

AN ANALYSIS OF THE READING SKILLS EMPLOYED
BY FRESHMEN IN READING AMHARIC
AND ENGLISH

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A B S T R A C T

In this study an effort is made to find out whether Freshmen slow reading is attributed to the lack of general knowledge of English or due to the use of Amharic reading techniques while reading English.

To test this, a questionnaire, reading speed and reading techniques tests were prepared and were administered simultaneously.

The researcher selected 120 students at random for the test. However, 119 students participated in the exam. The scores were computed for three groups. The 'overall group', the 'good' and 'poor' readers groups, and the 'language subgroup' group.

From the scores the overall group performed better in reading English and reading techniques in English at a statistically significant level by 5%. However, since mean values can be affected by extreme cases, the researcher had also tested the two extreme readers, that is, 'good' and 'poor' readers. Primarily, computations for good readers in both languages showed that good readers are better at reading Amharic than reading English (221.7 to 177.3). And, the researcher referred to their achievement in reading techniques in both languages to check whether slow reading can be attributed to transfer from Amharic to English. It was found that the reading techniques results were better in English than in Amharic (of the same individuals). And, the assumption got little support.

On the other hand, 'poor' readers have performed, much poorer than 'average' freshmen understudy, in reading speed, comprehension and in reading techniques. The 'good' readers have showed a correlation of (.3, .1) in reading speed and in comprehension in both languages.

Furthermore, the subgroups have performed better in reading speed than in comprehension, and the scores indicate that there is moderate correlation between reading in Amharic and reading in English specially among Tigrigna and Oromo speakers.

Therefore, on the basis of these findings students' slow reading in attributed to lack of comprehension (which is largely affected by lack of language competence) in FL rather than to transfer of techniques from Amharic to English.

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PRONUNCIATION KEY AND ABBREVIATION

The researcher has used the following sound symbols and abbreviations. Corresponding sounds in English are also provided.

1. Sounds in Amharic such as /b/, /p/, /m/, /f/, /w/, /s/, /z/, /y/, /g/, /k/, and /h/, are more or less the same in English and Amharic.

2. /p/ is ejective /p/
/t̥/ is ejective /t/
/s̥/ " /s/
/č/ " /c/
/q/ " /-/

3. /č/ accoresponding sound in English is 'ch' -check.
/š/ " " 'sh' -she
/j̥/ " " 'j' -jelly
/ž/ " " 's' -measure
/ň/ " " 'gn' -champaign
/t̥/ " " 't' -talk, tell,
/l/ " " 'l' -lamp
/r/ " " 'r' -road, range.
/m/ " " 'm' -man
/e/ " " 'e' -bed, red.
/n/ " " 'n' -name
/a/ " " 'a' -car, tar.
/ə/, /ɛ/ " " ' ' -(shwa) ago, fur res-
pectively.

Abbreviations.

L₁ = Native Language.

L₂ = Second Language.

FL = Foreign Language.

Abbreviations with respect to the Reading Techniques.

Inf. = Inference

Str. = Structure.

Ref. = Reference.

Coh. Dev. = Cohesive Devices.

Amh. R. Sp. = Amharic Reading Speed.

Amh. Comp. = Amharic Comprehension.

Eng. Comp. = English Comprehension.

Eng. R.Sp. = English Reading Speed.

Statistical Symbols.

\bar{X} = Mean. (average)

Sd= Standard Deviation.

S_1^2 = Variance of Language₁ (Amharic)

S_2^2 = Variance of Language₂ (English)

Z- Test = Means difference Test. $\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(S_1^2)^2 + (S_2^2)^2}{n} + \frac{(S_1^2)^2 + (S_2^2)^2}{n}}}$

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(S_1^2)^2 + (S_2^2)^2}{n} + \frac{(S_1^2)^2 + (S_2^2)^2}{n}}}$$

Σ = Total-(sum).

CHAPTER ONE

1.0. THE PROBLEM.

1.1. Statement of the problem.

It is generally felt that the reading ability of Freshman students in English is too low to enable them to read books and do their assignments . "This is particularly true of English as so much professional, technical and scientific literature is published in English today."(Alderson.J.C.:1,1984). The main reason may be that their knowledge of English is inferior to their knowledge of Amharic. But, it may also be because they employ the same reading techniques in English as they do in Amharic when reading English materials.

1.2. Scope of the problem.

This study aims at presenting the reading skills (techniques) in Amharic and English. And, tries to examine whether there is any transfer of techniques from Amharic to English. If there is such a transfer it would partly explain why Freshman students are inefficient readers in English.

1.3. Importance of the study.

The importance of reading in English in Ethiopia need not be stressed when one knows that English is essential as the language of education from seventh grade and above . It is

the second official language; and, is important as a medium of international communication. It serves as the medium of instruction for other subjects and aspects of the curriculum. It is used as a language of textbooks and examinations.

In all countries where English is taught as a foreign language the reading of English is very essential because no matter when and where they will be required to use it as a skill, there is no doubt that they will need to read it for many purposes.

Therefore, this paper tries to identify the particular techniques that students employ while reading Amharic and English. And, the identification of the techniques in both languages would contribute much to our knowledge as to how to tackle some of the problems our students face when reading in Amharic and English.

Furthermore, it would help students to be aware of the techniques and to take special care not to transfer techniques which they should not employ when reading one language and then the other. This paper would also indicate the rate of reading speed in Amharic . Furthermore, it would suggest whether good readers in English or vice-versa. Also, it would indicate whether transfer is possible between two languages as different as Amharic and English.

CHAPTER TWO

2.0. Definition of Reading

One of the functions of language in reading is to reduce doubts in the minds of readers. This is obtained by extracting information from a printed page. As a result, reading can be defined as extracting information from a printed page. Smith, Frank defines it as "asking questions of a printed text." And reading with comprehension becomes a matter of "getting your questions answered" (105:1978). The comprehension of a text implies that a reader has made some reorganization of what he had in mind previously. A geography student who used to think that it is the 'sun' that moves across the sky, would make a certain reorganization after having read that it is the earth that revolves around its axis. He would remove his doubt. Moreover, a student would be tested to find out whether he has removed his doubt or not. In other words, whether the alternatives are reduced or not. If he showed excellent comprehension, then it is to be assumed that every alternative has been reduced by the information obtained from the text. What questions do students ask when they read? They may ask different questions and this depends on the purpose of reading. How do students read?

2.1. Process of Reading

Reading is a developmental process. Early reading starts by recognizing letters, then words, and then the sentences and the embedded structures found in them (complex sentences). The question of how to recognize letters is answered by checking a single letter against all other twenty five letters of the alphabet.

Smith, writes:

The best simple answer to the question of how you were able to recognize the letter 'K' is that you decided that it could not be one of the other twenty-five letters of the alphabet. (26:1978).

In other words, what you have learned is how to distinguish each letter of the alphabet from all the twenty five letters. And once you learn this, the differences between the letters becomes significant. How does a student or a reader recognize words?

Words are meaningful organizations of letters. Therefore, when letters are organized into words, the relative probability of occurrence of each letter is reduced. "when letters are organized into words the relative probability of each word is reduced to an average of about one in eight" (smith,F:74:1971). And, the identification of words among all other alternatives locates this word in the total structure of the insight of the readers. The identification of words becomes easier with time as the reader makes use of his previous experience "schematic knowledge" (Widdowson: 1983). As a result, while reading the brain takes less time to handle a text. According to Horn,

Reading includes those processes that are involved in approaching, perfecting and maintaining meaning through the use of the printed page. (Miles:9:1979).

A reader reads in order to get meaning; and, in order to reinforce what he knows well. A reader has to read into the text to see the meaning beyond. It is then that reader gets meaning out of a text. The writer does not always convey his ideas explicitly. But, he stimulates the reader to build them out of his experiences. If, for instance, the reader has a concept in his mind,

There would be no problem of comprehension. However, if it is not in the mind of the reader, then, he has to solve it. When a reader reads, therefore, he does not only identify a letter, a word, a sentence, and other complex sentences, but when he reads he thinks and tries to evaluate ideas by testing their contents, makes judgement (at the end of his reading) between what is good and bad ; and between what is right and wrong; and, tries to see into logical deduction, whether certain ideas have or follow certain patterns of thought or not; and, tries to solve problems which he does not have in his mind or which were not part of his hypotheses. Gates described the nature of the process of reading:

Reading should be developed as a complex organization of patterns of higher mental processes. It can and should embrace all types of thinking, evaluating, judging, imagining, reasoning and problem solving. (ibid. 1979).

Therefore, reading can be considered as developmental process whereby a reader perceives the visual information to comprehend and to react to what he has read by comparing it to what he knows from his experience. And, finally, reading is a process whereby a reader makes a judgement to assimilate what he feels right and reject what he proves wrong. As a conclusion, we can use Gray's definition of the process of reading as a four-step process:

--perception of the word, comprehension of its meaning, reaction to the meaning in terms of what one knows and integration of the idea into one's background of experience. (ibid. 1970).

Briefly, reading is perceiving, comprehending what is read, reacting, and integrating. If reading is a four step process, in order to exercise these four steps how does a reader make sense of a text?

2.2. Making Sense of a text

How does a reader extract meaning from a sentence? Does he get it as soon as he exhausts reading a sentence?

Meaning from a sentence is not something that appears when we have read or listened to the end of a sequence of words. Instead information is available at every point to reduce the number of alternatives remaining for these parts of the sequence that have not yet been encountered. (Smith, Frank : 193 : 1971)

That is, the more we approach the end of the sentence the more information we get to reduce our doubts. In the sentence, 'The Young --- bought the car.' The slot after 'young' would be filled correctly if the reader can eliminate alternatives (other answers) from his previous knowledge of grammatical relations. Every word in the sentence reduces alternatives and particularly the word 'young' gives a clue as to what word must follow it.

Words in a sentence, as in the above sentence 'The young man bought the car' are organized in a linear manner. Smith writes,

One point that should be made clear is that the meaning of a sentence cannot logically be organized in the same linear manner as in the surface representations. (194 : 1971)

The sentence 'Abebe wrote a letter' can be understood even when it is rendered as 'the letter was written by Abebe.' The point that the writer or the speaker wants to stress is what can be considered independently. For instance, if one wants to indicate that the letter was written by Abebe but not by anyone else, we may choose the second sentence not the first. Therefore, although the surface structure of English is organized linearly, meaning cannot be discussed so. The meaning of a sentence is the

reflection of the totality of a thing. It is not something that takes time to organize. According to Smith,

Words are elements of the surface structure of the physical representation, not of meaning . The meaning of a sentence is something global, "a state of mind" an instantaneous set of relationships established in the cognitive organization, and not something strung over time. The purpose of the sentence-producing grammatical device is to convert a 'thought' that simply exists, with no spatial or temporal organization, into a sequence of words. Or, to go in the reverse direction, grammar translates a sequence of words into---a cognitive whole-- or a reader uses grammar to comprehend the relationships that exist among the serially ordered elements of the sentences, to alter the organization of his cognitive structure. (194:1971).

Moreover, it is generally claimed that fast readers don't identify these elements of the structure and yet get meaning from a text. And, because words are so obvious it becomes difficult to see that words are no more a prerequisite for comprehension. Also, it does not simply occur to a reader to accept this assertion because whenever a fast reader is asked about a passage that he has just read he can say something specific about the words in the passage. Smith writes:

The argument is not that a fast reader has read, but only that he extracts meaning from a sequence of words before identifying any particular ones.--- that comprehension of meaning normally precedes word . . . (195: 1971).

But, is there any evidence for asserting that readers attend to meaning before they attend to individual words? There several of them. For instance proof readers would be at a loss if they start paying attention to the meaning of the passage; for the simple reason, that the attention to meaning would definitely make them overlook the errors that

they are supposed to correct. The only way by which they can correct errors is by concentrating on word identification independently of meaning. Therefore, the major concern of a reader should be meaning rather than the identification of words.

In a sentence the reading of individual words would not help much in the understanding the meaning of that particular sentence. On this account, independent words have got no meaning apart from the context. If, for instance, we cannot read a foreign language with the help of a dictionary by looking up the individual words, this can prove to us that getting meaning from a printed page is much more than the sum of the independent meanings of words.

Moreover, it is asserted that readers read to get meaning rather than to identify individual words, can be illustrated by the way sentences are remembered. If a reader is given a paragraph, in which he is required to recall the same paragraph, he might not be able to recall it exactly. However, the mistakes would not be related to meaning, but would be related to What readers remember best is the deep structure not the surface structure.

And, generally, sequences of words are identified faster when they are meaningful than when they are not. Because, when words are meaningful sequences, the number alternatives is much smaller. "The average probability of each word is very small when compared to one in many thousands for isolated, random words." (Smith:120:78). A meaningful text accelerates the rate at which one can read. And this can be proved by reading a sentence written backwards.

Reading for meaning is the most essential strategy for reading. Consequently, readers don't read letters they read words and it follows that they don't read words, but they read meanings. If this is how they make sense of a text, do they apply the same technique in reading materials from different languages?

2.3. TRANSFER OF SKILLS

A problem vital to educators is whether or not students can apply what they have learned in school to life situations outside the learning environment. James M. Sawrey and Charles W. Teleford write :

Formal education has always been based on the assumption that the individual will apply what he has learned in school to situations and problems he encounters in daily living. Education is for the future.
(211 : 1968)

Different doctrines held different views about Transfer Theory. One of the doctrines particularly, the mental discipline, held that the "mind" was composed of several faculties, reasoning, will, attention, and memory, and that these faculties of the mind can be improved by giving special subjects which can develop these faculties. Briefly, the job of education was to improve the components by proper training. For instance, geometry was thought as an excellent subject for the training of logical reasoning. And, this had been held right since the days of the Greek Philosophers.

Another doctrine, namely, the Formal discipline emphasized not the subject matter as with the mental discipline, although some subjects were alleged to have greater disciplinary possibilities than others. "The important thing for education was the form of the activity rather than the content of the subject itself." (ibid; 213 : 1968) If, for instance, the kind of activity the students

perform reinforces the reasoning faculty, this faculty would be developed. The more rigorous the exercise the more complete the development of the component of the mind. This doctrine was, however, bitterly criticized by William James (1890) and Briggs (1913). Later, Thorndike and Woodworth (1901) criticized the formal discipline and concluded that the improvement in any simple component or faculty does not improve the ability. And, Thorndike (1903) stated this in the form of a Theory. "A change in one function alters any other only in so far as the two functions have factors of identical elements" (215 : 1968) This theory of identical elements gave rise to further research more than ever. James and others suggested that the idea of identical elements as the sole means of securing transfer" was definitely delimiting when applied to education or when contrasted with the theory of mental discipline that had so long dominated education" (216 : 1968).

Judd (1908) a critic of the theory of identical elements laid a new 'Theory of Generalization' as an explanation of Transfer. This theory emphasizes that transfer is possible only when an individual generalizes his experience. That is, it emphasized that transfer of training is possible only when an individual can apply what he has learned in one situation to the performance of the other. This theory gives much importance to the presentation of the subject matter in such away as to encourage the student to generalize. And, positive transfer is expected if the generalization of ability is stressed. This theory emphasizes an insight of the inner structure of the problem which can aid in dealing with the various problems that are encountered later. One among several theories of transfer was the theory of 'Transposition.' The gestaltists maintained, therefore, that an insight of the situation in all its relationships is the most essential thing in generalization.

Psychologists and educators, nevertheless, had reached a position which is more realistic than that which was maintained by previous doctrines. Everyday observations, as well as experimental evidence show:

A child who has learned to count in school makes use of this training in out of the school situations. People trained in Engineering use some of this training in the later practice of Engineering. Skill in reading is used in contexts other than those in which it is learned. (ibid; 220:1968).

Therefore, one learns to perform a certain activity, as the result of transfer from previous learning to a new situation.

Current concepts on transfer maintain that besides the similarity of content of subject, and appropriate instruction, transfer depends to a large extent on the student's ability to generalize. In addition, to all these points, a student needs to be psychologically prepared to learn a task. According to Karl C. Garrison and Others:

It has also been shown that the attitude or mental set of the learner has an important influence upon transfer. It might be stated as a fundamental principle that a favourable procedures will tend to produce a superior amount of transfer from one learning task to another.(207:1964).

Besides **this**, what the student learns must be meaningful and he must have an insight of the problem first. A student must be able to get an answer by asking why and how the text at hand is presented in this way but not in the other; and what the relationship between the information given and his previous knowledge is. Moreover, students must be guided

to learn the structure of a subject matter. The only exception we know of an unconscious learning of a structure is the learning of a native language.

Having grasped the subtle structure of a sentence a child rapidly learns to generate many other sentences based on this model though different in context from the original sentence learned (Karl, 206: 1964)

Jerome S. Brunner asks "How a limited exposure to certain material be made to count in thinking for the rest of their lives" (ibid : 1964) The best answer to this he says is that students must be given an insight into the fundamental structure of a subject. This is the minimum requirement for using knowledge to solve problems and he adds:

The teaching and learning of structure rather than simply the mastery of facts and techniques, is at the center of the classic problem of transfer. (ibid : 1964)

The mere mastery of facts and techniques is not desirable. But, if students are consciously guided to use the facts and techniques they can develop their potentials.

Therefore, a student who has set to learn a skill is more likely to see relations and form logical deductions. And, if positive transfer is desired to take place, that is, if habits of attacking new problems are to be transferred these factors must constantly be emphasized in teaching.

Moreover there are different claims made by different researchers with respect to transfer of reading ability from L_1 to L_2 or FL. To cite some of these:- Jolly in (1978) has claimed that success in reading a foreign language depends upon one's successes in reading the L_1 (Alderson & Urquhart : 2 : 1984) He has suggested that the reading in a foreign language requires the transference of 'old skills'. That is, one who fails to read in a foreign language is either poor in his L_1 or is unable to transfer his old skills to the reading of a foreign language.

Furthermore, both the Tarascan and the Modiano studies(1953) showed that children taught first in their native language before being introduced to the FL have eventually improved their FL. On the other hand, some Canadian studies have shown that children taught to read initially in a Second Language(French) eventually do well in reading L₂ (English). And, English speaking subjects (whose home language is English) were taught in French; and eventually displayed equivalent achievement to French monolingual speakers. This is what Lambert calls 'additive bilingualism'-(where there is positive effects of bilingualism).

On the other hand, Cummins (1979) in testing bilinguals' reading ability in French and English displayed positive correlations as high as (.61 and .69) with first and second language reading; others, namely, Carey and Cummins, (.57); Lapkin and Swain(.6), Swain, Lapkin and Barik(1976) (.67). (Alderson: 13: 1984). In other words these studies have showed that there is a fair degree of relationship between the reading ability in the first and in the second language.

On the contrary, Cowan and Sarmad (1976) found that bilingual English-Farsi did not do well in either first or second language. Cowan (1976) suggested that the reading problem in a foreign language is native interference, Briefly, his study implies that children read different languages with different techniques. Therefore, it would follow that in similar languages like French and English transfer is positive, and in the case of English-Farsi transfer is negative . And, if his assumptions are correct the more different the languages the less readers read the languages with the same strategies.

Uljin and Kempen (1976) on the other hand, suggest that syntactic differences are not problematic in the reading of a foreign language . And, they argue that the readers conceptual knowledge can compensate for the structure . And, according to Alderson "good knowledge of FL is only important for the improved reading in that language." (14: 1984). On this account, he concludes that the main determinant factor in reading ability in FL is not reading ability in the L₁ but proficiency in the foreign language.

Aron has supported Alderson's view and in his study of the reading ability in L₁ and FL, he has found low correlations between two different languages. Cziko (1978) as a result, suggests that students with low competence in a foreign language will have difficulty in reading the foreign language. Clarke, on the other hand, found that "good first language readers got significantly higher score on FL cloze test." (Alderson & Urquhart: 16:1984). In other words, the good first language readers as a group are better FL readers than poor first language readers. That is, these readers have the potential or a mental to read better than the poor readers. As a result, they employ their potential in the reading of another language.

Moreover, if reading is employed to get one's questions answered what kinds of questions do students ask when reading their English language texts? Their questions may vary from individual to individual. However, the techniques which these students use to get their questions can be summed up as follows.

CHAPTER THREE

3.0. Reading Skills Employed in reading English Texts.

3.1. Understanding the meaning of words.

A student is always very sensitive to words which he does not know or understand . And, he tries to use a technique by which he can tackle unfamiliar words and complex sentences. Generally, texts with difficult words are difficult to deal with. A student, however, must challenge them if he is to understand the text. And, a student should be aware that there are also vocabulary items that he does not fully use correctly . It is only when he knows this fact that he challenges a 'dense' text; and becomes relaxed when dealing with a difficult one. Nuttal writes:

If you examine your knowledge of your L₁ vocabulary you will find that there are roughly two categories of known words; those that you know well enough to use yourself . and those that you recognize and more or less understand but are not yet sufficiently sure to use. This is equally true of FL learners and the FL vocabulary. (74: 1982).

Nuttal divides these vocabulary items into: 'active' 'receptive' and 'throw-away' vocabulary. Words which one knows well enough and is sufficiently sure of to use are active; those whose meaning he can guess but is not sufficiently sure of to use are receptive, and items which a student does not necessarily learn wherever he meets them are throw away vocabulary items. Nuttal writes:

Students with a vocabulary of, say 3000 words cannot afford to clutter up their minds trying to remember the meaning of words like boost or epicene, instead they need to develop a cavalier attitude to vocabulary, ignoring what is not important for their immediate purpose. (ibid. 74:1982).

It is impossible to give rules on how to ignore words which a student does not need to know. However, a student attend to some of these points. He should know that he can get the gist of the material without the use of the word. Once he is aware that he can get the gist of the material without looking up the word in some reference books, it is to be understood that he has full control of the text, Some of the words that are found to be difficult to deal with are idioms, metaphors, words with several meanings, technical jargons, words with more general meanings, synonyms, and antonyms. How does a student understand difficult words? A student infers the meaning of the words from a context in order to understand unfamiliar words.

3.1.1. Inference.

This skill that every reader has to some degree in his native language. Readers learn most of the words by inferring their meanings. In the case of a foreign language reading, however, students understand difficult vocabulary by making use of the context in which the word occurs to give them an idea of what it means. And, as it occurs several times in the text the meaning becomes clearer.

However, a foreign language student is not aware that it is possible to understand new words without being told what they mean. For some students, it never occurs that new words can be learnt from their context. So, a student should be encouraged to develop a positive attitude to new lexical items. Encouraging a student to infer meaning from a context assists him in undersyanding a text which

Another way by which a student infers is when he has to fill up a slot with an appropriate word in a sentence. In the sentence, "the mason needs --- in order to build the house" The possibilities are countless unless the student knows which part of the house is to be built. A careful study of the context, however, can help to infer the meaning. And, a student must get clues to make inference possible. Moreover, many texts make use of synonyms and antonyms to convey their message more clearly. It is essential that students attend to these lexical relations as they assist them to infer the meaning of unfamiliar words. For instance, in the following text students are asked the meaning of the synonymous words. (Adapted from Freshman English Text)

---Animals convert food and oxygen into carbon dioxide and water. And yet year after year the food does not cease, the oxygen does not vanish from the air, we do not choke on carbon dioxide
---- In short, technology seems to be a way of converting natural resources into trash or pollution, if you prefer at an accelerating rate. Except for radio-active wastes there are no forms of pollution produced by man that cannot be recycled by man given three things- energy- human ingenuity; and determination.(Conroy:1:1985).

In the text the student has enough clues to infer the meaning of words. He can find synonymous and equivalent words that are found in the text. For instance, he can provide synonymous words for 'change and disappear' - 'convert and vanish' respectively. Moreover, a student can identify unfamiliar adjectives by providing their opposites. For instance, from the following text:

So they went through the dense brush and the tall ferns until they came to where the river made its way through the jungle. The banks of the river were marked with foot-prints of the gazelle, the antelope, the buffalo, and the leopard. (ibid.:20:1985).

A student can infer the meaning of 'dense' by giving its opposite, that is, 'scanty'. Moreover, a student can use another strategy of inference by finding related words which are not necessarily synonymous, but which help to make an idea clear. The following paragraph:-

Human beings must take a hand, devise processes to clean the coal before it is burned, use filters or precipitators to hold back the fly ash, a desulphurization process to remove the sulphur dioxide. (ibid.:2 : 1985)

The student has enough clues to understand what 'filters' are because they are joined to precipitators by a connector 'or' and a desulphurization process is followed by an explanation which expresses it as 'removing sulphur dioxide!'

In the text on 'cycles' adapted from Freshman English 101 A: 1985, there are ideas conveyed to explain what are called full cycles and what are not full cycles. These ideas can be divided into two. Ideas which explain natural processes and others which explain processes carried by man and technology. As a result, the words which are used to explain these processes can be classified into two as follows.

	NOUN	ADJECTIVE	VERB
NATURAL PROCESSES	cloud	scavenging	raises
	sun		evaporates
	rain	microscopic	cease, convert powered, utilize and use.
HUMAN TECHNOLOGY	technology	numerous	rust
	pollution	many	discarded
		geological	chopped

This related words which explain natural resources, on the one hand and technology on the other, reinforce meaning to make the idea clearer to the reader. And, it follows that the more the reader is aware of these words the easier the text to read.

Besides, student's awareness of the lexical cohesion devices of coherence and hyponymy helps them to see the relation between the parts of a text. It is helpful to recognize them as they give clue to the meaning of words which are not familiar to students. The following paragraphs explain how students utilize connectors to show synonymy and equivalence. Paragraphs adapted from Freshman English 101: 1985)

T E X T	SYNONYM	ANTONYM	EQUIVALENCE
<p>Rich pockets of ore, slowly collected over many millions of years by geological processes are melted for metals, the metals are used in devices, the devices are finally discarded and allowed <u>to rust or to lie there.</u></p>	<p>to rust or ju to lie there</p>		
<p>In short, technology seems to be a way of converting natural resources into <u>trash</u> or pollution if you prefer</p>	<p>trash or pollution</p>		
<p>The upward half of the cycle must take no longer than the downward half or we won't be able to keep up . <u>This means</u> we must not only speed depollution as much as we can, but we must hold back on pollution find out ways of decreasing pollution.</p>			<p>this means,</p>

Also, students pay attention to words whose explanation is given by equivalent words and the devices used to indicate equivalence such as, parenthesis, dash colon etc. Text adapted from 'Cycles' : 1-2 : 1985 Freshman English 101A

TEXT	WORD WHICH IS EXPLAINED	EQUIVALENT EXPLANATION	DEVICE USED
The advantage of human effort is not only that it is certain and quick but that it can turn pollution into-useful products (as bacteria do when they break down natural wastes).	human effort	bacteria	parenthesis
This means, we must not only speed depollution, but we must hold back on pollution-find out ways of decreasing pollution without breaking our technology	hold back on pollution	find out ways of decreasing	dash
Except for radio active wastes (which are a special problem) there are no forms of pollution produced by man that cannot be unpolluted given three things---	radio active wastes	special problem	parenthesis
Clearly if one-half of the cycle (the down-ward-half) has been accelerated by human activity-----	one half of the cycle	the down-ward half	parenthesis

In different texts, different writers use general and specific ideas to explain different concepts. Most of these ideas are used when an explanation of a more general nature is felt essential. As a result, students attend to such contexts when ever necessary because these are means of making the explanation simpler. The following paragraphs are adopted from 'Cycles' 1-2 : 1985 (refer appendix No.1.) Freshman English 101A.

TEXT	General	Specific
Human beings must take a hand, devise processes to clean the coal before it is burned, use filters or precipitators,	cleaning of the coal before it is burned	filters are precipitators
-----oil supply is winding down-----alternative sources of energy (coal, tides, wind, running water, earth's internal heat---	sources of energy	coal, tides wind (etc.

3.1.1.1. Moreover, students can infer the meaning of unfamiliar words from contexts. This is a skill which must be developed seriously. And, it is a serious problem which can decrease a reader's speed. According to Nuttal :

Everytime you break off your reading to consult a dictionary, you not only slow down your reading speed because of the time involved, but more seriously you interrupt your own thought processes, which should be engaged in following the continued development of thought in the text. A competent reader can cope with occasional interruptions of this kind, but constant need to refer to a dictionary makes effective reading very difficult (69 : 1982)

Therefore, it is essential that a student be advised to use the context as a means of getting the meaning of a new word. A student can guess the meaning of the following term 'Zip' from the following paragraph. The use of the context is an aid to infer the meaning.

Zip was stopped during the war and only after the war did it become popular. What a difference it has made to our lives. It keeps people at home much more. It has made the remote parts of the world more real to us. Photographs show a country but only zip makes us feel that a foreign country is real. Also, we can see scenes in the street, big occasions are zipped. (Grellet : 32:1986).

A student would guess the meaning of the word 'zip' by making the context. Zip in this context is a television set. But not a telephone, or a film camera. Moreover, a student can use a context to identify the relation between the word and the context. Relations such as equivalence, contrast, cause, consequence, purpose, illustration, and generalization/specification are some. Not all of these relations are present in every text. However, these are part of a context which help students to understand a text. When Freshmen read the text on 'cycles' (refer appendix No. XVIII) they consider all these relations. The following table makes these relations clear.

WORD OR PHRASE	.EQUIVALENCE .	CONTRAST	. CAUSE	CONSEQUENCE	PURPOSE	EXPLANAT. ILLUSTRA.
It is a natural flow under the pull of gravity	utilize- use energy- light		move in cycles	Our planet still young		Water runs from uplands to the sea.
Water runs from uplands to the sea		Why hasn't all the water ended in the sea and left the land desert'dry? .	Change carried through half a cycle	discarded and get rust	filters-hold back flyash. metals-devices trees-paper & paper products fireplace warmth	because this is only half the cycle.
distribute animals convert	microscopic-bacteria absorbed-taken up trash-pollution filters-precipitators radio active-wastes- special problem.	does not cease does not vanish				

3.1.1.2. Inference through word formation

Students get the meaning of words by analysing word formation. The awareness of how words are formed and the value of prefixes and suffixes help the students to find the meaning of unfamiliar words. For instance in the first paragraph on 'cycles' Freshman English 101A L 1985) the following words are suffixed.

The word / words	Meaning of the suffix	Meaning of the word
existence	Noun marker	shows reality
active	adjective "	characterized by action
quickly	adverb "	gushingly
ponds and lakes	Plural "	more than one
ends	S Present "	habitual
ended	S.Past "	past
radiation	Noun "	Something radiated
hasn't	Negative "	Negative

In the eighth and ninth paragraphs on 'cycles' the following words are prefixed. A student understands them because of his knowledge of the prefixes.

Refer the following in Appendix No. I.)

(line 52) 'unpredictable' (un) - 'not' - not predictable

(~~line~~ 54) 'desulphurization - (de) - reducing - reduce of sulphurization.

Furthermore, students can supply the appropriate forms of words which are part of a text. Text adapted from Freshman English 101A : 87: 1985)

Verb	Noun	Adjective
document	document	documentation
maneuver	maneuver	maneuverable
provide	provision	provisional
pursue	pursuit	pursuant

3.1.1.1.1. Inflectional Suffixes

Students utilize affixes to change words from one word class to another. Affixes are of two kinds. Namely, prefixes and suffixes. The suffixes are again divided into two. The inflectional and the derivational suffixes. The inflectional are helpful to the reader in that they are limited in number and added as the last suffix in a word. They do not change the part of speech or word class of the word to which these suffixes are added. For instance;

Nouns:

Markers of plural /-s/ , /-z/ ,or /-iz/
Markers of possessive /-s/ , /-z/ ,or /-iz/

Verbs:

Markers of third person singular/s. present-/-s/, /z/, /-z/
" " continuous tenses / /
" " past tense /-d/, /id/, /-t/.
" " past or past participle /-t/, /d/, /id/.

ADJECTIVES

Markers for the comparative : /-er/

Markers for the superlative /-est/

3.1.1.1.2 Derivational Suffixes

Derivational suffixes, on the other hand, are important for the students in that they help them to be aware of which word is a noun and which is an adjective. There are many changes of word classes indicated by the addition of derivational suffixes.

A stem word can be changed from one word class into another by several different types of suffixes. A student attend to the following transformations in order to comprehend the meaning and relation of words to other words in different texts. Striker presents us with some of the morphological changes as follows.

3.1.1.1.2.1. Derivation^{of} verbs from nouns

Suffix - (en) strength - strengthen, fright- frighten

Suffixes = (-ize) (-lize) = apology-apologize, -memory - memorize,
sympathy - sympathize

Suffixes (-d) = applause - applaud, offense - offend,
defend, defense - defend

Suffixes (-fy)(-ify)(-efy) = beauty - beautify.

Contrast of /f/ with /v/ = belief - believe, proof-prove
relief - relieve

3.1.1.1.2.2. Derivation of nouns from verbs

Suffix=(-ment) = agree-agreement, improve-improvement

Suffixes=(ion, -tion) = act³-action, attend-attention

Suffixes>(-ation) (ition, -cation) = combine-combination.

= invite-invitation

= repeat-repetition

Suffixes*(-ance), (-ence) = appear - appearance

Suffixes*(-ure), (-ture), --(ature)= depart- departure,

please-pleasure

sign-signature

Suffixes=(-er,)(-or)(ar)(-ist)(-ant),(-ent)= act-actor, beg-beggar,

dance-dancer, tour-tourist

serve-servant, reside-resident

3.1.1.1.2.3. Derivation of adjectives from nouns

Suffix>(-y) = dirt-dirty, milk-milky

Suffix>(-ly) = cost-costly

Suffix=(-ful) = beauty - beautiful, joy-joyful

Suffix>(-less) = fear-fearless, care-careless

Suffix>(-ish) = child - childish

Suffix (-ous)(-ious) = fame - famous, space-spacious

3.1.1.1.2.4. Derivation of nouns from Adjectives

Suffix (-ness) = dark - darkness, happy- happiness.

Suffixes (-y,)(-ty),(-ity) = equal-equality, noble-nobility, real-reality.

Suffix (-th) = true-truth, warm-warmth.

3.1.1.1.2.5. Derivation of adjectives from verbs

Suffix (-able) = avoid - avoidable , prefer - preferable

Suffix (-ive) = attract - attractive

Suffix (-ed) (-en) = complicate - complicated , swell - swollen.

3.1.1.1.2.6. Derivation of Verbs from adjectives

Suffix (-ize) = modern - modernize.

Suffix (-en) = bright - brighten, sharp - sharpen

prefix (-en) = able - enable, large - enlarge

Derivation adapted from Striker, Shirley L. "Special Issue," English Teaching Forum Vol. VII, 1969.

And, it follows that if they can identify the root of the word they can also form as many words as possible. In the text on 'cycles' Freshman English 101A, 1985, the following words are found

<u>Word in the text</u>	<u>root</u>
existence (N)	exist (V)
active (adj)	act (V)
radiation (N)	radiate (V)
freely (adv)	free (adj)
largely (adv)	large (adj)
occasionally (adv)	occasion (N)
depollution (N)	depollute (V)

3.1.1.1.3. COMPOUNDS

Compounds may consist of two or more bases. According to Lehmann, "There are four types of compounds : Coordinate, subordinate, possessive, and synthetic compounds (143 : 1976)

In coordinate compounds the two elements are parallel; and in some coordinate compounds one element is repeated with little change in meaning. Mama, papa, pitter-patter. It is employed to intensify the meaning. And some coordinate compounds are additive. To illustrate, 'thirteen' is equal to three + ten. Furthermore, "Subordinate compounds" according to Lehmann "are compounds where one element modifies the other." The element that modifies may precede as in 'tapeworm.' Most English compounds are subordinate where one modifies the other. Besides, possessive compounds are a different type of compound. The relationship between the elements does not give their meaning. The compound must be presented in a context to render meaning; for instance, 'greenback', 'bill'. These are what Hall and Bauer call exocentric 'whose meaning is not derivable from both the elements. Moreover, the synthetic compounds said to be compact expressions are mostly shortened; for example, pickpocket, show-off. Bauer in his taxonomic study, on the other hand, writes that the vast majority of compounds in English are classified as follows.

3.1.1.3.1. Compound Nouns

3.1.1.1.3.1.1. Noun + Noun

This noun + noun compound is the largest subgroup of compounds. Most of the compounds in this class are endocentric where the meaning is derived from the components, particularly, the head. According to Wardaugh.

An endocentric construction is a construction containing a head with the same distributional characteristics as the whole construction (209 : 1972)

An instance of endocentric construction is a 'beehive', because the second element 'hive', has the same distributional characteristics as a beehive. On the other hand, the noun+noun exocentric compound is not productive. An exocentric compound is a compound whose meaning cannot be derived from one of the components. Wardaugh writes "It is a construction of which no part has the same distributional characteristics as a whole." (ibid. 1972). For instance, 'redskin' (Indian) is not a hyponymy of skin, that is to say, skin has got no same distribution as red skin. Furthermore, appositional compounds are another group where the first element designates the sex of a person; for instance, 'girlfriend', 'maidservant'.

This compound is very productive since it also includes 'sex markers' used for animals.' (Bauer, Laurie:203:1983); for example, 'she-goat' and 'he-cheetah', are some.

3.1.1.1.3.1.2. Gerund + Noun

"The gerund has both a nominal and verbal characteristic" (ibid 1983). On account of this, the pattern can be treated as the noun + noun or the verb + noun. However, the meaning relationship between the elements is more closely related to the noun + noun than to the verb + noun compounds. Thus, 'fishing rod' is a rod used for fishing, 'swimming pool,' a pool where people swim.

3.1.1.1.3.1.3. A proper noun + noun

The other group in the noun + noun compound is where the first element of the compound is a proper noun; to illustrate, 'Yohannes IV Airport', 'Arbenoch Hinsal'.

3.1.1.1.3.1.4. A common noun + common noun

Finally, there are also compounds made up of two common nouns. This is by far the most productive type of a compound. According to Bauer some of the recent ones are 'acid-rock' language, laboratory', family - planning. However, the list is not exhaustive.

3.1.1.1.3.1.5. Verb + Noun

This compound is not identical with the Gerund + noun compound. And, according to Bauer this group has two distinct patterns. The noun in the first group is the direct object of the verb. It is used to denote individuals; for example, pickpocket, cutthroat, and others 'breakfast'. The noun in the second group is not the direct object. And, the compounds are endocentric. Example 'playpit', 'drownproofing', 'goggle-box.'

3.1.1.1.3.1.6. Noun + Verb

This pattern is not productive. And, it is often difficult to distinguish the second element as 'a noun' or 'a verb', 'sunshine', birth control are some.

3.1.1.1.3.1.7. Verb + Verb

This pattern is not common. But according to Bauer 'make-believe' is an established example.

3.1.1.1.3.1.8. Adjective + Noun

In this pattern the stress helps the reader to know whether it is a compound or a noun phrase. Adjective noun phrases such as fast-food, new town, etc. can be changed into compounds by a change of stress.

3.1.1.1.3.1.9. Particle + noun

This is a productive pattern; for example, after heat, in-crowd, off-islander, over-kill.

Adverb + Noun

3.1.1.1.3.1.10. This pattern is very restricted because only adverbs of time and place occur in such compounds" (206 : 1982) For example, now generation.

3.1.1.1.3.1.11. Verb + particle

The majority of words of this form are nominalizations of phrasal verbs, to illustrate : cop-out, drawback, 'withdrawal', 'drop-out', press-down, put-down, put-on. ,And there are instances of patterns where the particle precedes the verb; for example, 'throughput.'

3.1.1.1.3.2.0. Phrase - Compounds

According to Bauer there are several kinds of construction which might be included in this heading" (206 : 1982). A reader can draw a distinction between endocentric, exocentric, and copulative compound. Some of the endocentric compounds are lady-in-waiting, son-in-law. Moreover the most common pattern is where the head element occurs in final position. The element which precedes the head is occasionally a phrase or a sentence. Let us consider this, a pain-in-stomach gesture, and 'what-do-you-think-movement.'

3.1.1.1.3.2.1. Copulative construction

This construction looks like phrases not compounds. To illustrate, bubble and squeake, whisky-and-soda, milk-and-water, ppper-and-salt.

3.1.1.1.3.2.2. Exocentric Phrase

These phrase compounds are mixed group; and include plant names. For instance love-in-a-mist, love-lies-bleeding, forget-me-not.

3.1.1.1.3.2.3. Compound Verbs

These are not formed by putting verbs together. Compound verbs are formed by conversion from compound nouns.

3.1.1.1.3.2.3. Noun + Verb.

Mostly noun verb compounds are formed by back formation.

Some recent examples are blockbust, carbon-date, color-code, head-hunt.

3.1.1.1.3.2.4. Verb + Noun

Instances from this pattern are rare Bauer writes "the only examples is : shumpiker!"

3.1.1.1.3.2.5. Verb + Verb

The only word Marchand (1969) and Bauer (1982) list is 'typewrite.'

3.1.1.1.3.2.6. Adjective + Verb

This pattern is also formed by conversion. This, infact, isa productive way of forming compound verbs. Recent examples are double-book, soft-land.

3.1.1.1.3.2.7. Particle + Verb

Although some of this type are back formations, most of them are verbal formations. To illustrate outachieve, overachieve, overmark, overeducate.

3.1.1.1.3.2.8. Adjective + Noun

This pattern is composed of noun phrases. eg. brown-bag, bad-mouth, red-cap.

3.1.1.1.3.2.9. Noun + Noun

This type of pattern is again not common. It is formed by a conversion of a compound noun. For example breath-test.

3.1.1.1.3.3.0. Compound Adjective

3.1.1.1.3.3.1. Noun + Adjective

This pattern is the most frequent type of compound objectives. Some of the recent examples are fireproof, capital-intensive, space-borne.

3.1.1.1.3.3.2. Verb + adjective

This pattern according to Bauer is new and rare. And the only recent example he says is "fail safe."

3.1.1.1.3.3.3. The Adjective + Adjective

This pattern can be divided into two semantic group apposition and endocentric.

The classic examples of appositional compounds are bitter-sweet and deaf-mute. And some of the endocentric examples are; ready-made, open-ended, large-statured.

3.1.1.1.3.3.5. Adverb + adjective

This pattern is found in rare occasions. Some of the examples with a particle as the first element are : over-qualified, uptight.

3.1.1.1.3.3.5. Noun + Noun

This noun compound functions like an adjective. And is exocentric. For instance, back-street (abortionist) glasssteel (skyscraper)

3.1.1.1.3.3.6. Verb + Noun

This pattern is very productive. For instance, break-bulk, (consignment), roll-neck (sweaters)

3.1.1.1.3.3.7. Adjective & Noun

According to Bauer, this pattern is the most productive of those containing nouns (211 : 1982). And, when they are used attributively they are hyphenated. To illustrate; broad-brush (estimate) grey-collar (worker) red-brick (university).

3.1.1.1.3.3.8. Particle + Noun

The preposition in this pattern functions as a modifier. For instance, before-tax, (profit), in depth (study).

3.1.1.1.3.3.9. Verb + Verb

Marchand (1969), and Adams (1973) did not discuss this compound. However Bauer suggests that there are some modern examples; go-go 'dance' pass-fail, 'test', stop-go 'economics'

3.1.1.1.3.3.10. Adjective + Verb

This compound contains an adjective and a verb; for example, high-rise 'tower', quick-change 'artiste.'

3.1.1.1.3.3.11. Verb + particle

This pattern is productive; actually it is not phrasal verb which is converted in pattern but verbs and preposition. To illustrate see - through 'Blouse', take-away 'Zone', and wrap-around 'skirt'

3.1.1.1.3.4. Compound - Adverb

Generally, compound adverbs are formed by suffixing - 'ly' to an adjective. However, other patterns double-quick, flat-out, flat-stick, off-hand, over-night.

3.1.1.1.3.5. Other form classes

There are compounds of other form classes, but they are not frequent and are of extremely low productivity. Compound prepositions include 'into' 'onto', and 'because of'. Compound pronouns according to Bauer are "the self forms and somebody, anyone, etc.; compound conjunctions include whenever, so that and even $\frac{1}{2}$ or "(212 : 1982)

3.1.1.1.3.6. Rhyme-motivated-compound

The compounds which predominate in this class are noun compounds made up of two nouns. The major characteristic of these compounds is the rhyming between the two elements. Some of the established examples are : hokey-pokey, roly-poly. And, other recent examples are : brain-drain, culture-vulture nitty-gritty.

3.1.1.1.3.7. Ablaut-motivated-compounds

Ablaut-motivated compounds are similar to those which involve vowel changes - rhyme-motivated compounds. This compound form is very productive. Some of the established examples are: flip-flop, riff-raff, tick-tock, Zig-Zag.

A student, therefore, must attend to these compounds in order to comprehend the compound forms in a text.

3.1.2. Understanding relations within the sentences.

Moreover, the comprehension of relations within the sentence is not to be neglected. In order to understand a complex sentence, it is essential that a student grasps the structure of the English sentences he reads. He should be able to locate the subject, the verb, the object of a sentence along with the modifiers, such as clauses and phrases of many types. The following structures are basic in English.

3.1.2.1. The Noun Phrase.

A minimal form of English is made of an article and a noun. For instance, "The man came". If the noun phrase is expanded it can contain one of the two articles in English 'a' or 'an' or 'the'. For example, She bought 'an' umbrella. 'an' modifying and object noun phrase.

Besides, a noun phrase can be modified by articles, nominals and other adjectives. For instance,

The short man brought the gift.

The two short men brought the gift.

The first two short men brought the gift.

The Noun Clause Complement

Noun clauses in English can be rendered as follows . 'He knew that Mary would arrive, and They predicted that the teacher would come . In the above examples 'that mary would arrive, a and that the teacher would come are objects of the verbs 'knew' and predicted.'

The Noun Phrase and the relative clause

The noun phrase in English may contain relative clauses. The structure of the relative clause has the same description as the noun phrase. The relative clause contains a head noun and a sentence. The pronoun in the clause is the same as the head noun of the sentence. For instance,

'The guests who have bought the house went'

We sold the house which we bought a month ago.'

The relative pronouns 'who' and 'which' modify the nouns which precede them.

3.1.2.2. The verb Phrase

The verb phrase in English is the minimal obligatory unit. It can be rendered as follows

Mary came

She sings sweetly

These are sentences which contain verb phrases where sentence (1) contains an intransitive verb-which does not take an object; and sentence (2) contains a transitive verb-which can take an object. This sentence can be transformed into a passive sentence. Sentence (2), however, can not, as it has got no object.

The verb phrase and the noun phrase

The verb phrase in English contains a verb and an object noun phrase which contains a transitive verb. Transitive verbs are those which can be followed by object noun phrases.

John bought a book

Dr. S. diagnosed the patient

Both of the verbs 'bought' and 'diagnosed' are transitive verbs which can take object noun phrases.

The verb and the Prepositional phrase

Verb phrases in English also contain Noun phrases and prepositional phrases.

I wrote a letter to John

The verb phrase 'wrote a letter to John' contains 'wrote' the verb phrase, 'a letter' a noun phrase with an indefinite article, and 'to John' a prepositional phrase.

Besides, sentences in English are very short when compared to sentences in Amharic.

And indirect speech when transformed to direct speech is difficult for all foreign language students. Therefore, for Amharic readers an indirect form is a new form;

In addition, Amharic speaking students don't come across gerunds when reading English. In English there is no frequent use of gerunds.

Students' comprehension of the structure of sentences aids them to identify the relationship of the parts of sentences quickly. For instance, students don't stumble on every sentence when they read the following paragraph from 'Meet your worst Enemy The 'Rat'' adapted from Freshman English 101A : 1985)

Two rats cross the hen house floor towards the nests. The one seizes an egg in its forepaws and rolls on to its back. The other takes hold of the egg snatcher's tail and drags him, egg protectively clutched to his back, back to their den where they enjoy their loot together. This story though it may be more myth than fact has been told, with slight variations, since the thirteenth century.

As a result they can match column A with B

Two rats	→	drags the egg snatcher's tail
The snatcher	→	cross the hen house
The other rat	→	protectively clutched the egg

3.1.3.0. Linking Sentences and Ideas

A student, when reading, recognizes the relations within sentences or between sentences. It is essential that he looks for such relations that can exist between different parts of a text. The following paragraph taken from the text on 'cycles' (refer to Appendix XVIII) is given with some changes to show relations between different parts of the paragraph. An excellent comprehension of ideas in the paragraph can help a student correct the errors.

The ash if spread over the land, are eventually absorbed by plants. The solid particles in the smoke is washed down into the soil by rain to be taken up by plants. The carbon dioxide are absorbed by plants. Any other gas produced is converted into carbon dioxide or into minerals and are absorbed by plants. Though you burn the wood and leaves, what you produce in the process will eventually become wood and leaves again

The underlined words show faulty relations of the sentences and ideas. A careful student would undoubtedly, correct the mistakes when reading for meaning.

3.1.3.1. Reference

One of the ways by which a writer links structurally independent sentences is 'reference'. A good writer can use it skillfully to link ideas by tracing the reference words here and there in the text. The clues the student makes use of may be some which refer to ideas, words, objects, which have already been mentioned (anaphora) or to ones which are going to be mentioned (cataphora). Failure to understand such links, however, leads to a serious misunderstanding of the text. The following text contains anaphoric clues and a good reader must be aware of them.

Except for man himself, the rat is probably at once the cleverest, ~~most~~ most destructive and adaptable animal on the face of the earth. From near the frozen Arctic to the blazing desert this animal with its remarkable instinct for survival has not only survived man but at times threatened him with extinction: rat-borne diseases may have killed more people than all the wars in history (Kevin:37:1985)

The arrows indicate the reference words already mentioned. This technique is helpful in that the writer economizes space and time by reducing redundancy and the students make use of them as reference. Nuttall writes;

This skill involves identifying the meaning of words like it, he, our, this, those, then, one, (as in the wrong one) so/not (as in I think so, It appears not) and comparatives (smaller, same, additional, such, other etc,.) (90: 1982)

As a result, these are essential as he tries to locate their meanings elsewhere in the text. And, a student gets information from the writer that he has used or referred to these words else-where in the text.

3.1.3.2. Linking Words

The linking words (Conjunctions: Halliday and Hasan) are not identical to the reference words. However, they show the relationship between different parts of the text. These words are not difficult in nature ; and they are self expressive in that it indicates that a similar idea, method, or view is likely to follow. But, relevant exercises and contexts are essential to clarify their meanings. They must also appear in different contexts as it is only then that a reader uses them as helpful devices . Nuttal writes "these words are signals that tell you the kind of relationship the writer intends between two parts of his text: if you can understand one part the discourse marker serves as a possible key to the other part" (96: 1982)

These link words ('discourse markers:Nuttal) have different functions; and, the knowledge of their functions is pertinent to the understanding of a text. The functions of linking words show three different relationships in three groups namely: show reported events, the organization of a text; convey the writer's view. And some of the linking words are used in more than one group. In addition, they are rendered as words, and phrases.

The group which signals reported events('Temporal: Chapman, L.John) are: then, first, at once, next, the following day" (ibid,:1982)

A student, as a result, understands their meaning by making reference to the time used in the text. However, the use of the linking words is by no means the only way by which time relationship is expressed.

Furthermore, the markers which show the organization of the text, only show what the writer is doing at that moment; for example, 'to conclude' is rendered when the writer is concluding, 'namely' is rendered when he is specifying, etc.,. Nuttal has grouped these markers according to their function:

Sequencing- first of all, next, etc.,.

Re- expressing- that is to say, or rather, etc.,.

Specifying- namely, viz, etc.,.

Referring- in this respect, apart from this, etc.,.

Resuming - to resum, getting back to the argument.

Exemplifying - to illustrate, for example, etc.,.

Summarizing- to sum up.

Focusing. let us consider, in this chapter we shall, etc.,.

Moreover, the markers which convey the writer's point of view are those which show 'cause and effect' (Nuttal: 97: 1982). In short, they show the reader the relationship between facts or ideas as perceived by the writer . That is to say his attitude to them. He may feel they are similar, they are con . . . or he may feel one is the cause of the other.

Hansan and Halliday, and Nuttal divides these groups into identical divisions; namely, Additive- which show an addition of facts, or ideas; Adversatives- which convey how 'contrast is confirmed' (Chapman L. John :89 :1982); and Causal- which designate relationships of condition, cause, effect, result and intention. Refer to appendix no.XIX for more subdivisions of these markers by Christine, Nuttal) Let us consider the following short paragraph from 'Airships', Nuttal: 197:1982.

-----However, airships had many defects they were very large and could not fly well in bad weather. Above all, they suffered many accidents because of the inflammability of the hydrogen used to inflate them. In 1937 the Hinderburg airship exploded in New Jersey and 35 out of 100 passengers were killed.

From the paragraph a reader understudy that 'however', is used as an adversative because its function is contrastive; and 'above all' designates condition and expresses cause.

3.2. Improving Reading Speed

Reading speed is worthless unless the readers understand what they read. Nuttal comments;

The days have passed when people ere prepared to accept uncritically claims of reading speed of several thousand words a minute. Such speed must be seen as extreme forms of scanning rather than reading proper. They are useful for people burdened with masses of documents, but not for study purposes nor for re-creational reading.(35:1982)

However, Nuttal advises that speed should not be ignored because of these uncritical claims. In fact, foreign language students do make progress once they understand its use; and, that it is possible to improve.

Moreover, with respect to comprehension in reading, researchers believe that fast readers understand more than slow readers. And, many have claimed so by justifying that fast readers can take in the sense of two or three chunks at a time. And, this is an easier way for the reader to change the chunks into coherent messages. A fast reader widens his eye span and sees written material more in terms of groups of words than as single words, each of which is equally independent and important. On the other hand, a slow reader finds that he has to concentrate on every word in order to understand what he reads. The problem is that he does not know the language well enough to take in many words at one time effectively. "he tends to read the text word by word especially when the text is difficult." (Nuttall: 36 : 1982). That is, this may be partly due to the lack of knowledge of the language, This habit can be improved by providing the students with texts that are already divided into sense groups.

Although training is highly recommended for students, to improve their reading speed and thereby facilitate comprehension, this may not be the only way by which a learner develops comprehension. A learner can develop comprehension with various materials by varying his speed accordingly, because there are occasions when even speed does not become appropriate. In other words, a reader has to be flexible . He must vary his speed, and his whole manner of reading.

3.2.1. Varying Reading Speed

There are different types of reading materials. Therefore, a student must read different kinds of materials at different rates and with different amounts of attention. "He learns to read at different speeds for different purposes. For instance, 'a dense' material would call the readers' attention very much" (Nuttal : 36 : 1982) As a result of a difficult material, a student has to look up every new word in a dictionary, which does not only slow down his speed but also distracts his thought processes. A good student can combat these interruptions, by trying to comprehend the word from the context. Because continuous reference to a dictionary makes effective reading very difficult. Therefore, care is to be taken with 'dense' material, as very few words can carry a maximum amount of information. And this kind of material, mostly does not present information in a more simplified way. When speed is exercised, it is done with a simple material. Once students are well acquainted with simple materials, they can move to as difficult a material as their level of comprehension may allow them. The most important point is that "Quality must not suffer in the Quest for greater speed" (Wainwright 38: 1977). And, it is always possible to read faster and also with comprehension, when the text is full of new words, complex sentences, and difficult ideas.

3.3. From Skimming to Scanning

3.3.1. Prediction

Prediction shows an active involvement of the reader, And, this skill shows that the reader has understood the writer. When a student makes a right guess of what is likely to happen next it seems that the student and the

writer have the same thought pattern. Nuttal writes "because the writer organizes his ideas and because people often think in similar ways, it is possible to predict what a text will contain (120:1982) Such a type of student often finds a text easy and shares many of the writers presuppositions.

Prediction is helpful to a student to tackle difficult texts and a student must be conscious about it. It is quite natural that a student goes on making hypotheses about what the writer is likely to say next. However, these hypotheses, sometimes, prove wrong and are replaced by the writer's hypotheses instead. That is, a reader does not always guesses right. One thing is essential- the student must realize that he is wrong and must find what the reason behind it is. Nevertheless, if a student can grasp the pattern of the text and the organization of the argument he can guess what the next step will be.

He can develop it by using some of the sentences as cues. These cues guide him as to what is likely to come next. Therefore, the student relies on these cues . When does a student start predicting? This skill begins from the moment he reads the title and goes on thinking about what is likely to come next. Furthermore, sentences can stimulate him(periodic sentences) to predict, as these sentences build up to main clauses-usually through a series of phrases or subordinate clauses and withhold the main idea to the end. Besides, a good student can prepare questions that he thinks the writer will answer . And, if most of the questions are answered then the reading is a purposeful one. The following example makes clear what prediction is

A SON TO BE PROUD OF

Last week, Rahman's wife had an accident. Rahman's youngest child, Yusof, was at home when it happened. He was playing with his new toy car.

- a. It was a plastic one which had not cost much money.
- b. Rahman had given it to him the week before for his birthday.
- c. His grandmother lived in a different town.

Rahman had given it to him the week-----Suddenly, Yusof heard his mother calling Help! Help!

- a. He ran to the kitchen
- b. He went on playing with his car.
- c. He started to cry.

He ran to the Kitchen, His mother had burnt herself with some hot cooking oil.

- a. She was very foolish and Rahman was angry with her.
- b. She was crying with pain and the pan was on fire.
- c. Yusof ran back to fetch his car.

Yusof ran back to fetch his car.

3.3.2. Anticipation

A student who is actively involved in reading develop accurate anticipation. He can anticipate to a certain extent the nature of the material he has yet to read. So, a student must try to be one step ahead of the writer to grasp as quickly as possible the overall organization of the material and use this for quick and effective reading. This skill is developed by taking the opening sentence of paragraphs and by trying to develop these sentences into paragraphs. And, finally, the students can check whether their anticipation is correct or not.

3.3.3. Previewing

This is a specific reading technique which involves the use of the table of contents, the appendix, preface, the chapter headings, and paragraph headings in order to find out the required information. A student's ability to anticipate and the skill of reference are essential in finding the information. These two techniques, namely, previewing and anticipating are closely related. As a student does anticipate what is going to be discussed immediately after he has referred to a table of contents or an appendix.

3.3.4. Skimming

When students skim they allow their eyes to move quickly down the page not reading chunks nor sentences. For effective Skimming, there must be a clear purpose, quick attention to headings, to the opening and closing of sentences. It is helpful when students want to get the highlights of what is written and can attend to only the part that is pertinent for the purpose. Again, it is helpful for

or when a specific information is required. Therefore, it is a technique employed for fast reading in trying to find out important information that the writer tries to communicate. Shefter writes :

If you can leaf through a few chapters, get a quick preview, and decide whether this is your kind of reading material -----the same procedure can be used when you study a part of a book. A rapid look at the text to be mastered gives an overall view of the subject matter and helps you decide what pages will need you closest attention (305 : 1958)

And this is done by rejecting all those that are trivial in the text. Moreover, it is a remedy to most students who spend too much time by giving equal attention to all parts of the text.

Nuttal suggests "It is a skill that requires the student to pick the most prominent part of a material here and there" (Grillet : 19 : 1982). Skimming is not reading. However, it is a valid reading technique that can be employed to get information from the printed page.

3.3.5. SCANNING

Scanning like Skimming is a skill which is employed to get a summarized information. Scanning is not reading in the actual sense. However, it does not deter the need for careful reading. What is involved in scanning is a careful selection of a certain part of a text where the most important information is located. In other words, when a student wants to locate a specific information he does not need to read the whole passage carefully. He might scan by finding the specific information at a certain paragraph and then read

carefully. For instance, a student might be given an article or a paragraph; and may be asked to find a specific information and summarize or draw information from it; or a student may be given a paragraph and may be required to circle all past tense forms of verbs, or all negative suffixes, or all adjective suffixes as quickly as possible; or he may be required to inform quickly by reading a programme or by looking up a word in the dictionary.

CHAPTER 4

4.0 Reading skills employed in reading Amharic texts

Amharic is the national language of Ethiopia. It belongs to the Semitic family of languages. It is written from left to right. It has its own writing symbols and they are quite different in form from the writing symbols of English. This language has only twenty-seven consonants and seven vowels. Each consonant has seven forms because of the vowels. Furthermore, Amharic consonants are sometimes given as thirty three, and this can be explained by the fact that some are represented by more than one symbol. Hence these thirty three consonants with seven vowels each- total 231 symbols.

Besides, there are some diphthongized forms. All separated words in the language are given in a printed page by a slight gap or by two dots(:) placed in a perpendicular line. And, the end of a sentence is marked by a square of four dots (:::). Other orthographic signs are /nəṭəla sənəz / equivalent to comma. By and large, there are no problems in Amharic reading since there is more or less, a one to one correspondence between the sound and the symbol. The only problem a reader may encounter is that he might be confused by the alternate spelling forms of some words that are written with more than one symbol.

4.0. Understanding the meaning of words.

Eventhough Amharic and English are different languages in structure (from symbol to syntax) the way the texts are presented are basically similar. A text in both languages is composed of words, sentences, compound, complex sentences, and within these kinds of sentences there are phrases of many kinds. Adjectival, verbal, infinite phrase, adverbial phrase and clauses

(in which the relative clause is one) In a certain text unfamiliar words could be given and in both languages the reader has to use the context or must find a synonym or an antonym of the word to understand the meaning of these words . Let us, see what a reader does when reading unfamiliar words in Amharic.

4.1. Inference

A student who reads an Amharic text comes across unfamiliar words and can use the context as a source of the meaning of the word. That is, he deduces the meaning of the word from the context. Sometimes, he uses synonyms or antonyms to help him understand the meaning. For instance, in the following text the student has many reading clues which he could employ to comprehend the text.

/wəru mɛgabit nɛbbər. qɛnun gən bɛ -
təkəkəl 'alastawəsɛwəm. bəda yɛsaməntu
'agamaš gɛdɛma sələnɔbɛr rɛbu' wɛyəm
hamus mɛhən 'allɛbɛt. bɛsɛ 'at lay lɛməsa
wɛdɛbɛtɛ səgɛba balɛbeten kalɔwɛtərowa
qəzəz balawat 'agɛñɛhu. kəhayawɛt kɛfətɔña
nɛgɛrɔɔ yɛməməñ sɛw. 'aynɛt 'aydɛllɛhum
bɛmɛtɛnɛña nuro lɛmerkət yɛməɔəl nɛñ.
kɛmiyarɛk uñəm yɛhayawɛtɛ fəlagotoɔ
andu yɛbalɛbɛtɛ fɛgɛgata nɛbbər. bɛteleyəm
kɛsara wəyɛ wɛdɛbɛtɛsəgɛba yɛbɛga muqɛt
yɛ' and and gize bɛ 'addis 'abba lay yɛmmi-
wɛrdw harur kəfuña vasɔɛnəq nɛbbər.
yɛhudade kək wɛtə yətɛbəqɛñal. bɛzihu
hullu lay yɛzɛwɛtəru fasika yɛsəgɛ fit
daməno siqoyɛñ vah lɛnɛ təlɔq bɛdɛl nɛbbər/

A student who is quite unfamiliar with the word /y^hudade/ 'fasting season' can use clues to infer its meaning. For instance /m^gabit/ 'the month of March' is the month when the fasting season starts. Another /y^ébéga muget/ 'hot temperature'. This represents the intense heat of this season. One thing is important to note. All these words may not be synonymous to the word but they create an atmosphere whereby this word becomes clear.

Furthermore, a student in an attempt to understand the relationship between the parts of a text pays attention to words which support each other to make an idea clear. This writer for instance, has used words which reinforce one another to make an idea clear. These words are divided into two groups the one group which explains what the character appreciates. The other group explains what the character hates. (dislikes)

likes	/f ^é g ^é g ^é ta/ /fasika/
dislikes	/dama no/ /q ^á z ^á z / /harur/ /y ^é k ^á k w ^é t/

Nuttal says that "although sometimes words with several meanings are difficult, they are helpful for the student to infer their meanings in different contexts" (77:1982). A student is extremely assisted by recognizing equivalent of synonymous words as they give clues to the understanding of unfamiliar words. And these clues are rendered with the help of different devices (This text is extracted from yed^árset 'Abanet')

TEXT	WORD EXPLAINED	EXPLANATION EQUIVALENCE	DEVICE USED
/... lādōgasum kənāčət beqar yəgodələyalem sətəl čəgərəan batəngərəñ ləzih nəw ande/ šərəgudu 'aləhuna mətə rəbiyayə n nətə qe kətələq yəbər (šəbo) dnr gəbəče..... /	/yəbər dur/	yəbər šəbo	parenthesis

4.1.1.1.

A student reading Amharic text attend to certain relations between the words and the context in which these words are found . And, he comprehends the text if he can identify contrast of words as clues to the meaning of other words . He can get the meaning of a word if it is the cause of something in the text . And, a word is meaningful to him if it describes or is part of the description of the effect of something, As a result, he becomes sensitive to these relations and can predict what the consequence will be. Furthermore, a reader may identify an object when the word is used to describe an object whose purpose is described in the text. Moreover a student may also attend to words which explain general or specific concepts and ideas . And these are very important to the understanding of a text. The following text (adapted from Y d r s t 'A b n t/

Moreover, a student may also attend to words which explain general or specific concepts, and ideas. And these are very important to the understanding of a text. The following text adapted from / Yidaroset 'Aabanet / can be analysed accordingly.

/ seto doru serta tezeğata saltemari ye'gaziabaher
'anagada 'ale. bezih gize temari kedoro^wa anadaybelab t
šaro 'andekedekeč . yanan belatew ageračewan tačobew
yemeñata gize sidens balebet tema in anagada nehona kalgaw
teñña kemede bu anataññalen alew. temarim^wayhonnem^wanant
hullet načahuonna kalgaw meññat 'alēbac hu 'alw.
wediyawam balebet baynor 'anagada kemən yadaral " yəhən
bemešele karakar lay salu balebet gəbar w ha w tac. ,
b h ala t mari monem bihon bəlo čək salale 'ačeneñña
kemede b tena. balebetam temari 'anbi baləh kemede b
ketəññah 'andə qebeñña lam 'alečanna ləbas h n ' n dat b law
s t m ta bezih medəbiya 'aqemesat bəlo loga ləməč sečew.
balebet bemečtač gize hulum tenatew qoyčət . lezewetaru
'anagada bemečta qučar kemede b neberanna yemitəññu
yemede bu bal^wa mešal^wat baytewaru 'adaysəma 'əsətu
'adafəna 'ayeməlemeleč dorowan kenəmerəq^wa 'akomekoməcaw
məgəbu siyaləq 'əqawən 'anəsta ləmeñata tešenadəta
batəmečt a tey zuri! 'erč! getaw yal^wat lam mečtač! 'əyalə
bəyaz w mečəbiya hulet gize ləmečtečət.

ləsəsətam way yanəqew way yəwədəqew. 'andəkanəf .
yečenefegew sew bemele dorowan belto hede.

(refer to the table for the analysis of the relations).

WORD OR PHRASE	EQUIV.	CONTRAST	CAUSE	CONSEQUENCE.	PURPOSE	EXPLANATION	GENE. OR SPECIF.
/ənantɛ hulet naɕəh una /						--ənant hulet naɕ huɲna kalgaw mɛtɛ mɛnat alɛbaɕ hu.əndiyaw m balɛbet baynor 'ən ngəda yet yadɔral/	
/yɛgəziabɛhɛr ɔngɛ d 'alɛ/			tɛmari yɛ gəzia biher 'əngada 'alɛ--- saro and.kɛda.kɛɕ /				
/bal ^w a mɛsl ^w at/				/əngada bɛmɛtɔ quɕɛr-- yɛmitɛn mɛnat-- bal ^w a mɛs l ^w at-- dorɔ a kɛnɛmɛrɛq ^w a akomɛkomɛɕ w/			
/lɛmɛnɔta tɛsɛn adətə/						
/əndaysɛma /		/ tɛmari kɛdorɔ a ndaybɛladɛt.-- yɛmɛdɛbu bal ^w a mɛsl ^w at baytɛwaru 'əndaysɛma 'ɛsatun 'adafna 'əyɛmɛlɛmɛlɛ ɕ dorowan--akomɛ komɛɕɔw/		/lɛmɛnɔta tɛsɛnɔ ɛta bɛtɛmɛtɔ tɛy zuri-- yal bɛy azɛw mɛdɛbiya-- lɛmɛtɛtɛt/			
/mɛdɛbiya/						a stick with which one hits sth.	
/lɛsɛsɛtəm/						6	lɛsɛsɛtəm way yanɔqɛw way yawɛdɔqɛw

4.1.1.2. Inference through the understanding of word formation.

The understanding of word formation and derivation is very important for meaningful reading. To make reading meaningful although 'an exhaustive list of prefixes and suffixes would be impossible for a student, a student should know the prefixes and suffixes which are frequently used in their reading. And, the understanding of these prefixes and suffixes is an excellent means of dealing with unfamiliar lexical items. Moreover, an Amharic reader would be at a loss without the understanding of affixes as Amharic is rich in affixes. That is, he must be able to discriminate the root of a word from the affix. It is then that he understands the invented word constructed as a result of the affix added to it. This is best developed when a student practices to infer the meanings of words in which the newly acquired form is combined with familiar affixes and bases. In Amharic reading, a student must know not only the meaning of a root and an affix but also the pattern of compound words as well as the way these patterns are combined.

In Amharic, negation, the auxiliary, person gender, number are marked by prefixing or suffixing the verb in the sentence. For instance negation is marked by a prefix /al-/ and a suffix /-m/. The suffix /-m/ is later deleted if the verb is subordinate. The auxiliary in Amharic is composed of tense aspect and mood. Tense is expressed by the perfective - which expresses a completed action For example; /təwat hede/ (perf) 'He went in the morning'. According to Leslau the perfect aspect most of the time expresses past-tense, and the imperfective- expresses a present or future action; (page 64: 1967)

for example /y^umtal/ 'he comes, he will come or he is coming, /lim ta n w/ 'he will come or he is going to come' Model : in Amharic 'model' shows probability or uncertainty of an action which is going to take place, which would have taken place, or which has taken place eg. /səy^usəf əy^uəəm / 'he may write.' /y^umət^u yəhona/ 'he would have come' /y^umət^u yəhona yəhona/ 'he may come', /n^uətəfo yəncə yəhona/ 'having come, 'he may be present' Tense in Amharic, indicates the time of the action of a verb whether it is past or non past.

In Amharic negation is totally indicated in the verb. Negatives in Amharic occur as prefixes before imperatives and Jussives; for example /attəwsəd/, 'don't take' /'annəwsəd/ 'Let us not take.' The negative formation includes only the prefixes /all-/ , /att-/ /ayy-/ /ann-/ with the basic form of the verb suffixed by /-m/. For example /'allm tam/ 'I don't come' 'I am not coming' /'ayyhedum/ 'They are not going'. The negative form for the verb to be is /aydəll-m/

Similarily, when we consider the verb stems of Amharic we observe that it has different verb stems . One of these stems is the Basic stem. It might actually exist in the language or it might be a constructed form, Hailu writes :

The basic stem is characterized by the absence of any element of augmentation either internally by reduplicating one of the root consonants or externally by prefixing a stem deriving element or both (ll: 1963)

The basic stem is, therefore, the verb form that does not have any prefixes. For instance /wɛssɛdɛ/ 'he took' (transitive) is the derivation of a /tɛ-/ stem /tɛwɛssɛdɛ/ 'he was taken' - Mostly a stem prefix does not change the tense and gender but changes the word class.

In order to analyse which verb takes what prefix or suffix, it is essential that we observe the groups into which Amharic verbs fall. Hailu Fulas divides Amharic verbs into the following four groups.

Group one verbs are composed of three classes. Namely, class A consists of verbs such as /sɛbbɛrɛ/ 'broke-he.' Class B consists of verbs such as /fɛllɛgɛ/ 'wanted'. Class C consists of verbs such as /ballɛgɛ/ 'misbehaved.' Two other classes which fall into this class are the bi-radicals (verbs composed of two radicals); for example /bɛlla/ 'ate he' /gɛččɛ / 'bumped'.

Group two consists of verbs whose third radical is germinated. One class of group 2 has four radicals. And this class has two types, for example, a verb such as /mɛnɛzzɛrɛ/ 'changed money in low-value coins', and /ɛ / 'mixed' are type one and type two respectively. The second class consists of tri-radicals whose final consonant is germinated and the final radical is followed by /-a/; for example /bɛrɛtta/ 'got stronger.' This class has two types. Type one is represented by /gɛrɛṭta/ 'looked feeble' and type two is rendered as a derived stem. It cannot be rendered as a basic stem; for example /tɛzɛgag̣gɛ/ 'prepared' but not /zɛgag̣gɛ/.

Group three consists of bi-radical verbs whose consonants are not germinated in their root form. There are three classes under this group. Class one is represented by /safɛ/ 'wrote', class two is represented by /qoim/ 'stood up', class three represented by /šɛtɛ/ 'sold'.

Group four consists of quinquradicals and those verbs having more than five radicals. "In this group verbs do not have basic stem forms. Their basic forms are theoretical constructs" (Hailu Fulas : 11: 1963). That is, without the prefix attached to them, they don't exist as such in the language; eg. the word /zɛgagɛɛɛ/ does not exist in the language, but only when an affix is added to it. As a result, a student should be able to identify such forms. Moreover, reduplication occurs only with those verbs which have a germinated consonant; for example /mɛtɛtɛ/ 'came' /^{hi}mɛtɛtɛ tɛ . 'came many times' and verbs which are not germinated in the perfect; In these verbs only the first consonant is reduplicated; for example /safɛ/ 'wrote', /sɛsɛsafɛ/ 'wrote many times' A reader pays attention also to this distinction.

The /tɛ+reduplicated stem / ^{of first radical} /'a-/ verbs such as /'awɛqqɛ/ 'knew', /tɛwawɛqqɛ/ 'introduced to' is the same as the /tɛ+reduplicated stem/ of another verb of the same class in the perfect; for example /tɛkkɛlɛ/ 'planted' - /tɛkakkɛlɛ.. 'planted at many places 'or 'planted for a longer time'

So far, the researcher has briefly introduced the four groups of verbs and their subgroups. Moreover, a reader attend to another group of verbs which consist of two components. Hailu writes 'composite verbs refer to a series of verbs with two components each" (11 : 1963). One of the components is never affixed

for person, number or aspect - it is always fixed. The second component is either /alɛ/ or 'adɛrrɛgɛ/. And it is always conjugated; for example, /ʒam' alɛ/ 'he kept quiet.'

Furthermore, a reader is also aware that the first component can be primitive or derivative. When it is primitive it is not derived from another verb; for example /qɛs'alɔ/ 'she slowed down'. And, when it is a derivative, it is derived from an existing verb; for example /sɛbbɛr 'alɛ/ 'broke-' from the verb /sɛbbɛrɛ/ 'broke'.

In the above paragraphs the researcher has briefly discussed the general characteristics of the verbs in Amharic. And, the researcher will briefly discuss the derivation of nominals from verbs.

4.1.1.2.0. Derivation of Nominals from Verbs.

In Amharic there are different nominal patterns. One of these patterns is the verbal noun. The verbal noun can be rendered in the form of /m s b r, m g d l/ 'to break' and 'to kill' respectively. The following classification is done according to Hailu Fulas's derived nominal patterns.

4.1.1.2.1. Nominal pattern /mɛsɪr/

It is the most productive pattern. According to Hailu

'The verbal noun is the most productive pattern in the sense that it is automatically derivable from all occurring stems in the language (11 : 196.)

And, the main characteristic of a verbal noun is the prefix/m~~ε~~-/

Generally, the verbal noun when derived from the /t~~ε~~-stem/ is assimilated to the verb just preceding it; for example /t~~ε~~fellege/ 'is wanted'. The verbal noun is rendered as /m~~ε~~fellege/. The/m -/ prefix is attributed to the geminated first radical.

Similarly, the verbal noun form the /ta-stem/; eg, /tammene/ 'trusted'. Moreover, the verbal form is rendered as /m~~ε~~tamen/. As a rule, the initial radical is geminated.

Moreover, those whose last radical is geminated in the perfect render their verbal noun form by taking the suffix/-t/; for example, /bella/ 'ate he' is rendered as /m~~ε~~blat/ 'to eat'.

And, the reader is also aware of the distinction between the verbal noun formed from the /a-stem/ and the verbal noun derived from the basic-stem; for example /m~~ε~~lbes/ 'to dress oneself'- and /m~~ε~~lbes/ 'to dress someone else'; the distinction lies between the vowel of the basic stem/-~~ε~~-/ and the/a-stem/

Furthermore, a reader, attend to the verbal noun derived from the reduplicated-stem abbreviated as (re-stem). It is rendered by the reduplication of the penultimate radical.

GROUP	RE-DUPLICATED STEM	M +RED-STEM
1	/s ε bbere/-/s ε ba bbere/ /b ε lla/ -/b ε llala/ /q ε re/ -/q ε rarre/	/m ε s ε babar/ /m ε b ε lalat/ /m ε q ε raret/
2	/m ε nezere/ -/m ε nezazere/ /beretta/ -/beretatta/ /s ε leče/- /s ε lečače/	/m ε m ε nezar/ /m ε ber ε tatat/ /m ε s ε lečač ε t/
3	/s ε afe/ -/s ε šafe/ /šwame/- /šwašwame/ /š ε te/ - šašate/	/m ε s ε af / /m ε šwašwam/ /m ε š ε šet/

Moreover, a reader attend to the distinction between the pat of /tε+ reduplicated/ form and the /reduplicated stem/. They, both are the same from the surface except that the /t-/ is assimilated to the first radical and, as a result, the first radical is geminated; for example, /tεsεbabbεrε /-'broken into pieces' becomes /mεsεbabεr/ 'breaking into pieces.'

Similarly, the /a+reduplicated stem/ has the same pattern as that of the re-stem except that the vowel after the prefix /m/ is /a-/ instead of /-ε-/.; for example, /'alεqaqqεsε /- 'wept continuously', becomes /malεqaqεs / 'to weep'. Therefore, the verbal noun form in Amharic is similar to the English gerund or infinitive verb form. And, the verbal noun as it has been observed is derivable from all existing verb stems. A verbal noun also refers to inanimate objects in such as /mεbrat/ 'light from /berra/ 'lighted!

4.1.1.1.2. Nominal Pattern /mεsaber^ya/.

The nominal pattern that is used to designate something as an instrument is rendered by suffixing /-ya/. This pattern is called as instrumental. The verbal /mεsaber / 'breaking' becomes /mεsaber^ya/ 'device used in the breaking of something'. It is derivable from an existing verb; and, it can also refer to places which are used as a means to do something; for example; /mεwadeq /

"In all the classes and stems, if the last radical of the verb is a dental sibilant or /l/ it is palatalized in the instrumental pattern." (Hailu Fulas : 29 : 67) : for example /wεrεde/ 'come down'--/mεwεrεga/ ' a device or a means through or by which something can come down.

A reader pays attention to biradicals such as /fɛççɛ/ 'ground-he', /sɛma/ 'heard -he' whose final vowels are /-ɛ/ and /-a/ and whose verbal noun forms are /mɛfçɛt/ and /mɛsmat/. The verbal forms are deleted and /-ya/ or /-a/ after a palatalized sound takes their place (ibid 30 : 67) Therefore, they are rendered as /mɛfççʲa/ 'ginder', /mɛsamiʲa/ 'hearing-aid'

4.1.1.2.3 Nominal Pattern /assɛ babbɛr/

This pattern is derivable from verb stems basic or derived. The verbs are derived by prefixing the consonant /a-/ and geminating the first radical of the verb; for example;

Group 1 triradical verbs; /qɛrrɛ bɛ / 'approached' - /aqqɛrarɛ b /
'an approach'

" " biradical verbs; /bɛlla/ 'ate' - /abbɛlal/ 'eating manner'

" " biradical verb; /ʃɛttɛ / 'sold,' /aʃʃɛttɛ/ 'sales procedure'

Group 3- quadri radicals; /dɛbalɛ qɛ/ 'mixed' - /'addɛbbɛlalɛ q/
'way of mixing'

" " quadri radicals; /mɛrɛ mɛ rɛ / 'examined' /ammɛramɛr/ 'way of examination'

" Biradicals; /qafɛ / 'wrote', /'aʃʃaʃaf/ 'style of writing'

" " " /qomɛ/ - 'stood up' - /'aqqɔwɔwam/ 'pasture'

4.1.2.4. Nominal pattern /sɔbbɔbbɔ r/

A reader attend to this nominal pattern that it is derivable from tri-radicals, biradicals, and quadriradicals for example :

tri-radicals; /lemɛdɛ / 'got used' - /lɔmɔ mɔ 'practice biradicals-;

/fɛççɛ/- 'destroyed' - /fəççəççət/ 'distraction' quadri-radicals & /mɛsɛ kkɛrɛ /
'bear witness' - /məsəkkə r/ - 'witness'

/t +reduplicated stem/ - /tɛ n ggɛrɛ /- 'talked with somebody about something -

/nəgəggə r/ - 'speedb'

4.1.1.1.5. Nominal Pattern /sɛbari/.

This nominal pattern is the most productive pattern next to the verbal and the instrumental. The reader pays attention to environments where the last radical is not sibilant and dental; for example, /fɛllɛgɛ/ 'wanted'- /fɛllagi/ 'seeker'. He understands that when the last radical is dental, sibilant or /l/ the last radical is palatalized; /lɛbɛsɛ/ 'dressed'- /lɛbaʃ/ 'dresser'. He attend to bi-radicals whose last radical is palatalized; for example, /gezza/ 'bought', /gɛzi/ 'buyer'. And, he attend to verbs whose second pinultimate radical is geminated and the vowel /a/ after the pinultimate radical. /sɛbbɛrɛ/ 'broke'- /sɛbari/ 'breaker'. Therefore, in Amharic the different groups of verbs are designated as follows:

Group1 tri-radicals /sɛbbɛrɛ/ 'broke' /sɛbari/ 'breaker'.

bi-radicals /sɛma/ 'heard' /sɛmi/ 'communicator'

/lɛyɛ/ 'identified' /lɛyi/ 'identifier'.

Group2 Quadri-radical /dɛballɛqɛ/ 'mixed' /dɛbalaqi/ 'mixer'!

tri-radical /bɛrɛtta/ 'strengthened' /bɛrɔci/ 'characterized by strenght'.

Group3 Bi-radicals /ʃɛttɛ/ 'sold' /ʃyači/ 'seller'.

The stem is the same as the participle of the basic stem. Only the prefix /tɛ-/ is prefixed. Hence, quadri-radicals, tri-radicals and bi-radicals are rendered as /dɛballɛqɛ/ 'mixed' - /tɛdɛbalaqi/ 'was mixed' /sɛlɔci/ 'gets bored easily' - /tɛsɛlɔci/ 'was getting boring', and sɛmi/ 'hearer' - /tɛsɛmi/ 'believable'.

Furthermore, a student is aware that the participle from the /'as-stem/ of type C group 1 verbs and the participle of the as-stem of group 2 and 3 verb is the same as their basic stem.

Group 1 tri-radical Type C bi-radical	(Participle form basic.st) /mɛraqi/ 'someone who blesses' /qɛri/ 'absent'	(Participle as-stem) /'asɛraqi/ 'someone 'who lets another to blessed' /'asqɛri/-'someone who causes absence'
Group 2 quadri-radical	(Participle form basic.st) /mɛnzari/ 'someone who changes in low-value coins'	Participle/as-stem/ /'asmɛnzari/ 'someone 'who is in charge of changing money in low value coins'
Group 3 Bi-radicals	/lɛki/ 'one who takes measurement'	/'aslɛki/ 'one who is responsible for the measurement!

The student who does not face a problem when comes across verbs such as:

Group 1- tri-radicals- /tɛsaddɛbɛ / 'cursed'- /tɛsadabi/ 'he who curses'

On this account the student understands that the participle from the tɛ+ stem has identical forms with the participle from the t +stem group two verbs.

Group 1 biradicals /tɛwɛqqa/ 'crushed' ² /tɛwɛqi/ 'he who is crushed'

" /tɛfaɣḡɛ/ 'burnt' - /tɛfaḡi/ 'something which is very hot'

Group 2

quadriradicals /tɛmɛnaççiq/ 'rediculed'

/tɛmɛnaççaqi/ 'one who redicules'.

triradical /tɛɛratta/ 'got stronger', /tɛɛraçi/ 'one who gets stronger.'

4.1.1.2.6. Nominal Pattern /sɛbɛra/

The student is aware that this pattern is generated by all types of group one verbs, and some group 2 type verbs.

Group 1; sɛbbɛrɛ /'broke/ - /sɛbɛra/ 'breaking'

/fɛllɛgɛ / 'wanted', /fəllɛga/ 'search'

/gallɛbɛ/ 'galloped' - /galɛba/ 'galloping'

for class A, B, and C respectively.

Group 2 type 1, for example /gɛlɛbbɛtɛ/ 'turned up side-down,' /gəlbɛta/ 'over throwing.'

4.1.1.2.7. Nominal pattern /səbhare/

This nominal is not so productive. A reader is conscious that it is derivable from a small group 1 and group 2 verbs; for example, /mɛssɛl/ 'he used a proverb' - /'mɛssale/ 'proverb'; /sɛlɛttɛnɛ/ - 'developed' /sələttane/ 'development.' for group 1 and group 2 respectively. It is to be

observed that the geminated penultimate radical is retained in the basic and the derived pattern and the final vowel /-ε/ is dropped by replacing /-e/

4.1.1.2.8 Nominal pattern /səbr^{va}/

In addition, a reader attend to the fact that only a few verbs produce this nominal pattern. According to Hailu Fulas "This list is exhaustive. Only the triradical and the biradical patterns can derive this pattern" (71:1967) For instance, /gerrεfε/ 'tortured' - /gərfya/ 'torture.' /ṭεrrεgε/ 'cleaned' - /ṭərgya/ 'cleansing', /gabbεḂε/ 'invited' - /gəbʒa/ 'invitation', /ṭεrqεsε/ 'winked' - /ṭəqəʒa/ 'wink', and /geffa/- 'pushed' /gəfya/- 'pushing', /wεgga/ 'pierced with a sword' - /wəgya/ 'war'; /gmma/- 'snatched' - /qammya/ - 'snatching'.

4.1.1.2.9 Nominal Pattern /səbər/

The reader is also aware that only few verbs generate this pattern. Verbs such as /sɛdεbbε/ 'cursed' - /sədəb/ 'curse', /ṭεqεmmε/ 'assisted' - /ṭəqəm/- 'assistance' or 'profit' /mεsεllε/ 'resembled' /məsəl/ 'statue, /ṭεqεssε/ 'quoted' - /ṭəqəs/ 'quotation', /lεqεmmε/ 'Sorted out' - /ləqəm/ 'sorted', /'alεmmε/ 'dreamed' - /həlm/ 'dream; and /geffa/ - 'pushed' /gəf/ 'torment', /gəbba/ - 'went in' - /gəb/ 'goal' /ṭεmma/ 'got thirst' - /ṭəm/ 'thirst'.

4.1.1.2.10. Nominal Pattern /səhrat/

This nominal pattern is derivable from the first three groups; namely group 1, 2 and 3.

Group 1 trivradicals /kəbɛ ddɛ/ 'got heavier' - /kəhdɛ t/ 'weight'

Group 1 bi-radicals /təffa/ 'lost' - /təfat/ 'loss' or 'casualty.'

" " " /məššɛ / 'became dark' - /məš ə t/ 'evening'.

Group 2 tri-radical; /hɛrɛ tta/ - got stronger - /hərtat/ 'strength.'

4.1.3.0. NOMINALIZING MORPHEMES

So far, the researcher has briefly presented how nominals are derived from verbs; and will proceed with the discussion of nominalizing morphemes. That is, a discussion of the suffixes or morphemes would help us to know how and what types of suffixes the reader makes use of and attend to when he reads. These nominal suffixes are very essential in changing verbs from one word class into another. Nominalizing morphemes derive nominals from other nominals. "The deriving nominal may be" 'primitive' - 'a nominal which does not have an underlying verb stem from which it is derived; eg /gərɛbet/ 'neighbor' /gurbətə nna/ 'neighboring' - /gurbətə nna nɛ t/ 'neighborhood.'" (Hailu Fulas : 77 : 1967). Moreover, it is observed that the nominalization of words shows us that every nominal is derived from a verb. eg /sɛbara/ - 'a broken one' from /sɛbbɛ rɛ / 'he broke'. And, this derives /sɛbarə nɛ t/ 'the fact of being broken.'

Another kind of nominalization is compounding. This nominalization is very productive. It has multiple suffixes which can be affixed to words to change their meanings. The researcher, however, will treat the nominalizing morphemes first.

4.1.1.2.1. Nominalizer/-annet/

This morpheme is very productive. It can be suffixed to a nominal, a verb etc; for example/bet/ 'house'- /betannet/ 'the fact of being a house'. It is also suffixed to words which end in consonants and vowels. Nominals that end in /-a/ when /-annet / is suffixed either /-a/ of the morpheme is retained or in some environments the final /-a/ of the nominals is retained and /-a/ is dropped; for example, /leba/ -'theif' -/lebannet/ 'the fact of being a theif' .And in some cases the retention of the last vowel /-a/ is obligatory; for example, /sɛbara/ 'broken one'-/ sɛbarannet/, 'the fact of being broken' . Moreover, when it is suffixed to other vowels other than those discussed above the /-a/ is dropped, for example, /bɛqɔlo/ 'mule'- /bɛqɔlonnet/ 'the fact of being a mule'.

4.1.1.2.2. Nominalizer /-ɛnna/ .

This nominalizer has two allomorphs . However, they are not in free variation. This nominalizer is suffixed to a set of abstract and concrete nouns ending in a consonant; and /-tɛnna/ is suffixed to another set of concrete nouns which end in vowels; and to some type 1 verbs of group 1. For example, nouns ending in consonants /nɛgɛr/ 'case' - /nɛgɛrɛnna/ 'scoundrel', /gamb/ 'wall' - /gambɛnna/ 'mason. Nouns which end in vowels /-a/ drop the vowel /-a/. When /- nna/ is suffixed to them; eg, /gurra/ 'boasting' - /gurraɛnna/ 'boaster' /zəmɔta/ -'silence', - /zəmɔtɛnna/, 'quiet' . And, when /-ɛnna/ is suffixed to nouns ending in any other vowel /-ɛ/ of /-ɛnna/ is dropped; eg, /lɔqso/ -'mourning'-/lɔqsoɛnna/ 'mourners'.

Furthermore, nominalizers /-tɛ ħħa/ and /-ɛtɛ ħħa/ are in free variation if the nouns end in consonants; eg. /mahbɛ r/ 'an association' - mahbɛ r ɛ tɛ ħħa, a member of an association; and if the word to be nominalized ends in vowel /-a/ then /-tɛ ħħa/ is simply added; eg. /sɛrra/ 'worked' - /sɛrra tɛ ħħa/ 'worker'.

4.1.1.3.3. Nominalizer /-ta/

It nominalizes composite verbs and other few words which occur as objects of the verb /'alɛ / 'said'. Composite verbs are of two kinds. Biradicals and triradicals. To derive a nominal from a biradical /- ta/ is suffixed; for example /Zəmm alɛ / - /Zəmm ə ta/ 'silence', And to derive a nominal from a tri-radical vowel /-ə -/ and /-ta/ is suffixed; eg /'azɛnn'al / 'got sad' - /azɛnɛta/ 'sympathy'. Biradicals + tən + prefix /tɛnčača/ - 'shouted' - /čačata/ 'shout' 'tunnult'.

Group one bi-radicals /sɛmma/ 'heard' - /səmotə / 'warning' group-three biradicals /hənɛ / 'became' - /humɛta/ 'condition.' Type A biradicals whose initial radical is /r-/ such as /rɛbba/ - 'reproduced' /'ərbata/ reproduction. Finite forms such as /yəqə r/- 'forgive' /yəqə rta/ 'forgiveness.' Triradicals which form /-ta/ nominal for example, /gɛddɛ dɛ/ 'forced' - /gəddɛta/ 'obligation' Verbs which occur as direct objects of a verb; eg. /əšši 'alɛ / 'agreed' - 'accepted' /əššita/- 'acceptance.' And, there are two kinds whose group is not clear. They have bases, eg. /wəl/ 'agreement' - /wəlɛ ta/ 'favor' There are, also, some which do not have a base /čə mə čə mta/, 'rumor' /korɛbta/ 'a high land.'

4.1.1.2.4. Nominalizer /-ǎñña/.

A name of an ethnic or national group to which /-ǎñña/ is suffixed designates either language dialect or national group; for example, /tǎgre/ 'a name of an ethnic' / tǎgrɛ/, /tagǎrǎñña/ 'a language'

Interrogatives to which /-ǎñña/ is suffixed are /man/ 'who' /yet/ 'where' , /mǎn/ 'what' - and are rendered as /mǎnǎñña/, /mǎǎñña/ , /yetǎñña/ respectively.

4.1.1.2.5. Nominalizer /-ǎnna/.

The three radical verbs to which /-ǎnna/ is suffixed, the middle radical becomes intervocalic. Then, when /-ǎnna/ is suffixed, its first vowel is dropped; for example, /sǎnɛf/ 'lazy' - /sǎnǎfanna/ 'laziness'. Four radical verbs to which /-ǎnna/ is suffixed are of two kinds ; those in which there is no vowel between the second and the third consonants. These are the tri-radicals of which the middle one is geminated and the quadri-radicals which consist four different radicals; for example, /šǎmagǎlle/ 'old man or woman' /šǎmagǎlǎnna/ 'oldage'. Bi-radicals to which /-ǎnna/ can be suffixed are /liq/ - 'educated'- /liqǎnna/ 'excellence'

The /-ǎnna/ can be suffixed to /'aroge/ 'old' /'ǎrgǎnna/ 'old age'. The abstract noun /'ǎrgǎnna/ is formed according to the vowel harmony rule given but changes the /g/ in /'aroge/ to /ǧ/. However, the verb from which /'aroge / 'used' or 'old' is derived is /'arǧǧǧɛ/. The initial / a-/ of /'arǧǧǧɛ/ is a radical

4.1.1.3.6. Nominalizer /-am/

This is suffixed to nouns only. If a noun ends in a consonant the nominalizes /-am/ is suffixed to it; for example, /həb/ - 'wealth' /həbətəm/ 'wealthy', /həd/ 'belly' - /hədəm/ 'big bellied.' If the noun ends in a vowel, the vowel changes when it is suffixed to the nominalizer /-am/ for example; /fərə/ 'fruit' 'seed', /fərəyəm/ - full of or capable of giving fruit.'

4.1.1.3.7 Nominalizer /-ə/

This nominalizer /-əmmə/ is suffixed to concrete nouns only. (Hailu Fulas : 106: 1967) The nominal so formed is an adjective. /dəŋgəy/ 'stone' /dəŋgəyəmmə/ 'stony'. It designates "capacity for" and is used to show resemblance" (*ibid* : 108 : 1963). The suffix when added to a nominal such as /dəŋgəyəmmə/ 'refers to the potential that something has; and it designates the likeness of a certain characteristic; for example /wəŋgəyəmmə/ 'that resembles the color of grapes.

4.1.1.3.8. Nominalizer /-e/

It is suffixed to a limited number of nouns. It is suffixed to the names of some places within the confines of Ethiopia. The nominal designates the place of the person. And the vowel /o/ becomes /-yē/; for example, /wəllə/ - 'name of an Administrative Region in Northern Ethiopia', /wəlləyē/ 'some one from wello.' It also indicates profession and character or an ethnic group /gurre/ , /gondərə/ for someone from 'gurage', and from 'gondar' respectively.

4.1.1.3.9 Nominalizer /-č/

This nominalizer changes the meaning of a word without changing the basic form; for example /gəb/ 'hyena' - /gəbč/ 'one who acts like a hyena.' /moňň/ 'stupid' - /moňňč/ 'One who is stupid'; /təmb/ 'dead' - /təmbč/ 'one who is like the dead' or 'inactive'. Besides, nominals which end in /-a/ take nominalizer

/-ə/; /'ahəyya/ - 'donkey' - /'ahəyyo/ 'one who acts like the donkey.' Hailu Fulas suggests that nominals such as /qoŋgo/, /'ʌmlɔko/, /Zendo/ 'beautiful', 'worship' and 'python' respectively, don't belong to this class. It is suffixed to nouns that have an undesirable connotation (usually a derogatory) one.

4.1.1.3.10 Nominalizer /-'awi/

Words such as /etyopyawi/, /həndawi/ are derived by suffixing the nominalizer /'awi/ which only refers to the masculine gender. A reader does understand that the female is formed by /-awit/ /'etyopiawit/ 'a lady from /'etyopia/ and the plural form is formed by suffixing /-awəyan/ /'awəyat/ respectively. Besides, a reader is aware that /mədərəwi/ 'which belongs to the earth' and /sɛmayawie/ 'which belongs to the sky, 'space' or it refers ^{to} the color 'blue'; are formed with the use of this nominalizer /-aw/. And, other derivations of this are those which express the quality of a person; eg. /mənfəsawi/ 'Spiritual.'

4.1.1.4.1 COMPOUND - NOMINALS

There are two types of compound nominals.

4.1.1.4.1. Those that have an N+N structure

4.1.1.4.2. Those that have an N+V structure.

4.1.1.4.1.1- there are two kinds of N+N structures. The reader is aware of a structure such as /wɛrɔ-sɛ 'at/ as a compound structure and that they can occur independently; for example, /wɛrɔ/ 'gold', and /Sɛat/ 'watch'

4.1.1.4.1.2 - There are also compound structures where one of the compounds ends in the vowel /-ɛ/; for example /betɛsɛb/ 'family' or /-ə/ as in Wɛndəgɛrɛd/ 'boy-servant'. However, the reader understands that are N+N structure is not an adjective + Noun phrase, but is referred to as a single unit.

4.1.1.4.1.3. Moreover, a reader attend to nominals referring to compounds where the first is rendered as the measure of the second; for example /bərçə qo wētət/ 'a glass of milk.'

4.1.1.4.1.4 - Besides , the reader pays attention to structures rendered as /šay suq/ 'tea shop.' This type of structure expresses that the first item is sold at the second.

4.1.1.4.1.5. - Also a reader attend to nominals designating object - verb relationships; for example /mɛkina- sərə/, 'car making'

4.1.1.4.1.5. - A reader is also aware of compounds - where a compound is made up of a participle and object verb. The verb is transitive; eg. /mɛs ə h. f safi/ /bərçə qo sɛ bari/. 'a writer', and 'glass breaker.' respectively. And, he pays attention to prepositional noun phrases and participles derived from intransitive verbs; for example /bɛgər hyağ/ 'a walker'. On the other hand, a nominal compound in which the first is a noun and the second compound is instrumental and is a transitive verb. It stands as an object to the second; for example, /səga mɛqaw rɛ čəw/ 'something that is used in the cutting of meat.'

4.1.1.4.1.7 - A reader also pays attention to compounds where one of the elements functions as a modifier of another nominal; for example, /dɛbdabbe mɛsafya/ 'writing pad' where /mɛsafya/ is the modifier of dɛbdabbe. And, when the second nominal is derived from an intransitive verb, then the first nominal becomes a prepositional phrase.

4.1.1.4.1.8. - Furthermore, the reader needs to realize that the noun + noun structures are compound nominals which need special attention. There is a compound where the first component ends in /-ɛ/; for example, /labbɛ sɛffi/,

'big hearted,' /'ayyne səwwər/ 'sightless.' Also, there is a compound which expresses two relations neither of which seems to be predictable; for example, /betɛ Nəgus/ /yɛ nəgus bet/ 'a king's house'. /agɛrɛ gɛǧ/ /yagɛr - gɛǧ/ 'governor.'

4.1.1.4.1.9. - Similarly, compounds in which the first component is followed by the vowel /a/ need special attention. There are two types of these compounds. In the first type, both of the compounds refer to the same nominal /qatɛ la qatɛl/ 'leaves.' /bərəta bərət/ 'metal. And this compound refers to concrete objects. Likewise, the reader attend: to compounds which refer to the same nominals and the second means the same as the first; for example /nɛčča nɛčč/ 'whitish' compounds such as 'ləgagɛrɛd/ 'girl', and /wənda gɛrɛd/ are nominals which do not refer to the object.

4.1.1.4.2. - The second kind of compound nominals are composed of a noun + verb; for example /sɛw sɛraš/ - 'man' - made', /mɛgɛrqrɛsqəš/ 'trouble maker'.

In general, the awareness of what has been discussed so far is essential to the reading of Amharic. That is, the knowledge of all the derivational and inflectional affixes is very important to the understanding of a text. The following text is marked for different affixes. (Text adapted from ESICE :8 : 1981).

/Waləya yəmmiqɛñɛw bɛ'ɛtyopiya bə'ča nəw, 'əskezare bɛsimeyen tɛrara bɛtɛlɛyəm bɛrs. dašən 'aqrabya bə'ča nəw yɛtayɛw. Yəmminqɛw bɛtɛrara çaf lay qwatəñə na gedɛl: bale bɛt sɛfra nəw. mɛbəluləndɛfəyɛl qatɛla qatɛl bɛtɛlɛyəm 'aste nəw. kərəgagəm quṭəq watowoč mægəb lɛ mɛqarɛm yɛfit 'əgəroč un wɛdɛlay zɛrgəto bɛhuwala 'əgəroču bə'ča bɛmɛ qəm mɛntɛrarat yəčələl/

In the above paragraph the student pays attention to the following prefixes, suffixes and morphemes. Some of these are :

Prefixes

- /y ɛmni-/ relative marker.
- /h ɛ -/ preposition preceding a noun.
- /b ɛ - lay-/ preposition and a post position
- /l ɛ -/ Conjunction preceding a verbal noun and is used to show purpose.

Suffixes

- /-w/ - third person singular (masculine).
- /-očč - plural marker.
- /-u-/ - possessive marker.
- /-n/ object marker
- /- ɔ nna/ - is a conjunction connecting two nouns.

Nominals

- /m ɛ qom/ - a nominal derived from the verb /qom / - a biradical verb.
- /m ɛ n t ɛ r a r a t/ - a nominal derived from /te-stem/ /t ɛ n t ɛ r a r a/ which is not derived because there is no word as /t ɛ r a r a/ designating the same meaning.
- /g ɛ d ɛ l a- g ɛ d ɛ l/ - a compound noun in which the first and the second component stand for the same nominal; they represent concrete objects.
- /r ɛ g a g a m/ - a plural form of adjectives is designated by the reduplication of the penultimate radical as in /'a ɕ a r/ /'a ɕ ɕ a ɕ a r/

A student who can group these suffixes and prefixes can develop his knowledge by guessing other words derived in the same way; for example, plural suffix

/ʔageročč/ 'countries', /lāgočč/ 'children' /sewəčč/; and /hiwetanna mot/ life and 'death' /geyənna t̄əqur/ 'red and black'. Negative prefixes such as /ʔalsə mamm/, Negative jussive /ʔayysama/ Negative infinitive /ʔalləməsmat/.

More over, a student can guess all possible forms that are not given in the text. And, when he correctly indentifies a word other than those possible forms it is to be understood that he is choosing from all other forms. Therefore, he can fill in the slot by giving its possible forms.

Word	Noun	adjective	person	verb
t̄əmari	m̄əmar	m̄əhur	ʔəstəmari	m̄əstəmarə
ʔadərəqi	m̄ad̄ərag	d̄ərgit	ʔad̄əragi	ad̄ərege
r̄əda	m̄errədat	r̄ədat	raği	m̄ r̄ada m̄ r̄at
t̄əyaqə	m̄ətt̄əyāg	t̄əyaqi	t̄əyaki	m̄ətt̄əyēq
m̄ələsə	m̄əmmələs	m̄ələš	m̄ələš	m̄əmmələs

A student who comes across words derived by affixes can identify their root correctly, for instance,

/ḡəgənnənnət/ root form /ḡəgənnə/. 'hero'

/gulbətam/ root form /gulbət/. 'power'

/yemmiyasiz w/ " " /yazə / 'held'

/haylənna/ " " /hayəl / 'strength'

When inferring, the student tries to find the word (in the running on sentences or paragraphs) whether it is repeated anywhere else. As a result, he guesses its meaning from the context.

4.1.2.1. Understanding Relations within the sentences.

An awareness of the structure (the word order) of a language is most helpful to a reader. That is, the understanding of the structure of the language helps the student to find out relations between the component parts. (SOV) and other essential parts such as clauses, phrases and other modifiers.

AMHARIC GRAMMATICAL STRUCTURE

In Amharic, the order of words in a sentence is : subject-object-verb. The verb, in Amharic, can stand by itself as a single sentence; for example / w sdacc hallahu/ ' I will take you' (pl). This long word is rendered in a single form because Amharic is marked for tense, gender, number, object etc. However, the nominal order of the sentence as it is indicated above is subject object-verb which is quite different from the English language word order. (Subject-Verb-object). for instance :

/Abḗbḗ mḗṣəh af gḗzza/ (Amharic)

subject Object Verb

Abebe bought a book (English)

(Subject Verb object)

The verb and the object potentials are reversed in both languages. Moreover, in Amharic a sentence can consist of a subject and adverb.

/Abḗ bḗ mḗṭṭa/

Abebe came

Abebe - subject, and /mḗṭṭa/ is a verb in the perfect. In Amharic the direct object is sometimes expressed by a special suffixed element and

of the marker depends mainly only whether the direct object is determined or not" (Leslau, Wolf & 66: 1967); for instance /Ab b etun 'af r s /. The marker of the determination is /-n/ with a noun occurring after definite article marker /-u-/ Thus /betun/ 'the house' as a direct object is marked accordingly.

4.1.2.1. Amharic Noun Phrase

The noun phrase in Amharic consists of a noun; and the subject is reflected in the verb.

/1/ /'Ab b e m e t t a/

Abebe came - he

Abebe came

The above sentence is the simplest form of the noun phrase, There are syntactic categories which can occur to the left of the noun phrase.

/2/ /l a g u m e t t a/

boy-the came he

The boy came.

Sentence /2/ is marked for a definite article /-u/ as a suffix to the noun phrase.

The definite article always occurs at the end of adjectives; for example

/3/ /q e c c a n - u l a g h e d - e /

/thin - the boy went-he/

The thin boy went

It also occurs after numerals; for example,

/4/ /h u l l e t u s e t o c c t e n n u /

In Amharic, moreover, the noun phrase is preceded by an adjective. Sentence /3/ is an example of this. And, a noun phrase is also preceded by numerals. Sentence four is an example of a numeral preceding a noun phrase.

4.1.2.1.1. Noun Phrases and Relatives

In Amharic we use the prefix /yε -/ to express relative pronouns 'who', 'that', 'which', and for the expression of the imperfect we use /yε mmeɪ- / or /əmmə- / in the present and future. Hailu indicates that "the verb bears the prefix /yε -/ and generally a suffix pronoun agreeing with the head noun which the relative clause modifies (498:1969). The relative clause always shows agreement with the subject under discussion. And, it is rendered with the past and non past tense. The relative clause marker precedes the perfect regardless of the perfect.

/6/ /yε-sε rr ε qε-w sεw mεttə/

rm-stole - he-it man came-he

The man who stole came.

The noun phrase can be followed by a relative construction.

/6/ /'elsa ləŋ-u yε-sε rr ε qε-w-n ləbs mεllεs-εʔ/

elsa boy-the rm-stole-he it cloth returned she

Elsa returned the cloth which the boy stole.

The above sentence is a combination of sentences /'elsa ləbs mεllεs-εʔ/ and /ləŋ-u ləbs sεrr ε qε/ The object noun phrase of the main sentence and the embedded sentence are the same. Moreover, if the relative qualified is

preceded by a preposition then the relative marker is omitted.

/7/ /sračɛwən lɛčɛ rɛsut sɛratɛ kkoč dɛməz kəfɛl/
work²their to finish they, workers wage pay.

Pay wages to the workers who finished their work.

When the relative is the noun phrase of a prepositional phrase, the prepositional suffix is changed to /-ll-/ or /-bh-/. In Amharic these are the only prepositional suffixes that can take object suffixes.

/8/ /kɛbbɛdɛ yɛ-hedde - bh-ɛt makina mɛ tta/
kɛbbɛdɛ rm- went he-in it car-came-he

The car i which kɛbbɛdɛ went came.

The prepositional object suffix is infixed in the verb of the embedded sentence. This infixed /-bh-/ is used instead of /-b -/ in the transformations. And the identical noun phrase of the embedded sentences /mɛkina/ is deleted and is indicated by /-t/ on the verb of the embedded sentence. A reader has to pay attention also to an adjective that is used in a relative clause and that comes before the noun it qualifies and is placed after the relative clause.

/9/ /'abɛbɛɣ zɛbbɛ kka-w yɛtɛkkɛlɛ w-h
nɛɣ 'abɛba mɛnɛ tɛ .ɣ/
abɛbɛch guard-the rm-planted-he-it

white flower removed-she

white flower removed-she

Abebech removed the white flower which the guard planted.

4.1.2.2. The verb Phrase

Every verb phrase has a verb.

/1/ 'astannare-w mε tt-a/

teacher the came-he

The teacher came.

In sentence /1/ mεtta/ is the verb phrase. The verb phrase contains an intransitive verb. On the other hand, in Amharic there are sentences which contain noun phrases and verb phrases.

/2/ ləgočč-u-n qε dde lu/

boys the dogs-the killed-they

The boys killed the dogs.

This sentence contains an object because of the transitive verb in the sentence. Sentence /3/ is an example of a preposition which occurs before a noun.

/3/ kε səra tε m ε l ε s ε /

from work came back-he

He came back from work

The words designated as /kε/ /wε d ε / are prepositions. On the other hand post positions which are two in number are always in pairs. However, the positions of the pre- and post positions does not affect the environment in which they occur. Normally a verb phrase that contains a preposition is given as -pp+N+N. The pre- and post-position occur before and after the noun. In that case-it is rendered as pp +N+N post position +V : for example : -

/4/ ləḡu kɛ -w- šša w stə w ɛ tta/
boy-the from-cave-inside came out-he
The boy came out of a cave.

4.1.2.2.1. The verb phrase, the copula, and the Subject Complement

The Amharic verb phrase contains a copula /'all , /n kb 4/ the locatives, the adjectives and noun phrases : for example

/1/ /'abɛ bɛ 'ə h 'all /
abebe here exist-he
Abebe is here.

/2/ /ləḡu 'ə a mɛ bb ɛ r /
boy-the there was he
The boy was there.

/3/ /l gu t mari m w/
boy the student be-he
The boy is a student

/4/ l g twa t n s m bb r cc /
Child - few the small was-she
The child was small

Prepositions exist as grammatical categories, because they don't have any unique characteristic since they occur in the same position as do prepositions in other languages. Verb phrases have prepositional phrases and verb phrases.

/1/ /ab b w d g b ya hed- /

Abebe to market went-he

Abebe went to the market

Amharic verb phrases include prepositional noun, and verb phrases.

/2/ /'abεbε lεkεbε dε kwas sεtεw/

abebe to k b d ball gave-he-him

Abebe gave the ball to kebede.

Sentence /4/ contains a prepositional phrase /l k bb d / a noun phrase /kwas/, and a verb phrase /sεtεw/

4.1.2.2.2. The verb phrase and the complement

/3/

/ləʒu bε bet wəst 'allε/.

boy-the in house inside exist-he

The boy is in the house.

The complement after the verb is a preposition and a noun phrase.

"In the preceding sentences /kε-wəst/ and /bε-lay/ are functioning as prepositions. 'They are called compound prepositions' (Hailu : 5-1968)

Let's observe whether the second components are prepositions too or not. According to Hailu

The problem now is to determine whether such a description is correct or not. A preliminary investigation of the problem indicated that there may not be such a thing as a compound preposition of any type. This means that there are prepositions in Amharic and they occur only pre-positionally (5 : 1968).

And he goes on saying they serve as heads of the prepositional phrase and he concludes that /kɛ / and /hɛ / are the only prepositions where as /wist/ and /lay/ are nouns.

On the other hand, ~~Cottrell indicates~~ ~~Cottrell~~ indicates

As prepositions occur before the noun and possess meaning in reference to the noun which follows, post positions similarly occur immediately after the noun and have meaning in reference to the preceding noun. Postpositions are employed not only for nouns but also for verbs /kɛ / and /hɛ / are usually the prefixes for the nouns or verbs that can be followed by postpositions (56 : 1964).

From the discussion it is understood that prepositions have relative positions to the nouns by preceding them. And post-positions follow nouns which are preceded by the preposition. A reader can predict what post-position is likely to occur if he is aware of the preposition that is preceding the noun. Because the terms preposition and postposition become confusing in Amharic. Leislaue uses positional relations instead when he refers to prepositions of English. He writes :

the term preposition is avoided because the relation that is expressed in English by a preposition can be rendered in Amharic by a preposition or a post position, or a preposition plus a post-position. Besides, with verbs expressing movement toward ('to') or being in a place (in, at) the element expressing the positional relation is optional (49 : 1967)

what is referred to in English does not exactly reflect the actual position of the elements in Amharic. For instance /tɛ maročču tɛ mari bet hedu/ or /tɛ maročč u tɛ mari bet hedu/ with and without positional relation.

4.1.2.2.3. CONJUNCTIONS

Conjunction join two sentences in one. The two sentences when joined in one may be called a compound sentence. But, it is understood that this one sentence contains two sentences.

/1/ /'amare ʔndɛ 'almaz tɛ mari nɛw/

'amare like 'almaz student he-is.

Amare is a student like Almaz.

/2/ /'almaz tɛ mari nat/

/'amare tɛ mari nɛw/

sentence 1 is the sentence rendered by joining the two sentences /2/ and /3/. And, this is done by reducing the two sentences into one by the use of the conjunction /ʔnd /.

4.1.2.2.4. The Object Pronoun Suffix.

In Amharic the pronoun object is indicated by a suffix. It is placed before the copula /-all-/ and /ɛbbɛr/ and after the conjugated form of the verbs in the past tense, imperative, jussive and gerundive, for example ,

/1/ /'anate baskut 'amɛtall ʔ n/ (Presimperative)

father my biscuits he brought for me.

My father brought me biscuits.

/2/ /ärsu wädoh nebbär / (before the copula past perfect
 he taken you had . and after a gerund.
 he had taken you.

Therefore, a student does not need to stumble on every sentence if his reading is aided by a thorough knowledge of the structure of a language. For instance, see the following short text (adapted from ESLCE: 3: 19800 is an example.

/ temari bet ('awäqet yemmigebeyabat gebeya nat malet yäçalal. ləmsale 'andəsew feres ; tətə ; tef; lemegəzat bifeləg feres lemegəzat wədē weynadiga bəmnker t fanta beqətata wədē gebeya hedo sayəngelatana bəzu gize sayətəfa yef elləgəwan, hullu ke'andə bota be'andə gize gəzato, wədē betu yamē təsäl .' ndihum temari bet, təmhrt yemmisətutanna təmhrt yemm ifelləgutən təmhrt bətewesene gize ke'andə bota 'andiyagənu taderəgaleč /

Word Order	Sent/1	Sent/2	Sent/3
Subject	/temari bet nat wəqət yemmi gebeyabat /	/' and saw yəmɬlɛs al tətə lemegəzat wədē qola feres lemegəzat wədədiga təf ləm g zat w d weynadiga sayəngel lata sayətəfa beqətata bəzu /	/temari bet taderəgaleč / h/təwesene ke 'andə/
Phrase modifier.	/gebeya /		

A student also pays attention to the subject-verb agreement.

/tɛmari bet lɛtə mɔhərt yemmət asɛnadačew mɛsariyawoč
anna mɛmɔhɪran baynoru tɛmariw yɛgiografy, tɛmɔhɪrtun kɛtɛmari
bet'andɛmiyagɛkɛw 'adərəgo lɛmawɛg bɛ'aleɛm yalutən 'agɛroç
hullu bɛwəstəčew yɛmminorutan hɔzəboč habtačewan tɛraročən
wɛnzočən bahročən hɛrɛhawočən yɛnɛzihanəna hullu mɛtɛnoačewanəna
le ločənm qutərəčewəgəg yɛbɛza, kɛgiografi gara yɛtaya yazu
nɛgɛroč əyɛ zorɛ mayɛtəna 'andəband mətə nat yasfɛləgɛw
mɛbbɛr. /2/ bɛzih 'akwahan 'ɪnkwans 'awqəwqɛtun 'asəralay
yɛmmiyawəlabet gize liyagɛkɛ zoro lɛmayɛt bəča mənəlabat yɛmatu
sala 'ɔdəmə 'aybɛqawəm/

Sentence 1 / Tɛmariw/ subject /yasfɛləgɛw mɛbbɛr/

Sentence 2/ Tɛmariw /-Subject /lɛmayɛt/.

Students need to attend to the subject and verb of a sentence even when the sentence is very complex. For example, bɛtɛmarina bɛmɛmɔhɪr mɛkəkɛt/
yɛsɛmɛrɛ gənəñuət 'ɪndifɛtɛr tɛmariwočč yɛmɛmɔh ročəčəwan
tɛbayəna sɔmɛt bɛmigeɛba mɛrɛdat yasfɛləgəčəwal. /2/. 'andand
tɛmariočč mɛmɔhəro təčew sɛwočč mɛhonoččəwanəna 'əndɛ sɛwəm
lɛmɛtayɛt yɛmifɛlləgu mɛhonun fɛsəmo yəzɛ .ɛgalu. /3/ leloč
dəgəmo mɛmɔhɪranən yɛsɛw yɛmaygəbačəw fəturočč 'adərəgɛkɛ
yɛmɛlɛkɛtalɛ. /4/ mɛgɛr gən mɛmɔhɪran 'əndɛ manəñawəm sɛw,
fəqərna 'amɛlɛkəkət 'allačəw/

students can identify verbs and subjects from the texts.

<u>Subjects</u>	<u>Verbs</u>
/tɛmariwoɔɔ /	/yɔzɛ:ɛgalu/
/'andə 'andə/	/mɛrɛdat/
/yɛsɛmɛrɛgənuʃənnɛt/	/'əndifɛtɛr/
/leloɔ/	/yəmɛlɛkɛtalu/
/mɛməhəran/	/'allaɕew/

4.1.3. Linking Sentences and Ideas

Students reading Amharic texts are aware of the slightest mistake that can possibly occur in the text. Some of the errors which always occur are agreement, antecedent errors. The following text is adapted from (ESLCE 1987)

/yastɛdadɛg gudayoɔɔ mən yakəl yɛkɛbɛdɛ yɛrɛqɛqɛ
mɛhonun yɛmaygɛmätɛwəna yɛmayrɛddaw yɛllɛm. bastɛdadɛg rɛgɛd
ɔɛtɛqəlɛlɛlɛw səlɛnd hɛ əboɔɔ yɛmmisɛraw guday'əgəg bəzu
nɛw. yastɛdadɛg mɛsɛrɛt bɛmɛlkam wɛyɛm bɛmɛtəfo 'əqəd
kɛmɛhonaccɛw yɛtɛnɛsa yɛhəzəbən tɛbay mɛtəfo wɛyɛm
dɛhəna liyadɛrəgɛw mɛɔalu 'ayakɛrakərəm 'ankwans 'əyandandu
swoɔɔəna 'andu həzəb'ikɛlɛlɛw hətəb yɛmmilɛyəbɛtən
yɛgəl tɛbayun yɛmmisɛtɛw asstɛdadɛgu nɛw. yastɛdadɛgan
mɛsɛrɛtawi taqəm bɛmɛrɛdat bɛbärtu litasɛbəbɛtəna
lidɛkɛmābɛt yɛmmiyasfɛləgɛw yələqun m 'əndɛhna 'agɛr
kɛqəyɛ ləmmadəna 'akahɛdə wɛdɛ 'addis 'əraməgə lɛmɛtɛlɛlɛf
bɛmitasɛbɛt 'agɛr bɛh wala nɛw /

The text when carefully read has the following errors. A student can identify the relation between the elements of the sentences.

/gudayጎሮሮ/ /guday/
/həzəbočč/ /həzəb/
/kɛmɛhonaččɛw/ - /kɛmɛhonu/
/sɛwəččənnə/ /sɛwənnə/
/yɛmmayasfɛlɔgɛw/ /yɛmmiyasfɛlɔgɛw/

4.1.3.1. Linking sentences and Ideas - Reference

There are many ways by which a reader understands the relationship between the different parts of the text while reading Amharic, namely, the structure of the sentence, semantic relations in such as verb-subject agreement plural-singular agreement etc. and, the synonyms and antonyms of words given in the text.

Furthermore, a student is aware of reference words which come before and after certain nouns in the sentences. Mostly words such as'yahi', 'əndɛzih', 'əs'u', 'əndɛzih', 'əndɛsu', 'əñña', 'yɛnəs'u' etc, are common in Amharic texts. The following short text contains reference words and is adapted from (ESLCE : 6 : 1987)

/yɛ'ənat hageɾ etyopia mɛññotənnə gəb kɛlɔ gočč həzəb'ə
məñət nna gəb gar yəsɛmral čəgər'ə k c g r accew, hasab'ə
kɛhasabaččew yɔsɛnañal mɛsariyačew, bɛhageɾačew yɛmɛlkə'ə mədər
hunatə lay yalačew mɛtamɛn mɛsar'əčew bɛhageɾačew yɛtɛfɛt ro
hənat lay yalačew dus kurat yəhonal kɛzih bəlay yɛtər mɛsari'ə

'ətot wənəačew 'əndaya ləseləsəw hamotačewən 'əndayafesəwye'ənat
 hagera čewən dənəber - nešanet lemet adəg rəhat'ənday
 gəbač'ew yemirədačew neger yetəlant ġegənočəw bərtat qurat
 tağayənmətə nna 'aləšənəf bayəmmet nəw. 'ənat ~~etyopia~~-coləmtən
 əgəb w -nə hie hubət r 'asafis g' f y mhatubandən malbəya ləgoč'ən
 ba'asədə meqabər tafənəwənde qar qotəra bəšəšet 'aydellen
 yəmmətənsəw. Zəremi'təlatoč'əw tətəqəčewən 'asamər wimətubat
 bəhiyəwətačew litadəg'ət yetənəsutən ləgoč'ən səltəlant; ġegənoč
 ləgoč'ən sətawəsə 'abəwən nəwyalu motu 'ayəmasəllaču nəw
 yəmətəlačew šəšətən sayhon bərtatən bəyeləbonəčew bamiyanəqa
 menfəs nəwyətəlantteğadavəwən kəmeqabər 'aləm yəmətətəwəčew

In the above text, the suffixes added to the words refer to other words in the text which occur either before or after them. A student understands which word these suffixes refer to. Some of the suffixes designate plural subjects, singular subjects etc. as the context demands it.

	refers to something		
	before	after	
/həzboč'əw/	✓		/etyopia/
/cəgr'əw/	✓		"/ " /
/kəšəgərač'ew/	✓		/ġeg noč ləgoč'əw/
/məsər'əw/			
'əndayaləsələs w /	✓		/yətorməsara 'ətot/
'əndayafesəw /			
/ličənubat/		✓	/təlatoč'əw.
/yədəqosulat/		✓	/ləgoč'əw.
/bəhəyewətač'ew/		✓	/ləgoč'əw.

Linking Sentences and ideas : Link words

Texts which have connectors do not only make ideas and the flow of ideas smooth but also help a student to understand the text clearly. For, they function as a lead to the student about what the next sentence is. For instance, it can inform him that the next sentence, is an additional idea, or it is a sentence brought about as a contrast or used as a cause, or consequence; or it can inform him that it is a conclusion or a summary. Some of these connectors are /'əndihum/ 'also' /sə'fəzəh/ 'therefore' 'nəgər gə'nə' 'but', /bələlə 'anşar/ 'on the contrary' /bətə'çəmari, 'in addition', /mukə'nə'yatur 'because' /ləmə'sale/ 'for example.' The following sentences can make these examples clearer.

/1/ /'əndihum sinima 'ana hedə m məkə'nə'yatum
Zən abu əy'əz nəsə'nəw/

/1/ We will not go to the cinema because the rain is raining.

/2/ /teknology zəmə'nə . . . nuron yasgə'nə'al/
Modern life is attained with technology

/3/ /sə'ləzih Zemenawi teknology ləmə'sar mə'tə'tar 'alə'bən/
Therefore we must learn to get modern technology.

The researcher has discussed the difference between the structure of Amharic and English. Furthermore, the order of words is very different, not only because of the difference in the position of the subject, verb, and object but because of the positions these elements have to take when they are translated in English; for example,

/bə'zu sə'lətə'çawətku də'kəmən/

I get tired because I played too much

Besides, sentences in Amharic are very long because they are characterized by subordination. And, therefore the longer sentences are the more complicated the order becomes when the reader reads in the reverse order in Amharic.

Moreover, indirect speech is a new form for Amharic readers. And, the gerund is more frequently used in Amharic than in English which again makes Amharic very difficult to understand.

4.3. From skimming to scanning.

4.3.1. Prediction .

Reading as it had been indicated in Chapter Three involves prediction. This is so because a reader starts with his own preconceptions, thoughts, etc, which are later supported or rejected as a result of the reading. In Amharic a reader can make predictions by using certain cues. What he does is he builds his predictions on the basis of these cues. Though complete or exact predictions are not always guaranteed, a good reader in Amharic can always have a good follow-up of ideas. A student can predict what form a word is likely to take when followed by or preceded by certain word in particular environments as in certain contexts; he can predict punctuation; and whenever there is a faulty punctuation he is likely to sense it . Moreover, students can predict sentences that the writer is likely to write because they can trace and predict his flow of thought on a certain subject. (adapted from ESLCE1975/83).

/ 'and' hazab kelela q^wanq^wa qal meqadatu wayam mewasu b
belayu layu makanayat be'alem hazabob mekakil gan'funet ketē-
gēmerēbet gize 'ansto yeqoy 'angi 'addis noher 'ayde'lem, begə'az,
betəgare, betəgarāña, be'amarīña, be'oromīña, be'sumaliña, q^wanq^wa-
wobačon k'ēbarayast , kešarə'ə , ke'arēbāña, keleloč yeqedanačew
weyam 'andalu yetewasnačew qalat yəgāñalu, meger gan kegize
gar salēlēmedanačewanna yeq^wanq^wačannan wez salēlēbēsu kemēserət
yeñña honew yəssamunal. salēzih 'aasəfəlagi hono qal sanəqada
weyam sanəwas lefid'lačannona le'andəbetačon yemimečewən masəb
'aləban . yəhewəm yemmihonew qalun kimegēmeriya manəña mešeretu
sanəqədaw nəw /

A student who reads this text comes across two synonyms /meqadatu
or mewasu/ connected by a marker of equivalence 'or'. After reading
the word /meqadatu/ he predicts that the word following the marker
is /mewasu/. And in the next sentence the writer repeats the same
word /medanačew/ and the student predicts that the next equivalent
word is yetewasnačew/. And the guess happens to be right as it had
appeared in the text elsewhere. Similarly a reader can predict the
flow of argument of the writer as in the following text. (adapted from
ESLCE: 1975/83). The lead is the paragraph which precedes the choices.

/ 'and medebawi sarə'atəmahber, 'anəbel yəbarya 'asadari sarə'at
mahber kelədetu 'əskə motu 'andə'aynet mek' yələwəm.

- a. 'and 'aynet mek linorewəm yəčəlal
- b. yəhəm yəbarya 'asadari sarə'atəmahber 'aynetəx a bahrey nəw.
- c. bewəstu yalut yemərət haylatanna yemərət ganəññu'ətətoč səmənə
fətəl 'əskəhonu, sarə'atə mahberu tšbaqa hono yəqoyal.

2. a. *nəgər gən yəmərət haylat 'ayadegu siheduna wədə fit 'ɔnəgafa silu 'addisu sərə'at mēgənəbat 'ɔmbi yalal.*
b. *qoyto gən yəmərət haylat 'ayadegu siheduna wədə fit 'ɔnəgafa silu nəbaru yəmərət gənəhənēt yē'agər bərət hono yəyazəčewal.*
c. *yəmərət haylat 'ayadegu sihedu nəbaru sərə'at tolo yəbēgəral*
3. a. *sərə'at mahberu bəzih 'aynət bəzu mēqoyət 'alēbət.*
b. *yəhunəna sərə'at mahberu bəzih huneta bəzu liqoy 'ayəčəlam.*
c. *hulētum kəfloč 'andəlay yənnəbaru bəmēhonačew 'ɔrəq madərəg 'alləbačew.*

4.3.2. Anticipation

This skill overlaps with that of previewing, as some elements of guessing takes place . Similarly the skill of anticipation starts from the individual reader. It is his interest to read on a particular subject that helps him to understand a certain text. Even when it is a difficult subject a reader has to have a question in his mind which he anticipates the text or the writer of the text will answer. For instance, on the basis of his prior knowledge, a student reading a text on "Science education" would expect the writer to discuss the following points.

- a. that science verifies facts.
- b. that science reflects objective reality.
- c. that science is essential in the development and progress of human life.

4.3.3. Skimming

A student can skim by trying to recognize mainly the topic sentence of a text. And, he can also skim by trying to recognize the key word that the writer constantly repeats for emphasis. This technique is a highly efficient means of reading and is very economical in the sense that the student does not waste time by going into each and every word. A student who is reading to get specific information would make use of the topic sentences of each paragraph and make his reading meaningful. In the following text a student would identify only one sentence to get the whole idea of the text.

(Text adapted from ESLCE)

/gobez temari betatari geberaye limasel yecolal. gobez
geberaye masawan 'alesalaso shalun yazerai. buqayawan
tenakebakabo, 'aremun neqalo, ketefetaro gar tagalo kebazu
wata wared behwala yedakamun fare 'andesaraw yagenhal
weqato' siferariqum man? yetanna? 'anadet? 'andemizera
beqadamiya 'awaqo martun beyabelt lemasadeg yalefewan sahatet
merampro tenakara gonun 'awaqona yemart masariyawo'canam 'asa'alo
be 'addis menafes yemarat g'ganna lemehon

4.3.5. SCANNING

When scanning, a student runs his eyes over the text quickly to get specific information. It is this specificity of purpose that limits a student from reading the whole thing carefully. What a student actually does is - he finds the place where the information he is looking for is located and he reads it carefully. Materials which need scanning are mostly the telephone directory, dictionaries; and, a student might need to scan when he wants to get a specific information from a written material or when he wants to summarize a text. A student who would like to call one from the following as first second and third would refer the second name as a point of identification; for example :

- a. Abebe Ghebreyohannes
- b. Abebe Aregay
3. Abebe Medhane

he would look and call the subjects in the order of 'b,a,e.' Therefore, a student must develop this technique as it is essential in looking for or in summarizing important information from a text.

CHAPTER FIVE

5.0 PROCEDURE AND METHODOLOGY

5.1. PREPARATION OF TEST MATERIALS

The researcher has randomly selected 120 students from the social science Freshman Programme. And has contrived a questionnaire and administered a reading speed test, and tests on reading techniques in both Amharic and English.

Initially, the questionnaire was contrived to know what students actually know about reading; and besides that, it was a means of tracing to which language group they belonged.

Later, speed reading was prepared to measure students' reading speed in both languages. The two passages were of equal length and after the two reading passages ten comprehension questions were constructed to be answered by the students since speed alone cannot measure reading ability.

And, finally, tests on reading techniques in both languages were prepared. Test texts of equal weight were carefully selected. Similarly, test items were carefully studied for their validity and reliability. Tests were designed with the help of the book on reading exercise by Francoise Grillet.

5.2. ADMINISTRATION OF TESTS

A brief orientation was essential to make the students aware of the need of the research. That is, the objectives of the test were clearly explained to them; and that it was meant for research and not for competition. As a result, they were strictly advised to give reliable information as the result of the project largely depended on the reliability of the information given by them.

between the results of each technique obtained in Amharic and in English were compared by an application of a Z-test. And, in order to find individual differences and distinction between 'good' and 'poor' readers was made by taking one standard deviations above and below the mean. The former are 'good' readers while the latter are 'poor' ones. Furthermore, correlation between reading in Amharic and reading in English, and the correlation between Amharic comprehension and English comprehension of 'good' readers were calculated to test whether there was transfer or not. In addition, the mean, the standard deviation and the coefficient of variation of 'good' and 'poor' readers by subject matter were calculated to find how many were 'good' or 'poor' in reading, and in comprehension in either language; and the coefficient of variation was calculated to check whether there existed differences among individual students either 'good' or 'poor' readers. Besides, the mean, the standard deviation, and coefficient of variation were calculated for different sub-groups, namely Amharigna, Tigrigna, and Oromo speakers.

Moreover, the correlation between reading in Amharic and reading in English and comprehension in both Amharic and English were calculated.

The researcher requested the testees to fill in their names and their I.D. numbers. In addition, all relevant information with respect to language, and their lower school experience were required to be written. And, the candidates were given consecutive numbers from 1 to 120. After they filled in the questionnaire the students' papers were numbered 1-120. The next day texts on reading speed in both languages were administered simultaneously. Students were strictly instructed not to start until the teacher told them to. And were advised to look up and indicate the number of minutes it took them to read the passage by checking the time on the blackboard. Finally, they were requested to put the reading material face down and start with comprehension questions which were prepared separately both in Amharic and English.

Finally, tests on English and Amharic reading techniques were administered. The researcher attached each student's questionnaire form, speed reading test, and reading technique tests together to make the interpretation convenient.

Moreover, each student's result was tabulated and was fed to a computer for statistical analysis. After the processing of the data, the following results were obtained.

5.3. TEST FINDINGS

After the administration of tests on reading techniques in both languages, the following statistical computations were made. The researcher obtained the mean and standard deviation of each reading technique and sub-technique in English and Amharic. Differences

MEAN VALUES OF VARIOUS READING
TECHNIQUES

TECHNIQUES	A M H A R I C		E N G L I S H	
	MEAN	SD	MEAN	SD
Inference	15.0	4.9	13.1	4.0*
Structure	6.4	3.6	10.6	3.1*
Reference	2.7	3.9	8.1	5.5*
Cohesive devices	2.0	2.3	2.7	2.7*
Reading Speed	121.50	34.2f	144.80	41.45*
Comprehension	3.2	1.6	4.6	2.1*
Skimming	1.9	2.5	2.8	2.8*
Scanning	2.6	3.0	2.4	2.5*
Predicting	6.8	4.9	4.1	4.0*
Previewing & Anticipating	0.8	2.0	2.8	3.0*

TABLE 1. Note.* Results calculated with the use of a Z statistic indicate that the values marked with an asterisk show significant differences between English and Amharic reading performance.

5.4. INTERPRETATION OF FINDINGS

Table 1 displays the mean and standard deviation of the reading techniques in Amharic and English of 'all' students. Better results were achieved in reading English than in reading Amharic. It is reported that the results which produced discrimination in English reading techniques

ranged from 10.6, 3.1; 8.1, 5.5; 2.7, 2.7; 144.80, 41145; 4.6, 2.1; 2.8, 2.8; 2.8, 3.0; for structure, anaphoric and cataphoric reference, cohesive devices, reading speed, reading comprehension, skimming, and previewing and anticipating for mean and standard deviation respectively. On the other hand, 15.0, 4.9; 3.6, 3.0; 6.3, 4.9; were recorded highest for the mean and standard deviation in reading Amharic. However, the techniques which discriminated most clearly between reading in English and reading in Amharic were anaphoric and cataphoric reference, previewing and anticipating, and comprehension in English.

Moreover, there were no techniques in which both groups were equalized or were insecured. Therefore, we can conclude that students' overall ability in English is superior to their achievement in reading Amharic by their better achievement in English structure. And, still, we can state that these students have greater knowledge of the relationships of structural elements. This can be traced in their achievement in reference, cohesive devices, structure and reading speed which in one way or another are related to structure.

On the other hand, it can be concluded that students have achieved better in Amharic inference, scanning, and predicting. That is, the students not only have a larger vocabulary, but have a greater knowledge of lexical relationships. Briefly, they have better understanding of the ways which a writer uses to create and maintain textual relationships by taking advantage of synonymy and hyponymy. A high achievement in inference has a bearing on predicting and scanning in many respects. Moreover, the researcher has calculated using a ~~Z-test~~ and most of the results show significant differences as indicated in table 2.

TABLE = 2

THE SIGNIFICANCE OF THE DIFFERENCE OF THE MEAN VALUES
BETWEEN THE READING TECHNIQUES IN AMHARIC AND ENGLISH

TECHNIQUE	AMHARIC		TECHNIQUE	ENGLISH		Z-cal	SIGNIFI -CANCE
	MEAN	SD		MEAN	SD		
Inference	15.0	4.9	Inference	13.1	4.0	3.33	significa
Structure	6.4	3.6	Structure	10.6	3.1	-8.4	significa
Reference	2.7	3.9	Reference	8.1	5.5	-7.7	significa
Cohesive Devices	2.0	2.3	Cohesive Devices	2.7	2.7	-2.25	significa
Reading Speed	121.50	34.26	Reading Speed	144.80	41.45	-4.75	significa
Comprehension	3.2	1.6	Comprehension	4.6	2.1	-6.36	significa
Skimming	1.9	2.5	Skimming	2.8	2.8	-2.73	significa
Scanning	3.6	3.0	Scanning	2.4	2.5	3.52	significa
Predicting	6.8	4.9	Predicting	4.1	4.0	4.73	significa
Previewing & Anticipating	0.8	2.0	Previewing & Anticipating	2.8	3.0	-6.45	significa

TABLE 3

PERFORMANCE OF GOOD AND POOR READERS
BY
SUBJECT MATTER

	GOOD READERS		CV	NO CASES	POOR READERS		CV	NO CASES
	Me.				MEAN	SD		
Amharic Reading	221.7	24.3	10.9	17	86.8	14.5	16.7	13
Amharic Comprehension	7.5	0.7	9	21	1.5	.51	34	22
English Reading	177.3	15.4	8.6	19	75.8	5.9	17.7	19
English Comprehension	5.5	0.7	12.7	26	0.7	0.5	71	17

Note = C = Coefficient of variation/indicates differences among good readers, and among poor readers themselves in reading speed and comprehension in both languages.

From table 3 it is to be observed that the performance of 'good' and 'poor' readers is presented by subject matter. The 'good' and 'poor' readers were identified by selecting those who were one standard deviation above and below the mean. The researcher has deliberately chosen extreme cases for her study rather than the average ones because only extreme cases can show expected findings.

With respect to slow reading, previous studies have found that Addis Ababa University Freshmen read at 96 w.p.m. with 70% comprehension; which is a too low reading rate to enable them to read different texts as required by each department. From the present study (refer to table 1) it is found that students read at 121.50, 144.8 w.p.m. and a general comprehension of 3.2. or 32% and 4.6 or 46% was achieved for Amharic and English respectively. Comprehension, however, seems to have gone down because of speed.

Similarly, if we refer to table 3 those who were selected as 'good', and 'poor' readers in Amharic were 17, and 13 readers respectively. They read at 221.7 and 86.8 w.p.m. Again, with respect to English reading speed 19 and 19 students were selected as 'good' and 'poor' readers out of 119 students. And, it was reported that they read at a mean of 177.3 and 75.8 w.p.m.. It is an interesting fact to find that the finding of the previous studies with respect to reading speed is almost the same. And, if we refer back to Amharic comprehension and English comprehension, it is observed that 'good' readers in Amharic and English achieved a mean score of 7.5 and 5.5; and the 'poor' readers achieved a comprehension mean of 1.5 and 0.7 in Amharic and in English respectively. The coefficient

of variation for 'good' and for 'poor' readers in the rate of comprehension is, however, not much.

Furthermore, from the table we understand that fast readers comprehend better than slow readers.

Moreover, another very interesting fact is that 'good' readers in English were not the same 'good' readers in Amharic. In fact 7/313 of the 'poor' readers in Amharic were good readers in English irrespective of the differences in structure. That is, these are 'poor' readers in Amharic whose FL reading rate is high. Similarly, it was found that 8/19 of the 'good' readers in Amharic were 'poor' readers in English.

Similarly as it has been indicated in the aforementioned paragraph 'poor' English readers were found to be either 'poor' or 'good' readers in Amharic. And it is reported that 6/19 of the 'good' readers in English are two Tigrigna, and four Gromo speakers whose L₁ is other than Amharic.

Therefore, we can again conclude that L₁ reading ability be a criteria for good reading in a second language or a foreign language as some of these 'good' readers are not Amharigna speakers. And, besides this, some of them are students who have different language background. Despite this fact, the point of linguistic contrast does not cause comprehension difficulties. This is because these sub-groups have started their literacy in Amharic.

TTABLE

CORRELATION BETWEEN
READING AND COMPREHENSION
AMONG GOOD AND POOR STUDENTS

SUBJECT	GOOD READERS			
	Amh.R	Amh.Com	Eng.R	Eng.Com
Amharic reading.			.29	
Amharic comprehension.				.12
English reading.	.30			
English comprehension.		.13		

NOTE. Results are correlated = Amh.R Vs Eng.R= Amharic reading versus English reading. Amh. Comp. Vs Eng. Comp= Amharic comprehension Versus English comprehension.

From table four the relation between Amharic reading and English reading; and between English and Amharic reading is displayed. It is reported that good reading in Amharic versus good reading in English has shown weak correlation of (.29). Similar value (.30) was obtained when good reading in English versus good reading in Amharic were compared .

Moreover, the relation between Amharic comprehension and English comprehension, and the relation between English comprehension and Amharic comprehension have shown similar weak correlation of (.13) respectively. That is, from the data we have observed that despite the fact that the two language structures are different, students' achievement better in English than in Amharic. In other words, English was thought to cause difficulty because of the lack of equivalence, but, the students' knowledge of the subject (texts) helped them to be better in the FL.

Furthermore, factors such as long years of experience of English as a medium of instruction, and the students' attitude of the language as an instrument to reach their goals have greater effect (influence) upon their performance in the FL. As a result, the researcher concludes from the data that there is little transfer in either variable eventhough there is a higher possibility of transfer in reading than in comprehension.

TABLE - 5.

THE MEAN ; THE STANDARD DEVIATION:
AND THE COEFFICIENT OF VARIATION OF
OF SUBGROUPS

SUB-GROUPS	SUBJECT	MEAN	STANDARD DEV	CV %
Amarigna Speakers	Amharic. R.	145.10	44.44	29.2
	Amharic. Comp	4.61	1.95	42.2
	English. R.	120.56	35.01	29.0
	English. Comp	3.21	1.71	53.2
Tigrigna Speakers	Amharic. R.	150.13	41.42	27.5
	Amharic. Comp	4.13	2.58	62.4
	English. R.	128.73	27.89	21.6
	English. Comp	2.8	1.57	56.0
Oromo Speakers	Amharic. R.	142.26	37.82	26.5
	Amharic. Comp.	4.73	1.91	40.3
	English. R.	121.42	38.22	31.4
	English. Comp.	3.6	2.09	58.0

Table five summarizes the mean, the standard deviation, and the coefficient of variation of sub-groups. From the table Amargina, and Oromo speakers have achieved 145.10, 150.13, 142.26 in Amharic reading speed respectively. Oromo speakers have shown a slower speed mean in Amharic reading than Amargina and Tigrigna speakers. With respect to comprehension in Amharic, Amargina, Tigrigna, and Oromo speakers achieved (4.61, 4.13, 4.73), and according to the data Oromo, and Amargina speakers achieved better than Tigrigna speakers. This result has particularly implied that it is not only language proficiency or L_1 reading ability that assists in the understanding of a text; but also, the conceptual knowledge (the knowledge of the subject under discussion or familiarity with) and the level of the language used to explain the subject is what is relevant. For the simple reason that the more difficult or abstract the subject the more the language varies with the level of difficulty although the text is presented in the L_1 .

English reading speed achievements according to the finding are (120.56, 128.73, 121.42) for Amargina, Tigrigna, and Oromo speakers. Tigrigna speakers have shown better reading speed mean in English. Moreover, comprehension in English were recorded (3.21, 2.8, 3.6) for Amargina, Tigrigna, and Oromo speakers. Eventhough there is very low comprehension for sub-groups Oromo speakers seem to have stood bet when compared to Tigrigna and Amargina speakers.

Generally, the reasercher concludes that Tigrigna speakers have shown better performances in reading speed in Amharic and English. However, this group has achieved lowest in comprehension when compared to the two groups.

On the other hand, Oromo speakers seem to have excelled in English and Amharic comprehension. This can be attributed to the influence of Amharic language over other languages of Ethiopia. And, Amharic as a medium of instruction can have an influence for those whose second language it is. And from previous studies we understand that students who start literacy in their L₂ equal the monolinguals or do better. Furthermore, a better achievement in English Comprehension can be attributed to the influence of missionaries in many Oromo speaking areas.

In the coefficient of variation column the lowest variation we find is in the reading speed of Tigrigna subgroups. We can observe that these students' ability in reading speed does not have much disparity

Table six displays the correlation between subgroups reading speed and reading comprehension in Amharic and English. The relationship between reading in English and reading in Amharic is (.26, .4, .5) for Amharic, Tigrigna, and Oromo speakers respectively, which in a say shows that there is moderate correlation between Amharic and English reading especially among Tigrigna and Oromo speakers reading achievements. On the other hand, the relationship between comprehension in Amharic and comprehension in English is very small and even negative (0; - 0.04, .002) for the three groups respectively. Therefore, the finding shows that there is little or no correlation between subgroups Comprehension in Amharic and English.

TABLE -6

CORRELATION BETWEEN READING AND
COMPREHENSION OF SUBGROUPS IN
AMHARIC AND ENGLISH

		Amharic Reading	Amharic Comprehension
	Amharic .R.		
AMARIGNA SP.	Amharic. Comp.		
	English. R.	0.26	
	English. Comp.		0.0
	Amharic .R.		
TIGRIGNA SP.	Amharic. Comp.		
	English. R.	0.40	
	English. Comp.		-0.04
	Amharic. R.		
OROMO SP.	Amharic. Comp.		
	English. R.	0.5	
	English. Comp.		.002

CHAPTER SIX

C O N C L U S I O N

At the present state of knowledge it is very difficult to give a conclusive answer to the question whether there is transfer of reading ability from ~~one language to another~~, because there are many variables which can affect the ability to read in the L₁ and the ability to read in L₂ or in the FL.

However, with the use of some research guides in reading and other important current studies, relatively valid conclusions can be drawn. It is only with the hope that this study can contribute to further studies that the researcher carried it out. Before the conclusion of the study we can paraphrase what is discussed through the chapters.

Briefly, the subject 'reading' is a very complex one. It involves different disciplines, and a definition from these different disciplines makes it still more complicated. Reading in this study, however, was defined as extracting information from a text. This process of reading is very complex and involves the perception of visual information, the comprehension of what is read and the reaction to what has been read; by a comparison of what is known from experience; and finally reading is a process whereby a reader makes a judgment to assimilate what is right and reject what he proves wrong.

Moreover, with respect to speed in reading it is argued that fast readers, comprehend more than slow readers, because slow readers attend to individual words not to meaning. For example, in this study, it is displayed that the mean score for reading and comprehension in Amharic and English of good reader

s (221.7; and 177.3, 5.5;). And, it is suggested that even structure does not curtail the meaning even if the reader does not pay attention to it. Instances such as the reading of individual words of sentences in a foreign language would contribute nothing to the comprehension of sentences as independent words have got no meaning apart from the context. According to this study, the reading rate and comprehension mean of 'poor' readers is (86.8, 1.5; and 75.8, 0.7) in Amharic and English reading. And, it is also suggested that meaningful texts accelerate the rate at which one can read.

Furthermore, the paper has also touched upon the theme of transfer since it is the core of the paper. It is discussed that transfer is possible only when people are able to generalize and have an insight of the situation in all its relationships. From the study, the researcher indicates that Freshmen reading ability in Amharic and English is positive although reading speed in Amharic is not equal to reading in English, the rudiments of transfer can be traced, that is, there is transfer; and the ability to read faster is generalized. 'Poor' readers, on the other hand, chew each word. And, from the study, we understand that 'poor' readers in Amharic and English read at a mean score of (86.8, 75.8 w.p.m.).

And, recent studies have suggested that reading in a foreign language is a reading problem but not a language problem. And, some have suggested that what is required is the transference of the L_1 (old skills) to L_2 or the FL. Others have suggested that ; transfer is positive not only from first to second but also from second to first language reading. This study also reports that

But also from second to first language reading. This study also reports that there is a positive correlation of (.3,.2) in reading Amharic and English. On the other hand, others have found that bilinguals do not do well with either language. On the contrary, this study reports that poor Amharic readers are not poor English readers, that is, seven out of thirteen (7 out of 13) 'poor' Amharic readers are 'good' English readers. Only one 'poor' Amharic reader is poor English reader. The rest of the poor readers in Amharic are 'average' readers in English. This study has also indicated that transfer even between different languages is positive. According to Freshmen results, good Amharic readers show a mean score of (221.7, 155.5) in reading Amharic and English. It is assumed that there is a positive correlation between reading in Amharic and English between 'good' readers in both languages. Even if they don't read as fast as in the L_1 , the ability is potential; they can generalize it. And these fast (good) Amharic readers although they read faster in Amharic than in English did better in English reading techniques than in Amharic reading techniques. Their difficulty lies in vocabulary, prediction and scanning. And these are problems intricately related to language proficiency.

Still others have suggested that syntactic differences are not problematic in the reading of two different languages. Contrary to this view, this study indicates that Freshmen are very much stronger in English structure but weaker in Amharic structure. As a result, they couldn't solve problems related to structure and they did better in English reading techniques than in Amharic. Furthermore, other researchers have supported this finding by suggesting that it is not the mastery of the structure of the language that helps in the

understanding of an FL or L₂, it is the conceptual knowledge or the knowledge of the subject matter that can compensate for the lack of knowledge of the structure. Eventhough our students have shown better results in structure we can hardly conclude that they have mastered all English patterns. In addition, researchers have suggested that proficiency in the foreign language enables the reader to improve his reading ability in that subject. And in this study, good readers' mean score in reading speed and comprehension in English is (177.3, and 5.5) respectively. In addition, all good readers in English are not good readers in Amharic; and most of the poor readers in Amharic are good readers in English. That is why the researcher concluded that good readers in English are good in that subject but are not good in Amharic also. Freshmen with low competence in the FL tend to have difficulty in reading. And, Freshmen who are poor readers in English their mean score in reading technique, reading speed, and comprehension is (43%, 75.8, 0.7) respectively. On the contrary researchers have found that good first language readers get a significantly high score in reading an FL. Accordingly, this study has found that those who were good readers in Amharic achieved (59%, 155.5, 4.2) in reading techniques, reading speed and comprehension in English. The mean score of the reading speed in English is slightly lower than that of the 'good' readers in English. (refer to appendix No. for comparison)

Moreover, chapter three and chapter four discuss some of the reading techniques in Amharic and English. The researcher analyses

that Amharic and English are markedly different languages structurally eventhough the presentation of texts is basically the same.

That is, there is no one technique that is unique to either language. Briefly, Freshmen do infer, know the structure, identify cohesive devices, can scan, preview and anticipate in English and in Amharic, although we observe that some are stronger with respect to some techniques and weaker in others. That is why, the overall achievement of Freshmen, displays better achievement in English than in Amharic. And, it is to be observed that the differences are significant. And, there is no correlation between reading techniques in Amharic and in English.

Therefore, the researcher has found that fast readers in Amharic don't read English as fast as they do Amharic. Not because they employ the same techniques from Amharic to English but because of the lack of general knowledge of English, especially vocabulary, and are weak in inference which is very important to the understanding of a text. This problem was clearly indicated by 90% of the students in the questionnaire- all of them indicated that the most boring and discouraging part in reading English is 'difficulty of words!' And, most of the students have indicated that the reason why they read English text books is to improve their vocabulary.

Secondly, the researcher had implicitly assumed that it could be the structure part in English where students would experience interference from their L_1 . However, Freshmen were found to be stronger in English than in Amharic. And, the researcher's assumption got little support.

Thirdly, Freshmen were found to be very weak in English scanning and predicting, which in one way or another is closely related to language.

Fourthly, the finding has displayed a good relation between reading in Amharic and reading in English. That is, what we anticipate from our present state of knowledge is that given this reading speed an improvement in language would undoubtedly increase reading speed.

Therefore, if we once again state the thesis of proposal as Freshmen are slow readers; it could be because their general knowledge is inferior to their general knowledge of Amharic. But it may be because they employ the same reading techniques in English as they do in Amharic when reading English materials." The finding clearly disproves the thesis because Freshmen slow reading can be attributed to their inferior knowledge of English, but not to the use of the same techniques when reading Amharic.

6.1. SUMMARY OF THE FINDINGS.

The two major themes which can summarize the findings are :

Firstly, the Freshmen overall result indicates that they perform better in English reading speed, comprehension and reading techniques.

Moreover, good readers in English and Amharic understand better than poor or slow readers in both of these languages. Good readers in Amharic read faster than good readers in English. Good readers in Amharic were not the same good readers in English. Those who were good Amharic readers, however, comprehend much better than those who are 'average' in this study refer Appendix- -

for achievement of good readers in English & Amharic reading speed and comprehension.

Secondly, the overall mean score in reading speed and comprehension in Amharic and English is (121.50, 3.2; 144.80, 4.6) respectively. Similarly, the mean score in reading speed and reading comprehension of 'good' and 'poor' readers in Amharic and English is (221.7, 7.5; 177.3, 5.5) and (66.8, 1.5; 75.8, 0.5)

The relationship between overall reading speed in Amharic and English is (.16); and the relationship between Amharic comprehension and English comprehension is (.06). There is a correlation between reading ability, however, there is no correlation with respect to comprehension. Similarly, the correlation between reading in Amharic and reading in English of good students is (.3 and .1). And, we infer that there is a transfer of the ability between English and Amharic, but there is no relation between comprehension in Amharic and comprehension in English.

And, finally, the subgroups Tigrigna and Amarigna speakers have achieved better reading speed than the Oromo speakers in reading Amharic. But, Oromo, and Amarigna speakers have achieved better results in Amharic comprehension than Tigrigna speakers. On the other hand, Tigrigna, and Oromo speakers have displayed better results in English reading speed. With respect to English comprehension Amarigna, and Oromo speakers have done better than Tigrigna speakers.

6.2. RECOMMENDATION

One way of determining what it is that a student has not yet mastered is to do an analysis of his errors. Although the objectives of this paper was not to analyse errors, the finding has partly implied what we as language teachers should emphasize when teaching reading.

The finding, first, indicates that students are weak in inferring, predicting, and scanning in English. Second; it also indicates that the same students are very weak in Amharic structure, in identifying reference words and cohesive devices, and are weak in skimming and previewing in Amharic.

From experience, a great deal of energy and time is devoted to the teaching of the structure of English. When compared to the teaching of vocabulary. And, very little is done in the teaching of the latter. Nevertheless, there is little teaching material prepared for the teaching of English vocabulary in general. Moreover, it is not much has been done in this field. Other means of teaching our students and developing their knowledge of vocabulary items must be devised.

Primarily, students must be convinced that they can derive the meaning of difficult words from a context. And, they must be convinced that they can also ignore difficult words if they can get the gist of a text. They must be advised that it is wise to find (identify) the source of difficulty and convince themselves whether or not this/these, particular word or particular words are worthwhile attending to.

Nuttal suggests that the following points are important in the teaching of vocabulary:

- a. A teacher can supply his students with a text that is incomplete (with some words missing) and can require them to answer questions from an incomplete information. This is to convince them that some words can be ignored.
- b. Again, a teacher can move one step further by providing them with an exercise with complete information and some difficult words (which are not pertinent in the comprehension of the gist of the material).
- c. Furthermore, a teacher can help his students identify difficult words which they must refer to in the dictionary. This is done by providing them with a text with new words. At this stage he tests them on their understanding of the words without looking them up in the dictionary.
- d. Finally, he can supply a text with difficult words where comprehension is unthinkable without the help of a dictionary. As a result, students start thinking very carefully whether or not they can get a meaning before they instantly hurry to consult a dictionary.

Above all, the application of this habit should not be limited to only getting the gist of one or two paragraphs, but should be transferred to all reading experience.

Furthermore, students should be convinced to use their background knowledge or "schematic knowledge" (Widdowson 1983). It is then that they can predict what the writer is likely to present.

Moreover, they should be able to locate the most important points (scanning) in a text. And, this can be developed by requiring students to identify and locate a number of points of general or specific nature in a text many times.

On the other hand, students are very weak in the structure of Amharic, in identifying reference words and cohesive devices, in skimming and previewing in Amharic. Although we cannot assert that there is positive transfer between markedly different languages, habits which are not developed in the L_1 cannot be developed in L_2 or FL. Students at the lower grades must be helped to be aware of such skills. The knowledge of what the word classes are, the knowledge of all the reference words devoid of their function as connectors the knowledge of only what a topic sentence is in Amharic but not where it usually occurs in a text is worthless.

Finally, students must be aware of the study skills namely, the use of the table of contents, a glossary, an index, a bibliography, and an appendix, And, should be able to anticipate by previewing . . . Therefore, an awareness of these reading techniques in the L_1 through a thorough exercise does help students to improve their reading in the L_1 . And, finally, do the same while reading an L_2 or FL.

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APPENDIX - I

QUESTIONNAIRE

ADDIS ABEBA UNIVERSITY

Department of Foreign Languages and Literature.

Student Code Number _____ Age _____ Sex _____

High School Attended _____

City or Town _____

Instruction Read the questions and give reliable answers. It is essential that you know that the outcome of the research largely depends on the reliability of your answers. You are required to put a tick / / if the question is yes or no, or you have to supply a very specific answer where a dash is provided.

I: 1. Are both of your father and mother literates?

Yes / / No / /

2. Do both of your parents speak the same language?

Yes / / No / /

3. If yes what language do they speak?

_____.

4. If No what language does each speak?

Father speaks / / Mother / /

5. Specify which language you speak at home.

_____.

II. 2. Which Amharic book have you read recently?

If you did not read book answer / No /.

_____.

Which English book have you read recently? If you did not read any book answer / /.

_____.

What do you think you find most interesting or boring in reading Amharic texts?

Interesting- _____

Boring - _____

9. What do you think is that you find most interesting in reading English texts?

Interesting- _____

Boring - _____

10. Read this short paragraph and answer the questions based on it.

But because she was so plump when she sat on the stick, it went deep into the ground and she couldn't pull it out. She tugged and tugged. When the final tug brought it out, she crashed with it to the ground.

a) Indicate any words that you do not know .

_____.

b) What do you think is the meaning of the word? .

_____.

c) How did you ?

_____.

II. Read the two sentences. Another sentence is missing . What do you think is the missing sentence.

Mohammed is a son to be proud of . Last week his mother was burnt by a heated pan. _____

_____.

12. Read the following sentence.

American serviceman John David. wanted to take his cat Felix home with her to San Fransisco.

Is it meaningful? Yes / / No. / /.

b) If not, why?

_____.

c) How would you make it meaningful?

_____.

APPENDIX II

የአጭር የገባብ ፍጥነት ፈተና

የተጫራው ሥም _____

ይዘት አንድ ነገር የተገነባበት የአካሎች የሂደቶች ጠቅላላ ድምር ጭላት ነው :: አንድ ቤት የተሠራበት ድንጋይ አሸዋ ሲሆን ተገቢውን አገጣጠም ያደርጋል... ወዘተ በአንድ ላይ ይዘት ይሰጠናል ::

የቤት አቀማጭ ለገንባብ ገንዘብ ፍርድ የቤትን ቅርፅ ይሰጠናል :: የቤት አገንባብና አደረጃጀት ነው :: ይዘትና ቅርፅ በሀብት ተሰጥቶ የተሰጠውን ቅርፅ ለማሳካት ለሌሎች ለሆነው የምርት ሃይሎች ጭራታዎችና የሚገለገሉባቸው ሰዎች የአንድ ስልተ ምርት ይዘት ናቸው :: የምርት ገንጥሎች ሰዎች በምርት ማከናወኛዎች ጋር በአላ ጥቅም ገንጥሎች የሚኖራቸው የእርስ በእርስ ገንጥሎች የሰልተ ምርት ቅርፅ ናቸው :: ይዘትና ቅርፅ የተዋሃዱ የማይነጠጡ ናቸው :: ማናቸውም ነገርና ትርጉሙት የገደ ይዘትና ቅርፅ ይኖረዋል :: ይዘት በጣም ተንቀሳቻሽ ሲሆን ቅርፅ ገን ይበልጣል የተረጋጋ ነው :: ይዘት በሚያቅፋቸው ቅሪኑ የተነሳ ይንቀሳቀሳል፣ ያድጋል :: በይዘት ጭቀኛ የተነሳ ቅርፅም ይቀየራል :: ስለዚህ ነው ይዘት ቅርፁን ይወሰናል የተባለው የሀብት ተሰጥቶ አድገት ከአንድ ስልተ ምርት ከአንድ ማከናወኛ ወይ ሌላ ጭብጋ ገር የሚያደርገው ከይዘቱ ከምርት ሃይሎች የተነሳ ነው :: ከዚህ የተነሳ ቅርፅ ይለወጣል :: በይዘት ላይ ተፅዕኖ አለው :: ይዘት አድገትን ሊያፋጥነው ሊያዘገየ ሙ ይችላል :: በአገራችን ባላባታዊ የምርት ገንጥሎች ምን ያህል የምርት ሃይሎ ችን አድገት ወይ ሷላ ሊገኙት ተቆይቶ አንድ ይህ ወይ ሷላ ተወልደው ብናስታውስ በደ ማሰረጃ ይሆናል :: የይዘትና የቅርፅ ገንጥሎች ተያይዞ ጠባቂዎች አሏቸው :: ይዘት ተንቀሳቻሽ ቅርፅ ገን ይበልጣል የተረጋጋ ስለሆነ የይዘት ለጭቀ ጭቀት በሚገፋበት ጊዜ የቅርፅ ለጭቀ በዚያው ጭቀት አብሮ ሳይረፍ ይቀራል :: በዚህ የተነሳ በአዲ ሱ ይዘትና በአርገው ቅርፅ ይካከል አለመጣጣም ቅሪኑን ይፈጥራል :: ይህ ቅሪኑ አዲሱ ይዘት አርገውን ቅርፅ አሸቀጥጥ በመጣል በባታው አዲስ ቅርፅ በውተካት ይፈታል ::

ከዚህ በታች ያሉት ጥያቄዎች በምንባቡ መሠረት ወልደ

- 1. ይዘት አንድ ነገር የተገነባበት የአካሎችና የሂደቶች ጠቅላላ ድምር ጭላት ነው ::
- ሀ. ይዘት የአንድ ነገር አካሎች የተገነባበትና የሂደቶች ጠቅላላ ድምር ጭላት ነው ::

ለ. ይዘት የአንድ ነገር አካሎቹ የተገነባበትና የሂደቶቹ ጠቅላላ ድምር ማለት ነው።

ለ. ይዘት አንድ ነገር የተገነባበት የአካሎቹና የሂደቶቹ ጠቅላላ ድምር ማለት ነው።

መ. አንድ አካል የተገነባበት ነገሮችና የአካሎ አገነባብ ሂደት ጠቅላላ ድምር ይዘት ይባላል።

2. አንድ ቤት የተሠራበት ድንጋይ አሸዋ፣ ሲጫንቶ፣ አገጠት ቀርቶ . . . ወዘተ በአንድ ላይ ይዘት ይሰጠናል።

ሀ. አንድ ቤት የተሠራበት ድንጋይ፣ አሸዋ፣ ሲጫንቶ፣ አገጠት፣ ቀርቶ . . . ወዘተ በከፊል የቤቱን ይዘት የሰጠናል።

ለ. አንድ ቤት የተሠራበት ድንጋይ፣ አሸዋ፣ ሲጫንቶ፣ አገጠት፣ ቀርቶ . . . ወዘተ በአንድ ላይ ይዘት ይሰጠናል።

ለ. አንድ ቤት የተሠራበት ድንጋይ፣ አሸዋ፣ ሲጫንቶ፣ አገጠት፣ ቀርቶ . . . ወዘተ በአንድ ላይ ይዘት ይሰጠናል።

መ. አንድ ቤት የተሠራበት ድንጋይ፣ አሸዋ፣ ሲጫንቶ፣ አገጠት፣ ቀርቶ . . . ወዘተ በከፊል የቤቱን ይዘት ይሰጠናል።

3. የቤቱ አቀማመጥና አገነባብ ገላጭና ፍርጭ የቤቱን ቅርፅ ይሰጠናል።

ሀ. የቤቱ አቀማመጥና አገነባብ፣ ገላጭና፣ ፍርጭ የቤቱን ቅርፅ ይሰጠናል።

ለ. የቤቱ አቀማመጥና አገነባብ ገላጭና ፍርጭ የቤቱን ቅርፅ ይሰጠናል።

ለ. የቤቱ አቀማመጥና አገነባብ፣ ገላጭና ፍርጭ የቤቱን ቅርፅ ይሰጠናል።

መ. የቤቱ አቀማመጥና አገነባብ፣ ገላጭና ፍርጭ የቤቱን ቅርፅ ይሰጠናል።

4. ቅርፅ የቤቱ አገነባብና አደረጃጀት ነው።

ሀ. የቤቱ አደረጃጀትና አገነባብ ደገፍ ቅርፁን ይሰጠናል።

ለ. ባጭሩ የቤቱ አደረጃጀትና አገነባብ ቅርፁን ይሰጠናል።

ለ. ሆኖም የቤቱ አደረጃጀትና አገነባብ ቅርፁን ይሰጠናል።

መ. ስለሆነም የቤቱ አደረጃጀትና አገነባብ ቅርፁን ይሰጠናል።

5. ይዘትና ቅርፅ በህብረተሰባዊነት ትርዕይ ተቆይቶ ውስጥ አሉ::

ሀ. ይዘትና ቅርፅ በህብረተሰባዊነት በሥተቶ ውስጥ ይገኛሉ::

ለ. ይዘትና ቅርፅ በህብረተሰባዊነት ትርዕይ ተቆይቶ ውስጥ ይገኛሉ::

ሐ. ይዘትና ቅርፅ በጥንኛውም ርዕዮተ 9ለጫ ደ ትርዕይ ተቆይቶ ይገኛሉ::

መ. ይዘትና ቅርፅ በጥንኛውም ርዕዮተ 9ለጫ ደ ሥርዓቶ ይገኛሉ::

6. የምርት ሃይሎች መሣሪያዎችና የሚገለገሉባቸው ሰዎች የአንድ ስልተ ምርት ይዘት ናቸው::

ሀ. የምርት ሃይሎች፣ የምርት መሣሪያዎችና የሚገለገሉባቸው ሰዎች የአንድ ስልተ ምርት፣ ይዘት ናቸው::

ለ. የምርት ሃይሎች፣ የምርት መሣሪያዎችና የሚገለገሉባቸው ሰዎች፣ የአንድ ስልተ ምርት ይዘት ናቸው::

ሐ. የምርት ሃይሎች፣ የምርት መሣሪያዎችና የሚገለገሉባቸው ክፍሎች በከፊል የሥልተ ምርት ይዘት ናቸው::

መ. የምርት ሃይሎች፣ የምርት መሣሪያዎችና የሚገለገሉባቸው ክፍሎች በከፊል የስልተ ምርት ይዘት ናቸው::

7. የምርት ገንጠታዎች ሰዎች በምርት ማከናወኛዎች ጋር በአላቸው ገንጠታዎች የእርስ በእርስ ገንጠታዎች የስልተ ምርት ቅርፅ ናቸው::

ሀ. የምርት ገንጠታዎች ማለት በምርት ሂደት ውስጥ ሰዎች እርስ በርሳቸው ፣ ፣ የሚኖሩባቸው ገንጠታዎች ሲዘሉ፣ ይህም የስልተ ምርት ቅርፅ ናቸው::

ለ. የምርት ገንጠታዎች ሰዎች በምርት ማከናወኛዎች ጋር በአላቸው ገንጠታዎች የሚኖሩባቸው የእርስ በእርስ ገንጠታዎች የስልተ ምርት ቅርፅ ናቸው::

ሐ. የምርት ገንጠታዎች በምርት ሂደት ውስጥ በሰዎች መካከል ገንጠታዎች ሲዘሉ፣ የስልተ ምርትን ቅርፅ ያስገኛሉ::

መ. በምርት ሂደት ውስጥ በሰዎች መካከል የሚኖሩት ገንጠታዎች የምርት ገንጠታዎች ይባላሉ:: እነሱም የስልተ ምርት ቅርፅ ናቸው::

8. ጣና ቸውም ነገርና ትርዕይት የገድ ይዘትና ቅርፅ ይኖረዋል፡፡

ሀ. ጣና ቸውም ነገርና ከሥተት ይዘትና ቅርፅ አሉት፡፡

ለ. ጣና ቸውም ነገርና ትዕይንት ቅርፅ አሉት፡፡

ሐ. ጣና ቸውም ነገርና ርዕዩት ዓለም ይዘትና ቅርፅ አሉት፡፡

ጊ. ጣና ቸውም ነገርና ትርዕይት ይዘትና ቅርፅ አሉት፡፡

9. ይዘት በጤያቅፋዎች ቅራኔ የተነሳ ይንቀሳቀሳል፤ ያድጋል፡፡

ሀ. ይዘት በጤያቅፋ ቸው ቅራኔያቸው የተነሳ ይንቀሳቀሳል፤ ያድጋል፡፡

ለ. ይዘት በጤያቅፋ ቸው ቅራኔ የተነሳ ይንቀሳቀሳል፤ ያድጋል፡፡

ሐ. ይዘት በጤያቅፋ ቸው ቅራኔያቸው የተነሳ ይንቀሳቀሳል፤ ያድጋል፡፡

ጊ. ይዘት በጤያቅፋ ቸው ቅራኔ የተነሳ ይንቀሳቀሳል፡፡

10. የሀብረተሰብ እድገት ከአንድ ስልተኛነት ከአንድ ስርአተ ማህበር ወይ ሌላ ጭቅጋገር የሚያደርገው ከይዘት ከኖርት ሃይሎቹ የተነሳ ነው፡፡

11. በሀብረተሰብ እድገት ሂደት ጭቅጋገኝ ከአንድ ስልተኛነት ወይም ከአንድ ስርአተ

ሀ. ማህበር ወይ ሌላ ጭቅጋገር የሚቻለው የኖርት ሃይሎቹ በጤያቅፍት የእድገት ለጭቅ ምክንያት ነው፡፡

ለ. በሀብረተሰብ እድገት ሂደት ጭቅጋገኝ ከአንድ ስልተኛነት እና ከአንድ ስርአተ ማህበር ወይ ሌላ ጭቅጋገር የሚቻለው የኖርት ሃይሎቹ በጤያቅፍት የእድገት ለጭቅ ምክንያት ነው፡፡

ሐ. የሀብረተሰብ እድገት ሂደት ጭቅጋገኝ ከአንድ ስልተኛነት ከአንድ ስርአተ ማህበር ወይ ሌላ ጭቅጋገር የሚደረገው ከይዘት ከኖርት ሃይሎቹ የተነሳ ነው፡፡

ጊ. የሀብረተሰብ እድገት ስልተኛነት ወይ ሌላ ጭቅጋገር የሚደረገው ከይዘት ከኖርት ሃይሎቹ የተነሳ ነው፡፡

APPENDIX III

እዲስ አበባ ዩኒቨርሲቲ
የአማርኛ የንግብ ፈተና 1
የጫ ደንደሮችና ሥነ ጽሑፍ ክፍል

የተማሪው ቀጥር

የተፈቀደው ሰዓት $\frac{1}{12}$

ሀ 1. ከሚከተለው አጭር አንቀጽ ተያራኔ የሆኑ ያሉኝን ወርጠህ ጻፍ::

ሰለዘህ በትምህርት ቤት ለዐጣቶች የሚሰጠውን አስተዳደግ ከመሰረተ በተፈጥሮ ባሉን ወልካዎ ጠባዮች የተሰማኝ እንዲሁንና እነሱን የሚያጸድቅ እንጂ የሚያጠፋ እንዳይሆን ያስፈልጋል::

ሀ _____

2. ከሚከተለው ዓረፍተ ነገር ጭፈው ስህተትን ለመግለጽ የተጠቀሙትን ተሰባሳይ ያሉኝ ወርጠህ በተሰጠህ ክፍት ቦታ አስቀምጥ::

የሥልጣኔ ወልኮ ሁለት ነው:: አንዱ በኑሮ ቅልጥፍና፣ በብልጽግና፣ በዘዴ፣ በጥበብ፣ መሻሻል ያለው ነው::

ሀ _____

ለ _____

3. ከዘህ በታች ያለውን ዓረፍተ ነገር አንብቦ ለተሠራረው ያል ተሰባሳይ ያል ፈልግ::

የዚራው የአውሮፖርትን ሥልጣኔ ጉልህ ሆኖ የሚታይበት የኑሮፍ መሻሻል የጥበብን ሥልጣኔ በሚጠይቅ ነው እንጂ በመንፈሳዊ ሥልጣኔ በኩል ብዙ የሊቀ ነው ለሚለት ያስቸገራል::

ሀ በሚፋጠኑ: _____

ለ ከዘህ በታች ያለውን ምንጣብ አንብቦ መልካም የሆነ ስነምግባርና መልካም ያልሆነ ስነምግባር የሚያንጸባርቁትን ያሉኝ በሁለት ክፍለህ አሳይ::

የሊት ቆይታ ሕዝብ ከብዙ ሺህ ዓመታት ዘመር በነጻነት ሲኖር በያውራጃውና በየጉሳው ከቀደም ዘመር ያሉ የሚሰጡ ልማዶችና የተፈጥሮ ጠባቂዎች አሉት፡፡ ከነዚህም ጠባቂዎች መካከል ከአጭር ገጭ ያን ከሌሎችም የዓለም ሕዝቦች የተሻሻሉና ተቆይቶ ለገንጫ ለያንሱም፡፡ ስለዚህ የጊዜው ወለ የወጣና የርዎችን ፍጥነት ለነዚህን ወሰን ገጭ ያን ጠባቂዎችን ለገንጫ ለያንሱም አሁኑኑ ሊታሰቡበት አስፈላጊ ነው፡፡ ስንተም በተፈጥሮ ብርቱ የነበረ ሕዝቦች ያዲሱን ሥልጣን ለቀበሉ በሚጠቅሙ ምግባራቸው ተበላሽተው ወንድም ነውና ተገርደው የቀረ ሕዝቦች አሉ፡፡ ስለዚህም በትምህርት በትላቢቶች የሚሰጡ አስተዳደግ ከወሰን ገጭ በተፈጥሮ ካሉን ወልካም ጠባቂዎች የተሰማሩ ለገንጫና ለነገሩን የሚያጸድቅ ለገንጫ የሚያጠፋ ለገንጫም ያስፈልጋል፡፡ ለዲሱን ሥልጣን ተከትሎ በደገና የደረሱት ሕዝቦች ሁሉ ያጥጉት ወሰን ገጭ ለሀገር ያቸግሩ ለገንጫ ለክብረት የቀደምና የርዎችን ወጠን ከኑሯቸው ሚዛን ጋር በትይዩ አወዛዝ ነው የጠበቁት ብቻ ናቸው፡፡ የሥልጣን ወልኩ ሁላት ነው፡፡ ለገንጫ በኑሯ ቅልጥፍና በብልጽግና በዘጋጅ በጥበብ መሻሻል ያለው ነው፡፡ ሁላቸው ደገፍ በወንፈሳዊ ሥልጣን በቀራል ወንጌልና ወብሰል ነው፡፡ የዚህም ያውር ገጭ ያን ሥልጣን ጉልህ ሆኖ የሚታይበት የኑሯን መሻሻልና የጥበብን ሥልጣን በሚጠይቁ ነው፡፡ ለገንጫ በወንፈሳዊ ሥልጣን በኩል ብዙ የላቀ ነው ለሚት ያስቸግራል ስለዚህም እኛ የአነሱን ለርዎች ለወከተል ስንፈልግ በወልካም ነቱ የተረጋገጠውን ለገንጫና ለገንጫ ስተዋልንና ለያሚረጥን ለገንጫ ለገንጫ በደፈናው ሁሉን ወቀበልና በሁሉም ለገንጫ ለገንጫ ማለት አይገባንም፡፡

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ጠ/ በሚከተለው ዐረፍተ ነገር ለገንጫ ያሉ ሕግባይ ያሉ ተሰጥቷቸዋል፡፡ ለነዚህን ያሉ ለይቶ በሚጠቅሙ ሕግባይ ያሉንና የተሰጠውን ሥርዓተ ነጥብ አውልኩት፡፡

1. በዚህ ሥርዓት በገዢዎች ወይም በተቀናሰሱ የምርጫ ሥርዓት መሠረት የሠራተኛው ወብት በካፒታሊስትና ከካፒታሊስት ወይም ከቀረጫት ዕቤቶች / ገዢዎች / መካከል አንዱን ወምረጥ ነው።

የተገለጸው ያለ _____ ገላጭ _____ የተሰጠው _____
ያለ ያለ ሥርዓተ ነጥብ

2. ከደጋፊ ጭርጭ ከቆላጭ ፀሐይ ገለት ከበረሃው ረጫት የተነሣ ኑግ ልገልገና ቅቤ የተኩረፈበት ጫሊት / ወጭት / ይወስል የነበረው አካሉ በቅርጭጭት ተከተሮ አርፎ ወሰሰ።

የተገለጸው ያለ _____ ገላጭ ያለ _____ የተሰጠው _____
ሥርዓተ ነጥብ

3. ቀለሙም ወጥቀረን ትቶ አወድ ለበሰና ወደ የጅሜ ነት / ገራጫ ነት / ተለወጠ።
የተገለጸው ያለ _____ ገላጭ ያለ _____ የተሰጠው _____
ስርዓተ ነጥብ

ወ.

1. በሚከተለው ምንጣብ ያሉትን የተሰጠው ያለት ተወልድተህ ያሉ በስተቀር ነሻ፣ በስተቀር ደረሻ፣ ወይም በስተቀር ነሻና በስተቀር ደረሻ ካለው በያሉ ላይ በሚሰጠው ወይም ቀለበት በሚደረግ አወልድተኛ።

በጫሊትም አንድ ተሳሪ ለመምህራ ተገቢውን አክብሮት መገፈገፍ የለበትም.. አንድ መምህር በሚሰጠው ተገባር ላይ አንዳንድ የሚያደርገውን በዕውቀት በቸሎታውና ዕውቀትን ለሚሠራጩት ባለው የውያ ተልዕኮ ነው። አንድ ተሳሪ አልፎ አልፎ ከመምህራ ጋር በሰጠው በአወላካካትም ላይጣጣም የሚቸልበት ሁኔታ ሊያገጥመው ይችላል። ተሳሪው የተሠማራው ሰጠው ከሰጠው ምርምር ጋር ከመገጠት የሰው ልጅ የዕውቀት አደራስ አንዳሳፋ የሚያቋርጥ ጥረት በሚደረግበት አካባቢ በመሆኑ የሰጠው ልዩነት በፈጠሮም ልዩነት በነገሮች ላይ ያተኮረ አንጻራ መምህራን የሚያሳዝንና የሚያቀርቡ መሆን የለበትም።

2. ለሚከተሉት ያላት አሎታ ዐይዎ አፍራሽ ቅጥ ያስገኙ

- የሚቸልበት _____
- አንዳሰማራ _____
- ለማሠራጫት _____
- ሊያገጥሙኛ _____

3. ለሚከተሉት ያላት ስዎ ቅጽ ለድራጊ ገሥና ተርባክ ገሥ ክፍል ስጥ፡

ያል	ስዎ	ቅጽ	አድራጊ	ገሥ
ዐጭቅት	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
ጠዋሪ	_____	_____	_____	_____
	_____	_____	_____	_____

- ጠነቀላ ብሎ ጥንቅላ ደነቀረ ብሎ _____ ይላል፡፡
- ዐደደ ብሎ ጭዳታ ቀረ ብሎ _____ ይላል፡፡
- ሰጫ ብሎ ስዎታ ሰጠ ብሎ _____ ይላል፡፡
- ከፍታ ብሎ ከፍተኛ ግዎብ ብሎ _____ ይላል፡፡
- ቀማጣ ብሎ ቀማጣነት ጩቆቹ ብሎ _____ ይላል፡፡
- በቅሎ ብሎ በቅሎነት ተማሪ ብሎ _____ ይላል፡፡

ለ-1 የሚከተሉት ዓረፍተ ነገሮች በሚገባበብ የዓረፍተ ነገሮች ገሥና ባለቤት ለይተህ አመልክት

1/ ይዘት ደግሞ በገደ ሊት ፍጹም ስለሚሆን ከጭ የታቀደውን የቅርፅ ዓይነት የሊት ፍጹምነት ባሕሪ አንዲናረጩ ያስገድዳል፡፡
 ባለቤት _____
 ገሥ _____

2/ ሰይጣን ዕውነተኛውን የተፈጥሮ ምስጢር መርምሮ ለወበጥ በሚቻል ማስረጃ የሚያበራራ ትምህርት ነው ለሚለው ዓረፍተ ነገር ውስጥ የዓረፍተ ነገሩ ገሥፍ የጠረገ ገሥ ለይቲ አመልክት የዓረፍተ ነገሩ ገሥ _____ የጠረገ ገሥ _____

ለ-2 ንባቡን ከነበብህ በኋላ ከገርገው የሚገኙትን የዓ. ነ. ባለቤት ከገሡ ጋር አገናኙ። እንደሚታወቀው የሰይጣን ትምህርት ባህርይ ቋንቋ ብዙ አልተጻፈም። ይህ የሆነበት ምክኒያት ብዙ ነው አሁን አላረገኝም የሰይጣንን ትምህርት ጠንቅቆ መግለጽ አስፈላጊው ሆኖ ተገኝቷል። ገን የቃላት ማጠር ደራሲያንን አሳንፏል። የሰይጣን ቃላት የሚያስፋፋ አንድ አካዳሚ እስኪቋቋም ድረስ ደራሲያንን አሳንፏል። የሰይጣን ቃላት የሚያስፋፋ አንድ አካዳሚ እስኪቋቋም ድረስ ደራሲያን በየበኩላቸው አጥጋቢ በሚመስሉ ቸው አካዳሚ የሰይጣን ጸብፍ ማደራጀት አለባቸው።

የሰይጣን ትምህርት	አሳንፏል
የቃላት ማጠር	ማደራጀት
ደራሲያን	አልተጻፈም

ለ-3 የሚከተለው አጭር ምንባብ የአገባብ ስህተት አለበት እንደሆነ መርጠህ ከገርገው ባለ ባይ ስፍራ ስህተትና እርጭቱ ንገ ለንገ ጻፍ። የፍልስፍና ዓውደ ዙሪያ ወይም ጻካ ዕውቀት ናት ለማለት ይቻላል። ይህም ዕውቀት አእምሮ አትቶ ያጠራትና ያነጠረው የፍጥረትና ይህላዊ ሥርዓት ሕግ የሆነቸው በአእምሮ ለታወቀው ሁሉ ማጠቃለያና ራስ የምትሆን ከሰሜት ጉዳይ በላይ የምታውሉን በርዕትና በጸድቅ ጉዳይ የምትራራቸው በቀጥተኛና በተስክለኛ አስተሳሰብ የምታሳድገን ድልን ስለሌለ ለመርገጥ የምታስቸሉን ዕውቀት ናት እነርሱም ፈሎሶፊ እንጂ ሊላ አይደሉቸው።

ጠ-1 በሚከተለው አጭር ምንጣብ አንጻንድ ስረገ መንደርደር ያዎቹና የዓረፍተ ነገሮቹን ባለቤት ያራሳክታሉ። እነዚህን መርጠህ በማጭጣት የሚያራሳክታ ችግርን ዓረፍተ ነገሮቹን ባለቤቶች ጻፍ።

የዓለም ሕዝቦች በጋራ የሚያስተጋቧቸውና ለማስፈንም ከሚታገሉላቸው አያሌ መሠረታዊ ጉዳዮች አንዱና ዋናው ሰላም ነው። ሰላም ደህንነት ለጤጤው ተጨማሪ የተሻለ ሕይወት ተፈጥሮን ይበልጥ ለመገራትና ጭንቀትን መንፈሳዊ ፍላጎትን ለማርካት አጭር ሁኔታን ይፈጥራል። ሕይወት በተከከለኛ ትርጉሙ አንጻላዊ ዕውቀትም ሰብአዊና ማኅበራዊ ባሕርይ አንዲቀዳድ የሰው ዘር ለዳብረው የአጭላገክት ሰፊትና የገንዘብ ጥልቀት መለኪያ ከመሆኑም በላይ ሰላም የሕዝቦች ሁሉ የማይገሰሰ መሆኑ ነው።

ያለ	ከፊት	ከኋላ	የተገለጸው
የሚያስተጋቧቸው አንዱና ዋናው ይፈጥራል አንጻላዊ አንዲቀዳድ ከመሆኑም በላይ የማይገሰሰ			

2- ምንጣቡን ከነጠብህ በኋላ ወደረኛ መስተጻምሮችን /መሸጋገሪያ ቃሎችን/ ከምንጣቡ ገርጌ ካለው ባይ ቦታ በመሙላት ትርጉማቸውን ጻፍ።

በአዋጆቹ መሠረት የንግግር እና የጽሑፍ የመሰብሰብ እና ሰላማዊ ሰልፍ የማድረግ የመቃወም እና የመቃወም የአኩልነት የነፃነት ወዘተ... መብቶች ታውቀዋል።

ነገር ግን በመብቶቹ ዋናው ተጠያሚዎች የሱርዮቹ የገዢ መደብ አባሎች ሲሆኑ ለሠርቶ አደረጎ ሕዝብ የይስሙላ ድንጋጌዎች ብቻ ቀረጡ። ሠርቶ አደረጎ ሕዝብ በነዚህ መብቶች መገልገል ያልቻለው የምርት መገልገያ ዎች ይዘታ የገልገሉበት እና በነሱም ላይ የባለቤትነት መብት በማጣት ነው።

ለምሳሌ ማተሚያ ቤቶች ጋዜጦች እና የጋዜጦች ሰርጭት በካፒታሊስቶች ይዘታና ቀጥጥር ሥር እስታላ ድረስ ለጸሎቱ ነፃነት ሊከበር የሚችለው ለካፒታሊስቶች ጭደብ እንጂ ተፈራሪ አስተያየት እና አሁንካከት ሊለጩ ለሠራተኛ ጭደብ አይደሉም፡፡

ሀ- ምንጣቡን አንብቦህ ከሁለት ሠራተኞች በካይቦልጡ ያላት በሚከተለው ገጽ አሳጥረህ ጻፍ፡፡

የተመዘገቡ ጊዜ ዘወትር በከንቱ የሚያሳልፍ ውዝጋቢያቸውና ወዘተዘፍቶ አሉ፡፡ ባቡር ሲነሳ ይገኛሉ፡፡ ተኩላው ተገብገሰው እያውተረተሩ ውሻ ክል ፍልፍና እንደሰው ውትፍትፍ እያሉ ወይ ባቡር ሠራተኛ ሲደርሱ ባቡር ጭልጥ ብሎ ሄደ ይቆያቸዋል፡፡ አይናቸውን እያሻሻሉ እየተጭቀነቀኑ አፍ ሰአቱ በሌሊት ተገኝተ ናሯል ይላሉ ነገር ካለፈ ይቆጣል አነዚያ ድንገሎች ገበያ ከተበታተነ በኋላ ለደ ከተማ ይደርሳሉ፡፡ ሠንገድ ለሚለፍ ገበያ ላረፈደ ፀሐይ የሚበረሰትን ጊዜ ችላ ብለው አሳልፈው ሲዘገቡ ገብሳቸውን ያጭዳሉ፡፡ ተኩላው ያዘገባሉ፡፡ በቀሉ ከተሰረቁ በኋላ ሴት ዋን ይቆጥሩ ሠርገኞች ከሙሉ ጭቅጫ አስጠው እንደ ለሚቱ ጅራት ዘወትር በሰተኋላ ናቸው፡፡ በሠንገድ ዘርጥርጥ ብለው ይቀራሉ፡፡ እንደሚመኝዎ ዘመን ሠብሰባል ናቸው፡፡ ሞቱ ገን አይጠግጡ፡፡ አራጣ በልተው እንደሚኖሩ ደፍዳፍቶ ሕይወታቸውን እጅግ ይጠግጡ፡፡ ሰው ሊያደርግ የተሰጠውን ሥራ ሳይፈጸም አይቆዩትም ይባላል፡፡ እነዚህ እንከላሎች ሠራተኞች ሥራቸውን ገና አልጀጩ ረደትም እስከጠርሱት ድረስ የማይቆዩት ከሆነ ለዘላለም በዚህ ሊቀፍ ነው፡፡ ለባልባ ሰው እያበራላቸው ጥድት ዘርጥርጥ ብለዋል እንጂ ደህና ናቸው ይላል፡፡ ጥድት ቸልተኝነት ትልቅ ጉዳት ያመጣል፡፡

ለ- የሚከተለውን ምንጣብ አንብቦህ ነይላ ያሉን /ሠንገድደሪያ/ ጠሳቡን አውልክት፡፡

በወጪው ስንክሳር ውስጥ የምናገኘው የጀገንነት ትርጉም **እያንዳንዱ ነብረተሰብና ሰፊው ሕዝብ በተራሞጅ ወገኖቹ ሰሜት ረገድ የነብረተሰቡ አባል የሆነው ገለሰብ ባለቤት ለህብረተሰቡ ልክልና ሲል ራሱን ሠሰዋለት ለሚደረግ የሚጠቀምበት ገላጭ ጽደቅ፣ ጥንካሬውና ከገጅነት የሚላካበት ፅንሰ ጠሳብ ነው ስለዚህ እንደ ሕብረተሰቡ ፍላጎት ስፋትና ጥበት ሊታይ ይችላል፡፡

ገገንነት የራሱ የሆነ የታሪክ ሂደት አለው። የገገንነት ተልቆች በሰው ልዩ ታሪክ ሂደት ውስጥ የብዙ ዘመናት እንደታዘዙ ለማሳደግ ይገባል። እነዚህ የገገንነት ተልቆች በሰው ሕዝብ ህሊና ውስጥ በግልጽ ይከፈላሉ። ሕዝቦች በአፈ ታሪካቸውና በፈጠራ ስራዎቻቸው ውስጥ እያስፋፉ አቸው በተለይም ወላጅ ተጋድሎን በግልጽ ረገድ ያሰራሉት ናቸው። ቀስ በቀስም በይፋ የፈጠራ ጽሑፎችና በኪነታዊ ፈጠራዎች ውስጥ ጥበባዊ ርእሰ ነገር ይሆናሉ ብሔራዊ ወይም አለም አቀፋዊ ሰብአዊን ስነምግባርንና የሰላም ወዳድ ታጋይነትን የመሰሉትን ሰናይ ምግባራትን ለማስተካከል የሰነድና ጽሑፍ ጽሑፍ ተምህርት ይሆናሉ። ቀስ በቀስም በይፋ የፈጠራ ጽሑፎችና በኪነታዊ ፈጠራዎች ውስጥ ጥበባዊ ርዕሰ ነገር ይሆናሉ ብሔራዊ ወይም ዓለም አቀፋዊ ሰብአዊን ስነምግባርንና የሰላም ወዳድ ታጋይነትን የመሰሉትን ሰናይ ምግባራትን ለማስተካከል የሰነድና ጽሑፍ ጽሑፍ ተምህርት ይሆናሉ።

ሀ/ _____
 ለ/ _____

ጠ/ አንድ መጻጠፍ ስለ ድርሰት አጭጭ የሚገልጽ ስህተት መጻጠፍ ምንምን ለርእስቶች ይተነትናል ብለህ ትገምታለህ።

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

1. _____

የሚቀጥለው ጸሎት ማን ይረዳል ማሳሰብ በሚችሉት ክፍሎች ውስጥ ማሳሰብ ተከታታይነትን እና የሚረዳቸውን ሰዎችን ማሳሰብ ይቻላል።

1/ ቋንቋ የተሠረዘበት በአንድበት ከሚፈጠሩ ጭቆናዎች ነው። ይህን ጭቆና በሚገባ ማስተዋል አስፈላጊ ነው።

- 2/ _____
- _____
- _____
- ሀ. በዙ ሰዎች ቋንቋ ከፈለገ ጋር ስለሚያዘዙት ሁሉ ትን ነጥሎች ለማየት ይቸገራቸዋል።
 - ለ. ሰዎች ቋንቋን ገንገር ለይተው አያውቁም።
 - ጠ. ቋንቋ ገንገር ፈለገው አይደለም ይላሉ።

/ . . /

- 3/ _____
- _____
- _____
- _____
- ሀ. በዚህ ድምፅ ቋንቋ የሚሰጥ ጸሎት እንደሆነ በሚሰጥ ጸሎት የሌላ ተግባር ወይም ፈለገ ያልወጣለቸውን ቋንቋዎች፣ ቋንቋዎች አይደሉም እስከሚሰጡት ይደርሳሉ።
 - ለ. ቋንቋ ተናጋሪ ከሌላው ቋንቋ አይደለም ይላሉ።
 - ጠ. ቋንቋ ፈለገው ቢኖረው ተናጋሪ ከሌለው ቋንቋ አይደለም ይላሉ።

/ . . /

- 4/ _____
- _____
- _____
- _____
- ሀ. ቋንቋ ነገሩ ገን የተለየ ነው። ቋንቋ በጭቆና ላይ የተሠረዘበት ነው።
 - ለ. ቋንቋ ነገሩ ገን የተለየ ነው። ቋንቋ በፈለገ ላይ የተሠረዘበት ነው።

APPENDIX IV

English - Reading speed Test

All forms of life change, to some extent, the environment in which they live, Man is responsible for the most spectacular changes. He has built cities and roads, cultivated land, cut down forests, tunnelled through mountains, even flattened hills, and reclaimed land from the sea. However, he has also brought about the ever growing threat of world wide pollution.

Life on earth is possible because of the dynamic equilibrium which exists between the atmosphere on the earth, and land marine plant and animal life. There are many different types of ecosystems, continuous processes of action and reaction between prey and predator, animal, and plant life, plants and the soil.

Without oxygen the world would die. Cars' exhaust fumes pollutes the air. Man's use of fossile fuels, oil, coal has increased the amount of carbon dioxide in the atmosphere by over 15% in the last hundred years. And, this had raised the temperature of the atmosphere. However, the atmosphere has stopped getting warmer probably because it is getting dustier, making it more difficult for the sun's radiation to penetrate. An increase of only 15% in the cloud coverage could, according to some estimates, make temperatures drop sufficiently to bring about a new Ice Age.

Rivers, lakes and the sea have for long been regarded and treated as open sewers. Untreated industrial waste and human sewage has

contaminated the rivers, lakes, and the seas. The great harvests of the sea are becoming useless because fish are daily becoming more poisonous.

COMPREHENSION.

Choose the most appropriate completion and write the letter of your choice in the space provided.

1. Man has brought about spectacular changes. He has:

- a) cultivated land and built cities and roads.
- b) cut down forests and tunnelled through mountains.
- c) flattened hills and reclaimed land from the sea.
- d) all of the above.

2. _____ is an example of an ecosystem.

- a) the need of oxygen .
- b) man's use of fossil fuel and gas.
- c) a continuous process of action and reaction.
- d) the demand on the world's resources.

3. _____ prevents the atmosphere from getting warmer

- a) the oxygen content of the air.
- b) the carbon and nitrogen cycles.
- c) cars' exhaust fumes.
- d) the dust in the air.

4. A 5% increase in cloud coverage results in

- a) the reduction of temperature.
- b) the increase of temperature.

- c) the balance of nature.
- d) none of the above.

5. The main reason for the decrease of marine products is:

- a) the problem of global pollution.
- b) the reduction of the quality of fish.
- c) the increasing demand of fish.

6. The contamination of the biosphere is caused by

- a) scientific knowledge.
- b) decreasing production.
- c) increasing population.
- d) every growing power.

7. The increase of carbon dioxide in the atmosphere increases

- a) dynamic equilibrium.
- b) atmospheric heat.
- c) oil, coal, and gas.
- d) cloud coverage.

8. Car exhausts send out gases that

- a) promote pollution .
 - b) harm sunlight.
 - c) promote life.
 - d) help depollution.
-

9. Rivers, lakes, and the sea have for long been regarded and treated as open sewers means:
- a) man uses these for constructive purposes.
 - b) he thinks these pollutes the world.
 - c) he considers these as a natural place for disposal of refuse.
 - d) man uses water as the only depollution agent.
-

- 10) Population explosion accounts for the
- a) rapid increase of wealth.
 - b) promotion of world-wide health schemes.
 - c) stabilization of ecosystems.
 - d) diminishing natural resources.
-

APPENDIX-V

TEST II

ENGLISH READING TECHNIQUES)

ADDIS ABEBA UNIVERSITY

INSTITUTE OF LANGUAGE STUDIES

Department of Foreign Languages and Literature.

Student's Code Number _____

Time allowed 1½ hrs.

I. Read the following text and answer the questions based on it.

From the primitive times man has been making an assault on his environment with fire, water and tools. Until a century or so ago, this attack took place over limited areas and in most cases at a relatively slow pace. Today there is a danger that man may use up the habitable and cultivable land. His activities increasingly out-strip the capacity of natural processes to restore the fertility of the land and water which has taken thousands of years to create. And through errors and misuse of his powers he is ruining or degrading vast areas of the globe.

The great driving force behind this new fierce assault is the population explosion. It took 200,000 years for man to reach his first thousand million but only 100 years to reach his second. The world population in 1976 was over 4,000 million, by the year two thousand it is expected to be over 6 thousand million.

Already we can see the devastation spreading, but what few people seem to realize is that the devastation to come may be so great that its scale will give it an entirely new quality just as air-raids changed when the atom bomb replaced T.N.T.

There is no doubt that the spectacular increases in world popula-

-tion which have been forecast are inevitable except under two conditions either a major catastrophe occurs a pandemic, a plague, an all out nuclear war- or man introduces severe population control: since 1945, for example, the expectancy of life in India has risen twenty to forty years. Its population increases by one million a month . Man has introduced death-control; now he must find a replacement for the normal regulating processes of nature.

A.1. In paragraph One find Two verbs meaning more or less the same as destroying

a) _____

b) _____

2. In paragraph our supply words which are opposite in meaning to the following words.

a) strict-_____

b) decreasing-_____

2. Read the following text carefully. Write some of the related words which explain curiosity on the one hand and gossip on the other in the space provided below.

The instinctive foundation of the intellectual life is curiosity, which is found among animals in its elementary form. Intelligence demands an alert curiosity, but it must be of a certain kind. The sort that leads the village neighbours to try to peer through curtains after dark has not very high value. The wide spread interest in gossip is inspired, not by love of knowledge, but by malice: no one gossips about other peoples

secret virtues, but only about their secret vices. Accordingly, most gossip is untrue, but care is taken not to verify it. our neighbours' sins are so agreeable that we do not stop to scrutinize the evidence closely. Curiosity properly so called, on the other hand, is inspired by genuine love of knowledge. You may see this impulse, in a moderately pure form, at work in a cat which has been brought to a strange room, and proceeds to smell every corner and every piece of furniture. You will see it also in children, who are passionately interested when a drawer or cupboard, usually closed is open for their inspection. Animals, machines, thunderstorms, and all forms of manual work, arouse the curiosity of children whose thirst for knowledge puts the most intelligent adult to shame. This impulse grows weaker with advancing years until at last what is unfamiliar inspires only disgust, with no desire for a closer acquaintance. This is the stage at which people announce that the country is going to the dogs, and that things are not what they are in my young days! The thing which is not as it was in that far-off time is the speaker's curiosity. And with the death of curiosity we may reckon that active intelligence, also, has died.

3. In the following paragraphs there are words given as equivalent expressions. And these equivalent expressions are given with different punctuation marks. Identify the word, indicate the equivalent explanation and the device used to mark equivalence.

Paragraph	word explained	explanation	device used
<p>The latest theory based on the MPTP episode is that Parkinson's may be caused by exposure to toxic chemicals in the environment. This is one of the first we have seen as exogeneous (externally originating) toxin.</p>			
<p>There are special risks in surgery with Down's syndrome but the risk of death in Phillip's case was within conscionable range- the limits allowd by one's conscience.</p>			
<p>Instead it would be better to deal in more detail with one of the W.H.O.'s most important and successful activities-the control of malaria.</p>			

4. Read the following text and underline the affixes and indicate whether each word is a noun, an adjective or an adverb by putting an 'X' mark in the table.

There are at least two causes of anxiety: conflict and stress. As an example of the former, we can rarely predict the precise consequences of what we do, but we are blessed with the intellectual capacity to anticipate the advantages and disadvantages may result from any action we may be thinking about. Very commonly we are faced with a choice between several courses of action. This state of affairs accounts for a great deal of our worrying: worrying, that is about what to do.

The other major source of worry is the dreadful things which may happen or have happened to us or to those we care for. Among the most stressful of these are death, illness, loss of work, money problems, marital problems and retirement. Such worries have a rational basis, but we are curiously irrational in the way we pursue them. For example, fear of death is strong among young adults as among elderly and it does not seem to be reduced by any sort of religious faith, including the belief that there is life after death. It is equally surprising that objective measures of anxiety suggest that we are as worried the hour before having a tooth filled as when we face major surgery.

1. a) dreadful _____
 b) illness _____
 c) retirement _____
 d) religious _____
- Noun Adjective Adverb

2. Supply negative prefixes to the following.

- a) rational _____
 b) measurable _____
 c) predictable _____
 d) common _____

3. Complete the following table with the appropriate forms.

Noun	Adjective	Person	verb
	surgical		
		believer	
			worry

B.1. Study the relation between the elements in the following sentences and first identify the co-ordinated sentences. Then identify the subject, and the main verb of the sentences.

1. Studies began in Africa although few governments had much money to spare, and some denied that the disease existed in their countries.

(Coordinated sentences) _____

Subject _____ Verb _____

2. Africa is severely affected by the AIDS epidemic and at least two million Africans are thought to be infected with the virus that causes it.

(Sentence _____

Subject _____ Verb _____

2. Read the following paragraph and answer the questions based on it. And, write your choice in the brackets provided below.

All forms of life change to some extent, the environment in which they live. Sometimes these changes are harmless or even beneficial to the environment as is the case with the coral polyp. Man is responsible for the spectacular changes. He has built cities and roads, cultivated land, cut down forests, tunnelled through mountains, even flattened hills, and reclaimed land from the sea.

- | | |
|-----------------------|---|
| All forms of life () | a) are harmless or beneficial to the environment. |
| These changes () | b) change the environment. |
| He has built () | c) cities. |
| Man has () | d) cultivated land. |

3. Read the following text and identify six mistakes concerning the relation between ideas and sentences . Write the mistakes in the brackets, and put your answers in the blank spaces against them.

Africa is severely affected by the aids epidemic and at least two million Africans are thought to be infected with the virus that cause it.

Physicians in Europe began to notice in 1982 that some AIDS patients is black Africans . They were not male homosexuals like most of the AIDS patient in Europe and the USA but are heterosexuals and almost half were women. His systoms were like that found in AIDS victims in Haiti- chronic diarrhoea, fever, and loss of weight. Because many AIDS victims look as in the are suffering from malnutrition, the disease often goes undiagnosed.

Studies began in Africa although few governments had much money to spare , and some denied that the disease existed in their countries. Gradually, information was collected and several countries now have special research units studying the disease.

- | | |
|------------------|------------------|
| 1. () _____ | 4. () _____ |
| 2. () _____ | 5. () _____ |
| 3. () _____ | 6. () _____ |

- C. 1. Read the following text and identify the words wh ch are referred by the words enumerated below. And, indicate whether they refe r to the words before or after them.

A number of different varieties of Zebra have been described in Africa, but there are two predominant species. These are

Grevy's Zebra which is restricted to the more arid areas of northern Kenya and southern Ethiopia, and the Burchell's Zebra, found only on the south side of the range of the other. The former is the larger of the two, with much narrower stripes running vertically down its flanks, and with much bigger ears. If you look at photographs of Burchell's Zebra you will see that its broader stripes are vertical only on the neck and forequarters most of the others tending towards the horizontal.

Reference - Words	refers to the word before it	refers to the word after it
a) there are ()		
b) these ()		
c) which ()		
d) former ()		
e) two ()		
f) its ()		
g) its ()		

D. 1. Identify the transitional (connectors) words and indicate their meanings.

Baboons, Papio anubis, are members of the monkey family, but they are typical animals of the plains, or rather its edges for they never stray too far from the safety of the trees, where they seek refuge should their dreaded enemy the leopard, appear.

Baboons work only over parts of this area intensively; and although the ranges of more than one troop may overlap this does not cause any fighting when they meet. They even drink

from the same water hole together, yet the different troops
apparently never mix.

a) _____

b) _____

II. A. Read the following text under column 1. Read and choose
one sentence from column 2 which you think is the most
likely sentence to follow the sentence under column 1.

COLUMN 1

COLUMN 2

In poor communities of the world, bottle-fed babies are twice as likely to die on average as breast fed babies; among the poorest groups, the ration is even worse.

- a) among the poorest groups the ratio is even worse.
- b) This is the case in many third world countries
- c) That is, the death of bottle fed babies is more likely.

2. a) Babies die from disease carried in the dirty water used to mix the milk powder; they die from the use of unsterile bottles; and from undernourishment when the milk powder is overdiluted to save money or cheaper cereals are substituted for the dearer milk powder.

b) Babies die because there are no maids.

c) Babies die as mothers are always over-worked.

3. a) This is a double blessing as children are reared at a cheaper price.

This is a double tragedy because not only does bottle feeding significantly increase mortality among young children but it also paradoxically, adds to the birth rate.

C. Let's assume that such as 'what is a robot?' is given. By reading the title what do you think are some of the ideas that the writer is going to discuss?

- a) _____
- b) _____
- c) _____
- d) _____

C. Read the following text and identify and write the topic sentences for each paragraph at the end of the text.

There are at least two causes of anxiety; conflict and stress. As an example of the former, we can rarely predict the precise consequence of what we do, but we are blessed with the intellectual capacity to anticipate the advantages and disadvantages which may result from any action we may be thinking about. Very commonly we are faced with a choice between several courses of

action. This state of affairs accounts for a great deal of our worrying: worrying, that is, about what to do.

The other major source of worry is the dreadful things which happen or have happened to us or to those who we care for. Among the most stressful of these are death, illness, loss of work, money problems, marital problems and refinement. Such worries have a rational basis, but we are curiously irrational in the way we pursue them. For example fear of death is as strong among young adults as among elderly and it does not seem to be reduced by any sort of religious faith including the belief that there is life after death. It is equally surprising that objective measures of anxiety suggest that we are as worried the hour before having a tooth filled as when we face major surgery.

Topic sentence (paragraph 1) _____

Topic sentence (paragraph 2) _____

D. Read the following text and summarize it in (5) sentences in the space provided below.

There are over one thousand lines of tefat the plant Genetic Center in Addis Abeba and its genetic diversity makes it a strong candidate for improvement by breeding. However, because tef is eaten only in Ethiopia, western grain breeders have investigated it hardly at all they have other grains, such as barley, maize, wheat and sorgum.

There are difficulties with breeding. One discovered by an Ethiopian Scientist is that Tef blooms only for fifteen minutes in the early morning immediately after sunrise . A good laboratory worker can cross-pollinate about, ten plants before the flowers close up again. This slows the breeding process.

Write down the most important points you have read from the
text on Tef.

OVERALL RAW SCORES OF FRESHMEN READING SPEED AND READING TECHNIQUES IN AMHARIC AND ENGLISH

AMHARIC									ENGLISH									AMHARIC			ENGLISH			
Inf. 26%	Str 16%	Ref 14%	Coh Dev 6% Sk 6%		Prev & An 10%		Pred 12%	Sc 10%	Sum 100%	Inf 26%	Str 16%	Ref 14%	Coh Dev 6% Sk 6%		Prev & An 10%		Pred 12%	Sc 10%	Sum 100%	Jano Cr	Peac sn	Comp 10%	Read sn	Comp 10%
11	15	0	6	0	0	12	0	44.0	20.0	19	14	3	3	0	4	0	63.0	1	113	1	73	2		
0	5	0	0	0	0	0	0	5.0	6.0	7	0	0	0	4	4	0	21.0	2	151	2	126	2		
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18.0	8	10	0	6	0	4	5	51.0	12.0	9	0	0	6	0	8	0	35.0	1	55	1	69	2		
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14.5	10	0	0	0	10	0	0	34.5	13.0	11	14	6	0	0	4	0	48.0	1	113	5	97	1		

A M H A R I C

E N G L I S H

A' H A R I C E N G L I S H

A M H A R I C									E N G L I S H									A' H A R I C					E N G L I S H				
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22.0	11	8	3	6	5	12	6	73.0	16	12	14	6	6	7	4	5	70.0	1	122	4	111	3		
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12.0	9	8	3	0	5	12	0	49.0	12	7	0	0	0	0	0	0	19.0	1	89	5	126	4		
19.5	0	0	0	0	5	4	0	28.5	13	9	12	3	0	0	8	4	49.0	1	122	3	155	5		
8.0	4	0	0	3	6	3	0	24.0	13	16	2	3	0	5	8	0	47.0	2	149	6	175	3		

AMHARIC									ENGLISH									AMHARIC		ENGLISH				
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17.0	12	10	3	0	0	12	0	54.0	13	15	0	0	6	5	0	0	0	39	1	122	2	135	5	
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17.0	9	0	0	6	4	12	0	48.0	8	14	0	6	6	2	8	5	0	49	1	239	8	164	5	
20.5	5	2	0	0	6	8	0	41.5	15	14	8	6	6	4	4	3	0	60	3	132	9	154	5	
8.0	6	0	0	0	5	8	0	27.0	11	11	14	6	0	0	0	0	0	42	1	237	9	154	3	
19.0	12	7	3	3	5	12	3	64.0	26	12	14	6	3	4	8	7	0	80	1	168	7	202	7	

AMHARIC									English									AMHARIC		ENGLISH		
Inf	Str	Ref	Coh	Sk	& An	Pred	Sc	Sum	Inf	Str	Ref	Coh	Sk	& An	Pred	Sc	Sum	Lang	Read	Comp	Read	Comp
26%	16%	14%	6%	6%	10%	12%	10%	100%	26%	16%	14%	6%	6%	10%	12%	10%	100%	Gr	Sp	10%	Sp	10%
18.0	9	0	0	6	10	0	0	43.0	11	11	0	0	0	5	3	10	40	3	113	6	94	4
13.0	4	0	3	6	10	12	0	48	7	6	10	4	6	0	0	10	43	1	132	5	94	3
13.0	0	0	0	0	4	0	4	21.0	8	13	14	0	0	0	12	7	54	1	113	5	159	5
12.5	4	0	0	0	5	8	0	29.5	8	7	2	0	3	6	0	0	26	1	160	3	160	5
11	5	2	3	6	10	8	0	45.0	8	10	12	0	0	0	0	0	30	1	122	2	130	4
14	10	0	0	6	0	4	0	34.0	14	10	0	0	6	0	4	0	34	1	122	4	110	3
17	9	0	6	0	5	12	0	49.5	12	14	0	0	0	0	8	4	38	2	162	5	141	4
21	10	6	6	6	5	12	0	66.0	14	9	14	6	6	3	12	5	69	3	153	4	150	4
19	7	2	3	6	7	12	10	66.5	16	12	10	6	6	3	8	0	61	1	288	6	195	4
14	0	0	3	0	10	12	0	39.0	9	10	4	0	0	6	0	0	29	1	132	2	94	2
15	7	8	3	0	7	0	0	40.0	16	10	0	0	0	0	4	0	30	3	113	6	34	4
10	5	4	0	0	5	12	0	36.5	11	12	12	3	3	5	12	5	63	1	140	1	110	4
10	7	12	0	6	5	12	0	61.5	13	14	12	6	6	5	4	4	64	1	101	4	105	4
0	10	0	0	3	4	12	0	29.0	14	13	0	6	6	0	4	7	50	1	204	6	135	5
6	5	0	0	0	0	4	9	20.5	13	13	12	6	0	0	0	0	44	2	122	1	131	5
5	0	0	0	0	0	4	0	9.0	4	6	0	0	0	0	0	0	10	2	96	7	73	1
12	8	0	0	0	0	4	0	24.0	14	10	0	3	6	4	0	4	41	1	156	3	100	3
19	6	10	3	3	5	4	0	50.5	13	10	12	0	3	6	8	0	52	1	168	4	113	4
12	9	8	0	3	0	0	0	32.0	12	7	0	0	6	5	8	0	36	1	130	3	110	3
8	7	8	0	3	5	4	0	35.0	15	10	0	0	6	5	8	0	44	2	152	4	120	2
21	4	8	3	0	4	0	5	45.0	21	10	8	3	6	0	0	5	53	3	110	4	75	2
12	4	0	0	0	5	0	4	26.5	8	0	12	0	6	0	0	0	15	1	125	4	89	3
14	10	0	6	31	5	8	5	51.5	15	11	14	3	6	5	4	2	50	1	127	3	100	2
1785	758	324	238	222	431	809	99	4704.5	1556	1267	963	325	330	284	487	336	5548	-	17231	547	14153	384
15.00	6.37	2.72	2.00	1.86	3.62	6.79	0.83	39.53	13.07	10.64	8.00	2.73	2.77	2.38	4.09	2.82	46.62	-	144.70	4.59	121.49	3.22
4.92	3.59	3.88	2.26	2.46	3.03	4.35	1.99	15.23	3.96	3.09	4.45	2.73	2.79	2.53	3.98	2.89	16.33	-	41.45	2.05	34.26	1.60

RAW SCORES READERS IN AMHARIC READING TECHNIQUES

AMHARIC									ENGLISH									AMHARIC		ENGLISH		
Inf	Str	Ref	Coh	Sk	Prev	Pred	Sc	Sum	Inf	Str	Ref	Dev	Sk	Prev	Pred	Sc	Sum	Lang	Read	Comp	Read	Comp
26%	16%	14%	6%	6%	& An 10%	12%	10%	100%	26%	16%	14%	6%	6%	& An 10%	12%	10%	100%	Cr	Sp	10%	Sp	10%
19.5	11	6	3	3	0	4	0	46.5	16	12	12	6	6	7	4	0	62	2	237	8	126	4
18.5	10	0	3	6	4	12	0	53.5	10	14	14	6	6	5	4	7	76	1	138	7	125	3
20.5	9	12	3	6	7	12	0	69.5	13	15	14	0	6	7	12	5	72	1	233	8	181	4
17.0	9	0	0	6	4	12	0	48.0	8	14	0	6	6	2	3	5	49	1	239	8	164	5
8.0	6	0	0	0	5	8	0	27.0	11	11	14	6	0	0	0	0	42	1	237	9	154	3
18.5	5	0	0	0	5	0	0	28.5	15	11	14	3	0	0	0	5	48	1	213	7	155	6
13.0	0	0	0	0	5	4	0	22.0	17	14	4	0	0	0	0	0	35	1	208	5	202	2
21.0	12	2	0	0	0	0	2	37.0	17	12	14	6	6	5	0	0	60	2	212	7	144	2
20.0	0	0	3	6	7	8	0	44.0	13	10	14	0	6	4	8	0	55	1	245	7	160	2
21.5	4	0	6	6	7	12	0	56.5	18	15	14	6	6	6	12	5	82	2	191	4	112	3
19.5	10	6	6	0	5	12	10	68.5	14	16	12	6	6	6	4	3	67	1	202	5	195	5
7.0	9	0	0	6	4	12	5	43.0	15	10	14	0	3	0	8	10	60	1	209	6	154	6
14.5	9	0	6	6	10	0	4	49.5	12	16	12	6	0	0	8	5	59	1	239	5	125	3
15.0	10	8	0	0	0	12	0	45.0	17	13	14	0	3	7	4	10	68	3	200	2	162	7
11.0	9	0	3	3	2	12	0	40.0	17	14	12	0	6	5	3	7	69	3	239	7	154	7
19.5	7	2	3	6	1	12	10	66.5	16	12	10	6	6	3	3	0	61	1	283	6	195	4
0	10	0	0	3	4	12	0	29.0	14	13	0	6	6	0	4	7	50	1	204	6	135	5
Σ 264	130	36	36	57	76	144	31	774	253	221	188	52	72	57	92	69	1015	-	3759	107	2643	71
\bar{X} 15.52	7.64	2.11	2.11	3.35	4.47	8.47	1.82	45.52	14.88	13.0	11.05	3.07	4.23	3.35	5.41	4.05	59.70	-	221.70	6.29	155.47	4.1
S.D. 6.0	3.55	3.63	2.31	2.78	2.78	4.87	3.43	14.40	2.91	1.96	4.85	2.91	2.61	2.87	3.98	3.54	12.30	-	24.28	1.72	26.51	1.6

where Σ = Sum total of each technique

S.D.=

$$\bar{X} = \frac{\text{the sum of score}}{\text{the No. of Stud.}}$$

RAW SCORES OF FOUR READERS IN AMHARIC READING TECHNIQUES

AMHARIC									ENGLISH									AMHARIC		ENGLISH				
Inf	Str	Ref	Coh		Prev		Pred	Sc	Sum	Inf	Str	Ref	Coh		Prev		Pred	Sc	Sum	Langr	Read	Comp	Read	Comp
26%	15%	14%	6%	6%	10%	12%	10%	100%	26%	16%	14%	6%	6%	10%	12%	10%	100%	Gr	So	10%	So	10%		
19.0	9	0	3	0	4	8	2	45.0	14	14	8	0	0	0	0	0	36.0	3	96	3	135	6		
18.5	12	0	4	3	3	4	0	44.5	9	8	14	6	6	7	0	0	50.0	4	78	1	130	4		
12.0	9	8	3	0	5	12	0	49.0	12	7	0	0	0	0	0	0	19.0	1	80	5	126	4		
21.5	0	10	6	0	3	0	0	40.5	11	11	4	6	0	0	0	0	32.0	1	75	3	123	1		
14.5	0	0	0	3	0	4	0	21.5	11	15	14	0	6	5	0	7	58.0	2	89	6	73	0		
18.0	8	10	0	6	0	4	5	51.0	12	9	0	0	6	0	8	0	35.0	1	55	1	69	2		
14.5	6	0	0	0	0	0	0	20.5	16.5	11	0	3	6	4	0	0	40.5	1	79	5	73	2		
18.0	8	2	3	6	0	8	0	45.0	10	8	12	0	0	0	4	5	39.0	1	101	1	84	3		
12.0	11	2	0	6	5	4	5	47.5	8	7	0	0	0	0	0	0	15.0	1	69	6	71	0		
8.0	0	4	3	0	0	0	0	48.0	7	6	0	0	0	0	4	0	17.0	1	100	3	109	4		
12.0	6	0	0	0	0	0	0	18.0	13	9	10	6	6	4	0	0	40.0	3	100	6	76	0		
19.5	7	12	0	6	5	12	0	61.5	13	14	0	6	6	5	4	4	64.0	1	101	4	105	4		
5.0	0	0	0	0	0	4	0	9.0	4	5	12	0	0	0	0	0	10.0	2	96	7	73	1		
Σ 193	75	47	21	30	25	60	12	501.0	140.5	125	75	27	36	25	20	16	463.5	-	1128	51	1247	31		
\bar{X} 14.94	5.3	3.6	1.6	2.3	1.9	4.0	1.0	38.53	10.80	9.61	5.69	2.07	2.76	1.92	1.53	1.23	35.65	-	86.76	3.92	95.92	2.38		
S.D.4.84	4.39	4.60	2.05	2.78	2.25	4.27	1.89	15.79	3.26	3.12	6.04	2.84	3.11	2.62	2.60	2.42	16.88	-	14.53	2.10	25.88	1.93		

where Σ = the sum total of each raw score

$$\bar{X} = \frac{\text{the sum of score}}{\text{the No. of stud.}}$$

S.D. =

APPENDIX IX

THE RAW SCORE OF STUDENTS WHO ARE POOR IN AMHARIC COMPREHENSION

AMHARIC									ENGLISH									AMHARIC	ENGLISH		
Inf	Str	Ref	Coh	Sk	Prev	Pred	Sc	Sum	Inf	Str	Ref	Coh	Sk	Prev	Pred	Sc	Sum	Lang	Read	Comp	Read
26%	16%	14%	6%	6%	10%	12%	10%	100%	26%	16%	14%	6%	6%	10%	12%	10%	100%	Gr	SP	10%	Sp
18.5	12	0	4	3	3	4	0	44.5	9	8	14	6	6	7	0	0	50	4	78	1	130
11.5	6	0	3	0	0	3	0	28.5	14	10	14	3	0	0	0	0	41	1	168	1	155
11.5	0	0	0	0	4	12	0	27.5	8	5	4	0	0	0	4	0	21	2	157	2	153
8.0	7	8	0	0	0	4	0	27.0	15	10	0	0	6	0	0	0	31	2	155	1	130
17.0	7	0	0	6	0	4	0	34.0	13	7	4	0	0	5	0	4	33	1	105	2	99
20.5	5	10	0	0	5	12	0	52.0	7	12	14	3	0	0	8	3	47	1	113	2	136
16.0	9	2	6	0	0	0	0	33.0	16	8	0	0	0	0	0	0	24	1	122	1	111
17.0	12	10	3	0	0	12	0	54.0	13	15	0	0	6	5	0	0	39	1	122	2	135
11.0	15	0	6	0	0	12	0	44.0	20	19	14	3	3	0	4	0	63	1	113	1	73
0	5	0	0	0	0	0	0	5.0	6	7	0	0	0	4	4	0	21	2	151	2	126
18.0	8	10	0	6	0	4	5	51.0	12	9	0	0	6	0	8	0	35	1	55	1	69
0	0	0	0	0	0	8	0	8.0	13	6	12	6	0	0	0	0	37	4	113	2	89
19.5	7	2	0	0	0	2	0	30.5	12	8	10	0	0	4	8	4	46	1	153	2	88
14.5	0	0	0	0	0	8	0	22.5	8	12	8	0	3	0	8	6	45	1	122	2	68
18.0	7	0	0	2	5	4	0	37.0	14	12	10	0	0	0	0	0	36	2	110	1	150
13.0	8	2	3	6	0	8	0	45.0	10	8	12	0	0	0	4	5	39	1	101	1	84
15.0	10	8	0	0	0	12	0	45.0	17	13	14	0	3	7	4	10	68	3	200	2	162
19.5	6	0	0	0	5	12	0	42.5	15	11	6	0	0	2	8	4	46	3	168	1	115
11.0	5	2	3	6	10	8	0	45.0	8	10	12	0	0	0	0	0	30	1	122	2	130
14.0	0	0	3	0	10	12	0	39.0	9	10	4	0	0	6	0	0	29	1	132	2	94
10.5	5	4	0	0	5	12	0	36.5	11	12	12	3	3	5	12	5	63	1	140	1	110
6.5	5	0	0	0	5	4	0	20.5	13	13	12	6	0	0	0	0	44	2	122	1	131
Σ295.5	138	58	21	31	52	162	5	772.0	263	231	176	30	36	45	72	41	888	-	2822	33	2536
\bar{x} 13.43	6.31	2.63	1.40	1.36	2.36	7.36	0.22	35.09	11.95	10.22	8.00	1.36	1.63	2.04	3.27	1.86	40.36	-	128.27	1.50	115.27
S.D. 5.83	4.00	3.82	2.06	2.40	3.28	4.24	1.06	13.16	3.56	3.20	5.52	2.21	2.40	2.69	3.83	2.81	12.87	-	32.02	0.51	28.92

APPENDIX-X

THE RAW SCORE OF STUDENTS WHO ARE GOOD IN AMHARIC COMPREHENSION

AMHARIC									ENGLISH									AMHARIC			ENCL	
Inf	Str	Pef	Coh	Sk	& An	Pred	Sc	Sum	Inf	Str	Pef	Coh	Sk	& An	Pred	Sc	Sum	Lang	Peard	Comp	Read	
26%	15%	14%	Dev	6%	10%	12%	10%	100%	26%	15%	14%	Dev	6%	10%	12%	10%	100%	Gr	Sp	10%	Sp	
19.5	11	6	3	3	0	4	0	46.5	16	11	12	6	6	7	4	0	62	2	237	8	126	
18.0	10	0	3	6	4	12	0	53.5	20	14	14	6	6	5	4	7	76	1	130	7	125	
18.0	99	8	0	0	7	8	0	50.0	20	10	12	0	0	0	8	7	57	1	127	7	86	
15.5	9	10	6	3	5	8	0	57.5	16	13	12	3	0	0	4	0	48	2	113	8	122	
20.5	9	12	3	6	7	12	0	69.5	13	15	14	0	6	7	12	5	72	1	223	8	181	
13.0	0	0	0	0	0	0	0	13.0	15	14	12	6	6	5	8	4	70	4	175	8	113	
21.0	4	8	3	3	4	8	5	56.0	21	10	8	3	6	0	0	5	53	1	160	8	150	
14.0	6	0	0	0	5	8	0	33.0	14	10	14	0	0	5	8	5	56	1	153	7	189	
17.0	9	0	0	6	4	12	0	48.0	8	14	0	6	6	2	8	5	49	1	239	8	164	
20.5	5	2	0	0	6	8	0	41.5	15	14	8	6	6	4	4	3	60	3	132	9	154	
8.0	6	0	0	0	5	8	0	27.0	11	11	14	6	0	0	0	0	42	1	237	9	154	
19.0	12	7	3	3	5	12	3	64.0	26	12	14	6	3	4	8	7	80	1	168	7	202	
13.0	5	4	6	0	5	12	0	45.0	11	11	10	0	0	3	8	5	48	1	168	7	135	
14.0	4	0	0	0	7	0	0	25.0	6	7	0	0	0	5	0	5	23	1	128	7	73	
18.5	5	0	0	0	5	0	0	28.5	15	11	14	3	0	0	0	5	48	1	213	7	155	
21.0	12	2	0	0	0	2	2	37.0	17	12	14	6	6	5	0	0	60	2	212	7	144	
14.5	7	0	6	0	0	4	0	31.5	10	14	2	6	0	0	4	0	36	1	113	7	110	
20.0	0	0	2	6	7	8	0	44.0	13	10	14	0	6	4	8	0	55	1	245	7	160	
15.5	6	6	3	6	5	12	0	53.5	18	11	14	0	6	3	8	5	65	1	157	8	99	
11.0	9	0	3	3	2	12	0	40.0	17	14	12	0	6	5	8	7	69	3	239	7	154	
5.0	0	0	0	0	0	4	0	9.0	4	6	0	0	0	0	0	0	10	2	96	7	73	
Σ	338.0	138	65	42	45	78	10	873	306	244	214	63	69	64	174	75	1139	-	3723	150	2869	
̄	16.09	6.57	3.09	2.00	2.14	3.95	0.47	41.57	14.75	11.61	10.1	3.0	3.28	3.04	4.95	3.57	54.23	-	177.28	7.52	136.61	
S.D	4.38	3.68	3.97	2.19	2.53	2.55	4.49	1.28	15.67	5.1	2.37	5.17	2.98	2.47	3.77	2.76	16.93	-	48.67	0.67	35.75	

RAW SCORES OF POOR READERS IN ENGLISH READING TECHNIQUES

AMHARIC									ENGLISH									AMHARIC		ENGLISH		
Inf	Str	Ref	Coh	Sk	Prev	Pred	Sc	Sum	Inf	Str	Ref	Coh	Sk	Prev	Pred	Sc	Sum	Langr	Read	Comp	Read	Comp
25%	16%	14%	6%	6%	10%	12%	10%	100%	26%	16%	14%	6%	6%	10%	12%	10%	100%	Gr	Sp	10%	Sp	10%
16.5	9	0	6	0	5	12	0	48.5	17	9	14	6	3	5	4	5	63	1	113	3	80	3
16.5	6	6	3	0	10	12	4	57.5	13	14	12	6	6	5	8	8	72	1	122	6	80	4
18.0	9	8	0	0	7	8	0	50.0	20	10	12	0	0	0	8	7	57	1	127	7	86	2
11.0	15	9	6	0	0	12	0	44.0	20	19	14	3	3	0	4	0	63	1	113	1	73	2
14.5	0	0	0	3	0	0	0	21.5	11	15	14	0	6	5	0	7	58	2	89	6	73	0
18.5	8	10	0	6	0	4	5	51.0	12	9	0	0	6	0	8	0	35	1	55	1	69	2
14.0	4	0	0	0	7	0	0	25.0	6	7	0	0	0	5	0	5	23	1	128	7	73	3
20.0	6	0	3	3	0	12	0	44.0	10	11	6	6	3	4	0	6	46	1	113	4	78	4
15.0	4	0	0	0	0	4	0	23.5	6	5	0	0	0	0	12	5	28	1	149	6	72	2
14.5	6	0	0	0	0	0	0	20.5	16.5	11	0	3	6	4	0	0	40	1	79	5	73	2
14.5	0	0	0	0	0	8	0	22.5	8	12	8	0	3	0	8	6	45	1	122	2	68	0
18.0	8	2	3	6	0	8	0	45.0	10	8	12	0	0	0	4	5	39	1	101	1	84	3
12.5	11	2	0	6	5	4	5	47.5	8	7	0	0	0	0	0	0	1	1	69	6	71	0
12.5	6	0	3	0	7	8	0	36.5	12	8	14	3	6	5	8	5	61	3	152	4	67	1
12.0	6	0	0	0	0	0	0	18.0	13	9	10	6	6	4	0	0	48	3	100	6	76	0
17.0	10	4	3	0	5	8	3	50.0	17	12	10	3	0	0	0	0	42	1	142	6	85	3
15.0	7	8	3	0	7	0	0	40.0	16	10	0	0	0	0	4	0	30	3	113	6	84	4
5.0	0	0	0	0	0	4	0	9.0	9	4	6	0	0	0	0	0	10	2	96	7	73	1
21.0	4	8	3	0	4	0	5	45.0	21	10	8	3	6	0	0	5	53	3	110	4	75	2
Σ 186	119	48	33	24	57	108	22	699	241	192	134	39	54	37	68	64	828	-	2093	88	1440	38
Σ 15.02	6.26	2.52	1.73	1.26	3.00	5.68	1.15	36.78	12.65	10.10	7.05	2.05	2.84	1.94	3.57	3.36	43.60	-	110.15	4.63	75.78	2.00
SD 3.61	3.85	3.58	2.07	2.30	3.46	4.48	2.03	14.19	5.08	3.34	5.93	2.46	2.73	2.36	3.97	3.05	17.11	-	25.52	2.11	15.89	1.37

RAW SCORES OF GOOD READERS IN ENGLISH READING TECHNIQUES

AMHARIC									ENGLISH									AMHARIC		ENGLISH				
Inf	Str	Ref	Coh		Prev		Pred	Sc	Sum	Inf	Str	Ref	Coh		Prev		Pred	Sc	Sum	Lang	Read	Comp	Read	Comp
26%	16%	14%	6%	6%	10%	12%	10%	100%	26%	16%	14%	6%	6%	10%	12%	10%	100%	Cr	Sp	10%	Sp	10%		
17.0	8	10	0	0	0	12	0	47.0	17	6	14	3	6	3	12	0	61	1	113	5	183	4		
14.5	5	0	3	0	4	0	0	26.5	6	6	4	0	0	0	0	0	16	1	148	4	163	1		
16.0	6	8	6	0	0	12	0	48.0	12	10	2	0	3	0	0	0	27	3	158	6	191	3		
11.5	7	2	0	0	5	0	0	25.5	14	7	6	6	0	0	12	0	45	3	158	6	181	3		
8.0	4	0	0	0	6	3	0	24.0	13	16	2	3	0	5	8	0	47	2	149	6	175	3		
20.5	9	12	3	6	7	12	0	69.5	13	15	14	0	6	7	12	5	72	1	223	8	181	4		
14.0	6	0	0	0	5	8	0	33.0	14	10	14	0	0	5	8	5	56	1	153	7	189	3		
17.0	9	0	0	6	4	12	0	48.0	8	14	0	6	6	2	8	5	49	1	239	8	164	5		
19.0	12	7	3	3	5	12	3	64.0	26	12	14	0	3	4	8	7	80	1	158	7	202	7		
13.0	0	0	0	0	4	0	4	21.0	8	13	14	0	0	0	12	7	54	1	113	5	159	5		
12.5	4	0	0	0	5	8	0	29.5	8	7	2	0	3	6	0	0	26	1	130	3	160	5		
3.5	0	0	0	0	0	0	0	3.5	12	14	10	0	0	0	0	0	36	1	113	5	162	6		
13.0	0	0	0	0	5	4	0	22.5	17	14	4	0	0	0	0	0	35	1	200	5	202	2		
22.0	4	0	6	0	7	12	0	51.0	12	14	10	6	3	3	8	5	61	3	113	5	162	5		
20.0	0	0	3	6	7	8	0	44.0	13	10	14	0	6	4	8	0	55	1	245	7	160	2		
20.5	9	12	3	6	8	12	5	75.5	15	13	14	6	6	0	4	7	65	1	168	4	183	5		
19.5	10	6	6	0	5	12	10	68.5	14	16	12	6	6	6	4	3	67	1	202	5	195	5		
15.0	10	8	0	0	0	12	0	45.0	17	13	14	0	3	7	4	10	68	3	200	2	162	7		
19.5	7	2	3	6	7	12	10	66.5	16	12	10	6	6	3	8	0	61	1	283	6	195	4		
Σ 296	109	67	36	36	84	151	32	812	255	222	174	48	57	55	116	54	981	-	3334	104	3369	80		
̄X 15.57	5.7	3.5	1.89	1.89	4.42	7.94	1.68	42.73	13.42	11.68	9.15	2.52	3.0	2.89	6.10	2.34	51.63	-	175.47	5.47	177.31	4.2		
S.D. 4.72	3.77	4.55	2.28	2.28	2.61	5.03	3.30	20.05	4.45	3.26	5.26	2.87	2.64	2.62	4.49	3.35	17.20	-	48.92	1.57	15.43	1.6		

RAW SCORES OF STUDENTS WHO ARE POOR IN ENGLISH COMPREHENSION

AMHARIC									ENGLISH									AMHARIC		ENGLISH			
Inf	Str	Ref	Coh	Sk	& An	Pred	Sc	Sum	Inf	Str	Ref	Coh	Sk	& An	Pred	Sc	Sum	Lang	Cr	Read	Comp	Read	Comp
26%	16%	14%	6%	6%	10%	12%	10%	100%	26%	16%	14%	6%	6%	10%	12%	10%	100%	Cr	Sn	10%	Sp	10%	
11.5	0	0	0	0	5	8	0	24.5	9	5	4	0	0	4	0	0	22	1	106	5	138	1	
14.5	5	0	3	0	4	0	0	26.5	6	6	4	0	0	0	0	0	16	1	143	4	163	1	
20.5	5	0	0	3	4	0	0	32.5	17	13	0	0	0	3	0	3	42	1	113	5	90	1	
16.5	7	0	3	6	0	12	0	44.5	13	13	12	6	6	3	4	0	57	3	158	6	104	1	
11.5	0	0	0	0	4	12	0	27.5	8	5	4	0	0	0	4	0	21	2	157	2	153	1	
19.5	7	0	3	0	4	12	5	50.5	15	10	0	6	5	3	0	0	40	1	157	6	101	0	
21.5	0	10	6	0	3	0	0	40.5	11	11	4	6	0	0	0	0	32	1	75	3	123	1	
14.5	0	0	0	3	0	4	0	21.5	11	15	14	0	6	5	0	7	58	2	89	6	73	0	
0	0	0	0	0	0	8	0	8.5	13	5	12	6	0	0	0	0	37	4	113	2	89	1	
9.0	0	4	0	0	0	12	0	25.5	15	11	14	3	0	3	8	5	59	1	168	4	100	1	
14.5	0	0	0	0	0	8	0	22.5	8	12	8	0	3	0	8	6	45	1	122	2	68	0	
14.5	10	0	0	0	10	0	0	34.5	13	11	14	6	0	0	4	0	48	1	113	5	97	1	
12.5	11	2	0	6	5	4	5	47.5	12	8	14	3	6	5	8	5	61	3	152	4	67	1	
12.5	6	0	3	0	7	8	0	36.5	13	9	10	6	6	4	0	0	48	3	100	6	76	0	
12.0	6	0	0	0	0	0	0	18.0	14	8	4	0	0	0	0	0	26	3	112	3	94	1	
11.5	8	1	0	0	0	0	0	20.5	4	5	0	0	0	0	0	0	10	2	96	7	73	1	
5.0	0	0	0	0	0	4	0	9.0	8	7	0	0	0	0	0	0	15	1	69	6	71	0	
Σ	221.5	65	17	18	18	46	92	10	489.5	190	156	118	48	33	30	36	26	637	-	2048	76	1680	12
̄X	13.03	3.82	1.0	1.05	1.05	2.70	5.41	0.58	28.79	11.17	9.17	6.94	2.82	1.94	1.76	2.11	1.52	37.47	-	120.47	4.47	98.32	0.7
S.D.	5.29	4.00	2.54	1.81	2.10	3.03	4.88	1.66	12.38	3.52	3.10	5.57	2.89	2.79	2.01	3.19	2.55	16.80	-	30.88	1.62	29.57	0.4

RAW SCORES OF STUDENTS WHO ARE GOOD IN ENGLISH COMPREHENSION

AMHARIC									ENGLISH									AMHARIC		ENGLISH				
Inf	Str	Ref	Coh		Prev		Pred	Sc	Sum	Inf	Str	Ref	Coh		Prev		Pred	Sc	Sum	Lang	Read	Comp	Read	Comp
26%	16%	14%	6%	6%	10%	12%	10%	100%	26%	16%	14%	6%	6%	10%	12%	10%	100%	Gr	So	10%	So	10%		
21.0	11	14	4	6	0	12	0	68.0	18	13	14	6	3	7	4	4	69	3	162	3	111	6		
19.0	9	0	3	0	4	8	2	45.0	14	14	8	0	0	0	0	0	36	3	96	3	135	6		
13.0	0	0	3	0	4	12	0	32.0	13	12	12	6	0	0	4	0	47	1	155	5	109	5		
19.5	0	0	0	0	5	4	0	28.5	13	9	12	3	0	0	8	4	49	1	122	3	155	5		
10.5	11	8	3	0	5	8	0	53.5	14	13	12	6	3	5	0	4	57	1	169	5	135	5		
20.5	5	10	0	0	5	12	0	52.0	7	12	14	3	0	0	8	3	47	1	113	2	136	5		
16.0	9	2	6	0	0	0	0	33.0	16	8	0	0	0	0	0	0	24	1	122	1	111	5		
17.0	12	10	3	0	0	12	0	51.0	13	15	0	0	6	5	0	0	39	1	122	2	135	5		
13.0	0	0	0	0	0	0	0	13.0	15	14	12	6	6	5	8	4	70	4	175	8	113	5		
17.0	9	0	0	6	4	12	0	48.0	8	14	0	6	6	2	8	5	49	1	239	8	164	5		
20.5	5	2	0	0	6	8	0	41.5	15	14	8	6	6	4	4	3	60	3	132	9	154	5		
19.0	12	7	3	3	5	12	3	64.0	26	12	14	0	0	0	8	7	80	1	168	7	202	7		
13.0	0	0	0	0	4	0	4	21.0	8	13	14	0	0	0	12	7	54	1	113	5	159	5		
12.5	4	0	0	0	5	8	0	29.5	8	7	2	0	3	6	0	0	26	1	160	3	160	5		
19.5	5	0	0	0	5	0	0	28.5	15	11	14	3	0	0	0	5	48	1	213	7	155	6		
3.5	0	0	0	0	0	0	0	3.5	12	14	10	0	0	0	0	0	36	1	113	5	162	6		
22.0	4	0	6	0	7	12	0	51.0	10	10	10	6	3	3	8	5	61	3	113	5	162	5		
20.5	0	12	3	6	8	12	5	75.5	15	13	14	6	6	0	4	7	65	1	166	4	183	5		
19.5	10	6	6	0	5	12	10	68.5	14	16	12	6	6	6	4	3	67	1	202	5	195	5		
7.0	9	0	0	6	4	12	5	43.0	15	10	14	0	3	0	8	10	60	1	209	6	154	6		
17.0	8	4	6	0	5	12	0	52.0	17	10	14	6	6	7	8	5	73	1	163	5	104	5		
15.0	10	8	0	0	0	12	0	45.0	17	13	14	0	3	7	4	10	68	3	200	2	162	7		
11.0	9	0	3	3	2	12	0	40.0	17	14	12	0	6	5	8	7	69	3	239	7	154	7		
21.0	11	6	0	0	0	0	0	38.0	14	12	4	0	0	0	0	0	30	2	168	6	155	6		
0	10	0	0	3	4	12	0	29.0	14	13	0	6	6	0	4	7	50	1	204	6	135	5		
6.5	5	0	0	0	5	4	0	20.5	13	13	12	6	0	0	0	0	44	2	122	1	131	5		
Σ401	177	89	49	33	92	208	29	1077.5	363	323	252	87	75	66	112	100	378	-	4172	123	3831	142		
\bar{x} 15.42	6.80	3.42	1.88	1.26	3.53	8.00	1.11	41.44	13.96	12.42	6.69	3.34	2.88	2.53	4.30	3.84	53.00	-	160.46	4.73	147.34	5.46		
S.D.5.81	4.13	4.50	2.28	2.27	2.43	5.05	2.42	17.55	3.82	2.13	5.20	2.85	2.61	2.90	3.73	3.17	15.18	-	41.52	2.21	25.48	0.70		

THE RAW SCORES OF AMHARIC SPEAKERS IN READING AMHARIC & ENGLISH READING TECHNIQUES

AMHARIC									ENGLISH									AMHARIC		ENGLISH		
Inf	Str	Ref	Coh	Sk	Prev	Pred	Sc	Sum	Inf	Str	Ref	Coh	Sk	Prev	Pred	Sc	Sum	Lang	Read	Comp	Read	Comp
26%	16%	14%	6%	6%	10%	12%	10%	100%	26%	14%	14%	6%	6%	10%	12%	10%	100%	Cr	Sp	10%	Sp	10%
16.5	9	0	6	0	5	12	0	48.5	17	9	14	6	3	5	4	5	63	1	113	3	50	3
17.0	8	10	0	0	0	12	0	47.0	17	6	14	3	6	3	12	0	61	1	113	5	183	1
11.5	0	0	0	0	5	8	0	24.5	9	5	4	0	0	4	0	0	22	1	106	5	139	
19.5	4	0	6	3	4	12	0	48.5	3	6	4	0	0	3	0	0	16	1	152	6	135	3
14.5	5	0	3	0	4	0	0	26.5	6	6	4	0	0	0	0	0	16	1	148	4	163	1
13.0	0	0	3	0	4	12	0	32.0	13	12	12	6	0	0	4	0	47	1	155	5	109	
22.0	11	8	3	6	5	12	6	73.0	16	12	14	6	6	7	4	5	70	1	122	4	111	3
13.5	10	0	3	6	4	12	0	53.5	20	14	14	6	6	5	4	7	76	1	188	7	125	3
20.5	5	0	0	3	4	0	0	32.5	17	13	0	6	0	3	0	3	42	1	113	5	90	1
16.5	6	6	3	0	10	12	4	57.5	13	14	12	6	6	5	8	8	72	1	122	6	30	4
20.5	7	0	0	3	0	12	0	42.5	21	11	4	0	0	0	0	0	36	1	113	6	95	4
14.0	8	0	3	6	0	8	0	39.0	11	10	4	5	0	0	0	4	35	1	155	5	103	2
12.0	9	8	3	0	5	12	0	49.0	12	7	0	0	0	0	0	0	19	1	89	5	126	4
19.5	0	0	0	0	5	4	0	28.5	13	9	12	3	0	0	8	4	49	1	122	3	155	5
11.5	6	0	3	0	0	0	0	28.5	14	10	14	3	0	0	0	0	41	1	168	1	155	2
15.5	5	2	0	0	0	0	0	22.5	14	11	6	0	0	0	0	0	31	1	120	3	89	3
18.5	11	8	3	0	5	8	0	53.5	14	13	12	6	3	5	0	4	57	1	168	5	135	5
19.5	7	0	3	0	4	12	5	50.5	15	10	0	6	6	3	0	0	40	1	157	6	101	0
18.0	9	8	0	0	7	8	0	50.0	20	10	12	0	0	0	8	7	57	1	127	7	86	2
17.0	7	0	0	6	0	4	0	34.0	13	7	4	0	0	5	0	4	33	1	105	2	99	2
20.5	9	12	3	6	7	12	0	69.5	13	15	14	0	6	7	12	5	72	1	223	8	181	4
20.5	5	10	0	0	5	12	0	52.0	7	12	10	3	0	0	8	3	47	1	113	2	136	5
18.5	5	8	3	6	5	12	0	57.5	14	11	6	6	6	0	4	10	57	1	168	5	130	3

AMHARIC									ENGLISH									AMHARIC		ENGLISH		
Inf	Str	Ref	Coh		Prev	Pred	Sc	Sum	Inf	Str	Ref	Coh		Prev	Pred	Sc	Sum	Lang	Read	Comp	Read	Comp
26%	16%	14%	6%	6%	10%	12%	10%	100%	26%	14%	10%	6%	6%	10%	12%	10%	100%	Gr	Sp	10%	Sp	10%
21.5	0	10	6	0	3	0	0	40.5	11	11	4	6	0	0	0	0	32	1	75	3	123	1
17.0	12	10	3	0	0	12	0	54.0	13	15	0	0	6	5	0	0	39	1	122	2	135	5
21.0	4	8	3	3	4	8	5	56.0	21	10	8	3	6	0	0	5	53	1	160	8	150	3
14.0	6	0	0	0	5	8	0	33.0	14	10	14	0	0	5	8	5	56	1	153	7	189	3
16.5	8	0	0	0	0	0	0	24.5	19	12	12	6	5	0	8	5	68	1	144	6	119	3
17.0	9	0	0	6	4	12	0	48.0	8	14	0	6	6	2	8	5	49	1	239	8	164	5
8.0	6	0	0	0	5	8	0	27.0	11	11	14	6	0	0	0	0	42	1	237	9	154	3
19.0	12	7	3	3	5	12	3	64.0	26	12	14	6	3	4	8	7	80	1	168	7	202	7
13.0	4	0	3	6	10	12	0	48.0	7	6	10	4	6	0	0	10	43	1	132	5	94	3
13.0	0	0	0	0	4	0	4	21.0	8	13	14	0	0	0	12	7	54	1	113	5	159	5
12.5	4	0	0	0	5	8	0	29.5	8	7	2	0	3	6	0	0	26	1	160	3	160	5
11.0	14	0	6	0	0	12	0	44.0	20	19	14	3	3	0	4	0	63	1	113	1	73	2
13.0	5	4	6	0	5	12	0	45.0	11	11	10	0	0	3	8	5	48	1	168	7	135	2
18.0	8	10	0	6	0	4	5	51.0	12	9	0	0	6	0	8	0	35	1	55	1	69	2
14.0	4	0	0	0	7	0	0	25.0	6	7	0	0	0	5	0	5	23	1	128	7	73	3
20.0	6	0	3	3	0	12	0	44.0	10	11	6	6	3	4	0	6	46	1	113	4	73	4
15.0	4	0	0	0	0	4	0	23.5	6	5	0	0	0	0	12	5	28	1	149	6	72	2
9.0	0	4	0	0	0	12	0	25.0	15	11	14	3	0	3	8	5	59	1	168	4	100	1
11.5	5	0	6	0	5	12	3	42.5	2	0	0	0	6	4	0	3	15	1	153	4	129	4
1.0	0	0	0	0	0	0	0	1.0	14	13	14	3	6	3	8	5	66	1	122	3	106	3
18.5	5	0	0	0	5	0	0	28.5	15	11	14	3	0	0	0	5	48	1	213	7	155	6
3.5	0	0	0	0	0	0	0	3.5	12	14	10	0	0	0	0	0	36	1	113	5	162	6
14.5	6	0	0	0	0	0	0	20.5	16	11	0	3	6	4	0	0	40.5	1	79	5	73	2

AMHARIC									ENGLISH									AMHARIC			ENGLISH	
Inf	Str	Ref	Coh		Prev	Pred	Sc	Sum	Inf	Str	Ref	Coh		Prev	Pred	Sc	Sum	Lang	Read	Comp	Read	Comp
26%	16%	14%	Dev	Sk	& An	12%	10%	100%	26%	14%	10%	Dev	Sk	& An	12%	10%	100%	Gr	Sp	10%	Sp	10%
19.5	7	2	0	0	0	2	0	30.5	12	8	10	0	0	4	8	4	45	1	153	2	88	2
13.0	0	0	0	0	5	4	0	22.0	17	14	4	0	0	0	0	0	35	1	208	5	202	2
18	7	0	0	3	5	4	0	37.0	14	13	14	6	0	0	4	4	55	1	168	4	100	4
14.5	0	0	0	0	0	8	0	22.5	8	12	8	0	3	0	8	6	45	1	122	2	63	0
18.0	8	2	3	6	0	8	0	45.0	10	8	12	0	0	0	4	5	39	1	101	1	84	3
16.5	7	2	6	3	5	8	0	47.5	11	11	14	6	6	5	4	5	62	1	168	3	95	2
11.5	0	0	0	0	0	0	0	11.5	14	9	4	3	3	5	12	5	55	1	145	5	146	4
14.5	10	0	0	0	10	0	0	34.5	13	11	14	6	0	0	4	0	48	1	113	5	97	1
11.0	9	10	6	6	10	12	0	64.0	13	10	10	6	6	8	8	7	68	1	150	3	122	3
12.5	11	2	0	6	5	4	5	47.5	8	7	0	0	0	0	0	0	15	1	69	6	71	0
13.5	8	0	3	3	5	8	0	40.5	13	12	9	0	0	0	4	0	30	1	113	5	94	4
14.5	7	0	6	0	0	4	0	31.5	10	14	2	6	0	0	4	0	36	1	113	7	110	3
8.0	0	4	3	0	0	0	0	48.0	7	6	0	0	0	0	4	0	17	1	100	3	109	4
20.0	0	0	3	6	7	8	0	44.0	13	10	14	0	6	4	8	0	55	1	245	7	160	2
20.5	9	12	3	6	8	12	5	75.0	15	13	14	6	6	0	4	7	65	1	168	4	183	5
20.0	7	0	0	0	7	8	0	42.0	7	9	8	0	0	5	8	0	37	1	160	6	122	2
19.5	10	6	6	0	5	12	10	68.0	14	16	12	6	6	6	4	3	67	1	202	5	195	5
7.0	9	0	0	0	4	12	5	43.0	15	10	14	0	3	0	8	10	60	1	209	6	154	6
17.0	10	4	3	0	5	8	3	50.0	17	12	10	3	0	0	0	0	42	1	142	6	85	3
17.0	8	4	6	0	5	12	0	52.0	17	10	14	6	6	7	8	5	73	1	168	5	104	5
14.5	9	0	6	6	10	0	4	49.5	12	16	12	6	0	0	8	5	59	1	239	5	125	3
15.5	6	6	3	6	5	12	0	53.5	18	11	14	0	6	3	8	5	65	1	157	8	99	2
12.0	13	0	0	0	5	0	0	30.0	15	13	14	0	3	0	0	0	45	1	113	6	94	3

AMHARIC									ENGLISH									AMHARIC		ENGLISH								
Inf	Str	Ref	Coh		Prev		Sc	Sum	Inf	Str	Ref	Coh		Prev		Sc	Sum	Inf	Str	Ref	Sc	Sum	Read Sp	Comp 10%				
26%	16%	14%	6%	6%	10%	12%	10%	100%	26%	14%	10%	6%	6%	10%	12%	10%	100%	26%	14%	10%	6%	10%	100%	10%	10%			
11.0	5	2	3	6	10	8	0	45.0	8	10	12	0	0	0	0	0	45.0	8	10	12	0	0	0	122	2	130	4	
14.0	10	0	0	6	0	4	0	34.0	14	10	0	0	6	0	4	0	34.0	14	10	0	0	6	0	122	4	110	3	
19.5	7	2	3	6	7	12	10	66.5	16	12	10	6	6	3	8	0	66.5	16	12	10	6	6	3	283	6	195	4	
14.0	0	0	3	0	10	12	0	39.0	9	10	4	0	0	6	0	0	39.0	9	10	4	0	0	6	0	132	2	94	2
10.5	5	4	0	0	5	12	0	36.0	11	12	12	3	3	5	12	5	36.0	11	12	12	3	3	5	140	1	110	4	
19.5	7	12	0	6	5	12	0	61.0	13	14	12	6	6	5	4	4	61.0	13	14	12	6	6	5	101	4	105	4	
0	10	0	0	3	4	12	0	29.0	14	13	0	6	6	0	4	7	29.0	14	13	0	6	6	0	204	6	135	5	
12.0	8	0	0	0	0	4	0	24.0	14	10	0	3	6	4	0	4	24.0	14	10	0	3	6	4	159	3	100	3	
19.5	6	10	3	3	5	4	0	50.5	13	10	12	0	3	6	8	0	50.5	13	10	12	0	3	6	168	4	113	4	
12.0	9	8	0	3	0	0	0	32.0	12	7	0	6	6	0	0	5	32.0	12	7	0	6	6	0	130	3	110	3	
12.5	4	0	0	0	5	0	4	26.5	8	0	2	0	6	0	0	0	26.5	8	0	2	0	6	0	125	4	89	3	
14.5	10	0	6	3	5	8	5	51.5	15	11	4	3	6	5	4	2	51.5	15	11	4	3	6	5	127	3	100	2	
Σ 1239.5	514	227	168	165	317	586	86	3339	1053	958	663	223	222	184	332	250	3785	-	-	-	-	-	-	-	11897	377	9688	262
\bar{X} 15.11	6.26	2.76	2.04	2.01	3.86	7.14	1.04	40.71	12.84	10.45	8.08	2.71	2.70	2.24	4.04	3.04	46.16	-	-	-	-	-	-	-	145.09	4.60	120.58	3.20
SD 4.44	3.62	3.90	2.25	2.58	3.07	4.83	2.25	15.04	4.23	3.19	5.53	2.69	2.77	2.49	3.99	2.96	16.31	-	-	-	-	-	-	-	42.44	1.94	35.01	1.47

THE SCORES OF OROMIGNA SPEAKERS IN READING AMHARIC AND ENGLISH READING TECHNIQUES

AMHARIC								ENGLISH								AMHARIC		ENGLISH					
Inf	Str	Ref	Coh	Sk	& An	Prod	S	Sum	Lang	Read	Comp	Read	Comp	Sum	Lang	Read	Comp	Sum	Lang	Read	Comp		
26%	16%	14%	6%	6%	10%	12%	1	10%	10%	26%	16%	14%	6%	6%	10%	12%	1	10%	10%	30	10%	30	10%
21.0	11	14	4	6	0	12		68.0	18	13	14	6	3	7	4	4	69	3	168	3	111	6	
19.0	9	0	3	0	4	8		45.0	14	14	8	0	0	0	0	0	36	3	96	3	135	6	
18.0	12	0	3	0	4	12		53.0	12	12	14	6	0	0	8	8	56	3	122	5	100	4	
16.0	6	8	6	0	0	12		48.0	12	10	2	0	3	0	0	0	27	3	168	6	191	4	
11.0	7	2	0	0	5	0		25.5	14	7	6	6	0	0	12	12	45	3	168	6	181	3	
16.0	7	0	3	6	0	12		44.5	13	13	12	5	6	3	4	4	57	3	158	6	104	1	
20.5	5	2	0	0	6	8		41.5	15	14	8	6	6	4	4	4	60	3	132	9	154	5	
18.0	9	0	0	6	10	0		43.0	11	11	0	0	0	5	3	3	40	3	113	6	94	4	
22.0	4	0	6	0	7	12		51.0	13	14	10	6	3	3	8	8	61	3	113	5	162	5	
12.5	6	0	3	0	7	8		36.5	12	8	11	3	6	5	8	8	61	3	152	4	67	1	
12.0	6	0	0	0	0	0		18.0	13	9	10	6	6	4	0	0	48	3	100	6	76	0	
17.0	6	0	3	3	3	4		36.0	14	10	8	0	6	3	8	8	53	3	113	4	100	2	
11.5	8	1	0	0	0	0		20.5	14	8	4	0	0	0	0	0	26	3	112	3	94	1	
15.0	10	8	0	0	0	12		45.0	17	13	14	0	3	7	4	4	68	3	200	2	162	7	
19.5	6	0	0	0	5	12		42.5	15	11	6	0	0	2	8	8	46	3	168	1	113	3	
11.0	9	0	3	3	2	12		40.0	17	14	12	0	6	5	8	8	69	3	239	7	154	7	
21.0	10	6	6	6	5	12		66.0	14	9	14	6	6	3	12	12	69	3	158	4	150	4	
15.0	7	8	3	0	7	0		40.0	16	10	0	0	0	0	4	4	30	3	113	6	84	4	
21.0	4	8	3	0	4	0		45.0	21	10	8	3	6	0	0	0	53	3	110	4	75	2	
Σ	316.5	142	49	42	30	69	136	11	808.5	274	210	164	54	60	51	95	6	974	-	2703	90	2307	69
Xi	16.73	7.47	3.00	2.42	1.57	3.63	7.15	1.57	42.57	14.42	11.05	8.63	2.84	3.15	2.68	5.00	3.7	51.26	-	142.26	4.73	121.42	3.63
S.D.	3.70	2.29	4.25	2.16	2.52	3.05	5.42	4.46	12.69	2.50	2.29	4.7	2.91	2.7	2.45	3.98	3.7	14.27	-	37.82	1.91	38.21	2.08

THE SCORES OF TIGRIGNA SPEAKERS IN READING AMHARIC & ENGLISH READING TECHNIQUES

AMHARIC										ENGLISH				AMHARIC				ENGLISH				
Inf	Str	Ref	Coh	Sk	& An	Pred	Sc	Sum	Inf	Str	Ref	Coh	Pre	Pred	Sc	Sum	Lang	Read	Comp	Read	Comp	
26%	16%	14%	6%	6%	10%	12%	10%	10%	26%	16%	14%	6%	10%	12%	10%	100%	Cr	Sp	Cr	Sp		
19.5	11	6	3	3	0	4	0	45.5	16	11	12	6	6	7	4	0	62	2	237	8	126	
8.0	4	0	0	3	6	3	0	24.0	13	16	2	3	6	5	8	0	47	2	149	6	175	
11.5	0	0	0	0	4	12	0	27.5	8	5	4	0	0	0	4	0	21	2	157	2	153	
8.0	7	8	0	0	0	4	0	27.0	15	10	0	0	0	0	0	0	31	2	155	1	130	
16.5	9	10	6	3	5	8	0	57.5	16	13	12	3	0	0	4	0	48	2	113	8	122	
0.0	5	0	0	0	0	0	0	5.0	6	7	0	0	0	4	4	0	21	2	151	2	126	
14.5	0	0	0	3	0	4	0	21.5	11	15	14	0	6	5	0	7	58	2	89	6	73	
18.0	7	0	0	3	5	4	0	37.0	14	12	10	0	0	0	0	0	36	2	110	1	150	
21.0	12	2	0	0	0	0	2	37.0	17	12	14	6	6	5	0	0	60	2	212	7	144	
21.5	4	0	6	6	7	12	0	56.5	18	15	14	6	6	6	12	5	82	2	191	4	112	
21.0	11	6	0	0	0	0	0	38.0	14	12	4	0	0	0	0	0	30	2	168	6	155	
17.5	9	0	6	0	5	12	0	49.5	12	14	0	0	0	0	8	4	38	2	162	5	141	
6.5	5	0	0	0	5	4	0	20.5	13	13	12	6	0	0	0	0	44	2	122	1	131	
5.0	0	0	0	0	0	4	0	9.0	4	6	0	0	0	0	0	0	10	2	96	7	73	
8.0	7	8	0	3	5	4	0	35.0	15	10	0	0	6	5	8	0	44	2	152	4	120	
Σ 196.5	91	40	21	24	42	75	2	492	192	171	98	30	36	37	52	16	632	-	2264	58	1931	42
\bar{X} 13.10	6.06	2.66	1.40	1.60	2.80	5.00	0.13	32.76	12.80	11.40	6.53	2.00	2.40	2.46	3.46	1.06	42.13	-	150.93	4.53	128.73	2.80
S.D. 6.83	4.00	3.75	2.50	1.91	2.78	4.15	0.51	15.72	4.03	3.31	6.06	2.69	3.04	2.79	3.96	2.28	18.65	-	41.42	2.58	27.89	1.50

CYCLES

On earth, things move in cycles. That is why, after 4.6 billion years of existence our planet is still young, active and full of life. Water runs from the uplands to the sea, quickly as rivers and seepingly as ground water. It may delay awhile and collect in ponds and lakes but it always ends in the ocean (or, occasionally in inland seas). It is a natural flow under the pull of gravity. Why hasn't all the water ended in the sea and left the land desert dry billions of years ago. Because that's only half the cycle. The other half, powered by the energy of the sun's radiation, evaporates water from the ocean surface, raises water vapor by the millions of tons a couple of miles into the air, carries it over land, and drops it as rain.

A second example: animals convert food and oxygen into carbon dioxide and water. And yet year after year the food does not cease the oxygen does not vanish from the air, we do not choke on carbon dioxide- that's only half the cycle. Plants, powered by the light of the sun, convert carbon dioxide and water into food and oxygen. That's the other half.

A third example: animals produce wastes, urine and faeces which they distribute freely over the land. Animals, and plants as well, die and corpses and dead-wood litter the land scape. The other half of the cycle consists of scavenging animals and microscopic forms of life that utilize the wastes and the dead, restoring them to the kind of compounds that the plant world can use, and then the animal world as well.

example. human beings can take a hand and burn piles of leaves to get rid of them or burn logs in a fireplace for warmth. If this is done, ashes and smoke are produced. The ashes are largely mineral in nature. The smoke is chiefly carbon dioxide and water vapour.

The ash, if spread over the land, is eventually absorbed by plants. The solid particles in the smoke are washed down into the soil by rain to be taken up by plants. The carbon dioxide is absorbed by plants. Any other gas produced is converted into carbon dioxide or into minerals and is absorbed by plants. Though you burn the wood and leaves, what you produce in the process will eventually become wood and leaves again.

There are countless examples of completed cycles that keep the earth fresh and new; they have been doing so for billions of years more, may continue to do so for billions of years more as long as the sunshine supplies the basic energy and as long as humanity does not spoil it all.

For now humanity and technology are on the scene, and in every direction change is carried through half a cycle . Rich pockets of ore, slowly collected over many millions of years by geological processes, are smelted for metals, the metals are used in devices the devices are finally discarded and allowed to rust or just to lie there. Trees are chopped down, wood is converted to paper and numerous paper products, the paper products are used and thrown away.....

What is to be done? Clearly, if one half of the cycle (the down ward half) has been accelerated by human activity, this must be made up for by a deliberate programme designed to accelerate the other, upward half of the cycle. The burning of coal fills the air with irritating and poisonous molecules of sulphur dioxide and with bits of fly ash. We could if we wish, wait for the rain to wash the air, but the rain is unpredictable and too slow. Human beings must take a hand, devise processes to clean the coal before it is burned, use filters or precipitators to hold back the fly ash, a desulphurization process to remove the sulphur dioxide. The advantage of the human effort is not only that it is certain and quick but that it can turn pollution into useful products (as bacteria do when they break down natural wastes). When rain washes down the fly ash and sulphur dioxide, it dirties the land and ~~xx~~ acidify the ground water. The human effort to hold back the fly ash and ~~shap hutt d i o i n d e u s n f u l n s u l p h u r i c a c f o r d e r i n o h a p s f u l h e l a n d t f i l u a b l e~~ of all industrial chemicals .Except for radio-active wastes (which are special problem) there are no forms of pollution produced by man that can't be unpolluted given three things- energy, human ingenuity and determination, and time.

Energy is required to drive the upward half of the cycle, and : in a world in which the oil supply is winding down, energy is a particularly crucial factor. Alternative sources of energy include coal, tides, wind, running water, earth's internal heat, nuclear fission, and the sun- again given human ingenuity and determination. Time? We must use as little of that as possible . The upward half of the cycle must take no longer than the downward half or we won't be able to keep up. This means we must not only speed depollution as much as we can, but we must hold back on pollution. find out ways of decreasing pollution without breaking our technology, and that can be done-given human ingenuity and determination.

This group can also be subdivided. We follow Halliday and Hasan in the three main divisions, but not in the subdivisions.:

- Additive** These markers are used to introduce further facts or ideas that are seen by the writer as adding to or reinforcing those already dealt with. The basic marker in this group is and. Others have more specific functions:
Adducing (and emphasizing) further evidence: moreover, furthermore, etc.
 De-emphasizing a further point: incidentally, in passing, etc.
Comparing a further with a previous point: likewise, similarly, etc.
- Adversative** These markers introduce information that the writer sees as contrary to what is expected or hoped or to what has been said. The basic marker may be seen as but, though it does not cover the sense of all the subgroups:
Denying expectation: yet, though, however, nevertheless, etc.
Admitting the unexpected: actually, as a matter of fact.
Correcting from expected to unexpected: instead, on the contrary, rather, etc.
Contrasting: on the other hand, at the same time, etc.
Dismissing: in any case, anyhow, at all events, either way, etc.
- Causal** These markers indicate relationships of cause, effect, result intention; and of condition. These relationships may be (a) between external facts or (b) between parts of the writer's argument; in the second case the marker will be used in meta-statement, for example;
 (a) She felt extremely tired. For this reason, she did not leave her room.
 (b) This matter is extremely complex. For this reason, we shall not go into it further at this point.
- The group can be subdivided like this:
 General: so, hence, therefore, for, thus, consequently, etc.
 Reason: for this reason, on account of this, it follows, because, etc.
 Result: as a result, arising from this, so...that, etc.
 Purpose: with this in mind, to this end, in order to, so that, etc.
 Condition: in that case, that being so, in these circumstances, if, unless otherwise, etc.

DECLARATION

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

Name: ALEFESH G/SELLASSIE.

Signature: .

Place: Institute of Language Studies Addis Abeba University.

Date of Submission- JULY, 1988.