

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**A STUDY OF THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT
IN READING AND THE READING ABILITY OF GRADE FOUR STUDENTS:
THE CASE OF GOVERNMENT SCHOOLS IN ARBAMINCH**

By:

Endalkachew Jembere

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By:
ENDALKACHEW JEMEBERE

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Approved by

TAYE BEGASSA

Taye Regassa

Advisor

ITALO BERISO

Italo

Examiner

Gebremedhin Simon

[Signature]

Examiner

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ABSTRACT

This research examined the impact of parental involvement / assistance in reading on the reading comprehension ability of grade four children / students of three primary schools in Arbaminch. It was intended to check whether there is a systematic significant relationship between the above-mentioned variables or whether there is not any relationship between them at all. In order to test the hypothesis, first 170 students constituting 85 assisted and 85 unassisted children were identified through the first part of the questionnaire. Then, separate questionnaires were administered to each group of students / children to see what their environment has to offer as far as their reading habit at home-either paired or independent reading-is concerned. In this case, their parents (particularly, those parents offering assistance)-58 in number-were involved in completing questionnaire, for their information is necessary to confirm the children's/ the students' responses. Finally, a reading comprehension test was administered to all the 170 children / students to measure their reading performance (reading ability).

According to the results obtained, there is a significant mean difference between the assisted and the unassisted children as it can be inferred from the t-test result. Moreover, it is found that there is a strong / highly significant relationship between the parental involvement in reading and the reading comprehension of the children / the student as it can be seen from the correlation coefficient calculated. This implies that parents can contribute something for minimizing the problems observed in the classroom reading instructions.

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CHAPTER ONE

INTRODUCTION

As it is in the front line, the task of this chapter is introducing the reader the background, the objectives, the importance, delimitation of the study and limitation of the study.

1.1. Background of the Study

It is a well-known fact that English has a prominent role in the academic sector in our context, for it is used as a medium of instruction starting from the second cycle of elementary education. For instance, Taddele said, "the place English occupies in the Ethiopian society is particularly prominent in the field of education officially serving as a language of instruction at different levels of education ... (1990:6)." This implies that for students to be competent in the academic career, they need to be competent in the language skills and the most important of the skills in our context is reading (Dubale : 1990) .

However, it seems that this skill is neglected at primary levels-especially in the first cycle - due to the fact that the teaching of oral (speaking) skills is given much emphasis in the new syllabus. Consequently, there is a parallel disregard in the pedagogic practice though a reading section (i.e. read and do) exists in the text book. In other words, it is common to hear of such complaints from the school community that teachers usually skip it by assigning students to do the reading activities at home. Therefore, something has to be done to tackle this problem – particularly at grade four where the first cycle ends. This is because the new syllabus requires the children to study the content subjects in English starting from the second cycle and this makes reading competence crucial. One way of doing is encouraging parents to help children improve their reading ability at home. In other words, it is good to make parents share the responsibility

of teaching children to read so that children will make good progress in the reading as to the findings of some studies.

With regard to this, there are some researchers that came up with results indicating the significant relationship between parental involvement in reading at home and the reading performance of children. For example, authors like Hewison and Tizard (1980), and May (1990) confirmed that the assistance offered by parents and the performance shown by children in reading are inter-related. They, however, stressed the need of guidance for parents (by teachers) on how to go about assisting children in reading and this is possible through conducting seminars, workshops, etc. by the bodies concerned from schools and education offices.

Similarly, I have been inspired to investigate whether such practice is a common experience in our case and whether it has a significant impact on the reading ability of children. Of course, urban dwellers, particularly here in the capital, could do a lot in this regard. Nevertheless, my intention is to check whether there is the same kind of awareness among the people in towns, such as Arbaminch, where there is relatively loose relationship between schools and the community, about the same issue using the following techniques adapted from K.Topping, Hoskisson and Wine Brenner:

- Providing the children with story/children books.
- Listening to their reading in English and asking for explanations of the general idea in the vernacular.
- Listening to their reading in English and asking for explanation of the general idea in English.
- Reading their children stories/texts written in elementary English aloud and giving brief explanation in the vernacular
- Reading their children stories/texts written in elementary English aloud and giving brief explanation in Simple English, etc. (1974:299, 1988:172-175, 1996:204).

1.2. Objectives of the Study

For the reader's convenience, the objectives are divided into two: General and Specific Objectives.

1.2.1. General Objectives

The general objective of the research is to see whether there is any relationship between the practice of parental involvement in the teaching of reading and the reading ability of grade four children.

1.2.2. Specific Objectives

The Specific objectives of the study are to :

- examine the presence/ absence of domestic/home/assistance to help children improve their reading ability.
- see the kind-of technique used to do so
- investigate whether such practice has an impact on the reading performance of the children or not.
- check whether such involvement is related with other variables such as parental education and parental socio- economic status.

Based on these, the study tries to answer the following research questions:

- i. Do parents^{1*} help their children in their attempt to read and understand in English?
- ii. If yes, which techniques do they employ?
- iii. How often do they offer such assistance, for instance in a week?

¹ *Parents, guardians, other relatives, care givers foster parents, any adult the student lives with can be enlisted as a partner in learning to read (Winebrenner 1996:199) .

- iv. Does such assistance have something to do with the educational and the economic background of parents?
- v. Does the assistance have any significant relationship with the reading performance of the children?

1.3. Significance of the Study

The results/the outcomes of the study could have these uses/ values :

- a. They may create awareness among children and parents regarding the role of parents other than the usual concern. This refers to the realisation of their role in supporting the classroom reading instruction through the practice of offering home assistance to their children in reading .
- b. They may help to initiate the bodies concerned at all levels to do something about strengthening/tightening the relationship between home and school community. For example, workshops and seminars could be conducted by school teachers or people from education offices to train parents to help their children become better readers in the language employing the techniques developed by different authors such as Topping, Wolfendale, Hoskisson, etc.
- c. They would serve as a springboard for any one interested in doing further exploration.

1.4. Delimitation of the Study

Although there are different factors resulting in individual difference in reading (i.e. IQ, age, environment/home or school/, etc.), this thesis focused on one factor only: the impact of home environment on the reading ability of children. As a result, it is restricted to investigating the familiarity of the children and parents with reading at home and the kinds of assistance offered. In addition to this, the extent to which the children are assisted in reading at home and

the impact of the assistance on the children's reading performance will be analysed and interpreted.

1.5. Limitations of the Study

Though the objective of the study is to examine the relationship between parental assistance and the reading performance of children, it has the following problems due to time and economic factors. The first thing is that other variables like Intelligence Quotient, age, gender, and classroom instruction were not taken into consideration. The other thing is that it was not able to cover all the primary schools in the town. Hence, the results of the study should be seen from this aspect only.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

As the main objective of this chapter is to examine existing literature in the area of study (Koul 1996:84), attempt is made to survey mainly a variety of theoretical explanations on the basic concepts such as reading (comprehension), the different approaches to reading, the idea of parental involvement (assistance) in children's reading and the various home-based techniques of implementing it.

2.1. The Basic concepts

It can be inferred from the research topic that the whole idea of the thesis is examining the impact of home environment on the reading performance of children. Hence, it would be fair to welcome the reader with a brief discussion on the fundamental points such as the what of reading, the processes involved in reading, and the strategies as well.

2.1.1. Defining Reading

Contrary to the previous misconception towards reading, defining reading is recognised as a difficult task these days due to its complex nature. Therefore, its definitions are as numerous as the many theoreticians of reading. However, I selected the following definitions because of their relevance to the study.

To begin with, Goodman, according to Meece, says, "Reading is a psycholinguistic guessing game involving an interaction between thought and language." In this case, he further states that efficient reading results from the skill in selecting the fewest, most productive cues necessary to produce guesses about meaning (Meece 1997:280-281). Another definition is by

2.1.3. Reading Comprehension Strategies

As mentioned above, comprehension is composed of separate skills and abilities. This implies that it represents different strategies children need to develop during their attempt to read and understand a written text. These include summarization, story grammar training, representational imagery, etc. and let us see them one by one.

a. Summarization :- refers to extracting the main ideas from factual text. For instance, students can be taught to outline a text using text headings and subheadings to generate statements of main ideas, which are placed in an outline.

b. Story grammar training:- refers to teaching children the elements of a story and how to use these elements to understand text. As they read stories, readers in elementary school can learn to ask themselves questions like:

- Who is the main character?
- Where and when did the story take place?
- What did the main character do?
- How did the story end?
- How did the main character feel?

c. Representational imagery:- refers to instructing children to create images depicting what they have read. This works for children who are at least more than eight years of age.

d. Generation of questions:- refers to thinking of questions about the meaning of text as reading proceeds.

e. Activation of prior knowledge:- refers to relating what they already know to information encountered or expected in the text.

(McCormick 1997:277)

2.2. Reviewing the Reading Debate

From 1880s onwards a number of researchers expressed their view of reading in various ways. For instance, Huey (1908) thought of the reader as receiving useful mental disciplines and leaving good judgements and values from the author. In here, the student was perceived as an empty vessel that was filled with the author's ideas. Half a century later, the perspective of reading and instruction drastically changed into conceiving it as a cognitive process. In this case, reading refers to setting a purpose, reflecting, and then accepting or rejecting the ideas presented (a problem solving view).

Later, Frank Smith (1971, 1983a, 1983.b) altered the existing view of the reading process by emphasising comprehension. This means the reader recognises visual features and regularities in language that provide a basis for generalisations, which are necessary to generate meaning, and are affected by unique psychological and sociological factors (information processing model).

Other models also emerged later. Laberge and Samuels (1974) discussed a sub skill model having a hierarchy where reader comprehension proceeds from 'distinctive features, to letters, to letter clusters, then to words,' referred to as the *bottom-up approach*. Mc Cracken (1962), F. Smith, and whole language supporters view reading as *top-down*, that is to say, it is holistic and reader focused (rather than text oriented), and readers make predictions using clues from the passage. Then comes an *interactive model* which integrates both theories / approaches and postulates that they occur simultaneously (Rumelhart: 1976). Here, readers use both word identification and meaning cues depending on the difficulty of the material.

In 1973 Goodman put a new spin on reading by calling it a "psycholinguistic guessing game" where readers use their prior knowledge and experiences as well as clues in the text to

make predictions about meaning. Meaning and comprehension emerged as essential, although models varied. Reading was considered both an affective and cognitive process involving interpretation, not merely the decoding of graphic symbols, but translating print into meaning. However, there are some who are indifferent to the above view. Among them was Rudolph Flesch who insisted that reading was phonics based, a decoding not a comprehension process, whereby graphemes (letters) are translated into sounds and sounds into words. He claimed that other concepts, especially the whole language method, caused reading failures as well as many of our political and social problems! (Wiener and Cohen:1997).

2.3. Stages of Development in Reading

According to McCormick and Pressley, there are three stages of development in reading from early childhood to late adulthood (1997:268). To start with there is emergent literacy which refers to the reading and writing behaviors from infancy through the preschool years preceding and developing into conventional literacy. Some of the ways to stimulate a preschooler's literacy (i.e. reading) development include:

- encouraging them to retell stories they have heard before,
- asking them questions about interesting ideas and events,
- praising their efforts to read
- Providing them with reading and writing materials, etc (ibid.: 271-272)

Next comes children's reading in the elementary school years. In this regard, the same authors indicate that both decoding of words and comprehension of text are taught throughout the elementary grades. However, there is greater emphasis on comprehension at the upper grade levels and comprehension could be increased if students were encouraged to create coherent representations of the meanings conveyed by the text. As to them, elementary school students can be taught a number of strategies for creating memorable representation of the text they read.

These include strategies that can be applied before (e.g. making predictions based on prior-knowledge), during (e.g. imagery generation), and after (e.g. summarization) reading (ibid.: 276).

Finally comes the reading practice at the secondary/ college years and beyond. Some of the strategies to be taught at this level include:

- using and analysing the text structure to abstract main ideas
- summarising, outlining, and mapping of text
- note taking, etc

From the above explanations, it can be inferred that attention should be paid to comprehension in reading instruction starting from the grass root in general but with greater emphasis at the upper grades in particular (i.e. grade four and above in our context).

2.4 . Environment as a Predicator of Reading Development

It is important to be aware that there are individual differences in the way children read though the exact causes are not known. However, linguistic factors (i.e. phonological awareness), cognitive factors (i.e. difference in Intelligence Quotient), gender and environmental factors seem to have some relationship with the reading performance of children (Lyster 1999:27-28). Among these is the environmental factor that I am going to dwell on.

With regard to the environmental factors, there are school and home environments. In case of the school environment, for instance, there are the classroom teacher, the classroom instruction, and the school system. If we take the school system- for instance it should create conducive atmosphere to initiate reading programs by making students form reading teams, display poster, develop creative activities, etc. Once the students become motivated to read in such a way, a number of learning activities, such as producing book reports, may be incorporated

to promote reading. To make this suggestion practical teaching techniques like whole language approach, reciprocal teaching and parental involvement can be employed. (Latha, 1999:12)

Out of these techniques parental involvement is taken as a point of discussion in the thesis. This is due to the reason that it is helpful to narrow the gap between the school and the community so that success can be achieved in developing the children's reading. In relation to this, Shirley Brice- Heath states that successful teaching and learning depends on eliminating the boundaries between classrooms and communities (1983). In fact, there are two ways of involving parents in reading. These are school-based and home-based ways of involving parents in reading, and below comes the discussion of the different techniques together with the general concepts of parental involvement in reading (PIR).

2.5 . Parental Involvement in Reading (PIR)

Most people confuse parental involvement with partnership. However, there is some distinction between the two. If we take parental involvement, it refers to, as many authors pointed out, what parents could do to help their children (Topping, 1986; May, 1990; Wolfendale, 1992; Wray and Medwell, 1994). But partnership refers to a working relationship that is characterised by a shared experience of purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision-making and accountability (Pugh, 1989:5).

If it is so, parental involvement in reading can be defined as what parents could do to help or assist their children's reading. Similarly, Hoskisson says the same thing in a different way. According to him, the term "assisted reading" can be used interchangeably with the above concept and it can be done either with the pre-school non-readers or with readers.

With regard to its advantage, the same author states that it provides parents with the means to help their children learn to read in a manner similar to the way they learned their first language. That is to say, they begin to learn to read by reading, much as they learned to speak by speaking (1974:298). Another author- May- also pointed out the importance of assisting children to read and argued that it can result in the following benefits:

- concept development, vocabulary development, and linguistic competence
- knowledge of the content, structure and convention of writing language.
- Academic readiness
- Word recognition skills
- Later achievement in reading (1990:69)

Additionally, Lyster emphasised its importance by in the development of reading enlisting factors that hinder reading development in developing countries such as :

- illiterate parents and elders in the home.
- reticence about encouraging reading in the home.
- lack of appropriate reading material.
- inability of parents to purchase any form of reading material.
- lack of space and light
- numbers of household tasks.
- child labour practices.
- in some instances, communal life style, that frown on solitary activities such as reading (1999:103-104).

Above all, the relevance of parental assistance is related to the age of the students. In relation to this, Chall and his colleagues pointed out that the provision of literacy (reading) development in the home seems to relate to literacy (reading) development of younger children than older children. This is because reading development of older children is more related to school factor...(1990:31). Adding to this, Meece witnessed that it is the beginning readers that

need adult motivation and support to persist in the trial and- error process of learning to read (1997:281).

2.5.1. Parental Involvement in Reading (PIR) : School-based

There are a number of reasons for involving parents in schools. Some of them can be :

- to give them new insights and understanding about their children, as they build bridges between home learning and school learning.
- to help their own children in their academic career.
- above all, to make them take part in school-home reading scheme (Wolfendale, 1992: 55 – 57).

According to the same author, this is the counter part to home-based literacy and reading activities. Basically it stems from the reading and literacy programs in schools. This is to mean that parents involved in schools, for instance, in the teaching of reading act as co-teacher and supplement to what the teacher is doing in classroom reading instruction. Hence, they more or less implement the classroom teaching techniques.

A number of reports on teaching reading have highlighted the role that parents can play. The HMI*² survey, as to Wolfendale, states that the quality and the extent of parents support for children's reading had a positive impact on their standards of reading (1991: 12). As a result, two-fifth of the schools surveyed had successfully developed co-operative approaches with parents on an impressive level (ibid). This range of linked activities include curriculum meetings, home visits, booklets, videos, demonstrations of reading approaches, book weeks, book fairs, school book shops and parent lending libraries with books about reading. So there appears to be a consensus that 'parents as educators' can make significant contribution to children's acquisition of reading and literacy skills (ibid.).

2.5.2. Parental Involvement in Reading (PIR):Home-based

In the book edited by N.mercer (1988), Keith Topping stated that developing parental involvement in children's reading is arguably one of the most controversial issues. Although many parents have always helped their children with reading at home, it is only really in the 1980's that attention has been paid to cultivating this habit in a large number of families and to the precise nature of the advice, which should be given to parents. From that time on wards, various techniques of parental involvement were suggested by different authors and some of them are discussed below (172-175).

i. Parental Listening(coaching)

This technique is undoubtedly the simplest, consisting largely of rather more structured than usual attempts to encourage parents to "Do's and Don'ts" , and occasionally with a demonstration of good practice. Launching meetings are usual, books are commonly supplied and simple recording system is likely to be used. Haringey and Belfield are the two best-known projects, which have used this method .Research indicates that the children usually progress at about twice normal rates(assuming normal progress to be one month of reading age in one calendar month).

ii. Paired Reading

This was invented by Rojer Morgan in 1975. It consists of training parents and children in reading together with a correction procedure, and the child signalling for Reading Alone*, with a correction and support procedure. Training is by verbal and written input, demonstration, practice and feedback. Children have a completely free choice of reading material. The evidence from research reports is that paired readers progress at about three times normal rates in reading accuracy and about five times normal rates in reading comprehension.

* Her Majesty's Inspectorate

iii. Relaxed Reading

The intention here is primarily to reduce parental anxiety, rather than to focus on any specific technique. The child reads aloud to the parent, with the parent supplying error words as necessary. At training meetings individualised advice is given to parents, with much emphasis on devising methods, which suit the interaction styles of individual families with in the context of a relaxed and positive atmosphere. A pilot study of twenty children indicated that relaxed reading can be as effective as paired reading, but replicatory research is needed before definite conclusion can be drawn.

iv. Pause, prompt and praise

This technique consists of the child reading aloud to the parent from texts of controlled readability with the parent pausing at error words to allow the child to self-correct. In the absence of self-correction, the parent gives a discriminatory prompt related to the nature of the error (semantic or visual or contextual). Praise is much emphasized. Training is by verbal and written instruction, practice and prompting. Children have been found to progress at about 2.5 times normal rates on average.

v. Hoskisson's version of assisting children in reading

Hoskisson also puts forward other ways of doing the same thing. According to him, the following sequence would be typical for a parent to use with assisted reading:

- a) read many easy children's books to the child.
- b) read with the child three or four times per week.
- c) limit the reading time to the amount of time the child is interested, usually 20 minutes or less. Make the reading time pleasant.
- d) have the child read words, phrases, or sentences as they are read aloud. Do this initially with only one or two pages of a book and gradually increase the number of pages as interest increases.

- e) read many books by means of assisted reading. Interest is increased by reading widely
- f) take note of the words the child remembers and read those words in subsequent books, but not in isolation.
- g) when the child is ready to do the major portion of the reading, the parent supplies those words which are new to the child or which the child has trouble remembering.
- h) the child should be involved in selecting the books that are read and those which will be read with parental assistance (1974:299).

vi. Winebrenner's Version of Assisting Children in Reading

This is a suggestion made by Susan Winebrenner. The different thing about this version is that it is designed taking age into consideration. However, I will take the suggestion he made for helping young children become better readers.

- a) read a book or any other reading material (greeting cards, news papers, magazines ,etc.)your child wants to hear. The more your child sees that print is important, the more likely it is that he/she will develop a positive attitude towards reading.
- b) as a pre-reading activity, let the child look through it and “predict” what will happen by looking at the picture and other clues. Let him practice the same thing at a while reading stage too. This helps him to realise that there are many possible ways for stories to end, and that good readers keep guessing as a story progresses.
- c) leave of the last word or words of certain phrases or sentences as you read aloud. Your child will learn to anticipate what is coming and supply the missing words.
- d) right after you finish reading a story, have your child “read” it to you. Listen eagerly and pay no attention to accuracy! praise his efforts instead (1996:204).

To sum up, the reason behind enlisting a variety of techniques in offering assistance to children for improving their reading ability is that to show the options and to indicate that whether parents practice one or the other technique is the largest factor in children's progress,

irrespective of socio economic status. For instance, authors like Hewison and Tizard witness that there is a significant relationship between parental involvement and the reading performance of the students (1980:209). Another author also confirms that parental involvement has a direct impact on reading achievement of their children (May: 1990).

Similarly, Wray and Medwell discussed the same issue but in detail pin pointing effective techniques used in different projects. In relation to this, Wheldall et al (1987) mentioned tutoring children in reading using the pause, prompt, and praise approach is effective. In addition to this, Goddard (1988) reports a study in which children's reading skills benefited from parents' involvement using the techniques of precision teaching as a method of instruction. At last, all of them note that initial counseling for parents about working with their children and on going support from school is very essential (Topping: 1986s; Wray and Medwell: 1994). Likewise, in chapter four, attempt is made to investigate whether such assistance is offered to children in our context (particularly in the zonal towns) at home (though with out formal training) and whether this has an impact on the reading performance of the children.

CHAPTER THREE

METHODOLOGY

This chapter is devoted to the discussion of the subjects selected, the data collection techniques used, and the procedures followed.

3.1. Subjects

The target population of my study were grade four students from three primary schools in Arbaminch town; namely, AWTI (Arbaminch Water Technology Institute), Sarmalie and Arbaminch ('Limat') Primary Schools. These are chosen for their proximity to my place of residence i.e. Arbaminch Water Technology Institute (AWTI). Hence, I have taken 170 students selected randomly from four sections after screening through the administration of the first part of the questionnaire. Such number of students were taken based on the general rule of thumb for sample size-the larger the better (Powell 1996:73). The students were divided into two groups of equal sample size. In other words, there were 85 students in each group of the assisted and the unassisted ones.

3.2. Instruments and Procedures

The instruments used in the study include questionnaires and reading comprehension tests as that of the pilot study. In case of the questionnaires, a structured (closed) form was used for constructing the questions with the intention of getting very specific information that is directly relevant to the study. Apart from this, the questions were sequenced from general to specific and similar questions were grouped together for organisation purpose in the data analysis process (Powell 1995:97).

However, there are some changes made after the pilot study. For instance, different questionnaires were designed for the students and parents offering assistance to their children to cross check the children's response with that of parents. This helps to minimise the possible misinformations due to age factors (immaturity). Again, separate questionnaires were prepared for the students, that is to say, one for those given parental assistance and another for those refused such assistance to see the prevailing opinions from different angles. On the whole, the preparation was based on the formats of F.B May (1990) and Sauthgate (1983) taken as a model and the Amharic version was used to avoid possible information gap due to language problems.

With regard to the reading test, major and minor changes are made on the basis of feedback from the Pilot Study. The major changes include changes in form. In this case the previous true-false items are replaced by (one word) completion items. This is intended for minimising the probability of guessing in doing the test. There are other changes made that include rewriting the passages, particularly the first passage, to keep the standard of the grade.

Having seen what the instruments look like, it is time to give an over view of the administration sessions. To start with, a questionnaire was administered to the students as a whole to distinguish the assisted children from the unassisted ones. This includes questions related to personal information such as identification number (to facilitate the process of dividing the children into two groups), familiarity with reading practice at home and parental assistance. Additionally, questions pertaining to the educational and the economic background of parents were asked to see the interdependence between the practice of parental assistance in reading at home and the socio-economic status of the children's family.

Later, separate questionnaires were distributed to the children and parents to get information about what the children's home environment looks like as far as reading at home is

concerned. In this case, access to parents was made possible through mail questionnaire and therefore only 58 parents were engaged in the study. But ,I think, the sample size is enough since it represents parents from all walks of life. The distribution of the questionnaire to parents was done on Friday so that they can have ample time (i.e. the whole weekend) to complete the questionnaire in a relaxed manner. Nevertheless, it took me a week to get all the questionnaires back. More information can be obtained from appendices A and B.

Then, the reading comprehension test was administered to assess their ability to read paragraphs and short passages and extract the information needed to answer the questions. Above all, it was assumed that the test helps to examine the effect of the presence or absence of parental assistance on the reading performance of the children. This includes five multiple-choice items and five (one word) completion items .You may have a look at appendix C to see the test.

Finally, a t-test analysis was used to compare the average scores (means) of the two groups first and co relational analysis was included to see the degree and direction of the relationship between the level of the assistance and the test scores later.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

After obtaining the necessary data through questionnaires and reading comprehension test, a statistical analysis was undertaken. Based on this information, the results of the analysis are described and discussed as follows.

4.1. Description of the Results: The Questionnaire

In this section the results obtained through the questionnaire administered to the students and parents will be described.

4.1.1. All the Students

As I said earlier, first the questionnaires were administered to students and parents. In case of the students, the first part of the questionnaire was administered to differentiate the assisted students from the unassisted ones. The questions deal with the students' background information to examine/assess whether it has any impact on the culture of offering parental assistance to children. Consequently, 170 students were taken as a sample and 85 students were identified as assisted and the rest as unassisted.

From the responses of the assisted students, it was possible to realise that 52 of them came from educated family (parents with secondary education and above) and 32 of them came from uneducated family (i.e. parents with not more than primary/basic education) out of whom three are from an illiterate family and one student gave no response (at all).

On the contrary, it was possible to see that only nine of the unassisted students were from educated family and 74 of them were from uneducated family out of whom 20 are from an illiterate family. Two students, in this case, gave no response. As can be seen from this description, children from educated parents have relatively better chance for assistance in reading at home than children from the uneducated parents.

Regarding parental occupation, 62 of the assisted children confirmed that their parents are civil servants and 18 of them said that their parents run private businesses. Only five of them indicated that their parents are unemployed. On the other hand, 27 of the unassisted children said their parents are low ranking civil servants such as guards, record officers messengers, etc. 22 of the unassisted children also said that their parents make living on doing miscellaneous businesses like 'gullit', daily labour, etc. It is 32 of them who said that they are from jobless parents and only four of them gave no response at all. Hence, there seems to be some relationship between poor economic background and the absence of parental assistance/motivation.

As far as their reading habit (the practice of reading at home) is concerned, 78 of the assisted students said they practice reading at home and only seven of them said they never do it at all though they have the potential assistance. But the unassisted students indicated that only 34 of them practice reading at home and the rest-51 of them-said they don't practice it at all. This also hints that there is better reading habit among children from families with good educational and economic background. as the reading habit co-occurs with the assistance and as the assistance co-occurs with the academic and economic background of parents.

The above descriptions are better displayed here /in the following tables:

Table 4.1. Parental Education Status

Grade Level	Parents Offering Assist in Reading	%	Parents offering no assistance in reading	%
Illiterate	3	3.5	20	23.5
Informal Education	6	7.1	24	28.2
Primary Education	23	27.1	30	35.3
Secondary Education and above	52*	61.2	9	10.6
No Response	1	1.1	2	2.4
Total	85	100	85	100

Table 4.2. Parental Occupation Status

Occupation	Parents offering Assistance in Reading	%	Parents offering no assistance in Reading	%
Civil Servants	62	72.9	27	31.8
Private Business owners	18	21.2	22	25.9
Jobless Parents	5	5.9	32	37.6
No Response	-	-	4	4.7
Total	85	100	85	100

4.1.2. The Assisted Students

Next to the identification process, separate questionnaires were administered to the assisted and the unassisted children to get an idea of the students' home environment from different angles as far as their reading habit is concerned. In case of the assisted children, 69 of them indicated that their parents are directly involved in helping them to read better. Out of these, 31 of them get assistance through coaching children only, 16 of them get assistance through reading to children only and 47 of them get assistance through both ways. As can be deduced from this, the practice of both approaches/ strategies is a tradition followed by the practice of coaching.

Nevertheless, only 16 of them said that their parents are indirectly involved in helping to read. Out of these, nine of them get help from hired tutors and five of them are provided with reading materials. Only two of them said that they are supported by a combination of having tutors and provision of reading materials. What can be said from this is that there is a tendency to prefer employing tutors as a major option. On the whole, most of the parents take an active part in helping their children. This shows that there is promising trend in showing concern among parents of this society. These descriptions can be summarised in a table as follows:

Table 4.3. Techniques of the Assistance in Reading: The Response of the Children

Techniques of Direct Involvement of Parents	Number of Children	%	Techniques of Indirect Involvement of Parents	Number of Children	%
Coaching/Parental listening	31	44.9	-Provision of Reading Materials	5	31.2
-Reading to Children	16	23.2	-Hiring Tutors	9	56.3
-Both	22	31.9	-Both	2	12,5
Total	69	100		16	100

As to the frequency of the assistance offered at home, it ranges from those students getting help everyday in a week to those students getting it less than once a week (according to the situation). In relation to this, 23 of them disclosed that they are assisted almost every day at least for half an hour and 12 of them responded that they are assisted twice in a week (at least an hour per day). There are also 17 of them saying they get help only once in a week for almost two hours. Nevertheless, 31 of them said that they are assisted almost less than once in a week. In other words, they get help as the situation permits/conditionally. A part from this, two of them gave no idea of how much help they are getting in their attempt to read and understand in English. From this explanation, one can understand that a significant proportion of the students-31 of them - are getting help irregularly where as only 23 of them are getting help the whole week/permanently. This shows that there is a big gap/difference in rate of the assistance for the students and many parents lack the devotion to motivate their children due to, may be, the nature of their life style. For example , most of them are civil servants working the whole day and attending evening/ extension programs in Arbaminch Water Technology Institute. Here is a table for more information.

Table 4.4. The Frequency of the Assistance in a Week: The Response of the Children

The Frequency/ Rate in a Week	Number of Children	%
Every day (1/2 hr to an hr.)*	23*	27.1
Twice in a week (an hr. per day)	12	14.1
Once in a week(for two hours)	17	20.0
As to the situation (less than once a week)	31*	36.5
No Response	2	2.3
Total	85	100

With regard to the effect of the assistance on their reading ability in general and academic reading in particular, the students' reflection looks like the following. In relation to its impact on general reading in English, a large number of the children -39 of them-said that its impact is very much followed by those who said it has some impact (i.e. 25 of them). There are also some-18 in number-saying its impact is much and only few-three in number-were unable to say anything in this case.

Concerning the effect of the assistance on their academic reading performance-35 of them-pointed out that its effect is very much followed by those-23 of them-saying its effect is much. A large proportion (i.e. 21) of the students still believe that it has some impact and only few students (i.e. seven) gave no response in this regard. As to their evidence for these responses, a considerable number of students-43 of them-witnessed that both test result and classroom activity are good clues for the positive impacts indicated. But, there were some students (i.e. 17) disclosing that they are dependent on test results only as an indicator of their performance. These are followed by other students-16 of them-who are dependent on classroom activity only as an indicator of their performance. There are few-nine of them-who said nothing about it.

As it can be inferred from the above statements, nearly all students understand the effect of parental assistance on their reading ability either through test scores or classroom participation or both. Test and classroom activity are taken as evidences due to the fact that doing an exam or any reading exercise requires competence in reading.

4.1.3. The Unassisted Students

These students represent those who do not practice reading at home at all and even though they do so those who do not get any assistance at home in their effort to read and understand in English. Therefore, the first thing they were asked about was the reasons for the absence of the assistance. In this case, many of them- 24 in number-took shortage of time on the parents' part as a major obstacle followed by 18 of them who took economic problem as a major obstacle. Still a considerable number of students-13 in number-mentioned illiteracy as a hindrance for the practice of parental assistance (the follow-up). Finally, hostile home environment (lack of reading room, lack of enough time to read, etc) was taken by 11 students as a reason for not getting the assistance.

Besides, there are others-13 of them-taking a combination of the above factors or all as reasons for losing the possible advantages of getting assistance in reading. There are also six students who said nothing about it. According to this information, lack of enough time for help and economic problems among parents are the major causes for failure in getting the assistance despite the impact of other factors-illiteracy and home environment-is also undeniable. This implies tight life style and serious economic problems together with lack of awareness among parents constitute the reasons for being unable to get the assistance. Here comes the summary of the given explanation using a table.

Table 4.5. Reasons for the Absence of the Assistance

Suggested Reasons	Number of Children	%
Illiteracy	13	15.3
Shortage of Time	24	28.2
Poor Economic Background	18	21.2
Hostile Home Environment	11	12.9
A Combination of the above Factors or all	13	15.3
No Response	6	7.1
Total	85	100

Based on the above information, they were asked about the individual efforts they exert instead. As far as this issue is concerned, most of them-52 in number-practice more or less leisure reading at home whereas only 16 of them enjoy reading both at home and in the school libraries. 13 of the unassisted children also said that they enjoy reading in the libraries only. It is only four of them who said nothing about it. This shows that most of the unassisted students willy-nilly practise individual reading at home for there is no other choice like public library.

As to the impact of such individual effort (habit of reading)on their reading performance in general, 50 of them said that it has a noticeable effect and 35 of them said that it has negligible effect. Coming to its effect on their academic (classroom) reading ability, two-third of them (i.e. 56) said it has a positive impact whereas 25 of them said it has no impact at all. It is only four of them who responded nothing about it.

On the other hand, they were asked about their feelings towards the absence of parental assistance. 68 of them responded that they feel they lost a lot from its absence while 13 of them responded that it has negligible effect on their classroom reading performance. In this case, there

are four students who didn't give any response. Their evidence for the above responses include both test score and classroom activity taken by the majority (i.e. 39 of them) though there are students taking either of the above/the two as an evidence. According to this, 22 of them chose test as an indicator of their reading ability whereas 18 of them took classroom activity as an indicator of their reading ability. Six students took neither of the two as an evidence.

From the discussion above, one can deduce that most students understand that parental assistance contributes more to their reading performance than the individual effort /independent reading done without guidance though they can't deny that it helped them to improve their reading ability to some extent.

4.1.4. The Parents

This part of the description refers to parents (i.e. 58 in number) offering assistance to their children in reading at home. The importance of the information obtained from this data is for confirmation ,that is to say, it is meant for cross-checking the idea of the children with that of parents as the questionnaires are somewhat similar.

The first thing they were asked about was their educational and their economic background respectively. In relation to their educational background, most of them-52 in number-said they have completed secondary education at least and few of them-six in number-said they have gone through informal (non-formal) education i.e. church education/adult education only. Concerning their occupation, the lion's share of them-50 in number-said they are civil servants and only eight of them said they run their own businesses like shops, hotels, etc.

The next thing they were asked about was the technique used in helping the children become better readers. In relation to this, almost all of the parents-47 in number-have indicated

that they play a major part in coaching and reading to children. Among these, 19 of them indicated that they practice coaching (hearing the children read) and the same number of parents disclosed that they usually read different stories to their children. There are also parents who said they practice both interchangeably and only two of them had no response at all. Contrary to this, few of them-seven in number-witnessed that they usually motivate their children indirectly i.e. through the provision of reading materials and employing tutors or both. Two of them said nothing about it.

Table 4.6. Techniques of the Assistance in Reading : The Responses of Parents

Techniques of Direct Involvement of Parents	Number of Parents	%	Techniques of Indirect Involvement of Parents	Number of Parents	%
Coaching/Parental listening	19	38.8	Provision of Reading Material	5	55.6
Reading to their children	19	38.8	Hiring Tutors	1	11.1
Both	9	18.4	Both	1	11.1
No Response	2	4.0	No Response	2	22.2
Total	49	100	Total	9	100

Additionally, they were asked about other things they do apart from the suggested ways. About half of them-30 in number-only gave response to this question. Among these again half of them-15 in number- cannot suggest anything other than the given approaches / strategies. On the other hand, there are some who put forward other ways of extending their helping hand to their children in time of reading at home. For instance, five parents said that they encourage the use of dictionary (bilingual/English-Amharic) to look up the meaning of difficult words. Four parents also said that they encourage the development of reading habit through:

- reading everything written in English (i.e. posters, advertisements, etc)
- -. helping them to know the meaning of key words contextually

According to the above information, it can be said that both strategies for direct involvement are preferred equally by all parents. But the situation becomes different in case of the techniques employed in time of indirect involvement. Putting it another way, provision of reading materials is taken by some parents- five in number- whereas the other option-hiring tutors-is taken by few parents-only one. There is also one parent using a combination of the two and two parents showed inclination to none of them. Another thing to be noticed is that it was a bit challenging for most parents to say something about the question that requires them to give their own suggestions about what other things they do for their children. That is why the majority of the respondents couldn't suggest anything.

When we see the number of times the above assistances is given, a large number of parents-38 in number-have shown contradictory preferences. Among them, 20 parents witnessed that they don't have fixed program or time to help their children in their reading. Instead they prefer to work with them as the situation permits them to do so. On the contrary, almost equal number of parents (18 in number) pointed out that they arranged fixed time (1/2 hr to an hr) to help their children in reading everyday in a week. Between this demarcation there are parents-11 of them-who said they do it twice in a week and parents-six of them-who said they do it only once in a week. Apart from this, two parents said nothing about the extent of their assistance to their children. What can be concluded from this is that there are two extremes of offering assistance among a large number of parents (i.e 38 of them) Perhaps, this is due to the difference

in their educational background or economic background among themselves. Here is a table to summarize the above description.

Table 4.7. The Frequency of the Assistance in a Week: The Responses of the Parents

The Frequency in a Week	Number of Parents	%
The whole week (1/2 hr to an hour)	18	31.0
Twice in a week (an hr per day)	11	19.0
Once in a week (for two hours)	6	10.3
As to the Situation	20	34.5
No Response	3	5.2
Total	58	100

With regard to the effect of the assistance on the reading performance of the students in general, a large number of the parents-19 in number-responded that it has some effect on their children followed by those-17 in number-who said that it has much effect. Still, a considerable number of parents-14 of them-said that its effect is very much. Similarly, they gave their reactions to the questions of the effect of the assistance on the children's academic reading. In relation to this, many of them-20 in number-confirmed that its effect is very much followed by those who said its effect is much (i.e. 17 of them). Nearly, the same number of parents (16 in number) say that it has some effect and few of them-five in number-say they have no idea about it.

All parents, except three, have evidences for the above responses of their own. Among these, 27 of them depend on test result and 17 of them depend on home work. There are also some-11 of them-who take both as indicators of the children's achievement.

As can be concluded from the above information in general, the opinions of parents—more or less—correspond with the opinions of the children in the major aspects like family background, the techniques of parental involvement in reading, the frequency of the assistance, the effect of the assistance and the evidences as well.

4.2. Results of the Relationship between the two variables

Prior to the description of the findings obtained through the reading comprehension test, I want to discuss the procedures involved in validating the test before and after its administration. Hence a brief explanation and demonstration of the processes and the results of measuring the readability of each text, the validity, the reliability and the item analysis of the reading comprehension test are provided together with interpretations.

4.2.1. Qualities of the Reading Comprehension Test

Before the test administration measurement of the readability of each text was calculated using Flesch Readability Index (FRI) (though it is an American Standard) and the validity (i.e. face and content) of the test was assessed. In case of the readability of the texts, it was found out during the pilot study that passage one was a bit easier (i.e. appropriate for grade three) but passage two was a bit difficult (i.e. appropriate for grade five). As a result, the necessary amendments were made to make it appropriate for the level intended (i.e., grade four) during the main study. Thus, the final results of the grade level were 4.1 and 4.4 respectively. This tells us that both passages are nearly appropriate for grade four. See appendix D for more information.

As to measuring the validity of the test, only the content and the face validity were considered, for various authors comment that these are enough for a classroom test like this one. For instance, Harrison says that content and face validity are considered to be the most significant to the teacher who sets his own test in spite of the fact that the validity of the test items could be seen from different angles (1983:11).

With regard to the face and content validity, I have given the test to the teaching staff of all the three primary schools in Arbaminch for a comment and they said they like the content of the passage as they deal with topics that are familiar and interesting to children of this age (10/11). In addition to this they witnessed that the questions are more or less fair due to the fact that the items used-the multiple choice and the completion-are similar to the students experience in the classroom reading instruction. I have also shown the test to an expert for a comment and cross checked it with the syllabus to measure its content validity. First, the test expert said that the test is more or less appropriate for the required level (i.e., grade four) despite the little experience the children may came across in reading comprehension test. Second, I have confirmed that the test has a similar feature with the comprehension questions in the syllabus (the text book) meant to measure reading for fact or information.

Having gone through the administration process, the reliability coefficient (rtt) and the item analysis were computed. In relation to the test reliability the split half method was chosen due to the fact that the test was administered only once. According to Brown , such an estimate is the one most often reported in language studies for it has the distinct advantage of being estimable from a single form of test administered once only (1988:99). Hence, first the correlation coefficient (rho) was calculated on computer (i.e., 0.95). Then using this value the reliability coefficient (rtt) was computed on computer again. The result found was 0.97 which shows that 97% of the variation in observed scores was due to variation in the true scores. In other words the test is highly reliable. See appendix E for further in formation.

Finally, we go to the item analysis to measure the difficulty level/index and the discrimination level of each item in the test. This was calculated and the results found indicate that all the items are acceptable. You can look at the appendix F for better information.

4.2.2. Description of the Results: The Reading Comprehension Test

After reading comprehension test was administered to see the relationship between the extent to which the children are assisted in reading at home and their ability of reading and understanding in English, the following results were achieved.

The first thing done was comparing the two groups of (i.e., the assisted and the unassisted) children-85 pairs-in terms of the number of children scoring a pass mark (i.e., five out of ten) and their mean result respectively. With regard to their scores, 39 children from the assisted group and 19 from the unassisted group scored five and above. As to their mean result, that of the assisted children is 4.57 where as that of the unassisted children is 3.21. As can be seen form this information, there seems to be a difference in reading performance between the two groups. But to confirm that the mean difference between the two groups is statistically significant a statistical analysis was done using a t-test and the result found was 4.29, which is highly significant for it is greater than t critical (i.e.3.29) at two-tail significance level of 0.001. This shows that the mean difference between the two groups is statistically significant; therefore, the null hypothesis (H_0) is rejected at $P < 0.001$ and the alternative hypothesis (H_1) is accepted. Look at the means compared on the following table of descriptive statistics.

Table 4.8. Descriptive Statistics of the Study

Variables	\bar{X}	Standard Deviation (SD)
Assisted (\bar{x}_A)	4.57	2.31
Unassisted (\bar{x}_U)	3.21	1.77

The next thing done was examining the relationship between the degree of parental assistance and the test result of the children through the computation of correlation coefficient (r). In this case the level of the assistance offered to children was quantified from zero (0) up to four (4) as follows:

0 = children getting no parental assistance at all.

1 = Children getting parental assistance as the situation permits (less than once a week).

2 = children getting parental assistance once in a week (two hours per day).

3 = children getting parental assistance twice in a week (an hour per day).

4 = children getting parental assistance the whole week (1/2 an hour to an hour per day).

Thus, the result found was about 0.7. which is greater than the critical value of Pearson r (i.e. 0.32) at two –tail significance level of 0.001. This shows that there is a strong relationship between the two variables: parental involvement in reading and the reading ability of the students. The following is the summary of the findings but for more information have a look at appendices G and H.

Table 4.9. The Finding of the Study

Two -tail significance	P<.0.001
Degree of freedom (d _f)	168
t- value	4.29
Degree of freedom (d _f)	166
Correlation Coefficient	0.70

4.3. Discussions of the Results

As you can see from the previous sections, the results obtained by the questionnaires and the reading comprehension tests were described and analyzed in detail. Now, in this section, these results will be discussed in relation to the research questions (the hypotheses).

According to the results described and analyzed in the preceding sections, there is significant mean difference between the assisted and the unassisted children. Similarly, the result of the correlation coefficient analysis has shown that there is a strong positive relationship between the two variables: Parental assistance / involvement in reading and the reading ability of the children. Thus, it is now possible to discuss the research questions based on the results (described earlier) . Here are the research questions:

Do parents help their children in their attempt to read and understand in English?

If yes, which technique /s do they employ?

How often do they help their children in reading, for instance, in a week?

Does this practice have anything to do with educational and economic background of parents?

Does this help have any significant systematic relationship with the reading performance of their children? This can be re-written as two tailed hypotheses below;

H_0 = there is no systematic significant relationship between parental involvement in reading and the reading performance of children ($r = 0$).

H_1 = there is a systematic significant relationship between parental involvement in reading and the reading performance of children ($r \neq 0$)

As to the discussion of the first three research questions, it was found that there is familiarity with the offering of parental assistance among many children and parents in Arbaminch . Moreover, most children and parents are familiar with the parental assistance offered directly by parents, that is to say, 69 out of the 85 children get assistance through coaching and reading to children and 47 out of the 58 parents assist their children through coaching and reading to children, too. This implies that most of the children and parents are aware of the importance of the assistance and therefore they have relatively good devotion (esp. parents) to perform it whenever they can.

Regarding the frequency of the assistances offered, there exist two margins (i.e., irregular assistance and regular assistance). For instance a large proportion of children (31 out of 85/36.5%) and parents (20 out of 58/34.5%) indicated that irregular assistance offered as the situation permit is a common practice. On the contrary a considerable number of children (23 out of 85 / 27%) and parents (18 out of 58/ 31.0%) indicated that regular / permanent assistance

offered always ¹na week is a common practice. This implies there is a big gap in the extent to which the assistance is offered among many of the assisted children.

Then comes the connection between the practice of parental assistance and family background (educational and economic). In case of the educational background, a large number (i.e., 52) of the assisted children come from families that have completed a secondary education at least, while most of the unassisted children (i.e., 74) come from parents who have completed primary education at most. In case of the economic background, the lion's share of the assisted children (i.e., 80) again come from families who are government employees and who run private businesses. On the other hand, most of the unassisted children -54 in number- come from parents having no job and parents running miscellaneous businesses like making local drinks, fuel wood carrying etc. The rest also (except four) come from low-ranking civil servant parents. This indicates that family background is a determining factor for the presence or absence of the parental assistance offered to children in reading at home.

Having the above points in mind, the reading test was used to see the relationship between the assistance offered by parents and the reading comprehension ability of the children. Before that the mean scores of the assisted children (i.e. 4.57) and the unassisted ones (i.e. 3.21) were taken to compare the groups and a t-test analysis was done to check whether the mean difference (i.e., 1.34) between them is statistically significant. According to the results achieved ($t_{obs} = 4.29$), there is significant mean difference between the two groups of children and therefore the alternative hypothesis is accepted.

Later the correlation coefficient (r) was calculated using computer to see if the observed mean difference implies the relationship between the level of the parental assistance offered to children in reading at home and the reading performance of the children. The result obtained was

about 0.7. This points out that there is a strong correlation between the level of the assistance offered to children and the reading performance observed by children. Thus, the finding proves that whether parents help their children using various ways is really one of the important factors in children's reading performance.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

On the basis of the results described and discussed the following conclusions are made:

1. There is a culture of assisting children by parents in Arbaminch by coaching (hearing their children read) and reading to children though it is done without formal guidance . However, there is a difference in the extent to which the assistance is offered.. It varies from nothing (providing no assistance at all) to the most frequent one (providing assistance the whole week) and it has a considerable impact on the reading performance as it is seen from the responses.
2. The assistance rendered is related with other variables such as parental education. In other words, usually, children from the educated family get better opportunity of being assisted in reading for their parents are more aware of the importance of such an activity for improving the reading comprehension of the children.
3. Parental assistance is related with not only parental education but also parental economic status. As a result of this, usually, children from parents with relatively good economic status get better help^d in their reading for their parents have the capacity to equip their children with good reading materials, to hire tutors, to provide them with favorable home environment such as reading room, giving enough time for reading, etc.
4. The last point is examination of the impact / effect of the assistance offered on the reading performance observed. This was done first by comparing their means through t-test

analysis to see the statistical significance of the prevailing mean difference. Then computation of the correlation coefficient (r) to see the relationship between the degree of the assistance offered and the test result achieved . On the final analysis, it was found that

- a) There is a significant mean difference between the assisted and the unassisted children as the t-value is 4.29 at $P < 0.001$.
- b) There is a strong relationship between parental assistance/ involvement in reading and the reading ability of the children as the correlation coefficient (r) is about 0.7 at $P < 0.001$

It can be concluded from the above findings that what parents could do to their children in time of reading at home has a significant impact on the children's' reading performance though the percentage of overlap between the two sets of scores – coefficient of determination (r^2)– is only 49. Hence, parental assistance could be taken as one of the factors that affect children's ability to read and understand in English.

5.2. Recommendations

Finally, on the basis of the results observed and discussed and the conclusions the following recommendations are made:

1. Because parents could make difference by supporting their children in reading, both parents and children should be made aware of the parental roles a part from the usual concern. Therefore, the concerned/ the right bodies and professionals at all levels should do all their best to put this recommendation into practice by strengthening school and community relationship. For instance, seminars and workshops could be conducted to

train parents (including the illiterate ones) to make use of the necessary techniques adopted from different sources- such as coaching-to help their children read better.

2. There should be public library equipped with relevant books to children in the town and the existing libraries in schools and government offices (e.g. office of information and culture) in the town should be equipped with books interesting to children. This helps to create an easy access to reading materials for children- particularly, for children from less-to-do family- and develop reading habit.
3. Parents should motivate their children to develop reading habit by sending them to libraries regularly and showing them how to use libraries for on-the-spot reading and for borrowing books using membership cards. Moreover, parents should also motivate their children by reading at home for themselves.
4. Governmental and non-governmental organizations should arrange awareness-raising activities like celebrating book weeks or conducting book fairs- particularly, for children- to make them develop positive attitude towards reading.
5. Further research on the effect of potential assistance on children's reading performance should be conducted as it is an important but neglected / least investigated issue.

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APPENDICES

APPENDIX - A

በአዲስ አበባ ዩኒቨርሲቲ የውጭ የቋንቋዎች እና

ሥነ ፅሁፍ የትምህርት ክፍል

ለ _____ ት ቤት የአራተኛ ክፍል ተማሪዎች እና ወላጆች የቀረበ መጠይቅ አጠቃላይ መመሪያ

ልጆች የዚህ መጠይቅ ዋና ዓላማ በእንግሊዝኛ ስታኒቡ ከሚደረግላችሁ የቤተሰብ/ የወላጅ፣ የአሳዳጊ፣ የወንድም፣ የእህት፣ የቅርብ ዘመድ፣ ጎረቤት ወዘተ ድጋፍ ጋር ያለው ግንኙነት ምን ያህል እንደሆነ ለመመርመር መሆኑን አውቃችሁ ትክክለኛውን መልስ በመስጠት ትተባበሩን ዘንድ በትህትና ትጠየቃችሁ። ምክንያቱም የጥናቱ ውጤት በእንግሊዝኛ የማንበብ ችሎታችሁ መዳበር ከክፍል ትምህርት በተጨማሪ የቤተሰቦቻችሁ ድጋፍ እንዴት መሆን እንዳለበት ያሳየናልና ነው።

ማሳሰቢያ:-

ሀ. በአንደኛው ክፍል ለቀረቡት ጥያቄዎች ተገቢውን መልስ በተሰጡት ክፍት ቦታዎች በመጻፍ መልሱ።

ለ. ለሁለተኛው ክፍል ለቀረቡት ጥያቄዎች ከተሰጡት አማራጮች ጎን

ባሉት ባዶ ሳጥኖች ውስጥ ይህንን /√/ ምልክት በማድረግ መልስ ሰጡ።

ሐ. መጠይቁን ከጊደኛ ጋር ተመካክሮ መመላት የጥናቱን ውጤት

ስለሚያዛባ የተከለከለ ነው።

መ. ለጥናቱ ውጤታማነት ሲባል ትክክለኛ መልስ ስጡ።

ሠ. ለማይመለከታችሁ ጥያቄ መልስ አትስጡ።

ክፍል አንድ

አጠቃላይ የሆነ መረጃ፡-

1 የክፍል ተራ ቁጥር- _____

2 የወላጆች የትምህርት ደረጃ፡-

ሀ. ያልተማረ /ማንበብና መፃፍ የማይችል/

ለ. ማንበብና መፃፍ ብቻ የሚችል /መደበኛ ት/ቤት ያልገባ/

ሐ. አንደኛ ደረጃ /ከአንድ እስከ ስድስት/

መ. መለስተኛ ሁለተኛ ደረጃ /ሰባትና ስምንት/

ሠ. ከፍተኛ ሁለተኛ ደረጃ /ከዘጠኝ እስከ አሥራ ሁለት/

ረ. ከአሥራ ሁለተኛ ክፍል በላይ

አባት _____ እናት _____

3 የወላጆች /የሚሰሩት ሥራ/

* የመንግሥት/ - የቢሮ ሥራ፣ መምህርነት ሕክምና ወዘተ

* የግል-/ንግድ፣ /ሱቅ፣ ገበያ፣ ወዘተ/ ግብርና እርሻ ፣ ግንባራነት፣ ወዘተ.

አባት _____ እናት _____

4 እቤትህ /ሽ/ በእንግሊዝኛ የንባብ ልምምድ ታደርጋለህ /ታደርጊያለሽ/ ?

አደርጋለሁ

አላደርግም

5 እቤትህ /ሽ/ የንባብ ልምምድ ስታደርግ /ጊ/ የሚያበረታታህ /ሽ/ ወይም የሚረዳህ /ሽ/ አለ?

አለ

የለም

ክፍል ሁለት

ሀ/ የቤተሰብ ድጋፍ ለሚደረግላቸው:-

1. የቤተሰብ ድጋፍ አለኝ ካልክ /ሽ/ በምን ዓይነት መልኩ ይደረግልሃል /ሻል/ ?

በቀጥታ / በቤተሰብ አባላት አስጠኝነት/

በተዘዋዋሪ /በቁሳቁስ እና በገንዘብ ድጋፍ/

2 በቀጥታ ነው ካልክ ከሚከተሉት የትኞቹ እንደሆኑ አመልክት::

ሳነብ በማዳመጥ እና ያነቡበኩትን በአፍ መፍቻ ቋንቋ እንድተረጉም

በመጠየቅ

ሳነብ በማዳመጥና ያነበብኩትን በቀላል እንግሊዝኛ እንድንገልጽ በመጠየቅ

ምንባቡን ጮክ ብሎ በማንበብ እና ያነበቡትን በአፍ መፍቻ ቋንቋ በአጭሩ በመግለጽ

ምንባቡን ጮክ ብሎ በማንበብ እና ያነበቡትን በቀላል እንግሊዝኛ በአጭሩ በመግለጽ

3. በተዘዋዋሪ ቀጥተኛ ያልሆነ ነው ካልክ /ሽ/ ከሚከተሉት የትኛቹ እንደሆኑ አመልክት / ቺ / ::

የተረት / የልብወለድ መጻሕፍት በመግዛት

አስጠኝ በመቅጠር / በተለይ ለእንግሊዝኛ ትምህርት

4. ከላይ ያመለከትካቸው /ሻቸው/ በቤተሰብ አባላትም ሆነ በአስጠኝ የሚደረግልህ /ሽ/ እገዛ/ ድጋፍ ባሳምንት ውስጥ ምን ያህል ጊዜ ይሆናል ?

በየቀኑ ከ30 ደቂቃ - አንድ ሰዓት

በሳምንት አንድ ቀን ለሁለት ሰዓት

በሳምንት ሁለት ቀን ለአንድ አንድ ሰዓት

እንደሁኔታው / እንደ አመቺነቱ/

5. በየጊዜው የሚደረግልህ /ሽ/ እንደዚህ አይነት ድጋፍ እገዛ ባጠቃላይ በእንግሊዝኛ አንብቦ የመረዳት ችሎታህን /ሽን/ ለማሻሻል ረድቶኛል ብለህ /ሽ/ ታምናለህ /ታምኛለሽ/?

- አምናለሁ /አዎ
- አላምንም /አ...አይ

6. ረድቶኛል ብለህ /ሽ/ ካመንክ /ሽ/ ጥቅሙ ምን ያህል ነው ብለህ /ሽ/ ትገምታለህ /ትገምችያለሽ/?

- በጣም ከፍተኛ
- ከፍተኛ
- መጠነኛ

7. ይህ ድጋፍ በተለይ ከክፍል የእንግሊዝኛ ንባብ ትምህርት ጋር በተያያዘ ሁኔታ ለምታደርገው /ጊው/ ማንኛውም አይነት እንቅስቃሴ ያበረከተው በጌ አስተዋጽኦ አለ ወይ/?

- አለ
- የለም

8. አለ ካልክ /ሽ/ ምን ያህል ነው ትላለህ /ትያለሽ/?

- በጣም ከፍተኛ
- ከፍተኛ
- መጠነኛ

ለስምንተኛው ጥያቄ መልስህ /ሽ/ ማረጋገጫህ /ሽ/ ምንድነው ?

የፈተና ውጤቴ ቤተሰባዊ ድጋፍ ከተደረገልኝ ጀምሮ የተሻለ መሆኑ

የክፍል ተሳትፍዎ ከሚደረግልኝ የቤተሰብ እገዛ ወዲህ እየተሻሻለ

መምጣቱ

አመሰግናለሁ።

ለ. የቤተሰብ ድጋፍ ለማይደረግላቸው / ለማያገኙ/

1. እቤትህ /ሽ/ በምታደርገው /ጊው/ የንባብ ልምምድ አስፈላጊው ቤተሰባዊ ድጋፍ እይደረግልኝም ካልክ/ሽ ምክንያቱ ምንድነው ትላለህ /ትያለሽ/ ?

- ቤተሰቦቼ ካለመማራቸው የተነሳ የትምህርትን ጥቅም የማያውቁ በመሆናቸው
- ቤተሰቦቼ ፍላጎት ቢኖራቸውም በሥራ ብዛት ለዚህ የሚሆን ጊዜ በማጣታቸው
- ቤተሰቦቼ ፍላጎት ቢኖራቸውም ገንዘብ የሌላቸው በመሆኑ ለምሳሌ መጽሐፍት ለመግዛት፣ አስጠኚ ለመቅጠር፣ ወዘተ
- በቤት ውስጥ ለንባብ የተመቻ ጊዜ እና ሁኔታ አለመኖር ለምሳሌ ካቅም በላይ በሆነ ሥራ በመጠመድ የቤተሰብ ብዛት ጠባብ ቤት፣ የመብራት ችግር ወዘተ

2 አንተ /ቺ/ በራስህ /ሽ/ የእንግሊዝኛ የንባብ ችሎታህን /ሽን/ ለማሻሻል ከክፍል ውጪ የምታደርገው /ጊው/ ነገር አለ?

- አለ
- የለም

3 አለ ካልክ /ሽ/ ከሚከተሉት የትኛው ነው ትላለህ /ትያለሽ/ ?

- ባለኝ ትርፍ ጊዜ ሁሉ እቤት ውስጥ የመማሪያ መጽሐፍም ሆነ ሌላ በመጠቀም

የት/ ቤት ወይም የሕዝብ ቤተ መጻሕፍት የማገኘውን እና የሚመጥነኝን ማንኛውንም ነገር ለማንበብ በመሞከር

4 ይህ በግልህ /ሽ/ የምታደርገው /ጊው/ ጥረት በአጠቃላይ በእንግሊዝኛ የማንበብ ችሎታህን /ሽን/ ለማሻሻል ረድቶኛል ብለህ /ሽ/ ታምናለህ /ታምኛለሽ/?

አምናለሁ /አዎ አላምንም /አ...አይ

5 ረድቶኛል ብለህ /ሽ/ ካመንክ /ሽ/ ጥቅሙ ምን ያህል ነው ብለህ /ሽ/ ትገምታለህ/ ትገምቻለሽ/?

በጣም ከፍተኛ ከፍተኛ መጠነኛ

6 ከላይ የተጠቀሰው የግል ጥረትህ /ሽ/ በተለይ ከክፍል የእንግሊዝኛ የንባብ ትምህርት ጋር በተያያዘ ለምታደርገው /ጊው/ ማንኛውም ዓይነት እንቅስቃሴ ያበረከተው በጎ አስተዋጽኦ አለ ወይ?

አለ የለም

7 በእንግሊዝኛ የማንበብ ችሎታህን /ሽ/ ን ለማሻሻል በምታደርገው /ጊው/ ጥረት የቤተሰብ ድጋፍ አለማግኘትህ /ሽ/ ገድቶኛል ብለህ /ሽ/ ታስባለህ /ታስባለሽ/?

አስባለሁ /አዎ አላስብም/ አአይ

8 ጌድቶኛል ብለህ /ሽ/ የምታስብ/በ/ ከሆነ ጉዳቱ ምን ያህል ነው ብለህ /ሽ/ ትገምታለህ /ትገምቻለሽ/?

- በጣም ከፍተኛ ከፍተኛ መጠነኛ

9 ለአስረኛው ጥያቄ መልስህ / ሽ/ ማረጋገጫህ /ሽ/ ምንድነው?

የፈተና ውጤት ጥሩ የቤተሰብ ድጋፍ ከሚደረግላቸው የክፍል ገደኞቹ ጋር

ሲወዳደር ዝቅተኛ በመሆኑ

- በእንግሊዝኛ ክፍለ ጊዜ የማደርገው እንቅስቃሴ ጥሩ የቤተሰብ ድጋፍ ከሚደረግላቸው የክፍል ገደኞቹ ጋር ሲወዳደር ደካማ በመሆኑ

አመሰግናለሁ።

ሐ. ድጋፍ ለሚያደርጉ የቤተሰብ አባላት

የትምህርት ደረጃ _____ መተዳደሪያ/ሥራ/ _____

1. ለልጅዎ በእንግሊዝኛ የማንበብ ችሎታውን እንዲያሻሽል የሚያደርጉትን ግፊት እንዴት ይተገብሩታል?

- ቀጥተኛ /በእርስዎ እና በሌሎች የቤተሰብ አባላት/ መንገድ
- በተዘዋዋሪ /ከቤተሰብ አባላት ውጪ/ መንገድ

2. በቀጥተኛ መንገድ ነው ካሉ ከሚከተሉት በየትኛው ዘዴ ይጠቀማሉ ?

- ሲያነብ ስታነብ በማድመጥ እና ጠቅላላ ሃሳቡን በአፍ

ሆ. _____
 መ. _____

ሀ. _____
 ባ. _____

የመገናኛ ስራ ላይ ለሚገኙት ሰዎች ማሳሰቢያ።

4. ከላይ ከተጠቀሱት የቀጥታ ሆነ የተዘጋጁ ማሳሰቢያዎች ውጪ ሌላ

አይደለም ማሳሰቢያ

ማሳሰቢያ

በቀላል ቅጽ የተዘጋጀ የአገልግሎት ሰጪ ሰዎች፣ የተረጎሙ ሰዎች፣ የሌሎች ማሳሰቢያዎች

3. በተዘጋጁ ማሳሰቢያዎች ላይ ከላይ ከተጠቀሱት ሰዎች ዘዴ ይጠቀሙልኝ።

በአጠቃላይ ማሳሰቢያ

ሆኖ ለሌሎች ሰዎች ማሳሰቢያ ማድረግ ይቻላል

በአጠቃላይ

ሆኖ ለሌሎች ሰዎች ማሳሰቢያ ማድረግ ይቻላል

አገልግሎት ሰጪ/አገልግሎት ሰጪ

አገልግሎት ሰጪ ሰዎች ማሳሰቢያ ማድረግ ይቻላል

ሆኖ ለሌሎች ሰዎች ማሳሰቢያ ማድረግ ይቻላል

ማሳሰቢያ ማድረግ ይቻላል/አገልግሎት ሰጪ

5. እገዛው በሳምንት ውስጥ ለምን ያህል ጊዜ ይደረግለታል /ይደረግላታል/ ?

- በየቀኑ ከሰላሳ ደቂቃ እስከ አንድ ሰዓት
- በሳምንት ሁለት ጊዜ ለአንድ አንድ ሰዓት
- በሳምንት አንድ ቀን ለሁለት ሰዓት
- እንደ ሁኔታው ሐእንደ አመቺነቱ/

6. ይህ ድጋፍ በልጅዎ አጠቃላይ የእንግሊዝኛ የንባብ ችሎታ ላይ ለውጥ አምጥቷል ብለው ያምናሉ?

- አምናለሁ /አዎ
- አላምንም /አ...አይ

7. ለውጥ አለ ብለው የሚያምኑ ከሆነ ምን ያህል ነው ብለው ይገምታሉ ?

- በጣም ከፍተኛ
- ከፍተኛ
- መጠኑኛ

8. ከላይ የተጠቀሰው ድጋፍ በክፍል የእንግሊዝኛ ንባብ ት/ ት ጋር በተያያዘ መልኩ የምታደርገው እንቅስቃሴ ላይ ተጽእኖ አለው ወይ ?

- አለ
- የለም

9. አለው ካሉስ ምን ያህል ነው ብለው ይገምታሉ ?

- በጣም ከፍተኛ
- ከፍተኛ
- መጠኑኛ

10. ለዘጠነኛው ጥያቄ ለሰጡት መልስ ማረጋገጫዎ ማስረጃዎ ምንድነው ?

- የፈተና ውጤቱ /ቷ/ ክትትሉን ማድረግ ከጀመርን ወዲህ የተሻለ ሆኖ መገኘቱ
- የተሰጠውን /የተሰጣትን/ የእንግሊዝኛ የንባብ መልመጃ ለመሥራት የሚያሳየው/የምታሳየው/ ፍላጎትና ብቃት እየጨመረ መምጣት

APPENDIX - B

ADDIS ABABA UNIVERSITY

FOREIGN LANGUAGES AND LITERATURE DEPARTMENT

A Questionnaire designed for grade four students and their parents

To _____ primary School

General Direction

Dear children (students):

The main objective of this questionnaire is to examine the relationship between parental^{3*} involvement (support) and your reading ability. Therefore, you are kindly requested to show your cooperation in giving the right response to each question. This is because the outcome of the study will disclose the means by which your parents could offer better help to improve your reading ability.

NB:

- a. Give your response to the questions in part one in writing on the spaces provided.
- b. Give your response to some of the questions in part one and all the questions in part two by putting a tick mark (✓) in the boxes provided.

³ *Parental support- refers to any support in learning to read from parents, guardians, other relatives, care givers, foster parents, or any adult the student lives with (Winebrenner 1996:199).*

- c. Completing the questionnaire in consultation with a mate is forbidden for it distorts the final result.
- d. Give the right response in order to make the study effective, please!
- e. Do not respond to the question that is irrelevant to you.

Part I . Personal Information (For all Students)

1. Serial N^o _____

2. Parental Education
- | | |
|-------------------|-----------------------|
| a) Illiterate | d) Junior Sec. School |
| b) Basic literacy | e) Senior Sec. School |
| c) Primary School | f) Above Grade 12 |

Father _____ Mother _____

3. Parental Occupation

Civil Service (Office work, teaching, health worker, etc)

Private business (Business, agriculture, construction, etc)

Father _____ Mother _____

4. Do you do any reading practice in English at home ?

- Yes No

5. If yes, is there any one motivating/helping you to read in English ?

- Yes No

Part II. Only for the assisted children

1. If your answer for question number five in part I is yes, how are you getting help ?

- Directly (through my parents' involvement as tutors
- Indirectly (through provision of material and financial support from my parents.)

2. If you are getting help directly from your parents as tutors, which strategies are employed ?

- Listening to my reading in English and asking for explanations of the general idea in the vernacular.
- Listening to my reading in English and asking for the explanation of the general idea in English.
- Reading me texts written in elementary English aloud and giving brief explanation of the general idea in the vernacular.
- Reading me texts written in elementary English and giving explanation of the general idea in English.

3. If you are getting help indirectly through provision of material and financial support from your parents, which one of the following strategies is employed ?

- Providing me with story / Children's books

Hiring tutors / Particularly for the English subject/

4. How often do you get such help?

Daily (from half an hour to an hour)

Twice in a week (for an hour per day)

Once in a week (for two hours)

Less than once in a week / as to the situation

5. Do you believe this practice helped you improve your ability to read and understand in English in general?

Yes

No

6. If yes, how much has it helped for the improvement of your reading comprehension in English?

Very much

much

some

7. Does such support /motivation has particularly a positive influence/ impact on your classroom reading performance in English ?

Yes

No

8. If yes, how significant is the impact ?

Very much

much

some

9. What is your evidence for the above response?

- Exam (test) result.
- Classroom Activity (in doing reading exercises).

Thank you !

Part III . Only for the Unassisted Children

1. What do you think is the cause for the absence of parental assistance in your attempt to read and understand in English ?
 - My parents do not understand the benefits of education as they are illiterate.
 - My parents do not have time for they are too busy in other engagements.
 - My parents are unable to provide me with reading materials, to hare tutors, etc. as they have poor economic background.
 - Unfavourable home environment for reading due to large family size, domestic tasks, etc.
2. Are you doing anything individually for the improvement of your reading ability instead ?
 - Yes
 - No
3. If yes, which one of the following strategies do you employ ?
 - Using any reading material at home in my spare time.
 - Using any reading material I got from the school (public library)

4. Do you believe this practice helped you improve your ability to read and understand in English in general ?

Yes No

5. If yes, how much has it helped for the improvement of your reading comprehension in English?

Very much much some

6. Does such effort have a positive impact particularly on your classroom reading performance in English?

Yes No

7. Do you feel that you lost some thing due to the absence of parental support in your attempt to read and understand in English?

Yes No

8. If yes, how significant is the loss?

Very much much some

9. What is your evidence for the above response ?

Comparison of my result with the assisted ones.

Comparison of my classroom participation with the assisted ones.

Thank you !

Part IV. Only for Parents Supporting their Children in Reading

Qualification _____ Occupation _____

1. How are you assisting your child to improve his/her reading ability in English ?

- Directly/ through your and (other family members') involvement in tutoring OR
- Indirectly/ through provision of reading material and financial Support only

2. If you are doing it directly, which of the following strategies do you employ?

- By listening to his/her reading in English and asking for the explanation of the general idea in the vernacular.
- By listening to his/her reading in English and asking for the explanation of the general idea in English
- By reading him/her text written in elementary English aloud and giving brief explanation in the vernacular.
- By reading him/her text written in elementary English aloud and giving brief explanation in simple English.

3. If you are doing it indirectly, which strategies are you employing ?

- Providing story / children's books
- Hiring tutors /particularly for the English subject/

4. Tell me if there is any other way used other than those mentioned above to motivate/help him/her improve his/her reading ability to read and understand in English.

- a. _____ c. _____
b. _____ d. _____

5. How often is he/she offered support per week ?

- Daily for half an hour to an hour
 Twice in a week (for an hour per day)
 Once in a week (for two hours)
 Less than once in a week/as to the situation

6. Do you believe the support/motivation brought any change on his/her reading ability in English on the whole ?

- Yes No

7. If yes, how significant is the change ?

- Very much much some

8. Does such support/motivation have any positive impact on his/her classroom reading performance in English ?

- Yes No

9. If yes, how significant is the impact?

Very much medium small

10. What is your evidence for the above response ?

- Test (exam) result
- His/her interest in doing English exercises at home

Thank You !

APPENDIX - C

READING COMPREHENSION TEST

General Direction: - Read each passage carefully and answer the questions that follow according to the instructions given

Passage 1

Good evening my children! Today I have an interesting story to tell. It is about two of my students. They are Megersa and Debebe. They are the best students in the class. They usually score higher marks in most of the subjects. They were ranked first and second last semester. The reason for their success is clear. It is the wise use of their time. For example, they usually pass their free time studying except the weekends (Saturdays and Sundays). They reserve the weekends for playing different games like foot ball, table tennis, etc. I really love these students like you. I want you to be like them

Passage 2

The other thing about these boys is that the way they pass the weekends, for instance, playing football. Firstly, Megersa is a tall and strong boy. His friends call him kanu. As you know Kanu is a Nigerian football player. He became African football star two times. Once, he was suffering from a heart disease. But

he recovered and continued playing football . Now he is playing for the English club called Arsenal. He is a model for young boys such as Megersa. Secondly, Debebe is a short and strong boy. He uses his left leg to kick a ball. His friends call him Maradona. As you know Maradona is a famous football player in the world. He was a world football star. He passed much of his time playing for the Italian club called Napoli. Once he was suffering from drug (hashish) addiction. Now he is selected as foot baller of the century (the 100 years). He is a good model for young boys such as Debebe.

(Both are adapted from the old English textbook for grade four students).

A. Choose the correct answer and write the letter on the space provided.

_____ 1. Which one is true about Megersa and Debebe ?

- | | |
|-----------------------------|------------------------|
| a. They are classmates | c. They are neighbours |
| b. They are clever students | d. a and b |

_____ 2. According to the story, the two students also do one of the following things in the weekends.

- | | |
|-----------------------------|----------------------|
| a. Studying their subject's | c. Doing assignments |
| b. Playing football | d. Washing films |

_____ 3. The story (passage 2, line 5) states that Kanu is a model for young

boys such as Megersa. This means

- a. Megersa wants to be Nigerian.
- b. Many children do not want to be like Kanu.
- c. Megersa wants to be like Kanu.
- d. Kanu loves young boys.

_____ 4. Both Megersa and Debebe do not have time to enjoy playing

football.

- a. True
- b. False

_____ 5. Many young boys and girls want to be like Maradona.

- a. True
- b. False

B. Write the correct word on the blank spaces.

1. From Monday to Friday, Magersa and Debebe use their free time for

_____.

2. _____ was an African football star two times.

3. _____ was suffering from drug (hashish)addiction.

4. _____ wants to be like Maradona.

5. Kanu is playing for _____ in England.

APPENDIX - D

READABILITY INDEX

Parameters	Passage 1	Passage 2
Words	106	165
Paragraphs	1	1
Sentences	13	18
Sentence / Paragraph	13	18
Words / sentence	75	8.4
Syllable/word	4.3	4.3
Passive Sentence	1.1%	5%
Flesch Readability	78.4	74
Flesch KisCaid Grade level	4.1	4.4

APPENDIX - E. Students' Scores for Reliability Coefficient (rtt)

Step. 1

S.NO.	X	X-X'	(X-X') ²	ODD	RANK	EVEN	RANK	D	D ²
1	9	5.14	26.39	5	4	4	7.5	-3.5	12.25
2	9	5.14	26.39	5	4	4	7.5	-3.5	12.25
3	9	5.14	26.39	5	4	4	7.5	-3.5	12.25
4	8	4.14	17.12	5	4	4	7.5	-3.5	12.25
5	8	4.14	17.12	5	4	4	7.5	-3.5	12.25
6	8	4.14	17.12	5	4	4	7.5	-3.5	12.25
7	8	4.14	17.12	5	4	4	7.5	-3.5	12.25
8	8	4.14	17.12	4.5	8.5	4	7.5	1	1
9	8	4.14	17.12	4.5	8.5	4	7.5	1	1
10	8	4.14	17.12	4	25	4	7.5	17.5	306.25
11	8	4.14	17.12	4	25	4	7.5	17.5	306.25
12	8	4.14	17.12	4	25	4	7.5	17.5	306.25
13	7.5	3.64	13.23	4	25	4	7.5	17.5	306.25
14	7.5	3.64	13.23	4	25	4	7.5	17.5	306.25
15	7	3.14	9.84	4	25	3.5	15	10	100
16	7	3.14	9.84	4	25	3	25	0	0
17	6.5	2.64	6.96	4	25	3	25	0	0
18	6	2.14	4.57	4	25	3	25	0	0
19	6	2.14	4.57	4	25	3	25	0	0
20	6	2.14	4.57	4	25	3	25	0	0
21	6	2.14	4.57	4	25	3	25	0	0
22	6	2.14	4.57	4	25	3	25	0	0
23	6	2.14	4.57	4	25	3	25	0	0
24	6	2.14	4.57	4	25	3	25	0	0
25	6	2.14	4.57	4	25	3	25	0	0
26	6	2.14	4.57	4	25	3	25	0	0
27	6	2.14	4.57	4	25	3	25	0	0
28	6	2.14	4.57	4	25	3	25	0	0
29	6	2.14	4.57	4	25	3	25	0	0
30	6	2.14	4.57	4	25	3	25	0	0
31	6	2.14	4.57	4	25	3	25	0	0
32	6	2.14	4.57	4	25	3	25	0	0
33	6	2.14	4.57	4	25	3	25	0	0
34	6	2.14	4.57	4	25	3	25	0	0
35	6	2.14	4.57	4	25	2.5	35	-10	100
36	6	2.14	4.57	4	25	2	64	-39	1521
37	6	2.14	4.57	4	25	2	64	-39	1521
38	6	2.14	4.57	4	25	2	64	-39	1521
39	6	2.14	4.57	4	25	2	64	-39	1521
40	6	2.14	4.57	4	25	2	64	-39	1521
41	6	2.14	4.57	3.2	43	2	64	-21	441
42	6	2.14	4.57	3.2	43	2	64	-21	441
43	6	2.14	4.57	3.2	43	2	64	-21	441
44	6	2.14	4.57	3.2	43	2	64	-21	441
45	6	2.14	4.57	3.2	43	2	64	-21	441
46	6	2.14	4.57	3	53	2	64	-11	121
47	6	2.14	4.57	3	53	2	64	-11	121
48	6	2.14	4.57	3	53	2	64	-11	121

APPENDIX - E. Students' Scores for Reliability Coefficient (rtt)

Step. 1

S.NO.	X	X-X̄	(X-X̄) ²	ODD	RANK	EVEN	RANK	D	D ²
49	6	2.14	4.57	3	53	2	64	-11	121
50	5.5	1.64	2.68	3	53	2	64	-11	121
51	5	1.14	1.29	3	53	2	64	-11	121
52	5	1.14	1.29	3	53	2	64	-11	121
53	5	1.14	1.29	3	53	2	64	-11	121
54	5	1.14	1.29	3	53	2	64	-11	121
55	5	1.14	1.29	3	53	2	64	-11	121
56	5	1.14	1.29	3	53	2	64	-11	121
57	5	1.14	1.29	3	53	2	64	-11	121
58	5	1.14	1.29	3	53	2	64	-11	121
59	5	1.14	1.29	3	53	2	64	-11	121
60	5	1.14	1.29	3	53	2	64	-11	121
61	4.5	0.64	0.41	2.5	64	2	64	0	0
62	4.5	0.64	0.41	2.5	64	2	64	0	0
63	4.5	0.64	0.41	2.5	64	2	64	0	0
64	4.5	0.64	0.41	2.5	64	2	64	0	0
65	4.5	0.64	0.41	2.5	64	2	64	0	0
66	4.5	0.64	0.41	2.5	64	2	64	0	0
67	4	0.14	0.02	2.5	64	2	64	0	0
68	4	0.14	0.02	2	86	2	64	22	484
69	4	0.14	0.02	2	86	2	64	22	484
70	4	0.14	0.02	2	86	2	64	22	484
71	4	0.14	0.02	2	86	2	64	22	484
72	4	0.14	0.02	2	86	2	64	22	484
73	4	0.14	0.02	2	86	2	64	22	484
74	4	0.14	0.02	2	86	2	64	22	484
75	4	0.14	0.02	2	86	2	64	22	484
76	4	0.14	0.02	2	86	2	64	22	484
77	4	0.14	0.02	2	86	2	64	22	484
78	4	0.14	0.02	2	86	2	64	22	484
79	4	0.14	0.02	2	86	2	64	22	484
80	3.5	-0.36	0.13	2	86	2	64	22	484
81	3.5	-0.36	0.13	2	86	2	64	22	484
82	3.5	-0.36	0.13	2	86	2	64	22	484
83	3.5	-0.36	0.13	2	86	2	64	22	484
84	3	-0.86	0.74	2	86	2	64	22	484
85	3	-0.86	0.74	2	86	2	64	22	484
86	3	-0.86	0.74	2	86	2	64	22	484
87	3	-0.86	0.74	2	86	2	64	22	484
88	3	-0.86	0.74	2	86	2	64	22	484
89	3	-0.86	0.74	2	86	2	64	22	484
90	3	-0.86	0.74	2	86	2	64	22	484
91	3	-0.86	0.74	2	86	2	64	22	484
92	3	-0.86	0.74	2	86	2	64	22	484
93	3	-0.86	0.74	2	86	1.5	93.5	-7.5	56.25
94	3	-0.86	0.74	2	86	1.5	93.5	-7.5	56.25
95	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25
96	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25

APPENDIX - E. Students' Scores for Reliability Coefficient (rtt)

Step. 1

S.NO.	X	X-X'	(X-X') ²	ODD	RANK	EVEN	RANK	D	D ²
97	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25
98	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25
99	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25
100	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25
101	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25
102	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25
103	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25
104	3	-0.86	0.74	2	86	1	121.5	-35.5	1260.25
105	3	-0.86	0.74	1.5	108.5	1	121.5	-13	169
106	3	-0.86	0.74	1.5	108.5	1	121.5	-13	169
107	3	-0.86	0.74	1.5	108.5	1	121.5	-13	169
108	3	-0.86	0.74	1.5	108.5	1	121.5	-13	169
109	3	-0.86	0.74	1.5	108.5	1	121.5	-13	169
110	3	-0.86	0.74	1.5	108.5	1	121.5	-13	169
111	3	-0.86	0.74	1.5	108.5	1	121.5	-13	169
112	3	-0.86	0.74	1.5	108.5	1	121.5	-13	169
113	3	-0.86	0.74	1	129.5	1	121.5	8	64
114	3	-0.86	0.74	1	129.5	1	121.5	8	64
115	3	-0.86	0.74	1	129.5	1	121.5	8	64
116	2.5	-1.36	1.86	1	129.5	1	121.5	8	64
117	2.5	-1.36	1.86	1	129.5	1	121.5	8	64
118	2.5	-1.36	1.86	1	129.5	1	121.5	8	64
119	2.5	-1.36	1.86	1	129.5	1	121.5	8	64
120	2.5	-1.36	1.86	1	129.5	1	121.5	8	64
121	2	-1.86	3.47	1	129.5	1	121.5	8	64
122	2	-1.86	3.47	1	129.5	1	121.5	8	64
123	2	-1.86	3.47	1	129.5	1	121.5	8	64
124	2	-1.86	3.47	1	129.5	1	121.5	8	64
125	2	-1.86	3.47	1	129.5	1	121.5	8	64
126	2	-1.86	3.47	1	129.5	1	121.5	8	64
127	2	-1.86	3.47	1	129.5	1	121.5	8	64
128	2	-1.86	3.47	1	129.5	1	121.5	8	64
129	2	-1.86	3.47	1	129.5	1	121.5	8	64
130	2	-1.86	3.47	1	129.5	1	121.5	8	64
131	2	-1.86	3.47	1	129.5	1	121.5	8	64
132	2	-1.86	3.47	1	129.5	1	121.5	8	64
133	2	-1.86	3.47	1	129.5	1	121.5	8	64
134	2	-1.86	3.47	1	129.5	1	121.5	8	64
135	2	-1.86	3.47	1	129.5	1	121.5	8	64
136	2	-1.86	3.47	1	129.5	1	121.5	8	64
137	2	-1.86	3.47	1	129.5	1	121.5	8	64
138	2	-1.86	3.47	1	129.5	1	121.5	8	64
139	2	-1.86	3.47	1	129.5	1	121.5	8	64
140	2	-1.86	3.47	1	129.5	1	121.5	8	64
141	2	-1.86	3.47	1	129.5	1	121.5	8	64
142	2	-1.86	3.47	1	129.5	1	121.5	8	64
143	2	-1.86	3.47	1	129.5	1	121.5	8	64
144	2	-1.86	3.47	1	129.5	1	121.5	8	64

APPENDIX - E. Students' Scores for Reliability Coefficient (rtt)

Step. 1

S.NO.	X	X-X'	(X-X') ²	ODD	RANK	EVEN	RANK	D	D ²
145	2	-1.86	3.47	1	129.5	1	121.5	8	64
146	2	-1.86	3.47	1	129.5	1	121.5	8	64
147	2	-1.86	3.47	0.5	147.5	1	121.5	26	676
148	2	-1.86	3.47	0.5	147.5	1	121.5	26	676
149	2	-1.86	3.47	0	159.5	0.5	149	10.5	110.25
150	2	-1.86	3.47	0	159.5	0	160	-0.5	0.25
151	1.5	-2.36	5.58	0	159.5	0	160	-0.5	0.25
152	1.5	-2.36	5.58	0	159.5	0	160	-0.5	0.25
153	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
154	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
155	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
156	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
157	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
158	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
159	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
160	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
161	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
162	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
163	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
164	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
165	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
166	1	-2.86	8.19	0	159.5	0	160	-0.5	0.25
167	0	-3.86	14.92	0	159.5	0	160	-0.5	0.25
168	0	-3.86	14.92	0	159.5	0	160	-0.5	0.25
169	0	-3.86	14.92	0	159.5	0	160	-0.5	0.25
170	0	-3.86	14.92	0	159.5	0	160	-0.5	0.25
								Σ	43254.5

MEAN 3.88
 STD 8.49
 Step 2
 rho 0.95
 STEP 3
 rtt 0.97

APPENDIX - F

Item Analysis (IA)

Given:

High Group = 27% = 16

Low Group = 27% = 16

N = 32

IA = $\frac{\text{High Correct} + \text{Low Correct}}{\text{Total Number in sample}}$ or $\frac{H_c + L_c}{N}$ (Difficulty Level)

= $\frac{\text{High Correct} - \text{Low Correct}}{\text{Total Number in sample}}$ or $\frac{H_c - L_c}{N}$ (Discrimination level/ Index)

Parts	Items	High Group	Low Group	Difficulty Level(%)	Discrimination Level (%)
	1	10	0	31	31
	2	13	1	44	38
A	3	13	1	44	38
	4	12	6	56	19
	5	10	1	34	28
	1	12	0	38	38
	2	15	0	49	49
B	3	14	1	49	41
	4	13	0	41	41
	5	11	1	38	31

Interpretation:

Difficulty Level	-	30% up to 90%	(Acceptable)
	-	> 90%	(Too easy)
	-	< 30%	(Too difficult)
Discrimination Level	-	> 15%	(Acceptable)
		10% up to 15%	(marginal)
	-	< 10 %	(Unacceptable)

NB: According to the above interpretation all the questions are acceptable.

(Madsen : 1983; Alderson: 1995)

APPENDIX - G. Students' Scores for t-test Analysis

No.	Assisted		Unassisted	
	Group I		Group II	
1		0		8
2		1		6
3		1		5
4		1		5
5		1		5
6		1		5
7		1		4.5
8		2		8
9		2		4
10		2		4
11		2		4
12		2		4
13		2		3.5
14		2		3.5
15		2		3
16		2		3
17		2		2.5
18		2.5		2.5
19		3		2
20		3		2
21		3		2
22		3		2
23		3		2
24		3		1.5
25		3		1
26		3		6.5
27		3		5.5

APPENDIX - G. Students' Scores for t-test Analysis

No.	Assisted	Unassisted
	Group I	Group II
28	3	3
29	3	3
30	3	3
31	3	3
32	3	3
33	3	3
34	3	3
35	3	3
36	3.5	2.5
37	4	2
38	4	2
39	4	2
40	4	2
41	4	2
42	4	2
43	4	2
44	4	2
45	4.5	2
46	5	2
47	5	2
48	5	2
49	6	1.5
50	6	1
51	6	1
52	6	1
53	6	1
54	6	1
55	6	0
56	6	0
57	6	0
58	6	6

APPENDIX - G. Students' Scores for t-test Analysis

No.	Assisted	Unassisted
	Group I	Group II
59	6	6
60	6	6
61	6	6
62	6	6
63	6	6
64	6	6
65	6	6
66	6	6
67	6	5
68	6	4.5
69	6	4.5
70	6	4.5
71	7	4
72	7	4
73	7.5	4
74	7.5	3.5
75	8	3
76	8	3
77	8	3
78	8	3
79	8	2.5
80	8	2
81	8	2
82	8	2
83	9	1
84	9	1
85	9	0
Standard Deviation	2.31	1.77
Mean	4.57	3.21

$$t_{\text{obs}} = (X_1 - X_2) / \sqrt{s_1^2/n_1 + s_2^2/n_2} = 4.29$$

APPENDIX - H. Students' Scores for Correlation Coefficient(r)

	X	Level of Assitance
1	0	0
2	0	0
3	0	0
4	0	0
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	1	0
11	1	0
12	1	0
13	1	0
14	1	0
15	1	0
16	1	0
17	1.5	0
18	1.5	0
19	2	1
20	2	1
21	2	1
22	2	1
23	2	1
24	2	1
25	2	1
26	2	1
27	2	1
28	2	1
29	2	0
30	2	0
31	2	0
32	2	0
33	2	0
34	2	0
35	2	0
36	2	0
37	2	0
38	2	0
39	2	0
40	2	0
41	2	0
42	2	0
43	2	0
44	2	0
45	2	0
46	2	0
47	2	0
48	2	0
49	2.5	0
50	2.5	0
51	2.5	0
52	2.5	0
53	2.5	1
54	3	1
55	3	1

	X	Level of Assitance
1	0	0
2	0	0
3	0	0
4	0	0
5	1	0
6	1	0
7	1	0
8	1	0
9	1	0
10	1	0
11	1	0
12	1.5	0
13	1.5	0
14	2	0
15	2	0
16	2	0
17	2	0
18	2	0
19	2	0
20	2	0
21	2	0
22	2	0
23	2	0
24	2	0
25	2	0
26	2	0
27	2	0
28	2	0
29	2	0
30	2	0
31	2	0
32	2	0
33	2	0
34	2.5	0
35	2.5	0
36	2.5	0
37	2.5	0
38	3	0
39	3	0
40	3	0
41	3	0
42	3	0
43	3	0
44	3	0
45	3	0
46	3	0
47	3	0
48	3	0
49	3	0
50	3	0
51	3	0
52	3	0
53	3.5	0
54	3.5	0

APPENDIX - H. Students' Scores for Correlation Coefficient(r)

	X	Level of Assitance
56	3	1
57	3	1
58	3	1
59	3	1
60	3	1
61	3	1
62	3	1
63	3	1
64	3	1
65	3	1
66	3	1
67	3	1
68	3	1
69	3	2
70	3	2
71	3	0
72	3	0
73	3	0
74	3	0
75	3	0
76	3	0
77	3	0
78	3	0
79	3	0
80	3	0
81	3	0
82	3	0
83	3	0
84	3	0
85	3	0
86	3.5	2
87	3.5	0
88	3.5	0
89	3.5	0
90	4	2
91	4	2
92	4	2
93	4	2
94	4	2
95	4	2
96	4	2
97	4	2
98	4	0
99	4	0
100	4	0
101	4	0
102	4	0
103	4.5	2
104	4.5	0
105	4.5	0
106	4.5	0
107	4.5	0
108	4.5	0

	X	Level of Assitance
55	3.5	0
56	4	0
57	4	0
58	4	0
59	4	0
60	4	0
61	4.5	0
62	4.5	0
63	4.5	0
64	4.5	0
65	4.5	0
66	5	0
67	5	0
68	5	0
69	5	0
70	5	0
71	5	0
72	5	0
73	5.5	0
74	6	0
75	6	0
76	6	0
77	6	0
78	6	0
79	6	0
80	6	0
81	6	0
82	6	0
83	6	0
84	6.5	0
85	8	0
86	1	1
87	1	1
88	1	1
89	1	1
90	1	1
91	2	1
92	2	1
93	2	1
94	2	1
95	2	1
96	2	1
97	2	1
98	2	1
99	2	1
100	2	1
101	2.5	1
102	3	1
103	3	1
104	3	1
105	3	1
106	3	1
107	3	1

APPENDIX - H. Students' Scores for Correlation Coefficient(r)

	X	Level of Assitance
109	5	2
110	5	2
111	5	2
112	5	0
113	5	0
114	5	0
115	5	0
116	5	0
117	5	0
118	5	0
119	5.5	0
120	6	2
121	6	2
122	6	3
123	6	3
124	6	3
125	6	3
126	6	3
127	6	3
128	6	3
129	6	3
130	6	3
131	6	3
132	6	3
133	6	3
134	6	4
135	6	4
136	6	4
137	6	4
138	6	4
139	6	4
140	6	4
141	6	4
142	6	0
143	6	0
144	6	0
145	6	0
146	6	0
147	6	0
148	6	0
149	6	0
150	6	0
151	6	0
152	6.5	0
153	7	4
154	7	4
155	7.5	4
156	7.5	4
157	8	4
158	8	4
159	8	4
160	8	4
161	8	4
162	8	4
163	8	4
164	8	4
165	8	0
166	9	4
167	9	4
168	9	4

Correlation 0.676744021


	X	Level of Assitance
108	3	1
109	3	1
110	3	1
111	3	1
112	3	1
113	3	1
114	3	1
115	3	1
116	3	1
117	4	2
118	4	2
119	4	2
120	4	2
121	4	2
122	4	2
123	4	2
124	4	2
125	3	2
126	3	2
127	6	2
128	6	2
129	4.5	2
130	5	2
131	5	2
132	5	2
133	3.5	2
134	6	3
135	6	3
136	6	3
137	6	3
138	6	3
139	6	3
140	6	3
141	6	3
142	6	3
143	6	3
144	6	3
145	6	3
146	6	4
147	6	4
148	6	4
149	6	4
150	6	4
151	6	4
152	6	4
153	6	4
154	7	4
155	7	4
156	7.5	4
157	7.5	4
158	8	4
159	8	4
160	8	4
161	8	4
162	8	4
163	8	4
164	8	4
165	8	4
166	9	4
167	9	4
168	9	4

Correlation 0.676744021

DECLARATION

This thesis is my original work, and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name : Endalkachew Jembere

Signature :  _____

Place : Institute of Language Studies.

Addis Ababa University

Date of Submission: June 5, 2001