	C
16	ALEMU	NIGUSIE	NG		3323/01	NG
17	ALIMA	NUGUSE	NG		3327/01	NG
18	ALMAZ	DULA	NG		3330/01	NG
19	ALTASH	WORKU	D		3333/01	D
20	AMAN	MEHARI	C		3335/01	C
21	AMSAL	MULUGETA	NG		3349/01	NG
22	ANBERBIR	FRDAWOK	C		3353/01	C
23	ANTENEH	SISAY	C		3360/01	C
24	ARMAYE	TEFERA	C		3376/01	C

26 Feb 2007

Date

DePT head Sign

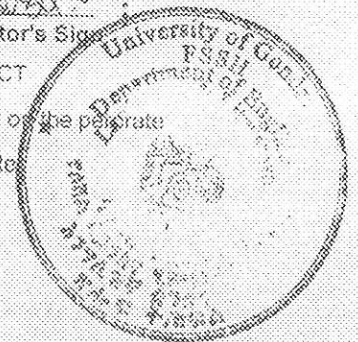
Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grads will be posted on the page

Strip at a selected location at the end of the semester

note: (post strip from Registra's Copy)



DEPT. HEAD

FSSH FACULTY		ENGLISH DEPARTMENT		READING SKILLS		EnLa 141		Ata Dadi Abiew		3		1	
Title of Course		Course No.		Instructor. N		CREDIT		SER		C		C	
NO	NAME	F. Name	GRADE										
24	GASHAW	ARGAW	C										
25	GASHAW	BAYNES	C+										
26	GASHAW	FEKADU	C										
27	GEBREABZGI	BEYENE	C										
28	GEBREANENIA	GEBREMARGAM	B										
29	GEBREEGZABHA	GEBREHIWET	A-										
30	GEBREEOZIASHI	FISHA	C										
31	GEBREHIWOT	AWOKE	C										
32	GEBREHIWOT	GEBREMICHAL	A-										
33	GEBRELUEL	ASAYEHGN	B										
34	GEBREMCHAEAL	TESFAY	C										
35	GEBRETSADIK	BRHANE	B										
36	GENET	GEBREMESKEL	C										
37	GESHU	GEBREEGZABHA	C										
38	GEZACHEW	BUSHISO	F										
39	GIDEY	DADE	C										
40	GIRMA	ILAHUN	B										
41	GIRMAWIT	LISAN	NG										
42	GIRUM	SISAY	C										
43	HABITAMU	YILMA	NG										
44	HABTAMU	DEGNEH	C										
45	HAFTAMU	MARSIE	B										
46	HAFTOM	AREGAWI	B-										
47	HAFTU	BERHE	C+										

Instructions:
Grade Use
A- Excellent
B- Above Average
C- Satisfactory
Incomplet
Give reasons for
Comments

SUMMARY
No. of A's +
" B's +
" C's +
" D's +
" F's +
" NG's +

Date _____
DePT. head Sign _____
Instructor's Sign _____

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT
Please inform your students that their grades will be posted on the person
Strip at a selected location at the end of the semester
note: (not strip from Registrar's Copy)



COPY DEPARTMENT HEAD

FSSH FACULTY **ENGLISH** DEPARTMENT
READING SKILLS **EnLa 141**
 Title of Course Course No. Ato Berh Ablew 3
 Instructor: N CREDIT SE

NO	NAME	F. Name	GRADE	COM
1	DESTA	GEBREHIWOT	B	
2	ELENI	GENZERU	C	
3	EMEBET	KASSA	F	
4	ENGIDA	TEMESGEN	C	
5	EPHREM	TEGEGNE	C	
6	ERMIYAS	GETACHEW	F	
7	ERMIYAS	MESELU	C	
8	ERMIYAS	MULUGETA	F	
9	EYERUSALEM	GETANEH	B	
10	EYOB	MESFIN	NG	
11	EYUREL	ABATE	B	
12	FANA	GEBREMCHIN	D	
13	FASIKA	GEBREMESKEL	B	
14	FENTAHLIN	YALEW	B	
15	FERHIWOT	ADMASU	C	
16	FETUDIN	NURI	B-	
17	FEVEN	KASSAHUN	C	
18	FEYGAL	KASIM	B	
19	FIKPUA	ASHENAKI	C	
20	FIRE	GEBREZABHER	NG	
21	FITSUM	MELKIE	B	
22	GALETA	HORDOFA	D	
23	GAMACHU	LAMESA	D	

Instructions

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

Incomplete

Give reasons for

SUMMARY

No. of A's = 2

" " B's = 15

" " C's = 23

" " D's = 3

" " F's = 5

" " NG's = 2

" " NG's = 0

Date

DePT head Sign

Instructor's Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grades will be posted on the per

Strip at a selected location at the end of the semester

note. (next strip from Registrar's Copy)



COPY DEPARTMENT HEAD

FSSH FACULTY		ENGLISH DEPARTMENT				
READING SKILLS		EnLa 141		Ato Barb Abiew		
Title of Course		Course No.		Instructor. N	CREDIT	SEM
	NO	NAME	F. Name	GRADE	course	
	25	ASHEBIR	MANISIO	C		
	26	ASHENAFI	DESESA	F		
Instructions	27	ASIFERIE	GETACHEW	C		
	28	ASKAL	WOLDE	NG		
Grade Use	29	ASMAMAW	WORKU	NG		
A-Excellent	30	ASSAYE	AYENEW	B		
B- Above Average	31	ASSEFA	ABEJE	C		
C- Satisfactory	32	ASEFA	ALEMU	C+		
Incomplete	33	AWETASH	ALEMU	F		
Give reasons for	34	AYENEW	MAMO	B		
Column	35	AZMERA	GIRMAY	NG		
	36	BEDLU	ZEWDU	B-		
	37	RAHEL	WONDIMU	C		
	38	BELACHEW	KINDE	C		
SUMMARY	39	BELAY	TSIGE	NG		
No. of A's	40	BELAYE	WORKNEH	C		
" " B's	41	BELETE	TAREKEGN	B		
" " C's	42	BEREKET	KHSHEN	C		
" " C's +	43	BETALHEM	MOLLA	C		
" " F's	44	BETELHEM	HAILU	C		
" " F's +	45	BEZABEH	GISHE	C		
" " NG's	46	BEZAWIT	SHIFERAW	A		
	47	BIKILA	ABEBE	C		
	48	BINIYAM	HASTAMU	C		

Date

DoP's head Sign

Instr for a S

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grade will be posted on the

Slip at a selected location at the end of the semester

note: (Post slip from Registrar's Copy)



FSSH ENGLISH
 FACULTY DEPARTMENT
 READING SKILLS Enla 141
 Title of Course Course No. Instructor N CREDIT SE

	NO	NAME	F. Name	GRADE	costs
	1	ABDI	YESUPH	B	
	2	ABDIWAHID	ABDULLAHI	C	
Instructions	3	ABDIFETA	MUDEGIR	C	
	4	ABDU	ADEM	F	
Grade Use	5	ABDULAH	HUSSEN	B	
A-Excellent	6	ABDULMENAN	ALL	B	
B- Above Average	7	ABDUREMAN	AHMED	C	
C- Satisfactory	8	ABEBAW	LEGESSE	NG	
D- Incomplete	9	ABESE	ALEMAYEHU	A	
Give reasons for	10	ABENT	HABTAMU	NG	
Grade	11	ADAMU	BULCHA	D	
	12	ADAMU	KASSU	A	
	13	ADDIS	GADDISA	NG	
	14	AHMED	ENDRISS	C	
SUMMARY	15	ALEIGN	BERHARD	C	
No. of A's = 3	16	ALEMU	NIGUSIE	NG	
" " B's = 13	17	ALIMA	NUGUSE	NG	
" " C's = 24	18	ALMAZ	DULA	NG	
" " D's = 3	19	ALTASH	WORKU	F	
" " F's = 4	20	AMAN	MEHARI	B	
" " F's =	21	AMSAL	MULUGETA	NG	
" " NG's = 12	22	ANBERBIR	FRDAWOK	C	
	23	ANTENEH	SISAY	B	
	24	ARMAYE	TEFERA	C	

Date: _____ Dept. Head Sign: _____ Instructor's Sig: _____

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT
 Please inform your students that their grades will be posted on the board
 (Slip at a selected location at the end of the semester)
 note: (post slip from Registrar's Copy)



DEPARTMENT HEAD

DEPARTMENT

EnLa 103

COURSE NUMBER

YEAR

FSSH
FACULTY
GRAMMAR IN USE
Title of Course

ENGLISH
DEPARTMENT
EnLa 103
Course No.

Ato Yoseph M.
Instructor. N

3
CREDIT SEM

GROUP

Instructors

Grade Use

A-Excellent

B- Above Average

C- Satisfactory

Incomplete

Give reasons for
Column

SUMMARY

No. of A's =

" " B's =

" " C's =

" " D's =

" " F's =

" " I's =

" " NG's =

NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION NUMBER	GRADE
24	GASHAW	ARGAW	C		3783/01	C
25	GASHAW	BAYNES	C		3784/01	C
26	GASHAW	FEKADU	C		3785/01	C
27	GEBREABZGI	BEYENE	C		3790/01	C
28	GEBREANENIA	GEBREMARIAM	B		3793/01	B
29	GEBREEGZABH	GEBREHIWET	A		3794/01	A
30	GEBREEGZIAB	FISHA	C		3795/01	C
31	GEBREHIWOT	AWOKE	B		3799/01	B
32	GEBREHIWOT	GEBREMICHAL	A		3800/01	A
33	GEBRELUEL	ASAYEHGN	C		3802/01	C
34	GEBREMCHAE	TESFAY	B		3805/01	B
35	GEBRETSADIK	BRHANE	C		3810/01	C
36	GENET	GEBREMESKEL	C		3824/01	C
37	GESHU	GEBREEGZIABE.P	C		3833/01	C
38	GEZACHEW	BUSHISO	F		3856/01	F
39	GIDEY	DADE	C		3860/01	C
40	GIRMA	TILAHUN	C		3865/01	C
41	GIRMAWIT	LISAN	NG		3867/01	NG
42	GIRUM	SISAY	C		3876/01	C
43	HABITAMU	YILMA	NG		3891/01	NG
44	HABTAMU	DEGNEH	C		3894/01	C
45	HAFTAMU	MARSIE	A		3910/01	A
46	HAFTOM	AREGAWI	A		3912/01	A
47	HAFTU	BERHE	A		3915/01	A

2/1/2001
Date

Ato Yoseph M.
Dep't head Sign

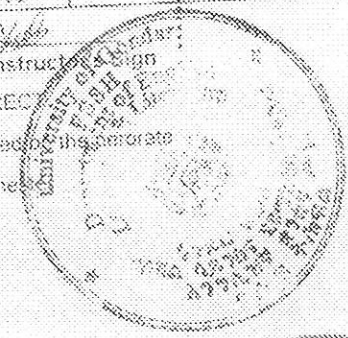
Yoseph M.
Instructor Sign

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT

Please inform your students that their grades will be posted

Strip at a selected location at the end of the semester

note: (post slip from Registrar's Copy)



ENGLISH DEPARTMENT HEAD

DEPT.
DEPARTMENT
EnLa 151
COURSE NUMBER

FSSH
FACULTY
LINGUISTICS
Title of Course

ENGLISH
DEPARTMENT
EnLa 151
Course No.

Ato Nimmak M.
Instructor, N

3 1
CREDIT SEM

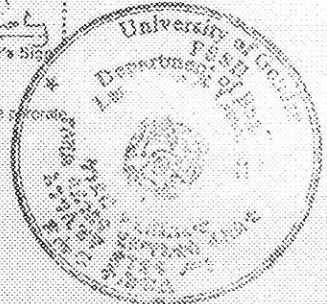
YEAR
II
GROUP

	NO	NAME	F.Name	GRADE	COMMENT	IDENTIFICATION	GRADE
	27	GEBREABZGI	BEYENE	C		3780/01	G
	28	GEBREANENIA	GEBREMANAM	B		3793/01	B
Instructors	29	GEBREEGZABHA	GEBREHIWET	A		3794/01	A
	30	GEBREEGZIABHII	FISHA	B		3795/01	B
Grade Use	31	GEBREHIWOT	AWOKE	C		3786/01	C
A-Excellent	32	GEBREHIWOT	GEBREMICHAL	A		3800/01	A
B- Above Average	33	GEBRELDEI	ASAYEHGN	B		3802/01	B
C- Satisfactory	34	GEBREMCHAEI	TESFAY	C		3805/01	C
Incomplete	35	GEBRETSADIK	BRHANE	A		3810/01	A
Other Reasons for	36	GENET	GEBREMESKEL	B		3824/01	B
Course	37	GESHU	GEBREEGZABHER	A		3833/01	A
	38	GEZACHEW	BUSHISO	D		3856/01	D
	39	GIDEY	DADE	C		3860/01	C
	40	GIRMA	TILAHUN	A		3865/01	A
SUMMARY	41	GIRJAM	SISAY	C		3872/01	C
No. of ...	42	HABITAMU	YILMA	F		3881/01	F
" "	43	HABITAMU	DEGNCH	B		3894/01	B
" "	44	HAFTAMU	MARSIE	B		3810/01	B
" "	45	HAFTOM	AREGAWI	A		3812/01	A
" "	46	HAFTU	BERHE	B		3819/01	B
" "	47	HAGOS	GEBRELJANGS	B		3920/01	B
" "	48	HAILU	GLESHI	B		3932/01	B
" "	49	HELIN	MDGES	C		3955/01	C
	50	HENOK	SHAWLE	D		3963/01	D
	51	HIRVOT	GEBREMEDHIN	B		3963/01	B
	52	IRVOT	GEBRETSADIK	A		3970/01	A
	53	HULAGO	ABEBE	C		3976/01	C
	54	HUNEGNAW	BOGALE	B		3978/01	B

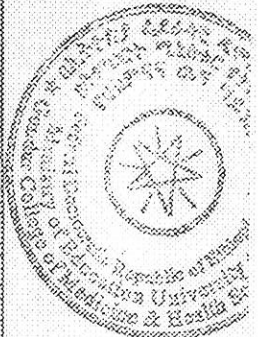
Instructors
Grade Use
A-Excellent
B- Above Average
C- Satisfactory
Incomplete
Other Reasons for
Course
SUMMARY
No. of ...
" "
" "
" "
" "
" "
" "

Date _____ Dept's Head Sign _____ Instructor's Sign _____

THE ABOVE CLASS ROLL IS COMPLETE AND CORRECT
Please inform your students that their grade will be posted on the ...
Strip at a selected location at the end of the semester
under their slip from Registrar's Copy.



NO.	reg. n	Student name	gender	age	height	weight	math	social	general	science	aptitude	total	bio	phys	chem	bio	
					cm	kg	%	%	score	score	score	score	score	score	score	score	
23			F	17	56	62	0	92	72	0	83	345	756.25	757.25	740.5	746	765.3
24			F	17	53	71	0	92	72	0	73	397	875.25	868.25	852	874.3	777.0
25			F	18	74	63	0	89	71	0	72	379	806.5	785.5	792	785.5	811.0
26			M	17	58	72	0	87	76	0	57	350	780.6	787.1	792.1	781.6	780.6
27			M	19	72	85	0	90	78	0	83	387	891	832	839	827	824
28			M	19	59	88	0	82	52	0	62	324	730.25	759.5	821.75	763.5	797.8
29			M	17	77	91	0	97	77	0	65	407	855.25	868	852	861	771.3
30			M	18	74	77	0	86	72	0	61	280	842	840.75	856.75	835.5	853.3
31			M	18	86	88	0	92	76	0	75	417	891.5	886.75	880	891.3	825.3
32			M	26	98	87	0	84	43	0	42	284	747.25	746.25	753.75	748	748.8
33			M	17	82	82	0	87	76	0	60	355	789	788	792	781	791
34			F	16	75	83	0	94	68	0	63	358	855.25	838.25	828	848	752.8
35			M	17	74	89	0	96	80	0	60	407	853.5	859	868.25	852.3	851.8
36			M	17	68	72	0	82	71	0	60	343	780	799	787	785	780
37			M	18	73	72	0	69	83	0	58	394	843.8	835.8	839.3	839.1	835.8
38			M	16	59	83	0	91	72	0	65	345	832.4	853.5	823.6	826.8	823.6
39			F	18	99	98	0	94	88	0	60	348	785.25	780.75	782.25	782.5	788.8
40			F	17	68	63	0	90	76	0	55	362	814.5	816.5	823.25	818.3	807.8
41			F	17	70	82	0	87	68	0	55	343	778.25	777.25	781	777.8	780.3
42			M	16	89	82	0	93	80	0	82	438	923.5	914	909	918.3	827
43			F	18	77	85	0	98	71	0	72	460	796.75	789.5	780.5	778	721
44			M	20	85	72	0	91	79	0	83	368	776.1	772.6	772.3	765.6	760.8
45			M	17	75	72	0	93	73	0	60	376	833.75	820.5	815.5	817.5	808.8
46			F	17	85	83	0	89	81	0	64	387	797.5	788.25	783	778.5	783.3



Department of English Language & Literature 2009 E.C

	Student name	father name	grand name	Sex	Age	trifield name	english score	retaret. maths	social. maths	scics	genrl. sc score	social studies score	scholastic aptitude score	total score	bus.&eco n total	geog&hist total
26				M	19	Social Sciences	38	0	42	86	0	85	38	266	653	654
27				M	17	Social Sciences	46	0	49	81	0	86	83	297	683	681
28				M	19	Social Sciences	15	0	46	74	0	61	86	274	661	648
29				M	18	Social Sciences	47	0	42	85	0	80	48	282	633	648
30				M	18	Social Sciences	63	0	42	72	0	58	53	294	639	648
31				M	18	Social Sciences	38	0	34	85	0	62	50	289	657	652
32				M	19	Social Sciences	41	0	46	80	0	66	47	292	640	656
33				M	18	Social Sciences	35	0	40	84	0	76	98	297	679	651
34				M	18	Social Sciences	32	0	32	65	0	64	52	248	613	628
35				M	18	Social Sciences	46	0	31	87	0	89	45	278	679	674
36				M	18	Social Sciences	50	0	37	83	0	65	65	300	668	684
37				M	16	Social Sciences	53	0	71	85	0	74	60	343	679	679
38				M	21	Social Sciences	46	0	40	86	0	64	36	274	607	679
39				F	16	Social Sciences	57	0	38	75	0	43	48	259	595	584
40				M	17	Social Sciences	48	0	32	84	0	78	26	270	622	643
41				M	18	Social Sciences	50	0	51	61	0	78	67	305	683	696
42				M	20	Social Sciences	48	0	37	73	0	73	46	279	644	667
43				M	18	Social Sciences	48	0	48	79	0	67	36	280	624	634
44				M	18	Social Sciences	47	0	34	88	0	64	62	275	646	648
45				M	17	Social Sciences	54	0	58	72	0	61	47	292	621	638
46				M	20	Social Sciences	57	0	29	78	0	60	40	271	605	617
47				F	18	Social Sciences	41	0	38	67	0	44	43	233	568	584
48				M	19	Social Sciences	41	0	35	62	0	61	60	269	605	634
49				F	18	Social Sciences	48	0	35	60	0	66	43	253	580	580
50				M	19	Social Sciences	41	0	55	80	0	57	63	279	649	655

Assistant Registrar
University of South Alabama - Hance

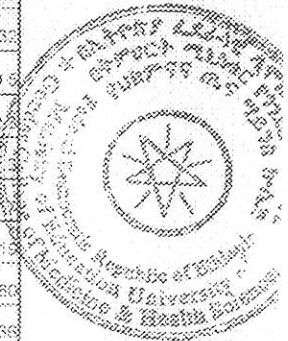
Department of English Language & Literature 2001 E.C

	Student_name	father_name	grand_name	Sex	Age	inField_name	english_score	nature_mathis	social_mathis	science	genrl_score	social_studies_score	scholastic_score	total_score	bus.&eco_n_total	geog&hist_total
1				M	18	Social Sciences	36	0	49	60	0	55	48	237	600	600
2				M	19	Social Sciences	36	0	40	84	0	64	48	278	640	620
3				M	20	Social Sciences	48	0	43	76	0	55	58	281	632	602
4				M	18	Social Sciences	54	0	62	83	0	65	53	317	690	641
5				M	17	Social Sciences	41	0	71	75	0	58	58	314	648	670
6				M	19	Social Sciences	43	0	45	69	0	51	42	250	644	640
7				F	18	Social Sciences	36	0	32	81	0	69	25	252	587	605
8				M	18	Social Sciences	41	0	43	75	0	55	47	272	699	611
9				F	17	Social Sciences	33	0	37	81	0	57	38	246	593	590
10				F	18	Social Sciences	44	0	51	80	0	48	52	288	515	514
11				M	18	Social Sciences	48	0	22	87	0	53	43	268	546	547
12				F	19	Social Sciences	44	0	57	36	0	56	50	285	508	593
13				M	19	Social Sciences	41	0	72	72	0	54	43	286	553	641
14				M	20	Social Sciences	35	0	52	61	0	71	57	238	658	685
15				M	19	Social Sciences	38	0	34	69	0	64	60	296	633	631
16				M	19	Social Sciences	41	0	37	74	0	63	38	253	670	665
17				M	19	Social Sciences	41	0	60	77	0	62	50	290	652	672
18				M	20	Social Sciences	38	0	38	83	0	65	45	260	680	686
19				M	19	Social Sciences	42	0	39	84	0	74	43	278	675	698
20				M	20	Social Sciences	50	0	48	79	0	70	48	295	630	615
21				M	18	Social Sciences	36	0	46	80	0	57	47	268	618	670
22				M	20	Social Sciences	38	0	59	77	0	64	48	280	657	661
23				M	17	Social Sciences	43	0	50	78	0	57	45	240	608	638
24				F	19	Social Sciences	47	0	28	75	0	63	45	236	607	607
25				F	18	Social Sciences	32	0	20	78	0	68	61	249	574	507

Autonomous Institute
University of Social Sciences - A. Thiruvananthapuram

MEDICINE & PHARMACY

NO.	reg. no.	Student name	Father name	Grand name	Sex	Age	engli score	natura score	social math score	general score	social sci. score	schol. apti. score	total score	bio. score	phys. tech. score	phys. total	phys. che. total	bio. port. total	
1					M	18	68	81	0	90	72	0	70	381	882.87	854.25	858.75	889.5	853.4
2					M	18	60	69	0	84	70	0	67	360	813.25	791.75	808.5	807.5	810.8
3					M	18	70	71	0	87	72	0	72	372	805.5	799.5	797.5	795	807
4					M	18	66	89	0	91	78	0	88	363	800.75	792.75	793.5	787.3	800
5					M	19	56	65	0	91	77	0	53	242	785.5	700	783	784	783
6					F	17	75	75	0	93	89	0	55	387	789	733	799	794	791
7					M	17	75	69	0	89	71	0	63	387	811.25	800.25	788	803.3	720
8					M	18	76	90	0	98	78	0	88	398	868.75	857.5	854.5	854.5	867.2
9					M	19	62	72	0	91	78	0	62	334	823	829.4	826.1	826.0	816.2
10					M	17	66	78	0	92	67	0	60	333	770.25	759.75	749.25	751.3	802.3
11					M	18	56	85	0	85	68	0	57	351	801	788.25	790.75	786.8	803.3
12					F	19	83	22	0	88	54	0	57	305	759	763.25	768.75	757	767
13					M	19	61	72	0	94	66	0	60	333	780.25	765.25	770.75	765.8	783.3
14					M	22	84	82	0	92	79	0	65	332	840	830	828	825	832
15					M	18	69	88	0	91	70	0	57	389	857	859	861	857.5	869.5
16					M	16	57	55	0	85	76	0	67	333	778.25	769	768.8	781.8	782
17					M	18	78	71	0	93	66	0	68	373	835.75	839	816.25	832	741
18					M	19	57	68	0	81	72	0	55	331	789.2	757.7	787.7	795.2	781
19					F	19	50	74	0	85	63	0	77	379	797.25	799	783.75	796	718
20					M	18	75	77	0	88	75	0	58	371	801	778	791	802	780
21					M	17	85	77	0	91	65	0	70	389	823.25	818.75	795.75	809.8	739
22					M	18	62	68	0	96	65	0	75	353	793	793	793	790	791




Sociology 2000 E.C

	Student_name	father_name	grand_name	Sex	Age	tblField.name	english_score	natural_maths	social_maths	science	genrl_sc_score	social_studies_score	scholastic_score	total_score	bus.&eco n total	geog&hist total
23				F	18	Social Sciences	58	0	37	21	0	96	52	304	838	862
24				M	18	Social Sciences	32	0	65	84	0	78	80	318	723	728
25				F	18	Social Sciences	54	0	37	78	0	54	88	287	830	838
26				F	18	Social Sciences	40	0	40	88	0	70	43	278	801	808
27				F	18	Social Sciences	53	0	37	80	0	71	87	308	803	810
28				F	19	Social Sciences	40	0	54	74	0	88	41	283	885	888
29				M	17	Social Sciences	40	0	56	90	0	68	52	318	704	717
30				M	18	Social Sciences	43	0	84	88	0	61	48	292	718	708
31				M	18	Social Sciences	56	0	68	88	0	68	80	350	728	728
32				M	18	Social Sciences	50	0	82	81	0	78	43	301	701	704
33				F	17	Social Sciences	48	0	28	71	0	61	36	248	830	838
34				M	20	Social Sciences	59	0	84	88	0	68	55	354	828	818
35				M	17	Social Sciences	52	0	88	87	0	78	83	338	718	771
36				M	20	Social Sciences	48	0	43	82	0	87	83	384	708	708
37				M	20	Social Sciences	53	0	82	82	0	71	82	330	720	738
38				F	17	Social Sciences	68	0	28	88	0	88	48	283	883	884
39				F	17	Social Sciences	61	0	21	91	0	98	43	278	848	848
40				M	20	Social Sciences	58	0	48	78	0	87	48	293	701	708
41				M	17	Social Sciences	87	0	48	88	0	88	43	301	708	711
42				M	18	Social Sciences	58	0	51	78	0	88	48	308	708	711
43				M	21	Social Sciences	48	0	11	18	0	88	48	290	708	708
44				M	18	Social Sciences	50	0	48	81	0	81	43	287	711	708

Signature
Date

DECLARATION

I, the undersigned, declare that the dissertation is my original work, has not been presented for a degree in any other university and that all sources of material used for these thesis have been duly acknowledged.

Name of Candidate: MESAFINT MUCHE Signature 

Supervisors: _____ Signature _____

_____ Signature _____

Place: Department of Foreign Language and Literature,

Institute of Language Studies,

Addis Ababa University.



Date of Submission: 30 Dec, 2009