A COMPARISON OF THE LISTENING ABILITIES OF JUNIOR SECONDARY SCHOOL STUDENTS WITH THE LISTENING LEVEL REQUIRED OF THEM IN THEIR SUBJECT AREAS

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Tewelde Ghebreyohannes
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BY

Tewelde Ghebre Yohannes

Institute of Language Studies

Approved by _____

Dr. R. Hicks
Adviser

Examiner

Examiner

Examiner

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Abstract

The purpose of this study is to find out the actual listening ability of the junior secondary school students in comparison with the listening level required of them in understanding their subject areas.

A government junior secondary school was selected for the study. From this school one grade seven section was selected. Grade seven teachers who teach key subjects were recorded while teaching. The recorded material served as a basis for the listening ability test.

The results showed that the actual lis ening ability of the students was below the level expected of them by their teachers. They were weak in:

a) Understanding the general information,
b) Understanding instructions,
c) Transferring information, and
d) Understanding the specific functions of language.

However, they worked well in some specific language functions, discrimination of sounds, and 'yes/no' questions

On the basis of the findings, it was recommended that Engl sh and other subject teachers need training in classroom language if English is to continue as a medium of instruction. The students also need an intensive course (immersion) before they start grade seven with the emphasis on more courses with task-based listening using the sort of language they can expect to hear in the classroom.

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Chapter One

Introduction

1.1 The General View of the Study

Instructional language problem is a common factor in most developing countries like Ethiopia. When Ethiopian modern Education started, English was used as a medium of instruction in the elementary schools. Elementary School students could hardly understand the lessons given to them in English and that was the reason why English was replaced by Amharic. Even now the use of English as a medium of instruction from grade seven onwards seems to be a problem.

A large amount of research has been carried out investigating the state of English as a medium of instruction by Ethiopian and foreign experts, but not specifically about the listening abilities of the junior secondary school students. It is only stated in general terms that the English possessed by seventh and eighth grade students is inadequate. Most of the works are based on opinions and hearsay with no satisfactory statistical data or tests. Unless tests are given and compared with the expected level of a skill, one cannot say how low the oral comprehension abilities of the students are or how great the gap is between their ability and the listening level required of them. Nor can one say which particular types of listening are weakest among students. It is this vital work that is lacking in the previous findings. The researcher, therefore, gave tests to find out the listening abilities of the students. The focus of the study is on grade seven because it is a transitional period where the medium of instruction switches from Amharic to English. Thus it requires special attention.

To achieve the objective of the research, one section from grade seven was selected from a government junior secondary school in zone five within Addis Ababa. Teachers teaching different key subjects in grade seven were recorded. The recorded teachers' language was analysed using a modification of Sinclair and Coulthard's system of language analysis. The modifications are outlined in chapter 3. The analysis of the

teachers' language is very important. It reveals to us the overall level of listening ability students need to understand their lessons and the functional aspect of the language the students are expected to comprehend. Based on this analysis of the language, listening ability tests were given to the students.

Modern ELT authorities like Littlewood (1981:68), Ur (1984: 25-27), Brown and Yule (1983: 145), Holden (1983:17), and others advocate that the listening exercises are effective if they are task-based. The students should show their understanding of what they hear by performing tasks. This idea is expanded in chapter two. For this reason the listening ability tests were task-based. Where the students were found to be weak in the listening ability test, the researcher tried to discover the nature of their weakness, that is he found out in what particular functions of the language they were weakest. Only by first analysing the teachers' language could this be investigated. Because only by doing this analysis do we know what language functions students most frequently need to understand.

1.2 Statement of the Problem

It is observed that the four years of learning English in the primary schools seems to be inadequate for grade seven students to study their subjects in English as stated by Rogers:

> English becomes the medium of instruction in grade 7, although after four years' inadequate English-teaching it is doubtful whether most grade seven students are linguistically capable of studying every subject except Amharic in English.[1]

Little has been done to investigate this idea. The purposes of this study are, therefore, to find out if:

1. grade seven students' listening abilities are the same as the listening level required of them,
2. a gap exists,
3. the gap can be bridged by improved teaching and giving intensive courses with special emphasis on task-based listening that can help them understand the classroom language, and
4. there are particular language functions the students are weak in.

With regard to the study, the following hypotheses are made:

1. There is no significant difference between the listening abilities of the seventh grade students and the listening level required of them in understanding their subject areas.
2. There is a slight difference which could be bridged by better teaching methods and intensive course on listening to the classroom language.
3. The gap is so wide that it can never be satisfactorily bridged and will always create a learning block.

1.3 Importance of the Study

As Stoddart put it "The main reason why students therefore learn English in school is so that they can use it as a medium of instruction".[2] English is taught as a subject in the elementary schools beginning from grade three up to grade six. As mentioned earlier it becomes a medium of instruction in the junior secondary schools.

It has been suggested by language experts that there are English language transition problems.

> In Ethiopia, English language transition problems have been recognized and are being grappled with by competent language experts. But lack of funds and present efforts

> to discover a more satisfactory solution suggest that a resolution of present difficulties is still some way off.[3]

The researcher feels that this study will come up with some important contributions. It will give at least some clues about the present state of the listening abilities of the students. If it is found out that there is a gap between the actual and the expected listening abilities, the listening the students are weak in will be indicated so that concerned educators and curriculum planners will be able to see if English is serving or can serve its purpose as medium of instruction. If the latter is the case the study will indicate the areas of listening and types of activity that can best improve the listening abilities of students who follow an English medium education.

This study may suggest some important points which can be of vital importance in making a decision about the medium of instruction in the future. It may also point to ways in which the listening abilities can be improved. Besides, it can serve as a spring-board for interested researchers who want to study the listening abilities of students at any level.

1.4 Limitations of the Study

The researcher could not find very many appropriate references on listening. Besides, there are no previous relevant research on the listening abilities of students at any level in Ethiopia that can give some enlightenment to the researcher.

1.5 The Scope of the Study

The listening skill encompasses various language elements such as recognition of similar - sounding words, intonation, stress, etc. This study is restricted to the students' listening abilities in understanding the general idea or the gist of the lessons they are taught in comparison with the listening abilities expected of them. The tests will

be concerned with the use of the language in communication and not with the specific decoding skills at the phonemic level.

1.6 Plan of the Study

The plan of the study is designed as follows:

1. In chapter two, the meaning of listening, the strategies involved in efficient listening for study purposes, the types of the test that can be used, and some works on the English levels of the junior secondary school students and other levels in Ethiopia are discussed.
2. The methodology is discussed in chapter three.
3. In chapter four, the results of the classroom observations and the analysis of the classroom language are discussed. In the light of these the tests set are described and justified.
4. In chapter five, the results of these tests are analysed.
5. Finally, conclusion, Summary of findings, and recommendations are given in chapter six.

Footnotes

[1]John Rogers, "The Teaching of English in Ethiopia", Journal of Ethiopian Education, vol. 1 No. 1 (June 1967), p. 41.

[2]John Stoddart, "The Use and Study of English in Ethiopian Schools: A Report for the Ministry of Education" (May 1986), p. 6 (Mimeo).

[3]Madsen Harold Stanley, "Coping with English Language Transition Problems at Secondary and University Levels" (HSIU, 1970), p. 1 (Mimeo).

CHAPTER TWO

2. Related Literature Review

In this chapter works on listening which are pertinent to the study are briefly outlined.

2.1 Works on Listening in General

In ELT workshop in May 1987 in Addis Abeba University, Hicks stated in a demonstration of listening skills that

> listening used to be called the forgotten skill because while a lot ofcourse books would give practice in speaking, reading and writing few such books gave any emphasis on learning to listen, and little theoretical work was done on how people learn to listen and understand. This has changed a great deal over the last few years. Now any course book in Europe will include a number of listening exercises, listening is tested in most exams and we know more about how students listen.[1]

It is quite true that this important skill area has been described by many as "the Cinderella of the language arts." In connection with this, Brown in her article "Twenty-five years of teaching listening comprehension", reports that twenty-five years ago listening comprehension was not really given due attention in the mainstream of English Language teaching. The emphasis was mainly on reading and writing the foreign language. During the late '50s and the '60s listening comprehension began to be paid a little attention. It was assumed that the main problem in listening to a foreign language was in identifying the sounds that made up the words. The listening exercises given at that time were mainly of segmental discrimination. However, many courses coming on the market during the '80s

have quite abandoned the notion of practising the discrimination of segments in isolated contexts or of listening to word-shapes, or intonation patterns in isolation.[2]

Listening is a very important and indispensable language skill that has to be developed in English language teaching. Especially in classes where English is a medium of instruction, it becomes a necessity for students to be able to listen adequately in order to understand lectures. Unless they understand the lectures they cannot take down notes and learn successfully, Thus, listening is the basis for the other language skills.

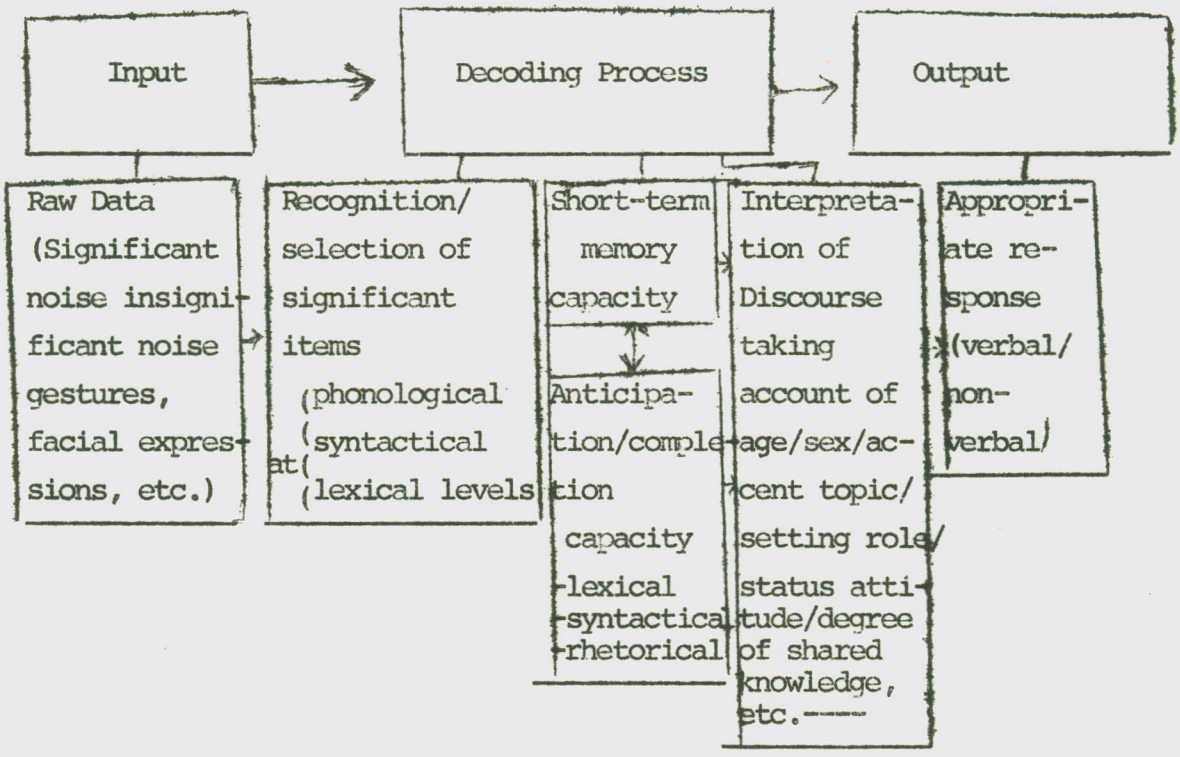
With regard to the importance of listening in understanding lectures Brown (1977) states what she has observed foreign students who go to Britain for longer periods follow advanced courses. Many of these students are shocked to find themselves unable to understand English spoken by native speakers. They face a lot of problems in understanding lectures in their courses. In many cases the students spend at least a term before they are able to understand their lectures. "It seems quite clear that such students would benefit from being taught how to understand spoken English before they arrive".[3]

While explaining the importance of listening, Hicks rightly puts it that "listening is arguably the most important of the four skills. It is the means to learning other skills ... Once a student has learnt to comprehend a language then he has the tools to improve his other skills."[4]

The process of listening involves a complex interaction of physiological, neurological, and psychological factors. How we listen and understand is stated by Alan Maley as follows:

> Very little is known about the process of listening. We know what goes in and what comes out, but we can only surmise what happens inside the head of the listener. ... It seems clear that what is significant in an incoming message is somehow filtered out, and the rest is ignored. Likewise enough of the message must be held in the short-term memory store so that anticipation about what is to follow may take place. And that this goes along with a capacity to interpret the message, not simply to understand its surface meaning. What is said (lexis, grammar, etc.) has its meaning modulated by a whole series of factors, such as who said it, where it was said, to whom and in what circumstances. Using these clues we derive what is meant.[5]

Thus the process of decoding is diagrammatically shown as follows:



Adapted from Alan Maley, in Second Selections From Modern English Teacher. ed. S. Holden Publ. Longman 1983: 17.

In the decoding process there are three levels:
a) Recognition/Selection of significant items. This process operates on different levels, that is, at phonological, syntactical and lexical levels-we recognise sounds, words, etc. We do not listen to the chain of speech indiscriminately. We engaged in a process of selection. We select sounds and words, grouping them into meaningful units and we select the information that is relevant to our particular purpose in listening.
b) Short-term memory capacity is the type of memory we use when we need to rememeber something for a limited time only (Rixon, 1986: 34). The information we have selected is then stored in our short-term memory. New information may make us re-interpret what we have already heard, or, what we already know may help us interpret what is coming.

c) Comprehension and interpretation of utterances or texts as a whole.

The above stated skills can be trained by providing the students with appropriate exercises. Developing these skills becomes easy when the items are contextualised.

> The context usually helps learners distinguish similar-sounding words when they form part of a whole utterance. For example, even for students who could not in their own speech differentiate /I:/ from /I/, 'I went to I dia by sheep' would be an unusual interpretation of the utterance 'I went to India by ship!'[6]

As regards the third listening skill Hicks reports that "Comprehension and interpretation of utterances or texts as a whole is the most efficient approach as it trains listening in terms of understanding the whole rather than just the sum of the parts."[7] Alan Maley is also of the same opinion and points out that it is more profitable to work from the whole

to its parts rather than the reverse. The learner should be encouraged to believe that if he understands the whole, he does not need to understand all the parts.[8]

Students should be able to do something as a result of their listening. The aim of training listening skills is to produce appropriate behaviour, not simply to answer questions correctly. Listening should be used for doing. It is not a passive skill. For example, L. Gartside reports that listening is essentially an active and purposeful process in which the listener participates and makes a positive contribution. Thus the speaker can observe if effective listening is taking place from the reaction or feedback he gets from his listener.[9]

With regard to the active nature of listening Littlewood writes:

> The active nature of listening means that, no less than in speaking, the learner must be motivated by a communicative purpose. This purpose determines to a large extent what meanings he must listen for and which parts of the spoken text are most important to him. For example, there may be parts where he does not need to understand every detail but only to listen for the general gist.[10]

It is true that the listener is actively engaged in listening, interpreting, and reacting and does not passively absorb things. Language should be used in classroom practice for communicative purposes such as greeting, requesting and giving information, giving commands, and the like (Brumfit/Johnson, 1979:2)[11]

Students should be trained not only in the listening skills but also in the listening strategies. Listening skills are mechanical such as discriminating and recognising sounds, words, and syntactic patterns whereas listening strategies are not mechanical. The strategies need deeper planning and thinking. Be it a training of listening skill or strategy, "it is important to look at any task before listening to the text so that the pupils know why they are listening and what they are listening for"[12] (Hicks: while demonstrating listening skills). Listening strategies are extremely important for students. Listening becomes effective when students are trained according to the various listening strategies. Some of the main listening strategies need mentioning.

In connection with listening with purpose McDowell and Stevens (1982:2) state that when we listen in real life, we are normally listening with a purpose. We want to find out some particular piece of information. Unless the listener knows why he has to listen, he may not be actively engaged in listening. In relation to this Ur has the following to say:

> Rarely if ever do we listen to something without some idea of what we are going to hear ... If we listen to the news, it is from a desire to know what is happening in the world, and we shall expect to hear about certain subjects of current interest in a certain kind of language. If we are listening to a lecture, we usually know roughly what the subject is going to be, and either need to learn about it or are interested in it for its own sake.[13]

Students must be given a reason for listening, that is, they should know why and for what they are listening. It should be authentic, something they find in real life situation. When the students know why they are listening and the scene for

listening is set for them, they find it easy to understand. Understanding the setting or context and using the context to interpret what is heard is a very vital listening strategy. If students are given a listening text, they need to know the setting. In a classroom situation, a context must be set, so that students guess what may be said. Even if they don't know the language they can understand from the context and situation what kind of language event is going on. For example, how old the people speaking are, whether they seem happy /sad/ angry, etc., where the event is taking place, what the purpose of the event is.

Clarifying the importance of context in foreign language teaching Brown has the following to say:

> "Perhaps the most significant shift in the approach to the teaching of listening comprehension came in the late '70s. It became increasingly clear that in offering students words, or sentences in isolation, to understand, we were actually providing them with a very difficult task. We were asking them to understand language out of context - a task that native speakers often have difficulty with (particularly where they are asked to ascribe "meaning" to intonation patterns in sentences out of context).[14]

Along with a context, bringing one's own previous knowledge to a text is a very important listening strategy. Here, pre-listening discussion is necessary in order to prepare students for the topic of listening. The teacher suggests and asks what they know about the topic. Developing further the relevance of context and previous knowledge, Brown reports that not only the foreign language but also the mother tongue is learned in context. In understanding a foreign language we bring to bear those very same experiences of context in the

mother tongue. "The more we know, in terms of experience, about the situation, the more readily we will understand the language used in it."[15]

In relation to this Brown in her article "Twenty-five years of teaching listening comprehension", gives us a good example. If we are very knowledgeable about motor car engines and someone speaks to us about motor car engines in a language that we don't know, we will be in a better position to understand him than a person who knows the language but is not knowledgeable about motor car engines. This is true, because context and previous knowledge play great roles in real life speech communication.

If students know why they listen to a certain text and the scene about listening is set, they can easily pick out the gist of the information.

Understanding the central idea or picking out the relevant information is one of the listening strategies that students need to develop. With respect to this, Rixon (1986) reports that students should be taught gist listening as a first stage to give them the frame work and make sure that they are not entirely misunderstanding the situation in the text. "At the beginning of their listening training students may need heavy guidance as to what is the relevant information."[16] Unless students are trained how to get the central idea of any text, it becomes difficult for them to follow lectures and take notes. Understanding the gist, that is understanding the central idea is of fundamental importance.

Along with this there is the listening strategy of ignoring unknown or irrelevant words or details. While students are trained to understand the central idea, they are also trained to reject or ignore the unknown or irrelevant words. With

regard to this Ur (1984) states "... effective listening is aided by the ability of the listener to ignore or 'skim' unimportant items".[17] If students are trained to sieve what is important from what is not, then learning not only of the English language but also learning of other subjects becomes easier. Harmer (1983) is also of the same opinion and reports;

> The skill of getting the general picture, then is concerned with rapidly assigning the main points of a text and not paying attention to irrelevance or detail ... The ability to discard redundant, irrelevant or over detailed information when reading or listening is a vital one."[18]

Once the students are trained to get the general information out of a given listening text, they can be trained to predict and infer meanings from what they have heard. Training students to achieve the ability to predict is important for it makes comprehension easier. Students find it easy to understand a certain text even when single words are not heard. Hicks demonstrated that syntactic knowledge, knowledge of the content, and meaning of what has been said and one's own previous knowledge and experience of the topic offer the students great help in predicting.

As regards prediction Rixon (1986) points out:

> A useful exercise is to ask students to predict the kind of thing they expect a particular speaker to say next, because it trains them not to passively accept everything they hear.[19]

Students should also be trained how to arrive at an inference, that is, they need to take two or more pieces of information that they have understood from the words of a text, and combine them to reach a conclusion not actually given in so many words in the text (Rixon 1986: 92). This idea is stated in the words of Hicks as follows:

> Students must learn to understand what is implied by a speaker as well as the factual meaning of the words. This is common to reading strategies. However, unlike reading they will have clues from the intonation, facial gestures, tone, etc. of the speakers.[20]

In connection with this McDowell and Stevens (1962) point out that people can infer a lot of things that are not directly said by the speakers. Things that are inferred by the speakers can be, for example, their age, sex, relationships to each other - about where they are, what they are talking about and how they feel about it. Students can predict what comes next and use predictions to then infer meanings of unknown words, difficult sections, etc.

In training the listening skills and strategies, the students should be exposed to authentic texts, because this has become an important notion in modern language teaching. Brown, in her article "Twenty-five years of teaching listening comprehension", reports:

> Over the last ten years there has developed a new widely held view that it is important that teachers should provide students with "authentic" examples of language to study. It seems clear that one aspect of authenticity resides in natural, spontaneous speech which has normal irregularities, hesitations, and simplifications - so that students are trained to listen for cues that will be present in normal speech and not just in that particular brand of speech spoken only to foreigners.[21]

Indeed, if students are trained only in the classroom language, they face a problem when they find it used in practical life outside the classroom. Not only in teaching English but also in teaching other subjects such as science, geography, and maths should students be provided with authentic examples of language and materials like plants, insects, rocks, rivers, etc.

Authentic objects that cannot be brought to classrooms could be shown through films or other means. McDowell and Stevens (1982) stress the point that graded or simplified material for listening practice does not help students to cope with English as they will meet it in real life. In fact, it may even hinder them by creating a false sense of ability and confidence.

The traditional approach of listening shows significant differences from what has been discussed so far. This approach is briefly outlined according to Rixon's ideas (1986) as follows: It was believed that if students were taught to cope with the separate elements of the language - sounds, words, and structures - they would put these together for themselves and become proficient in the language as a whole. In listening, effort was concentrated at the lower levels - recognising sound system. The student was asked to distinguish between similar - sounding words like 'pat' and 'pet'. These minimal pair exercises were felt to be important for listening and for the improvement of pronunciation. Most exercises on the sense of what was said concerned the meaning of single isolated sentences. An attempt was not made to help students understand the global message of an extended piece of spoken English or to infer or conclude something from what they had heard.

This parts - to - whole approach to teaching listening is unsatisfactory if used in an extreme form. Concentrating too much on single words said out of context has little value. The same is true with sentences. "It is not enough for example, for a student to understand the superficial meaning of a sentence like, 'I didn't go home last night'. In different contexts it could mean different things."[22]

Recent approaches to teaching listening take full account of the importance of context and tend to adapt what might be called a more whole - to - parts approach. The listener is trained to try to fit everything he hears into a context.

Wherever possible the other language skills are integrated with listening. Listening and speaking are the two skills that most co-occur. The addition of other skills depends on our purpose of listening. Pointing out the integration of skills Rixon (1986) claims:

> In real life, eventhough listening may be a major activity in a particular situation, the listener is usually expected to perform more than one language skill simultaneously. Taking part in a conversation is an obvious case. Here, people need both to speak and to listen ... Another example is listening to a talk or lecture', which often requires the taking of notes.[23]

As stated above, in real life, we make use of integrated language skills according to our needs. However, in a classroom situation, we may isolate listening skill from the other skills. For example, students may face problems in reading and writing when they answer questions in a listening ability test. Thus, to avoid such a problem, as much as possible, we try to get rid of the use of these skills, especially at lower grades.

Referring to the isolation of language skills Heaton (1975) reports:

> Although the auditory skills are closely linked to the oral skills in normal speech situations it is frequently desirable to separate the two skills for teaching and testing ability much beyond the range of speaking ability if the practice material is not dependent on spoken responses or written exercises.[24]

2.2 Listening Ability Test

A listening ability test is given to students in order to know how much they can understand of what they hear. In discussing listening ability Valette points out;

> Because of the increased emphasis today on direct communication in the foreign language, the skill of listening has become the object of growing attention. Since the majority of the new language programs first introduce listening and speaking the need for classroom listening tests has arisen. Once the listening skill is considered a course objective, it becomes necessary to assess student achievement in that area ... The objective of a listening test is to evaluate the student's comprehension.[25]

As stated above, at present, listening has become the object of growing attention. As a result the teaching and testing methods of listening have changed. Traditional and modern tests on listening comprehension can be outlined as follows:

The traditional listening - tests were constructed around printed options or questions to be answered in writing. Some years ago it was assumed that the main problem in listening to a foreign language was in identifying the sounds that made up the words. For this reason, exercises produced at this time consisted mainly of segment discrimination exercise. The typical exercises consisted of listening to a clearly pronounced triple of three words, two of which were identical and the third of which produced a phonemic contrast, as in fin, thin, fin or not, not, naught. This is the same as that on page 16, but here one of the similar - sounding words is repeated (i.e. not, not). Similar discrimination exercises were constructed to distinguish different word stress in triples like cónvict, convíct, convíct. The student was required to state which word sounded different from the other two. To

the discrimination exercises the intonation of a sentence was added.[26]

The student had a problem in decoding the sounds of the foreign language: the segments, the word stress, the intonation of sentences. It was realized that students should not only be exposed to words or sequences pronounced in isolation, they should also be exposed to continuous texts. A passage was read aloud, where students were required to listen to the tape, a sentence at a time, and to write down the series of English words and sentence that they heard.

A later variant on the standard dictation exercise was to construct a 'situationalised' conversational dialogue between two people where the actors playing the parts of the conversationalists would read their parts slowly and clearly, carefully pronouncing all their consonants. Students would then answer questions about the content of the text they had just heard. They had to answer factual questions about the content of the text they had heard. They had to construct new (written) sentences, show the meaning of a word they had heard in the text, and so on.[27]

In traditional listening tests, students were asked to give written answers. The students' abilities in reading and writing were not considered. Brown and Yule have the following to say about the traditional listening tests;

> The traditional type of reaction required is for the student to write answers to some questions on what he has listened to. If the student produces a set of acceptable answers, it is assumed that this is evidence of his ability to understand spoken English. We should note that it is also some indication of his ability to understand written English and to convey his intended meaning in acceptable written English.[28]

Since the traditional tests are not constructed around tasks, the way of assessing a student's listening ability is unreliable. Brown and Yule have the following argument for this;

> In this type of assessment procedure, if the student gives an answer which is considered 'wrong', it is scored as a failure in listening comprehension. Interpreting a wrong score in this way is a fairly unreliable procedure. There can be various factors for the 'wrongness' of the answer such as failure to understand the written question or failure to convey intended meaning in the written answer. Alternatively, it may also arise from lack of attention to some specific detail in the material listened to or from poor memory for detail.[29]

The language skills of reading and writing are greatly involved in the traditional listening tests. Thus it is very difficult to find out what the cause of an error is when assessing the listening comprehension. It can be a problem of reading or writing or a failure of the student to understand the task he is asked to perform.

> Nor can we know for sure what the basis of the error is, since we have no access to the processes which brought it about. This last point is in fact the primary reason why we have such great difficulty producing a dependable method of assessing listening

Recognising the drawbacks of the traditional assessment procedure, many teachers have tried to develop better listening exercises, that is, they have moved away from the written question - and - answer format and produced devices which are less dependent on the understanding and production of the written language. Written work is kept to a minimum. Single-

word headings for columns in a grid, single-word or short-phrase labels for parts of a diagram, etc. can be used as written answers. Thus the notion of failure to understand in a listening exercise of this type can be more confidently treated as deriving from the listening activity (and not from reading or writing). However, it does not mean that there are no problems in assessing listening comprehension now.

Modern listening tests are task-oriented and lead to some form of activity. As regards this idea Ur points out;

> As a general rule, listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding. Examples of such tasks are: expressing agreement or disagreement, taking notes, marking a picture or diagram according to instructions, answering questions.[31]

The task should be such that it can be understood by the students, otherwise it can be a cause of failure in the test. If the skills of reading and writing of the students are developed as the audiolingual skills, questions - and - answers that require reading and writing can be added to the task - based exercises. If we want to concentrate on aural comprehension itself, it is best to base the task on easily grasped visual material like pictures, diagrams, grids, maps, and quick simple responses such as physical movement, ticking - off, one - word answers.[32] However, we should note that the advantage of task based listening is not first to eliminate other skills. Even more important than this is the fact that the tasks reflect a genuine response, that is, provide an authentic purpose which reflects what students really have to do as a result of listening in real life. This means that it provides a communicative purpose as indicated on page 10. The desired goal is genuine use of language.

2.3 Works on Listening in Ethiopian Junior Secondary School Students

It was stated in the elementary curriculum of 1947/8 that the mediums of instruction were Amharic for grades one and two, and English from grade three to grade six. In 1963/4 a new elementary curriculum appeared. The chief notable change was that Amahric became a medium of instruction from grade one to six and English was taught as a subject starting from grade three and as a medium of instruction from grade seven onwards. It has been observed that there has always been a language problem when students started studying all the subjects in English.[33]

Researchers have written about the problem of language in education in Ethiopia. However, very little has been done on listening as a language skill. Some of the scholars' works in relation to the study can be reviewed.

In his article "Why not abandon English teaching in the elementary school?" John Rogers stated that the four years of teaching English as a subject from grade three - six are supposed to produce students capable of understanding lessons given in English. However, at the December 1968 meeting of the English teachers in Addis Ababa, two experienced seventh grade English teachers reported that grade seven students were incapable of reading textbooks in English officially recommended for grade seven or of understanding their teachers.[34] It should be noted that this is based on hearsay because no proof based on experimental study is given.

John Stoddart in his report for the Ministry of Education about "The use and study of English in Ethiopian Schools" writes that the inadequate knowledge of English of the vast majority of students at all levels in the secondary school does not enable them to learn other subjects through it. Because of

their poor English, the students are neither able to understand what they hear from their teachers nor read their textbooks, let alone participate actively through their own speaking and writing.

Stoddart continues to point out what he has observed in classroom situations;

> As a result of the inability of students to function through English, the quality of teaching and learning in schools has been adversely affected. At best it means that mere rote learning often prevails, with no critical and creative participation of students, and little enough of even simple comprehension by them of what they are being told.[35]

What Stoddart reports is not based on scientific research, rather it is collected from hearing and reading the opinions of others and from his own observations during visits to schools.

In the workshop of the "Basic and Significant Problems of English Language Teaching" of 1981 in Addis Ababa, the participants point out that most of the Ethiopian teachers use the vernacular instead of English as a medium of instruction in junior and senior secondary schools. Some teachers do so because, they find out that students cannot understand and follow them if English is used. Others do so because, they themselves have no confidence in their command of English.[36]

The participants of the workshop of the "Basic and Significant Problems of English Language Teaching" of 1981 in Addis Ababa (Gemechu, Tsehay, Wouhibe, and others), report the above statements on opinion and hear say basis with no evidence that supports their argument against the weakness of the students and teachers.

To show the English inefficiency of students at a conference on "Language and Education" at the Addis Ababa University in 1980, Takele stated that the first and second year students have failed to write one simple English sentence correctly. This statement might have some truth, yet it is not supported by statistically quantified evidence.

Tsegaye Shanko in a Seminar on "Language and Education" at the Addis Ababa University in 1980, claims that students in the junior and senior secondary schools are unable to study through the English medium. As a result of this there are student failure and dropouts. Similarly the survey undertaken by Dendir Dansamo (1981) revealed that there are problems with English, that is, the students cannot understand their teachers when they teach them in English.

Most of the findings about the English language understanding of the junior secondary school students are based on hearsay, opinions, and simple observations. Unless scientifically supported proof is offered any hearsay cannot be considered a good research. One cannot get full information about the listening abilities of the students from these findings.

However, in this study, the listening ability tests will be based mainly on the listening strategies discussed previously. The tests are aimed at checking whether the students

- understand the general idea of the lessons they are taught,
- are able to transfer information,
- understand details, etc.

The tests are not like the traditional ones which mostly depend on writing but they are task-based. Moreover, they do not refer only to classroom language but also to the real life language outside the classroom.

1. R.B. Hicks, "Listening Skills: English Language Teaching workshop," (May, 1987), p. 1 (Mimeo).

2. Gillian Brown, "Twenty-five years of Teaching Listening Comprehension," English Teaching Forum, Vol. XXV, No. 4 (October, 1987), p. 12.

3. _____, Listening to Spoken English (London, 1977), pp. 1-2.

4. Hicks, op. Cit., pp. 1-2.

5. Alan Maley, "The Teaching of Listening Comprehension Skills: What happens when we listen?" Quoted in Susan Holden (Ed)., "Second Selections from Modern English Teacher," (Harlow, 1983), p. 16.

6. Shelagh Rixon, Developing Listening Skills (London, 1986), p. 42.

7. Hicks, op. cit., p. 2.

8. Maley, op.Cit., p. 17.

9. L. Gartside, English for Business (London, 1981), p. 119.

10. William Littlewood, Communicative Language Teaching: An Introduction (London, 1981), p. 67.

11. C.J. Brumfit and K. Johnson, The Communicative Approach to Language Teaching (Oxford, 1979), p. 2.

12. Hicks, op.Cit., p. 4.

13. Penny Ur, Teaching Listening Comprehension (London, 1984), p. 3.

14. Brown (1987), op.Cit., p. 13.

15. Ibid., p. 14.

16. Rixon, op. Cit., p. 90.

17. Ur, Op.Cit., p. 15.

18. Jeremy Harmer, The practice of English Language Teaching (London, 1983), pp. 144-5.

19. Rixon, op.Cit., p. 94.

20. Hicks, Op.Cit., p. 6.

21. Brown (1987), Op.Cit., p. 13.

22. Rixon, Op. Cit., pp. 30-1.

23. Ibid., p. 3

24. J.B. Heaton, Writing English Language Testing (Harlow, 1975), p. 57.

25. Rebecca Valette, Modern Language Testing (New York, 1967), pp. 47-9.

26. Brown (1987), Op.Cit., p. 11.

27. Idem.

28. Gillian Brown & George Yule, Teaching the Spoken Language (London, 1983), p. 114.

29. Ibid., pp. 144-5.

30. Idem.

31. Ur, Op.Cit., p. 25.

32. Ibid., pp. 126-27.

33. M.L. Bender, etal, Language in Ethiopia (London, 1967), pp. 378-90.

34. John Rogers, "Why not abandon English teaching in the elementary school?" Journal of Ethiopian Education, Vol. 3, No. 1, (June, 1969), p. 28.

35. John Stoddart, "The use and study of English in Ethiopian Schools: A Report for the Ministry of Education, (May, 1986), p. 6.(Mimeo)

CHAPTER THREE

Methodology

3.1 School

There are five schools zones in Addis Ababa. In these five zones there are 41 gov. schools that have grade seven and eight students. of these, 4 are junior secondary schools while 37 are elementary and junior secondary schools. The following table shows the types of school and grade 7 student population in each zone.

	Type of School		Number of Students		
Zones	1-8	7 & 8	M	F	Total
1	7	1	2834	2894	5728
2	7	-	1804	1951	3755
3	10	1	2134	2311	4445
4	10	-	2277	2247	4524
5	3	2	1367	1564	2931
Total	37	4	10416	10967	21383

Table 1. Types of Schools and Number of grade 7 students in gov. J.S.S. in Addis Ababa.

The grade seven students in each of the 37 elementary and junior secondary schools belong to these schools, respectively. However, the grade 7 students in the 4 junior secondary schools come from other elementary schools when they are promoted to grade seven. Thus, as mentioned in the introduction a government junior secondary school was selected for the study from zone five.

Name of School	Type of School		Number of Students		
	1-8	7 & 8	M	F	Total
Arbegnoch		✓	502	634	1136
Belay Zeleke	✓		159	155	314
Ethiopia Tikdem No. 2		✓	178	195	373
Keleme Work	✓		288	311	599
Medhane Alem	✓		240	269	509
Total	3	2	1367	1564	2931

Table 2. Gov. Junior Secondary Schools in Zone five in Addis Ababa

The name of the school is Arbegnoch School. The reason why this school was selected is that the grade seven students assigned there came from a variety of different primary schools.

3.2 Subjects

The grade seven students were all in their first year at this school. The fact that the students came from different schools minimises the bias that the school is either weak or strong academically. The sample is thus a fairly representative of the grade seven student population in zone five.

The number of the grade seven students in this school is 1136. There are 16 sections and the number of students in each section is between 70 and 80. In most of the sections the number of girls is greater than that of boys. The sections were randomly assigned. Out of the 16 sections 72 students were systematically selected. The variables used as the basis for the selection of the students were their previous schools while they were in grade six, their marks in the Ministry exam, age, and sex. A fair distribution of these variables was ensured. All the information about the variables was gathered from the grade six Ministry exam certificates as can be seen from the following table.

S.N.	Sex	Age	Grade 6 Ministry Exam Results	Name of School in Grade 6
1	M	11	94	Kechene Debre Selam
2	M	13	96	"
3	M	10	99	"
4	F	15	89	"
5	F	13	83	"
6	M	13	87	"
7	M	14	72	"
8	M	12	70	"
9	F	13	75	"
10	M	12	68	"
11	F	12	64	"
12	M	17	60	"
13	F	12	59	"
14	F	14	58	"
15	M	13	57	"
16	F	16	52	"
17	M	13	47	"
18	M	14	37	"
19	F	12	29	"
20	F	14	89	Timhirt Bilichita
21	M	17	96	"
22	M	11	85	"
23	F	13	91	"
24	M	13	70	"
25	M	11	77	"
26	M	12	74	"
27	F	15	74	"
28	F	11	66	"
29	F	12	60	"

S.N.	Sex	Age	Grade 6 Ministry Exam Result	Name of School in Grade 6
30	M	12	50	Timhirt Bilichita
31	F	13	52	"
32	M	14	43	"
33	F	12	37	"
34	M	13	45	"
35	M	11	87	Sululta
36	M	15	100	"
37	F	14	70	"
38	M	13	77	"
39	F	14	78	"
40	F	14	66	"
41	M	19	64	"
42	M	14	65	"
43	F	14	59	"
44	M	14	59	"
45	F	16	57	"
46	M	21	47	"
47	F	14	37	"
48	F	12	96	Medhane Alem
49	F	12	74	"
50	M	12	77	"
51	M	14	69	"
52	M	13	44	"
53	M	11	44	"
54	F	12	57	Belay Zeleke
55	F	13	58	"
56	F	14	45	"
57	M	13	23	"
58	M	12	96	Yeye Gulelie
59	F	14	77	"
60	F	14	72	"

S.N.	Sex	Age	Grade 6 Ministry Exam REsult	Name of School in Grade 6
61	M	11	62	Yeye Gulelie
62	M	13	58	"
63	F	13	58	"
64	F	14	48	"
65	F	12	33	"
66	F	14	93	Kelemework
67	F	12	78	"
68	M	13	61	"
69	M	25	54	"
70	F	17	58	"
71	F	14	37	"

Table 3., Variables for the selection of the sample.

Their health condition was also taken into account. There were no students with hearing defects.

3.3 Recording Grade Seven Teachers

It was felt necessary to know the language level the students were expected to understand. Unless the language level is known, it would be very difficult to judge the listening ability of the students. Students were expected to understand the levels and type of language used by the teachers. This means that the level of structure, range of functions and the vocabulary of the teachers' language were expected to be according to the students' level of understanding. Since this was the case then, grade seven teachers were recorded while they were teaching. The students were then to be tested against the language levels they were expected to understand, i.e. the recorded teachers' language. That is why the test is based on the teachers' language.

The test is mostly set around the recorded subject areas to ensure similarity of language functions. Most of the teachers in Arbegnoch school are diploma holders from Kotebe Teachers' College (according to the statements of the school assistant director and the unit leader). They have more than six years of teaching experience. The greade seven teachers who were recorded were trained in their respective subjects.

The teachers recorded were briefed about the objectives of the study and were requested to be recorded for one period (40 mins.) each while teaching. They were very cooperative. Those who were recorded were Maths, geography, and science teachers.

To avoid the diversion of the students' attention during the actual observations and recording, the researcher visited the classes at other times pretending that he was observing and recording. At this time the students were told about the aims of the study and that they should not worry about the presence of the researcher and that they should proceed with their lessons as normal. By the time the actual recording was made, the students no longer worried about the researcher's presence. The class atmosphere was normal.

3.4 Analysing the Recorded Texts

In speech Communication language shows various functions. As regards the use of language Halliday States:

> We use language to approve and disapprove; to express belief, opinion, doubt; to include in the social group, or exclude from it; to ask and answer; to express personal feelings; to achieve intimacy; to greet, chat up, take leave of; in all these and many other ways.[1]

The recorded material was analysed mainly in order to find out the level of the teachers' language and which particular functions they used. The researcher adopted the Sinclair and Coulthard's system of analysis for the texts with some modifications.

3.4.1 Sinclair and Coulthard's System of Analysis

Sinclair and Coulthard analysed their texts by dividing the texts on a rank system of lessons, transactions, exchanges, moves, and acts.

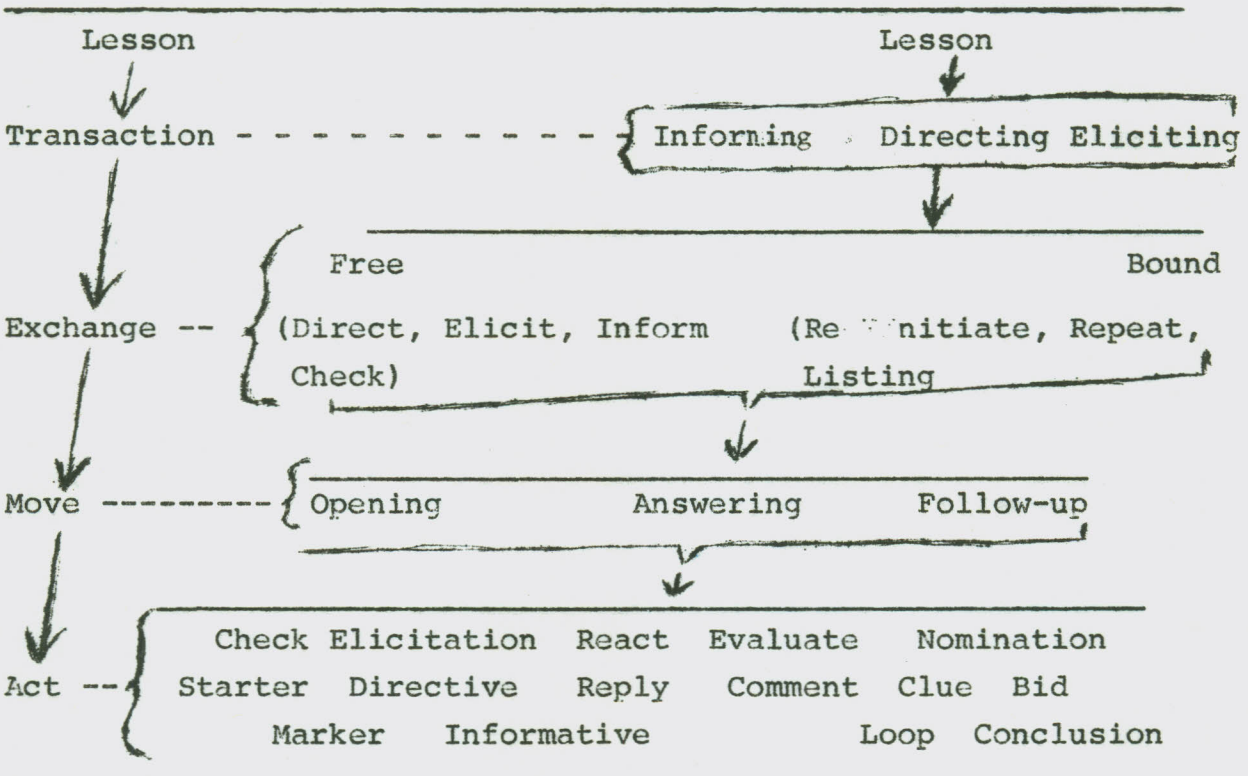


Figure 1:- Discourse Ranks (Sinclair & Couthard's)

According to Sinclair and Coulthard's analysis the ranks are defined as follows:

The lesson is the highest unit of classroom discourse consisting of one or more transactions (Sinclair & Coulthard 1975:23).

The Transaction is a unit of classroom discourse above the exchange. Exchange combine to form transactions. It is related to a change in topic and marked by a boundary exchange (Sinclair & Coulthard, p. 22).

An Exchange is one or more utterances (utterance = everything said by one speaker before another began to speak - Sinclair and Coulthard, p. 21).

The move is the smallest free unit although it has a structure in terms of acts (S & C, p. 23).

The Act is the unit at the lowest rank of discourse (S & C, p. 27)

Their system of analysis followed an accepted structured rank-system. This means that the unit above is formed by one or more units of the rank below it except the last rank, act. However, there must be at least one impossible combination of the units. For example, in the structure of a sentence the accepted order is:

subject - verb - object. But we cannot have object-subject-verb. In the same way in an "elicit exchange" there can be the "opening move" which is the question followed by 'answering' and'follow-up' moves, but not "follow-up - Answering-opening'.

The classroom discourse ranks of Sinclair and Coulthard and the researcher's can be compared:

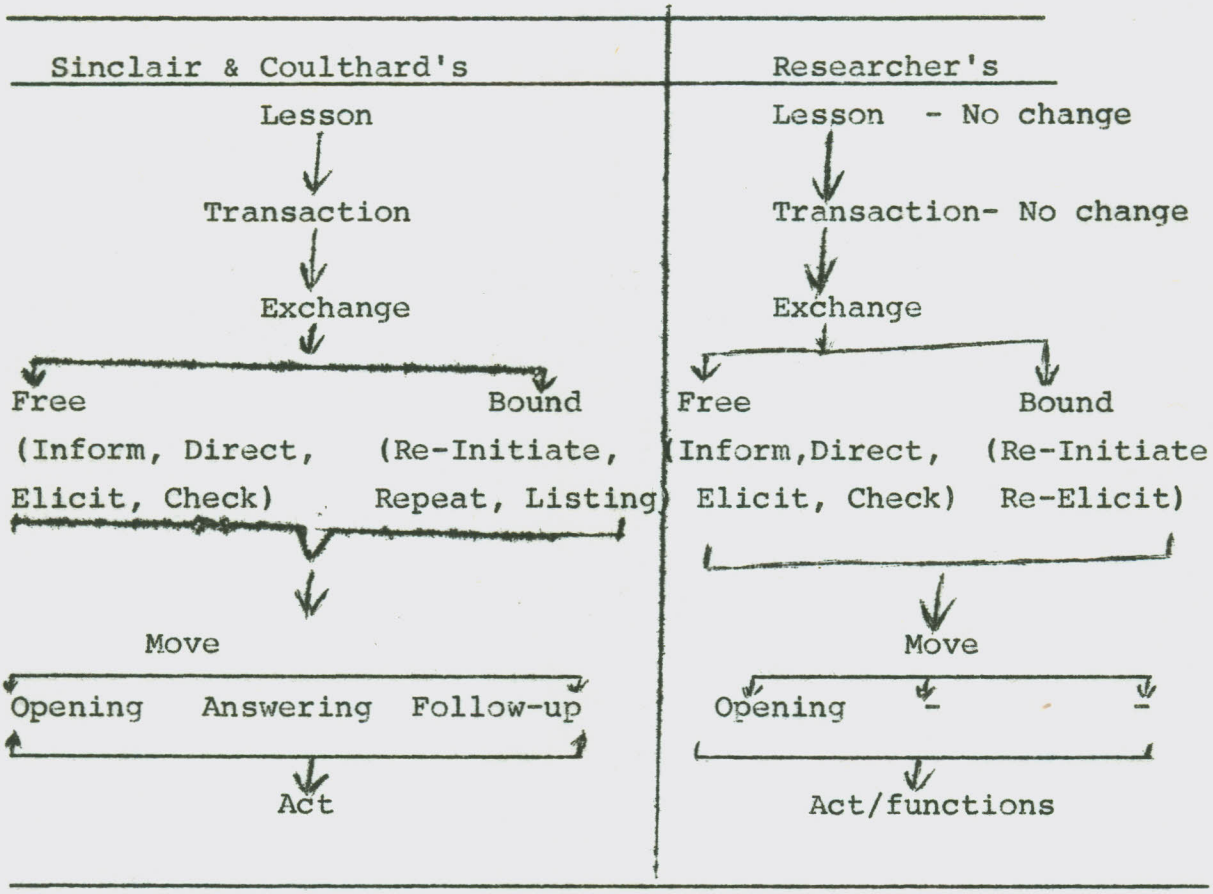


Fig. 2:- Comparison of Discourse Ranks.

As we can see from the above table, there are no modifications at the levels of lesson and transaction. The transaction types are not analysed. In an exchange the researcher has put 'Re-Elicit' instead of 'Repeat' for the sake of simplification and rephrasing. Modifications are made also at the level of moves and acts. It is only the 'opening' move that is taken into account in the researcher's analysis. The reason is that the 'answering' move is mainly concerned with the students' language which is not required in the analysis. The 'follow-up' move is also treated as an 'opening' move to avoid the confusion between 'comment' and 'inform'.

3.4.2 A Comparison of Analysis at the Level of Acts.

Sinclair & Coulthard's Act	Researcher's Act/Function
Elicitation	Elicitation - No change
Directive	Directive - - No change
Check	Check - No change
Conclusion	Conclusion - No change
Reply	Reply - No change
Loop, marker, starter silent stress	Omitted as they are concerned with structure
Comment	included under inform - because of the confusion between comment and inform
Inform & Comment	Inform subdivided into: definition purpose process contrast cause description Illustration example summary

Table 4 A Comparison between Act and Function.

As can be seen from the above table, modifications are made in comment and inform. Sinclair and Coulthard discussed the structure moves in terms of acts, which are linguistic. However, in this study the concern is with the function of the language rather than purely the linguistic structure because what is needed is to check the students' understanding of the

language functions. In the researcher's analysis the inform act has been subdivided into:

definition	:- An explanation or statement of what a word or phrase means
Illustration	:- Making clear or easily understood by using teaching aids, making comparison, etc. (i.e. non-linguistic)
Contrast	:- A comparison is made so as to find out differences
Summary	:- that presents the substance or general idea in brief form
Description	:- describing properties, visual characteristics, etc. of something
Process	:- description of a continuing development involving many changes
Cause	:- that which produces an effect of result
Purpose	:- function, i.e. use for which something is employed
Example	:- fact, thing, etc. which represents a general rule.

The above stated terms are used in order to clearly see the functional nature of the teachers' language. It must be clear for the students what the teachers mean. For example, teachers may define, describe, illustrate, contrast, summarize, etc. It is expected on the part of the students, that they understand these points, i.e., that the teachers are defining, describing, contrasting, etc. These findings helped the researcher decide what to test. Part of the test is aimed at checking if students understand these language functions. This is the main reason why some alterations were made from that of Sinclair and Coulthard.

The layout of the texts can be seen from appendix 1.

The major points in the analysis of the texts are:

a) The page is divided into 3 columns: column 1 exchanges, column 2 acts/functions and column 3 texts.
b) Transaction boundaries are marked by a double line, exchange boundaries by a single line.
c) Non-verbal reactions of discourse acts are represented by NV.
d) No Response to an elicitation is represented by NR.
e) In general, exchanges are initiated by teachers; when a student does make an opening move, this is shown by prefixing the exchange label with P. Thus, a pupil--initiated eliciting exchange would be labelled P. elicit.

3.5 Listening Ability Test

The functions of the utterances of the teachers' language should be known. The utterances can be statements, questions, commands, and responses. Moreover, it should be known whether the statements and questions show definitions, processes, causes, descriptions, illustrations, etc.

The recorded language of the teachers is expected to be understood by the students. The analysis of this language helps us to decide what we should include in the listening ability test for the students. As much as possible, the test items are made to reflect the functions of the utterances in the teachers' language. The teachers' language helps us to judge the level of the students' ability of listening and the types of listening required in understanding their subjects through the English medium. Therefore, it serves as a basis of the listening ability test. The test consists of four parts, namely, science, maths, geography, and general questions for listening ability in English. The first three parts are based

on the content of the subject areas (science, maths, and geography). They show us how far students can understand their subjects. The fourth part is a general one which helps us to know if they can understand general ideas such as discrimination of sounds, questions, statements, and instructions.

The instructions in the test are given in Amharic. The main reason why this was done is to make sure that the students understand what they are supposed to do when they are asked. In relation to clarity and understanding of instructions Underhill has the following to say:

> Clear instructions are crucial, otherwise you will test familiarity with the test procedure not language ability. --- Where low-level learners with a common mother tongue are involved, the instructions should be in their own language (Underhill, 1987: 40-41).

Students may not answer the questions if they do not understand what they should do. This does not mean that instructions are not part and parcel of the test. There are also questions on instructions to check if the students can follow or understand instructions.

The test was administered in Arbegnoch school January 30, 1988. All the instructions were explained to the students in Amharic before the test started to ensure that everything was clear. Words expected to be difficult like "errupt", "volcanic activity", "zebra-crossing", etc. were made clear. The questions were each given twice orally to the students and they had to give the correct answers. In one of the questions where students were asked to draw, they were told that simple lines would be anough. To help the students understand the tracing of a route on a map, an example similar to that of the test was

given to them in Amharic. The dialogue about tracing a route on a map in the test was made between the researcher and the students' geography teacher. To avoid the problem of memory, the test was given after every lesson of the respective subject. The duration of the test was 2 hours and 15 minutes including the time spent on the explanation of the instructions.

3.6 The Hypothesis Testing

The Chi-square test (x^2) is used to test the Null (Ho) and Alternative (Ha) Hypotheses in this study:

Ho: There is no significant difference betwen the actual listening ability of the seventh grade students and the expected listening ability level required of them in their subject areas.

Ha: Ho is not true.

Footnotes

[1] M.A.K. Halliday, Explorations in the Functions of Language, (London 1973), p. 44.

[2] Nic Underhill, Testing Spoken Language: A Handbook of Oral Testing Techniques, (Cambridge 1987), pp. 40-41.

CHAPTER FOUR

This chapter will discuss the results of the classroom observations and the analysis of the classroom language.

4.1 Results of the Classroom Observations

4.1.1 Complexity of Language

From the researcher's observation, the teachers' language appeared to be very difficult. The teachers used long sentences and complicated structures. Some examples from each subject can be cited. In geography we find long sentences and difficult structures such as:

1. "Because of internal force, when magma comes out at the surface of the earth, it changes its name into lava." This sentence has two subordinate clauses: the one is clause of result and the other is adverbial clause of time. Such kind of complex structures seem to be very difficult for grade seven.
2. "The snail in the water will die and the shell of snails will collect in the ocean, or in the lake or in the sea, for many thousands of years." This long sentence could be expressed in short simple sentences, otherwise students may not understand the meaning.

It is observed in maths also that there are confusing sentences and cumbersome structures which aggravate the complexity of the language. Here are some examples:

1. "You remember from 4.3 that a fraction is said to be in its simplest form or lowest term if the numerator and the denominator of those fractions given are all in simplest form." This sentence is not only long but extremely comple-

It has two subordinate clauses: One noun and one conditional. The noun clause has a passive construction.

2. "You make, you can give as many equivalent rational numbers as possible for any given rational numbers whether it is a positive rational number or a negative rational number." Such a long sentence seems to be very complex. It has one subordinate conditional clause. Moreover, the teacher used difficult expressions such as "the former --- the latter", "as---as", "whether---or not", "if---", "going to", "make use of", etc. The researcher would not expect students to understand such expressions.

   In science also there is the same problem.

"When the birds and insects come to the flower, they will take pollen grains with their feets and with their wings and transfer it to the stigma, transfer it to the stigma with wings and legs, and then they will fall it on the stigma." This is a compound complex sentence. It has two subordinate adverbial clauses of time. It is very doubtful whether the students understand it.

The long sentences and complicated structures used by the teachers may bring about problems for the students in understanding the language and the content. Such kind of language may cause a barrier for the students to understand their subjects. However, the use of teaching aids (pictures, drawings, and real objects like stones and flowers) rather than the language seems to have helped students to have some ideas about what the teachers were saying. For example, in science the teacher taught the students the names of the different parts of a flower by showing them a real flower and a picture. He asked them questions like "what do you call this part?" The students were trying to answer the questions, although not satisfactorily.

4.1.2 Accuracy of Language

It is observed that the teachers' language is not accurate. There are serious errors worth noting. The most frequent ones are the misuse of tenses and mistakes in subject-verb agreement. Some examples can be cited from each subject.

Nature of Mistake	Geography	Maths	Science
Tense and Verb Form	1. Because it crush easily 2. Rock, sand, mud will erroded 3. This big tree will fell down	The L.C.M. or the L.C.D. show the same thing	1. I will ask you questions from what we have to studie 2. When the birds and insects com to the flower, they will take pollen grains--
Subject-Verb Agreement	1. Igneous rocks is fire or heat 2. Sedimentary rocks has layers	1. Take one of the denominator 2. You simply add the numerator 3. They have a different denominator	1. They have three things which invites--- 2. On their mouth there is---

Table 5 Errors in the teachers' language.

The weaknesses of the teachers in expressing themselves accurately can have a great impact on the students' understan ing of the language. Language not clearly expressed cannot be

a good medium of instruction. If it is not clearly expressed it cannot be clearly understood. Moreover, the researcher suspects that the students learn broken English. Once they learn errors it would be difficult for the students to unlearn them.

4.1.3 Methodology Applied and Pupil Participation

From the classrooom observation, the researcher could see that the teachers' methodology was mainly chalk and talk. This means that the teachers were talking and writing on the blackboard. However, there were some drawings and real objects like flowers and stones for demonstration. The students were not encouraged to ask questions and give suggestions. In fact the geography teacher allowed the students to ask questions. But the questions appeared to function only as checks.

Students were not engaged in any sort of class activity in any of the subjects. They were passive listeners. They were only asked to answer questions orally. The teaching-learning process was teacher-centred. Students were not told to do any tasks. Learning by doing was totally ignored. For example, in maths, the students could have been asked to work out certain exercises such as addition of rational numbers $\frac{1}{4}+\frac{2}{4} = \frac{3}{4}$; $\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$, by going to the blackboard. The geography teacher brought to the class different types of rocks. He showed these stones to the class while he was teaching. But he did not give the students the chance to touch and see clearly these stones so that they could differentiate which is which. He should also ask them if they had seen or known these types of stones before.

In the science lesson, both the teacher and the students had flowers. The teacher made use of flowers while explaining the parts of a flower. However, after his explanation, he

didn't ask the students to show him the various parts of the flower. The students were not asked to do anything. Task-based activity was forgotten. Students could have information about what they knew of the flowers, for example, about their colours, kinds, scent, importance, etc.

Students' participation in the teaching-learning process in all the subjects was absolutely absent. Another problem observed is that the teachers do not teach through the English medium but mostly through Amharic. Here, however, as can be seen from the recorded material, the teachers used the English language as is expected by the policy of the Ministry of Education. Another teacher was recorded while teaching and he mostly used Amharic. This recording was discarded because it was difficult for the researcher to analyse the language.

The large number of students in a class is also a problem. There are from 70-80 students in a class. It is very difficult to teach English effectively to such a large class. However, listening can be taught to a large class.

4.2 Results of Analysis of the Language

4.2.1 Breakdown into Exchanges

There can be various dimensions from which one can look at the teaching-learning process. However, the main levels observed in the analysis of the teachers' language during the teacher/pupil interaction in the classroom are exchanges and functions. The major types of exchanges that could be seen within the stages of the lesson were: inform, elicit, direct, check, and boundary.

These exchanges are statistically stated in each subject as follows:

		TYPES OF EXCHANGES											
		Inform		Elicit & Re-Elicit		Direct		Boundary		Check		Total	
Frequencies Percentage	Subject	No.	%	No.	%	No	%	No	%	No	%	No	%
	Geography	30	22.9	70	53.4	5	3.8	3	2.3	23	17.6	131	100
	Maths	21	32.8	28	43.8	3	4.7	3	4.7	9	14	64	"
	Science	13	22.8	28	49.1	5	8.8	5	8.8	6	10.5	57	"
	Total	64	25.4	126	50	13	5.2	11	44	38	15	252	"

Table 6. Frequencies of the types of Exchange.

There are a sufficient number of informs and elicits in each subject. However, they are all teachers' informs and elicits devoid of pupils' participation. Although the number of the elicits is greater than that of the informs in all the subjects, the time of the informs is far greater. The following table shows the approximate time taken by each type of exchange in each subject.

	EXCHANGES IN TERMS OF TIME				
Subject	Inform	Elicit & Re-Elicit	Direct	Check	Total
Geography	26 mins	6 mins	1 mins	2 mins	35 mins
Maths	24 "	5 "	1 "	1 "	31 "
Science	22 "	10 "	1 "	1 "	34 "
TOTAL	1.12hrs	21 "	3 "	4 "	1.40hrs

Table 7 Exchanges in terms of Time.

The time taken by each type of exchange in each subject was calculated as follows: The researcher listened to every

inform in a lesson from the recorded material and the time taken to finish every inform was marked. Finally, the minutes and seconds taken by all the informs in that lesson were added. The same method was applied to all the other types of exchanges in each subject.

The duration of time for each subject is 40 minutes. However, as we can see from the above table, the number of minutes in each subject is less than 40 because the P-Elicits, P-Replies, and silence are not accounted.

Three types of questions can be seen in the analysis of the teachers' language. Most of the questions are wh-questions. The number and nature of questions are stated in this table.

2	TYPES OF ELICITS							
	Wh-Questions		Auxiliary Verbs		/ Rising Intonation		Total	
Subjects	No	%	No	%	No	%	No	%
Geography	24	64.9	8	21.6	5	13.5	37	100
Maths	5	33.3	7	46.7	3	20	15	"
Science	12	100	-	-	-	-	12	"
TOTAL	41	64.1	15	23.4	8	12.5	64	"

Table 8. Types & number of Elicits.

Wh-Questions were set in the listening ability test-test items part III in science and part III in geography. Questions that require yes or no answers were also given in the test. Part I in each subject is on yes or no questions.

4.2.2 Breakdown into Functions within Inform Exchanges

It is previously stated in chapter 3 page 36 table 4 that the 'inform' is subdivided into various functions. The teachers' language has all these functions.

		Functions within Inform-Exchanges									
FREQUENCIES	Subject	Defi-nit-ion	Exam-ple	Cause	pur-pose	Pro-cess	Con-tra-st	Des-cri-ption	Con-clu-sion	Illu-stra-tion	Sum-mary
	Geography	8	3	16	8	3	5	4	5	1	1
	Maths	7	5	-	-	-	-	-	2	10	-
	Science	3	-	3	2	3	1	9	3	2	1
	Total	18	8	19	10	6	6	13	10	13	1

Table 9. Number of functions.

This table shows functions within inform exchanges. The nature of the information the teachers taught their students is reflected in these functions. What is required is to check if the students understand, for example, definitions, causes, processes, descriptions, etc. These points are the basis for the test. As we can see the number of definitions and causes is greater than that of the other functions. All the above language functions appear in geography and very rare in maths. Most of the functions in Maths are illustrations.

4.3 Description and Justification of the Test

The main objectives of the test are to find out if the students can understand the language needed for:

(a) the necessary details of what they are taught in their subject areas. For example, the students may be expected to understand some definitions like that of 'fertilization', 'least common multiple', 'atmosphere', etc. For this reason, some questions on definitions are set in the test, for example, Part II test item 3 in science, Part IV test items 3 and 4 in Maths, Part IV test item 1 in geography.

(b) various directs are given to them in teaching-learning activities. For example, in the recorded material we find some directs like "Look, how igneous rocks are", "Have your flowers ready", "Please, try to answer the questions", etc. Thus, to check if students understand directs, questions are set in the test. For example, there are test item V in Maths, and test item II in general questions for listening.

(c) the general information of what they are taught. Most of the time teachers expect their students first to understand the general idea of what they teach, and second if necessary, they may be required to study specific or detailed information. In relation to this, general questions about pollination and fertilization and the life cycle of a housefly through drawing were set in the test, test items part V-4 in science and part VII in the general questions for listening.

(d) what questions, statements, and instructions are. If they understand these, they know what they are supposed to do. As stated previously, there are many informs, elicits, and directs in the teachers 'language. Questions are set in the test to check if students understand and can differentiate questions, statements, and instructions. The test items are parts V and VI in the general questions for listening.

(e) for the transfer of information. Students are expected to be able to transfer the information or knowledge they have got. There are questions in the test based on students' ability to use and transfer information. The test items are: parts III, V, and VI in geography; part V in maths; parts III and VII in science; parts I, II, VII & VIII in general questions for listening.

The above points can be represented diagrammatically as follows:

Listening Strategies	SUBJECTS			
	Geography	Maths	Science	General Questions
	Test Item	Test Item	Test Item	Test Item
Transfer of Information	III, V VI	V	III, VII	I, II, VII, VIII
Understanding a detail	IV-1	IV-3,4	11-3	
Understanding a general Information			V-4	VII
Understanding Questions, Statements, & Instructions				11, V, VI

Table 10. Test items in Understanding listening Strategies

The informs form the greatest part of the teachers' language. As previously stated, there are various functions within these inform exchanges. So it becomes necessary to check if the students understand these functions. The test items based on these can be shown as follows:

Functions	SUBJECTS					
	Geography		Maths		Science	
	Test Item	%	Test Item	%	Test Item	%
Definition	IV-1,2	8	IV-3,4	10	1-3 1-3	5.8
Cause	I - 2 III - 5 IV - 5	12	-		IV-3, 5,	5.8
Process	IV-3	4	-		-	
Purpose	II - 2,3 III- 3	12				
Contrast	II - 5	4	-		IV	14.3
Illustration	-		V	10	-	
Description	-		-		1 - 4 III-4 IV	22.9
Example	II - 4 V	12	-		-	

Table 11. Functions & Test Items in %.

CHAPTER FIVE

Empirical Findings

The test results as shown in terms of the raw scores are given in the appendix. The raw data show that the highest mark is 85.5 and the lowest is 37.25 with the range being 48.25. When the raw data are put in a form of frequency distribution, we get the result in table 12.

Grades	No. of Students
35.5 - 40.5	2
40.5 - 45.5	11
40.5 - 50.5	22
50.5 - 55.5	18
55.5 - 60.5	7
60.5 - 65.5	3
65.5 - 70.5	4
70.5 - 75.5	0
75.5 - 80.5	3
80.5 - 85.5	1

Table 12:- Frequency on Grades of Students

The mean and standard deviation were estimated to be 52.85 and 9.66 respectively. This gave a coefficient of variation of 18%. This means that there is no big variation between the scores of the students.

5.1 Empirical Findings Related to Overall Listening Ability

An attempt was made to verify whether the scores are normally distributed. Ax^2 test showed that the distribution is not normal but skewed towards the lower scores (see figure 3).

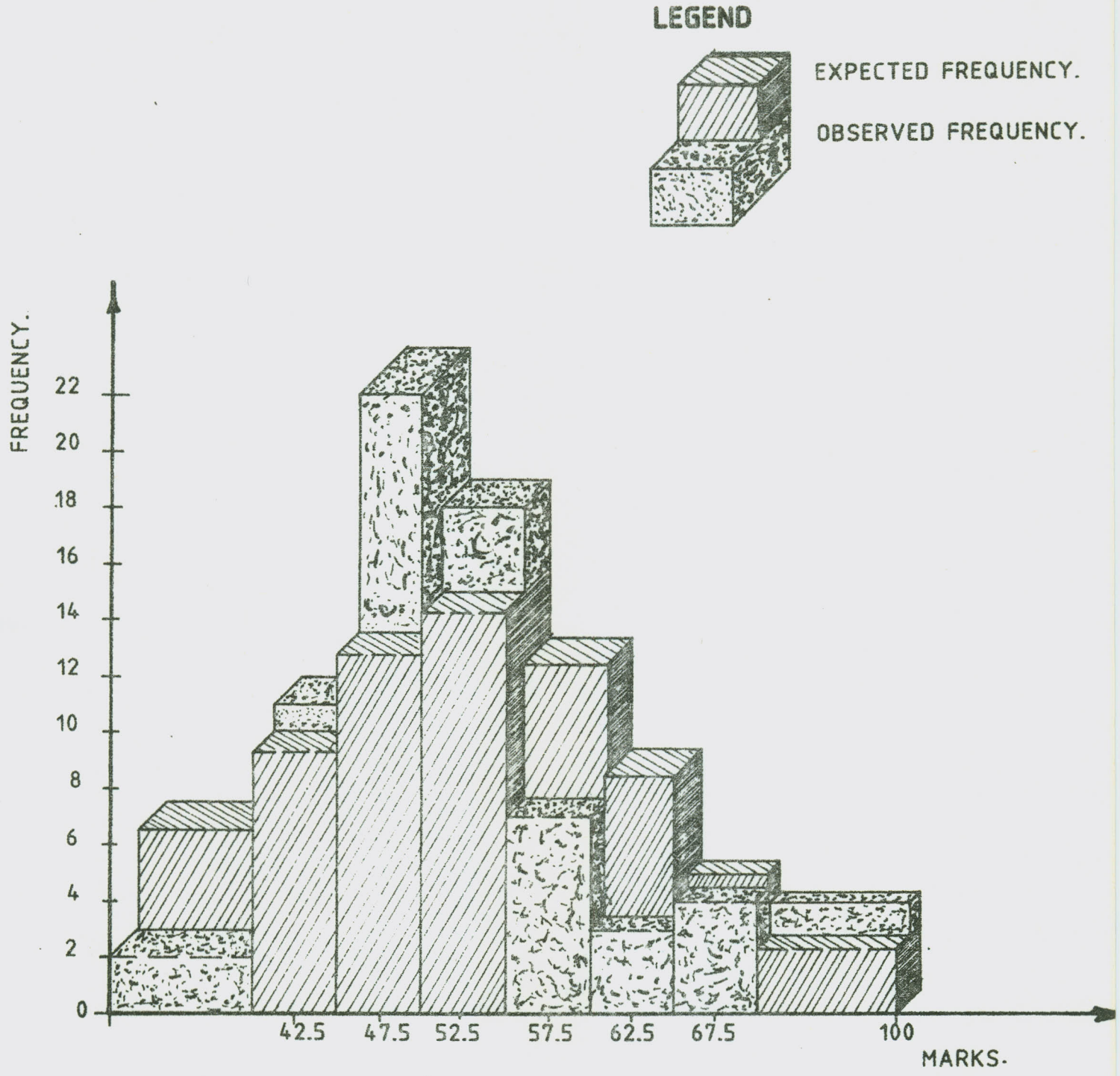


FIGURE 3 Observed and expected frequencies on marks.

Thus the statistical computations made strongly show that the actual listening ability of the students is very low when compared with the expected listening level in understanding their subject areas.

It is established if the calculated value of x^2 is less than the table value at a certain level of signficance, the relation is considered to be a good one which means that the difference between the observed and the expected frequencies comes from the fluctuations of sampling.[1] In this case the Null Hypothesis (Ho) is accepted and the Alternative Hypothesis (Ha) is rejected; and the reverse if the x^2 calculated is greater than the x^2 tabulated.

The statistical computations depicted that the calculated value of x^2 which is 16.82 exceeds the table value 11.07. The difference between the observed and the expected frequencies is significant. Thus, the Null Hypothesis which states that there is no significant difference between the actual listening abilities of the students and the listening level expected of them in understanding their subject areas is rejected and the Alternative Hypothesis which states that there is significant difference between the observed and the expected listening abilities of the students is maintained. This shows that the sample is not drawn from a normally distributed population like the expected one. This can be clearly seen or verified by the difference in the histogram in figure 3.

If we arbitrarily take the $\bar{x}$ 50 as a point of reference 50.7 of the students have got above average while 49.3 have got below average. However, when the actual mean 52.85 of the raw scores of the listening ability test is taken into account 40.8% have got above average and 59.2% below average. One can observe that the listening ability of the students is unsatisfactory. If we compare the actual $\bar{X}$ (52.85) and the arbitrarily chosen $\bar{X}$ (50), there is the difference of 9.9%. The result still shows skewness towards the lower scores.

5.2 Empirical Findings Related to Broad Functions

5.2.1 General Information

The students are weak in understanding general information. The average result in the test items, that is part V test item 4 in science and Part VII in general questions, is 31.7%. This is very low when compared to the overall average of the test (52.85). This shows us that they do not understand the general ideas of the lessons they are taught.

5.2.2 Instructions, Questions, and Statements

Understanding instructions is a very vital part of the classroom language. Students are expected to understand instructions given to them in teaching-learning process. Halliday claims that children know instructions very well.

> ----the child is well aware that language is also a means whereby others exercise control over him ----,. The child applies this awareness, in his own attempts to control his peers and siblings; and this in turn provides the basis for an essential component in his range of linguistic skills, the language of rules and instructions. --- he learns as time goes on to give ordered sequences of instructions, and then progresses to the further stage where he can convert sets of instructions into rules ---[2]

However, the students were found to be very weak in understanding instructions. They did not work well in the test item part VI in the general questions for listening related to instructions. The average result in the instructions is 31.9%. When this is compared to the overall

average results 52.85, it is very low.

	Questions	Statements	Instructions
Test Items in General Questions	V	VI	VI
Average of Results	56.3%	53.1%	31.9%

Table 13 Average Results of Questions, Statements & Instructions

Students are expected to know the difference between questions and statements. Otherwise they cannot understand what goes on in the classroom. This is made clear in Halliday's words.

> The young child is very well aware
> on how to use language to learn
> and may be quite conscious of
> this aspect of language before
> he reaches school; many children
> already control a metalanguage for
> the heuristic function of language,
> at a 'question'
> is, what 'knowing'
> mean, and they can
> ngs without difficulty.[3]

n order to check whether they could
rom statements. The results showed
iate questions from statements as can
he results are above average when
verage (52.85).

-Questions	'Yes/No' Questions	
Average Result	Test Item	Average Result
13.8%	I	68%
-	I	58%
17.18%	I	69.2%
15.49%		65.1%

h-& 'Yes/No' Questions

Although the students could differentiate questions from statements, they could not answer the test items on questions (test items part III in geography and science). These are the Wh-questions. The average result is 15.49%. It is extremely low especially when compared to the overall average of the test. This could be either the inability to transfer information or the problem of content. But they worked well in the questions that required 'Yes or No' answers. The average result 65.1% was well above the overall average of the test. The researcher is concerned with the functional not grammatical questions.

5.3 Empirical Findings Related to Transfer of Information

Speech is normally a two-way system of communication. The roles may be reversed. That is, the speaker becomes the listener, and the listener becomes the speaker. After listening effectively, the listener gives an appropriate response which could be verbal or non-verbal. This output is the transferring of information. When we apply this to the teaching-learning process in a classroom situation, the students are expected to listen to what the teachers teach them in their subject areas. They are also expected to be able to transfer the information or knowledge they have got. In relation to this Littlewood states:

> Learners must now extract relevant information from the text in order to transfer it to some other form, such as a table chart or diagram. This structures and motivates the listening activity --- learners should be asked to formulate the important content in their own words, in the form of notes or as a summary, Alternatively, learners may be required to evaluate the information contained in the spoken text, which may thus serve as a stimulus for written argument or group discussion.[4]

Information can be conveyed in spoken and written language. But it can also be conveyed in maps, drawings, tables, etc. In the case of this study, the students are not

required to write a series of answers to transfer information but are required to convey it mainly in a non-linguistic way such as maps, drawings, grids, etc.

It is important to know how far the students are able to transfer the information of what they have learned. This is an important aspect of the study. The average result of the test items on the transfer of information is 28.6%. This is extremely low when compared to the overall average of the test (52.85). This means that little or no transfer of information is being achieved. The questions in the test that required transfer of information are:

a) giving answers to questions,
b) matching drawings with statements,
c) showing a rational number on a number line,
d) drawing a tree, a bus-stop, and a zebra-crossing,
e) tracing a route on a map, and
f) fill in grids

The table below shows the average result of each test item on the transfer of information.

		Test Items							
		I	II	III	IV	V	VI	VII	VIII
Geography	Ave. of Results			13.8%		28.2%	44%		
Maths	" " "					33.1%			
Science	" " "			17.2%				34%	
General Question	" " "	6.6%	40.8%					52.1%	16.2%

Table 15 Average results in transfer of Information

The inability to transfer information is very crucial to learning. Students, for example, cannot develop their skills of note taking while listening, making a picture or diagram according to given instructions, and answering questions.

3.4 Empirical Findings Related to Specific Language Functions

Children understand the various functions of language. They know that they can express any message through language. In relation to the

specific functions Halliday points out

> The child is aware that he can convey a message in language, a message which has specific reference to the processes, persons, objects, abstractions, qualities, states and relations of the real world around him.[5]

Thus the students are expected to understand the specific functions of the teachers' language. In the analysis of the classroom language, there were different functions within the inform exchanges. Based on these functions there were questions in the test as can be seen from the table in chapter IV page 51. The students worked poorly in these functions: causes and effects, purposes, illustrations, and examples. The following table shows the results.

	Functions within Inform Exchanges							
	Definition	Cause	Process	Purpose	Contrast	Illu-stra-tion	Desc-ript-ion	Example
Average Results	51.3%	39.8%	57.5%	27.5%	52.3%	33.8%	53.6%	31.7%

Table 16 Average Results in Functions

As a whole, the listening ability of the students is unsatisfactory. However, they showed average results in some of the functions like definitions as can be seen from the above table. This is so only when we compare the results to an arbitrarily chosen average of 50. But if these results are compared to the overall average of the test which is 52.85, they are below average in almost all the functions.

If the students are weak in: transferring information, understanding instructions and functions like causes and effects, they cannot understand what is taught to them and they will be forced to memorize. Mc Donough clarifies the point as follows:

> When a listener has not understood the meaning of a group of words, the natural

> strategy is to hold the sounds or the words verbatim in his short-term memory. If there is too much to go into the short-term memory it will be put under a lot of strain and the listener will start to feel lost and may panic. Panic, of course, makes matters worse.[6]

Such a situation aggravates the problem in teaching and learning. The fact that they could understand definitions and were weak in those test items based on transfer of information reveals that they memorize things they learn without understanding or being able to do anything with them.

Finally, the points so far discussed can be summarized. The test reuslts verified that the listening abilities of the students are below average. Their weakness can be stated as follows:

a) they do not understand general ideas of the lessons they are taught,
b) they do not understand instructions,
c) they are not able to transfer information,
d) they do not understand the specific language functions of cause, purpose, illustration, and example, and
e) they memorize their lessons but without understanding.

However, they worked well in some specific language functions like definition, process, contrast, and description. They have also worked well in the 'yes/no' questions and in the discrimination of sounds. The average result in the discrimination of sounds was 75.4% which is very high when compared to the overall average of the test (52.85).

Footnotes

[1]C.R. Kothari, Research Methodology: Methods and Techniques (New Delhi, 1985), p. 317.

[2]M.A.K. Halliday, Explorations in the Functions of Language (London, 1973), pp. 12-13.

[3]Ibid., p. 15.

[4]William Littlewood, Communicative Language Teaching: An Introduction (London, 1981), pp.73-74.

[5]Halliday, p. 16.

[6]Steven McDonough, "Psychology and Language Learning", quoted in Shelagh Rixon, Developing Listening Skills (London, 1986), pp. 34.35.

CHAPTER SIX

Conclusion, Summary of Findings, and Recommendations

6.1 Conclusion

Although this research may have its own limitations due to the inadequacy of materials, certain conclusion can be drawn from the findings. As can be seen in appendix IIIb table 19, the results have revealed that the listening ability of the students is below the expected listening level required of them in understanding their subject areas. We expect the students to understand the classroom language spoken by the teachers. This is the expected listening level of the students.

The results have depicted that the students are weak in transferring information (chapter V page 57 table 15) and in understanding instructions and functions like purposes and causes and effects (chapter V page 55 table 13 and page 58 table 16, repsectively). They are also weak in understanding the general information. However, the students could understand some functions like definitions. The fact that they worked better in definitions suggests that they memorize their lessons without understanding.

As far as teachers' methodology is concerned, the researcher could find out from the classroom observations and the recorded material that the teaching-learning process is teacher-centred. Teacher-talk predominates overall the class activities. There are no pupils - elicits or informs in the recorded material except in one subject where there are 5 P - elicits.

The teachers' language is unsatisfactory and seems to be a problem to the students because it is complex and full of errors (chapter IV).

6.2 Summary of Findings

The main points of the findings can be summarized as follows:

6.2.1 There is significant difference between the listening abilities of the junior secondary school students and the listening level expected of them in understanding their subject areas.

6.2.2 The actual listening ability of the students is below the expected listening ability level.

6.2.3 The results showed that the students are especially weak in:

6.2.3.1 transferring information,

6.2.3.2 understanding instructions,

6.2.3.3 understanding functions of purposes, causes and effects, examples, and

6.2.3.4 understanding general information.

6.2.4 The listening ability of the students is independent of sex and age

6.2.5 The teachers' language has various mistakes. It is full of long sentences and complicated structures as can be [2] seen in chapter IV page 43.

6.2.6 The students seem to memorize things without understanding because their work on definitions which depends on memorization was good. However, their work on questions that need some reasoning, for example, like that of cause and effect, transfer of information, etc. was poor.

6.3 Recommendations

Based on the findings the following points are recommended.

6.3.1 The teachers' classroom language is very complex and full of errors. It adds complication to the existing language problem of the students. It is necessary then that the junior secondary school teachers improve their English classroom language. Further training should be given both to the English teachers and other subject teachers with special emphasis on classroom language and simplification.

6.3.2 The teachers methodology needs improvement. The teachers have to use more visual presentation. As much as possible they should allot their time so as to give time for students to actively participate in the teaching-learning process.

6.3.3 The policy of teaching through the English medium in the junior secondary school should either be changed and be substituted by Amharic or it should be enforced with appropriate training and remedial teaching.

6.3.4 The researcher would like to give the following suggestions to bridge the gap between the observed and the expected listening abilities.

6.3.4.1 English and other subject teachers should be trained in classroom language (see 6.3.1).

6.3.4.2 With more emphasis on listening, students should be given an intensive course (immersion) in English for sometime before they start grade seven.

6.3.4.3 More courses on task-based listening skill with special emphasis on the activities that help students to:

i. transfer information,
ii. understand general information,
iii. understand instructions, and
iv. understand functions of purposes,

examples, causes and effects, etc. should be prepared.

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Appendix 1 Transcription and Analysis
of the Recorded Material

Appendix 1a - Maths

Exchanges	Functions/Acts	Text
	Frame	All right
Boundary	Focus	Now, we are going to learn a new topic, a new lesson, that is, 'Addition of Rational Numbers, Addition of Rational Numbers'
Inform	Introductory information	you have already studied addition of rational numbers or fractions in primary school. There, you, of-course, learned how to add fractions with the same denominator. It is very simple and easy to add rational numbers or fractions with the same denominator or having a common denominator
Inform	Example	Take one of the denominator of the given fraction as a denominator of the sum. Then you simply add the numerator, for example, $\frac{1}{3}+\frac{2}{3}$. These two fractions or rational numbers, they have common denominator.
Elicit	El	What is their common question? (NR Ø ,
Re-Elicit	El	Who can answer this question? (NR Ø)
Inform	Illustration (Process)	$\frac{1}{3}+\frac{2}{3}$, they have a common denominator 3. Then you simply add the numerator, that means 1 and 2; 1 + 2 = 3
Elicit	El	$\frac{3}{3}$ means _____? (NR Ø)

Exchanges	Functions/Acts	Text
Re-Elicit	P-Reply evaluate	Yes _____? 1 1. $\frac{3}{3}$ means 1.
Inform	Example definition	If the numerator and denominator, suppose we have $\frac{1}{3}$ and $\frac{2}{3}$, we are going to add the fractions. They have a common denominator 3. Then you add the numerators 1 + 2 is euqal to 3 and $\frac{3}{3}$ is always 1 $\frac{2}{2}$ means 1, $\frac{4}{4}$ means 1, $\frac{7}{7}$ means 1.
Inform	Conclusion	This is a simple way of adding rational numbers with the same or with common denominator.
Inform	definition	We saw on the number line that $\frac{1}{7}$ is one of the seven equal parts of the unit intervals. $\frac{1}{7}$ means 1 is numerator.
Check	Ch Class Rep. T-evaluate	Right ? Yes. 1 is numerator.
Elicit	El Class Rep. T-evaluate	7 is _____? denominator. denominator, yes.
Inform	definition	The denominator tells us, it tells us that $\frac{1}{7}$ is one of the seven equal pair parts of the unit inter vals. The denominator always tells us into how many segments or into how many parts we can divide, we can divide a given

Exchanges	Function/Acts	Text
		rational number. The numerator always tells us how to count, how to call it in other words. Suppose now that we want to add two positive fractions, you know positive numbers.
	El	$\frac{3}{4}$ is it a positive rational number or a negative rational number?
Elicit	P-Rep	A positive rational number
	d	Speak louder.
	P-Rep	Positive rational number
Direct	evaluate	Good. Very good. It is a positive rational number.
	El.	If we take another rational number (teacher writes $\frac{2}{4}$ on the blackboard), is it a positive rational number or a negative rational number?
Elicit		(NR Ø)
	El	Yes _____?
Re-Elicit	P-Reply	(Inaudible)
	d	Speak louder
Direct	P-Reply	Positive rational number and negative rational number.
	T-evaluate	No, no, no.
	El	I mean this rational number (by pointing to what is written on the blackboard)?
	P-Reply	Negative rational number
	T-evaluate	Negative rational numbers,
Re-Elicit		negative rational numbers very good.

Exchanges	Functions/Acts	Text
Inform	Example Illustration	Suppose now that we want to add two positive fractions such as $\frac{2}{3} + \frac{4}{5}$ that have different denominators. The denominators are different. There is no any common factor. There is no any common factor betwen the denominators 3 and 5. They have a different denominator. In such cases, we can do this problem easily if we make use of equivalent fractions, if we make equivalent fractions. I think and I hope that you know how to form equivalent fractions or equivalent rational numbers. Now, for $\frac{2}{3}$ you can make as many rational numbers, as many equivalent rational numbers as possible. Simply you can multiply the numerator and denominator with the same number.
Elicit	El	Now, can you give me an equivalent rational number for $\frac{2}{3}$? (NR Ø)
Re-Elicit	El.	can you? (NR Ø)
Check	Ch	All right (NR Ø)
Re-Initiate (Direct)	d P-Reply T-evaluate	I think the topic, the lesson is new, yes, yes. Come on, come on. Go ahead. Try it Not equivalent. No, no, no. You did not understand my question. You see, you did not understand my question.

Exchanges	Functions/Acts	Text
Re-Elicit	El.	I say can you give me another equivalent rational number, another equivalent fraction for $\frac{2}{3}$? (NR Ø)
Inform	Example Illustration definition	Let me give you an example. Now, you multiply both the numerator and the denominator by the same counting or natural number, by the same counting or natural number. You multiply the numerator and denominator with the same counting or natural number. For example, equivalent $\frac{2X}{3X}\ \frac{2}{2}$, we multiply both the numerator and denominator by 2. Then you get $\frac{4}{6}$. $\frac{2}{3}$ and $\frac{4}{6}$ are called equivalent fractions, equivalent, they are the same, they are the same.
Elicit	El.	Can you give me another equivalent fraction, another equivalent fraction? (NR Ø)
Re-Elicit	El P-Reply Teacher P-Rep. T	Yes _____? $\frac{6}{9}$ (. .) Over 9 $\frac{6}{9}$
Inform	Illustration	Now you multiply it. $\frac{2}{3} x\frac{3}{3} = \frac{6}{9}$ $\frac{6}{9}$, $\frac{4}{6}$, $\frac{2}{3}$, are all equivalent rational or equivalent fractions. When you simplify $\frac{4}{6}$ that means

Exchanges	Functions/Acts	Text
		you simplify meaning having the simplest form, they have a common factor 2.
Check	Ch Class Rep.	Right? Yes.
Inform	Illustration	4 and 6 have a common factor 2. Therefore, when you cancel it with 2 ($\frac{\not{4}}{6}\ ^{2}$) you have 2 here and then you have 3 here ($\frac{\not{4}}{\not{6}}\ \frac{2}{3}$) $\frac{2}{3}$.
Elicit	El Class Rep. T-evaluate	What comes then? $\frac{2}{3}$ The same as the rational number $\frac{2}{3}$
Elicit	El.	and $\frac{6}{9}$, is it in the simplest form? (NR ∅)
Re-Elicit	El. Class Rep.	Is it in the simplest form? Yes _____ No.
Re-Elicit	El.	Is it simplified? (NR ∅)
Inform	Illustration	No, it is not simplified. It is not in the simplest form. When you simplify it, it becomes $\frac{2}{3}$. $\frac{\not{3}\ 2}{\not{9}\ 3}$ = by three 2, by three 3. You get the same fraction $\frac{2}{3}$. Again you got here $\frac{2}{3}$ which are equivalent to the former fraction $\frac{2}{3}$.
Check	Ch Class Rep. evaluate	Right ? Yes. Yes.

Exchanges	Functions/Acts	Text
Inform	Illustration	You make, you can give as many equivalent rational numbers as possible for any given rational numbers whether it is a positive rational number or a negative rational number. You simply multiply the numerator and the denominator with the same counting number or natural number.
Check	Ch Class Rep evaluate	Right ? Yes. Good, very good.
Boundary	Frame	Now
Inform	definition	The L.C.M. or the L.C.D. The L.C.M. or the L.C.D. show the same thing. They show the same thing. L.C.M. means the Least Common Multiple; L.C.D. means Least Common Denominator.
	definition	The L.C.M. of the denominator of a set of fraction is called the Least Common Denominator, the L.C.D. of the set of fractions.
	Example	Thus, the L.C.D. of the fractions $\frac{7}{6}$, $\frac{3}{10}$, $\frac{5}{12}$ is 60.
Elicit	El.	How did we find, how did we find this denominator or this L.C.M.? (NR Ø)

Exchanges	Functions/Acts	Text
Inform	definition	In adding fractions it is customary to give the answer in simplest form. You remember from 4.3 (in the students' text book) a fraction is said to be in its simplest form or lowest term if the numerator and the denominator of those fractions given are all in simplest form.
Check	Ch. Class Rep. evaluate	Now lets take some examples: $\frac{3}{9}$, $\frac{3}{9}$ is a fraction. Right? Yes. $\frac{3}{9}$ is a fraction.
Elicit	El	What kind of fraction? (NR Ø)
Re-Elicit	El	Is it a positive rational number or a negative rational number? (NR Ø)
Re-Elicit	El P-Reply evaluate	Yes _____? Positive rational number. It is a positive rational number.
Elicit	El	$\frac{3}{9}$, is it written in simplest form? (NR Ø)
Inform	Illustration	No, it is not written in simplest form. You can simplify it more ($\frac{3}{9}$) they have a common factor 3. _____ 3 and 9 have a common factor, 3 as a common factor. Therefore, when you simplify it, it becomes $\frac{1}{3}$. This is the

Exchanges	Functions/Acts	Text
		simplest form. $\frac{1}{3}$ is the simplest form of $\frac{3}{9}$.
Elicit	El	Take again $\frac{12}{24}$, is it in simplest form? (NR Ø).
Re-Elicit	El Class-Rep. evaluate	Is it in simplest form? No. No, very good.
Inform	Illustration	It is not in simplest form. They have a common factor, 2 as a common factor, 4 as a common factor, 3 as a common factor, 12 as a common factor. Therefore $\frac{12}{24}$ when written in simplest form it becomes $\frac{1}{2}$.
Check	Ch Class Rep. evaluate	Right ? Yes. Yes. By 12 one, by 12 two $(\frac{12}{24}\ \frac{1}{2})$ $= \frac{1}{2}$
Inform	Illustration	Ofcourse, you start with the smallest number, with the smallest common factor 2. 12 by 2 = 6 $(\frac{12}{24}\ \frac{6}{12}) = \frac{6}{12}$ 24 by 2 = 12
Check	Ch Class Rep	Right ? Yes.
Elicit	El Class Rep	Again $(\frac{6}{12})$ 6 by 2 = 3 12 by 2 = ? 4 --- 6, 4 --- 4 --- 6 —
Re-Elicit	El Class Rep evaluate	Yes _____? 6 6

Exchanges	Functions/Acts	Text
Inform	Illustration	Now by 3 one, by 3 two $(\frac{3}{6}\frac{1}{2})$ $= \frac{1}{2}$ There are 2 three's in six. There are 2 three's in 6. There are 3 three's in 9. You see, some numbers have a common factor. It is only then and then that you can simplify it. Otherwise, if the fractions have no factors, you cannot give it in simplest form.
	cause	You cannot simplify it. You just leave it as it is. Simply because they don't have a common factor.
Elicit	El	Take for example $\frac{3}{13}$. Can you simplify it? (NR Ø).
Re-Elicit	El Class Rep evaluate	Is there any common factor? No. No, no common factor.
Inform	Conclusion	Therefore, we write it $\frac{3}{13}$. It can no more be simplified.
Check	Class Rep evaluate	Right? Yes. Now, good. Very good.
Boundry	Frame	O.K.
Inform	Conclusion	Now, I hope addition of rational numbers is at least clear to you. I hope you understand me. Now, we are going to do some exercises from the book.

Appendix 1b - Science

Exchanges	Functions/Acts	Text
Inform	Introductory information	Our topic is 'Flowers' Flowers, in flowers we can get seeds. Seeds are produced in flowers. We have seen that the movement of seeds and fruits. We have seen different kinds of seeds.
	Frame	Now
Boundary	Focus	let us study the colourful part of a flower
Inform	description	This is a picture of colourful flower. The petals are the colourful part of the flower.
Direct	d	Please, take out your flower, and see the parts, take out. (NV) (The teacher and the students have flowers in their hands)
Inform	description	This is the petal. The petal is the colourful part of a flower. It has a scent; it has scent.
Direct	d	Smell it. It has scent. It has scent. (NV)
Check	ch class Rep T-evaluate	Is it not? Yes, Yes, it has a scent, O.K. scent
Inform	description (function) purpose	Here is a sepal. Here is a sepal. A sepal has green colour. Some flowers they have different colours. The sepal covers the petal. The sepal covers the petal. It protects the petal. It protects the petal.

Exchanges	Functions/Acts	Text
Inform	description	This one is the stamen. The stamen has two parts. The upper one is the anther. In the anther there are pollen grains. In the anther there are pollen grains
Inform	definition description cause	Here is the female part of a flower. The upper one is the stigma and the seed case is called ovary. The seed case is called the ovary. Here, there is a nectar, nectar. Nectar has sweet taste. Nectar has sweet taste. Small animals like it. They like it because it is a food, it is food.
Check	ch	O.K.?
Inform	purpose	Here is a pedicle. Pedicle holds the flower. It holds the flower. This is the pedicle. Now let us see the parts of each erm flower or each male and female parts
Check	ch	O.K.?
Inform	description description	The male part - the lower stamen is called the filament. The upper one is the anther. On the anther, there are pollen grains. Pollen grains have yellow colour. The colour is yellow. Here is the female part of a flower. The upper one is the stigma, look the stigma. The upper one is the stigma. It has sticky surface. The style is the neck part of the stigma. The

Exchanges	Functions/Acts	Text
	definition	style is the neck part of the stigma. Ovary, ovary is the seed case, the seed case. In the ovary there are ovules. In the ovary there are ovules. Ovules are unripe seeds. They are unripe seeds.
	Frame	Now
Boundary	Focus	I will ask you some questions from what we have to studied.
Direct	d	Look this flower, the real flower.
Elicit	El	What do you call this part? (NR)
	El	What do you call this part?
	P- Reply	Petal
Re-Elicit	T-evaluate	Petal, very good.
	d	Can you scent the petals? Can you smell it?
	class Rep	Yes.
Direct	evaluate	Yes, you can small it, because it has pleasant smell.
check	ch	O.K.?
	El	What do you call the green part that covers the petals?
Elicit		(NR)
	El	The green part that covers the petals?
Re-Elicit	P-Reply	Spal
		Again, again, it is right but it is not correctly said.
Re-Initiate	P-Reply	Spel
		Again, it is correct, but you didn't pronounce it correctly.
	p-Rep	Sepals
Re-Initiate	T-evaluate	Yes, it is sepals. Sepals cover the petals.

Exchanges	Functions/Act	Text
Check	ch	O.K.?
Elicit	El	What do you get on the anther? (NR)
Re-Elicit	El P-Reply	Tell me (Inaudible)
Re-initiate	P-Reply	Again, again Yellow, yellow colour
Re-Elicit	El P-Reply evaluate	I didn't ask you the colour. What do you call, what do you call it? Pollen grain Yes, it is pollen grain. On the anther we can find pollen grains.
Elicit	El	What colour is pollen grain? (NR)
Re-Elicit	El P-Reply T-evaluate	What colour is pollen grain? Yellow Yellow. It has yellow colour, very good
Boundary	Frame	Now Let us study how pollination is going on
Inform	Process cause	A ripe pollen is carried by small animals such as birds, insects. A ripe pollen falls on the stigma with the help of small animals such as birds, insects. Since the petals have, petals, have scent, scent, they have scent, the petals have scent, good smell. Also they are attractive. They are attractive. Also they have a nectar. They have three things which invites small animals because they have good scent, they have good colour they have a nectar. Birds can see it from the distance because the patals

Exchanges	Functions/Acts	Text
		have attractive colour.
Inform	description Purpose	The insects have special parts on their mouth. On their mouth, there is a trunk, a long trunk to suck, to suck the nectar, to suck the nectar at the base of the flower. The nectar is at the base of the flower.
Inform	Illustration description Process definition	I will show the picture of proboscis. This is a proboscis. It is the mouth of insects. When it is rolled, it is like this. When it is stretched it is like this. It is a long trunk. When they come to the flower, they will stretch the proboscis at the base of the flower to get the nectar. When the birds and insect come to the flower, they will take pollen grains with their feets, and with their wings and transfer it to the stigma with wings and legs and then they will fall it on the stigma. The stigma has rough or sticky surface to receive the pollen grain. Now, after it has received it passes through the style and reaches to the ovules in the ovary. The union of pollen and ovules in the ovary is called fertilization. It is called fertilization - the union of two different cells.
	Frame	O.K.?

Exchanges	Functions/Acts	Text
Boundry	Focus	I will ask you some questions
Direct	d	Please, try to answer the questions
Elicit	El	What do you call the mouth of insects used to suck the nectar? (NR)
Re-Elicit	El P-Reply	What do you call the mouth of insects used to suck the nectar? Bee
Re-Elicit	El P-Reply evaluate	The name of the mouth? Proboscis Proboscis, very good, proboscis
	El	What do you call the mouth of birds from the past knowledge? (NR)
Re-Elicit	El R-Rep	What do you call the mouth of birds? Nectar
Elicit	El P-Reply T-evaluate	The mouth of birds? Beak Beak, yes. It is called beak.
Check	Ch	O.K.?
Elicit	El	In which, part of the insects pollen grains are carried? (NR)
Re-Elicit	El	In which part of the insects pollen grains are carried? (NR)
Re-Elicit	El P-Reply evaluate	Tell me Legs the legs
Re-Elicit	P-Reply evaluate	Ah ------? Wings Yes, the wings. Very good.

Exchanges	Functions/Acts	Text
Inform	Purpose	The legs and the wings are used to carry the pollen grains, in colourful flowers, in colourful flowers.
	Frame	O.K.
Boundry	Focus	Now, let's see the parts of dull flowers - the parts of dull flowers
Inform	description of qualities	Dull flowers are not attractive. They do not have attractive petals. They do not have scent, scent. They do not have nectar. Dull flowers, dull flowers are not colourful. They do not have colourful petals. It is not
	contrast	like this (the teacher shows the students an actual flower). It is not attractive
Elicit	El	They do not have what?
	class reply	Nectar
	T-evaluate	Nectar, They do not have scent, are not attractive
Inform	cause	Pollination is not going by insects or small animals. Since they are dull they are not attracting insects because they do not have attractive petals. They do not have scent. They do not have nectar.
	conclusion	So small animals such as insects and birds will not come to dull flowers. They are pollinated sometimes by themselves. They do not need insects to pollinate
	process	their pollen grain. They are wind pollinated or self-pollinated.

Exchanges	Functions/Acts	Text
	Conclusion	So small animals are not invited. They do not call small animals.
	Frame	O.K.
Boundry	Focus	I will ask you what I said. I will ask you what I said.
Elicit	El	Now, dull flowers are not inviting small animals why not? (NR)
Re-Elicit	El P-Reply	Why not they are inviting small attractive
Re-Initiate	P-Reply evaluate	Are they attractive? No. No, they are not.
Elicit	El	What else? (NR)
Re-Elicit	El	What else? (NR)
Re-Elicit	El P-Reply T-evaluate	They do not have _____? Nectar Yes, they do not have nectar.
Elicit	El P-Reply T-evaluate	What about the other one? They do not attract They are not colourful. They are not colourful.
Elicit	El Class Rep	They are what? Dull flowers
Re-Elicit	El Class Rep evaluate	They are _____? Dull flowers Very good.
Boundry	Conclusion	It is enough for today. We have finished our lesson.

Appendix 1C - Geography

Exchanges	Functions/Acts	Text
Inform		Rocks
	Introductory information	The types of Rocks We have three types of rocks 1. igneous rocks 2. sedimentary rocks 3. metamorphic rocks
	Frame	O.K.
Boundary	Focus	Lets see igneous rocks first
	Definition	Igneous means fire or heat. Igneous rocks is fire or heat. Lets see the three parts of the earth. The three parts of the earth: 1. the crust of the earth 2. mantle, the middle of the earth 3. the centre of the earth, the core.
Inform	Cause	These are the three parts of the earth. From the three parts of the earth, the mantle is very hot. Because of the high pressure of heat all the rocks in the mantle will melt. The melting rocks are called magma. The magma is forced to come out at the surface of the earth.
	Process	Because of internal force, when magma comes out at the surface of the earth, it changes its name into lava. The air that covers the earth as a blanket is called

Exchanges	Functions/ Acts	Text
		atmosphere. When the lava meets the surrounding atmosphere, it cools down and becomes solid-when chang d into solid it is hardened. The hardened rock is called igneous rocks.
Direct	d	This is igneous rocks, class. Look, What igneous rocks looks. (MV)
Check	Ch	OK?
Inform	example definition cause contrast	You must know three good examples of igneous rocks: 1. granite 2. basalt 3. fertile soil. Now lets see one by one. Granite is a kind of igneous rocks, is a kind of igneous rocks, which is good for making building stones. Why we use granite for building stone? Because it is very strong and longlasting. Look this limestone-sedimentary rocks; but look igneous rocks, this is very strong and long lasting. The use of granite is 1. it stays for long time, long-lasting 2. is strong, That's why we use granite for building stone, we use for building.
Elicit	El	You know building, class? (NR ∅)
Re-Elicit	El	You know building? (NR ∅)
Re-Elicit	El Class Reply evaluate	What is building? ሕንፃ (building) ሕንፃ (building). Very good.
Check	Ch	Ok?

Exchanges	Functions/Acts	Text
Inform	definition purpose	Number 2. Basalt is a kind of igneous rocks, is a kind of igneous rocks. That is good for making the surface of the road, making the surface of the road.
Check	Ch	You know road, class? (NR Ø)
Inform	Cause Conclusion	The surface of the road, why? (NR Ø) Because it crush easily. We crush basalt, basalt easily. So we use for building or we use for road, the surface of the road.
Check	Ch	O.K.?
Elicit	El	Now, no. 3, fertile soil. What is the use of fertile soil? (NR Ø)
Re-Elicit	El	We use fertile soil for --? (NR Ø)
Re-Elicit	El	It is good for what ? (NR Ø)
Inform	Cause Conclusion	It is good for agriculture, for agriculture. So these are the three good examples for igneous rocks. 1. granite useful for building-stone, because it is very strong and long-lasting. 2. We use this basalt, a kind of igneous rocks for making the surface of the road. 3. Fertile soil.
Check	Ch	Fertile soil we use for what? (NR Ø

Exchanges	Functions/Acts	Text
Inform	Purpose Conclusion	For agriculture. Now, this is what we call igneous rocks.
Check	Ch Class Rep	Clear, class? Yes.
Elicit	El	Before we go to sedimentary rocks, do you have questions, class?
P-Elicit	El	Why we call igneous rocks fire or heat?
T-Elicit	El	Is there anybody who will answer this question? (NR Ø)
Inform	Cause Process	Let me show you this little tag. The temperature in the mantle is very hot. Because of great heat and pressure the rocks are changed from solid to liquid called magma, This liquid comes out to the surface of the earth. It is called lava. This meets with the surrounding atmosphere. It is cooled and hardened. The hardened rock is called igneous. That is why we call igneous fire or heat.
Check	Ch	O.K.?
T-El	El	Is there any other question? (NR Ø)
Re-Elicit	El	Yes _____? (NR Ø)
P-Elicit	El evaluate	What is the difference between granite and basalt? Oh, this is beautiful, class.
T-Elicit	El	What is the difference between granite and basalt? (NR Ø)

Exchanges	Functions/Acts	Text
Re-Elicit	El. p-Rep	Who will answer this question ? Granite is very strong and long lasting.
	evaluate	very good.
Inform	definition	Granite is a kind of igneous rocks which is used for building stone. Why? (NR ∅) Because it is very strong and long lasting; but basalt is used for what? (NR ∅) For making the surface of the road, the surface of the road. Why? (NR ∅) Because it crush easily, it crush easily.
	Cause	
Inform	Purpose	
	cause	
Check	Ch	O.K.?
T-Elicit	El	Is there any other question?
P-Elicit	El. Evaluate	What is the use of fertile soil? Oh, very good.
T-Elicit	El.	What is the use of fertile soil? (NR ∅) But I told you, class.
Re-Elicit	El	Who will answer this question? (NR ∅)
Re-Elicit	El	Who will answer this question? (NR ∅)
Re-Elicit	El	Yes -- ? (NR ∅)
Re-Elicit	El	It is good for what ? (NR ∅)
Inform	Purpose	For agriculture. Agriculture is the backbone of the country. Right ? (NR ∅) of any country. Agriculture is the backbone of any country. That is why fertile soil is goood for agriculture.
	Cause	

Exchanges	Functions/Acts	Text
		Without fertile soil we don't get[2] agriculture. No agriculture. So fertile soil is important
T-Elicit	P-Rep El. evaluate	What is agriculture in Amharic? አርሻ - agriculture አርሻ አርሻ - agriculture- very good.
T-Elicit	El	Is there any other question? the last question.
P-Elicit	evaluate El.	Can we get igneous rocks in Ethiopia? Very good, very good. This is very good question
T-Elicit	El. P-Reply	Can we get igneous rocks in Ethiopia? Yes, the central part of Ethiopia.
Direct	d	Very good, clap your hands, class (NV)
Inform	description of Physical feature Cause Process	The central part of the country is covered by igneous rocks. Why is that? (NR Ø) our country is mountainous. We get these mountains from volcano.
Check	Ch. Class Rep	Clear, class? yes.
	Frame	O.K.
Boundary	Focus	Now, that is enough. Lets go to the second topic.
Inform	definition	The second topic is what is sedimentary rocks. Sedimentary rocks, class, means laid down laid down. Laid down means in Amharic የተኛ ማለት ነው:: laid down ማለት የተኛ ማለት ነው

Exchanges	Functions/Acts	Text
		Now, sedimentary rocks are different from other rocks because it has layers.
Direct	d	Look, class, it has layers. Sedi- mentary rocks has layers.
Elicit	El.	How do we get these layers? (NR Ø
Elicit	El.	Look class. Wind, rain, river - you know these three. wind, what is wind? (NR Ø
Re-Elicit	P-Reply evaluate	What is wind? ነፋስ Wind. ነፋስ wind.
Check	Ch	You know rain and river. Lets look rocks, sand, and mud.
Elicit	El.	Probably you don't know mud. mud --- ? (NR Ø)
Re-Elicit	El.	Ah - ? (NR Ø)
Inform	definition Cause	Mud is ጭቃ you know rock, sand, and mud; and you must know also ocean, sea, lake. I want to show you what layers means, what layers means, class. Look because of wind, rain, rivers- rock, sand, and mud will erroded from the surface of the earth.
Elicit	El.	Where ? (NR Ø)
Re-Elicit	El	To ---? (NR Ø)

Exchanges	Functions/Acts	Text
Inform	Cause	Ocean, sea, lakes-class-again wind, rain, river-these three errode these አ ነዚህ ሁሉ አ ያጠበ (washing away all these) rocks, sand, mud አ ያጠበ አ ነዚህን ነገሮች አ ያጠቡ (washing away these).
Elicit	El T-Reply	They will bring them where? (NR ∅) In Ocean, sea, lakes-class.
Elicit	El	You know this word, class, sink? (NR ∅)
Re-Elicit	El	What is sink ? (NR ∅)
Re-Elicit	El P-Reply Evaluate	Ah _____? መ ስ መ ጥ (sink) መ ስ መ ጥ (sink). Now, wind, rain, and rivers will errode rocks, sand, mud to ocean, sea and lakes.
Elicit	El.	Which sink first rock, sand, mud? (NR ∅)
Re-Elicit	El Class Rep Evaluate	Which sinks first? Rocks. Rocks
Elicit	El	Why ? (NR ∅)
Re-Elicit	El	Why, Class ? (NR ∅)
Re-Elicit	El	Why not sand? (NR ∅)
Re-Elicit	El	Why not mud? (NR ∅)
Re-Elicit	El	Why rocks sink first? (NR ∅)
Re-Elicit	El	ለ ምን ድ ነው (Why is that) Rocks መ ጀመ ሪ ያ የሚ ሰ ምጠ ው (sink first)? (NR ∅)

Exchanges	Functions/Acts	Text
Re-Elicit	El	Why?
	P-Rep.	(Inaudible)
	loop	What?
	P-Rep	They have heavy weight
	evaluate	Very heavy, very heavy.
	El	Which one is heavy rocks, sand or mud? (NR Ø)
	T-Rep	Rocks are heavy. That is why
Elicit		they sink first.
Elicit	El	Which one sinks second? (NR Ø)
Re-Elicit	El.	Second, mud or sand ? (NR Ø)
	El.	Which sinks second?
	P-Rep	Sand
	evaluate	sand, sand, because it is the
Re-Elicit	Cause	second heavier, the second heavier.
	El	Third, which sinks third?
Elicit	T-Rep	mud.
	Ch.	Right?
Check	Class Rep	Yes.
Inform	Conclusion	So they will sink one by one and for many thousand years, for many thousand years, these rocks become hardened
Elicit	El	And the new rock is called what ? (NR Ø)
Re-Elicit	El	What can we say this rock now? (NR Ø)
	El	Ah - ?
Re-Elicit	P-Rep	Sedimentary

Exchanges	Functions/Acts	Text
Inform	Cause	Sedimentary rocks. We call this rock, the new rock is called sedimantary rocks. Now, why sedimentary rocks are different from other rocks is because it has layers. This is layers.
Elicit	El P-Reply Evaluate	What is layers now? ደረጃ ደረጃ ወይም እንጂ፣ ደረጃ ወይም እንጂ (layers).
Direct	d	Look, class - this sandstone
Inform	description	If you see sedimentary rocks, all sedimentary rocks has layers, layers.
Check	Ch Class rep	Clear, class? yes.
Check	Ch	O.K.?
Inform	description	Now, lets see. Most of the sedimentary rocks has a fine, a fine looking, a fine looking rocks, a fine looking rocks.
Elicit	El T-Rep	Why ? (NR Ø) Because it is always washed by Water
Elicit	El T-Rep	Most of the sedimentary rocks you get where? In ocean, sea, and lakes.
Inform	Conclusion cause	So, many of the sedimentary rocks looks very fine. It looks very smooth, very beautiful, because it is always washed by the river, by the river.

Exchanges	Functions/Acts	Text
Check	Ch Class Rep	Clear, class? yes.
Check	Ch	O.K.?
Inform	Example	Lets see. The good example of sedimentary rocks are: 1. Coal 2. sandstone 3. limestone 4. potash. These four are very important.
Elicit	El.	We don't have coal here. Coal, what is coal in Amharic, class? (NR ∅)
Re-Elicit	El.	Coal? (NR ∅)
Re-Elicit	El P-Reply	Ah _____? ከሰል - Coal
Inform	Contrast	ከሰል But different from the ከሰል we use in our houses. The ከሰል We use in our houses is charcoal, class, is charcoal. But this one, coal, is called የድንጋይ ከሰል
Elicit	El	What is the use of coal, now? (NR ∅)
Re-Elicit	El	The use of this coal is what? (NR ∅)
Inform	Purpose	1. We use for burning, we use for burning, 2. We use for painting, painting, we use for painting. 3. We use for medicine.
Check	Ch Class Rep	Clear, class?[2] Yes.

Exchanges	Functions/Acts	Text
Elicit	El	How do we get this coal? (NR ∅)
Direct	d	Look page 17 on your textbooks. Look your books page 17, class. Please, page 17 - one, seven
Inform	Process	Once coal was a plant or a tree, a big tree. This big tree will fell down and will buried in the earth. After many thousand of years, this is changed into coal, into coal, into coal.
Elicit	El T-Rep	What is the source of the coal? (NR ∅) It is a big tree, a big tree.
Check	Ch Class-Rep	Clear, class? yes.
Inform	cause purpose	2. sandstone, sandstone - This is sandstone, class. This is sandstone. You can crush it, look, easily. Sandstone, you can crush it easily. Erm, and use sometime used for, for roads. You can use for roads and for sand, sand. You know sand. I told you before, sand we use for sand.
Check	Ch Class-Rep	clear, class? yes.
Check	Ch	O.K.?
Inform	Illustration	Now, the 3rd, limestone, limestone. This is limestone, class. This is limestone.
Elicit	El	Who can give me good example for limestone, class? (NR ∅)

Exchanges	Functions/Acts	Text
Re-Elicit	El	Give example for limestone. Yes - ? (NR ∅)
Re-Elicit	El p-Reply	Ah _____ ? Chalk
Inform	Contrast	Chalk. This is not white chalk. This is chalk. The other for painting house.
Elicit	El	How do we get limestone? (NR ∅)
Elicit	El	You know the snail ቀንዱ አውጣ (Snail)? (NR ∅)
Inform	Process	The snail in the water will die and the shell of snails will collect in the ocean, or in the lake or in the sea, for many thousands of years The shell will change into limestone.
Elicit	El	Do you know what shell is? (NR ∅)
Inform	definition	ቀንዱ አውጣ (snail) የሚኖረው (shell is the outer cover of the snail) የሱ ጥር ቃሚ ነው limestone (limestone is the collection of shells).
Check	Ch Class-Rep.	Clear, class? yes.
Check	Ch	O.K.?
Elicit	El	Now what is the use of limestone? (NR ∅)
Inform	purpose	1. For chalk 2. For painting houses, for painting walls.
Check	Ch Class Rep	Clear, class? yes.

Exchanges	Functions/Acts	Text
Elicit	El	Now, the last potash - What is potash? (NR Ø)
	T-Reply	It is salt, class, salt
Elicit	El	Do you know Salt? (NR Ø)
Re-Elicit	El	All the food that we eat will not be sweet unless we put salt. What is salt, class? (NR Ø)
Re-Elicit	El	What is salt? (NR Ø)
Re-Elicit	El P-Rep	Ah _____? ጨው
Inform	Conclude purpose contrast	ጨው So Potash is used for ጨው (Salt) The other is for gypsum, gypsm ጀሶ
Direct	d	Look, this is gypsum (NV)
Elicit	El class Rep evaluate	ጀሶ ጀሶ እግር ሲሰበር እጅ ሲሰበር ሽኪም ቤት በመሔድ የምትጠቀለሉበት (gypsum, gypsum - that you wrap around your leg or arm when it is broken) is what? gypsum gypsum ጀሶ It is sedimentary rocks.
Boundary	Frame	Now,
	Focus	Lets see
Inform	definition (inform to summarize) Cause	1. Sedimentary rocks means laid down 2. Sedimentary rocks is different from other rocks because it has layers. 3. By means of wind, rain, river _____ rocks, sand, mud will sink down in Ocean, Sea, lake. First

Exchanges	Functions/Acts	Text
		Rock, second sand, third mud, The new rock is called sedimentary rocks.
Inform	Example	4. Good example for sedimentary rocks is: a) coal b) limestone c) sandstone d) potash.
Check	Ch	O.K.?
Elicit	El.	Do you have any question?
		We get sedimentary rocks in Ethiopia
P-Elicit	El.	We get sedimentary rocks in Ethiopia,
	T-Reply description	- in Muger and Dire Dawa. We get many sedimentary rocks in Muger River and Hararge Region, and others we get in Dallol Region, very famous in Salt gypsum. We get sedimentary rocks in the Red Sea coast and in Ogaden areas, in Ogaden areas. Don't mix up class. Igneous rocks we get in the central part of the country, in the central
	contrast	part of the country. But sedimentary rocks, we get on the Red Seacoast, in the North in some part of Eritrea and in Ogaden area, in Ogaden area in the east. This is the end.

Appendix II - Listening Ability Test

Listening Ability Test for Grade Seven

(Based on the recorded material : Science)

Part I If your answer is 'yes' put a tick (✓) below 'yes' and if it is 'no' put a tick (✓) below 'no'.

1. Has a sepal a green colour?
2. Is the seed case called a nectar?
3. Are ovules unripe seeds?
4. Is the surface of the stigma sticky?
5. Is the mouth of an insect called a beak?

Part II If the statement is 'true' put a tick (✓) and if the statement is 'false' put a cross (X).

1. The mouth of an insect is a proboscis.
2. Dull flowers are wind pollinated.
3. The union of two different cells is pollination.
4. There are two types of flowers: bright and dull.
5. Insects suck the ovary.

Part III Give the correct answer.

1. What do we call the male part of a flower?
2. What is the colour of a pollen grain?
3. Where do insects find the nectar?
4. How many types of pollination are there?
5. What part of a flower has a pleasant smell?

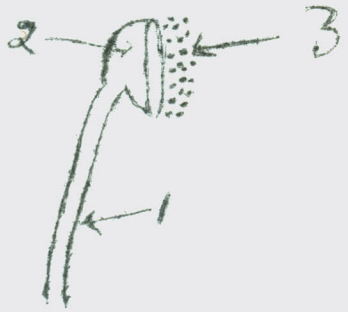
Part IV Fill in the grid by putting a tick (✓) in one of the columns to show your answer.

	Bright Flowers	Dull Flowers
1. are not attractive		
2. have nectar		
3. are wind pollinated		
4. have colourful petals		
5. are insect pollinated		

Part V Choose the correct answer and put a tick (√) below the given letters A, B, C, D.

1. The upper part of a pistil is
   A) stamen B) stigma C) ovule D) anther
2. The _____ has a sticky surface.
   A) stigma B) nectar C) sepal D) filament
3. _____ is a part of a stamen.
   A) stigma B) anther C) style D) ovary
4. Today we learned about
   A) plants B) bees C) proboscis D) fertilisation & pollination

Part VI Write a tick (√) for true and a cross (X) for false statements about the drawing.



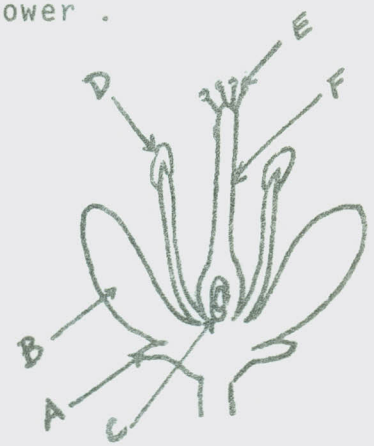
A. The drawing shows the male part of a flower.

B. The drawing shows the female part of a flower.

C. Number 1 is the pistil.
D) Number 2 is the petal.
E) Number 3 is the pollen grains.

Part VII Match the letters A, B, C, D, E , F, G , with the names of the parts of a flower .

_____ 1. sepal
_____ 2. stigma
_____ 3. anther
_____ 4. ovary
_____ 5. petal
_____ 6. style
_____ 7. filament



Listening Ability Test for Grade Seven

(Based on the recorded material: Maths)

Part I If your answer is 'yes' put a tick / ✓ / below 'yes' and if it is 'no' put the tick / ✓ / below 'no'.

1. Is 6 the common denominator of $\frac{1}{6} + \frac{2}{6}$?
2. Does the numerator tell us into how many something is divided ?
3. Are $\frac{6}{9}$ and $\frac{12}{18}$ equivalent rational numbers?
4. Is the sum of $\frac{1}{2} + \frac{1}{2}$ equals to 2?
5. Are rational numbers always positive ?

Part II If the statement is true put a tick / ✓ / and if it is false put a cross / X /

1. $-\frac{3}{7}$ is not a rational number.
2. $\frac{3}{7}$ is a rational number.
3. The simplest form of $\frac{2}{4}$ is $\frac{1}{2}$
4. $\frac{2}{3} + \frac{1}{2}$ have a common denominator.

5. $\frac{2}{5}$ can be changed into simplest form

Part III Fill in the grid by putting a tick ⌈✓⌋ in one of the columns to show your answer.

	Positive rational number	Negative rational number
1. $\frac{2}{5}$		
2. $\frac{1}{6}$		
3. $-\frac{7}{12}$		

Part IV Choose the correct answer and put a tick ⌈✓⌋ below the given letters A. B. C. D.

1. $\frac{7}{7}$ is A) 1 b) -1 C) 7 d) 49

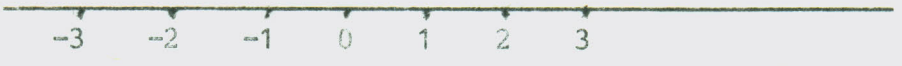
2. $\frac{3}{4}$ is A) a positive rational number.
   B) a negative " "

3. L.C.M. means
   A. Little Counting Multiple
   B. Least Common Multiple
   C. Low Common Measurement
   D. Least Counting Multiple

4. L.C.D. means
   A. Least Counting Denominator
   B. Least Common Division
   C. Least Common Denominator
   D. Little Common Denominator

5. L.C.M. & L.C.D. are
   A. the same B) different

Part V Show the rational number $\frac{1}{2}$ on the number line



Listening Ability Test for Grade Seven

(Based on the recorded material : Geography)

Part I If your answer is 'yes' put a tick (√) below 'yes' and if it is 'no' put a tick (√) below 'no'.

1. Is the outer part of the earth called crust?
2. Are igneous rocks formed by volcanic activity?
3. Is granite a kind of plant?
4. Are igneous rocks very strong?
5. Can we find igneous rocks in Ethiopia?

Part II If the statement is 'true' put a tick (√) and if it is 'false' put a cross (X)

1. There are three kinds of rocks.
2. Salt gives a good taste to our food.
3. We cannot use granite for building.
4. Sandstone is an example of igneous rock.
5. Coal is not the same as charcoal.

Part III Give the correct answer

1. What do we call the air that covers the earth as a blanket?
2. Where is Dallol region?
3. What is the use of fertile soil?
4. Which is stronger granite or limestone?
5. What makes the volcano errupt?

Part IV Choose the correct answer and put a tick (√) below the given letters A, B, C, D.

1. Igneous means

   A) mud B) fire c) plant D) insect

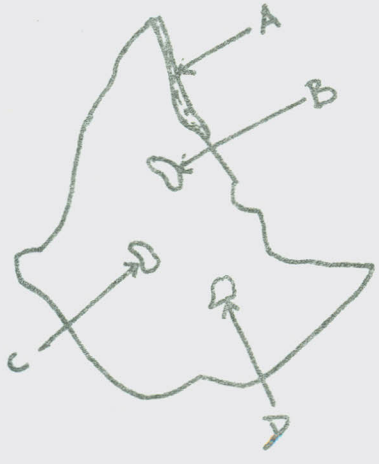
2. Crust is the
   A) central part of the earth
   B) middle part of the earth
   C) outer part of the earth
   D) lava
3. Coal was once a
   A) stone
   B) snail
   C) tree
   D) salt
4. Most of the sedimentary rocks look
   A) ugly C) rough
   B) beautiful D) -
5. The magma is cooled by the
   A) air C) water
   B) lava D) fire

Part V What types of rocks are the following:

A	B
granite	coal
basalt	limestone
fertile soil	potash

Part VI The places where sedimentary rocks are found are represented by the letters A, B, C, D. What are the names of these places?

_____ 1. Muger
_____ 2. Dire Dawa
_____ 3. Dallol
_____ 4. Red Sea Coast



General Questions for Listening Ability

Part I Tracing a route on a map

Stopping someone in the street and asking the way

Here is the Situation

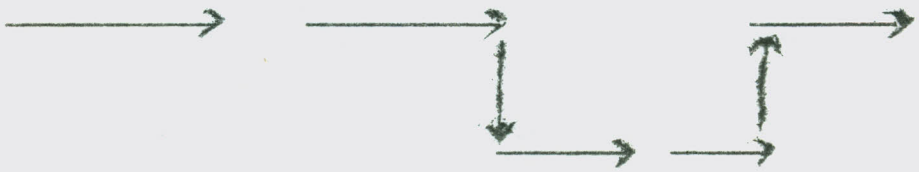
Amare: Excuse me. How do you get to the Red Sea Pharmacy?

Tewodros: Red Sea Pharmacy? Oh, that's easy. From here you go directly south to the second main street, that is Addis Ababa Street and then you turn left. Continue straight along past the church at the next cross-road turn right. It's on the left, the second building after the post-office which is on the corner. You can easily find it.

Amare: O.K. Thank you very much.

Tewodros: That's all right.

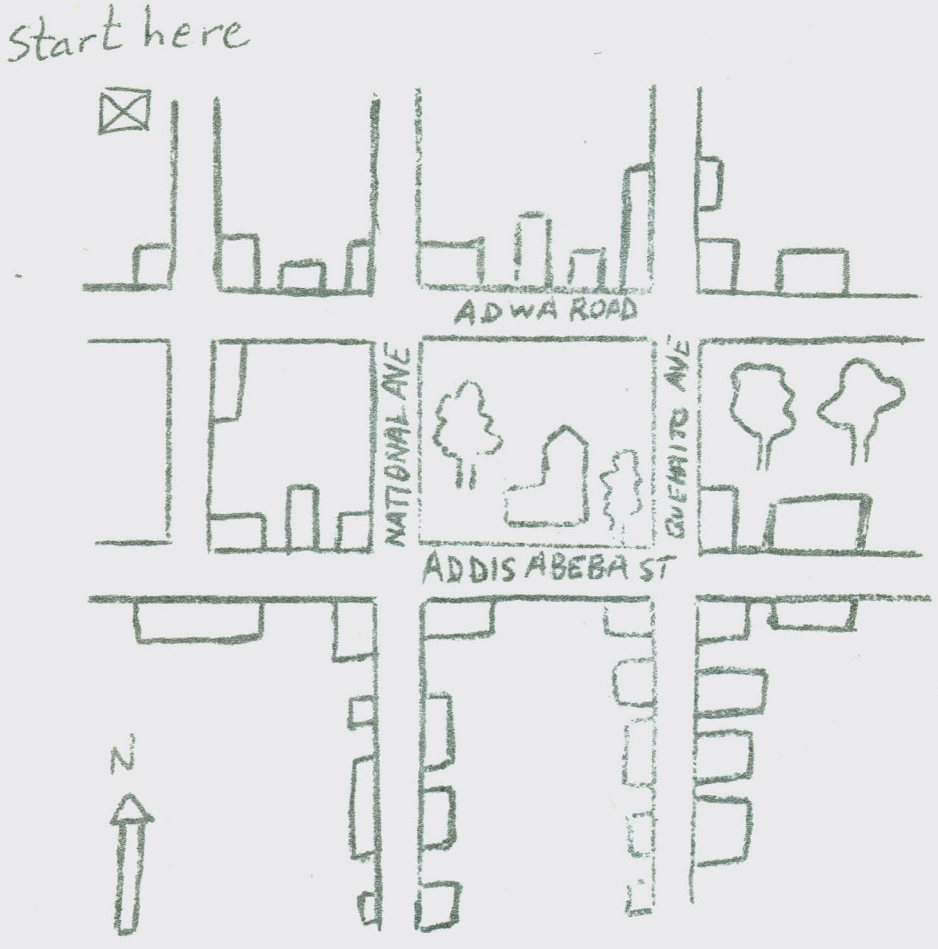
I. Listen to the directions and mark the route to the Red Sea Pharmacy using arrows like this:



Then mark the following places on the map using these letters:

Post office = PO

Red Sea Pharmacy = RSP


Start here
ADWA ROAD
NATIONAL AVE
MENELIK AVE
ADDIS ABEBA ST
N

Part II

1. Draw a zebra-crossing between Red Sea School and the cafe.
2. Draw a tree near the national bank.
3. Draw a rectangle to show a bus stop near Cinema Asmara on the opposite side of the cafe.

Part III You will listen to a short sentence containing one of the words referring to the pictures in your answer sheet. Choose the word you listen to and put a tick (√) below the letters A, B, C.

1.	He is watching.	A) watching	B) washing	
2.	It is a sin.	A) Shin	B) sin	C) fin
3.	We took our chair.	A) chair	B) share	C) hair
4.	This is grass.	A) glass	B) class	C) grass
5.	Show me the mouse.	A) mouth	B) mouse	C) house
6.	That is a deer.	A) deer	B) tear	

Part IV You will hear a sentence followed by a series of sentences (or part of a sentence followed by a series of phrases). Select the sentence (or phrases) that appropriately complements the stem (the original sentence or phrase).

1. The book is on the table.
   - A) It is his.
   - B) My name is Paulos.
   - C) The garden is small
2. The cat ate the mouse.
   - A) It was hungry
   - B) It was made in China
   - C) It is a piece of meat
3. Birds can A) write B) laugh C) fly
4. Father knows English.
   - A) Father can speak English

B) Father learns English

C) Father likes English

5. Aster wants to

A) broke the window

B) reads the book

C) study

Part V You will hear a question followed by a series of answers. Select the most appropriate answer to the question and put a tick (✓) on the corresponding space on your answer sheet.

1. How are you? A) fast B) laughed C) fine
2. Have they seen the film?
   A) yesterday B) on the table C) no
3. What is his name?
   A) He is a student B) Petros C) an old man
4. When did you come to school?
   A) 8 O'clock B) yes, sir. C) I will

Part VI You will hear some instructions and statements followed by answers. Select the most appropriate answer and put a tick (✓) below, A, B, C, on the space provided.

1. Come to school at 8 O'clock.
   A) Ok, sir B) I do C) may be
2. Write only five sentences.
   A) No, he doesn't C) I will
   B) Sometimes
3. Make sure you get your dictionary.
   A) what for? C) five Birr
   B) very fast
4. Class starts at 4 O'clock.

A) I can C) Always ?

B) next door

5. You will have a test tomorrow.

A) Last week

B) My friend does

C) At what time ?

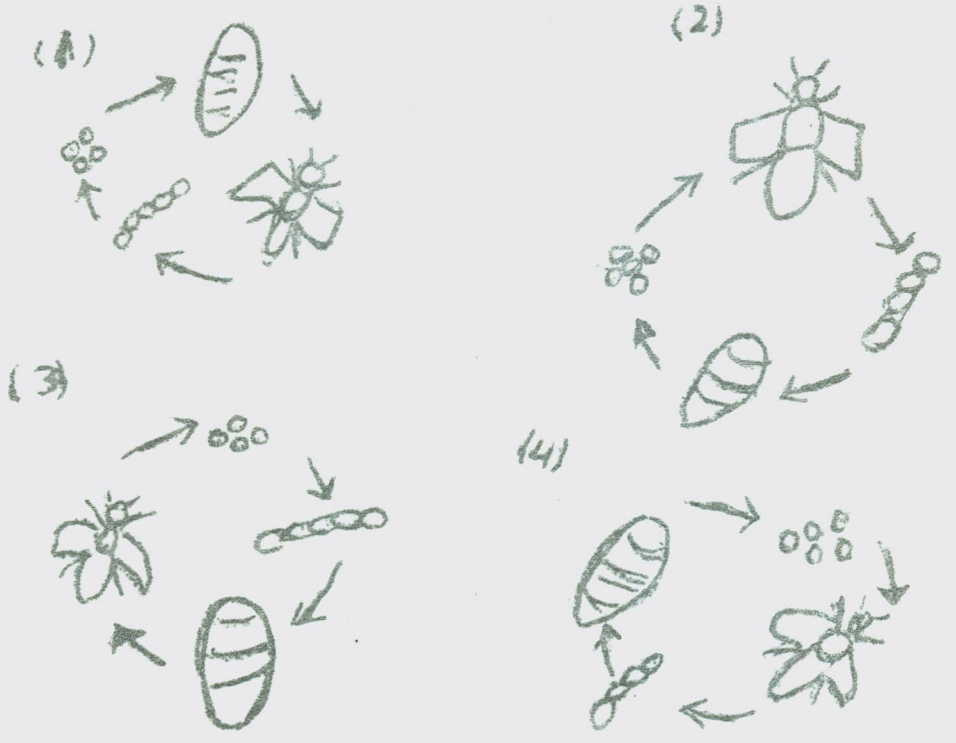
6. It is a big city.

A) But London is bigger

B) Two books

C) In class

Part VII These four drawings are about the life cycle of a house fly. Which is the correct one.



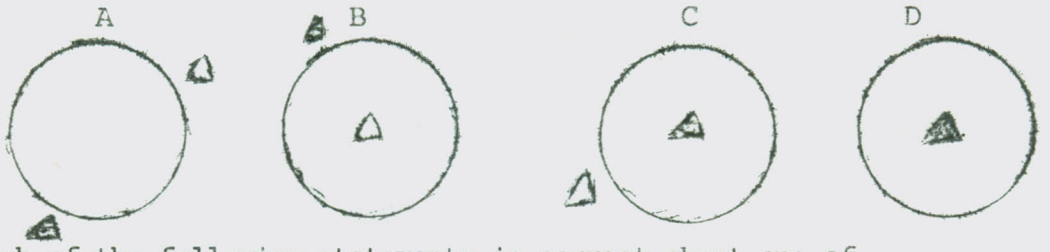
1. _____

2. _____

3. _____

4. _____

Part VIII



Which of the following statements is correct about one of the drawings. Match them.

1. A white triangle is inside a circle. A. _____
2. A black triangle is under a circle. B. _____
3. A circle is under a black triangle. C. _____
4. A black triangle is in a circle but a white triangle is outside the circle. D. _____

Appendix III Raw Scores of the Test & Statistical Computations

IIIa Raw Scores of the Test

S.N.	Sex	Age	Maths	Science	Geography	General Questions	Total	Average
1	M	13	65	89	60	57	271	67.75
2	F	13	60	40	52	47	199	49.75
3	M	12	70	71	40	53	234	58.5
4	M	12	45	40	52	50	187	46.75
5	M	13	70	49	40	53	212	53
6	F	13	60	49	48	37	194	48.5
7	F	12	45	34	44	53	176	44
8	F	12	95	94	68	60	317	79.25
9	F	12	95	97	80	70	342	85.5
10	M	12	55	71	32	57	215	53.75
11	F	12	50	69	36	40	195	48.75
12	F	15	60	54	36	63	213	53.25
13	F	16	80	49	36	43	208	52
14	M	13	60	60	52	57	229	57.25
15	F	14	40	46	40	33	159	39.75
16	F	12	60	51	40	43	194	48.5
17	F	17	65	60	68	67	260	65
18	M	13	75	46	44	23	188	47
19	M	14	75	34	52	47	208	52
20	F	13	70	63	48	53	234	58.5
21	M	17	60	60	44	50	214	53.5
22	M	11	75	91	80	70	316	79
23	M	25	55	49	36	50	190	47.5
24	M	13	50	49	40	37	176	44
25	F	12	50	57	48	48	203	50.75
26	M	14	70	54	48	43	215	53.75
27	M	11	70	57	76	60	263	65.75

S.N.	Sex	Age	Maths	Science	Geography	General Questions	Total	Average
28	M	11	80	57	68	50	255	63.75
29	M	13	45	37	60	50	192	48
30	M	14	45	57	56	50	208	52
31	M	14	70	31	32	43	176	44
32	M	11	80	74	72	53	279	69.75
33	M	11	85	54	64	60	263	65.75
34	F	11	80	60	48	53	241	60.25
35	M	13	60	46	20	47	173	43.25
36	F	12	60	46	17	40	163	40.75
37	F	14	45	51	36	37	169	42.25
38	F	14	50	46	32	47	175	43.75
39	F	14	60	31	28	30	149	37.25
40	F	14	75	49	44	37	205	51.25
41	M	14	75	40	40	48	203	50.75
42	M	15	75	43	44	27	187	47.25
43	M	14	50	40	40	43	173	43.25
44	M	11	70	49	56	57	232	58
45	F	14	55	57	32	50	194	48.5
46	F	12	65	57	56	40	218	54.5
47	F	13	65	29	40	53	187	46.75
48	F	14	65	46	52	47	210	52.5
49	F	14	50	57	32	47	186	46.5
50	M	13	50	49	52	47	198	49.5
51	M	13	65	46	48	40	199	49.75
52	F	14	40	51	40	37	168	42
53	F	13	70	40	40	33	183	45.75
54	F	14	60	37	52	40	189	47.25
55	M	17	45	46	44	60	195	48.75
56	M	13	65	29	56	47	197	49.25
57	M	10	65	49	72	43	229	57.25

S.N.	Sex	Age	Maths	Science	Geography	General Questions	Total	Average
58	F	15	60	40	50	67	217	54.25
59	F	14	60	40	30	40	170	42.5
60	F	12	80	37	44	53	214	53.5
61	M	21	75	46	40	57	218	54.5
62	F	14	55	46	48	50	199	49.75
63	M	13	50	40	44	37	171	42.75
64	F	13	75	54	60	57	246	61.5
65	M	19	75	46	44	53	218	54.5
66	M	12	85	74	92	63	314	78.5
67	F	14	70	49	32	47	198	49.5
68	M	12	85	43	32	37	197	49.25
69	F	12	60	37	48	47	192	48
70	M	12	65	51	52	57	225	56.25
71	F	16	65	43	48	63	219	54.75

Table 17 Raw Scores of the test.

Appendix IIIb Statistical Computations of the mean ($\bar{X}$), Standard Deviation (SD), and Coefficient of Variation.

1. To calculate the mean, we use the formula $\bar{X} = \frac{\sum_{i=1}^{n} X_i}{n}$

Where xi is observation

$\sum$ " summation

n " sample size

$\bar{x}$ " mean of the observation

$$\bar{x} = \frac{\sum x}{n} = \frac{3752}{71} = \underline{52.85}$$

2. To calculate the standard deviation we use the following formulae:

$$SD = \sqrt{\frac{\sum_{i=1}^{n} (xi - \bar{x})^2}{n - 1}} \qquad SD = \sqrt{\frac{\sum x_i^2 - n\bar{x}^2}{n - 1}}$$

Where SD is Standard deviation

$$SD = \sqrt{\frac{204794.63 - 71\ (52.85)^2}{71 - 1}}$$

$$= \sqrt{\frac{204794.63 - 198311.7}{70}}$$

$$= \sqrt{92.613286}$$

$$SD = \underline{9.66}$$

3. To calculate the Coefficient of Variation, we use the formula: $C.V. = \frac{SD}{\bar{x}} \times 100\%$

$$C.V. = \frac{9.66}{52.85} \times 100\%$$

$$= \underline{\underline{18\%}}$$

Hypothesis Test

Hypothesis testing helps us to decide on the basis of a sample data, whether a hypothesis about the population is likely to be true or false.

Test of Goodness of Fit

From among the several tests of significance developed by statisticians, Chi-square t_s : (x^2) is used to test the following Null and Alternative Hypotheses:

a) Ho: The sample is drawn from a normal population, i.e., it has come from the expected theoretical distribution which follows the normal curve at 0.05 level of significance.

b) Ha: The sample is not drawn from a normal population, i.e., it has not come from the expected theoretical distribution which follows the normal curve at 0.05 level of significance.

As a test of goodness of fit, x^2 test enables us to see how well does the assumed theoretical distribution fit to the observed data.

Calculation of the Expected Frequencies

Values in Series up to U	$Z=\frac{u-\bar{x}}{SD}$	Proportion of Area b.n U and $\bar{x}$	Portion of Area below normal curve for X≤ U	Proportion of Area in class Interval	Expected Frequency P x n
40.5	- 1.33	0.4082	0.0918	0.0918	6.52
45.5	- 0.76	0.2764	0.2236	0.1318	9.36
50.5	- 0.24	0.0948	0.4052	0.1816	12.89
55.5	0.27	0.1064	0.6064	0.2012	14.28
60.5	0.79	0.2852	0.7852	0.1788	12.69
65.5	1.31	0.4040	0.9040	0.1188	8.43
70.5	1.83	0.4664	0.9664	0.0624	4.43
75.5	2.34	0.4904	0.9904	0.0240	1.71
80.5	2.86	0.4979	0.9979	0.0075	0.53
85.5 & above			1.0000	0.0021	0.15

Table 18 Expected Frequencies.

The Calculation of x^2

$$x^2 = \frac{(of - Ef)^2}{EF}$$

Where x^2 is Chi - square
Of is observed frequency
EF is Expected frequency

of	Ef	of-Ef	$(of - Ef)^2$	$\frac{(of - Ef)^2}{Ef}$
2	6.52	- 4.52	20.43	3.13
11	9.36	1.64	2.69	0.29
22	12.89	9.11	82.99	6.44
18	14.29	3.71	13.76	0.96
7	12.69	- 5.69	32.38	2.55
3	8.43	- 4.43	19.62	2.33
4	4.43	- 0.43	0.19	0.04
4	2.39	1.61	2.59	1.08
		x^2 Calculated		16.82

Table : 19 Calculation of x^2

Table Value of x^2

Degrees of freedom (df) = number of categories - number of sample characteristics (number of observation (n), $\bar{x}$, SD) needed to obtain the Ef.

df = 8-3 = 5 & 0.05

The decision criteria for a 5% significance level is found from a table to be (with df = 5) = 11.07

Over all listening ability by sex. From the test results:

$\bar{x} = 52.83$

SEX / Grade	Males		Females		Total
Above Average	18	14.7	11	14.3	29
Below Average	18	21.3	24	20.7	42
Total	36		35		71

O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
18	14.7	3.3	0.89	0.741
18	21.3	-3.3	10.89	0.511
11	14.3	-3.3	10.89	0.762
24	20.7	3.3	10.89	0.526
X^2 calculated				2.540

$X^2_{0.05(1)} = 3.841$

Over all listening ability by age. From the test results:

$\bar{X} = 52.83$

AGE / Grade	15 years		15 years		Total
Above Average	22	24.5	7	4.5	29
Below Average	38	35.5	4	6.5	42
Total	60		11		71

O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
22	24.5	-2.5	6.25	0.255
38	35.5	2.5	6.25	0.176
7	4.5	2.5	6.25	1.389
4	6.5	-2.5	6.25	0.962
X^2 calculated				2.782
$X^2_{0.05(1)} = 3.841$				

Appendix IV

Sample Exercises for Teaching Listening Comprehension

It is believed that listening is the most important of the other language skills. It is the base for the other skills (Hicks 1987:1). No other skill can be improved unless the listening ability of the students is improved. Thus students are required to practise listening to spoken English. This will help them understand the teachers' language. As a result the problem in the teaching and learning process will be facilitated.

The researcher has recommended that more courses on task-based listening skill with special emphasis on the activities that help students to: transfer information, understand general information, instructions, and functions of purposes, examples, causes, etc. should be prepared. It seems, therefore, important to give sample exercises for teaching listening comprehension. Here are some. These exercises need adaptation but the techniques are appropriate.

Sample Exercises for Teaching Listening Comprehension

Exercise One

Comparing and contrasting two or more things.

Life in England and Ethiopia

Look at the chart. Some of the information about England and Ethiopia has been filled in for you.

Listen and fill in the rest of the information.

	Ethiopia	England
Age at which children must start school	7	
Minimum age for leaving school		16
Earliest age for starting work		
Earliest age for getting married		
Voting age		18

Adapted from Rixon 1986:83

Exercise Two

Tracing a route on a map

Here is a housewife giving a girl some errands to do in town; the girl is new to the area and does not yet know her way around. The speaker's home is marked E.

Here is the situation

There is not many things to do, Jessie, but you'd better take this map so that you don't get lost, and you can mark on it where you have to go. When you come out of the house, turn left and go down to the injunction. Turn right, go past the swimming pool and you will come to Main Street. There you turn left and go along the street, over the bridge. On the other side of the bridge there's a cross-roads; if you go straight across it you will find the shopping centre on your left. Go in there and buy the things on my list. When you come out again, look for Turton Road, and go along it to the end. You will see a football ground ahead of you. Go in there and buy two tickets for the match this afternoon. From the football ground, turn left towards the river, and go on until you come to Riverside Road. There you turn left and then immediately right again over the bridge. On the other side of the bridge you will find a park on your right and then a little further along there's a cinema on a corner to your left. Please go in there and get their programme of forthcoming films. Then you can come home along School Road - go all the way along it until you get to Main Street again, which you cross, and you will find a little path behind the swimming-pool; it is a short cut home.

Adapted from Ur 1984 : 60-61

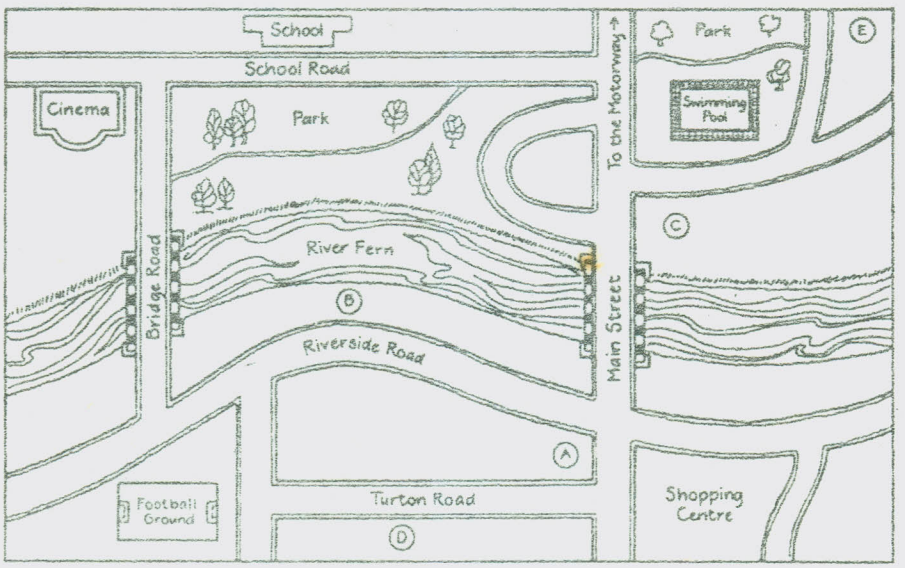


Fig. 6

Adapted from Ur 1954 : 61

Exercise Three

Identifying and Ordering Pictures

Students are asked to identify the pictures or components as they are referred to, either naming or numbering them in the order in which they were mentioned.

The strip shown in figure 16 could be combined with the following passage.

Well, this was lovely unspoilt country once - fields, woods, hills - before the advent of man. Then some people came along and decided to settle here - built a small village, and it stayed like that for years, until there was this population explosion in the country, tremendous amount of building, and the place mushroomed into a thriving town overnight almost. Then there was the war ---------- people died or went away and the whole town fell into ruin -------- you can see the remains over there.

Adapted from Ur 1984: 96-97

Listening and making short responses

Fig. 16

97

Adapted from Ur 1984.97

Spoken English 1 in Production :
Trial Materials (Mimeo)
Exercise 4

Unit 1 Expressing Likes and Dislikes

Part 1 Listening Comprehension - listen and do

You are going to listen to a conversation between two students who meet in the dormitory. They have not met before. Read the question below and then listen to the conversation in order to answer the question.

Exercise A Question 1
Which student do you like best, Haile or Daniel? .....

Why do you like him best? .....
.....

Exercise B Now look at the table below.

Listen to the conversation again and complete column 1 and 2 in the table showing what Haile and Daniel like and dislike. Use this key.

Like = + Dislike = x Does not mind = 0 Don't know = ?

	1	2	3	4
	Haile	Daniel	You	Your partner
Smoking				
Cigarette smoke in the room				
Reading in the dormitory				
Reading in the library				
Staying up late				
Getting up early				
Sleeping with the light on				
Chat				
Pop Music				
Jazz				
Aster Awoke				
Classical Music				
Quiet in the dorm				

When you are in the classroom you will need to use this table again

a) to reconstruct the conversation between Haile and Daniel
b) to complete column 3 and 4

Part 2 - Practice in Speaking

Listen and repeat. Follow the instructions on the cassette.

Tapescript for Unit 1 - Likes and Dislikes.

Announcer - Spoken English Unit One. Likes and dislikes.
Part 1 Listening Comprehension (Beliyou Fekede)

You are goint to hear a conversation between two students at AAU. They meet in the dormitory for the first time. They are Haile and Daniel who came from West Africa. You will hear the conversation twice. The first time listen to the conversation in order to answer question 1 on your worksheet. i.e. which of the two characters in the dialogue do you like best. Write down your reasons.

This is the dialogue

Dan Hi- my name's Daniel.
Ha Hi, I'm Haile.
Dan Seems to me we're in the same dorm.
Ha That's right. Are you a freshman too?
Dan No. I'm in the second year now.
Ha I see.
Dan Well, if we're going to be dorm mates, I suppose we'll have to get on together. I hope you learn to do things my way. I don't like room mates who annoy me.
Ha Oh. I see. ...well ... er .. would you like a cigarette?
Dan You smoke! ?

Ha Er ... as a matter of fact, I do.

Dan I hate cigarettes ... Make sure you always open the window when you smoke and stand near it. I can't stand cigarette smoke in my room.

Ha I see. Well, don't worry. I'll make sure I do that.

Dan Good ..... I think I'd better find out a bit more about you. And if there's too much I don't like, then one of us will have to move out.

Ha Move out? .... but how are we going to find out if we can get along or not?

Da Easy. All you have to do is answer a few questions. For example, do you like reading in the dormitory or in the library?

Ha Um... I don't mind reading in the dormitory but I prefer the library

Da Mm.. Well, I hate reading in the library. I only go there to look for books. I read in this room, so you'll have to keep quiet.

Ha Ok

Da What time do you go to sleep in the evening?

Ha At about 10.00 or 10.30. I don't like staying up late. I'd much rather get up early in the morning and read a few pages then.

Da Mmm that suits me. That means we can have the lights off before midnight. I detest having the lights on while I'm in bed trying to sleep.

Ha Yeah. So do I.

Da Do you chew chat? See, I abhor that thing. So if you do ...

Ha No, I don't. I don't like chat, and besides, it's against the rules to chew chat here.

Da Yea. That's true ... Do you like music?

Ha Oh, yes. I love music.

Da What kind of music?

Ha Well, I enjoy pop music and I'm very keen on Jazz. And I adore Aster Awoke.

Da Humph

Ha But Mohamed Ahmed is my favourite. And I'm also crazy about country and western music, especially Dan Williams.

Da What about Classical music?

Ha Er.. That's not exactly my favourite kind of music.

Da Well, I love classical music. I can't work without it. So you'll have to listen to your favourite songs when I'm not working. And I've a lot of work to do this term.

Ha Ok, Fine.

Da One more thing. ... Will you have many visitors here?

Ha Um. ... A few I guess.

Da Look. I like it quiet here. So make sure you don't have more than two visitors a day. Ok.

Ha Now, wait a minute Daniel. This dorm is mine as much as yours. Who do you think you are making rules about what I should do and what I shouldn't do?

Da There you are Haile. You've been in this room for less than a minute and you've started arguing with me already! I don't think you're exactly my type of person. One of us is going to have to move out ... and it's not going to be me.

Now look at question 2. Listen to the conversation again and complete the chart showing what things Haile and Daniel like and dislike.

(REPEAT DIALOGUE)

Exercise 5

The Seige (By Dr. Hicks)

Listening

There has been a seige in a flat in North London. Some gunmen have taken a number of prisoners hostage and are threatening to kill them if their demands are not met. The flat has been surrounded by the police. Look at your worksheet. Listen to the conversations and complete the exercises. Note the meanings of these words:

'Stun bomb' = A type of bomb by which explodes with tremendous noise, a flash and lots of smoke. It doesn't harm anyone but the noise is such that everyone is too shocked to do anything for a number of seconds.

'Hostages' = People who are hold prisoner and the people holding them will only release them in exchange for certain demands.

Question 1

Listen to the conversation and complete the notes

The Hostages

No. of hostages taken ----------

Names of the hostages ----------

Approximate ages ----------

General health ----------

The Terrorists

Name	Nationality	Criminal Record
Susan O'Cassey	_____	_____
Yuki Ono	_____	_____
James Bentley	_____	_____

Main Demands

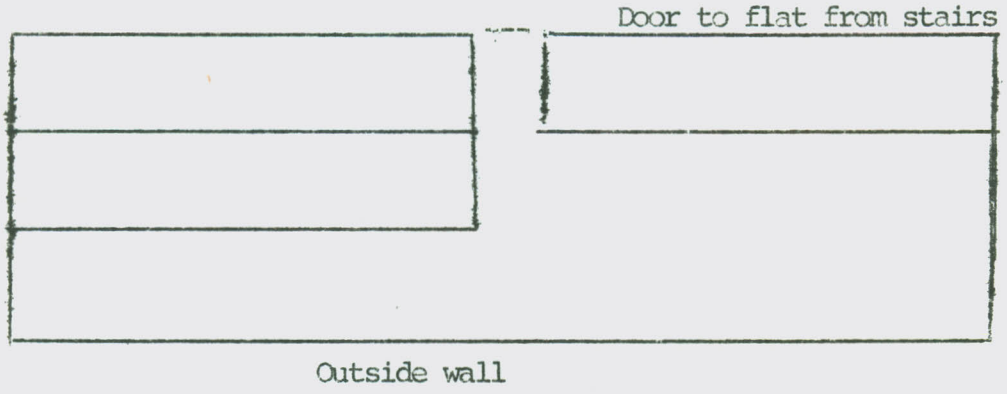
a. _____

b. _____

Question 2:- Complete this plan of the flat where the hostages are being kept. If necessary listen to the conversation again.

Mark the following on the plan

a. Name the different rooms.
b. Mark the windows.
c. Mark the TV.
d. Mark where the four hostages and the three terrorists were when these conversations ended.



Unit 7 The Seige Tapescript (Dr. Hicks)

Announcer. There has been a seige in a flat in North London. Some gunmen have taken a number of prisoners hostage and are threatening to kill them if their demands are not met. The flat has been surrounded by the police. You will hear the Police Inspector talking to his men. First look at your worksheet. Listen to the conversations and complete the exercise one i.e. complete the notes.

When you listen for a second time complete exercises two and three. i.e. complete the plan of the flat on your worksheet and complete and link the suggestions and the reasons for rejecting these suggestions.

Before you start make sure you understand the meaning of the words 'a stun bomb' and 'hostages'.

Now listen:

Insp: Alright. First let's see how much we know. Then we can make our plan of action. We know that they are all in the top flat on the sixth floor. There are three terrorists and they all have long criminal records. One of them, Susan O'Cassey is wanted for three murders and he's Irish, a well known IRA man. The second is Japanese, Yuki Ono. We believe he belongs to the red brigade. He's already wanted in Japan for armed robbery. He robbed a bank there last year. A cashier was killed in that robbery. The third's an Englishman. James Bentley, Public

School, the best education and so on, but he's a well known drugs dealer and dealer in illegal arms and explosives. We've been after him for years. All three are ruthless and will kill without hesitation. So we've got to be very careful. We also know that they are armed and probably have some bombs as well as guns. If a bomb goes of they'll kill not only the hostages but a lot of other people in those flats.

Sarge: What about the hostages? How many've they got?

Insp: A family of four. The Wilsons. The father's about fifty and he's got a bad heart. Not in very good health. His wife's about thirty five and they've the two children in there - a son of 15 and a daughter of 13.

Sarge: The poor kids. They must be petrified. We must get them out.

Insp: Sure. But how?

Sarge: What do they want? Do we know?

Insp: Yes. We know. O'Cassey's been shouting out of the window. They want £100,000 and a helicopter on the roof. Plus a free passage.

Sarge: Blimey. Couldn't we just attack them with a stun bomb. We'd break down the front door and charge in. No one would get hurt. The bomb just makes an almighty noise, blinding flash and smoke. The noise of the bomb and the smoke would stun them all for half a minute. In that time we'd have them all. We'd be out within a minute. They've used those bombs against plane highjackers. They're fantastic.

Insp: Perhaps. But there are risks. For a start we don't know where they are in the flat. There's a plan of the flat here. Look at it. This is the front door. We can enter that quickly enough. As you enter there's a kitchen on the left and a toilet bathroom on the right. Now I doubt if they're in either of those rooms. They're too small. Then, down this corridor

there's the sitting room. See.

Sarge: That's easy then sir. They're sure to be in the sitting room aren't they? Look, there's a TV in the corner near the kitchen. They'll all be watching that-hoping to see themselves on Tele. Why don't we just break open the door, throw one stun bomb into the sitting room and - It'll all be over in a minute.

Insp: Hang on. Yes, we could do that. But look at the map. There are two bedrooms here, both on your right. A stun bomb in the sitting room wouldn't help if any of them are in the bedroom. As soon as we broke the front door down they'd hear us. They'd have killed at least one hostage before you could reach either bedroom. Or set off a bomb and we'd all be dead. And look at these steps in the corridor. You'd be bound to fall over them.

Sarge: Thanks. So what do you suggest? Could we get through a window.

Insp: Possibly. There's a window in the kitchen plus two in the dining room and one in the large bedroom. We could climb up to those. One man through each window. But they might see us climbing up. And anyway, what happens if they're in the small bedroom.

Sarge: But surely the other rooms must have some ventilation.

Insp: They do, of course. There's a small skylight from the roof into every room but it's very narrow, about six inches. I'd like to see you jumping through that with your big stomach.

Const: I suggest that we just accept their demands. Give them the money and the plane and then catch them later. We've got their photos and everything haven't we?

Insp: If we give them the money and the helicopter they'll be in South America for breakfast. Probably with the hostages- then what'll happen. We'd never catch them again.

Sarge: How about letting them have the helicopter and then just as they are getting onto the plane we can shoot them. We've got some of the best gunmen around. They can wait on those other rooves and pick them off.

Insp: That's possible. But they want the helicopter parked just next to the exit from the roof. They'd only have about five yards to run.

Sarge: So. What are we to do? What do you suggest.

Const: What about negotiating with them. Couldn't we talk to them and come to some compromise.

Insp: What could we offer them? Either we let them go or we don't. But I think I've got the answer. I suggest that we.....

Now listen to the conversation taking place in the flat. Two of the hostages are talking.

Mother What are they going to do to us.

Daughter I don't know. But what are we going to do. We can't just lie here. We must think of a way of getting help.

Mother Sh. One of them's coming.

Bentley So. The police have surrounded this place. I can see them through the window. I warn you. If you shout, or try and communicate with them then your dead. And if they try and to come and get us your dead as well. You'd better just pray that they send us up the money and the helicopter. They've got until midnight to meet our demands. We've got that front door so well secured that no one will be able to blast his way in. The fridge and that enormous cupboard against it. It'll take them a good five minutes break that lot down. And if they try you'll all be dead long before they get in. Now I'm going to cook us all a nice meal.

Daughter How can we eat with our hands tied up like this.

Bentley Ha! Don't worry. You've still got a mouth. I'll put the food on the floor. You seen how a dog eats, haven't you.

Mother We're not hungry. And where's my son and husband?

Bentley They're OK. They are both nicely tied up on the bed in the small bedroom. Susan and Yuki are looking after them. They are also arranging a nice little bomb. A special device that Yuki will tie to his waist - just in case any one tries to attack us. Then if Yuki falls down he blows up- so do we all. But you'll all be alright as long as everyone does what we've asked. You stay there under the window. Then no [illegible] can see you.

(PAUSE)

Daughter Mum. Look, he hasn't tied my hands up very well. I can get free. And I can untie you.

Mother Don't be silly. He'll shoot you.

Daughter He's busy in the kitchen. Look I suggest that this is what we do. As soon as I've untied us I'll go to the kitchen door. You go to the bedroom door. As The English man comes out I'll hit him on the head with that whisky bottle. You take the other bottle. If anyone comes out of the bedroom hit him hard. OK. Then get his gun.

Mother No that's too much of a risk. There are three of them remember and they all have guns. Even if we knock out two, the third will still be there with his gun and with the John and William tied up in the bedroom.

Daughter But if I could knock out the one in the kitchen without any noise. Then we could wait until the others come out.

Mother No. You'll get us all killed. Let's just leave it to the police. They're the experts at this.

Daughter But they may never come

Now complete the exercises in part one of your worksheet.

Exercise 6

Invitations - (By Beliyou Fekede)

A) Listen to the dialogue and show whether each was able to come or not, or if he/she was unsure using the key below.

Key:

can go: ✓
can't go: x
unsure: ?

Name	Mark	Reason
Elsa	----------	----------
Abebe	----------	----------
Helen	----------	----------
Assefa	----------	----------
Ghenet	----------	----------
Haile	----------	----------
W/ro Tegist	----------	----------

B) Now listen to the dialogue again and write the reason why each of the above people can or cannot come in the table.

C) Using the information you hear in the cassette fill in the blank spaces in the invitation card.

You are invited to

a _____

by _____

on _____

at _____

at _____

Tel.443231

D) Now listen again and decide

a) Who are Almaz's close friends?

_____ _____ _____ _____

b) Who she knows quite well?

_____ _____ _____ _____

c) Who she doesn't know as friends

_____ _____ _____ _____

TAPESCRIPT (Not to be printed for students - only for recording)

(Invitations Asking, accepting and rejecting.
Pronunciation - Weak Forms)

Spoken English - Unit 2

Int- This unit will give you practice in giving accepting and rejecting invitations.

Part 1 Listening Comprehension.

Int Look at your work sheet. When you have understood the first exercise then listen to the telephone conversations that follow. Stop your tape until you have studied the worksheet. Then continue.

S- Telephone bell ringing and being picked up

A Hello

B Hi, Almaz. This is Elsa.

A Oh, hi Elsa. How are you?

B Fine. Um. er Almaz, I'm giving a party, a surprise party for Mulu's birthday. It's on Saturday night at my house. Can you come?

A I'd love to. What time?

B Around 7:00

A Shall I come earlier to help you prepare things?

B That would be very kind of you. You can help me decorate the room and lay the tables. Can you come around 5:00 then?

A Fine. By the way, how many people are you inviting?

B Um. Let me see. From our class there's Abebe and Helen, Guenet and Haile, and Assefa, and there's our Maths teacher, Ato Alemu and his wife, and Mulu's parents. That makes nine people.

A That makes twelve including you and me and Mulu. That'll be lovely. All right. See you on Saturday about 5:00.

B See you then Almaz. Bye

PAUSE - 10 secs approx

Int Dialogue 2

S- Telephone bell ringing and being picked up

D Hello

B Is Assefa at home?

D Speaking

B This is Elsa

D Oh, hi Elsa. How are you?

B I'm fine thanks. Can you come to a birthday party at my house?

D I'd love to. When is it?

B On Saturday at seven o'clock.

D Saturday? Oh, I'm invited to another party on Saturday and I've already promised to go. I'm sorry.

B Oh, well. Some other time then.

D Thanks anyway. Bye.

B Goodbye Assefa. See you soon.

PAUSE

Int Dialogue 3

S- Telephone bell ringing and being picked up

C Hello

B May I speak to Abebe, please?

C Speaking

B Oh, hi Abebe. This is Elsa

C Oh. hello Elsa. How's everything?

B Okay. How's Helen?

C She's fine thanks.

B Would you and Helen like to come to a birthday party at my house on Saturday night.

D Oh, I'm sorry Elsa, but Helen and I are already invited to another party Saturday night.

B Oh. that's too bad. Another time then. Bye Abebe

C Bye.

Int Dialogue 4

S- Telephone bell ringing and being picked up

E Hello

B Is that Guenet? This is Elsa²

E Oh. Hello Elsa. How are you doing.

B Fine thanks. I just called to ask if you and Haile could come to a birthday party at my house on Saturday night.

E Um, er. I'm not sure if we've planned anything for Saturday night. Look. Is it all right if I find out from Haile and then call you back this evening.

B Sure.

E Bye for now.

B Bye Guenet.

Appendix V

Addis Ababa University

Institute of Language Studies

School of Graduate Studies

Listening Ability Test for Grade Seven
(Based on the Taped Material: Maths)

የሰባተኛ ክፍል የማጓመጥ ችሎታ መመዘኛ

/በቴፕ ከተቀረጸው የሂሣብ ትምህርት/

መግለጫ:— የጽሑፍ መልስ ከሚያስፈልጋቸው ጥያቄዎች በስተቀር አብዛኛዎቹን ጥያቄዎች የሚመለሱት " " ወይም " X " ምልክት በማድረግ ነው:: ፈታኙ አያንዳንዱን ጥያቄ ሁለት ጊዜ ያነብላቸኋል::

ክፍል አንድ

መልስህ " Yes " ከሆነ "Yes" በሚለው ሥር " " ምልክት በማስቀመጥና

መልስህ " No " ከሆነ "No" በሚለው ሥር " " ምልክት አስፍር::

	Yes	No
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

ክፍል ሁለት

አረፍተ ነገሩ "እውነት" ከሆነ " " ምልክትና "ውሸት" ከሆነ " x" ምልክት በማስቀመጥ መልስ

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

ክፍል ሰስት

በሰንጠረዧ ለ ተሰጡት ጥያቄዎች ትክክለኛ መልስ በሆነው ሥር "✓" ምልክት በማድረግ መልስ::

No	Positive rational numbers	Negative rational numbers
1		
2		
3		

ክፍል አራት

ለጥያቄዎቹ አማራጮቹ ተሰጥቷል:: ትክክለኛውን መልስ በመምረጥ በ A,B,C,D, ሥር የ"·" ምልክት በማስቀመጥ መልስ::

	A	B	C	D
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___
5.	___	___	___	___

ክፍል አምስት

Addis Ababa University

Institute of Language Studies

School of Graduate Studies

Listening Ability Test for Grade Seven

Based on the taped material: Science

— የሰባተኛ ክፍል የማጻመጥ ችሎታ መመዘኛ — /አንደኛ መመዘኛ/

/በቴፕ ከተቀረጸው የሳይንስ ትምህርት/

መግለጫ:— የጽሑፍ መልስ ከሚያስፈልጋቸው ጥያቄዎች በስተቀር አብዛኛዎቹን ጥያቄዎች የሚመለሱ "✓" ወይም "×" ምልክት በማድረግ ነው:: ፈታኙ እያንዳንዱን ጥያቄ ሁለት ጊዜ ያነብላቸኋል::

ክፍል አንድ

መልስህ "Yes" ከሆነ "Yes" በሚለው ሥር "✓" ምልክት በማስቀመጥና መልስህ "No" ከሆነ "No" በሚለው ሥር "✓" ምልክት አስፍር::

	Yes	No
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

ክፍል ሁለት

አረፍተ ነገሩ "እውነት" ከሆነ "✓" ምልክትና "ውሸት" ከሆነ "×" ምልክት በማስቀመጥ መልስ::

1. _____ 4. _____

2. _____ 5. _____

3. _____

<u>ክፍል ሶስት</u>

ትክክለኛውን መልስ ስጥ

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

<u>ክፍል አራት</u>

በሰንጠረዥ ለተሰጡት ጥያቄዎች ትክክለኛ መልስ በሆነው ሥር "✓" ምልክት በማድረግ መልስ::

No.	Bright Flowers	Dull Flowers
1		
2		
3		
4		
5		

<u>ክፍል አምስት</u>

ለጥያቄዎቹ አማራጮች ተሰጥቷል:: ትክክለኛውን መልስ በመምረጥ በ A,B,C,D ሥር የ"✓" ምልክት በማስቀመጥ መልስ::

	A	B	C	D
1.	______	______	______	______
2.	______	______	______	______
3.	______	______	______	______
4.	______	______	______	______
5.	______	______	______	______

ክፍል ሰይስት

በሰዕሉ የተመረጡትን አረፍተ ነገር "እውነት" ከሆነ "✓" ምልክትና "ውሸት" ከሆነ "✗" ምልክት በማድረግ መልሱ::

A. _____

B. _____

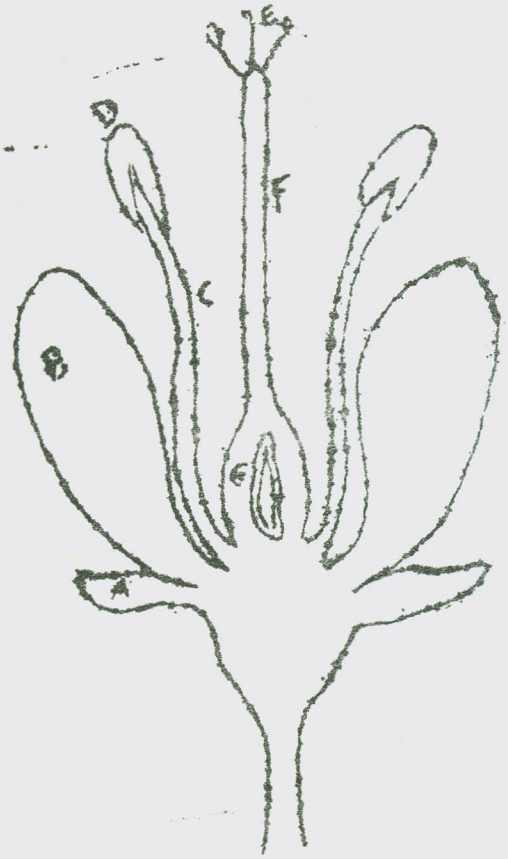
C. _____

D. _____

E. _____

ክፍል ሰበት

በሰዕሉ የሚገኙ ፊደሎች / A,B,C,D,E,F, G,.... / ከአስበባቡ ከፍሉቸ ሥም ጋር አዛምዱ::



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Addis Ababa University

Institute of Language Studies

School of Graduate Studies

Listening Ability Test for Grade Seven

(Based on the taped material - Geography)

የሰባተኛ ክፍል የማዳመጥ ችሎታ መመዘኛ፣

/በቴፕ ከተቀረጸው የጀግራፊ ትምህርት/

መግለጫ፣ የጽሑፍ መልስ ከሚያስፈልጋቸው ጥያቄዎች በስተቀር አብዛኛዎቹን ጥያቄዎች የሚመልሱት "✓" ወይም "×" ምልክት በማድረግ ነው:: ፈታኙ ሶያንዳንዱን ጥያቄ ሁለት ጊዜ ያነብላቸኋል::

ክፍል አንድ

መልስህ "Yes" ከሆነ "Yes" በሚለው ሥር "✓" ምልክት በማስቀመጥ መልስህ "No" ከሆነ "No" በሚለው ሥር "✓" ምልክት አስፍር::

	Yes	No
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

ክፍል ሁለት

አረፍተ ነገሩ "እውነት" ከሆነ "✓" ምልክትና "ውሸት" ከሆነ "×" ምልክት በማስቀመጥ መልስ::

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

ክፍል ሰስት

ትክክለኛውን መልስ ስጥ

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

ክፍል አራት

ለጥያቄዎቹ አማራጪቹ ተሰጥቷል:: ትክክለኛውን መልስ በመምረጥ በ A,B,C,D, ሥር ".." ✓ ".." ምልክት በማስቀመጥ መልስ::

	A	B	C	D
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___
5.	___	___	___	___

ክፍል አምስት

የሚከተሉት ምን ዓይነት አለቶች ናቸው ?

A. _____ B. _____

ክፍል ስድስት

ንብርብር አለቶች /Sedimentary Rocks...../ የሚገኙባቸው ቦታዎች A, B, C, D, በመባል በካርታው ሰፍረዋል::

A. _____
B. _____
C. _____
D. _____

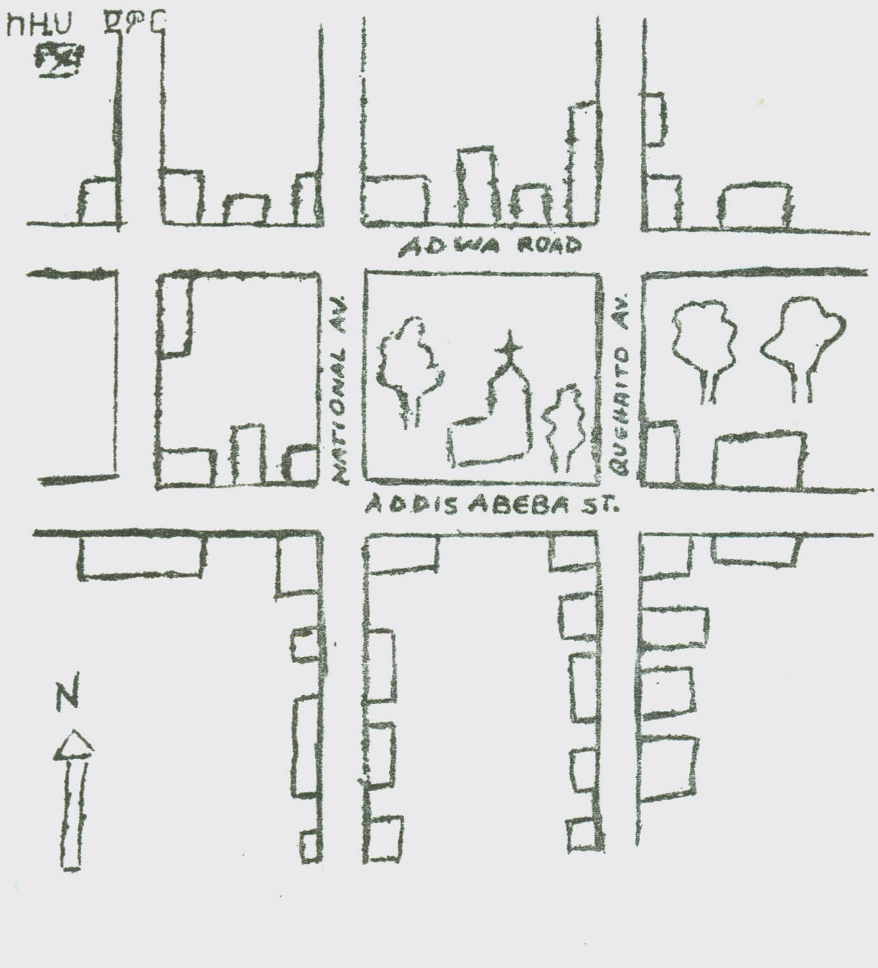
የንባብና ካርታ የማንበብ ችሎታ መመዘኛ (2ኛ መመዘኛ)

/አጠቃላይ/

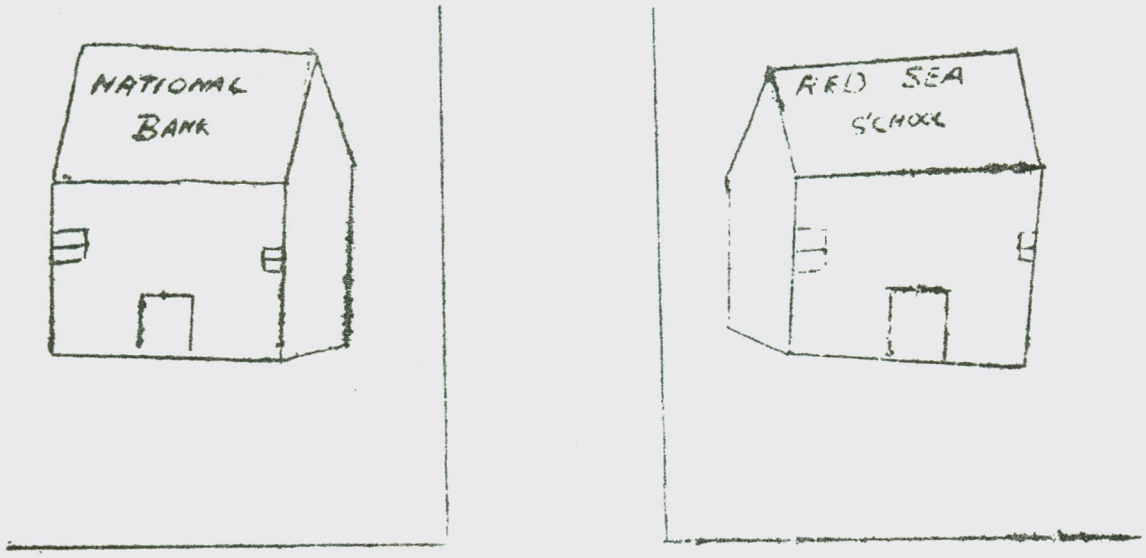
ክፍል አንድ

መግለጫውን በማዳመጥ ወደ ቀይ ባሕር ፋርማሲ የሚያስወስደው መንገድ እንደሚከተለው በቀስት → → ↓ → → → ↑→ አመልከት::

ከዚህ በመቀጠል በካርታው ላይ የሚከተሉትን ቦታዎች POST OFFICE = PO RED SEA PHARMACY - RSP በማለት ትክክለኛ ቦታቸውን አመልከት::



ከፍለ ሀገ



ክፍል ሰስት

በመልስ መስጫ ወረቀትህ ላይ ስዕሎቹ ይገኛሉ:: ከስዕሎቹ መካከል አንዱን የሚያመለክት ቃል የያዘ አጭር አረፍተ ነገር ይነበብልሃል:: የተነበበልህን ቃል የሚያሳይ ስዕል የቱ መሆኑን ለይተህ በትክክለኛ ፊደሉ ሥር "✓" ምልክት በማስቀመጥ መልስ::

	A	B	C	D
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___
5.	___	___	___	___
6.	___	___	___	___

ክፍል አራት

በመጀመሪያ አንድ አረፍተ ነገር ወይም ጠረግ ታዳምጣለህ:: ቀጥሎም ሌሎች አማራጮች ቀርቧልና ከማራጮቹ መካከል የመጀመሪያውን ዓረፍተ ነገር /ጠረግ/ በይበልጥ የሚያሟላውን መርጠህ ምርጫህን በ /✓/ ምልክት አሳይ::

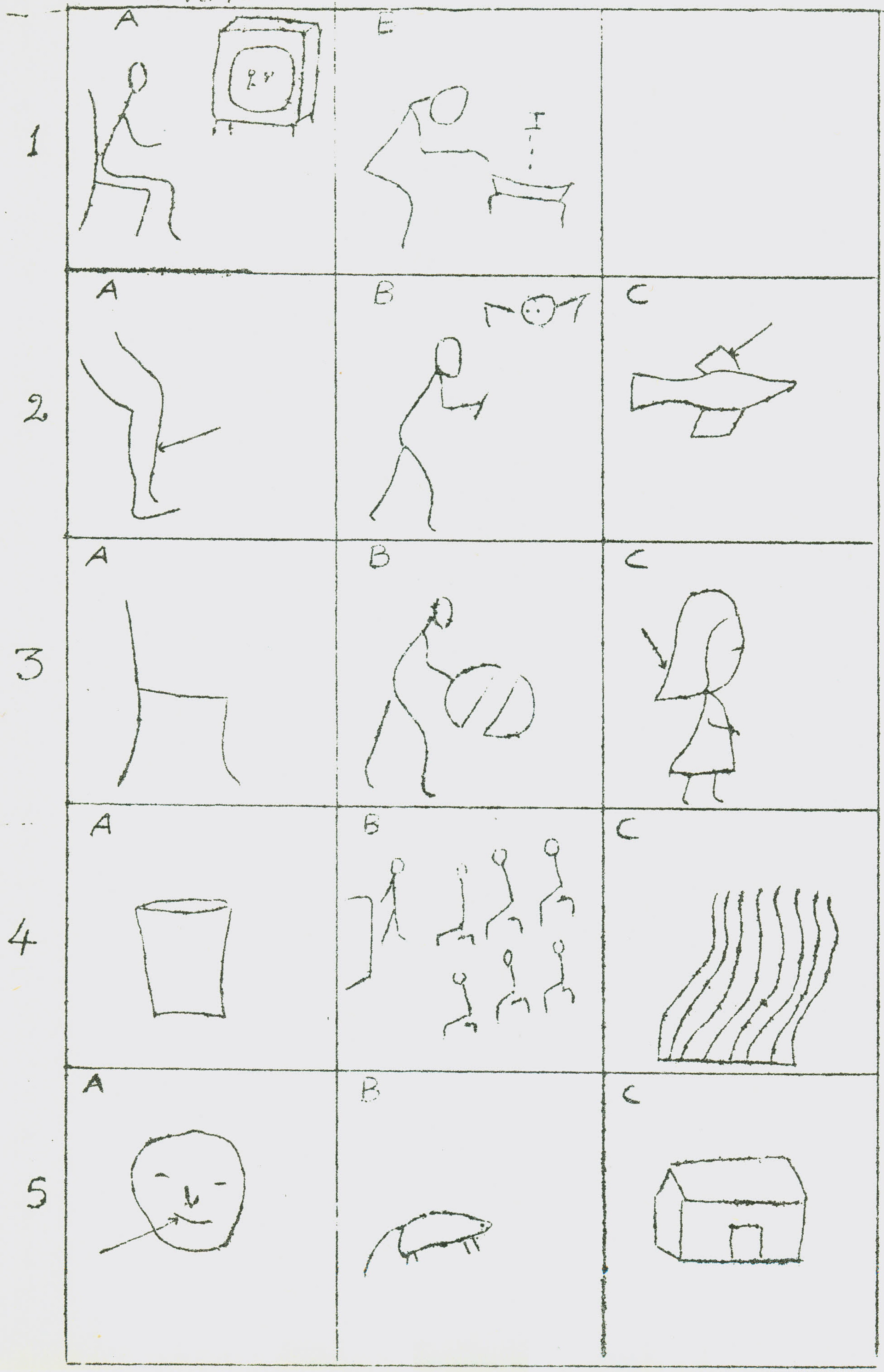
	A	B	C	D
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___
5.	___	___	___	___

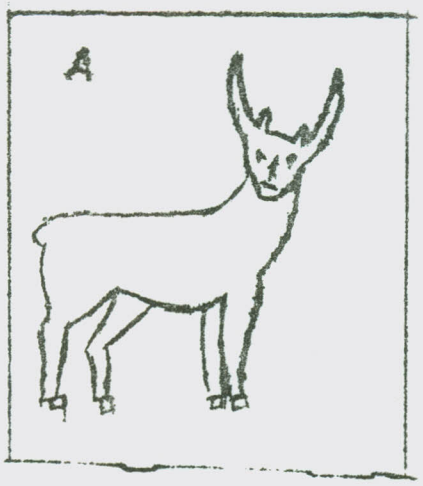
ክፍል አምስት

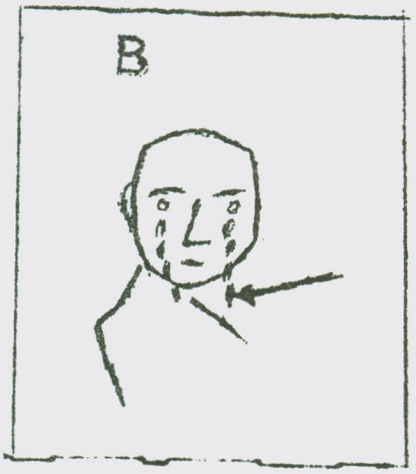
ጥያቄውን ከዳመጥክ በኋላ ከተሰጡት አማራጭ መልሶቹ መካከል ተክክለኛውን መልስ በመምረጥ በመልስ መስጫ ወረቀት ላይ አመልክት:: /✓/

	A	B	C	D
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___

ክፍል ስምንት




A

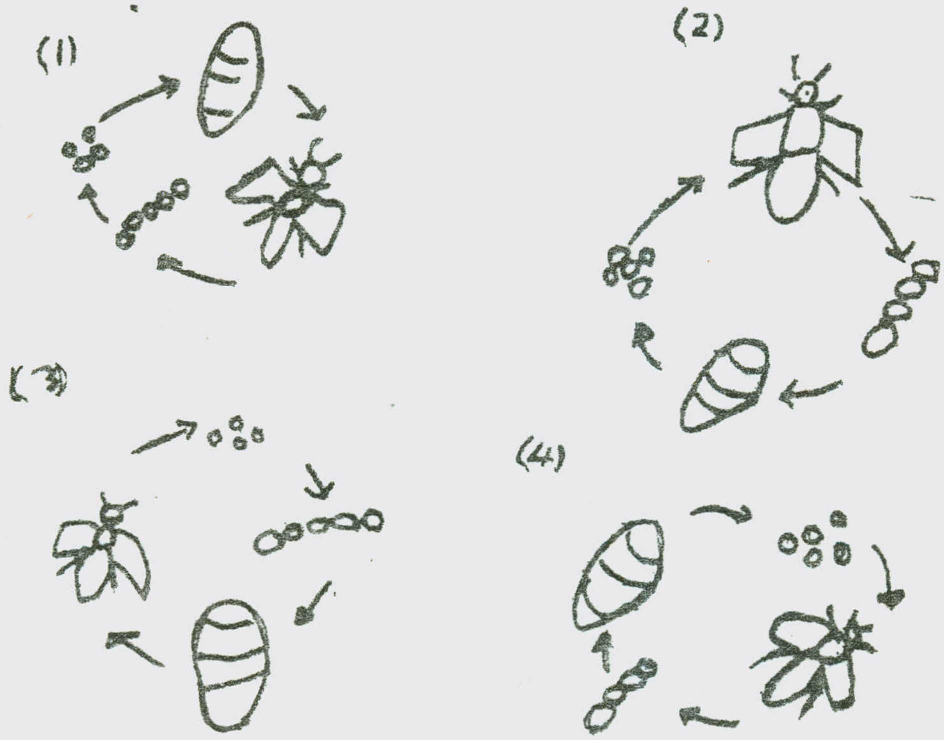

B

ክፍል ስድስት

መግለጫዎቹንና ስተታዎችን ካዳመጥክ በኋላ ቀጥሎ ከሚቀርቡት አማራጮች መካከል ትክክለኛውን በመምረጥ መልስ/"√" በማድረግ መልስ/

	A	B	C
1.	______	______	______
2.	______	______	______
3.	______	______	______
4.	______	______	______
5.	______	______	______
6.	______	______	______

ክፍል ሰባት



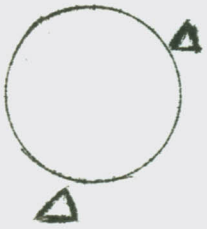
1. ____________
2. ____________
3. ____________
4. ____________

ክፍል ሰምንት

ከአራቱ ስዕሎቸ አንዱን በትክክል የሚገልጽ የተኖው ዓረፍተ ነገር ነው::

አዘምዓቸው

A



B

C

D

A. _____

B. _____

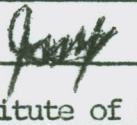
C. _____

D. _____

DECLARATION

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

Name:- Tewelde Gebreyohannes

Signature:- 

Place:- Institute of Language Studies
Addis Ababa University

Date of Submission:- June 8, 1988