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### **DEBRE MARKOS UNIVERSITY JOURNAL OF INTERDISCIPLINARY STUDIES (DMUJIDS)**

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Authors are responsible for all the contents in their article(s) including accuracy of the facts, statements, citing resources, and so on published in this journal.

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## **Debe Markos University Journal of Interdisciplinary Studies (DMUJIDS)**

### **1. Introduction**

Debre Markos University, as part of its mission, is responsible not only to assist its academic staff to conduct problem solving research but also to disseminate research findings timely and appropriately. To this end, it has been publishing the research findings on annual symposium proceedings. However, the demand from the academic staff to have a scientific journal to publish their works initiates the launching of Debre Markos University Journal of Interdisciplinary Studies,( here after referred to as DMUJIDS), the first journal in the history of the University.

### **Aims and Objectives**

DMUJIDS is an interdisciplinary journal that aims to contribute knowledge to the academic world by publishing original research works from various disciplines. Our dedicated technical and editorial team members from different fields of studies ensures the quality and standard of the journal.

This journal is published bi-annually and is peer reviewed, dedicated to issues in all disciplines. The journal publishes original research and review articles in areas of agriculture, technology, science, health, business, justice and humanities. The journal addresses both theoretical and empirical problems related to the areas of study aforementioned.

### **2. Editorial Policies**

DMUJIDS has the following editorial policy. This policy describes guidelines in the publication process of our journals.

#### **2.1. Authorship**

An author is an individual who has significantly contributed to the development of a manuscript. DMUJIDS recommends that authorship be based on the following four criteria:

I. substantial contributions to the conception/design of the work

II. acquisition, analysis or interpretation of data for the work

II. drafting the work or revising it critically for important intellectual content, and

IV. final approval of the version to be published.

## **2.2. Acknowledgements**

Individuals who participate in the development of the manuscript but do not qualify as an author should be acknowledged. Organizations that provided support in terms of funding and/or other resources (if any) should also be acknowledged.

## **2.3. Submission of Manuscript**

Authors should read the "Instruction for Authors" section of this guideline before making a submission. Manuscript should be prepared according to the style and specifications of the journal's policy. Submission should be electronic, provided that the text, tables, and figures are included in a single Microsoft Word file in Times New Roman font. A cover letter that contains the corresponding author's full address, i.e. telephone/fax numbers, and should be sent to the editor as an attachment with the file name that begins with the first author's surname. The author(s) may also suggest three to five reviewers for the manuscript, however, DMUJIDS may designate other reviewers.

The submitting (corresponding) author is responsible for ensuring that the article's publication has been approved by all the other coauthors. It is also the author's responsibility to ensure that the articles emanating from a particular institution are submitted with the approval of the necessary institution. Authors listed on the manuscript should meet the requirements for authorship specified above. The contribution of each of the authors shall be specified.

All authors should approve the final version of the manuscript prior to submission. Once a manuscript is submitted, it is therefore assumed that all authors have read and given their approval for its submission. Only an acknowledgement from the editorial office officially establishes the date of receipt. In this regard, a manuscript number will be mailed to the corresponding author within two days. Further correspondence and proofs will be sent to the corresponding author before publication unless indicated otherwise.

## **2.4. Conflict of interest**

Authors should disclose all financial/relevant interest that may have influenced the development of the manuscript. Reviewers should disclose any conflict of interest and if necessary, decline the review of any manuscript they perceive to have a conflict of interest. Editors should also decline from considering any manuscript that may have conflict of interest. Such manuscripts will be re-assigned to other editors/reviewers.

## **2.5. Confidentiality**

A submitted manuscript is a confidential material. DMUJIDS management body will not disclose submitted manuscript to anyone except for editorial staff, potential reviewers, actual reviewers and editors (individuals who partake in the processing and preparation of the manuscript for publication) . However, in suspected cases of misconduct, a manuscript may be revealed to members of DMUJIDS ethics committee and institutions/organizations that may require it for the resolution of the misconduct.

## **2.6. Peer review**

DMUJIDS operates a double blind review process that is an important aspect of the publication of an article. It helps an editor in making decision on an article and enables the author to improve the manuscript.

Author(s) identity is removed from the manuscript and is hidden from the reviewers during the review process. The reviewer is left with only the manuscript without any information that might enable him/her uncover the identity of the author(s). Information such as name, address/affiliation, country, phone/fax number and email of the author(s) is removed. Any information in the acknowledgement and declaration of conflict of interest that may lead to the uncovering of the identity of the author is also removed from the manuscript prior to sending it to reviewers. Manuscripts are assigned to two or more qualified reviewers.

Reviewers make one of the following recommendations : Accept as is, requires minor corrections, requires moderate revision, requires major revision, or reject.

A Review Certificate is issued to reviewers after they review of the manuscript and the review reports will be sent to the author(s) without the identity of the reviewers' identity. A minimum of two review reports (one internal and one external) are required per manuscript. On receipt of the author(s) revised manuscript, the original one attached with the revised one and the review reports are sent to the editor. The editor makes one of the following decisions: accept, the manuscript requires improvement, or reject.

The editor has the authority to "Accept" or "Reject" a manuscript. If it is accepted, an Acceptance Certificate is issued to the author(s), and the manuscripts are processed for publication. If it is rejected, the author(s) are informed about the decision and no further processing is done on the manuscript. If it requires improvement, it is sent to the author(s) with the editor's recommendation for further revision. The editor makes a final decision on the revised one to "Accept" or "Reject" it.

## **2.7. Misconduct**

Misconduct constitutes violation of this editorial policy, journal policies, publication ethics, or any applicable guidelines/policies. Any other activities that threaten/compromise the integrity of the research/publication process are potential misconducts. Suspected cases of misconduct will be investigated according to Committee on Publication Ethics (COPE) guidelines.

## **2.8 Changes in authorship**

Whenever there is a need to make changes in the authorship of the manuscript or a published article, it will be implemented according to COPE's specification. Only corresponding authors can make request for a change in authorship. Request should be made to the editor.

## **2.9. Correction and retraction of articles**

Corrections may be made to a published article with the authorization of the editor of the journal. Editors will decide the magnitude of the corrections. Minor correction are made directly to the original article. However, in cases of major corrections, the original article will remain unchanged, while the corrected version is published. Both of the two versions are published together with a statement indicating the reason for the major change to the article. When necessary, retraction of articles is done according to COPE retraction guidelines.

## **2.10 Copyright Notice**

Submission of an article to **DMUJIDS** implies that the paper has not been published previously (except in the form of proceedings, an abstract or as part of an academic thesis) or is not under review for publication elsewhere. Material which has been previously copyrighted, published, or accepted for publication will not be considered for publication in this journal. Submission of a manuscript is interpreted as a statement of certification that no part of the manuscript is copyrighted by any other publisher nor is under review by any other formal publication.

Responsibility for opinions expressed rest solely with the author(s) and their organizations and is not the responsibility of the **DMUJIDS** or its Editorial Board. The corresponding author is responsible to obtain all necessary copyright release permissions for the use of any copyrighted materials in the manuscript prior to the submission. The Editors reserve the right to edit or otherwise alter all contributions, but authors will receive proofs for approval before publication. The journal is not responsible for subsequent uses of the work. It is the author's responsibility to bring an infringement action if so desired by the author.

## **2.11. Plagiarism Policy of DMUJIDS**

Plagiarism refers to the presentation or submission of the work of another party without citation or credits as one's own work. DMUJIDS does not allow any form of plagiarism, as it consider it a serious breach of scientific ethics. If the editorial board/author/readers/ find plagiarism in a manuscript already published in DMUJIDS, the journal's executive board will take appropriate action accordingly.

Such an action could include disclosure of the report or conclusions of the evaluation committee in the journal, expelling the author from DMUJIDS, barring the author (black listing) not to publish in the journal again or any other appropriate sanctions are made on the author. In addition, the published article is withdrawn from the website with a note of "Plagiarized" along with the published title. Authors are also be marked the same. On the web page, the link to the full text article will be disabled.

### **3. Instructions to Authors**

The DMUJIDS welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence. English is the official language of the journal. Before submitting articles to the journal, authors must confirm that the submitted manuscript is their original work of and it is not published on or submitted for other journals concurrently. Conflict of interest should be clearly stated, the sources of data used in the development of the manuscript should be properly acknowledged, and all errors discovered in the manuscript after submission must be swiftly communicated to the editor.

#### **3.1. Manuscript preparation guidelines**

Preparation of the manuscript to be published in DMUJIDS should be made as per the following guideline.

##### **3.1.1. Manuscript preparation Checklist**

All the articles should adopt the APA style (latest edition) and include the following items as per their order.

##### **3.1.2. Manuscript preparation checklist**

As part of the submission process, authors are required to check off their submission's compliance with all of the requirements stated in this guideline. Submissions which do not adhere to this guideline will not be considered.

##### **3.1.3. Types of articles considered for publication in DMUJIDS**

Original research papers, review articles, correspondences (letter to the editor), short communications, case reports, and new perspectives are eligible for publication in this journal.

##### **3.1.4. Original Research paper**

Papers should be prepared in A4 (8.27X 11.69") page size, using standard fonts with size of 12, double-space with at least 1" (2.5cm) margin all around. All pages should be numbered starting from the title page. Times New Roman fonts must be used and remain uniform throughout the text. The authors must strictly adhere to the proper format of the journal for all sections of the manuscript. Reference should be made to papers in recent issues for the general layout of the

paper and for details. For authors whose native language is not English, DMUJIS strongly recommends serious edition of the language of their manuscripts before submission to avoid delays in receiving and processing its publication.

The manuscript should be organized in the following order:

#### **A. Title**

The title should be a brief phrase accurately describing and reflecting the contents of the paper. The title page should include the author's full names and affiliations, the name of the corresponding author along with phone, fax, and email information. Present addresses of authors should appear as a footnote.

#### **B. Abstract and Keywords**

The abstract should be informative and completely self explanatory. It should briefly present the topic, state the scope of the study, indicate significant data, and point out major findings and conclusions. The abstract should not be more than 300 word. Complete sentences, active verbs and the third person should be used. The tense should be in simple past. Standard nomenclature should be used and abbreviations should be avoided. No literature should be cited. Following the abstract, about 3 to 7 keywords that may provide indexing references should be listed.

#### **C. Introduction**

The introduction should provide a clear statement of the problem, the relevant literature on the subject, and the proposed approach or solution.

#### **D. Methodology**

Materials and methods should be complete enough to allow the study to be produced. However, only truly new procedures should be described in detail; previously published procedures should be cited and important modifications of published procedures should be mentioned briefly. Methods in general use need not be described in detail.

## **E. Results/Findings**

Results should be presented with clarity and precision. They should be explained, but largely without referring to the literature. Discussion, speculation and detailed interpretation of data should not be included in the results but should be put into the discussion section.

## **F. Discussion**

The discussion should interpret the findings in view of the results obtained in this and in the past studies on the topic. This section can include subheadings, and when appropriate, both sections can be combined.

## **E. Conclusion and Recommendations**

State the conclusions in a few sentences at the end of the paper. Your recommendations should be related to your discussions throughout the paper.

## **F. Acknowledgements**

The acknowledgements (if necessary) of people, grants, funds, etc. should be brief.

## **G. References**

Consult APA (latest edition)

### **3.1.5. Review Articles**

It is expected that review articles would be written by individuals who have done substantial work on the subject. The following five types of reviews can be considered for publication in DMUJIDS.

**1. *Current Perspectives*:** These articles should provide insight into or comments on current directions of research on a topic, or they discuss potential new approaches to an area of investigation. It may include: abstracts (not more than 300 words), Keywords(3-5), up to 20 typewritten pages for the main body of the text, and minimum of 40 references.

**2. Critical Reviews:** These should cover a current topic of interest that has not been recently reviewed, emphasizing a critical discussion of noteworthy developments in the field; the should not be just a compendium of studies on the topic and should not be only autobiographical. Its components are: abstract (300 words), keywords 3-5, up to 40 typewritten pages for the main body of the text, and maximum of 110 references.

**3. Survey Reviews:** Should be a comprehensive survey of the research on a topic that has not been recently reviewed. It includes: abstract (300 words), keywords 3-5, up to 70 typewritten pages for the main body of the text, and maximum of 320 references.

**4. Forum Mini reviews:** An organizer on a particular topic puts one set of reviews together; each set is composed of a maximum of 6 mini review articles and a preface. It covers: abstract (200 words), keywords 3-5, up to 15 typewritten pages for the main body of the text, and a maximum of 30 references.

**5. Recent Techniques (in any area):** The purpose of this review is to introduce recently developed techniques worldwide. The articles should be written in sufficient scientific detail and format to explain the characteristics of the techniques. It contains: abstract (250 words), key words 3-5, up to 70 typewritten pages for the main body of the text, and a maximum of 300 references.

The journal expects the contributors to give post-publication updates on the subject of review. The update should advance in the field after the publication of the article and should be sent as a letter to the editor.

### **3.1.6. Correspondence (Letter to the Editor)**

These should be short and decisive observations. The journal will occasionally consider publishing letters to the editor from readers and authors in the "Correspondence" section. Letters should be comments and clarifications on articles that have recently been published in this journal and be in concise form. They should preferably be related to articles previously published in the journal or they should not be preliminary observations that need a later paper for validation. The letter could have up to 700 words, and it could be generally authored by not more than four authors.

### **3.1.7. Short communications**

Short communications should present a complete study that is limited in scope than is found in full-length papers. The items of manuscript preparation listed above apply to short communications with the following differences: abstracts are limited to 100 words; main body of the text of these communication should be not more than 2,000 words that normally occupy four journal pages and without any subheadings; manuscripts should contain not more than two figures and/or tables; maximum of 15 references and 2-4 keywords or short phrases for indexing should be mentioned.

### **3.1.8. Case reports**

New, interesting and rare case can be reported. They should be unique, describing a great diagnostic or therapeutic challenge for the readers. Cases with clinical significance or implications will be given priority.

The manuscript could be up to 1000 words (excluding references and abstracts). These reports should have the following headings: abstract (150 words), key-words (3-5 words), introduction, case report, discussion and reference (maximum 12).

### **3.1.9. *New perspectives***

Newly detected diagnostic method, new drug or indication, any new finding or anything still under research which is going to be available can be discussed here. Word count should be maximum of 800, eight references, two table/figures and four authors.

## **3.2 Research Ethics**

Studies involving human subjects should be conducted according to the World Medical Association (WMA) Declaration of Helsinki-Ethical Principles for Medical Research Involving Human Subjects. Studies involving animals should follow appropriate ethical guidelines such as the Animal Welfare Act, The Animals Act (Scientific Procedure) order 1993, the EU parliament directive on the protection of animals used for scientific purposes, ARRPs policies and guidelines, etc.

#### **4. Review process**

The review process is an important aspect of the publication process of an article. It helps an editor in making decision on an article and also enables the author to improve the manuscript. DMUJIDS operates a blind peer review system.

Before accepting to review a manuscript, reviewers should ensure that the manuscript is within their area of expertise, and they can dedicate the appropriate time for the work. All manuscripts are reviewed by an editor and members of the Editorial Board or qualified outside reviewers. Decisions will be made within two weeks and reviewers' comments will be sent to the authors shortly after submission. The editorial board will re-reviewed manuscripts that are accepted pending revision.

#### **Proofs and Reprints**

Electronic proofs will be sent to the corresponding author as a PDF file. Page proofs are considered to be the final version of the manuscript. with the exception of typographical or minor errors, no changes will be made in the manuscript at the proof stage. Alterations should be restricted to serious changes in interpretation or corrections of data. Extensive or important changes on page proofs, including changes to the list of authors or major changes to the title, are subject to editorial review. It is the responsibility of the corresponding author to ensure that all authors listed on the manuscript agree with the changes made on the proofs. Galley proofs should be returned within 48 hours of receipt in order to ensure timely publication of the manuscript. Only the corresponding author should submit one set of galley corrections to DMUJIDS.

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special circumstances. Corresponding authors requesting for waivers must strongly demonstrate why their waiver applications should be granted. Authors who are eligible for waivers should apply immediately after the submission of their manuscripts.

## **6. Copyright**

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## **7. Changes to Authorship**

This policy concerns the addition, deletion, or rearrangement of author names in the accepted manuscripts. Before the accepted manuscript is published, authors are requested to add or remove an author, or to rearrange the names of the authors. If there is any rearrangement made by the authors, it must be sent the letter for rearrangement to the Editor in chief. The letter should include: (a) the reason the name should be added or removed, (b) written confirmation from all authors, including the author being added, that they agree with the addition, removal or rearrangement. Requests that are not sent by the corresponding author will be forwarded by the Editor in Chief to

the corresponding author, who must follow the procedure as described above. Publication of the accepted manuscript is suspended until agreement is reached on the authorship.

## **8. Fundamental Errors in Published Works**

When an author discovers a significant error or inaccuracy in his/her own published work, it is the author's obligation to promptly notify the journal editor or publisher and cooperate with the editor to retract or correct the paper.

## **9. Roles and Responsibilities of Authors, Editors and Reviewers**

There are different actors that participate in the publication process of DMUJIDS. In this section the roles and responsibilities of these actors i.e. editors, reviewers and authors are described.

### **9.1. Roles**

#### **9.1.1. The Role of the Editor in Chief**

- ✓ Receive submitted papers
- ✓ May reject (or accept, rarely) a paper outright, or
- ✓ Select an associate editor with requisite expertise who will, along with reviewers she/he selects, will read in detail and provide written critique and recommendation on whether to publish
- ✓ make final decisions on which papers are published
- ✓ Set standards and conventions for the journal.

#### **9.1.2. The Role of Editors**

- ✓ Read individual papers in detail and decide whether they merit consideration by experts to gauge contribution
- ✓ If yes, send the manuscript to reviewers and request critiques
- ✓ If capable, serve as an additional reviewer
- ✓ Remind referees of the need for timeliness

### **9.1.3. Role of Reviewers**

- ✓ Provide an informed, expert judgment on the merits of a paper in the form of written comments suitable for transmission to the authors.
- ✓ Decide whether the paper represent a genuine, useful advance in methodology, understanding, and/or novel data analysis.
- ✓ send a separate letter or report for the Associate Editor (not to be seen by authors) recommending rejection or publication, either in its current form or after changes/revisions are made.

## **9.2. Responsibilities**

### **9.2.1. Responsibilities of editors**

Editors of DMUJIDS shall handle the following concerns to the standards and ethics of scientific publication:

#### **9.2.2. Set Publication Decisions**

The Management Team of DMUJIDS, consisting of the Editor-in-Chief, and the Editorial Office is responsible for deciding which of the articles submitted to the journal should be published. The Management Team may be guided by the policies of the journal's editorial board and constrained by such legal requirements as shall then be in force regarding libel, copyright breach and plagiarism. The Management Team may confer with other editors or reviewers in making this decision.

#### **9.2.3. Fair Play**

An editor at any time evaluate manuscripts for their intellectual content without regard to the nature of the authors or the host institution including race, gender, sexual orientation, religious belief, ethnic origin, citizenship, or their political philosophy.

#### **9.2.4. Confidentiality**

The editors and any editorial staff must not disclose any information about a submitted manuscript to anyone other than the corresponding author, reviewers, potential reviewers, other editorial

advisers, and the publisher, as appropriate. Journal of Interdisciplinary Science operate a web-based submission system, which is run in a way that prevents unauthorized access. In the case of a misconduct investigation, DMUJIDS may disclose material to third parties (e.g., an institutional investigation committee or other editors).

DMUJIDS doesn't disclose reviewers' identities. However, if reviewers wish to disclose their names and that is permitted.

#### **9.2.5. Disclosure and Conflicts of Interest**

Unpublished materials disclosed in a submitted manuscript must not be used in an editor's own research unless expressed with written consent of the author.

#### **9.2.6. Corrections**

When genuine errors in published work are pointed out by readers, authors, or editors, which do not render the work invalid, a correction (or erratum) will be published as soon as possible. The online version of the paper may be corrected with a date of correction and a link to the printed erratum. If the error renders the work or substantial parts of it invalid, the paper should be retracted with an explanation as to the reason for retraction (i.e., honest error).

#### **9.2.7. Ensuring the Integrity of the Published Record**

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#### **9.4.8. Disclosure and Conflicts of Interest**

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# **1. Major Factors Affecting the Use of Active Learning Techniques in Teaching Speaking and Writing Skills to Freshman Students in EFL Classrooms of Three Ethiopian Universities**

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## ***Abstract***

*The major objective of the study was to explore the factors influencing the use of active learning techniques in teaching speaking and writing skills in EFL classrooms. To achieve this objective, qualitative research approach was followed for the data generation and analysis. The participants of the study were 27 EFL instructors and 17 focus group discussions with students in the freshman program (85 students) in three public universities (University of Gondar, Debre Markos University and Bahir Dar University). After analyzing the interview transcripts using content analysis techniques, two key findings emerged out of the themes. The students' related variables were poor English language background, negative associations with language learning, content irrelevance of English language support courses, and dependency in group work. On the side of EFL instructors, the problems were poor classroom management, lack of administrative support from universities, low perceptions regarding active learning approaches, and the adverse influence of the external social environments. In conclusion, it was found out that the EFL classroom is influenced negatively by many factors of which the major ones are the aforementioned. Thus, these drawbacks need serious attention of the stakeholders to resolve the problems.*

**Key words:** *Teaching, Productive English skills, Active Learning Techniques*

## **1. Introduction**

The Ethiopian Ministry of Education indicated in the education policy that the poor level of English at all levels of the education system was a serious problem (MoE, 2002: 113). Based on a survey study conducted in various Ethiopian public universities in 2007, serious weaknesses

were identified among graduates in their speaking and writing proficiency in English language (MoE, 2007). It was reported that the students struggled to produce and edit written texts and that their verbal interactions in academic and work environments were ineffective. In response to these disconcerting findings, a draft curriculum was prepared by a government taskforce and, after being approved by the ministry of education, became operational in September 2009 across all the universities in the country. It was hoped that the new curriculum would alleviate the challenges discovered in the survey study.

However, after the reform became operational for years, the desired changes were not observed. For example, in a study, the Ministry of Education revealed that both students and their instructors continued to experience considerable difficulty in using English for academic and communicative functions; English language was viewed as a barrier to learning in higher education institutions (Getnet, 2016: 13). In this study, the MoE described the quality of English language education and training as poor, and declared that the requisite learning objectives were not achieved satisfactorily.

The study went on to explain that the modes of course delivery, objectives, course content, tasks and activities, assessment and evaluation, and course duration (among others) were all factors contributing to the challenges experienced in English language classrooms. It was further emphasized that these elements were not being implemented in accordance with the reforms outlined in the 1992 education policy. From this, it can be inferred that the methods of teaching English language and its assessment in Ethiopian education remain inadequate to encourage the proper development of English, from primary level right through to tertiary level. Furthermore, based on the researchers' observations of the existing practices in the EFL classrooms in the universities and informal talks with the students and instructors, it seems that there has not been any significant achievement in lessening the aforementioned problems observed in EFL classrooms. Both the instructors and students have hinted a challenge on using active learning techniques effectively in their EFL classrooms.

## **2. Statement of the Problem**

Teaching and learning English as a foreign language has been a challenging for both teachers and their students in Ethiopia. Since the language is limited to the classroom and not

used for social communication away from school environment (Saville-Troike, 2006), there is little progress and too much frustration. The learning environment does not give students varied and extensive language input in order to use the language effectively. As the students use their mother tongue as a dominant means of communication in the social and school environment, there is little chance to use English away from the classroom. Students need a lot of practice in an authentic environment to use their productive skills (Dueraman, 2012). According to Swain's (1985) output hypothesis, output plays a complementary role to input in a language learning process (Beniss & Bazzaz, 2014). That means, if students engage in speaking and writing to communicate with others, it will help them to internalize the language items they received in listening and writing and to become more fluent and accurate in using the language. However, if students do not get extra input at home or in their village, they do not have a chance to use their English for meaningful purposes. This problem makes the students to be de-motivated to learn English. For instance, Iranian students perceive English as a burden and a difficult task to study (Yule, 1996: 192; Behabadi & Behfrouz, 2013:80).

Moreover, teaching English using techniques in which both the teachers and students do not have trust brings even more challenges. As Pundak and Rosner (2008:153) indicate, when instructors are faced with new ways of teaching methods, they are not ready to take risks in attempting innovations as they experience a threatening feeling of uncertainty, and may resort to their previous methods of teaching. The same kind of feeling could be also observed in the students. Students would like to follow their previous learning style as far as they were comfortable with it and they may like to be in a teacher-centered classroom to follow their lesson passively.

As Camenson (2007: 16) presents, teacher related variables such as teaching methods, classroom management and teaching materials influence the EFL instruction. Similarly, student-related variables like motivation, type of language learning material, and other affective variables are likely to influence the teaching of productive language skills in an EFL classroom (*ibid*). Therefore, identifying these hindrances is very important to better understand the teaching of productive language skills in EFL classrooms.

This study was born out of the two researchers' concern about the use of active learning techniques in teaching productive language skills in English language support courses to first-year

undergraduate students. As such, it focused on factors which affect the use of active learning techniques in teaching speaking and writing skills in English language support courses - i.e., Communicative English Skills (EnLa 1011) and Basic Writing Skills (EnLa 1012); these courses are offered in two semesters to first-year undergraduate students in Ethiopian public universities.

In line with the title of the research, the following were the key research questions answered in the progress of the study.

1. What are the student-related factors which affect the teaching of speaking and writing skills using active learning in EFL classrooms?
2. What are the instructors-related factors which affect the teaching of speaking and writing skills using active learning in EFL classrooms?

### **3. Methodology**

#### **3.1 Research Approach**

The major purpose of the study was to assess the factors which affect the use of active learning techniques in teaching productive language skills in EFL classrooms. To achieve this objective, qualitative approach was followed in the data generation and analysis process. The study used phenomenology research design since it was useful in understanding and inferring the meanings that participants of a study relate to their day-to-day experience in the teaching and learning process (Ridenour & Newman, 2008: 86).

#### **3.2. Participants**

The participants of the study were 27 EFL instructors who used to teach English Language support courses in the three public universities (DebreMarkos University, Bahir Dar University and University of Gondar) and 85 first year students assigned in various departments who took these courses in the respective universities. The students were organized into 17 groups for focus group discussion. The participants of the study were selected using purposive sampling technique in giving relevant information.

#### **3.3 Instruments**

In order to generate the data to answer the research questions, classroom observation, individual interviews, and focus-group discussions were employed. Thus, 10 classroom visits, 27 individual interviews with EFL instructors and 17 focus-group discussions (85 students) were made to generate data. In all the data generation and analysis process, the institutional ethical guidelines and procedures were followed. Using the above instruments, the data generation process was done until data saturation level to answer the research questions. The data analysis procedure followed theme formation techniques under content analysis in line with qualitative research approach.

## **4. Results and Discussion**

After collecting the data, qualitative analysis was done to answer the research questions raised in the statement of the problem. The following section presents the results of the study and the discussion. The participants of the interview and focus group discussion were asked a set of related questions to delve deep into the issue under investigation. After transcribing the interview data and following the formation of themes, the following sub-themes were identified.

### **4.1 Findings**

#### **4.1.1. Student-related Variables**

This theme is related to research question number one. It tries to explore major problems or challenges that may affect the use of active learning approaches in the EFL classrooms. These were students' English language background, students' negative psychological associations with language learning, and dependency in group work,

##### **□ *Students' Poor English Language Background***

This was the main challenge that the participants revealed as an obstacle to the teaching and learning process in higher institutions. They asserted that, nowadays, students join university with little knowledge of English language. They further commented that the nature of language teaching at the primary and secondary school is not helpful for students to develop their productive skills. The focus was said to be on the grammar and reading passages so that the students can be prepared for the classroom tests and national examinations. Hence the four language skills (speaking, writing, listening, and reading) were said to be not treated equally. Moreover, students' upbringing also affects their classroom interaction with others. For example, Serbessa (2006: 132) mentions that the Ethiopian upbringing or socialization does not encourage free discussion

and interaction, and as a result it is likely to play a negative role in the implementation of active and reflective teaching approaches in order to make students problem solvers. As a result, most of them tend to be introvert.

When students learn English as a foreign language, they have little exposure to speaking or writing texts out of their classrooms. As English is mostly used for academic purpose, not for other social communication out of academic context (Jamshidnejad, 2011: 14), students have low input from the environment to develop their skills. This will be a challenge for students to use the language for communicative purposes (Grabe, and Stoller, 2009: 445). The contextual opportunity that is found in second language learning is not found in learning a foreign language. They learn it in an artificial environment, in classrooms, where neither the teachers nor their students had any experience with native speakers. Generally, students' proficiency and fluency in using English is very low since they do not learn the language in an authentic environment and for spontaneous communication (Jamshidnejad, 2011:16). Poor background of English is also related to low academic performance of students joining freshman programme (Tesera, Shumet & Demeke, 2010: 55; Kahsay, 2012: 116). This becomes a barrier for students' academic success at the freshman programme.

#### □ *Students' Negative Associations with Language Learning*

As Walters (2007: 56) states, getting awareness about the psychological conditions of students towards the teaching and learning process is very important to be effective in achieving their objectives. That is to say the EFL teachers have to identify the perception of students towards the EFL classroom, and what motivates or de-motivates them in the language instruction. This will help the language teachers to better organize and satisfy the needs of students. Some psychological variables like attitude, confidence, awareness and doubt are vital elements in the students' academic lives (*Ibid*). The most important skill students have to develop in higher education is not just cramming content, but learning about how to learn, how to use information efficiently and how to apply their skills to novel and unpredictable situations (Walters, 2007: 56). Thus, students should be guided on how to approach their learning, or be aware of relevant learning strategies and styles. In relation to the findings of this study, negative psychological associations were the other challenges that the participants of the

study mentioned as a problem for English language learning. The negative psychological associations mentioned were low motivation to learn English language, absence of self-confidence to use English, lack of commitment to study, and high interest only in scores or grades they get.

These psychological variables could harm the language learning process. For instance, Grabin (2007: 139) states that students are interested to engage in only what is necessary to get good grade than the language skills they are expected to learn in the teaching and learning process. That is to say, students do not focus on the knowledge, skills and attitudes they have to develop.

As Jamshidnejad (2011: 8) points out by reviewing others' research findings, students' fear of making mistakes in using English in front of their teachers and friends is considered as a learning barrier in an EFL instruction. This is because students do not practice using English with freedom. As a result, they do not see progress, and do not learn the language without making mistakes. They do not see errors as a sign of language learning. These are serious challenges that affect the teaching and learning process negatively.

This is similar to the findings of Doyle (2008: 20-21) who reports "learning is not a top reason that students give for attending college". It is only to get job for earning a living, and not concerned with getting knowledge. Doyle (2008: 20) reports that high school students were not interested in the subjects they study, but in getting good grades to join universities and to get good jobs after graduating.

In another study, it was found out that "37% of students would drop out of college if they thought college was not helping their chances of getting a job" (Doyle, 2008: 21). Shi (2013: 68-69) mentions an experiment on teaching English in the universities using the constructive approach, and she found out that students who were not interested to learn Basic English course earlier showed a change of attitude to practice it using the new techniques. As motivation is a key component of learning, the EFL instructors need to work hard to motivate their learners.

The instructors were desperate that their students would not change their mind even if they tried to advise their students to shift their attitude towards English language. In a student-centered classroom, it is the student who is responsible for his/her learning, and they need strong

motivation for engaging in the given learning task. In the absence of this motivation and self-responsibility, it is easy to observe serious hindrances in the language classrooms. In connection with the reasons that students did not like student-centered approach, Doyle (2008:18-19) reports that students are not risk takers for their learning, previous schooling experience is mostly teacher-centered, students do not give more focus for learning, and they are not committed to applying extra effort.

As Cheewakaroon (2011:77) states, lack of motivation is a major problem for students in the EFL classroom. Prince and Felder (2006:5) mention that the motivation students hold towards their learning highly affects their commitment and efforts they expend in the teaching and learning process. Boersma (2008: 5) states that language teachers who use a variety of appropriate teaching methods in their classes are more likely to motivate and engage students in successful language learning than those who do not use new techniques. According to Vgotsky's theory, students' success in language learning depends on their motivation for learning (Palmer, 2005: 1855; Yang and Wilson, 2006: 365). For example, if they plan to pass a quiz, they do not study beyond that, which is more of surface level of understanding.

The constructivist theory of learning supports the presentation of authentic learning tasks that are relevant and meaningful for students (Xamaní, 2013: 1). That means, the given tasks and activities should be related to the culture and experience of the students so that they will get motivation to attempt the learning activities. That will sustain the interest of students to work hard by themselves inside and outside the classroom.

As Kumaravadivelu (2006: 33) points out, anxiety has a negative effect on the teaching and learning process of the EFL classroom. Students are afraid of the negative comments that come from teachers, classmates, and others. The anxiety level that language learners experience in or out of classroom is likely to influence their language learning. Kumaravadivelu (2006: 34) indicates that high anxiety can hinder language acquisition. If the anxiety level is high, it affects negatively students' success in the language learning.

Currently, the Ethiopian government has introduced an initiative to the development and use of indigenous languages for schooling in the primary schools and some in the secondary schools for using them as working languages in the respective regions and zones. As a result, people nowadays

generally have got the notion that their languages are enough to operate in the society, and do not see the need to study foreign languages including English. This seems to negatively influence students who study English in the formal schooling. As a result, their progress in learning and using the language for communication is generally unsatisfactory.

□ *Irrelevance of English Language Support Courses for Productive Skills*

The participants (students) of the study dominantly commented that the type of English language course they experienced in the freshman level is not important to improve their language skills. Due to problems of content selection, teaching for the test, and instructor's approaches to teaching, the students did not see anything new at this level in contrast to the teaching of English at the lower grade levels. They also indicated that had it been in their own option, they would not have been registered for these types of courses. This view is similar to that of Shi (2013: 63) who states that EFL instruction in Chinese universities faced problems in relation to methodology and textbooks: teachers lecture, give exercises and administer tests and examinations. The textbooks were also reported to be content based and in structural approach. As a result, students were not motivated to engage in the teaching and learning process since their academic life was long and boring for many years (Shi, 2013: 63).

The instructors also supported this view and indicated that after taking the course the students show little or no progress at all in their language skills. This is a source of concern for the academic community as it seriously influences the language teaching and learning process. Similarly, Seid (2012:14) commented that the language performance of students is not satisfactory even after taking English Language support courses in the Ethiopian public universities. In connection to the idea of scaffolding in social constructivist theory of learning, instructors are advised to set challenging but achievable language learning tasks so that students could be motivated to learn (Yang and Wilson, 2006: 365).

Students are likely to engage in contents and learning experiences when the tasks and contents are authentic (real world) problems, challenging, related to their interest, culture, gender, and social life. This idea is in line with the social-constructivist learning theory, which argues that students work on tasks or activities when the tasks are interesting, meaningful, related to their background, and attainable based on their current level of understanding (Kaufman, 2004: 304).

Learning contents and tasks should not be selected from available sources on random basis by instructors merely because they catch their attention. The participants of the study mentioned this type of problem. This is not the characteristic of student-centered EFL classrooms. Students' background should be considered in the content selection.

Harmer (2001: 253) adds to this point that language teachers should consider these factors to help students use English to produce their own ideas spontaneously. For instance, when the language teachers set tasks and topics for productive skills, factors such as choosing interesting topics, creating interest in the topics, activating schemata, and varying of topics must be considered (Harmer, 2001: 253).

Due to various factors including large class size and lack of students' interest to learn English, teaching writing skills is seen as challenging and boring in the Ethiopian schools and universities (Mesert, 2012: 2). Similarly, this type of problem was observed in schools of Botswana in that students considered writing skill as boring and fearful task, and wanted to avoid it as much as possible (Adeyemi, 2008: 26). Therefore, the selection and preparation of course materials is a crucial point in the language teaching and learning process that it should be done very carefully by professionals. It should include tasks and activities that raise topics of interest for students and encourage critical thinking and exploration for self-learning. Things should be prepared in line with the nature of constructive learning theory.

#### □ *Dependency in Group Work*

Richards and Rodgers (2001: 196) identify three types of cooperative learning groups based on the length of time in which they stay functional. Among these study groups, "cooperative base group" is the one that lasts for a year as a stable team. In the current context of the Ethiopian universities, this type of group is called one-to-five group structures. This grouping is used not only for English language but also for other subjects that students attend. Based on the constructivist theory of learning, study group of students is considered as an important supportive social element for learning the new language. However, the students are expected to contribute anything important for their groups, and dependency is not encouraged in any way; the groups are more of cooperative type in which there is interdependence among the members. Despite its advantages, group work without proper procedure puts pressure on active students, makes less skillful

students ignored by high achievers and becomes time consuming (Seid, 2012: 39-40; Harmer, 2001: 118). As a result, these factors may hamper the effectiveness of the grouping in the language classroom. Therefore, it is essential for the instructors to reconsider these challenges when they design tasks in group work to run the teaching and learning process smoothly.

In this study, students' dependency was the other challenge that both the students and their instructors mentioned unanimously as it was hindering individual efforts of students and the sharing of responsibility in a group's task. In the formal learning groups nominated as one-to-five group structure in each classroom, only few students in each group were active in completing the given tasks and assignments, while the majority were idle enjoying their own private business. The high achiever students also complained about this burden, and preferred to engage individually in completing these tasks and assignments.

The students were expected to use cooperative learning in the language classrooms so that every member of the groups would work hard and contribute his/her own share to the given task. However, the grouping made the students not interdependent, but dependent upon few good achievers. Yet, the good achievers complained that they were not beneficiaries of the one-to-five group structures. This was because they were busy working on the given tasks with no contribution from other members and did not have free time to study individually. This didn't entertain diversity of students' learning and it was not also designed carefully so that it could reflect interdependence.

The group's interdependence nature is very important element since everybody should contribute anything necessary to complete the given task so that it is not a burden for few students (Richards and Rodgers, 2001: 193). These researches further indicate that, in using cooperative learning group, positive interdependence, individual responsibility, group formation, and social skills of the students are considered essential elements (Richards, and Rodgers, 2001: 196). However, from the reflection of the participants of this study, it was possible to conclude that the interdependence and responsibility elements were not observed in the learning groups who work together.

The tasks and activities that the students work with their group members need to be designed carefully so that the learners could be benefited from their practice. The tasks should not be set

merely to make students busy or collect marks for evaluation purposes. The students perceive group work as a means instructors use to collect marks for grading purpose and as a form of help for low achievers to score good grades since students get the chance to copy answers from high achievers in completing their assignments.

Based on social-constructive theory of learning, cooperative groups are very important in EFL classrooms so that students can work with their classmates to practice their English. The groups create the social context in which students communicate with each other, creating their own English speaking classroom community. Therefore, the formation of study groups (group structures) should be done carefully by considering the benefits students derive out of the groups. In such a way, students benefit from the interdependence, taking into account the social nature of learning based on Vygotsky's theory (Kaufman, 2004: 304). Here, students are expected to be active learners in the language learning process in order to see progress.

#### **4.1.2 EFL Instructor-related Variables**

The major themes formed out of the data analysis were the following: EFL instructors' poor classroom management, the diverse influence of students' external social environments, lack of administrative support from universities, and EFL instructors' perceptions regarding active learning approaches.

##### **□ *EFL Instructors' Poor Classroom Management***

In connection with the impact of the instructors' classroom management on the language instruction, the participants hinted the negative impact it created on the teaching and learning process. All of the students were not generally interested with the way the EFL instructors handle the language classroom. Most of the students pointed out that the instructors treated them badly, were not open for classroom discussion, and degraded them for not giving the correct answer in a question and answer session. It was also reported that many of the instructors spent their class time for other purposes and later rush to finish the course in two of the universities.

The instructors also pointed out that they did not go to class with a good morale for language teaching due to some problems in connection with the method of teaching, the textbook, the students' interest to learn, large class size, and the social context. In line with this idea, Al Jarf

(2006: 9) states that large class size in undergraduate program has negative impacts on students' achievement, attitude of instructors and students towards instruction, classroom instruction and students' assessment. Generally, large class size is a disadvantage for EFL instruction. The average class size is 60 to 70 students in Ethiopian public universities, while language educators do not favor more than 25 students in a classroom.

It is clear that in a student-centered classroom, the type of relationship is not a master and servant kind. Thus, the instructors have to respect the students' identity, their views, and contributions in the given activity. The students have mentioned a lot of personality traits that they think their EFL instructors should have in the student-centered classroom. These were encouraging, observant, motivating, supportive, patient, role model, understanding, and optimist. During the interview, students reported that these personality traits were not observed among their instructors and that they attended class with fear and distress. It should not be forgotten that every effort should be made to develop trust among the students and the instructors and make students motivated, open, confident and reflective.

Good teaching is both an art and science (Chan et al., 2011: 11). Thus, the way the language teachers behave in the classroom when interacting with the students affects the positive psychological condition of students. Brown (1994: 202-203) advises EFL teachers to think of generating classroom energy, establishing good rapport with the students, balancing the praise and criticism they forward towards their students in their classroom management so that they can create positive, stimulating and energizing environment in their classrooms. This will create conducive environment for students to engage in the learning tasks and activities.

Jamshidnejad (2011: 15) warns EFL instructors who focus on students' errors in using English, and who do not encourage them to use their English in the classroom. This is because students do not use their chance to practice their English in which there is no other alternative. Chan et al., (2011: 11) add that the following teachers' behaviors affect positively the outcome of learning: teachers' willingness to create healthy emotional environment in the classroom, teachers' praise and encouragement to release tension and teachers' acceptance, clarifying, building, and developing students' ideas. Some of the good qualities that English language teachers need to have include enthusiasm for the subject matter, intelligence, patience, and creativity,

flexibility, maturity, communication skills, having interest in continuing professional development, appreciation of different cultures, and tolerance (Camenson, 2007: 7).

Similarly, Brown (1994: 429) also adds some attributes of language teachers in connection with interest for their profession, dedication, motivation, appreciation of cultures, and so forth in the language teaching process. He further mentions a long list of characteristics that language teachers have to possess in terms of technical knowledge, pedagogical skills, interpersonal skills, and more personal qualities (Brown, 1994: 430). These attributes are seen as good qualities that attract students to work hard in a more motivated and committed manner considering the teachers as role models in the foreign language contexts.

Moreover, they need to be well informed of current teaching materials, classroom management techniques, teaching methodology, lesson planning, and students' assessment and evaluations (Camenson, 2007: 16). All of these things will help the classroom teachers to better present themselves for the students in their day-to-day interaction. When language teachers behave in the opposite of these personality traits, they create damaging effects on students' learning (Chan et al., 2011: 10). Hence, what matters is not only the knowledge and skills of language teachers but also their personality or behavior in interacting with their students in and out of the classrooms. Teachers are likely to affect the students' language learning attitude based on their personality and methods of teaching, intelligence, patience and creativity (Camenson, 2007: 7).

Generally, the classroom management style is an essential component in the teaching and learning process, which affects learning either positively or negatively. As the students are not happy with their interaction with the EFL instructors and the bad classroom behavior of students could affect the whole of the teaching and learning process, it is good to address the issue in order to improve the strained relationship with the students. This will pave the way for a better teaching and learning process.

As Harmer presents (Harmer, 2001: 126-127), behavioral problems come from families of students, previous learning experience, damage to self-esteem of learners, boring lesson activities, discomfort of students due to other factors like boredom or extreme temperature, and teachers' reaction in the classroom. Thus, it is good to reconsider these factors as potential

sources for misbehavior of students in the language classroom. According to the social-constructivist theory of learning, the methods of teaching should be shifted from teacher-centered to student-centered thereby using relevant learning tasks and making students engaged and autonomous in the instruction (Gunduz & Hursen 2015: 527). The instructors have to also focus on the lesson and should not demand too much for students to be perfect. They have to also consider students' interest in selecting course materials and learning tasks. This helps instructors to be in smooth relationship with their students.

#### □ *Lack of Administrative Support from Universities*

The Administration of the universities plays a supportive role in the teaching and learning process. This role is essential in introducing and implementing innovation in the teaching and learning process (Rismiati, 2012: 47). Adula (2008: 70) also states that applying pressure with support on academic staff is necessary to bring about innovation in the teaching and learning process. That is to say it is advisable to enforce and reinforce instructors at classroom levels in order to implement the skills and knowledge obtained from trainings. However, as Biggs (1996:361) mentions, the management is likely to act negatively as observed in many countries by evaluating learning in terms of per cent (numbers) or grade leaving aside the quality of learning students have achieved. This type of institutional control to evaluate learning performance is an approach of behaviorism far from the assumptions of constructivism.

During the interview, the instructors attributed some of the problems they face to the university administration. They complained that, due to the negligence of the administration, they could not discharge their professional responsibility. The problems they mentioned were related to lack of facilities, large class size, poor incentives, bad management, and lack of plan for experience sharing, and relevant capacity building programs. These findings are consistent with the research findings of Adula (2008: 70) who mentioned failures on instructors to implement skills obtained from higher diploma training in their respective classrooms.

It is essential that the administration should work hand in gloves with the academic staff to best serve the students. It is good to reconsider the distribution of resources in the classrooms, learning centers and libraries so that students work in a student-centered environment. The overcrowded classrooms are also boring for language instruction, for English Language support

courses should not be seen similarly with other content area courses, which could be covered using lecture or teacher-centered method.

The administration should work to improve the conditions of classrooms, buy more relevant reading materials, minimize the number of tests and examinations, and innovate the teaching and learning process in the English classrooms. Language researchers such as Davis (2003: 251) and Rajcoomar (2013: 10) mention large class size, time given for the course and facilities allocated as factors that affect the teaching and learning process in the EFL classroom. Similarly, Al Jarf (2006: 9) indicates that large class size at undergraduate level has negative impacts on students' achievement, attitude of instructors and students towards instruction, classroom instruction and students' assessment.

Due to this, it is difficult for the language instructors to provide timely and relevant feedback to their students. The classrooms available are not different from the traditional teacher-centered type of classroom. If these classrooms are not motivating, the students will not have positive attitude towards the teaching and learning process. The types of language classrooms in the student-centered approach are different from the traditional types of teacher-centered classrooms in terms of room size, number of students per classroom, and facilities.

According to the social constructivist theory of learning, all the necessary facilities should be supplied to the classrooms so that students could engage in the learning tasks (Yang and Wilson, 2006: 365). The classroom should be a supportive environment for the students in the teaching and learning process. Other resources in the library and English language-centre are also essential resources they can use. This shows that the traditional classroom setting should be changed to a more social setting in which students get more cooperation than competition. Therefore, the administration has to rethink the organization of the classrooms for the teaching and learning process in line with the constructivist theory of learning.

#### □ *EFL Instructors' Perceptions Regarding Active Learning Approaches*

It is clear that the perception people have about things affect either positively or negatively the way they think and act in the environment. In relation to language instruction, Cheewakaroon (2011: 80) points out that there is mismatch between the teachers' beliefs and

their actual classroom practices in the EFL instruction. There is a sort of inclination to exercise the commonly held view that “teachers teach the way they were taught”.

As the education culture is more of teacher-centered approach, the instructors are likely to teach their students in a way they were treated while they were students. There is a tendency to stick to their past experience of the teaching and learning process. In addition to the instructors’ reaction, as Felder and Brent (1996: 44) reported, the students may not accept and work with active learning approaches willingly. Thus, it is good to reconsider the perceptions of both groups for the successful implementation of innovative teaching techniques.

The participants of the study reported that they were in favor of active learning techniques and student-centered approaches although they mentioned it was not satisfactory in the actual classroom practice. The instructors further added that they were totally disappointed, and did not feel any sense of achievement in using active learning and student-centered approach; they did not believe that the current situation was conducive to implement active learning and student-centered approach.

This is a similar view to Cheewakaron (2011: 80) who explains that, even if teachers claim to like to implement student-centered approach in their classrooms, they generally resort to the traditional teacher-centered EFL instruction during actual instruction. Kaufman (2004: 310) also mentions that even if teachers are aware of the advantages of constructivist theory of learning, they do not easily shift to student-centered approach to implement constructivist approaches of learning.

It is good to have general attitudinal change to practice the innovations in the teaching and learning process effectively. The actors of the instruction may engage in a mechanical way up to a point that it is minimally enough for discharging responsibility “to be in compliance with an administrative mandate.” (Alemayhu & Solomon, 2007: 113).

#### □ *The Adverse Influence of the External Social Environment*

Here the instructors claimed that the way the students view the teaching and learning process in general and English language learning in particular is highly influenced by the larger social or external environment of the society in which they live in.

Most of the factors mentioned were related to cost of living, social status and economic welfare. The attitudes and values the students develop are shaped by this larger context of the society. The findings of the following study are an example for this situation. A group of researchers studied the motivation for learning of 844 students in undergraduate programs in some British universities. They wanted to know why the students were cheating in the examinations to get good grade. From this study it was found out that the majority (66%) of the students related their reasons to study with getting a good job after graduation, while some other students (24%) related their study with personal development (Newstead & Hoskins, 2003: 63). This shows that the job market as part of the larger social environment affects the way students approach their learning.

According to the views of the instructors who participated in my study, nowadays the society is reflecting low opinion of education and learning excellence, while at the same time giving higher respect for money, income generation, business, and for people who run such activities. As a result, the academic community feels a sense of negligence revealed by the larger social environment. The students have also emphasized the higher social values given for money, businessmen, political affiliation, subjectivity in offices, and other short-cuts for success in life. They stressed that the hard-working people and their efforts do not make any difference if they are not wise to act according to the current norms of the society.

That is to say, many people in the society are getting other alternatives that enable them to get wealth, power and respect in a way that is not decent or deserving. They say that academic excellence is not correlated with these “success indicators” or interest areas in the larger social environment. As a result, they feel they are neglected by their social environment to get these things.

In relation to this idea, Kumaravadivelu (2006: 44) states that the background of learners, the broader social, economic, political, and educational environments all interact together and have the potential to influence the students’ language learning “in ways unintended and unexpected by policy planners, curriculum designers or textbook producers”. These environmental factors are likely to influence the teaching and learning process of English (Kumaravadivelu, 2006: 39). The Ethiopian ministry of education has also hinted the need to address these problems in its policy document which states that the problems in relation with teachers’ living conditions and

their professional needs have to be addressed (MoE, 2002: 106). Generally, both the students and their instructors have underscored the negative influence these factors have on the values the academic community develops towards teaching and learning process.

## **5. Conclusion**

In spite of what is often reported by College of Social Sciences and Humanities, department heads and deans regarding the complete and successful implementation of active learning techniques and student-centered approaches in their institutions, no such extensive innovation was practiced in the English classrooms as part of this study. This indicates the reality that the reform of our education still lags behind the expectations of Ministry of Education policy makers and the university management.

The practices observed in the study were still dominated by the old teacher-centered approach of the behaviorist model. It is thus high time we thought the implementation of these proposed reforms for Ethiopian higher education. Indeed, the government itself is calling for the reassessment of the quality of education and measures to be taken to address these very serious challenges.

It is important here to emphasize that educational policy and its strategies must be studied intensively using empirical data regarding actual practices in the field. It is essential to reconsider the existing situation of the English language teaching in order to minimize the challenges and improve the teaching and learning process right from primary school the tertiary level.

This would be best achieved through a collaborative effort involving all stakeholders at all levels because students' previous language backgrounds affect their academic success at university level. Generally, unless these problems are solved by the concerted efforts of stakeholders, the EFL instruction will go on business as usual; does not bring the expected success among the student population.

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## **2. Determination of Selected Essential and Non-Essential Metals in Black Mustard (Brasicanigra) Seed cultivated in Amhara Region, Ethiopia**

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### **ABSTRACT**

*Brasicanigra*, with the local name of “senafich”, is one of the crops grown in Ethiopia. In this study, we examined the level of some metals in this seed, which is cultivated in different parts of east Gojjam Amhara region, Ethiopia. The levels of the metals were determined using Flam Atomic Absorption Spectroscopy (FAAS) after digesting the powdered *Brasicanigra* samples with  $\text{HNO}_3$ ,  $\text{HClO}_4$  and  $\text{H}_2\text{O}_2$  mixture for 2:30 h. The study found out that the level of metals in the seed was: Ca (22.1 to 27.16 mg/100 g), Mg (13.74 to 18.71 mg/100g), Fe (8.80 to 9.267 mg/100 g), Zn (3.243 to 3.333 mg/100 g), Cu (1.925 to 2.066 mg/100g) and Pb (0.087 to 0.181 mg/100 g). A statistical analysis of variance (ANOVA) was also run to see the geographical variation of metal concentration in the seeds. Accordingly, the effects of geographical location on Ca and Cu were significantly different among different areas while significant difference was not observed among other metals, i.e. Mg, Zn, Fe and Pb. In general, the content of metals in *Brasicanigra* was found as:  $\text{Ca} > \text{Mg} > \text{Fe} > \text{Zn} > \text{Cu} > \text{Pb}$ . The result of this study showed that *Brasicanigra* has good source of Ca, Mg, Fe, Cu and Zn for human beings. However, the concentration of Pb was found to be higher in all the studied samples as compared to the WHO standards. Thus, further studies should be required so as to re-confirm the data. In general, *Brasicanigra* is rich in essential metals and safe to consume and could be an alternative source of essential metals to the individual daily intake.

**Keywords:** *Brasicanigra*, Essential metals, Non-essential metals, Flam Atomic Absorption Spectroscopy

### **1 Introduction**

*Brassica nigra* belongs to the botanical family Brassicaceae (Cruciferae). It is commonly called as “senaffich” in Amharic. It is an annual herbaceous plant. It grows up to 2 m (a little over 6 ft),

with many branches. Its stems are cylindrical with a very smooth surface. Its leaves are densely covered with hispid hairs, radical not greatly developed, pinnatifid or with very large terminal lobed. A single plant may produce thousands of seeds, which must be harvested by hand or mechanically before they fully ripen because the siliques spontaneously split and disperse the seeds when they are mature [1].

*Brassica nigra* seeds are roughly globular with a diameter of 1 to 1.5 mm and a dark brown colour; the seed coat is pitted and when soaked in water the seeds produce a strong pungent odour[2]. There are approximately 40 different varieties of mustard plants, but the three principal ones, which also vary in colour, are *Brassica alba* (yellow-white), *Brassica nigra* (black), and *Brassica juncea* (brown).

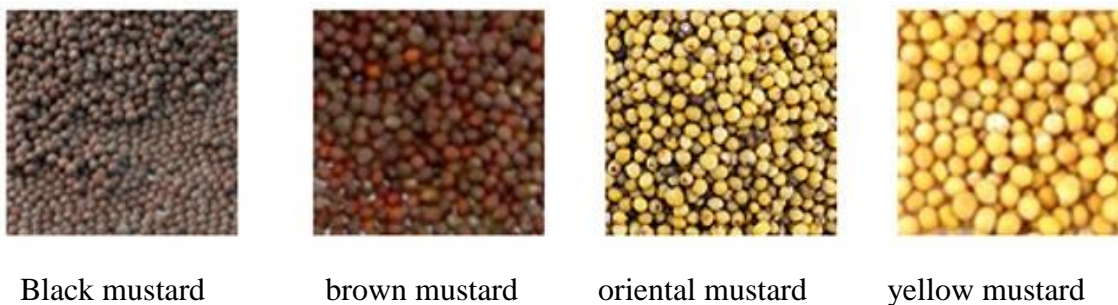


Figure 1: Types of mustard seeds [2]

*Brassica nigra* has different functions since ancient time. Among ancient scholars, Pythagoras, for example, mentioned the use of mustard seeds for scorpion stings while Hippocrates used it for the preparation of medicines. The medicinal properties of mustard were also known to the Greeks and Romans, and ancient documents written by Cato, Columella and Pliny suggest that mustard seeds were cultivated and used as a condiment, mixing the ground seeds with wine ~~must~~ to make a paste, hence the name “mustard” [3]. Mustard seeds are also used to prepare food condiments and have wide range of applications in the food industry.

It is also believed that mustard is also used as a protein source, flavor enhancer and as a binder in the manufacturing of processed meats. The different mucilage contents in the different varieties of mustard allow the manufacturing of products with different viscosities. Its seed hulls are also used as a thickening agent and stabilizer in food preparation. The presence of sinigrin in the brown and

oriental varieties makes them suitable for the manufacture of hot mustard for remote markets and the production of mayonnaise. High oil content oriental mustard is used to meet the oilseed demand in the Indian subcontinent where one of its main uses is cooking oil production [4].

There are some studies conducted on this seed which was cultivated outside Ethiopia. For example, Krishnaveni and Saranya conducted a study on phytochemical characterization of *Brassica nigra* seeds. They found out that *Brassica nigra* seeds showed a positive result for all the phytochemicals tested. According to FT-IR, the functional groups present are aldehyde, ketone, amino acids and carboxylic acids. The GC-MS results showed highest peak for Octadecadienoic acid and Erucic acid [5]. Another study was conducted by Akkoyun, Dostbil and kiran. This study was made to determine the antimicrobial activity of mustard (*Brassica nigra* L.) The investigation showed the different levels of inhibitory activity to test strains while the mustard has inhibitory activity on the all test strains [6]. Tahrahan and Madhavan also tried to determine phytochemical screening, total phenolic quantification, antioxidant and anthelmintic activity of hot water extract of *Brassica nigra* L. They found out that hot water extract of *Brassica nigra* consists of phytochemicals like carbohydrate, amino acid, protein, alkaloid, steroids, saponins, phenols and tannins. The extract also confirmed DPPH radical scavenging activity [7].

There are also some studies which were conducted on this seed cultivated in Ethiopia. For example, Abraham, Eshetie and Getnet conducted a study to evaluate the antimalarial activity of 80 % methanolic extract of *Brassica nigra* against Plasmodium berghei infection in mice. They concluded that seed extract of *Brassica nigra* showed good chemosuppressive and moderate chemoprophylactic activities and the plant may contain biologically active principles which are relevant in the treatment and prophylaxis of malaria [8]. Amanuel, Atsedo, Haftu and Nigisti conducted a research on antibacterial activity of oil extracts of *Brassica nigra* seeds against bacteria isolated from fresh juice in selected areas of Axum town. They found that *Brassica nigra* seed is important for antibacterial activity [9].

While the studies outside Ethiopia focused on extracting some organic components, many of the local studies focused on the antibiotic activity of the seed. Local studies, of course, suggested that further studies of the plant for its active components such as Fe, Zn and others should be conducted [8].

However, there are literatures about *brassica niga* and its few elements (Zn, Cu, Mn, Cr, Fe and Se). There is no report on the levels of essential and non-essential metals in *brassica niga* cultivated in Ethiopia; particularly in the study area East Gojam, Amhara Regional State. Therefore, the objectives of this study were to determine the concentration of essential metals (Ca, Mg, Fe, Zn and Cu) and toxic metal (Pb) in *brassica niga* seed using Flame Atomic Absorption Spectroscopy (FAAS) and to compare the levels of metals in three Woredas (Gozamin, Awabel and Dejen) in East Gojam Zone, Amhara Region, Ethiopia.

## **2 Materials and Methods**

### **2.1 Description of the study area**

The study was carried out in selected sites of three different agricultural locations of East Gojjam Zone of the Amhara Regional State (Ethiopia) namely, Dejen, Awabel and Gozamen areas. These areas were selected due to *Brassicainigra* is dominantly cultivated and consumed.

Dejen is a town in west-central Ethiopia which is located in the East Gojjam Zone of the Amhara Region on the edge of the canyon of the Abay. It has a latitude and longitude of 10°10'N 38°8'E and an elevation between 2421 and 2490 meters above sea level.

The second Sample area, Awabel (Lumame), is situated in East Gojjam, Amhara region. Its geographical coordinates are 10° 15' 0" North, 37° 56' 0" East. The third sample area, Gozamin, is found in the *North* western highlands of Ethiopia at a geographical location of 10°1' 46" and 10° 35' 12" N latitudes and 37° 23' 45" and 37° 55' 52" E longitudes and at a distance of 300 and 265 km from Addis Ababa and Bahir Dar, respectively.

### **2.2 Chemicals and Reagents**

All chemicals and reagents used in this research were analytical grade. Hydrogen peroxide (30%) (BDH Chemicals, England), (69-72%) HNO<sub>3</sub> (Spectrosol, BDH, England) and 70% HClO<sub>4</sub> (Aldrich, A.C.S. Reagent, Germany) were used for digestion of *Brasicainigra* samples. Lanthanum nitrate hydrate (98%, Aldrich, Muwaukee, USA) was used to avoid refractory interference or for releasing calcium and magnesium from their phosphates. Stock standard solutions containing 1000mg/L in 2% HNO<sub>3</sub> of the metals (Ca, Mg, Fe, Zn, Cu, and Pb) (Buck Scientific Puro-Graphictm) were used for preparation of calibration standards and in the spiking experiments.

Working standard solutions were obtained by suitable dilution from stock solution. De-ionized water was used for dilution of samples, intermediate and working metal standard solutions to analyze and to rinse glass wares.

### **2.3 Instruments and Equipment**

The necessary apparatus and instruments used for this study were electronic beam balance (model ESJ200-4) with + 0.0001g precision for mass measurement. A drying oven (model DHG-9055A) was used to dry the washed seed samples. A refrigerator (West-point model WRES-358.x) was used for sample preservation after digestion and before AAS analysis. Micro pipettes (10-100  $\mu$ L and 100-1000  $\mu$ L) were used for measuring reagents used for the preparation of standard solutions. BUCK SCIENTIFIC MODEL 210 VGP Atomic absorption spectrophotometer equipped with deuterium arc background correctors were used for analysis of the analyte metals using air-acetylene flame. Different size (50 mL, 100mL and 1000 mL) volumetric flasks were used during dilution. Whiteman 110mm filtrate papers were used for filtration of sample solution after digestion.

### **2.4 Sample Collection and pre-treatment of *Brasicanigra* seeds**

Commercially available seed of black mustard (*Brassica nigra*) was purchased from local farmer of Dejen, Awable and Gozamen Woredas. The sampling techniques were random sampling. The samples were packed into Polyethylene plastic bags, labelled and transported to the laboratory for further analysis.

The Samples were sorted out to remove any crude matter. The samples were thoroughly washed with tap water and after that rinsed with distilled water to remove surface contaminants like soil and dust particles. The samples were dried using drying oven until a constant weight was achieved. The dried seed sample was then ground using a blender in the laboratory and sifted through a 0.457 mm sieve to remove large particles. The powdered samples were stored in an air tight container until needed. A 0.5 g of sample was weighed by using electronic balance (model ESJ200-4) with +0.0001 g; the weighed samples were then placed in digestion flask to await digestion.

## 2.5 Digestion of *Brasicanigra* seed Samples

Wet digestion of *Brasicanigra* for digestion purpose, 0.5 g of powdered and homogenized samples were weighed and transferred into a 100 mL round bottom flask. To this, 2 mL concentrated  $\text{HNO}_3$  (69-72%), 1 mL of  $\text{HClO}_4$  (70%) and 0.5 mL of  $\text{H}_2\text{O}_2$  (30 %) were added. The mixture was then digested on Kjeldahl digestion apparatus (Gallenkamp, England) fitting the flask to a reflux condenser by setting the temperature at  $120^\circ\text{C}$  for 30 min followed by  $210^\circ\text{C}$  for 120 min until a clear solution was obtained following the optimized digestion procedure. After a total of 2:30 h, the digested solutions were allowed to cool for 30 min without dismantling the condenser from the flask and for 10 min after removing the condenser. To the cooled solution, 5 mL portions of deionized water were added and gently swirled to reduce dissolution of the filter paper by digest residue. The cooled digested samples were filtered into a 50 mL standard volumetric flask with a Whatman filter paper (110 mm) to remove any suspended or turbid matter. Subsequent rinsing of the filtrate with 5 mL deionized water was followed until the volume reached the mark. At this point, the solution was clear and colourless [10]. To each sample 1% 'matrix modifier' lanthanum nitrate hydrate were added so that lanthanum may bind the phosphate and liberate calcium and magnesium in case large phosphate exist in the sample. For each *Brasicanigra* samples, triplicate digestions were carried out. Blank solutions were also digested accordingly in triplicate. The digested and diluted samples were kept in the refrigerator till the level of all the metals in the samples solutions were determined by FAAS.

## 2.6 Method validation for metal determination

In order to validate the analytical method, method validation parameters such as instrumental detection limit, limit of detection, limit of quantification, precision and accuracy studies were carried out[11,12].

### 2.6.1 Instrumental detection limit

Instrumental detection limit (IDL) is the smallest signal above background noise that an instrument can detect reliably. The IDL is calculated to be the concentration equal to three times the standard deviation of the reagent blank signal [11]. In this study, IDL for each metal was determined from analysis of ten calibration blanks and the concentration was calculated as:

$\text{IDL} = 3 \times \text{sbl}$ , where sbl is standard deviation of the calibration blank.

### 2.6.2. Limit of detection

Limit of detection (LOD) is the minimum concentration of analyte that can be detected but not necessarily quantified with an acceptable uncertainty. LOD for each metal was determined from analysis of blanks which were digested in the same digestion procedure as the actual samples. LOD was calculated as [11]:

$LOD = 3 \times S_{bl}$ , where  $S_{bl}$  is the standard deviation of the method blank.

### 2.6.3. Limit of quantification

The limit of quantification (LOQ) is the lowest concentration of an analyte in a sample which can be quantitatively determined with acceptable uncertainty. LOQ was obtained from triplicate analysis of blanks which were digested in the same digestion procedure as the actual samples. The LOQ was calculated as [11]:

$LOQ = 10 \times S_{bl}$

where  $S_{bl}$  is the standard deviation of the method blank.

### 2.6.4 Precision

Precision was expressed as relative standard deviation (RSD) of replicate results. The relative standard deviations of the sample were obtained as:

$\%RSD = [(standard deviation)/mean value] \times 100$

### 2.6.5. Recovery test

The accuracy of the analytical procedure was investigated by spiking a suitable known amount of the analyte metals into a test portion of the sample having a known concentration of the analyte, and by analyzing the spiked test portion along with the original sample. The recovery test for all samples was performed in triplicates. Recovery was then calculated as Recovery test [13]:

$\% R = [(Amount\ after\ spike - Amount\ before\ spike) / Amount\ added] \times 100.$

### Instrument operating conditions

The flame atomic absorption spectrophotometer working conditions are as shown in Table 1.

***Table1: Instrumental operating conditions for determination of metals in Brasicanigra seed sample using flame atomic absorption spectrophotometer***

Element	Wavelength (nm)	Detection limit (mg/L)	Slit width (nm)	Lamp current (mA)	Temperature (K)
Ca	422.7	0.05	0.7	2.0	
Mg	285.2	0.001	0.7	1.	
Zn	213.9	0.005	0.7	2.0	
Fe	248.3	0.05	0.2	3.5	
Pb	217	0.04	0.7	3.0	
Cu	324.7	0.02	0.7	1.5	

## 2.7. Statistical analysis of data

Statistical analysis of the data was carried out using one-way analysis of variance (ANOVA) to assess significant variation in the mean concentrations of metals in *Brasicanigra* samples. A probability level of  $p < 0.05$  was considered statistically significant. Pearson correlation coefficient was used to relate the levels of essential and non-essential metals between *Brasicanigra* samples. All statistical analyses were done by SPSS version 16.0 software for windows.

## 3. DISCUSSION

### 3.1. Instrument Calibration

The qualities of results obtained for metal analysis using FAAS are seriously affected by the calibration and standard solution preparation procedures. The instrument was calibrated using three series of working standards. The working standard solutions of each metal were prepared daily by diluting the intermediated standard solutions. The correlation coefficients of the metals were determined using prepared standards versus their corresponding absorbance. As shown in Table 2, the correlation coefficients of metals were found to be from 0.997-0.999, which confirmed good linearity of the signal with the concentration within the selected analytical range.

**Table 2: Working standard concentration, correlation coefficient and equation of the calibration curves for determination of metals using FAAS**

Metals	Concentration (mg/L)	Correlation values(r)	Regression equation( $A^*=mc+b$ )
Ca	0.50, 1.00, 1.50	0.999	$A=0.033c$

Mg	1.00, 2.00, 3.00	0.999	$A=0.605c$
Cu	0.50, 1.00, 1.50	0.999	$A=0.004+0.003$
Fe	0.50, 1.00, 1.50	0.997	$A=0.055c+0.028$
Zn	0.10, 0.20, 0.30	0.999	$A=0.115c+0.0013$
Pb	1.25, 2.50, 5.00	0.997	$A=0.021c+0.015$

\* A = Absorbance, C = Concentration in mg/L

### 3.2. Evaluation of Method Validation

#### *Method Detection Limit*

As can be seen from Table 2, the method detection limit (MDL) of each element is above the instrument detection limit (IDL), indicating good sensitivity of the measuring instrument for analysis. The result shows both the MDL and MQL values were greater than the IDL; hence, the results of the analysis could be reliable.

#### *Recovery Test*

To ensure the reliability of the result obtained for the determination of the studied metals in the *Brasicanigra* samples, a recovery test was conducted. The percentage recoveries (%R) of the detected metals in the spiked *Brasicanigra* samples were calculated to be in the range 85% and 102.5%. This implies that, the measured results are within the acceptable range of 75 to 110% [15]. Therefore, excellent recovery results confirmed the suitability of the analytical method for the determination of metals in *Brasicanigra* samples. Then the percentage recoveries of the analytes were as shown in Table 3.

**Table 4.** Method detection limit, quantization limit ( $n=3$ ,  $DLM=3S_{bl}$ ,  $MQL=10S_{bl}$  in mg/100g and % recovery) for all metals determined in *Brasicanigra* samples.

Metals	MDL (mg/100g)	MQL (mg/100g)	% Recovery
Ca	0.006	0.02	102.5
Mg	0.003	0.01	93.5
Fe	0.09	0.3	85
Zn	0.003	0.01	95

<b>Cu</b>	0.054	0.18	98
<b>Pb</b>	0.12	0.4	97.5

#### *Precision*

For this study the precision of the results were evaluated by the standard deviation, and relative standard deviation (RSD) of the results of three replicate measurements ( $n = 3$ ). The RSD values obtained for *Brasicanigra* samples ranged from 1.4% to 6.63% (Table 4), which was under the required control limits  $\leq 15\%$  [16]. These results indicate that the proposed method was precise. The percent relative standard deviation (RSD) of each metal is found in Table 4.

**Table 4: percent (%) relative standard deviation (RSD) of each metal**

Metals	Dejein		Awabel		Gozamen	
	Mean $\pm$ sd	RSD%	Mean $\pm$ sd	RSD%	Mean $\pm$ sd	RSD%
Ca	22.1 $\pm$ 1.08	4.88	27.16 $\pm$ 0.927	3.41	23.82 $\pm$ 0.642	2.69
Mg	18.71 $\pm$ 3.48	1.85	15.37 $\pm$ 2.49	1.62	13.74 $\pm$ 0.912	6.63
Fe	9.267 $\pm$ 1.814	1.95	9.267 $\pm$ 1.814	1.95	8.80 $\pm$ 2.078	2.36
Zn	3.333 $\pm$ 0.132	3.96	3.390 $\pm$ 0.104	3.06	3.243 $\pm$ 0.132	4.07
Cu	2.058 $\pm$ 0.029	1.4	1.925 $\pm$ 0.05	2.59	2.066 $\pm$ 0.038	1.8
Pb	0.181 $\pm$ 0.054	2.98	0.103 $\pm$ 0.027	2.62	0.087 $\pm$ 0.027	3.1

#### *The Levels of the Essential and Non-essential Metals in the Brassica Nigra Seed Samples*

The concentrations of essential and non-essential metals (Ca, Mg, Cu, Zn, Fe and Pb) in the samples were determined by FAAS using an air/acetylene flame at the wavelengths specific for each metal. All the analyses were carried out in triplicate. The summary of mean concentrations (mean  $\pm$  SD) for the metals in *Brasicanigra* seed samples are presented in Table 5.

**Table 5: Mean levels of essential and non-essential metals (mg/100 g) in the sample from the study areas (n=3)**

Metals	Dejen	Awabele	Gozamen
	Mean $\pm$ sd	Mean $\pm$ sd	Mean $\pm$ sd

Ca	22.1 ± 1.08	27.16 ± 0.927	23.82 ± 0.642
Mg	18.71 ± 3.48	15.37 ± 2.49	13.74 ± 0.912
Fe	9.2667 ± 1.814	9.2667 ± 1.814	8.80 ± 2.078
Zn	3.333 ± 0.132	3.390 ± 0.1039	3.243 ± 0.132
Cu	2.058 ± 0.0288	1.925 ± 0.05	2.066 ± 0.038
Pb	0.181 ± 0.054	0.103 ± 0.027	0.087 ± 0.027

*Brassica nigra* contains higher amount of Ca followed by Mg and Fe. As can be seen from Table 5, there is relatively high concentration of Ca across the three geographical locations when compared with other metals studied. The concentration of Ca was  $22.1 \pm 1.08$  mg/100 g to  $27.16 \pm 0.927$ mg/100g. The highest concentration of Ca (27.16mg/100g) was observed in Dejen district while the minimum  $22.1 \pm 1.08$ mg/100g was seen in Gozamin. Magnesium was the second element which was found in a relatively higher concentration across the sample areas. As it can be seen from the above Table, the amount of Mg across the sample areas ranges from 13.74 mg/100g to 18.71mg/100g. The relatively higher concentration of Ca and Mg might be due to the fact that nutrient elements such as N, P, K, S, and Mg are highly mobile in the plant tissue and trans-located from old plant tissue to new plant tissue [17]. If the soil used for cultivating the plant is highly fertilized with manure and organic residues, there is higher availability of K, Ca and Mg [17]. Due to this reason it may found in higher amount in *Brassica nigra* seed. Hence the plant has high amount of these elements.

Table5 shows that iron content ranging from 8.80 to 9.2667 mg/100 g. In the result, iron content was highest in Dejen and Awabel (9.26671mg/100g), while it was found lowest in Gozamin (8.80 mg/100g). The mean levels of Fe obtained upon analysis of the samples were also compared with safe limit recommended by FAO and WHO [18].

The acceptable limit for human consumption of zinc is 7.33 mg/100 g [18]. In this study, the concentration of zinc was found to be slightly higher in Awabel (3.39 mg/100 g) than the amount observed in Dejen (3.33mg/100g) and Gozamen (3.243 mg/100 g). The level of zinc ranges from 3.243 to 3.39 mg/100 g, which highly falls below the range of the recommended by FAO/WHO (i.e.7.33mg/100g) [18].

As shown in table 6, the level of copper in Dejen and Gozamin were found to be almost similar, i.e. 2.058 and 2.066mg/100 respectively while its concentration in Awabel was slightly lower (1.925mg/100g). The acceptable limit for human consumption of copper is 9.94mg/100 g [18]. The present investigation reveals that the level of copper varies from 1.925 to 2.066 mg/100 g, which falls below the safe limits for human health. This might be due to either the intake of this element by the plant may be low or the bioavailability of the element is very small in the plant [19,20].

The lead content in this study varies from 0.087 to 0.181 mg/100 g, which exceeds the safe limit (0.03mg/100 g) for human consumption set by FAO/WHO [18]. As shown in table 6Pb level, the amount of Pb obtained from Dejin is slightly higher than both from that of Awabel and Gozamen. Awabel is again slightly higher than that of Gozamen. The variation for Pb content in the *Brasicanigra* seed by sample site may be attributed to agricultural inputs such as fertilizers herbicides and insecticides containing Pb as an ingredient. Exposure to contamination during storage and transportation by cultivators could be other causes for the higher values [21].

*Pearson correlation analysis of metals within Brassica nigra seed samples*

In this particular study, to correlate the effect of the concentration of one metal over the other metal, the Pearson correlation (2-tailed) at 0.05 level of significance was employed. The relations for the *Brasicanigra* samples are shown in Table 6.

**Table 6: Pearson's correlation for *Brasicanigra* seed samples**

	Mg	Zn	Cu	Pb	Ca	Fe
Mg	1					
Zn	.035	1				
Cu	.159	-.551	1			
Pb	.29	-.095	.181	1		
Ca	-.285	.332	-.771	-.583	1	
Fe	.526	.437	.062	-.385	.182	1

Different authors suggest different interpretations of correlation coefficients. However, the following range has been suggested,  $\pm 0.10$  to  $\pm 0.29$  small,  $\pm 0.3$  to  $\pm 0.49$  medium,  $\pm 0.5$  to  $\pm 1$  large.

Accordingly, the values of Pearson correlation coefficient in Table 6 revealed that there is weak and/or moderate positive correlation between metals with each other except for some metals. The weak correlation indicates that the presence or absence of one metal affects the other metal in a lesser extent. As we can see from the correlation tables there is a large positive correlation of Fe with Mg in seeds and large negative correlation between Cu with Zn, Cu with Ca, and Ca with Pb. Medium correlations were also found between some metals. For example, the table shows positive medium correlation between Ca with Zn, Fe with Zn and negative medium correlation between Fe with Pb.

As the table depicts, the correlation between many of the metals were small. For example, small positive correlations were found between Cu with Mg, Fe with Cu, Fe with Ca, Pb with Mg and Zn with Mg. On the other hand small negative correlations were observed between Pb with Zn and Ca with Mg. These correlations might be due to different size of seeds of the species, soil type, environmental conditions and capacity of the plant to accumulate specific element [23].

### 3.3. Statistical Analysis

One-way analysis of variance (ANOVA) was made at 95% confidence level. Comparing the means of all the three studied areas for their metal contents, at the 95 % confident level, the means are significantly different ( $p < 0.05$ ) only for two metals. As the table shows the first metal on which significant difference observed was Ca with a p value of .001 which is below the set significant value ( $p < 0.05$ ). The second metal on which significant difference observed was Cu with p value of .008 which is below the set significant value ( $p < 0.05$ ). As depicted in the above table, significant difference was not observed among other metals, i.e, Mg, Zn, Fe and Pb.

***Table 7: Analysis of variance (ANOVA) between and within *Brasicanigra* sample at 95% confidence level***

		Sum of Square	Df	Mean Square	F	Sig.
Mg	Between Groups	38.525	2	19.262	3.012	.124
	Within Groups	38.371	6	6.395		
	Total	76.896	8			
Ca	Between Groups	39.774	2	19.887	24.455	.001
	Within Groups	4.879	6	.813		
	Total	44.653	8			
Zn	Between Groups	.033	2	.016	1.078	.398
	Within Groups	.091	6	.015		
	Total	.124	8			
Fe	Between Groups	.436	2	.218	.060	.942
	Within Groups	21.813	6	3.636		
	Total	22.249	8			
Cu	Between Groups	.038	2	.019	11.870	.008
	Within Groups	.010	6	.002		
	Total	.048	8			
Pb	Between Groups	.015	2	.008	5.151	.050
	Within Groups	.009	6	.001		
	Total	.024	8			

Although Table 7 above shows significant differences on two metals, it does not show on which samples the differences were observed. Therefore another follow up analysis which is called a Post Hock analysis was conducted. The following table shows the post Hock analysis of the two metals on which significant differences were observed (Ca and Cu).

**Table 8: Post Hock (Scheffe) Analysis of Metals on which Significant Differences were Observed**

			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Dependent Variable (I) place		(J) place				Lower Bound	Upper Bound
Ca	Dejen	Awabel	-5.06333*	.73630	.001	-7.4248	-2.7018
		Gozamin	-1.72000*	.73630	.044	-4.0815	.6415
	Awabel	Dejen	5.06333*	.73630	.001	2.7018	7.4248
		Gozamin	3.34333*	.73630	.011	-.9818	5.7048
	Gozamin	Dejen	1.72000*	.73630	.044	-.6415	4.0815
		Awabel	-3.34333*	.73630	.011	-5.7048	-.9818
Cu	Dejen	Awabel	.13333*	.03263	.018	-.0287	.2380
		Gozamin	-.00833	.03263	.968	-.1130	.0963
	Awabel	Dejen	-.13333*	.03263	.018	-.2380	-.0287
		Gozamin	-.14167*	.03263	.014	-.2463	-.0370
	Gozamin	Dejen	.00833	.03263	.968	-.0963	.1130
		Awabel	.14167*	.03263	.014	.0370	.2463

\* mean difference is significant at the 0.05

The Post Hock analysis, Table 8 above, shows that there is significant difference between the samples of Dejen and Awabel in Ca concentration with a p value of 0.001 as it is below the set significant level ( $p < 0.05$ ). Similar significant differences were observed between the samples of Awabel and Gozamin in ca concentration with a p value of 0.011. In a similar way the analysis showed significant difference in the samples of Gozamin and Dejen with p value 0.044.

The second metal which showed significant difference across sample areas was Cu. And because of this, Post Hock analysis was conducted to see specifically on which sample areas Cu concentration was observed. According to the above table, significant differences were observed between the sample areas of Dejen and Awabel, on the one hand and Awabel and Gozamin on the other. The table indicated that there is significant difference between the samples of Dejen and Awabel in Cu concentration with p value of 0.018. The p value of Awabel and Gozamin is 0.014 which shows a significant difference in Cu concentration of the samples taken. However, no significant difference was observed on the samples of Dejen and Gozamin in concentration of Cu since the observed p value was  $p=0.968$  which is higher than the significant level set.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

The objective of this study was to determine the levels of selected essential and non-essential metals (Ca, Mg, Fe, Zn, Cu, and Pb) in black mustard seed (*Brasicanigra*). The levels of metals in three study areas of commercially available *Brasicanigra* were determined. The wet digestion method and the determination of selected metals in *Brasicanigra* by flame atomic absorption method were found to be efficient, precise and accurate. The efficiency of sample preparation and instrument were tested by assessing standard deviation and conducting recovery experiments. The content of metals in *Brasicanigra* samples was in the order of  $\text{Ca mg}/100 \text{ g} > \text{Mg mg}/100 \text{ g} > \text{Fe mg}/100 \text{ g} > \text{Zn mg}/100 \text{ g} > \text{Cu mg}/100 \text{ g} > \text{Pb mg}/100 \text{ g}$ . Additionally the concentration of different metals detected in the three sampling sites was found as: Ca: Awabel>Dejein>Gozamen, Mg: Dejein>Awabel>Gozamen, Fe: Awabel and Dejein>Gozamen, Zn: Awabel>Dejein>Gozamen, Cu: Gozamen>Dejein>Awabele and Pb: Dejein>Awabel>Gozamen. This observation helps to conclude that geographical location has an effect on the metal content of the seed.

Statistical analysis by using one way ANOVA also indicated that there is significant difference in mean concentration of metals under investigation. The ANOVA with post hock analysis showed that there are significant differences on Ca and Cu among Dejen, Awabel and Gozamin. This may be attributed to differences in soil composition, use of different fertilizers, pesticides, and may also be resulted from random and systematic errors in the experimental processes.

Based on the finding of this study, the following recommendations are forwarded. In order to aware users about the metal composition and to keep users safe from health risk, further study

should be carried out by collecting samples from all major *Brasicanigra* growing areas of the country. In this study the amount of lead was found in higher proportion. Therefore; further analysis of its content is recommended. Additionally, analysis of the soil metal content where *Brasicanigra* is growing and validating the method of analysis by characterizing using another instruments (ICP-MS, XRF) is very important.

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### 3. ስለአሚኛ ስያሜቃላት የተነሱ ችግሮችና መፍትሄዎች

ዶ/ር አንተነህ አራጋው፣ የኢትዮጵያ ቋንቋዎችና ስነ ፅሁፍ አሚኛ ትምህርት ክፍል፣ ደብረ መርቆስ ዩኒቨርሲቲ፣ ኢሜል፡ - [anteneharagaw@yahoo.com](mailto:anteneharagaw@yahoo.com)

#### አህጽሮተ ጥናት

ስያሜቃላት (terms) በስያሜቃላት ጥናት (terminology) የሚከኑ የአንድ መቃባዊ ቃላት ወይም የአንድ መቃባዊ ባለቤት የሆኑ ግለሰቦች የሚገለጹትን ቃላት ናቸው፡፡ ያለስያሜቃላት አንድን ልዩ ጽንሰሀሳብ ማመንገጥ፣ መረዳት፣ መመረጥ (retrieve)፣ ማስተላለፍ፣ መተግበር፣ መተርጎም መተንተን አይቻልም፡፡ የዚህ ጥናት ዓላማም ስለአሚኛ ስያሜቃላት የተነሱ ችግሮችና መፍትሄዎችን መረዳት ነው፡፡ በአሚኛ ስያሜቃላት ላይ የተጠኑ ጥናታዊ ጽሁፎች የሚገኝ ምንጮች ሲሆኑ፣ መረጃውን የማስተላለፍ፣ የመረጃውንና የመተንተን ተግባራዊ ዓይነታዊ በሚገለጹ የጥናት ዘወግ የተመራ ሲሆን፣ ሰነድ ፍተሻም ለመረጃ ማስተላለፍ የዋለ ዘዴ ነው፡፡ ከአሚኛ ስያሜቃላት ጋር በተያያዘ የሚሰሩ ችግሮችም ሆነ መፍትሄዎች ከትርጉሞች ከወሰኑ፣ ከወጡትና ከአማካኝነት ጋር የተያያዙ ናቸው፡፡ የምንጩ ቋንቋ ስያሜቃል በትክክል የማይወከሉ ስያሜቃላትን ማልገልገል አንዱ ችግር ሲሆን፣ በትርጉም ሂደት በታላሚውና በምንጩ ቋንቋ ስያሜቃላት መካከል ሊኖር የሚገባውን ግጥጥኝ ማስደግ ከትርጉም አንጻር ለመታዩ ችግሮች በዋና መፍትሄነት የተጠቀሰ ጉዳይ ነው፡፡ የወሰኑን አጠቃቀም አለመረዳት ሁለተኛው ችግር ሲሆን፣ ወሰኑን የሚገልጽ የስያሜቃላት መጻሕፍት ስልት መሆኑን፣ ወሰኑን በቃል ብቻ ሳይሆን በጽንሰሀሳብና በቃላት ማገጃ ብልሃቶች በኩል ሊከሰት እንደሚችል ማንዘብ በጽሁፎች የተሰነዘሩ የመፍትሄ ሃሳቦች ናቸው፡፡ በጥናቶቹ የተነሳው ሶስተኛው ችግር ከወጡት ጋር የተያያዘ ሲሆን፣ የወጩ ጽንሰሀሳቦችን ለመተንተኑ ጽሁፎች መጻዬ ቃላት ማዘጋጀት፣ መዘገብ በስያሜቃላትን ማዘጋጀትና ማስረጃ ለእንዲሁም የሳይንስና ቴክኖሎጂ መዘገብ በስያሜቃላትን ጨምሮ በተለያዩ ማከኮች አገልግሎት ላይ የዋሉ መዘገብ በስያሜቃላትን መመረመርና ዘመኑን እንዲወጁ መድረግ በመፍትሄነት የተሰነዘሩ ሃሳቦች ናቸው፡፡ በጥናቶቹ የተነሳው አራተኛው ችግር ከይሁንታ ማለትም ከአማካኝነት ጋር የተያያዘ ሲሆን፣ የቋንቋ ፖሊሲ አወጫቸውና ተገልጋዮች ለሀገርኛ ቋንቋዎች ያላቸው ግምት ዝቅተኛ መሆኑ ተመልክቷል፡፡ ጥቂት ሊባሉ የማይችሉ ጽሁፎች ግምት ቢሆንም የተገልጋዮች አማካኝነት አዎንታዊ መሆኑን ጉዳዩን በተጨማሪ ከዳሰሱ ጥናቶች ለመረዳት ተችሏል፡፡ በአጠቃላይ በአንድ ስያሜቃል ላይ የሚኖር አዎንታዊ ወይም አሉታዊ አማካኝነት ምንጮች ጉምወይም ወሰኑ መሆኑን፣ ከአንድ ስያሜቃል ጋር

የተያያዘ የወጥነት ችግር ከትርጉም ጋር ወይም ከወሰነ ጋር የሚያያዝ መሆኑን፣ በትርጉም በወሰነ አተገባበር ላይ መሰረትም አማካኝነትና ወጥነት ላይ የሚታዩ ችግሮችን ለመፍታት መሰረታዊ መፍትሄ ነው፡

ቁልፍ ቃላት፡ - ምንጭን ቋ፣ ስያሜቃላት፣ ተቀባይ/ታላሚቋን ቋ

## መግቢያ

ስያሜቃላት (terms) በስያሜቃላት ጥናት (terminology) የሚከኑ በአንድ መቶ ጥላ ስር ያሉ ግለሰቦች የሚለገሉ ቃላት ወይም ግላጾች (expressions) ናቸው፡፡ የስያሜቃላት ጥናት፣ ስያሜቃላት የሚከኑባቸውን መርሆአዊና ጽንሰሀሳባዊ መሰረቶች ከማጥናት ወይም ለስያሜቃላት ስነ ጽሑፍ (terminography) የሚውሉ መመሪያዎችን ከማጥናት ወይም የአንድን መቶ ስያሜቃላት ከማጥናት ጋር ሊያያዝ ይችላል (Cabr  1999፣ 32)፡፡ የስያሜቃላት ጥናት የአንድን መቶ ስያሜቃላት ከማጥናት ጋር ሲያያዝ ስያሜቃላቱን በተናጠል ወይም የአንድን መቶ ስያሜቃላት በመላክ ከማጥናት ጋር ሊያያዝ ይችላል (Kaguera 2002፣ 32)፡፡

ያለስያሜቃላት አንድን ልዩ ጽንሰሀሳብ (ሳይንሳዊ ወይም ቴክኒካዊ እውቀት ወይም መረጃ) መምንጫ፣ መረዳት፣ መመረጃ (retrieve)፣ መስተላለፍ፣ መተግበር፣ መተረጎምና መተንተን አይቻልም (UNESCO 2005)፡፡ ስያሜቃላት ለአንድ ቋንቋ ተግባቦታዊ ብቃትና ህልውና ተጨባጭ መሳያዎች ናቸው፡፡ ከዚህ አንጻርም የአንድ ቋንቋ መድብለቃላት ብዛትና አይነት የቋንቋውን ተገልጋይ መሀበረሰብ ደረጃ ለመለካት እንደተለዋዋጭ መጠቀም ይቻላል፡፡

በስያሜቃላት ጥናት የተሰማሩ ሊቃውንት የተለያዩ ጉዳዮችን የጥናታቸው መጽሐፍ እንደሚያደርጉና ከጉዳዮቻቸው ይዘት አንጻርም አምስት የምልክታ አቅጣጫዎች መገኘት እንደምናውቅ በምልክታዎች መካከልም መስተጋብር ያለ መሆኑን እንደ Antia (2000:38) ያሉ ሊቃውንት የስረዳሉ፡፡ በመካከላቸው ያለው መስተጋብርም የስያሜቃላት ምልክታዎችን ስነ ልሳናዊ፣ ስያሜቃላዊ (ስርአተስያሜቃላዊ)፣ እውቀታዊና ተግባቦታዊ፣ እንዲሁም ይሁንታዊ በመሉ አራት ምድቦች እንዲመደቡ ያደርጋቸዋል፡፡ ስነ ልሳናዊ ምልክታ የስያሜቃላትን ምንጭ በመመርመር ላይ ያተኮረና ጽንሰሀሳባዊ ትንታኔዎችን የሚያብዝ ምልክታ ነው፡፡ ለዚህም በስዋሂልኛ ስያሜቃላት በፍች ለውጥና በሀረግ ቅንጅት የተገኙትን ስያሜቃላት እንዲገልጹ ከተፈለገው ጽንሰሀሳብ ጋር በመገናኛ በKummer (1983) የተደረገውን ትንተና እና የምንጭ

ቋንቋ ቅጣቶችና ውስብስብ አናባቢዎችን ከመለመድ አንጻር የሚታየውን የወጥነት ችግር በመመርመር በMdee (1983) የተደረገውን ትንተና መጥቀስ ይቻላል (Antia 2000፣ 40)፡፡

ስያሜታዊ ምልክታ የስያሜታት ስብስብ በጽንሰሃሳቦች መካከል ያለውን ግንኙነት መግለጽ የሚችል ምር ነው፡፡ ለዚህም በMacWilliam (1985) በስዋሂልኛ ቅድመቅጣቶች እንዲገልጹ ከተፈለገው የጽንሰሃሳብ ስርዓት ጋር በመገናኛ አጻጻፍ የተደረገውን ትንተና መጥቀስ ይቻላል (Antia 2000፣ 42)፡፡ ጥናቱ በስዋሂሊኛና በምንጭቋንቋ ቅድመቅጣቶች መካከል መኖር የሚባው ቅርጽ ወይም ግጥሞች በመካከል፣ የጽንሰሃሳብ/የስያሜታት ግጥሞች እንዲዘነፍ ምክንያት መሆኑን አሳይቷል፡፡

እውቀታዊና ተግባቦታዊ ምልክታ ስያሜታታቱ በአንድ መጽሐፍ ስር መካተት የሚባቸውን ጽንሰሀሳቦች በምልክት መካተት መቻላቸውን በመመርመር ላይ ያተኩራል፡፡ እንደ Jernudd & Neustupny (1991፣ 31) በዚህ ዓይነት ስያሜታት ምልክታም ስያሜታት በልዩ ልዩ ተግባቦታዊ አወቃቀፍ (በአርትኦት፣ በመመርመር-መካተት፣ መሥሪያ ጽሁፎችን በመዝጋጀት፣ በስልጠና፣ በተመሳሳይ ጭምር ልዩ ልዩ ሪፖርቶችን በመዝጋጀት) መግምገም አስፈላጊ እንደሆነ ይመስራል (Antia 2000፣ 79)፡፡ ከዚህ አንጻር በተለያዩ የአፍሪካ ሀገሮች የተደረጉ ጥናቶች የሚሳዩት ሀገረኛ ቋንቋዎች ችግር ያለባቸው መሆኑን ነው፡፡ በስዋሂሊኛ የሚኒና ምህንድስናን በተመለከተ የተሰናዱት ስያሜታት በመጠናቸው ብቻ ሳይሆን በሽፋናቸውም (የተለያዩ መስኮችን የሚያካልሉ) ውስን መሆናቸውንና ስያሜታቱ ሳይንሳዊና ቴክኒካዊ ድርሳናትን ለመዝጋጀት በቂ አለመሆናቸው ተረጋግጧል (Mdee 1981፣ Samson 1991 እና Awobuluyi 1994፣ በAntia 2000፣ 44፣ እንደተጠቀሰው)፡፡

አመለካከታዊ ምልክታ የሚጠይቀው ምልክታ ሲሆን ይህም የስያሜታትን ተቀባይነት የሚመርመር ነው፡፡ ተገልጋዩ መሀበረሰብ በእጩት የቀረቡ ስያሜታትን ትክክለኛነት፣ ቅቡልነትና መደበኛነት ደረጃ ለመዳኘት ተግባራዊ ይደረጋል፡፡ አንድ የተቀባይ ቋንቋ ስያሜታል ከየትኛው የምንጭ ቋንቋ ስያሜታል ጋር የበለጠ ግጥሞች እንዳለው ለመዳኘትም ይረዳል፡፡ ይህን በተመለከተ በሃውሳና በካኑሪ ቋንቋዎች በመገናኛ ብዙሃን ጥቅም ላይ የዋሉ ስያሜታትን ተገልጋዩ እንዴት እየተረዳቸው እንደሆነ የሚመረመር የAskira (1994) ጥናት፣ በስዋሂልኛ ለተለያዩ መስኮች ለተዘጋጁ ስያሜታት የደረሰ ሲቲ ተሞሪዎች ያላቸውን እውቅናና አጠቃቀም የሚመረመረው የKummer (1983) ጥናት ተጠቃሽ ናቸው (Antia 2000፣ 42-43)፡፡

በአጠቃላይ ከላይ በአጭር የቀረበው ጉዳይ ስያሜታት ከተለያዩ ገጾች አንጻር የጥናት ርዕሰ ነገር ሊሆኑ እንደሚችሉ የማይሳይ ነው፡ ስያሜታት ከቋንቋ ጋር ብቻ ሳይሆን፤ ከትርጉምና ከተገልጾ መሀበረሰብ ጋር የሚካኩናቸው፡

አሚኛ በኢትዮጵያ ታሪክ በጋራ መግባቢያነትና በሀገረሙ ማግስት ግንባታ ሰፊ ቦታ የሚጠው ቋንቋ ነው፡ አሚኛ የቤተመንግስት (የህግና የአስተዳደር) ቋንቋ የሆነው ከ13ኛው ክፍለዘመን ጀምሮ ነው፡ ከአክሱም ዘመን መንግስት ማሸቆልቆል ጀምሮ እስከዛጉዌ ዘመን መንግስት መገባደጃ ድረስ የነበሩ በሌላ ቋንቋ አፍፈት የነበሩ የኢትዮጵያ አጼዎችና ነገስታት አሚኛ ሁለተኛ ቋንቋቸውን በረ፡፡ ከ14ኛው ክፍለዘመን ጀምሮ ደግሞ በጽህፈት አገልግሎት ላይ ውሏል (Zelalem 2012፣ 5፤ Rubenson (1987)ን እና Teshome (1997)ን ጠቅሰው እንደገለጹት)፡፡ የተለያዩ ነገስታት (የአጼ ቴዎድሮስ፣ የአጼ ዮሐንስ፣ የአጼ ምኒልክና የሌሎች) ታሪክ ነገስት ተጽፎ የሚገኘው በአሚኛ ነው (Zelalem 2012፣ 7፤ Meyer (2006)ን ጠቅሰው እንደገለጹት)፡፡ አሚኛ ዘመናዊ ትምህርት ወደ ኢትዮጵያ ልሳነ ምድር ከገባበት ማግስት አንስቶ ወደ ትምህርት ቤት ከገቡ ቀደምት የኢትዮጵያ ቋንቋዎችም የሚጠቀስም ነው (Bloor እና Tamirat 1996፣ 326)፡፡ ይህም አሚኛ ለልዩ ተግባራት የዋለ ቀደምት ቋንቋ እንዲሆን አስችሎታል፡፡

በአሚኛ ስያሜታት ላይ ጥናት ማድረግ የተጀመረው ከ1960ዎቹ አካባቢ ነው፡ ይህ ጉዳይ አሁንም ከተለያዩ ጉዳዮች አንጻር የምርምር ርዕሰ ነገር እንደሆነ ነው፡ በመሆኑም በአሚኛ ስያሜታት የተነሱ ችግሮችና መፍትሄዎችን መጻሰስ በቋንቋው ስያሜታት በአጠቃላይም ትምህርትን ጨምሮ ቋንቋውን በተለያዩ መደበኛ አውቶች ለመጠቀም ያሉበትን ችግሮች ለይቶ ጣልቃ ለመግባት አስፈላጊ ግብአት ነው፡፡

**የጥናቱ አላማ**

የዚህ ጥናት ዋና አላማ በአሚኛ ስያሜታት አጠቃቀም የተነሱ ችግሮችና መፍትሄዎችን መቃኘት ሲሆን፤ ይህ ዋና አላማም የሚከተሉትን ዝርዝር አላማዎች መሃል ያደርጋል፡-

- (1) በቋንቋው ስያሜታት የተነሱ ዋና ዋና ችግሮችን መለየት፤
- (2) ለችግሮቹ በምንጭት ሊጠቀሱ የሚችሉ ጉዳዮችን መመርመርና
- (3) ለችግሮቹ የተሰጡ መፍትሄ ሃሳቦችን መለየትናቸው፡

## **የጥናቱ አስፈላጊነት**

ጥናቱ ትምህርትን ጭምር ወደመደበኛ አገልግሎት ከማጡ ሀገረኛ ቋንቋዎች ቀደምትና አንዱ በሆነው አመረኛ ላይ መካሄዱ የአመረኛን እግር ተከትለው ወደ ልዩ ልዩ አገልግሎቶች ለመገባ ወደፊትም ለመዋገጥ ሀገረኛ ቋንቋዎች የሚረዱ ፋይዳ እንደተጠበቀ ሆኖ ለሚከተሉት ጉዳዮች አስተዋጾ ይኖረዋል ተብሎ ይገመታል፡-

(1) በግልምሆነ በተቋምደረጃ ሀገረኛ ቋንቋዎችን በሚያማክሩ ለተሰማሩ ተቋማትምሆነ

ግለሰቦች ሊያጋጥሙ ሚና ማግኘት ከነ ምን ጭናቅ በሚዳት አስፈላጊ ውንዝግጅት

ለማድረግ ይረዳቸዋል፤

(2) ሳይንሳዊና ቴክኒካዊ ጽሁፎችን በመጻፍ፣ በመተረጎም፣ በመተንተንና በመሠረድ ተግባር ላይ ለተሰማሩ አካላት አመረኛን ጭምር በሀገረኛ ቋንቋዎች ስያሜቃላት ላይ ሊያጋጥሙ ለሚችሉ ችግሮች፣ ምንጮችና መፍትሄዎች ግንዛቤ እንዲኖራቸው ያደርጋል፤

(3) በሚጨረሻ ምጥናቱ በአመረኛ ስያሜቃላት ችግሮችምሆነ መፍትሄዎች ላይ ጥናት መካሄድ ለሚፈልጉ አጥኝዎች በመንደርደሪያነት ያገለግላል፤

## **የጥናቱ ዘዴ**

የዚህ ጥናት ዋና አላማ በአመረኛ ስያሜቃላት አጠቃቀም የተነሱ ችግሮችና መፍትሄዎች መቃኘት ነው፡፡ ለጥናቱ በግብአትነት የዋሉ መረጃዎችም ስለአመረኛ ስያሜቃላት በተቋምና በግለሰብ ደረጃ በተለያዩ ወቅቶች የተጠኑ ጥናታዊ ጽሁፎችና ከቋንቋው ስያሜቃላት አጠቃቀም ጋር የተያያዙ ጉዳዮችን ከመያየጥ ሌላ ጽሁፎች የተገኙ ናቸው፡፡ አጠቃላይ የጥናቱ ሂደት በአይነታዊ ዘዴ (qualitative) የተሟላ ሲሆን መረጃ የማሰባሰብ፣ የማድረጃቱና የመተንተኑ ተግባር በድርሰት ትንተና የተከናወነ ነው፡፡

## **የተነሱ ችግሮችና መፍትሄዎች**

ከአመረኛ ስያሜቃላት ጋር በተያያዘ በጥናታዊ ጽሁፎች የተነሱ ችግሮችምሆነ መፍትሄዎች በሚከተሉት 4 (አራት) ጭብጦች ላይ ያተኮሩ መሆናቸው ተረጋግጧል፡-

(1) ከትርጉም ጋር የተያያዙ

(2) ከወሰኑ ጋር የተያያዙ

(3) ከወጥነት ጋር የተያያዙ

(4) ከአማካካክት ጋር የተያያዙ

ከዚህ በመቀጠልም እነዚህን ቅደምተከተል መሰረት እንመለከታለን፡፡

**(1) ከትርጉም ጋር የተያያዙ ችግሮችና መፍትሄዎች**

የምንጩ ቋንቋ ስያሜቃል በትክክል የማይገልጹ ስያሜቃላትን ማልገልገል ጥቂት ሊባሉ ለማይችሉ ጥናታዊ ጽሁፎች ገሬ ምክንያት ሆኖ ተገኝቷል፡፡ ከዚህ አንጻርም የ Hailu (1971)ን፣ የ Amsalu (1987)ን፣ የ Polacek (1987)ን፣ የ አምሳሉ (1980)ን፣ የ አባትዬ (1980)ን፣ የ Takkele (2000)ን እና የ Aragaw (2008)ን ጽሁፎች መጥቀስ ይቻላል፡፡ የተርጓሚዎች የቋንቋ እውቀትና የትርጉም ክህሎት ዝቅተኛ መሆን ደግሞ ለተጠቀሰው ችግር በዋና ምንጩ የተጠቀሰ ጉዳይ ነው (Takkele 2000)፡፡ ይህ ችግርም ጥቂት ያልሆኑ የተቀባዩ ቋንቋ ስያሜቃላት ከምንጩ ቋንቋ ስያሜቃላት ፍቻዊና አገባባዊ ባህሪ እንዲሁም ቅርጻዊና ስርዎቃላዊ ባህሪ ጋር እንዳይጣጠሙ ያደረጋቸው መሆኑ ተለይቷል (Polacek 1987 እና Takkele 2000)፡፡

የሚከተሉት ደግሞ ከትርጉም አንጻር ለሚታዩ ችግሮች እንደመፍትሄ የቀረቡ ሃሳቦች ናቸው፡፡

(1) የምንጩ ቋንቋ ስያሜቃል የማልገልጽ ውበህሪ ወጪ ወይም ውስጣዊ መሆኑን

መረዳት (Amsalu 1987)፤

(2) በታላሚውና በምንጩ ቋንቋ ስያሜቃላት መካከል ቢያንስ በሁለት መንገድ ሊገለጽ

የሚችል ግጥሞች እንዲኖር መድረግ (Hailu 1972) እና

(3) በትርጉም ሂደት ለቅጥዎቹም ዋጋ መስጠት ያለብን መሆኑን ማንዘብ (አምሳሉ 1980) ናቸው፡፡

ከመጀመሪያው የመፍትሄ ሃሳብ ጋር በተያያዘ አንድን ስያሜቃል ከምንጩ ቋንቋ ወደ ታላሚው ቋንቋ ለመተርጎም ሁለት ብልሃቶችን መጠቀም ይቻላል፡፡ አንደኛው ብልህ በጽንሰ ሀሳቡ ውስጣዊ ባህሪ ላይ የተመሰረተ ሲሆን ሁለተኛው ብልህ ደግሞ በጽንሰ ሀሳቡ ወጪ ባህሪ ላይ የተመሰረተ ነው (Amsalu 1987:18-19)፡፡ በጽንሰ ሀሳቡ ውስጣዊ ባህሪ ላይ የተመሰረተው ብልህ የጽንሰ ሀሳቡን ቅርጽ፣ ይዘት፣ ጥንካሬ ወይም ስራ መሆኑን የማይደርግ ነው፤ ለዚህም ‘ሀ-ቱቦ’ (= U-tube) ተጠቃሽ ነው፡፡ የጽንሰ ሀሳቡን ወጪ ባህሪ መሆኑን ያደረገው ብልህ ደግሞ አሙረቱን፣ ፈልሳሱን ወይም አምራቱንና የተሰራበትን ቦታ መሆኑን ያደርጋል፤ ለዚህም ‘የእንስሳት ውጤት’ (= animal product) ተጠቃሽ ነው፡፡

ከሁለተኛው የመፍትሄ ሃሳብ ጋር በተያያዘ ደግሞ ስርዎቃላዊ ፍቻ፣ ቅርጽና ውክልና በታላሚው በምንጩ ቋንቋ ስያሜቃላት መካከል ሊታዩ የሚችሉ ግጥሞች ሲሆኑ፣ የሁለቱ ቋንቋዎች

ስያሜቃላት ቢያንስ በወክልና ማጣጠም እንዳለባቸው ይመስራል። ከስያሜቃላት ቅርጽ አንጻር ማዕር የሚባው ግጥሞችም ቅጥያዎች ድረስ መዘለቅ አለበት። የአምሳሉ (1980) ጽሁፍ ለእንግሊዝኛ ቅጥያዎች አቻ ሊሆኑ የሚችሉ የአሚኛ ቅጥያዎችን በመዘርዘር ያሳያል። ይህም በወሰኑም ሆነ በሌላ መንገድ ቃላትን ወደተቀባዩ ቋንቋ ለመጥለስ ለማድረግ ተርጓሚዎች የሚረዱ አስተዋጽኦ ቀላል አይደለም።

ከላይ ከቀረቡት የሜትሪክ ሃሳቦች በስተጀርባ ከትርጉም አንጻር በአሚኛ ስያሜቃላት ላይ የሚታዩ ችግሮችን መለየት ይቻላል። የምንጩ ቋንቋ ስያሜቃል ስርዎቃላዊ ፍች ብቻ የሚወክል ቃል መጠቀም አንዱ ችግር ነው። ይህም የተቀባዩን ቋንቋ ስያሜቃል ወክልና የዘነጋ ስለሚሆን የጽንሰሃሳብ መዛባትን ያስከትላል። ከምንጩ ቋንቋ ቅርጽ ጋር የሚይገጥም ቃል መጠቀምም ሌላው ከትርጉም ጋር ሊያያዝ የሚችል ችግር ነው። የቅርጽ አለመጣጠም ለምንጩ ቋንቋ ቅጥያዎች ጥንቃቄ ካለሚደረግ ሊከሰት ይችላል። ይህም የምንጩ ቋንቋ ቅጥያዎች ካለመተረጎም ወይም ቅጥያዎችን ሊተካ በማይችል የተቀባይ ቋንቋ ቅጥያ በመተረጎም የሚከሰት ነው።

## (2) ከወሰኑ ጋር የተያያዙ ችግሮችና ሜትሪኮች

በአጠቃላይ በጽሁፎቹ በተለያዩ መንገድ እንደተገለጸው ከወሰኑ ጋር የተያያዙ ችግሮች እንደሚከተለው በሶስት ሜትሪኮች የሚለጹ ናቸው፡-

(1) ወሰኑ እንዴት ሊገለጽ እንደሚችል አለመረዳት፤

(2) የምንጩ ቃል እንዳለ መዋሰን

(3) ወሰኑን የመጠቀምበትን ሁኔታ አለመረዳት ናቸው።

ብዙ ጊዜ ከቋንቋ ረገድ የሚካሄድ ወሰኑ በግልጽ ከሚታየው ከቃላዊው ወሰኑ አንጻር ብቻ የሚታይ ከመሆኑም በላይ በዝምድና ቅርብ ከሆነ ቋንቋ በወሰኑ ለመጣስ ያሚቃልና ሩቅ ከሆነ ቋንቋ በወሰኑ ለመጣስ ያሚቃል የሚረዳን ግንዛቤ የተለያየ ነው። ይህም ወሰኑን በምን ሁኔታ እንደአንድ የስያሜቃል ሚላሚያ እየተጠቀምንበት እንደሆነ በሚረዳን አረዳድ ላይ ልዩነት መፍጠሩ አይቀርም። ከምንጩ ቋንቋ አንጻር ወሰኑ ወስጣዊና ወጪ በመሆኑ በሁለት ይመደባል። ወስጣዊ ወሰኑ ግእዝን ጭሮ ከሀገርኛ ቋንቋዎች የሚካሄድ ወሰኑ የሚጥላከት ሲሆን፤ ወጪ ወሰኑ ደግሞ እንግሊዝኛን ጭሮ ከሌሎች የወጪ ቋንቋዎች የሚደረግ ወሰኑ የሚጥላከት ነው (አምሳሉ 1980)። ከዚህም የምንረዳው አሚኛን በሚልማት ረገድ ከሀገርኛ ቋንቋዎች የሚደረግ ወሰኑ እንደወሰኑ ያለመቁጠር አዝማሚያ ያለ መሆኑን ነው።

በሌላ በኩል በተለያዩ መንገድ የተገለጸ ቢሆንም ውስት ቃላዊና ጽንሰሃሳባዊ ተብሎ ሊከፈል የሚችል መሆኑን የተነተኑ ጽሁፎች አሉ፡፡ በዚህ ረገድ የሚከቀሰው የፍቅሩ (1964) ጽሁፍ ነው፡፡ ጽሁፉ በጽንሰሃሳባዊ ውስት ወደአሚርኛ የገቡ ቃላትን የሚከተሉትንና ግልጽነታቸውንም ከተገልጾ ይሁንታ አንጻር የሚቃኝ ነው፡፡ የተገልጾቦቹ ይሁንታ ላይ በመመርኮዝም ጽሁፉ ጽንሰሃሳባዊ ውስት ተግባቦትን የሚያደናቅፍ በመሆኑ ማረጋገጥ የለበትም የሚል ድምዳሜ ላይ ደርሷል፡፡

ውስት በቃላት ወይም በጽንሰሃሳብ ደረጃ ብቻ ሳይወሰን የስያሜቃላት ማሻሻያ ብልሃትንና ቅጣቶችን በመዋሰንም ሊገለጽ ይችላል (Polacek 1987 እና Gankin 1988)፡፡ ከአሚርኛ ስያሜቃላት ጥናት አንጻር ቃላትን ብቻ ሳይሆን የቃላት ማሻሻያ ብልህነትንና ቅጣቶችን መዋሰን እንደሚቻል ለመጀመሪያ ጊዜ ያሳየው በPolacek (1987) ስራ ነው፡፡ የGankin (1988) ስራ ደግሞ ውስት ቃላትን፣ ቅጣቶችንና የቃላት ማሻሻያ ብልህነትን ብቻ ሳይሆን ሀሳብን ብቻ ለመዋሰን እንደሚችልም አሳይቷል፡፡

ከውስት ጋር በተያያዘ ውስትን፣ በተለይም ቃላዊ ውስትን፣ ስለማለመድ ትንተና ያደረጉ ጽሁፎችም አሉ፡፡ ውስትን ማለመድ ውስ ቃላት ከተቀባዩ ቋንቋ ሰዋስዋዊና አገባባዊ ባህሪ ጋር እንዲስማማሚድረግን ይመለከታል (type/typing እና typist የሚሉትን ቃላት እንደቅደምተከተላቸው መቀየር ብ/ትየ ባ/ተያቢ በማለት በድምጽም በአገባባዊ ባህሪም እንዳለመድናቸውሁሉ)፡፡ የAbrham (1963) ጽሁፍ ውስ ቃላትን ማለመድ እንደሚባበርና ርእሱን ገርነት ያነሳል፡፡

የምንጩ ስያሜቃላት እንዳለ የመዋሰን ችግር ከውስት ጋር በተያያዘ የተነሳ ሁለተኛው ችግር ነው፡፡ ጽሁፎቹ የዚህን ችግር መኖር በተለያዩ መንገድ አንጻባርቀውታል፡፡ ችግሩን ካዩበት አንጻር ጽሁፎቹን ጅምላ ውስትን በቀጥታ ያወገዙና ጅምላ ውስትን በተዘዋዋሪ ያወገዙ ብለን ልንከፍላቸው እንችላለን፡፡ ጅምላ ውስትን በቀጥታ ካወገዙት ጽሁፎች መካከል የAbrham (1963) እና የAbrham (1966) ግንባር ቀደምተጠቃሽ ጽሁፎች ናቸው፡፡ የመጀመሪያው ከአሚርኛ ጠባይ ጋር እንዲለመዱ ያልተደረጉ ውስ ስያሜቃላትን የሚከተሉትን ሲሆን፣ የሁለተኛው ደግሞ ሳይቸግር ጩብ-ገድር እንዲሉ በአሚርኛ አቻ ስላላቸው ውስ ስያሜቃላት የሚከተሉትን ጽሁፍ ነው፡፡

ጅምላ ውስትን በተዘዋዋሪ መንገድ የሚወግዝ አዝማሚያ ያላቸው ጽሁፎች ከውስት በተጨማሪ ሌሎች የስያሜቃላት ማሻሻያ ብልሃቶችን በመከቀስና እነዚህንም በምስራቅ በማበራረት ላይ ያተኩራሉ፡፡ ይህም ውስት ብቸኛው አሜሪካ እንዳልሆነ በማሳየት ላይ የተንተራሰ የጅምላ ውስት መቃወሚያ መንገድ ነው፡፡ አንዳንዶች ደግሞ ለትርጉም የሚረዱ ጽንሰሃሳቦችን በማበራረትና በምስራቅ በማሳየት ላይ ያተኩሩ ናቸው፡፡ አንድን የወጪ ስያሜቃላት ወደተቀባዩ ቋንቋ ለመላክ

የሚያስፈልጉ መከፋፈሪያዎችን ለክተው ለማጠራረቅ ከሚፈልጉ ጽሁፎች በስተጀርባ የጅምላ ወሰን ምን ጭንቅር ጉምክህላት መዳደል እንደሆነ ይነሳል፡፡

ከወሰኑ ጋር በተያያዘ የተነሳው ሶስተኛው ችግር ወሰኑን የምንጠቀምበትን ሁኔታ አለመረዳት ነው፡፡ የወጭጽን ሰሃሳቦችን ወደሀገርኛ ቋንቋ በማለመድ ሂደት ወሰኑ ስያሜቃልን ማጠቀም ተገቢ ወይም የማይገባ አሚራይድ ሚሆንባቸው አጋጣሚዎች አሉ፡፡ እንደ Amaslu (1987) እና አቦነህ (1994) የሚከተሉት ወሰኑ ተገቢ የሆነ ባቸውን አጋጣሚዎች የሚወስኑ ናቸው፡፡

(ሀ) በጣምሚያዊ (more specialized) የሆኑ ስያሜቃላትን አለመተርጎም

(ለ) በወሰኑ ወደቋንቋው የገቡና የለመዱ ስያሜቃላትን አለመተርጎም የሚሉ ናቸው፡፡

ሃሳቦቹ አንድን ቋንቋ በሚለማት ሂደት ወሰኑ ሁልጊዜ የሚገኝ አለመሆኑን የሚያሳይ ከመሆናቸው ባሻገር፤ የአሚርኛን ስያሜቃላት በሚለማት ሂደት ከወሰኑ ጋር በተያያዘ ሁለት ችግሮች ያሟታዩ መሆኑን ነው፤ መተርጎም የሚገባቸውን ለመተርጎም መሞከርና ከዚህ በስተጀርባ ደግሞ ያለግባብ መወሰን ናቸው፡፡

በአጠቃላይ የአሚርኛ ስያሜቃላትን በሚለማት ሂደት ከወሰኑ ጋር በተያያዘ የሚታዩ ችግሮች የወሰኑን መላጫ ካለመረዳት፤ በገፍ ከመወሰን ወሰኑን የምንጠቀምበትን ሁኔታዎች ካለመረዳት የሚመነጭ ጭመሆናቸውን መረዳት ይቻላል፡፡ ወሰኑን የማይገባ አሚራይድ ሚሆንባቸው፤ ወሰኑ በቃል ወይም በጽንሰ ሃሳብ እንዲሁም ከወጭ ወይም ከሀገርኛ ቋንቋዎች ሊካሄድ እንደሚችል መንገዱ በመፍትሄ ሃሳብን ትሊጠቀሱ የሚችሉ ናቸው፡፡

### (3) ከወሰኑ ጋር የተያያዙ ችግሮችና መፍትሄዎች

በተለያዩ ደረጃና ሁኔታ በጥናታዊ ጽሁፎች እንደተገኘ ከተነሱ ጉዳዮች መካከል የስያሜቃላት አጠቃቀም ወጥኑ አለመኖር ነው፡፡ ወጥኑን የሚያደሩ መረጃዎች መኖራቸውን በጽሁፎች በተለያዩ መንገድ ተተንትነዋል፡፡ ይህም በሁለት መንገድ የሚለጽ ነው፡፡ ለአንድ የወጭ ጽንሰ ሃሳብ ከአንድ በላይ የአሚርኛ ስያሜቃላትን ማጠቀም አንዱ ሲሆን፤ ለተለያዩ የወጭ ጽንሰ ሃሳቦች አንድ የአሚርኛ ስያሜቃልን ማጠቀም ደግሞ ሁለተኛው ነው፡፡

ለእነዚህ ችግሮች የተለያዩ ጉዳዮች በምንጭ ትተጠቅሰዋል፡፡ እንደ አባትዬ (1980) የሚከተሉት ወጥኑን የሚያደሩ ምንጮች ናቸው፡-

(ሀ) ለስያሜቃላት ምንጭ መሆን ባለበት ቋንቋ አለመከማቸት፤

(ለ) አስቀድሞ በነበረው ስያሜቃል ቅርጽ ወይም ይዘት አለመከማቸትና

(ሐ) በስያሜቃልና በጽንሰሀሳብ መካከል ባለው ግንኙነት አለመካተት ማሳየት ማለት ነው፡

በ(ሀ) የተጠቀሰው የኢወጥነት ምክንያት ከወሰነው ጋር የሚዛመድ ሲሆን፤ በ(ለ) እና በ(ሐ) የተጠቀሱት ነጥቦች ደግሞ ከትርጉም ጋር የሚያያይዙ ናቸው፡

በሌላ በኩል አቦነህ (1994) ከወጥነትና በአጠቃላይም በአሚኛ ስያሜቃላት ላይ ለሚታዩ ችግሮች 14 (አስራ አራት) ምንጮችን የዘረዘሩ ሲሆን፤ 13ቱ ምንጮች ከትርጉምና ከወሰነው ጋር የተያያዙ ናቸው (ቀሪው ለነባር ስያሜቃል አለመጋለጥ የሚል ስሜት ያለው ነው)፡

ኢወጥነትን ለመቀነስ የተለያዩ መፍትሄዎች የተጠቀሱ ሲሆን፤ መፍትሄዎቹን እንዲመለከተው በሶስት ነጥቦች መጠቃለል ይቻላል፡ -

(ሀ) መዝገብ ስያሜቃላትን መዝጋጀትና መሰረጃ፤

(ለ) የወጭ ጽንሰሀሳቦችን ለመቅነስ ጽሁፎች መጻፍ ቃላት (የእንግሊዝኛ አቻዎችን ያካተተ) መዝጋጀትና

(ሐ) የሳይንስና ቴክኖሎጂ መዝገብ ስያሜቃላትን ጨምሮ አገልግሎት ላይ የዋሉ መዝገብ ስያሜቃላትን መመረመርና ዘመኑን እንዲወግድ መድረግ የሚችሉትን ያካትታል፡

#### **(4) ከአመለካከት ጋር የተያያዙ ችግሮችና መፍትሄዎች**

በአሚኛ ስያሜቃላት ላይ የሚታዩ አራተኛው ችግር ከአመለካከት ጋር የሚያያይዝ ነው፡ ችግሩን እንደዋና ጉዳይ የተነተኑ ጽሁፎች ባይኖሩም አብዛኛዎቹ ጽሁፎች በቀጥታም ሆነ በተዘዋዋሪ መንገድ አመለካከትን ወይም ይሁን ታን ጉዳያቸው አድርገው ታልፈዋል፡

ከይሁንታ ወይም ከአመለካከት ጋር የተያያዙ ችግሮች አንዳንዶቹ ከአጠቃላይ ከምንጭቁንቋ ጋር የተያያዙ ሲሆኑ አንዳንዶቹ ደግሞ አገልግሎት ላይ ከዋሉ ስያሜቃላት ጋር የተያያዙ ናቸው፡ ጥቂት ሊባሉ የሚችሉ ጽሁፎች ከአሚኛ ስያሜቃላት ጋር ለሚታዩ ችግሮች መሰረታቸው አሚኛን ጨምሮ ለሀገርኛ ቋንቋዎች ያለ ዝቅተኛ አመለካከት መሆኑን ገልጸዋል፡፡ አመለካከቱም ሁሉንም ባለድርሻ አካላት የሚካከል ቢሆንም በዋናነት ግን የቋንቋ ፖሊሲ አወጪዎችና ተገልጋዮችን ይመለከታል (Abrham 1966፣ Hailu 1971፣ Takkele 2000 እና ተስፋዬ 1964)፡፡ ግእዝን ጨምሮ ሀገርኛ ቋንቋዎችን ለአሚኛ ስያሜቃላት ምንጭ መድረግ ጋር በተያያዘ በጋዜጦችና በሙሉ ሃይማኖት ይደረጉ የነበሩ ወይም ይባሉ ክርክሮችን የተነተኑው የአባትዬ (1980) ጽሁፍም የቋንቋ ባለሙያዎች ከምንጭቁንቋ አንጻር ያላቸው አመለካከት የተለያዩ መሆኑን የሚያሳይ ነው፡

ተስፋዬ (1964) ደግሞ ማህበራን በእንግሊዝኛ ከማያስተምሩ ይልቅ በአሚርኛ ቢያስተምሩ እንደሚቻላቸው መግለጻቸውን ነግረዋል፡፡

በሌላ በኩል ፍቅሩ (1964) ተገልጾቸው የቃልበቃል ትርጉም ቃላት ላይ ያላቸውን አማካካክት ለማረጋገጥ ጥረት እንዳደረጉና በዚህ መንገድ ጥቅም ላይ የዋሉት ስያሜዎችም በተገልጾቸው ዘንድ ግርታ የሚፈጥሩ መሆናቸውን አረጋግጠዋል፡፡ በአባነህ (1994) ስያሜ ለተሰጠው የውጭ ቃል የተሻለ ስያሜ መስጠት፣ በወሰነ ለሰሜድ የውጭ ቃል ሀገርኛ ስያሜ (የግእዝ ወይም የአሚርኛ) መስጠትና በስያሜ ቃላት አጠቃቀም ከሌሎች ለመለየት የሚደረግ መሻቀዳደም በሚል የተለዩት የኢውጥነት ምንጮች ከዚህ ከአማካካክት ጋር ሊያያዙ የሚችሉ ናቸው፡፡

አማካካክትን የጥናቱ ርእስ አካል ያደረገውና በአንደኛ ደረጃ ትምህርት ተግባር ላይ የዋሉ ስያሜዎችን ማሻ ያደረገው የAragaw (2008) ጥናት ደግሞ የመከተሉትን ሚዳዎች ይነግረናል፡፡ አብዛኛዎቹ ማህበራንና ጥቂት የማይባሉ ተመራጭ አሚርኛ የትምህርት ቋንቋ በመሆኑ እንደሚታዩት፣ የአሚርኛ ስያሜ ቃላት ከእንግሊዝኛው ይልቅ ግልጽ መሆናቸውን እንደመሳከሩ ይጠቅሳል፡፡ በሌላ በኩል ተገልጾቸው በመሠረት መጻህፍቱ የተካተቱ ግልጽነት የጎደላቸው ጥቂት የማይባሉ ስያሜ ቃላት እንዳሉና ለመከተሉም ሆነ ለወደፊቱ የተመራጭ ትምህርት የእንግሊዝኛውን ቢጠቀሙ እንደሚሻላቸው መግለጻቸውን ጥናቱ ይጠቁማል፡፡ በዩኒቨርሲቲ ደረጃ የአሚርኛ ሰዋስውን በመሠረት መከተሉ ተግባር ላይ በዋሉ ስያሜዎች ውጥነትና ይሁንታ ላይ የተሰራው ጥናትም (Aragaw 2013) ከአማካካክት አንጻር የቃኘው ጉዳይ አለ፡፡ ይህም ማህበራን ቢጽፉም ሆነ ቢያስተምሩ የምንጩ ቋንቋ ስያሜ ቃላትን ለመጠቀም ጥረት እንደሚያደርጉ መጠቀሳቸውንና ይህ ፍላጎታቸውም ለተለያዩ አይነት አጠቃቀም እንደሚረጋገጥ ይጠቁማል፡፡

በአጠቃላይ ከአማካካክት ጋር የተያያዙ ችግሮችን ጉዳያቸው ያደረጉ ጥናቶች ከፊሎች ከምንጭ ቋንቋ ጋር የተገናኙ ችግሮችን ቢያነሱ ከፊሎች ደግሞ ጥቅም ላይ ከዋሉ ስያሜዎች ጋር የተገናኙ ጉዳዮችን አካተዋል፡፡ ጥቂት ሊባሉ በማይችሉ ጥናታዊ ጽሁፍ አቅራቢዎች የቋንቋ ፖሊሲ አውጪዎችና ተገልጾቸው ለሀገርኛ ቋንቋዎች ያላቸው ግምት ዝቅተኛ እንደሆነ ቢገመገሙ የተገልጾቸውን አማካካክት በተጨማሪ በዳሰሱ ጥናቶች ግን የተገልጾቸው አማካካክት አዎንታዊ ነው፡፡

## **ማከቃለያ፣ መደምደማና አስተያየት**

### **ማከቃለያ**

በዚህ ጥናት በአሚርኛ ስያሜቃለት የሚታዩ ችግሮች ከትርጉምና ከወሰኑ፣ ከወጥነትና ከአሜሪካክት ጋር የተያያዙ መሆናቸውን መረዳት ተችሏል፡፡ ከትርጉም ጋር የተያያዘው ችግር ከምንጭና ከተቀባይ ቋንቋ እውቀትና እንዲሁም ከሚረገግ መውጽን ሰሃሳብ እውቀት ጋር የተቆራኘ ሲሆን ከወሰኑ ጋር የተያያዘው ችግር ደግሞ ወሰኑ እንዴትና ማቼ የሚለውን መረዳት ጋር የመሳሰሉ ነው፡፡ በሌላ በኩል ከወጥነት ጋር የተያያዙ ችግሮች በቋንቋው የስያሜቃለት አጠቃቀም አንድ ለአንድ ካለመሆኑ ጋር የሚያያዙ ሲሆን፣ እነዚህም በዋናነት ከትርጉምና ከወሰኑ ጋር ከተያያዙ ችግሮች የሚኖሩ ጭማሪያቸውን ለመረዳት ተችሏል፡፡

አሜሪካክት የወሳኞችን (የቋንቋና የትምህርት ፖሊሲ አወጪዎች)ና የተገልጋዮችን ይሁንታ የሚያካትት ሲሆን፣ ይኸውም ከምንጭ ቋንቋና ጥቅም ላይ በዋሉ ስያሜቃለት ተገቢነት ጋር የተያያዘ ነው፡፡

### **መደምደማ**

ስለአሚርኛ ስያሜቃለት ችግሮች ከተነሱ ችግሮችና ሙከራዎች መረዳት የምንችለው ትርጉም ላይና በወሰኑ አጠቃቀም ላይ የምንሰራው ስራ ወጥነት ላይ ተጽእኖ የሚያደርግ መሆኑን ነው፡፡ ትርጉም ላይ፣ ወሰኑ ላይና በአጠቃላይም ወጥነት ላይ የምንሰራው ስራም አሜሪካክት ላይ ተጽእኖ ያደርጋል፡፡ በአንድ ስያሜቃል ላይ የሚኖር አዋንታዊ ወይም አሉታዊ አሜሪካክት ምንጭ ትርጉም ወይም ወሰኑ ነው፡፡ በተመሳሳይ ከአንድ ስያሜቃል ጋር የተያያዘ የወጥነት ችግር ከትርጉም ጋር ወይም ከወሰኑ ጋር ሊያያዝ ይችላል፡፡ በአጠቃላይ ከትርጉም ወይም ከወሰኑ ጋር የተያያዘ ችግር ወጥነትና አሜሪካክት ላይ ተጽእኖ ያሳድራል፡፡

### **አስተያየት**

- (1) የትምህርት ተቋማት ለሚሰሉ ጥናቸው ተመሳሳይ ዎቻቸው ብቻ ሳይሆን ማናኛ ብዙሃንን ጨምሮ ቋንቋውን በተለያዩ መደበኛ አውቶች ለሚጠቀሙ ባለሙያዎች አጭር የትርጉም ስልጠናዎችን እንዲያዘጋጁና እንዲሰጡ መድረግ፤
- (2) ልሳነ ክልሌ የስያሜቃለት መዘር ዝግጅትና ልሳነ ክልሌ መዝገብ ስያሜቃለትን በመዝጋጀት ለተገልጋዩ ተደራሽ እንዲሆኑ መድረግ፤

## የዋቢ ጽሁፎች ዝርዝር

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#### **4. The Roles of Awingi Folksongs for Community Development: The Case of Guangua and Zigem Districts in Awi Zone**

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## Abstract

*The main objective of this study was to find out the roles of Awingi folksongs in the community in Guangua and Zigum districts. It tried to find out the moral cultural and social functions of folksongs in the above mentioned districts and surrounding areas. For this purpose, ethnographic research design with qualitative research approach was used to collate data. By using snowball sampling technique, famous and skillful traditional music singers and song creators were chosen as informants from all parts of the two districts. Interview and focus group discussions were used to collect data. The data have been analyzed qualitatively. The findings of the study show that the people in the area use a wide range of songs with varied social and political issues to express their feelings about some curious, weird, peculiar, or a sort of any extraordinary events occurring in the areas. Thus, Awi folksongs serve as social media in which the community reflects social misery, complaint, bliss and denounce miscreants and exalt the 'heroes' so as to teach good moral values underlying the necessity of virtuous living.*

**Key Words:** *folksongs, traditional singers, music creators, cultural/social functions, social media*

## 1. Introduction

Folk media include festivals, plays, dances, songs, story-telling, poetry, scripture and paintings which are considered to be the main channels of communication in the rural community. These media are the vehicle for transmitting messages and sometimes considered as indigenous equivalents of mass media. Folksongs are typically associated with the language, culture, and group of people who execute them. They clearly denote particular community's cultural expressions, knowledge, philosophy, ideology, social and political understanding of their milieu.

The role of traditional folk songs has been very significant in community development. As Timkehet (2006) study showed East African communities used traditional songs to give recognition for social activities and to foster and reinforce communal unity. Daudu and Anyanwu (2009) also claimed that folk media is great in the rural area since the information which is passed through it is perceived as a credible and acceptable source. Van Der Stichele (2000) stated

although folk media are used primarily for entertainment, they are widely practiced to promote education, values and cultural continuity in the rural areas. As Yathish (2015) briefly stated folk media have diverse functions in the rural community since they cover the largest segment of population and reflect community's knowledge of folk institutions, habits, customs, tradition, culture, motivation and feelings. Besides, folk is used as a means of mass mobilization in accepting social and political changes. In line with this, Harish (2006) vividly expressed the intimacy of folk media with the people as they are close to the hearts and minds of the people. Furthermore, in Africa, mostly in the rural community, sensitive information is never delivered in a straightforward manner but through songs, dances, drum, town crier and plays using proverbs and poems. This shows indigenous media are means of facilitating communication with pleasant expressions.

Rrural people highly consume folk media for everyday activities because as Durgadas (2007) posited 90% of the world's population lives in developing countries and 70% of them live in rural areas. He added that mass media such as newspapers, television, and the internet do not effectively reach rural people. Moreover, many research studies showed that such media do not have the required impact in terms of motivating change and development.

Similarly, in many areas of Ethiopia, folk songs are utilized widely for different functions. In Gwangwa and Zigum districts of Awi Zone, which is found in Amhara Regional State, folksongs have deep rooted connection with the community who execute them in different institutional, seasonal, religious and cultural occasions. What underlies their prolific nature is that every time new Awngi (the local language of the area) folksongs are created in the districts, taken up by all Awngi speaking community and sung at weddings and other festivities.

Two events are required for marshaling new folk songs in these areas: one is a wedding, and others are casual events judged to be contradicting or not in line with the norms or welfare of the community, or praiseworthy or commendable deeds. At postnuptial banquet of every wedding (a nuptial banquet is held after a day or two after the wedding) the groom's companions must sing their own newly created song amidst the crowd sitting and relishing lavish nuptial banquet. Among the new songs sung at every wedding in this way, only those that appeal to the community will win

persistence and the chance of being taken up and used in the community. Most others are ephemeral. Such practices not only entertain but also enhance artistic creativity in the community.

Sometimes some people in the community may break norms or commit something wrong or felony, or not live within the moral precepts of the community. The Awi are ingenious enough to compose oral songs to criticize the alleged norm or law breakers. The songs thus composed are usually sarcastic and mocking, having the power of severely deriding the miscreants. Folksongs may also be sung to exalt or motivate highly commendable deeds.

Though the areas are very well known for their creativity of folk songs, how these songs are related to the society's development has never been systematically studied. Thus, this study tried to fill this gap.

### **1.1 Statement of the Problem**

Communication plays a significant and key role for the overall development of community since it helps a society to preserve cultural heritage, share information, transfer knowledge and so on. Folk and modern mass media are the two ways through which society communicates. However, modern mass media alone cannot reach to the millions of people in rural areas who have no regular access to TV, newspapers and the internet. In addition, the modern media's access is largely restricted to urban areas and few literate rural people. This means modern mass media fail to reach almost 80% of the society living in rural areas.

On the other hand, the folk media have remarkable impact on rural society because of the acceptable idioms, functional significance and the cultural values. Folk media can overcome the difficulties of language, and other barriers of communication like interest, understanding, interpretation, attitude and perception. Folk media are of paramount importance for both social and political ameliorations. They not only teach but also warn the community so that the community members are always aware of the consequences of social or legal breaches. They are also outlet as media through which they convey what they feel to the government.

As one form of folk media, folk songs play a major role in conveying developmental and socially relevant messages. They also are significant in communicating information and knowledge among rural people. If used properly, and wisely, they may come to prove to be one of the most relevant,

easy, and effective media through which government and private agencies may produce responsible, aware, and advanced citizens in a country.

Awngi folksongs not only entertain the community, but they morally mete out wrong doers, culture breakers and thus warn others to live within the rules of their tradition. Thus, they can be taken as moral courts. As these local oral songs are bestowed with high moral authority capable of enforcing moral laws in the community, this aspect makes them unique. But what is the secret behind? They need to be disclosed to the rest of the society and all concerned bodies in some way. However, no effort has been made to retrieve, document or disseminate this intangible cultural wealth. There is an absence of cohesive knowledge about the tradition of singing. Not a single booklet on the different genres of folksong in the area exists.

Therefore, we need to keep our traditional media alive by continuously and cautiously safeguarding and preserving from the adverse effects of globalization. Against this view point, the present paper purports to examine the role of folk media in the nation building and suggesting measures for preserving and transmitting cultural traditions and values to the next generation. It also examines the role of folk media in national integration and conservation of cultural heritage. We must use research based approach in this regard to devise some stratagem to integrate them with the modern media and enhance awareness of the community on development issues. So as to play such roles, folk songs need to be studied and be available in a well-organized manner.

## **1.2 Objectives of the Study**

### **1.2.1 General Objective**

The general objective of this study is to find out the roles of Awngi folksongs on community development.

### **1.2.2 Specific Objectives**

The specific objectives of this study are:

1. to explore the moral functions of folksongs in the area
2. to examine the social relevance of Awngi folksongs
3. to analyze the cultural values of Awngi folksongs

### **1.3 Significance of the Study**

The result of the study will help the community to strengthen their communal unity and social activities. It will also be used as a means of mobilizing the community towards economic reforms. The traditional songs documented in a well-organized manner (by genre, for example) will have tremendous importance for the government as well as other development agencies to use them for easy intervention and optimum communication.

This study will also serve as reference document for researchers interested to make further studies on Awi traditional songs or other traditional media in the community. It will serve as supplementary material for teaching aesthetics in Awi schools. The study result will be useful for both creative and emulative local and national singers.

## **2. Research Methodology**

### **2.1. Design of the Study**

Since this study was based on synchronic data which were gathered in fieldworks in Gwangwa and Zigem districts, the study used ethnographic research design based on the nature of the topic. The study also used qualitative research approach to collate data.

### **2.2. Population and study Area**

This study was conducted in Awi Zone, Amhara region. The zone was selected because one of the researchers' experiences as cultural officer for many years in the zone helped him to explore different cultures of the society in the area. This initiated him and the other researchers to be inquisitive to analyze and document traditional songs in the area.

There are 11 districts in the study area. However, by using purposive sampling the study area embraced only two districts, viz. Gwangwa and Zigem, which were selected purposively because they are rich in traditional songs and are also well-known for creating new songs every time.

The study populations are residents who are living in the selected districts of Awi Zone. Thus, based on snowball sampling technique, famous and skillful traditional music singers and song creators were chosen as informants from all parts of the two districts. In addition, elderly and knowledgeable persons were involved in giving historical accounts of songs with respect to the source of some old songs.

## **2.3. Sources of Data and Data Collection Instruments**

### **2.3.1. Sources of Data**

The data source was the actual practitioners and elderly people believed to be traditionally knowledgeable. Therefore, the data were collected from primary and secondary sources. The primary data were collected from the residents. In addition to primary data, information was collected from the secondary sources such as documents and other written materials.

### **2.3.2. Data Collection Instruments**

For this study, data were collected using interview and focus group discussion. Famous and skillful traditional music singers and *song creators* were asked to tell the poems of folksongs and the events at which they were sung and created. As to focus group discussion, traditionally knowledgeable elderly people were participants in this study.

### **2.3.3. Data analysis and Interpretation**

Folksongs are the real experience of the community as they vividly show the life of the community who utilize them. We cannot detach them from the community's day-to-day activities since they are the outcome of the relationship between man and his environment. As result, Awngi folksongs could not be detached from the community's overall practice and philosophy of life. Therefore, the collected folksongs were categorized based on their themes and translated into Amharic and English so that readers can have a good visualization of the folksongs and the viewpoints of the community.

## **3. Data Analysis and Interpretation**

### **3.1. Folk Songs Related to Natural Resources**

It is true that the agrarian society composes songs that mainly represent their attachment with their day to day life since songs have the power to capture the trust of people in a community and turn on people's inner thoughts. The rural community of Zigem and Gunguwa Districts compose songs on various issues related to their day to day lives. Major events deemed to be landmark in their life-course never pass by without being composed and sung. With respect to folksongs related to natural resource, we present two opposing songs sung about forests.

The people of Zigem and Guangua live ‘with forests’. There exist a large stretch of dark natural forests in close proximities. Forests are indispensable part of their lives. They gather wood and make much of their household appliances, goods, and furniture from forests. They collect beehive sticks from the bushes and particular types of creeper plants which are used for making beehives from the deepest parts of dark and dense forests. Certain types of trees whose trucks are used as incense for drying the beehives so that the beehives will have aromatic smell to lure bees are found in the forests. After they prepare the beehives, they hang them in high branches of big trees, usually in forests, so that a swarm of bees comes to use the beehives as its abode. As all these are the benefits the people of Zigem and Guangua gain from the forests, they never destroy the forests; they know how to live with them without causing any harm – they have lived for ages without causing harm to them.

During the Dergue Regime, a proclamation that prohibited the people from cutting natural trees was declared. Nevertheless, the proclamation was pointless for the people of Zigem who had lived with forests for ages without causing them any harm. Hence, they did not first abide by the proclamation. Some of them who were found cutting trees in woods were sent to prison. This was not only unexpected but also somewhat queer for the people of Zigem and Guangua. Hence, the following song (table 1) was composed to express their feelings about the Dergue’s pointless measure taken to stop cutting of trees.

Table 1: Folksongs on Forests Proclamation

Awngi Song	Amharic	English
አሲሲካ ካዋኑዊ ጃጃዊ ካ ካዋኑዊ እንዳራኑኸ ጌዋኑዊ፡፡	ብሳና እኮ የዱር ነው ግራዋ እኮ የዱር ነው የሚከለክሉ ለምንድነው፡፡	<i>Besana</i> belongs to a forest Gerawa belongs to a forest Why is it that they forbid?

As can be noticed from the poem, the people of Zigem and Guanua found the prohibition of cutting trees not only pointless but also indecorous, for what they knew was they had never destroyed the forests and would never do so. Moreover, the forest trees belong to no one; they belong to everybody. The first two lines mention the two types of indigenous trees (*Bisanna* and

*Quqitsi* in Awngi) to represent all types of trees and vegetation in the jungle. *Bisanna* and *Quqitsi* are the type of trees having little importance for the community. The reason why they chose these trees which have little importance for mentioning is for iteration that they were being fined for no felony.

The third line in the song adds that the trees mentioned belong to the woods. Two implications could be drawn from this: the government ought to have conducted awareness raising activities prior to the issuance of its declaration or it was no use imposing such restraints in these parts of the community.

The same song was sung with direct opposite predicate, **ኪዋኑዊ** ‘that they cut’, verbal clause formally differing from **ጌዋኑዊ** ‘that they forbid’ in a consonant /k/ only (a word form said to be a minimal pair) after about twenty years when a Chinese company came to take over a large forest, namely Brandi, which is found between Chagni, the capital of Guangua Woreda and K’ilaj, the Capital of Zigem Woreda, and build match factory at the expense of the forest. As the district culture and tourism head explained, the indignant community expressed their anger with the following song.

Table 2: Folksongs on the Supposed Forest Annihilation

Awngi Song	Amharic	English
ቻንዲ ካ ካዌኑዊ ቡጊዲ ካ ካዌኑዊ እንዳራኑኸ <b>ኪዋኑዊ</b> :	ሰሳ እኮ የጩነው ዋንዛ እኮ የጩነው <b>የሞቆርጠት ለምንድነው :</b>	<i>qantsini</i> belongs to a forest <i>bugitsi</i> belongs to a forest Why is it that they cut?

This song was composed when the government made a pact to give this huge forest mentioned earlier to a foreign investor to build a match factory right in the forest, or the construction of the factory was said to be implemented at the expense of the forest. This was stark natural resource vandalism for the community. For the Zigem community, the benefits obtained from the products of the factory at the expense of the destruction of *Brandie* were incomparable to the benefits they

would gain from a live forest. When the China investors came with the Awi Zonal and Amhara Regional authorities for the handover of the forest, the Zigem community, with sticks and harsh words, chased these authorities and the invertors away. Following this historic event, Awi zonal authorities ousted most of Gwangwa Woreda heads because the woreda heads were found to secretly instigate the community to rescue this primeval forest, the act which is seriously treacherous for higher authorities.

The above song was composed following this historic event. The song literally means the two types of indigenous trees (*qantsini* and *bugitsi* in Awngi) mentioned in the song to represent all types of trees and vegetation in the jungle that covers a large area in the district should not be cleared out. The singer transcended natural ownership of trees to the big forest, and this caught the attention of the community and provoked indignation and spurred them to protect the big forest from destruction.

The following photos, obtained from Awi Administrative Zone Culture and Tourism Department, show a portion of Brandi or Ilala forest.



**Figure 1 Ilala or Brandi Forest**



**Figure 2 Ilala or Brandi Forest**

The following song, sung about one of the mountains of the area called Gum Iyyesus, also shows how this community is creative and sensitive to forest conservation.

**Folk 3: Folksongs on Forest Preservation and Related Issues**

Awngi	Amharic	English
እ ሬ ያ ጋ ማጉምሳ ዊትሲ ዳ ማን ሱኻ ጉምሳ ዊትሲ ጉንጊ ኔ ሳ ጉምሳ ዊትሲ ባታን ይንትሲ ወላስ ፊትሲ፤ እ ሬ ያ ጋ ማጉምሳ ዊትሲ፡ ፡ ጉመዴኒ ወላውይዎቲ ጉመዴኒ ዚጋሚውን ቲ አራንጉዋዲ ካንታቲ ማቲ፤ ጉማ ዴኖ ኔ ክዴንኪ ማንዳዌኸ እኖ፡፡ ፋቻ ሎጋሊ ዓይጻ ኮልባሊ ብቲ ክሚ አብረ ቻስሚ፡፡ ፋቻ ሎጋጂ ዓይጻ ኮልባጂ ዴስፁኑ እንክርኔስኑ፡፡ ካይጉዋስ ወክባ ዝኪት ወክባ ጉም እየሱሲ ግርጻ	ዝናም ማከበ ጉምሳ ዊት አዳማ በጉምሳ ዊት ጉምሸፈነ በጉምሳ ዊት ይምከተወት ይተርፋልና ለሁሉም፤ ዝናም አማከበ ጉምሳ ዊት፡፡ የጉምደን የሁሉ ሕይወት የጉምደን የዚግ ምንጥ እየትማአረንዳ ዴውን፤ የጉምደን አትንኩብን ጠባቂን ውእኛን፡፡ ከቀይ ሎጋ ጋር ከጣይምኮልባ ጋር ሜቱ ሲሞኽ አብሬ ልደር፡፡ እነ ቀይ ሎጋ እነ ፀይምኮልባ ያስደሰቱት እንጭት ያሉት፡፡ የካይጉዋስ ወቃቤ፤ እዚያ ያለኛጻ ወቃቤ ጉምእየሱስ ግርማማስ፡፡	Rain is coming through Gumsawit It is clouding through Gumsawit Fog is enshrouding Gumsawit Let it come It will be enough for all; Rain is coming through Gumsawit. The forest of Gum is the life of all The forest of Gum is the beauty of Zigem Look its <i>green</i> . The forest of Gum Touch it not, it is our caretaker. With white tall, with black beefy When night comes Let me pass the night. He whom they pleased Is he who is told to play with. The <i>wouqabe</i> dwelling in Kayguas Gum Iyyesus full of charisma.

ጥግ ሲ፡ ፡		
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Gum Iyesus Forest Mountain is a strictly protected forest. Here, the singer remarks the grace of the forest mountain which is the source of rain as a natural endowment of Zigem. The song notifies that the rain which comes as a result of the forest through Gum Iyesus is a blessing to all the areas around and far from the mountain. Here, it means that there is no geographical demarcation to the rain as it reaches the community far from the forest mountain. The singer calls the community to preserve this forest. Compared, with the government's attempt to teach the community to preserve and protect the forest, such songs are highly influential in the community since the singer articulates the message with artistic language accompanied with sweet melodious. In addition, the song raises the spiritual attachment of the community to the forest by notifying that the existence of love goddesses referred to as የ ቀይሎጋ and የ ፀይም ኮልባ protects the community from any

plague. On the whole, the singer praises and admires the forest mountain in vivid and captivating language to incite the community to protect forests. As result, the researchers believe that such types of songs could be an effective means of mass mobilization to accept the reforms made by the government and to create social integration.

### 3.3 Folk Songs Related to Health Issues

The community feels that folk songs could be used to effectively share information on various health issues. It is so difficult to convey health related information to the whole community through broadcast media since many of the community members do not have access to electronic media. Thus, songs are the best option to educate the community to share information about any health-related issues. The following two songs elucidate this idea.

Table 4: Folksongs on HIV/AIDS

Awngi	Amharic	English
<p>1. ሹምጤ ዋያማዊዱሲ ዳጉዬ ዋያማዊዱሲ ቤርቤሮ ዋያማዊዱስ ክምካዋ ዋያማዊዱሲ ዋዳ እሺኸዊ ኤድሲ? ቤዴራ ይንታስኩኒ ኤድሲ!</p> <p>2. እምጥላሽስ ኤድሱባኩዊ ኔክፃኑላ ኔኬፃላኪ ኔክፀኒኪባይፃላኪ፤ ኤድሲፌኬስ ይዴሲ፡፡ ኬቴሙናሺኑ ኤድሲ ጌዬርስፋኻዳሪሲ፡፡</p>	<p>በቆሎሽጦሲጩስ ዳጉሳ ሽጦሲጩስ በርበሬ ሽጦሲጩስ ከብቶችን ሽጦሲጩስ የትነበረ ያኔ ኤድስ? ቀድሞ በመጣ ኑሮ ምን <u>ነበር!</u> ጥሩ ነው ኤድስ ባንድ በኩል ካልነኩት በቀር አይነካም፤ ከነኩት ግን አይለቅም፤ ኤድስ ከኔ ይራቅ፡፡ ከተሜይባል የነበረ ወጣበገጠር በየዳሩ፡፡</p>	<p>When he sold off maize When he sold off millet When he sold off pepper When he sold off cattle Where was AIDS then? Why it did not come then?</p> <p>AIDS is good on one account It will not touch if not touched It is merciless if touched. AIDS, get off me; AIDS was claimed to be townie But now it has spread to the country.</p>

The first song was sung by a wife to a husband. The wife addresses her grievance about her husband's prostitute and extravagant behavior in melancholy voice. She paradoxically regrets for the late arrival of HIV/AIDS at their area saying that the disease should have arrived earlier. Before the arrival of the diseases, husbands used to sell cows, corn and other farmproducts and spend the money extravagantly enjoying the night in brothels. That time was bad for wives since they did not have the power to stop the husbands from such unruly activities. But with the arrival of HIV/AIDS things changed on their own. The wives did not need to worry about their money because they knew that men became afraid of catching the disease, and hence they fixed and strengthened broken marriages. Thus, paradoxically scolding HIV/AIDS for its late arrival, they impliedly acknowledged and thanked the diseases, for the husbands unwillingly shaped their bad behavior.

The second song communicates the unique feature of HIV/AIDS. With emotive words, the singer aesthetically informs the community to raise awareness about HIV/AIDS and refrain from the fatal disease. The first three stanzas of the song state that even though HIV/AIDS is cruel and merciless, it does not attack if people do not expose themselves to it. These three consecutive lines assert a simple way of protecting oneself from the disease, refraining from activities that expose to unsafe sex. It impliedly warns that people should remain faithful to partners. The other lines of the song focus on correcting wrong perceptions of the community. Hitherto, people used to think that HIV/AIDS was the concern of urban people since it existed in urban areas *only*; however, this song refutes the community's perception that HIV/AIDS is limited to certain geographical areas. The songs, as they have the power of capturing the hearts and the minds of the community, are used to mobilize the community in preventing the prevalence of the disease. Generally, the above songs had the power of creating awareness about the then newly arrived pandemics.

### **3.4 Songs Related to Moral Lessons**

Songs teach the right and wrong practices of the community by praising the good practices and condemning bad ones. As expressed in the song below, the good doers are appreciated and taken as models in the community while wrong doers are condemned.

Table 5: Folksongs on Theft

Awngi	Amharic	English
እንደሻው አይሼሽ ይጉዥ ጂሚዳ ካርቻ ጂጊሪዳ፡፡ ኾከና ማኮንቴ ይጉዋወጁኸኮቴ፤ እሼ ዴስቱት ሺቼ ኾቼ ኾቼ ካንቴ፡፡	እንደሻው አይሼሽ በጅምር የቀረ ካርቻ ጂጊሪ ላይ ቀረ፡፡ ሊበላ ብሎቋንጣ ከነኮቴውቀረ እንደወጣ፣ ስጋ የለመደች እናቱ ማይ ማይ ታያለች፡፡	Endeshaw Ayshesh died from the start There in Karnga Jigiri. Wanting to eat dried meat He did not come back, His mother, fond of meat, was looking forward to his coming. Carrying a salt lure Carrying a rope Carrying a sack He did not come back. While he was lying in a ditch They went to Chagni and Pawi in search.
ለንዲኔ ጊቡታ ጌሚጊቡታ ማዳባሬ ቡታ ይጉዋወጁኸፋታ፡፡ ኾራስኩክስ ባይዳ ቻግኔ ጊታፋይዳ፣ ፖዌ ጊታ ፋይዳ፡፡	ማለሽውን እንደተሸከመ ገመድ ሁሉ እንደተሸከመ ማዳባሪያም እንደተሸከመ ሳይመለስ ቀረ እንደወጣ፡፡ ተኝቶ እያለ በይወስጥ ቻግኔ ድረስ ፍለጋ ፖዌ ድረስ ፍለጋ፡፡	

This poem teaches good morals by underlining the necessity of virtuous living and denouncing wrong deeds. This poem is recited for those who participate in stealing. On the first stanza, the man called Endashaw Ayshesh ‘እንደሻው አይሼሽ’ is metaphorically referred to as something thwarted in inception. The song condemns the person called Eandashaw for his attempt in stealing someone’s ox for its meat. In the fifth line of the song, his mother, who was accustomed to eating meat of stolen animals, is also humiliated and condemned for encouraging her son to steal animals for their meat. The fifth stanza translates literary to English as (though her son was killed by the owner of the animals) “She is waiting in vain for the meat she used to eat”.

The other stanzas show how the culprit's deviant, lazy and cheating behavior cost his life. They also mention how he was found dead in a ditch with all his materials he planned to use for stealing: a bar of salt to lure the animal, a rope to tether the animal, and a sack with which he would carry the meat. The thief's mother who was eagerly waiting for her son (who apparently was killed while stealing) to bring meat was scolded by the following additional song for her wrong way of rearing her son. It seems that the community felt the fifth stanza in the above song is not strong enough to teach the mother who encouraged her son to steal. Hence, the following song (table 6) has come on in the community ensuing the earlier song (table 5).

Awngi	Amharic	English
ኂቹ ጄሮ ካጫ ታታ	ልጅ ወልዳ እናት	A mother who gives birth
ጉሽኛ                    ዝኾ	ቆንጥጣ                    ማሳደግ	Should rear her children with rebuke
ኩንቲቲታ	አለባት	Saying ‘Don’t touch the others’ properties’
ትቡሳ ኔ ክዲያ ኔ ታ	የሰውን አትንካ ብላ	Plough and eat your own produce’.
አፊስታታ                    ኹን	አርሰህ ብላ በራስህ	If she does not reprove him today
ኔ ታ: :	ብላ: :	If she does not stop him in the morning
ናካ ኩንቲቲኒ ጃ	ዛሬ <u>ካልቆነ ጠጥሮው</u>	If late, he will grow wayward
ስግላስ                    ዙር	በማለዳ                    ተማለስ	He will grow rogue.
ኔ ወጂኒ ጃላ	ካላለሹው	
ስኹኒ ያኸስናያላ	በጅ አይልምከዘገየ	
ስኹኒ ዋኒ ዋያላ:	ኋላ ይሆናል ዱርየ:	
:	:	

children to work hard or plough and live on their own produce. Though equal shares are expected from fathers and mothers in child rearing, it seems that the community has imposed the responsibility of child caretaking on mothers. This is because the song impliedly shows it is the responsibility of mothers to advise and correct their children. The last four lines of the song show the consequence of children who grew up unadvised and unpunished. These lines stress that the child would become disobedient, cheating and so difficult to manage after he/she grew up. Therefore, the song stresses that mothers should correct morally and socially unacceptable behaviors of their children early enough before they grow wayward.

### 3.5 Folk Songs Related to War

War songs render the disgusting features of war. So the community sings war songs to release their inner feelings about the loss of their beloved ones as result of dictators or civil war. During the Dergue Regime, many youths lost their lives because of the civil war. Forced by the intensity of the war with the then Guerilla fighters, the regime took the youth forcibly to the war front which took many young lives. Saddened by this, the society composed different poems with the following song head (አ ዝማኙ).

Awngi	Amharic	English
አ ኹያ ዱራያ ካሱኸ ዙራያ፤ አ ኹያ አርዱያ ካሱኸ ዙራያ፡፡	የ ወንዜ ልጅ የ ዱራ ልጅ ይሄ ዳል አይመለስም፤ የ ወንዜ ልጅ የ አርዱ ልጅ ይሄ ዳል አይመለስም፡፡	The son of a river, the son of Durra He goes but does not come back; The son of a river, the son of Ardi He goes but does not come back.

Ardi and Durra are big rivers in Guangua Worda, Awi zone. Young boys who grew up swimming in and drinking from these rivers were forcefully taken for ‘mother country call’ during the Dergue Regime but never came back just like water flowing down in a river does not come back. It was as a way of releasing their grievance.

The following song which was sung during the Dergue Regime criticized the government sharply but covertly because the government killed the youth who joined EPRP.

<u>Awngi</u>	<u>Amharic</u>	<u>English</u>
አ ሲሲማካዋኑ ዊ?	ብሳና ነው ወይ የዱር	Like <i>besana</i> of a forest
ቼቼዲ ማካዋኑ ዊ?	ዛፍ?	Like <i>gerawa</i> of a forest
እንጃያሱሳ	ግራዋ ነው ወይ የዱር	They nip them in the bud.
ኬዋኑ ዊ: :	ዛፍ? ለጋ ለጋዉን ማከን ጠፍ: :	

The poem literally compares the death of the young with the cutting of tender trees that do not have any use. In Awi custom, slaughtering young animals or cutting trees (except less important types such as mentioned above) which are not fully grown is immoral. In the folk song above, since the government killed young boys, the community, embittered by this action, obliquely but sharply criticized the regime by expressing its grief with folk song poems which allegorically represent the young boys as ‘young and tender trees’ with an expression *nipping plants in the bud*. Allegorical language use is opted here to veil indignation and evade counter actions that might be taken by the government.

The trees (ብሳና እና ግራዋ) mentioned in the song are local plants which are not as important as other trees in the jungle whatever big they become. For this reason, people carelessly cut them at their early ages with no or little purpose and throw them away. As stated above, the then regime, to protect the throne, forced the youth to involve in wars which resulted in loss of thousands of young lives. In addition to this, anyone who was thought to do anything against the regime was ruthlessly killed whatever his/her age was. So the community revealed their grief for the death of their youth by composing such songs.

#### **4. Conclusion and Recommendation**

Folk songs are used as a form of communication as they constitute a potential source for conveying messages for economic and social development in the study area. It seems that Awi folksongs are the main communication media in rural parts of Awi because the mass media do not reach the majority of Awi communities who live in the rural villages. A wide range of songs with varied social and political issues are sung in order to express the feelings of the community.

Basically, the songs are used to address some sort of events occurring in the areas so that the community easily associates the songs with the events created and takes measures based on the raised issues. Thus, Awi folksongs serve as media in which the community reflects social celebration, joy, misery, and oppose the miscreants and exalt the heroes.

Thus, we strongly recommend that the government, devising some sort of mechanism, ought to make use of folksongs to reach the community in disseminating its declarations in the community. We also recommend that the government ought to understand the community's stand and attitude prior to implementing any sort of intervention in the community.

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## **5. The Appropriateness of Literary Texts in Teaching Reading Skills: The Case of Some selected High Schools in Dembecha Woreda**

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### ***Abstract***

*The main objective of this study was to assess the appropriateness of literary texts in teaching reading skills at four selected high schools in Dembecha woreda. The study employed descriptive survey research design. Questionnaire, interview and document analysis were instruments used in this study. Four hundred twenty nine students that were selected through stratified sampling were involved in the questionnaire while 7 purposively selected EFL teachers were part of the interview. The collected data was analyzed qualitatively and quantitatively. Interview and document analyses data were analyzed qualitatively using narration and direct quotation whereas questionnaire data was analyzed quantitatively using percentage, mean and grand mean. Findings of the study revealed that the majority of the literary texts are found to be linguistically very difficult, culturally unfamiliar and unsatisfactory to students' interest. In addition, the study found that most reading activities do not give useful cultural background, stimulating tasks, previewing key language and language awareness activities. The study concluded that the literary texts integrated for teaching reading skills and activities are not helpful to teach reading skills.*

*Key words: Literarily texts, reading skills, reading activities, cultural background, language awareness*

## **1.1 INTRODUCTION**

Learning reading skills is essential for learners of English as a second or Foreign Language. Carrell (1988) stressed that reading skills is one of the most important macro skills for students' academic progress, achievement and development in their present and future professional careers. To achieve this, scholars in the field of language teaching tried to find more efficient pedagogy that enables the learners to become more proficient readers.

Communicative language teaching has been very popular for a long time since it gives students the chance to practice different language skills in real contexts (Van, 2009). It also gives credit to the use of authentic language. Like in many other skills, the use of authentic materials in teaching reading in EFL classes gives students contexts that increase interaction with the texts (Van, 2009). Literary texts are useful since they use natural language. According Lazar (1993), literary texts offer universal themes which are relevant to students' own experience. Long (1986) also argues that literary texts expose students to a wide variety of authentic language that has the power to motivate students to read a lot. This is to mean, literary texts use real like language that provides students contexts that promote interaction in reading comprehension. Ghasemi and Hajizadeh (2011) also show that literary texts are relevant to reader's experience and this contributes the learning process of reading comprehension. From this discussion, it is understood that literary texts are indispensable pedagogical tools to develop language skills.

Though literary texts are proved to be core materials in teaching reading and other skills, there are different factors that need attention. One of the basic factors is text selection. Many scholars stressed that text selection is a crucial factor in making literature a resource for language teaching (Maley, 2001; McRae, 1997; Lazer, 1993; Collie and Slater, 1994 and Hill, 1994). Collie and Slater (1994) emphasized that text selection should consider "each particular group of students, their needs, interests, cultural background and language level" (1994:5). Lazar (1993) also asserted that the text should be within the student's grasp in terms of their linguistic, literary, intellectual, and emotional capacities.

In addition to text selection, the design of the activities from the selected texts also affects the effectiveness of using of literary texts in teaching reading skills. According to Collie and Slater

(1994), it is best to prepare reading lesson activities around the texts' highlights: plot, characterization, point of view and language. Lazar (1993) suggests designing activities that integrate both the reading comprehension and the literary text. From this discussion, it is clear that text selection and the design of activities are key factors in using literary texts in EFL classes. Thus, it is necessary to properly evaluate the literary texts and activities to make sure that they meet the required criteria.

Research outcomes also strongly recommended the evaluation of language courses containing literary texts as resource materials (Vethaman, 2010, Bobkina and Dominguez, 2014). Bobkina and Dominguez's (2014) study also suggested more research on a systematic evaluation of different language courses which use literary texts. In addition, like other EFL contexts, in Ethiopia, research findings have reported complaints about the suitability of reading materials for students. For example, Dereje (2000) cited in Rekyia (2010) reported that the content of reading materials is not in harmony with the learners' current and changing perception of language learning needs.

## **1.2 Statement of the Problem**

In Ethiopia, English language is one of the key subjects from primary up to preparatory schools and it is also the medium of instruction in secondary high schools and tertiary levels of education. So reading skills is very important for students' academic success and future progress. That is why much effort has been done from time to time by different stakeholders such as material designers to develop students' reading skills. For example, attempts have been done to integrate literary texts into students' text books to teach reading and other skills. However, in Dembecha District High schools, complaints rise regarding students' reading skills. The researchers have noticed that the large majority of Dembecha District Grade ten students struggle to succeed in reading comprehension. However, they fail to read and comprehend texts integrated in their English textbooks in different reading sessions. From the researchers' experience, this problem was more magnified while students used literary texts.

From the researchers' observation, the most acknowledged cause of students' ineffective reading is losing reading interest immediately. The researchers have noticed that many students try to read a

story or poem as they are guided by the teacher but soon lose interest with which they start reading the text. The other problem students encounter is vocabulary. In every paragraph or stanza, or even in every sentence, or every phrase students come across some new words which create a constant obstacle for them to understand the meaning. They failed to guess contextually and try to look up new words in dictionary.

Experiencing this situation, the researchers started worrying about this issue because students' failure in reading results in a failure in their academic success. Without good reading skills, these students will have a difficult time, not only in schools, but also in their future opportunities. There could be various factors that attributed to failure of students to develop their reading skills. However, the researchers think that the quality of the accessible reading materials may have attributed to their ineffective reading. Haregewoine's (2007) study revealed that in Ethiopian secondary schools the low quality of teaching materials seem to have aggravated the students' low reading proficiency. All these need closer examination and evaluation to improve the situation in this area. The current study, thus, attempted to see how appropriate the tasks and literary texts are to teach grade 10 students reading skills in EFL contexts.

### **1.3 Objectives of the study**

The main objective of this study was to assess the appropriateness of literary texts in teaching reading skills. The study had the following specific objectives:

- To evaluate the suitability of the selected literary texts for students in teaching reading skills
- To evaluate the appropriateness of reading activities designed from literary texts to teach reading skills

## **2. Literature Review**

### **2.1. Selecting Literary Texts**

To use literary texts in teaching language skills, many scholars suggested criteria to select materials. According to Lazar (1993), the criteria ultimately depend on the students' linguistic proficiency, literary and cultural background, relevance and interesting texts.

### **2.1.1 Student's Linguistic Proficiency**

Duff and Maley (1989) suggested choosing texts within students' language proficiency. They explained that if the language of the literary text is quite straightforward to the linguistic level of students, students will want to have more access to literary works and find these texts more relevant to their experience. Hill (1994) suggests that archaic language, slang, foreign words, allusions, or language that imitates the speech of a particular locality and long complex clauses tend to contain multiple ideas and therefore should be avoided. As students will not understand these sentences and words, they will get bored and not read the work. Heng and Abdullah (2006) also argue that sentence structures that are with unambiguous order and logical organization and structure aid reading whereas inconsiderate texts are often difficult to interact with.

### **2.1.2 Student's Literary Background**

Brumfit and Carter (1986) cited in Lazar (1993) argued that effective readers of a literary text possess 'literary competence', in that they have an implicit understanding of, and familiarity with, certain conventions which allow them to take the words on the page of a play or other literary work and convert them into literary meanings. Lazar (1993) attempted to pinpoint certain conventions of literary competence which might include anything from recognizing and appreciating a full range of genres to simply following the plot of a short story.

According to Lazar (1993), literary background of the students and their linguistic competence do not necessarily go together; students who have little literary knowledge, but are linguistically proficient, may find themselves understanding each individual word on the page without being able to make sense of the literary meanings behind the texts. Thus, when choosing text to use in EFL class, we should look at its specific literary qualities and whether our students can navigate their own way through these.

### **2.1.3 Students' Cultural Background**

According to Carter and Long (1991), in selecting literary texts considering how far the students' cultural background and their social and political expectations will help or hinder their understanding of a text and how much background the teacher will need to provide for students to have at least a basic understanding of the text should be given emphasis. Lazar (1993) also

suggested that the texts selected should be within the teacher's and student's competence culturally and such literary works can touch upon a wide range of meaningful topics which are related to the reader. Ali (1994) also suggests that the texts should allow learners to view literature as an experience that enriches their life. He further elaborated that in culturally familiar texts the reader brings to the text past experiences, prior knowledge, social, cultural and psychological assumptions, surrounding circumstances which may play an important role in the making of meaning of the text to be read. Thus, it is clear that in selecting literary texts for EFL classes, culturally familiar texts should be selected to impart the required language skills.

#### **2.1.4. Personal Involvement**

Collie and Slater (1994) also noted that selecting texts that can stimulate a kind of personal involvement and arouse the learner's interest is very crucial too. Duff and Maley (1990) also assert that if the learners' ideas, experiences, and needs are completely at variance with what they are asked to read, it is useless to expect them to be motivated. This is to mean that students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests. In connection to this, Almi (2011) stated that texts that touch the learners' needs and interest can be more suited for aesthetic reading which further develops reading proficiency; interpretive abilities make inferences, understand multiple levels of meaning and develop skills in critical thinking.

#### **2.1.5. Student's Interest**

The other key factor to consider in selecting literary texts is whether a particular work can arouse the learners' interest and provoke them to strong and positive reactions. Duff and Maley (1990) defined interesting texts as texts that are relevant to the tasks, are easily accessible to the students, have colorful photographs and illustrations. They explained that if the text is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learners' linguistic and cultural knowledge. Collie and Slater (1994) also suggested that it is important to choose books which are relevant to the life experiences, emotions, or dreams of the learner because when the assigned literary text is meaningful and enjoyable, learners will try to overcome the linguistic obstacles.

### **2.1.6. Length of Text**

In selecting literary texts, the other issue that demands attentions is the length of the material. Lazar (1993) suggests that when selecting literary texts, teachers should bear in mind whether they have enough time to work on texts in class, how long students have to work on the text at home (reading) and how much background information of the text the teacher needs to give students. Duff and Maley (1990) believed that the length of the text is also seen as the major difficulties. They noted that for some texts, longer texts may appear more difficult, whereas for others shorter texts present more difficulties simply because they do not offer extended contextual support and repetition which longer texts do.

## **2.2 Designing Reading Activities from Literary Texts**

The bases for designing reading activities from literary texts are the problems that students frequently encountered in reading literary texts. The most common problems that students faced are difficulties to understand the cultural background, lack of motivation to read literary texts, inadequate reading strategies and comprehension problems. The comprehension problems include problems of following the plot, understanding the characters, understanding the vocabularies and narrator, analyzing and interpreting texts, and appreciating the style (Lazar, 1993).

According to Collie and Slater (1994), the best way to prepare activities was highlighting the elements of the literary texts. These elements are plot, characters, setting, narrator, theme, and language style and language awareness. According to many scholars, such as (Harmer, 1998; Lazar, 1993; Hernández, 2011; and Sánchez, 2009), to make reading more realistic and interesting three stages are recommended: pre-reading, while-reading and post-reading.

## **3. Research Methodology**

### **3.1 Design**

Descriptive survey design was employed to achieve the objectives of this study since it helped the researchers to collect data from wide areas.

### **3.2 Sample and Sampling Techniques**

This study was conducted in Dembecha District High Schools, Ethiopia, viz. Dembecha Comprehensive Secondary and Preparatory School, Yechereka, Wade Addisalem and Yezeleka High schools. In 2019 academic year, there were 2,378 (two thousand three hundred seventy eight) Grade 10 students and 17 grade 10 EFL teachers in these four schools.

Through simple random sampling technique, three schools (except Yezeleka) were selected as samples. For interview, 7 Grade 10 EFL teachers who took the course of literature in language teaching in their Master of Education programme were purposively selected. The total number of students from the three sample schools was 2,076. Thirty percent of this figure was taken as sample to fill in the questionnaire. Then 687 sample students were selected using stratified sampling technique. However, 434 students filled in and returned the questionnaire.

### **3.3 Data Collection Instruments**

Document analysis, interview and questionnaire were employed to collect data.

#### **3.3.1 Document Analysis**

Document analysis was used as the major tool to gather data about the appropriateness of literary texts and reading activities designed from them. The document analysis has two parts. The first part of the checklist focused on the selection of literary texts. These items were adapted from Lazar (1993). The second part of the checklist dealt with the design of reading activities of the literary texts. This checklist was adapted from Phillips (1993).

#### **3.3.2 Interview**

Semi-structured interview, adapted from Lazar (1993) and Phillips (1993), was chosen to elicit detailed information to supplement data from documents analysis and questionnaire.

#### **3.3.2 Students' Questionnaire**

Questionnaire was used to collect data from students to supplement the document analysis and teachers' interview. Five close-ended Likert scale questionnaire items were used. The questionnaire which was adapted from Lazar (1993) focused on the selection of literary texts.

#### **4. Result of the study**

##### **4.1 Literary Texts Incorporated in the Textbook**

From the general overview, the text has incorporated fifteen literary texts to teach reading skills. These literary texts included two novel extracts, five short story extracts, seven poems and one play extract. Poems are found predominantly in the text. Short stories take the second position next to poems. Novel and play extracts are found in small proportion. None of these literary texts were extracted from Ethiopian literary books.

##### **4.2 The Evaluation of Literary Texts**

The main evaluation criteria were the literary texts' relation with the students' linguistic proficiency, literary and cultural background, life experience, interest, reading speed and suitability. The following sections present the findings.

###### **4.2.1 Linguistic Level**

This study found literary texts that contain very long sentences, poorly organized structures, complex structures, colloquial words, very loaded vocabulary and expressions. For example, extracts "*Shipwrecked*", "*Makeda's Story*" and "*Difficult Situation*" contained very long sentences. Moreover, extracts such as "*Dealing with a drug dealer*" and "*Nigerian Market Place*" contain complex structures.

To some up, though some of the literary texts were found good in sentences length, vocabulary level, syntax and structure, the majority of the literary texts contained very long sentences, difficult words, archaic language, slang, allusions, dialectical variations or complex structures and expressions for student's level.

###### **4.2.2 Cultural Familiarity**

The second criterion used in this study was the appropriateness of literary texts for students' cultural background. In this study the document analyses showed that there are literary texts that included beliefs, objects and languages that depict unfamiliar cultural background. Literary extracts like the "*Fulani Creation Story*" and "*Nigerian Market Place*" contain culturally ancient tradition and this traditional belief is far from students' cultural background. As a result, students

may lack prior knowledge and past experiences in relation to this belief so as to aid comprehension of the texts.

In addition, specific objects like *Doondari*, *Gueno Mammy wagon*, *Mission car* and *Bartered lorry* are included in “*Nigerian Market Place*” which are not familiar in the target students’ cultural background. That is to mean, the cultural meaning of these objects cannot be understood by the target students in this study.

To conclude though some literary texts contain traditions, ceremonies and objects that depict culture close to the target students’ cultural background, the majority of the literary texts depicted traditions, religious beliefs, ceremonies, objects and rituals that are far from students’ cultural background.

#### **4.2.3 Relevance**

It is expected that the literary texts should be relevant to the target learners’ ideas, experiences and needs. It is also believed that the subject-matter of the text should be relevant to their life experience and interests. However, the document analysis showed that there are literary texts that are not relevant to the day to day life experience of the learners. Extracts like the “*Difficult Situation*”, “*Nigerian Market Place*” and “*The Fulani Creation Story*” contain topics that are not practiced in the contemporary day to day life of the target students in this study.

As evidence, let us see a brief analysis of one of the texts entitled “*A difficult situation*”. This story describes the undemocratic treatment of younger boys at school in Guinea in the 1930s. An extract reads “*So at an order from the older boys, we would line up like laborers about to reap a field, and we would set to work like slaves*” (Paragraph 4, lines1-2). This direct quote talks about the period of slave trade which is an outdated topic.

On the other hand, few of the literary texts are found to be relevant to students’ day today life experience. Extracts like “*The Friendship Cake*”, “*The man I killed*” and “*Destiny*” contain issues that are relevant to the day to day life experience of the target students. For instance, the topic of the poem “*Destiny*” describes the importance of making decisions wisely. Hence, this poem is relevant to the student’s day to day life experience. Similarly, the topic of the extract, “*Dealing*

*with a drug dealer*” exposes the bad consequence of drug abuse on people’s life. This topic is a burning issue for the target students’ life experience as many young people mostly have been victimized emotionally by drug abuse.

#### **4.2.4 Interestingness**

The fourth criteria the researchers used to evaluate the literary texts was checking out if they are appropriate for students’ interests and needs. The document analyses showed that there are literary texts that lacked these. Extracts like “*Difficult Situation*”, “*Nigerian Market Place*” and “*The Fulani Creation Story*” contain outdated topics. As an example we can see one of the analyzed extracts entitled “*Nigerian Market Place*”. From the analyses, the poem depicts the traditional bartering system that was practiced in Nigeria some time ago. This kind of marketing system was the ancient form which is not practiced now. So the topic of this poem does not reflect the current needs and motivations of students about marketing systems.

In addition, literary extracts “*Dealing with a drug dealer*”, “*Ayantu to the rescue*”, “*Shipwrecked*” and “*A difficult situation*” are linguistically very challenging as explained above. Furthermore, “*The Fulani creation story*” and “*A sudden Storm*” are also culturally unfamiliar. When literary texts are culturally unfamiliar, students cannot understand them and this results in boredom in students as linguistically difficult texts may demotivate students’ interest. On the other hand, the study found that some of the literary extracts contain contemporary, relevant, linguistically challenging and culturally familiar topics. A good evidence for this is the “*Friendship Cake*.” The story shows that cooperative work makes people successful.

#### **4.2.5 Length**

The last criterion used in this study was whether the length of the literary texts is appropriate for students’ level. The study found that “*Ayantu to the rescue*”, “*Three combined poems*”, “*Makeda’s Story*”, “*Shipwrecked*” and “*The Snake -Man and the Girl*” are very long extracts. Specifically, “*The snake man and the Girl*” covered three pages (47-49); “*Shipwrecked*” has nine paragraphs and 69 lines and “*The Three Combined Poems*” is comprised of four pages (PP. 218-221.) These literary extracts look very long for students’ level. When the length of the text does

not match with the students' reading speed and linguistic level, students may feel frustrated, bored and discouraged from reading.

However, this study found the majority of literary extracts seem to have appropriate length for student's level. We can see "*A poem*", "*Friendship Cake*", "*The man I killed*" and "*Nigerian Market Place*" as instances. The extract "*A poem*" has six stanzas and 32 lines; "*Friendship Cake*" consisted of 6 paragraphs and 29 lines and "*Nigerian Market Place*" comprised of 6 stanzas and 21 lines. The extract entitled "*The Man I killed*" has also moderate length.

### **4.3 Evaluation of Reading Activities**

The document analysis was also used to evaluate the reading activities designed from literary texts. Focus was given if activities help students to get background hints; if they help to stimulate the students' interest and pre-teach key words and if they develop language awareness and interpretation of main themes.

#### **4.3.1 Creating cultural awareness and Interest in pre-reading**

According to the document analyses, it was found that pre-reading activities lacked stimulating activities. They lacked to include previewing, prediction, discussion, providing sample extracts' key language practice activities to anticipate the content of the text. As an example, we can look at the activities on pages 72 and 164. These pre-reading activities instruct students what to do and how to do. However, they do not give opportunities to students to anticipate the contents of the extracts. This implies that the pre-reading activities designed from literary texts failed to motivate student's interest and help them to pre-view key languages. However, the study indicated that some of the activities are good in that they help students to get hints about the cultural background of the literary texts. Activities on page 43 are instances for this.

*The Fulani are a people of West Africa. They are traditionally cattle herders and milk is at the center of their culture. Below is traditional Fulani poem which describes how they believe the world was founded. (The Fulani creation story, P. 43)*

This kind pre-reading activity gives hints for students about the setting, the economic activity practiced, the main food, and religious belief of the people and the characters of the literary

extract. These activities help students to get clue about the context of the extract and help them to sense the content of the extract.

#### **4.3.2 Helping to Develop Comprehension Skills**

The while-reading activities were also evaluated. The analyses revealed that most of them are found to be good in helping students to develop surface comprehension skills. For instance, the instruction of the activities on page 38 reads: *“Skim the text to get the general idea, and then work in groups to complete the following chart about the title, authors, what the story is about, characters, where the story is set, what happens in the story and type of story”*. Such activities were designed to skim the literary extract, find out general ideas, read the text to give title, identify the authors of the extract, scan the characters and understand its setting.

Similarly, the document analysis indicated that most of the while reading activities are good to develop language awareness. The following activity on page 138 is a good example:

*The poet uses words to help us see and hear things in our minds as we read. Here are some examples: The wind howls. The tree sways. The children skip home. A).match the verbs the poet has used with these more commonly used verbs: move, go, blow .B). Find some other examples that help us hear the noise of the storm and the things it causes (A Sudden Storm, pp. 137-138).*

However, the analysis showed that a good number of the while reading activities lacked to include activities that help students to understand language function and style. For instance, we can look at some activities that followed the novel extract entitled *“Dealing with a drug dealer “as shown below:*

*Work in groups to discuss the following questions:*

- 1. Do you think it is a good conclusion? How does it compare with your suggestions for what Joseph should do?*
- 2. Can you suggest any other ways Joseph could stop the drug trafficking?*

(Dealing with a Drug Dealer, p. 103)

As indicated above, these activities were designed to engage students to relate their personal experiences to the text they read. That means, they were designed to integrate the topic of the text to the real life experience of the students. That means these activities should be preceded by

language analysis activities so as to enable students to do these tasks successfully. However, the document analyses showed that these were the only activities designed from the literary extract. From this, it is shown that language awareness activities including analyzing functions of language, grammar awareness, and possibility of variety structures and practicing previously learnt grammar items, analyzing possible implication of the languages used by the author to convince his message were not included.

To sum up, from the document analyses, most of while-reading activities were designed to understand the surface information (basic comprehension) and vocabulary. That is to say, activities are intended to develop and improve vital skills including identifying the main ideas and supporting details, and learning vocabularies from context and other strategies. However, most of the while-reading activities lacked language awareness tasks including identifying functions of language, grammar awareness and possibility of variety. In addition, the activities failed to develop higher order comprehension skills such as analysis and synthesis.

#### **4.4.4 Helping to Interpret and Develop Personal Response in Students**

In addition, the post reading activities were evaluated if they are good in helping students to encourage interpretation of the main themes and develop personal creative response in students. So according to the document analysis, some of the post-reading activities were good in helping students interpret the text and develop creative response in students. For example, when we look at activities on pages 64, they are good evidences for these.

*4. Discuss these questions in groups.*

- a. Do you think the children should have told their parents? If so, what could the parents have done?*
- b. Do you think this situation of senior students being cruel to younger children in the same school still exists? Why do you think senior students behave in this story?*
- c. Have you ever had occasions in your own life when you had been uncertain about what to do?*
- d. Discuss these occasions with your group .What would they recommended?*

(A Difficult Situation, P.64)

As indicated above, these activities require students to evaluate, relate and give their personal views to the characters' actions, to justify their reasoned arguments for their evaluations, to give their recommendations to the characters actions and to share their ideas in the classroom. This means, the activities help students to get opportunities to reach on their own interpretations and express their personal views in relation to what they read.

However, some of the activities did not encourage interpretation and personal response to the text in students. For instance, as shown below, the activities which were designed from the literary extract entitled "A poem" are good evidence for these:

*2. Answer the following questions:*

- 1. Give three examples of what the sea has washed away?*
- 2. Why was Aku weeping with her children?*
- 3. When was the storm which caused the destruction by the waves?*
- 4. What sounds does the poet describe?*
- 5. What was Abena most sorry to lose?(A poem, P.169)*

Such questions in the post-reading activities ask for answers which are explicitly stated in the text. This implies that these activities did not encourage students to reach on their own multiple interpretation of the text and allow students to express their feelings, suggestions or connect the text to their life experiences.

### **4.3 Analysis of Teachers' Interview**

#### **4.3.1 Appropriateness of Literary Texts**

When asked about the appropriateness of the literary texts' linguistic level for students, almost all teachers said that they are not appropriate. They believed that the vocabulary, language structure, the meaning of some phrases and the symbolic meaning of some of the expressions of the literary texts are very difficult to students. Teachers believed that the linguistic level of the literary texts incorporated in grade 10 students' textbook is difficult for students' level.

Teachers were also asked whether the culture depicted in the literary texts was appropriate for students' cultural background. For this item, interviewees expressed that most of the literary texts are not appropriate for student's cultural background. For instance, teacher 1 responded:

*I think that the traditions reflected in most literary texts are not appropriate. For example, ceremonies, traditional wedding ceremonies and traditional wearing styles reflected in some literary texts are uncommon for our students.* Other participants also felt that the traditions implied in the majority of the literary texts are not appropriate for students' cultural background.

The interviewees stated that the majority of the literary text deals with ideas that are not directly relevant to the students' day to day life experience. Teacher 4 for example reported, *"I believe that they are irrelevant. Since most of them describe issues which are unrelated to students' culture and life."* Teachers believed that the majority of the literary texts are irrelevant to the students' background and day to day life experience.

The other question raised to teachers was whether the literary texts were interesting to students. The majority of interviewees said that literary texts do not match with students' interest. For instance, teacher 3 reported, *"I do not think so because most students feel bored to read them and stop reading immediately because the literary texts are not attractive."* This means that the participants thought that the literary texts are not interesting to students.

When teachers' were asked whether the length of the literary texts was appropriate for students' level, many believed that their length is inappropriate. For instance, teacher 4 reported *"I think the texts are inappropriate since they should not struggle with two things at a time, i.e., a foreign language and a long and complex text."* Teachers thought that difficulty students have on the language should not be worsened by of length.

#### **4.3.2 Appropriateness of Reading Activities**

Under this section, teachers were asked if the pre-reading activities help students to prepare for a more serious reading activity by giving historical and cultural background and linguistic clues and if the while-reading activities help to develop language awareness and higher order knowledge. In addition to this, teachers were asked if the post reading activities help students to develop creative and personal response.

When teachers were asked if activities help to get background context by giving historical and linguistic clue about literary texts, the majority of the respondents expressed that most pre-reading activities failed to do so. Teacher 3, for example, reported that *"Most literary texts do not have*

*questions or hints before the reading texts.”* This interviewee recognized that most literary texts have not pre-reading activities so as to give background context about the literary text. Similarly, teacher 6 stated *“As I experienced almost all literary texts lack activities that precede the passage. In fact, few texts are only preceded by instructions.”* The interviewees said that nearly all the literary texts lacked pre-reading activities.

The other interview question asked teachers if the while-reading activities help to develop language awareness and ask questions of analysis, interpretation and analysis. Teachers stated that many of the questions in the while reading activities ask for answers which can be answered at a simple glance. For instance, teacher 5 stated *“of course there are a lot of while reading activities. However the questions are inappropriate for the level since they do not require deep reading”*. Teacher 7 reported, *“There are a lot of while reading questions. However, the questions focus on facts and knowledge that need simple scanning.”* Teacher 2 responded that *“Truly. Some of the while-reading activities asked students the meaning of language structures found in the text.”* From the analyses, it is indicated while- reading activities attempted to create language awareness. However, teachers clearly indicated that many of the while reading questions do not ask for higher order knowledge such as analyzing, synthesizing and evaluating.

The next question teachers were asked was if the post-reading activities encourage students to develop personal and creative responses. Teacher 7 reported:

*“Yes. Especially, poems include questions that assess students’ reaction, feelings, or judgments about the poem. In my understanding when readers [students] express their reactions to the poem, they may respond to the message of the writer creatively.”*

This interviewee understood that the post reading activities require students to bring their feelings, opinion or judgments in relation to the literary texts they read. This implies that the design of post-reading activities was given attention and the activities were designed to give students opportunities to make reasoned arguments and connect the text to their own views.

#### **4.4 Data from Questionnaire on the Appropriateness of Literary Texts**

Under this part, the focus of the questionnaire was what students feel about the literary texts appropriateness, content, relevance, length and other aspects of the literary texts.

No	Items	Responses									
		SA=5		A=4		UD=3		D=2		SD=1	
		F	%	F	%	F	%	F	%	F	%
1	I can find out the meaning of new words without the help of a dictionary.	44	10.3	64	14.9	80	18.6	121	28.2	120	27.9
2	The language of the literary texts is difficult to comprehend the text.	91	21.2	154	35.8	-	-	90	20.9	94	21.9
3	The topics of the literary texts are close to my background and day to day life experience.	61	14.3	92	21.4	45	10.5	192	44.8	39	9.0
4	The literary texts are interesting to read.	49	11.4	54	12.6	-	-	142	33.1	184	43.1
5	The content of the literary texts is worth to cover in class.	33	7.7	139	32.4	96	22.4	90	20.9	71	16.5

SA=Strongly Agree, A=Agree, UD=undecided, D=disagree, SD=Strongly Disagree

From the table above, it is indicated that when students were asked if they could find out the meaning of new words without the help of a dictionary, 56.1 % replied “disagree” or “strongly disagree” with the idea while only 26.2% of them expressed their agreement. This implies that the majority of students find the meaning of new words in the literary texts difficult.

The purpose of item 2 in the table above was to find out if language was an obstacle to comprehend the literary texts found in their textbook. So 57 % of the respondents responded that the language of the literary text is difficult to comprehend the literary texts while 41.8 % of the respondents found the language of literary texts easy to understand. This implies that the language of the literary text is difficult to the students.

As depicted in the table in item 3, 53.8 % of participants reflected that the topics of the literary texts are less relevant to their background and day to day life experience. This implies that the topics of the literary texts are unrelated to the students' background and day to day life experience. Likewise, in item 4, when students were asked if the literary texts were interesting 76.2% of them expressed "disagree" or "strongly disagree". This shows that the texts are not interesting to them.

In the same table, in item 5, by far less than half of the respondents (40.1%), which is the sum of 7.7% strongly agree and 32.4% agree expressed that the content of the literary texts is worthy to cover in class while 22.4% of the respondents said undecided. On the other hand, 37.4%, which is the sum of 20.9 % disagree and 16.5% strongly disagree reported that the content length of the literary texts is less worthy to cover in class. This implies that it is difficult to conclude whether the content length of the literary texts is worthy to cover in class or not.

## **5. CONCLUSIONS**

The following are the conclusions drawn from data from interview and questionnaire.

- The literary texts are not in harmony with the level of students. The linguistic level of the texts is very challenging and complex and the culture and beliefs depicted in them is far removed from the socio-cultural background of students. The contents and topics of the texts are not appealing and relevant for students' needs, expectations and lives. In general, the literary texts are not suitable for students from different perspectives
- The reading activities are not well designed to teach reading skills effectively. Top-down reading activities that help students get background context, create interest to the text and practice key language are not covered. The activities also lack to cover language and style awareness tasks which help students to understand the texts in depth and do post -reading tasks effectively. Most of the activities were meant to develop lower order thinking skills. In short, the activities are not well-designed to teach reading skills interactively.

## **6. Recommendations**

Ministry of education should think of revising students' text books so that appropriate literary texts could be included and activities are re-designed. Until this is done, there are a number of activities teachers should do. For example, teachers could supplement the textbook by bringing different

texts that fulfill the criteria mentioned in the literature. In addition to this, they should revise and use the activities provided in the textbook.

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## **6. The Growth of Ethnic Nationalism in the Post-1991 Ethiopia: Causes of Amhara Nationalism**

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### ***Abstract***

*Nationalism is the most flexible and resilient phenomenon with both constructive and devastating consequences. Unlike civic nationalism, ethnic nationalism is likely to degenerate into instability, civil war and disintegration as experienced in various countries. However, Ethiopia has officially recognized ethnic nationalism as a remedy to ethnic issues and national unity simultaneously under the banner of ethnic federalism. In spite of the novel rationale of addressing ethnic issues and promoting unity, national unity is deemphasized and ethnic issues are becoming hot spot in the socio-economic and political circles of the state. Cognizant of such a fact, this article delves into the causes of Amhara nationalism. Hence, to achieve the intended objective, the study employed concurrent design of mixed research approach relying on range of primary and secondary sources of data. To select interviewees and survey respondents, purposive and simple random sampling strategies were employed respectively. The data obtained from secondary and primary sources have been analyzed through simple descriptive and thematic analysis.*

*Accordingly, the finding of the study revealed that Amhara phobia narration, marginalization, endless eviction, seizing of territory and potential survival threat are triggering cause of Amhara nationalism. Thus, the main conclusion drawn from the finding is that ethnocratic political functioning and negative stereotype towards Amhara based on distorted story pave venue for Amhara to mobilize under ethnic nationalism as a tactical tool to curb the threat posed against them.*

**Key Words:** *Nationalism, ethnic-nationalism, ethnic-federalism, Amhara nationalism, anti-Amhara narration*

## **Introduction**

Nationalism is the most resilient and dynamic phenomenon that might be the breaker and maker of state, source of stability as well as factor of instability (Tamir, 1993). Hence, it may promote unity, self-rule and belongingness or it may become a source of rift and disintegration as experienced in Serbia, Yugoslavia and Soviet Union. Even, in today's globalized world, the spillover effect of ethnic consciousness is becoming the political hotbed of many countries. The issue of Basques and Catalan in Spain, Quebec in Canada, Welsh and Scottish in United Kingdom (Kellas, 1998; Mason, 2002) are some indications of the gravity of ethnic nationalism.

In Ethiopia, the Oromo and Tigray nationalism had ideated independent state since 1960s. Consequently, following the constitutional recognition of ethnic federalization, ethnic nationalism has become idiom of the day. Yet, there is theoretical contention on what the causes nationalism are. In the West, modernization and industrial revolution contributed to nationalism (Smith, 2009), whereas the need to preserve traditional values, culture and identity from imperialism (Kiwanuka, 1970) were the deriving factors of African nationalism. Still, the causes of nationalism are too contextual influenced by socio-economic, political and cultural settings. Ethnic nationalism is norm to the post-1991 Ethiopian political arena. Yet, Amhara nationalism is becoming hot agenda since recently in the social and broadcast media. It is attracting the attention of the government, which becomes factor of socio-economic mobilization, political organization and point of discussion in many occasions. The root of Amhara nationalism is still hotly debated whether it is the replica of Ethiopian People Revolutionary Democratic Front's ethnic politics, and its spillover

effect or other interlocked factors. This article, therefore, critically examines the deriving causes of Amhara nationalism.

### **Theoretical framework**

There are different theories on the concept of nation and nationalism. Some theories focus on when nation and nationalism came into existence, some others emphasize on the nature of nation and nationalism. However, in this article, the following issues are considered while the theoretical framework is adopted. One, ethnic group may imply nation and vice-versa (Connor, Smith, 1991; Yun, 1990). Two, the issue under the study is ethnic nationalism, which makes the use of theories owe to ethnicity valid. Third, the main rationale of the study is not to investigate the historical origin and setting of nationalism but to investigate the already existing nationalism and its socio-economic and political intricacies. Furthermore, the study attempts not to address nationalism under the context of nation-state, rather ethno-nationalism within centuries old multi-nation country, Ethiopia. Thus, this article uses primordialism and instrumentalism approaches as theoretical lens.

### ***Primordial Approach***

According to primordial theories, nations have primordial origin deeply rooted in human evolution. Nation and nationalism are organic and natural (Smith, 2009) inherent to human beings. Remarkably, nationality is part of human being, as natural as speech and smell (Özkirimli, 2010). Unlike modernism, nations are not recent modern phenomena, but they have existed since time immemorial (Smith, 2009). Modern nations are the updated version of the same ethnic communities, however. National attributes are objective, given rather than chosen, immutable than malleable (Conversi, 2007), fixed and indelible characters stamped on their members at birth (Smith, 2009). Nations are naturally occurring social groupings marked by objective cultural markers such as shared language, religion, custom, tradition and history. Consequently, nations are the primordial part of human nature with objective characteristics. Here, Ichijo and Uzelac (2005) stated that nations are not essentially modern artifacts but the extension of ethnic group. Likewise, nationalism is the primordial sentiment of emotion and feeling (Özkirimli, 2010) individuals develop to their nation. In contrary to modernist approach, primordialists argue that nationalism is

the product of nation. Thus, nationalism is attributed to emotional and intrinsic characters as ultimate explanation for national mobilization (Conversi, 2007). However, nation and nationalism might be imagined, beyond inclination to a certain group. Such theory is less valid to show the use of economic and political ends as factors of mobilization.

### ***Instrumentalist Approach***

Nations and ethnic groups don't correspond to any objective reality (Conversi, 2007). Ethnic attachments are social constructs, and ethnic bonds are not naturally existing but constructed in the society (Seol, 2008). Unlike primordialism, ethnicity is subject to economic, social and political realities, and evolves over time and space. In other words, ethnic boundaries are social, political and cultural constructs continuously negotiated and revised (Fowkes, 2002; Hale, 2008). "Ethnicity is a social, political, and cultural construct for specific and different interests and status groups... an elastic and highly adjustable instrument to serve particular or multiple objectives" (Berhanu, 2008, p. 7). The elite adjust their interests with national cleavages, and ethnicity is continuously shaped and reshaped in line with these interests. Ethnicity is nothing but it is strategic tool to gain resources (Young, 2000) by mobilizing ethnic identities. Besides, ethnicity is an adjustable instrument intended to meet changing motives. The elite construct it to mobilize ethnic groups to compete for power, resources and social status (Seol, 2008). Therefore, nations and nationalisms are socio-political and economic tool in which ethnic entrepreneurs associate cultural differences with existing cleavages.

Jones (1997) stated that ethnicity is an individualistic or collective strategy to advance socio-economic and political interests, and to minimize losses. Elites use ethnic identity as a tool to secure both individual and collective utilities (Rudolph, 2006; Young, 2000). Ethnic factors are instrumentalized to advance elites' interest and reduced to utility value. Ethnic and national attachments are continually defined and reconstructed with changing conditions (Özkirimli, 2010) to be convenient instrument to mobilize ethnic groups for various purposes. Political leaders, ethnic entrepreneurs or the demagogues mobilize the community around ethnic identities, and exploit for individual or group gain (Rudolph, 2006). Remarkably, people become ethnic and remain ethnic as long as ethnicity yields significant return. Regardless of historical validity and community interest, ethnic attributes are maneuvered for promoting socio-economic and political

agendas. As a result, ethnicity becomes topical strategy to protect benefits ranging from social support to material wellbeing. This is the reason Conversi (2007) mentions that nationalism is the conscious effort of elites to access socio-economic and material resources.

In Ethiopia, ethnic groups had lived together peacefully for centuries but the post-1991 political arrangement created ethnic elites that mobilize ethnic identity to achieve economic, social and political ends. Ethnicity is instrumentalized for political mobilization (Ishiyama, 2010), and exploited to meet hidden motives. Socio-cultural realities are manipulated to derive utility, and adjusted for political profits irrespective of historical validity. Using its sensitivity, ethnic nationalism is used as a lever force to mobilize ethnic groups around the interests of the few. In other words, the issue of ethnicity and ethnic nationalism under the guise of ethnic politics are the main factors in the socio-economic and political intricacies of the country while ethnic cleavages remain in place. Therefore, It is argued that it is not the mere existence of ethnic differences but the use of such differences as an adjustable tool by ethnic elites using ethnic politics as a banner exacerbates ethnic nationalism, which threaten the very existence of the state.

### **Causes of Amhara Nationalism**

Ethiopia is a historical antiquity and oldest civilization (Bahru, 2001;Teshale, 1996). As Konti Rossi mentioned, it is the mosaic of people with long tradition of peaceful coexistence. Ethiopian nationalism is born out of internal and external factors that mobilized Ethiopians with the sense of belongingness and fraternity. However, in the post-Italy occupation era, history has been dramatically changed. The inculcation of socialism and Marxist thinking of self-determination and idea of nation and nationalities paved venue for ethnic mobilization. Students', camouflaging national question, boomed the issue and gave momentum for identity politics (Bahru, 2014; Merera, 2004). According to Walelgn's (1969) article, Ethiopia is the prison house of nationalities, had served as the blue print of "oppressor-oppressed" narration in the political history. Walelgn briefed the ethno-cultural domination and oppression of minorities by the north. The wrongly planted socialism betrayed Ethiopian nationalism as fake, which gave birth to oppressor-oppressed political discourse. So, various ethno-national movements categorized Abyssinia as black colonizer, and struggled to establish their own independent republic.

### **The anti-Amhara narration**

The students' movement strongly advocated Marxist-Leninist philosophy to justify the then socio-economic and political scenario. Marxism as an ideology depends on class exploitation, oppression and the right of nations and nationalities. Hence, in order not to disprove Marxism, students attempted to contextualize it into Ethiopian setting using ethnic oppression rhetoric. Walegn in his article stated the oppression thesis as "... to be a genuine Ethiopia, one has to speak Amharic, to listen Amharic music...to be an Ethiopian, you will have to wear the Amhara mask" (1969, p. 2). This is the root of Amhara oppressor discourse even though it had traced back to European colonization.

The origin of Amhara oppressor discourse had directly rooted with the Italian colonial attempt. Hence, Europeans under the aegis of Italy had inculcated oppressor discourse to deteriorate the unity of the state. To realize the implicit goal of colonizing Ethiopia through divide-rule policy, Italy marked Ethiopia as disunited and land of oppression by saying "there is no such thing as united Abyssinia people but merely an Amharic minority amounting about 10% of the total population which nominally rules all the people living in Ethiopian empire keeping them under its yoke..." (Prochazka, 1935, p. 70). Remarkably, Amhara had marked as an actual threat to the colonial mission of Europe so that fabricated stories had been propagated against it. In this regard, Prochazka (1935) wrote that "the majority of people constituting the Ethiopia population are themselves the oppressed, while ruling Amharic Abyssinians are oppressor" (p. 79). Therefore, oppressor-oppressed thesis entertained by students' movement and later by ethno-nationalist forces is the extension of Europeans. Yet, who is oppressor, why oppress, who is the oppressed and what are the empirical facts are still not justified.

According to interviewees, the major triggering factor of Amhara nationalism is the widely planted anti-Amhara narration. As the quantitative data indicates, 92 percent respondents argued that anti-Amhara narration is the cause of nationalism (see table 1.1). Ethno-national movements blacklisted Amhara and marked it as an enemy. Tigray People Liberation Front (TPLF) in its manifesto, for instance, stated "...the national struggle of Tigray people is anti-Amhara national oppression, anti-imperialism..." (1976, p. 5). The manifesto clearly targeted Amhara as a historical enemy of

Tigray. The oppressor discourse of Amhara propagated during students' movement became the agenda of ethno-nationalist movements as a target to be negated. Irrespective of its history, Amhara has considered as exploiter, oppressor and colonizer<sup>1</sup>. Here, an interviewee stated:

*Publicly, Amhara has considered as oppressor, colonizer and problem of the state. The political narration that deny Ethiopia, categorize Amhara as oppressor and others as oppressed became government thinking since 1991. The post-1991 legal framework, political economy and philosophy, national system and structure of the country labeled Amhara's enmity and oppressiveness<sup>2</sup>.*

ጎበዝተዓወት ተጋዳላይ ትግራይ፣ ተነስ አንተ ጎበዝተነስ ትግሬ፣  
 አርኪብካበሉ ዚአሻ አምላራ። አሚን አባደውግደለው እንዳወሬ፡፡  
 ጨቆን ትና አምላሩ ምስታሪ ኸፀ ሓፍቶም፣ ጨቆን የአሚን ገዢዎች ታሪካችንን ቀምተው፣  
 ንዓና አብሊሎምታሪ ኸና ጎቢጦም፣ እኛን ሙቅ ሙቅ ከተውታሪ ካችንን ቀብረው፣  
 አለውይምካሉብደምወለድና፣ በአባቶችን ደም እየተሞኑናቸው፤  
 ንቃለስተጋሩክ ምልስቅያና፡፡ ሁሉም የትግራይ ልጆች ታሪካችንን ለማፍት፣  
 እስከ ሞት ሰማኔ ትይታገል በፅናት።

(Yihune, 2018, pp. 162-163)

Books were written, false stories were broadcast and songs/poems were written to dampen Amhara and its history. For example, TPLF and EPLF (see the above poem) equated Amhara with Dergue and vice versa. Oromo nationalists such as Assefa Jaleta, Mohammed Hassen, and Ezekiel Gabisa considered Amhara as a black colonizer and equated their struggle with anti-colonial struggle of Africa and Latin America. Due to the continuously procreated oppressor rhetoric, Amhara was seen as titular and settler in its homeland (Desalegn, 2014). The oppressiveness of Amhara spilling from such narrations surfaced in post-1991 Ethiopian politics, and resulted in socio-economic, psychological and political repercussions. Seeing from theoretical standpoint, not primordial

<sup>1</sup> Focus group discussion at Burie 10 March 2019  
<sup>2</sup> Key informant interview at Bahir Dar on 08 May 2019

attributes but elites' categorization as oppressor and the spilling effect is the reason for the mobilization of Amhara.

Items	Anti-Amhara narrations and false discourses		Systematic marginalization threat		Survival threat		Eviction		Acquisition of estate		
	Fr.	Pr.	Fr.	Pr.	Fr.	Pr.	Fr.	Pr.	Fr.	Pr.	
Responses	Strongly agree	271	70.4	285	67.0	261	67.8	262	68.1	278	72.2
	Agree	86	22.3	81	22.0	89	23.1	91	23.6	75	19.5
	Neutral	13	3.4	19	4.9	9	2.3	13	3.4	7	1.8
	Disagree	5	1.3	7	1.8	12	3.1	2	0.5	13	3.4
	Strongly disagree	10	2.6	20	5.2	14	3.6	17	4.4	12	3.1

\*Fr = Frequency

\*Pr = Percentage

Table 1.1 Sample respondents about the cause of Amhara nationalism

### ***Marginalization***

Due to the long held oppressor thesis, Amhara had become victim of socio-economic and political marginalization. The survey result shows that the majority (89 percent) reveals that Amhara is the victim of marginalization, whereas only 7 percent replies marginalization didn't contribute to nationalism (see table 1.1). Likewise, interviewees stated socio-economic and political marginalization, the spillover effect of Amhara enmity rhetoric, is the contributing factor of Amhara nationalism. Amhara had experienced structural injustice, bias and exploitation in the post-1991 Ethiopia because TPLF dominated EPRDF regime legalized the *neftegna*, chauvinist and feudal categorization<sup>3</sup>. Since 1960s, TPLF, OLF and others represent their respective ethnic group, whereas Amhara had no representative. However, some argued that Ethiopian People Democratic Movement (EPDM) represented Amhara, yet it was nation-wide movement with multi-ethnic orientation and membership. According to Chuchu, the founder of EPDM, Amhara hadn't any representative organization. An interviewee from All Ethiopian Unity Party (AEUP) witnessed that the only ethnic group without representative in the transitional government was

<sup>3</sup> Interview with a scholar from BahirDar University on 05 March 2019

Amhara. Hence, in the constitutional making, regionalization and administrative restructuring of the state, Amhara had remained without representative organization. Amhara National Democratic Movement (ANDM), supposed to represent Amhara after 1993, acted as a colonial agent. Here, Wubshet<sup>4</sup> stated “... those who were assigned to represent Amhara were colonial ministers to govern the colony...” Chuchu (2019) in his part argued that ANDM officials had neither moral nor legal ground to represent Amhara. This makes Amhara voiceless in the intra-boundary delimitation, economy and philosophy of the state.

In the post-1991 Ethiopia, ethnic mobilization HAS been the source of political representation, social privilege and economic entitlement (Ishiyama, 2010). Using ethno-linguistic criterion as a fundamental basis, the country has been restructured into ethnically constituted *defacto* autonomous regions. Accordingly, ethnic identity became the political philosophy, socio-economic rationalization and legal framework. Amhara is hence seen as settler and non-indigenous in the name of past beneficiary and discriminated from equitable distribution of national treasure<sup>5</sup>. Today, Amhara Regional State is the lowest in infrastructural development and the poorest region in the world<sup>6</sup>. Even during the imperial period, emphases were given to Hararghe, Asmera and Diredewa<sup>7</sup> (Emiru, 2010). In this regime too, Amhara is discriminated from macro-economic activities and lives under abject poverty because of political perfidies (Chuchu, 2019).

The qualitative data shows not only political underrepresentation and economic marginalization but also social oppression is another cause of Amhara nationalism. The long circulated Amhara allergy narration created psychological trauma and social blench. The *neftegna*, chauvinist and fanatic of the past rhetoric had intentionally aimed to distort history, culture and social life of Amhara<sup>8</sup>. Noticeably, politicians and elites engaged in frazzling speeches. The speech of Tamirat Layne, who was the prime minister of transitional government, “those who are hither of Abay are

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<sup>4</sup> Public speech of WubshetMulat who is consultant and author of the book entitled article 39 in DebreMarkos 31<sup>st</sup> March 2019.

<sup>5</sup> Focus group discussion at Burie, 10 March 2019

<sup>6</sup> Aljazeera documentary, 2014, Retrieved from <https://www.youtube.com/watch?v=btjxWIBCBI>

<sup>7</sup> Interview with scholars from Bahir Dar and DebreMarkos Universities at Bahir Dar and DebreMarkos

<sup>8</sup> Interview and focus group discussion at Bahir Dar and Burie on 05 March 2019 and 10 March 2019 respectively.

not Amhara, they are invaders” opened the gate of organized attack against Amhara<sup>9</sup>. In public meetings, party conferences and government holidays, *neftegna*, feudal and chauvinist narration repeatedly entertained to detest and surmise Amhara. Amhara people are the most integrationist and intermarried people (Daniel, 2003; Levine, 1974) but statute of savagery, Anolestatute, has been standing on behalf of Amhara. Thus, anti-Amhara narration is planned, institutionally recognized and government sponsored to segregate, marginalize and surmise Amhara because of its identity.

### ***Ethnic Federalism***

In 1991, ethno-national movements assumed state power and commenced federalism. The ethnic oppression thesis and victim mentality thinking were rationalizations of such movements. The major rationale of the federalization is to end the assumed ‘Amhara dominated’ regimes and give ethnic groups equal status in the state apparatus (Aalen, 2006; Abbink, 2006). In this regard, redressing past injustices, promoting ethnic minority (Alemseged, 2004; Paulos, 2007), voiding power concentration (Cohen, 1995) and maintaining unity are among the novel basis of the federalization. Of course, federalism is not a problem by itself for it is seen as a political strategy to accommodate ethnic pluralism. However, the founding problem of Ethiopian federation is its basement: the use of ethno-linguistic criteria as an overarching socio-economic and political basis. The use of ethnic identity as a fundamental criterion to redress perceived injustices sowed the seed of another injustice. Hence, the newly installed identity based federation has become double bladed phenomenon: source of ethnic mobilization as well as ethnic tension.

Being the basis of the federation, ethno-linguistic identity becomes legal instrument of entitlement, representation and state organization. Noticeably, ethnic identity serves as a key tool of social mobilization, economic entitlement, political representation and party formation (Ishiyama, 2010). In other words, ethnicity has become the *alpha* and *omega* of post-1991 Ethiopian politics. Nevertheless, Amhara remained pan-Ethiopianist for long in spite of Ethnicization (Levine, 1974; Tegegne, 1998). The survey found that overwhelming majority (85%) stated that ethnic federalism is the cause of Amhara nationalism (see table 1.2). Yet, the qualitative data indicates that not the

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<sup>9</sup>Interview with AEUP leader at Addis Ababa on 16 May 2019.

federation but its spillover effect is the cause. Here, it is likely to argue that the federal project legalized and justified Amhara oppressor thesis ethno-national movements using the cover of redressing past injustice ethnic inequality.

Table 1.2 ethnic federalism and the cause of Amhara nationalism

Item	Response Variable	Frequency	Percentage
Is ethnic federalism the cause to Amhara nationalism?	Yes	327	84.9
	No	55	14.3
	Total	382	99.2

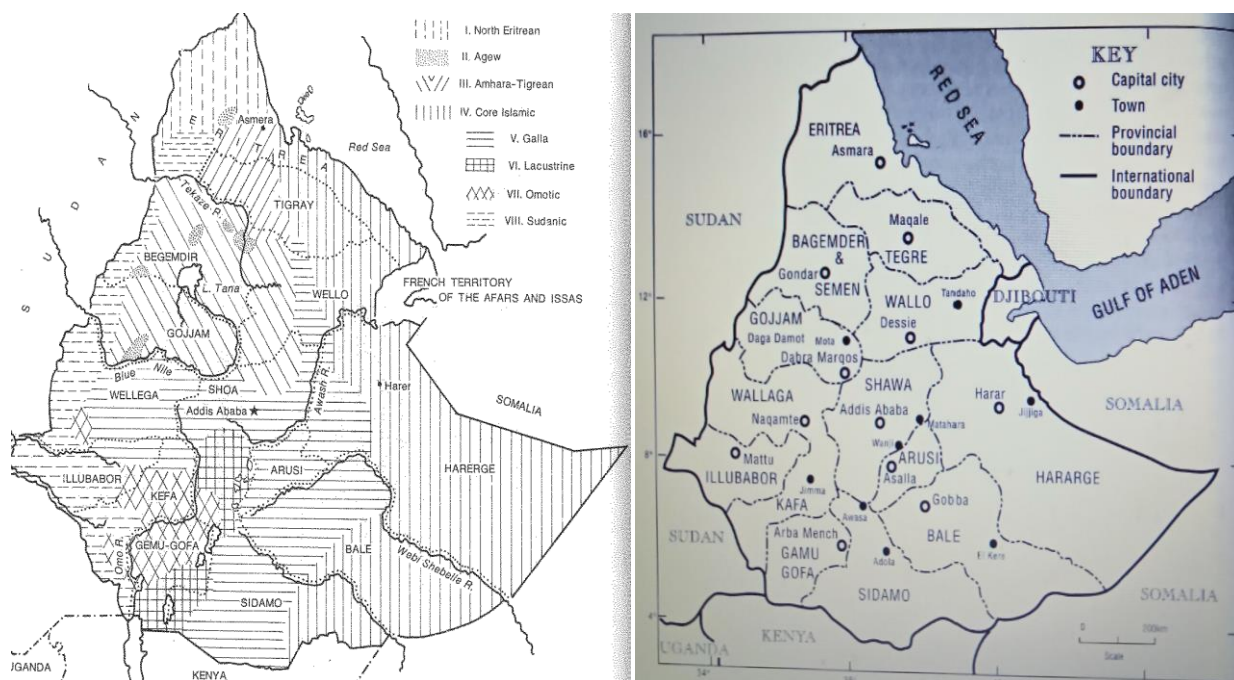
### *Acquisition of Estate*

After assuming power, EPRDF has restructured the political map of the state into ethnically constituted regions. According to art 39 (2) of the 1995 constitution, settlement pattern, language, identity and consent are the basis of regionalization. However, in actual practice ethno-linguistic identity is used as an overarching criterion (Abbink, 2006; Merera, 2004) irrespective of historical validity, natural and human resource consideration. Ironically, the new federal arrangement, supposed to be panacea to ethnic issues, is not formed through deliberation and negotiation but emerged from barrel of gun (Kymlika, 2006). Consequently, the regional demarcation has come up with a new trend of border conflict between ethnically formed regions.

The survey found that 72.2 and 19.5 percent respondents strongly agree and agree (respectively) that the issue of estate is significant factor. Put together the vast majority (91.7 percent) respondents believed that acquisition of estate is the cause of Amhara nationalism (see table 1.1). Similarly, interviewees witnessed that TPLF's hidden motive to weaken and impoverish Amhara is the rationale behind the acquisition of historical homelands. Hence, Metekel from Gojjam, Wolkait from Begemdir, Raya from Wollo and most part of Shewa are incorporated into BenshagulGumuz, Tigray and Oromia regions respectively. Here, there are different historical archives, documentary evidences and books that show the above places were the homeland of Amhara. According to Levine (1965) and Prichard (1837), for instance, Tigary inhabited north of Tekeze River. The political and administrative map of Ethiopia during the imperial and military regime too witnessed

this fact (see the map). However, the underrepresentation of Amhara in the transitional government and false discourse opened room for the incorporation of such lands<sup>10</sup>.

Amharas who live in the incorporated places are systematically tortured, displaced and marginalized<sup>11</sup>. Table 1.4 also reveals that Amhara faces not only displacement but also genocide. As interviewees, the issue of Wolkait, Metekel and Raya are immediate causes of Amhara nationalism. In many peaceful demonstrations and public meetings, the issue of estate becomes topical agendas. In this regard, Gedu, the former president of Amhara region stated that the issue of identity is becoming an issue we cannot distance<sup>12</sup>. Besides, the issue of estate is too sensitive to the culture of Amhara (Levine 1965, 1974; Reminik, 1976) so that such issues have become political hot spots. In a nutshell, the forceful incorporation of Amhara's territory into other regions and maltreatment of Amhara in its former homelands galvanize ethnic mobilization.



Political map of Ethiopia during imperial and Derguere regime (Levine, 1974; Bahru, 2001, left to right).

## Eviction

<sup>10</sup> Colonel DemekeZewdu in his public speech at DebreMarkos and interview held at Bahir Dar on 07 May 2019

<sup>11</sup> Interview at Bahir Dar on 24 March and 07 May 2019

<sup>12</sup> GeduAndargachew press release on security issues at Amhara Mass Media Agency

Following the commencement of identity based federalization, new trend of conflict and eviction became common scenario in Ethiopia. Besides, ethnic conflicts spread to societies that did not have conflictive history (Asnake, 2010) so that ethnic federalism became intrusion on peaceful coexistence (Walle, 1993). The worst thing of the federalization is that it integrates land with ethnic identity that paves venue for small-scale resource conflicts to renovate into large-scale identity clashes. The use of ethnicity in regionalization and ethnic categorization created indigenous versus non-indigenous thinking. By reciting history in the context of their society, ethnic elites become actors of ethnic conflict and eviction (Getachew, 2018). According to Global Report on Internal Displacement<sup>13</sup> (2019), Ethiopia is one of the top states in internal displacement with a total of 2.9 million displaced people.

The survey result indicates the majority (91.7%) responds that eviction and displacement is the cause for Amhara nationalism (see table 1.1). Likewise, most interviewees unanimously stated that eviction, displacement and ill-treatment (because of ethnic identity) are pushing factors. Amhara had labeled as exploiter and oppressor so eviction, buffet and socio-economic marginalization were its fortunes for the last three decades<sup>14</sup>. Because of the long held oppressor narration, Amhara has considered as settler, invader and immigrant in its homeland.

*The manifesto of TPLF was anti-Amhara and anti-imperialism. The application of this manifesto displaced Amhara from Arbagugu, Wolkait, Metekel, Gurafereda... directly or indirectly. For instance I raised gun and went to struggle as soon as I saw about 15, 000 Amhara evictees from BenhangulGumuzregion<sup>15</sup>.*

Supporting this verbatim, The US State Department of Human Right Report stated “... Benshangul Gumuz forcefully evicted as many as 8,000 ethnic Amhara from their homes in 2014. Some evictees alleged that police beat and harassed them because of their ethnicity” (2014, p. 32). Thus, due to its ethnic identity, Amhara evicted from South, Oromia, Benshagul, Harar (Desalegn, 2014; Getachew, 2018) and other regions.

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<sup>13</sup> Global Report on Internal Displacement, retrieved from [www.internal-displacement.org/global-report/grid2019/](http://www.internal-displacement.org/global-report/grid2019/)

<sup>14</sup> Focus group discussion at Burie on 10 March 2019

<sup>15</sup> Interview with leader of Amhara Democratic Movement Force at Bahir Dar on 05 March 2019

Usually the eviction of Amhara is planned, government sponsored and politically motivated. The government gave full ear to its eviction and there were triggering speeches and political harassments against Amhara. In this regard, an interviewee from AEUP stated that:

*Following the harassing speech of Tamirat Layne, prime minister of the transitional government, red yellow green flag had stepped down and they sang 'nefxanyaan Biyyaakeenyaairrahabahu-neftegna leave our country', to evict Amhara in mass. To your surprise, while saying neftegna shall leave our country, they held nefte-gun (16 May 2019).*

Likewise, Melese Zenawi in his parliamentary speech understate the mass eviction of Amhara from Gurefereda Woreda, Bench Maj zone of South regional state by saying

*.... The issue is a question of extremism advocated by presumed nationalist parties. What is happening in Bench Maji is, many settler gone from East Gojjam and at present there are about 30, 000 settlers there. In Gurefreda only, there are about 24, 000 settlers. Now, Guraferda is East Gojjam from the people to the leaders practically: from the Kebele to all other positions, they are settlers<sup>16</sup>.*

The prime minister in his speech labeled evictees as settlers, which clearly reflects the long held Amhara phobia discourse and implicit motive of the government to make Amhara landless in the state. Besides, the Prime minister criminalized the evictees and those who stand for evictees as irresponsible and extremist. In such a way, the eviction of Amhara is politically justified and institutionally facilitated to negate perceived historical flaws irrespective of any empirical fact. Tesfaye Gebreab, former high officer of EPRDF argued that the intelligence office in collaboration with Harari Regional Government carried out many dramatic actions to evict Amhara from Harar (2010). This implies the eviction and displacement of Amhara is neither unconditional nor unusual, but planned, politically motivated and government sponsored.

Local authorities give green light to displace the non-indigenous implicitly and explicitly (Gebre, 2017). Of course, the titular non-titular categorization and its constitutional recognition is the legal ground to justify eviction and displacement. Amhara is considered as titular with neither economic right to land nor political representation. Hence, Amhara has evicted in mass from many parts of

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<sup>16</sup>MeleseZenawi, former prime minister of Ethiopia, parliamentary speech retrieved from <https://www.youtube.com/watch?v=H-dqM61q6ck&t=307s>

the country because of the oppressor narration. For example, in 2018/19 more than 107, 900 Amharas are evicted mainly from Oromia and Benshangul Gumuz<sup>17</sup>. Irrespective of many years stay, while evicted, their property is expropriated and looted. This makes the eviction and displacement of Amhara common scenario in the post-1991 Ethiopia.

Regions	Ethnic Group	Rural-Urban Ethnic Composition		Total Ethnic Composition in percentage
		Rural	Urban	
Benshangul Gumuz	Amhara	20.3	43.7	22.2
	Gumuz	25.2	1.1	23.3
	Shinasha	6.8	9.5	7.0
	Mao	0.6	0.1	0.6
Harari	Amhara	1.2	55.1	32.6
	Harari	0.5	11.9	7.1
	Oromo	94.6	22.0	52.3
	Gurage	0.0	5.4	3.2
Oromia	Amhara	6.8	28.8	9.1
	Gurage	0.5	8.1	1.3
	Gedeo	1.1	0.1	1.0
	Oromo	88.7	54.4	85.0

Table 1.3 Amhara in Benshangul Gumuz, Harari and Oromia regional states (CSA, 1994)

As indicated in table 1.3, in Benshangul Gumuz region, the indigenous with constitutional right to land are Gumuz, Shinasha, Berta, Mao and Como. Amhara, the second majority in number (22.2 percent) is considered as non-indigenous with no right to political representation and land entitlement. Unlike Amhara, Shinasha (7.0 percent) and Mao (0.6 percent) have constitutional right to land and political entitlements. Moreover, in Harari regional state, Amhara, which constitutes about 33 percent of population, is marked as non-titular whilst Harari (7.1 percent) is titular with political representation and constitutional right to land. Therefore, this scenario vividly

<sup>17</sup>Fana Television News on 17 June 2019

indicates that despite its number, Amhara remained without political representation, right to land and legal guarantee. Therefore, it is fair to say that the continued eviction created sense of ethnic mobilization as a leeway from such intricacies.

### ***Survival Threat***

The survey data found the majority (90 percent) believes that Amhara faces survival threat which fuels its mobilization, but 7.7 percent argued that no survival threat is cause of ethnic mobilization (see table 1.1). The qualitative data point out that extended identity based maltreatment, oppression and identity based attack create survival question. In this respect, a scholar from Bahir Dar University mentioned that structural, designed and systematic oppression of Amhara as a people pose survival question<sup>18</sup>. The blossoming of Amhara oppressor discourse and its spillover effect make Amhara one of the threatened people<sup>19</sup>. Tesfaye claimed that clear genocide has committed against Amhara<sup>20</sup>. He added “the genocide has started from discourse: enemy, oppressor, exploiter... and all these had done. The next step is application, which is on the way”<sup>21</sup>, through political will and government sponsorship. Equally, the survey shows that more than 90 percent respondents claimed that genocide is committed against Amhara.

Amharas living in Oromia, Tigray and Harari regions, for example, are unable to use their mother tongue, exercise their culture and express their identity freely. According to UNESCO (1989, article 30), children have the right to education in mother tongue and not to be denied of other ethnic and linguistic rights. Nonetheless, regardless of such basic rights, in the signatory country of Ethiopia, Amhara children living in the above places are prohibited the right to education in mother tongue.

Levine (1965) estimated that Amhara population was about 22 million. However, after nearly 50 years, the Central Statistical Agency estimated Amhara about 20 million<sup>22</sup>. This report indicates that around 2.5 million Amharas were missed compared with 1994 census projection. If we have a look over other ethnic groups, no decrease of population number is experienced except Amhara as

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<sup>18</sup> Interview with secretary of Amhara Youth Association in DebreMarkos at DebreMarkos 24 March 2019

<sup>19</sup> Interview with a scholar from Bahir Dar University, leader of ADMF and secretary of Amhara Youth Association

<sup>20</sup> Interview with Amhara Satellite Radio and Television program on March 2019

<sup>21</sup> Ibid

<sup>22</sup> 2007 National census

the census indicates. Almost in all cases, unless unexpected changes or happenings, population reduction is uncommon. But, Amhara population has decreased in millions which might imply silent genocide due to political undercount. Moreover, organized attack by ethnically mobilized groups threatened the existence of Amhara. Hence, along with marginalization, Amhara has deliberately made to be stateless, landless and hopeless to live under politically motivated poverty.

Empirical studies and experiences show that the need for independence (Suzman, 1999; Tamir, 1993) as experienced during colonization and demand for unity (Thomson, 2010) fueled nationalism. Unlike civic nationalism, the threat of domination and infringement, marginalization and feeling of rejection, survival threat and loosing of identity (Dion, 1991) are motives of ethnic sentiment and mobilization. Besides, socio-political deprivation, the seizing of territory, infringement of language and culture galvanizes ethnic nationalism. Coming to Ethiopian experience, Tigray, Oromo and Eritrea nationalism have rooted with perceived ethnic oppression and socio-economic deprivation entertained by TPLF, OLF and EPLF respectively while distorting historical realities.

<b>Items</b>		<b>Genocide is committed against Amhara</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Responses</b>	Strongly agree		274	71.2
	Agree		71	18.4
	Neutral		14	3.6
	Disagree		13	3.4
	Strongly disagree		13	3.4

Table 1.4 Sample responses about the causes of Amhara nationalism

Seeing from theoretical stand point, primordialists argue that ethnic attributes are objective and stamped of birth (Conversi, 2007; Smith, 2009), contribute nothing to ethnic mobilization. Nations are not the result of manipulation of ethnic characters for economic and political ends, rather primordial part of human nature. But instrumentalists claimed that ethnicity and ethnic mobilization are artificial creations exploited for group and individual interests (Jones, 1997). In Ethiopia, following the adoption of ethnic federalism, primordial attributes have been adjusted for power and resource purpose, and political representation, budget allocation and party formation

become have become ethnic. Consequently, ethnic elites mobilize existing cleavages against to advance personal and collective goals. The causes of Amhara nationalism, Amhara phobia discourse, acquisition of estate, eviction, ethnic federalism and survival threat are the extensions of elites' interest at the expense of Amhara. Amhara nationalism is also artificial creations entertained as a leeway and opportunity, which is in line with instrumentalist explanation of ethnicity.

## **Conclusion**

Ethno-national movements assumed state power in 1991 after the overthrow of Dergue. Identity based federalization, the byproduct of national oppression thesis, has officially instituted in the name of redressing perceived unjust ethnic relations. Theoretically, the federalization had envisioned to promote national unity, ethnic equality and giving lasting solution to ethnic issues. However, the federalization has been founded on distorted history and wrong socio-cultural setting. As a result, ethnocracy becomes an overarching socio-economic entitlement and political privilege. Civic nationalism, Ethiopiannes and meritocracy have been shifting into ethnic mobilization, loyalty and ethnocracy. Amhara have been tagged as oppressor and all historical flaws given in the name of oppressor and past privileged nation. In such a manner, Amhara phobia political system and legal framework were installed in the post-1991 Ethiopia, which yielded implicit and explicit stereotypic attitude towards it.

Amhara advocated pan-Ethiopianism in ethnically functioning state, however. It advocated civic mobilization and citizenship politics for the last three decades, whereas ethnic identity has become socio-economic and political fabric of the country. Yet, the civic mobilization neither saved Eritrea from secession nor secured Amhara from identity-based marginalization. Not surprisingly, Amhara has been labeled as *neftegna*, chauvinist and yearn of the past for backing Ethiopiannes. Consequently, Amhara nationalism emerged as hopelessness in civic mobilization as well as an exit from the interlocked problems posed against it. Hence, Amhara nationalism is tactical mobilization to curtail identity-based exploitation, marginalization and stereotype strategically under the scaffold of Ethiopia. In fact, Amhara nationalism is triggered by Amhara stereotype, marginalization and massive eviction, which are supplementary to each other. The multifaceted atrocities are politically motivated and institutionally justified for redressing its past oppressiveness. This makes Amhara landless, homeless and stateless in its country posing actual

and potential survival threat. Amhara nationalism may promote unity, power balance and quest of justice, which brings new insight in the historical narration and citizenship politics of Ethiopia. However, since nationalism is double bladed phenomenon, Amhara nationalism has to be carefully directed towards its goal.

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## **7. Work Related Musculoskeletal Disorders among Office Workers in East Gojam Zone, Ethiopia: Cross Sectional Study**

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### ***Abstract***

*The purpose of this study was to examine the status of work-related musculoskeletal disorders (WMSDs) among office workers in East Gojam Zone in some selected Woredas. Quantitative, cross-sectional, descriptive design was carried out to assess work related Musculoskeletal Disorder. Among 17 Woredas and 4 cities in East Gojam Administrative zone, 8 woredas and 2 cities were selected by using systematic random technique. Source populations of the study were the registered office secretarial workers and administrators/managers with any age and sex and currently on practice in the sample woredas. By using a systematic random sampling method, 286 office workers were selected from the population and this sample size was determined by using a single population proportion. Four self administered questionnaires were used to collect data: demographic characteristics of the participant, the short version of the International Physical Activity Questionnaire (IPAQ), work style questionnaire and the Nordic Musculoskeletal Disorder Questionnaire. The data analyses were conducted with the Statistical Package for Social Sciences (SPSS Version 24). As for the results, out of 286 subjects*

*participated, 238 fully completed and returned, yielding a response rate of 83.2%. Of the 238 office workers, 52.6% (n=120) were females and 47.4% (n=108) males. More than half of the office workers (54.4%, n=124) generally demonstrated a low physical activity level and the remaining 45.6 % (n= 104) office workers were categorized as a high physical activity level. WMSDs and physical activity level of office workers have shown a significant negative correlation (Neck  $r=-.38$ , shoulder,  $r = -.16$ , upper limb  $r= -.24$ , back  $r= -.27$ ). From the participants (53.4%), (72.4%), (47%), (71.5%) were experiencing severe level of musculoskeletal symptoms in neck, shoulder, upper limb and back region respectively. Hence, there was a high prevalence symptom of musculoskeletal disorders in almost all participants on their four anatomical body regions (neck, upper limb, back and shoulder). The neck and back are the most and frequent affected body parts among the participants. The main complaint in this study was pain and muscular weakness due to sitting for a long period of time, work style and physical inactivity. Therefore, promoting physical activity among office workers to improve their physical fitness and improving their workplace condition can reduce work related musculoskeletal disorders of office workers.*

**Keywords:** *musculoskeletal symptoms, office workers and musculoskeletal disorders*

## **1. Introduction**

Nowadays, due to technological advancement, everything is done by the help of computers. This forces us to spend long period of time sitting on chairs (Pransky, Benjamin, Hill-Fotouhi et al., 2000 and Shariat A, et.al.,2016). MSDs are impairments of the bodily structures, such as muscles, joints, tendons, ligaments and nerves, which are caused or aggravated primarily by the performance of work and by the effects of the immediate environment in which work is carried out (Hales and Bernard1996). Although these disorders occur in various parts of the body such as neck, arm, wrist, and waist, low back pain is more prevalent. Work-related musculoskeletal disorders (WRMSDs) are a worldwide public health problem and often can lead to temporary or permanent disability and reduced quality of life [Ashiyat Akodu, Adegoke Akinfeleye, et al., 2015 and Shikdar, Al-Kindi., 2007). At workplace, the causes of musculoskeletal disorders are diverse but poorly understood (Mohanty., et al., 2017). Musculoskeletal pain often has long-term adverse physical and psychological consequences for the individual (Vargas Porras

et.al, 2013). Many jobs share the characteristic of demanding sitting for long hours in front of a computer and other works (Okunribido & Wynn, 2010).

The causes of work-related musculoskeletal symptoms are categorized as physical and psychosocial. The physical WRMSDs symptoms include intense, repeated, or sustained exertions; awkward, non-neutral, and extreme postures; rapid work pace; repeated and/or prolonged activity; insufficient time for recovery, vibration, and cold temperatures (Teichtahl AJ et.al, 2015). Work related musculoskeletal disorders (WMSDs) developed gradually as a result of repeated trauma. Excessive stretching of muscles and tendons can cause injuries that only last a short time. But repeated episodes of stretching, causing tissue inflammation, can lead to long-lasting injury or WMSDs. [Hagberg, et.al, 1995) have classified them according to whether a disorder is related to tendon, nerve, muscle, circulation, joint or bursa. The International Commission on Occupational Health (ICOH) recognized work-related musculoskeletal disorders which describe a wide range of inflammatory and degenerative diseases and disorders that result in pain and functional impairment (Kilbom, A.E., 1994). According to the World Health Organization, work related musculoskeletal disorders arise when exposed to work activities and work conditions that significantly contribute to their development or exacerbation but not acting as the sole determinant of causation (WHO,1985).

Work related musculoskeletal disorders (WMSD) are a group of painful disorders of muscles, tendons and nerves. Work activities which are frequent and repetitive, or activities with awkward postures cause these disorders which may be painful during work or at rest. Repetitive activities done using arms and hands affect the hands, wrists, elbows, neck and shoulders. Work done using the legs can lead to work related musculoskeletal disorders of the legs, hips, ankles and feet (WHO, 2001). Some back problems also result from repetitive activities. With higher stress level comes muscle tension causing fatigue and again increased risk of work related musculoskeletal disorders (WHO, 2001). Work related Musculoskeletal disorders (WMSDs) are a wide range of inflammatory & degenerative disease that results in pain and functional impairment of tissues.

Work related musculoskeletal disorders include three types of injuries: muscle injury, tendon injury and nerve injury. When muscles contract, they use chemical energy from sugars and

produce by-products such as lactic acid which are removed by the blood. A muscle contraction that lasts a long time reduces the blood flow. Consequently, the substances produced by the muscles are not removed fast enough, and they accumulate. The accumulation of these substances irritates muscles and causes pain. The severity of the pain depends on the duration of the muscle contractions and the amount of time between activities for the muscles to get rid of those irritating substances (Sjogaard, 1990).

Work related musculoskeletal disorders may progress in stages from mild to severe. In early stage, aching and tiredness of the affected limb occur during the work shift but disappear at night and during days off work. No reduction of work performance is observed. During intermediate stage aching and tiredness occur early in the work shift and persist at night, with a reduced capacity for repetitive work. In the late stage, aching, fatigue, and weakness persist at rest. Inability to sleep and to perform light duties is experienced by the subject. The first pain is a signal that the muscles and tendons should rest and recover, otherwise, an injury can become long-standing, and sometimes, irreversible (Centre for Occupational Health and Safety, 2005). Work-related musculoskeletal disorders (WMSDs) related with repetitive and demanding working conditions continue to represent one of the biggest problems in office workers in the world. According to the World Health Organization, (WHO, 2001) work-related musculoskeletal disorders arise 60% (out of which 51% of WMSDs are office workers who work sitting) when exposed to work activities and work conditions that significantly contribute to their development or exacerbation.

Musculoskeletal disorders are one of the serious occupational health hazards that affect the health of office workers. Government and educational institutes involved in occupational health and working in the area of office workers' health should focus on exploring the reasons for musculoskeletal disorders and develop different intervention strategies to prevent work related musculoskeletal disorders. Office workers need to be efficient and productive at work place. Hence health in the work place is one of the major areas of research in the discipline of office workers. Specifically in the current research area there is insufficient research work in the area of work-related musculoskeletal disorders among office workers involved in repetitive tasks in different sectors. Cognizant of the importance of industry in the country's economic progress

and health of office workers, the key role players in the office and society, there is a need to explore the prevalence of work related musculoskeletal disorders among office workers. Hence, the aim of the present investigation was to examine the status of musculoskeletal disorders among office workers in east Gojam zone.

## **1.2 Objectives of the study**

### **1.2.1 General Objective**

To examine the status of the work-related musculoskeletal disorders among office workers in East Gojam Zone.

### **1.2.2 Specific Objective**

- ✚ To determine the status of musculoskeletal disorders among office workers in different body regions (neck, shoulder, upper limb and back)
- ✚ To investigate the effect of Work style factor on work-related musculoskeletal disorders among office workers
- ✚ To assess the perception of participants in the study towards physical activity in prevention or control mechanism of WMSD.
- ✚ To examine the relationship between WMSD and physical activity level

## **2. Methods and Materials**

### **2.1 Research Design**

This study used a quantitative, cross-sectional, descriptive design. A quantitative design is appropriate for research studies that intend to determine the relationship between two or more variables. It also indicates that a descriptive design describes what exists, as well as determines the importance or significance and the frequency with which something occurs (Walker, 2005). The major purpose of descriptive research is to describe the state of affairs as it exists at present. In respect to the current study, the aim was to investigate the status of the work-related musculoskeletal disorders among office workers in East Gojam Zone.

### **2.2 Subject of the Study and Sample Size**

The sample was chosen through simple random sampling technique. In the simple random sampling technique all the individuals in the defined population have an equal and independent

chance of being selected for the sample (Gay, Mills, Gand Airasian, 2006). A sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member and it is the best single way to obtain a representative sample (Kerlinger F, 1978).

There are 17 Woredas and 4 cities in East Gojam Administrative zone. Out of these, 10 (8 woredas and 2 cities) were selected randomly as a sample.

Source of the population were the registered office secretarial workers and administrators/managers with any age and sex and currently on practice in the sample woreda. The total population of the study consisted of 500 office workers from the ten selected woredas. From the total study population 57.2 percent i.e. 286 office workers were chosen at random to form the sample for the present investigation.

The sample size was determined by using the formula for estimating a single population proportion because all sample woredas have almost similar work environment and facilities. The sample size was calculated by taking the proportion of work-related musculoskeletal disorders which is 50% on office workers with 95% confidence level, 5 % margin of error to get an optimum sample size that allowed the study to look into various aspects of work related musculoskeletal disorders among office workers. Based on the above assumptions, the formula is as follows (Krejcie & Morgan, 1970).

$$s = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

s = required sample size

$X^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level

$$(3.841) = 1.96 \times 1.96 = 3.8416$$

N = the population size

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Based on this formula the sample size would be 217, assume 90% would be return rate, and then add 10%, the total sample would be 238.

- **Dependent variable**

A dependent variable is the variable hypothesized to depend on or be caused by another variable (Gay *et al.*, 2006). Work related musculoskeletal disorders are the dependent variable of the present study.

- **Independent variables**

The independent variable is the intended cause of the dependent variable (Gay *et al.*, 2006). The dependent variables selected for the investigation were classified as personal variables, work style factor and office works perception towards preventing WMSDs through physical activity. Personal variables of the study included age, length of work experience, body mass index and physical activity level. Work style factor variable can assess the work environment of the subject.

## **2.3 Data Collection Tools**

Four self administered questionnaires were used to collect data. The first questionnaire requested for demographic characteristics of the participant, followed by the short version of the International Physical Activity Questionnaire (IPAQ), work style factor questionnaire, the Nordic Musculoskeletal Disorder Questionnaire and perceived benefits to exercise scale to measure office worker's perception towards preventing WMSDs through physical activity. The questionnaires were translated from English to Amharic and back to English by three independent professional translators. To ensure validity of the translated questionnaires in Amharic, a different independent professional translator examined it and the translated version was found to be similar to the original one. To further ensure the validity, clarity and reliability of the instrument, it was used in a pilot study on 15 office workers who were not part of the study before being used for data collection and it was found to be clear and understandable.

Demographic information including subjects' sex, age, years of practice, types of work and the key variables were collected through questionnaire.

### **2.3.1 International Physical Activity Questionnaire (IPAQ)**

Physical activity level of the office workers will assess by using the short version of the International Physical Activity Questionnaire (IPAQ) (Aptel et.al, 2002).. Validity and reliability data from 12 countries (including Portugal) show IPAQ has comparable validity and reliability to CSA (Computer Sciences and Applications) monitor that assess physical activity and to other self- reported measures of PA (Haskell, 2007. According to the Guidelines for data Processing and Analysis of the IPAQ, total PA was expressed as metabolic equivalent (MET) minutes/week by weighting the reported minutes per week in each activity category by the metabolic equivalent specific to each activity (Total PA = 3.3 MET x walking minutes' x walking days + 4.0 MET x moderate-intensity activity minutes' x moderate days + 8.0 MET x vigorous-intensity activity minutes' x vigorous- intensity days). Physical activity was expressed as minutes per week by summing the time spent in moderate physical activity and vigorous physical activity (MVPA). Low physical activity, no physical activity or some activity reported, but not enough to satisfy the requirements of the other two categories; Moderate PA, any of the following three criteria: (1) 3 or more days of vigorous intensity activity for at least 20 min/day, (2) 5 or more days of moderate intensity activity or waking for at least 30 min/day, or (3) 5 or more days of any combination of walking, moderate intensity, or vigorous intensity activities achieving a minimum of 600 ME minutes per week; High PA either of the following two criteria: (1) 3 or more days of vigorous intensity activity accumulating at least 1500 MET minutes per week or (2) 7 days of any combination of walking or moderate or vigorous intensity activities achieving a minimum of 3000 MET minutes per week.

### **2.3.2 Scale to Assess the Work Related Musculoskeletal Disorders**

Data collection tools assess the work related musculoskeletal disorders: Musculoskeletal pain and related symptoms will assess by the standardized Nordic Questionnaires for the Analysis of Musculoskeletal Symptoms. The musculoskeletal symptoms include pain, stiffness, swelling, spasms, cramps, numbness, tingling sensation, tiredness, soreness and weakness (Browne, 1984). Due to prolonged exposure to musculoskeletal disorders, a subject may experience the loss of physical functioning in the nine anatomical body regions Craig, 2003). With this theoretical background a scale was constructed to measure musculoskeletal disorders

such as prevalence of the musculoskeletal symptoms. A scale is used to measure the extent of prevalence of musculoskeletal symptoms of the respondents in neck, shoulder, upper limb, and back.

**Scoring and Interpretation:** The first section of the scale was intended to measure the extent of musculoskeletal symptoms experienced by the subjects in four anatomical body regions. The respondents were asked to indicate the level of discomfort experienced in terms of *always*, *frequently*, *sometimes*, *rarely* and *never* depending on the degree of symptom. To obtain uniformity in the responses of the subjects, the guidelines were set for the level of discomfort. The respondents were asked to mark 'always' in case they experience the musculoskeletal symptoms throughout the week in the respective body part. If the frequency of experiencing the symptoms was 5-7 days in a week they were asked to mark 'always', 3-4 days in a week they were asked to mark 'frequently'. When the frequency of experiencing the pain was 1-2 days in a week, few hours in a week and never in a week, the respondents were asked to indicate sometimes, rarely and never respectively. The response categories 'always', 'frequently', 'Sometimes', 'rarely' and 'never' were given scores 5,4,3,2,1 respectively. The scores were interpreted such that the higher the score higher the extent of musculoskeletal symptoms experienced in respective anatomical body regions. The possible maximum score range for neck, shoulder, upper limb and back were 9-45, 9-45, 12-60 and 9-45 respectively.

### **2.3.3 Work Style Short Form Scoring Procedures**

The scale used to evaluate the risk factor of the work environment leads to musculoskeletal disorder. The scoring system for this scale is (question 1-24): Almost never = 1, Rarely = 2, Sometimes =3, Frequently =4, Almost always = 5, question 25- 32 the form of the dichotomous (check box) items section that means blank = 0 and checked =1. There are three summary scores that can be calculated as indicated below. These have different scoring routines. Summary score 1 -Work style characteristic responses to the workplace score (Part 1): This summary score is Work style characteristic responses to the workplace (Part 1): Part 1: (Sum of 1–22) minus (sum of 23–24) Part 2: Work style reactivity to high work demands = (Sum of 25–32). Total score (Part 1 + Part).

2). According to the initial validation sample, a total Work Style Short Form score is

considered high risk if the score is  $\geq 28$ .

### **2.3.4 Perceived Benefits to Exercise scale**

This scale was used to measure office worker's perception towards preventing WMSDs through physical activity. The scale includes 5 questions in the form of strongly disagree, disagree, agree and strongly agree (1-4 point scale respectively).

## **2.4 Validity and Reliability of the Instruments**

The instruments used in this study had been found to be valid. The IPAQ demonstrated criterion validity correlation with values ranging from 0.14 - 0.53. Additionally, an extensive reliability and validity of the questionnaire was done in 14 centers across 12 countries, South Africa inclusive, during the year 2000 (Craig, 2003). The IPAQ instrument also demonstrated reliability correlations ranging from 0.96-0.46. Besides, the IPAQ has been tested across different settings both in developed and developing countries, whereby it was satisfactorily proved reliable and valid (Craig, 2003). The Nordic Musculoskeletal Disorder Questionnaire has demonstrated reliability results with Kappa values ranging from 0.88 to 1, and it is said to be internationally validated and respected, having been used in the assessment of musculoskeletal symptoms worldwide (Barros, & Alexandre, 2003). Furthermore, the questionnaires were piloted on 15 office workers from Debremarkos University before the final version was adopted for use in the study. This was done to assess the content validity and applicability of all the items for the office works population, its level of understandability and the time it takes to be completed. Later, a group discussion with the participants of the pilot study was done following the completion of the questionnaire to test content validity of the instrument and to see whether it was necessary to correct any of the questions. After the pilot study, the questionnaires were made minor amendment and correction for final to distribute.

The reliability of the Work Style Short Form was examined in terms of its internal consistency and stability over time in previous studies. The measure demonstrated a high degree of internal consistency with a reliability coefficient of a 0.89. Test-retest reliability was assessed by examining the correlation of the baseline short form total work style score with the short form total work style score from the surveys completed 3 weeks after the baseline assessment. This analysis indicated stable test-retest reliability with a correlation coefficient of  $r = 0.88$  (IPQ,

2005).

## **2.4 Data collection procedure**

Firstly, we asked permission and got information from East Gojam Zone Administrative office to conduct the study at some selected woredas of office workers. Thereafter, ten research assistants from the ten sample woredas were met and enlightened on how the whole data collection process was going to be conducted. Specific time was then arranged with the research assistants as well as the participating office workers to complete the questionnaire at work as this would maximize participation rate and minimize errors when completing the questionnaires. The study was then explained to the participants before distributing the questionnaires. Besides, detailed instructions on how to complete the questionnaire were given and research assistants were asked to work individually, honestly and as quickly as possible. All questionnaires were completed in the presence of the researcher and/or research assistants to control the quality of data and increase the return rate of the completed questionnaire.

## **2.5 Data Analyses Method**

The data would be recoded from question responses into meaningful prevalence variables. Double data entering was done to ensure data quality. Thereafter data was transferred into the Statistical Package for the Social Sciences (SPSS) version 24. Descriptive statistics was employed to summarize the demographic data of the study sample and main variables. The demographic and main data were presented using frequency tables and expressed as percentages, means and standard deviations. Correlation test was used to determine if any associations existed between work related disorders at four anatomical body regions with physical activity level and body mass index of participants. All tests were done at the level of significance  $P \leq 0.05$ .

## **3. Result**

### **3.1 Characteristics of the study population**

A total of 286 questionnaires were distributed among office workers of Debremarkos University and east Gojam zone, and 238 were fully completed and returned, yielding a response rate of

83.2%. Of the 238 office workers, 52.6% (n=120) were females and 47.4% (n=108) males. The participants' ages categorized in to three different age groups. Hence, 51.4 percent (n=114) of the respondents were categorized as young age (<35 years), 30.2 % (n=67) of the respondents were categorized as middle age (36-45 years) and 18.5 % (n=41) of the respondents were categorized as old age (> 45 years).

More than half (50.5 %, n=110) of the respondents' work experience was between 3 to 6 years, 24.3 % (n=53) of the respondents have the work experience between 7 to 11 years and only 25.2% (n=55) of the respondents have more than 12 years work experience. Regarding the average sitting time of office workers per day: 1.8 % (n=4) of the respondents were sitting in office for work only 2 to 4 hours per day, about 36.4 % (n=80) of the office worker would sit in office between 5 to 8 hours and 61.4 % (n=135) of the respondents for more than 8 hours a day.

The educational status of the respondents shows that 58.8 %(n=130) of the respondents have diploma, 36.2 %(n=80) have first year and only 5 % (n=11) of the respondents have second degree. Among the office workers 49.1% (n=111) were secretary and 46.5 % (n=105) of the respondents were manager and only 4.4 % (n=10) were professional. Most of the office workers (67.1%, n= 151) were married and 32.4 % (n= 73) were unmarried.

### 3.2 Physical activity levels of the participants

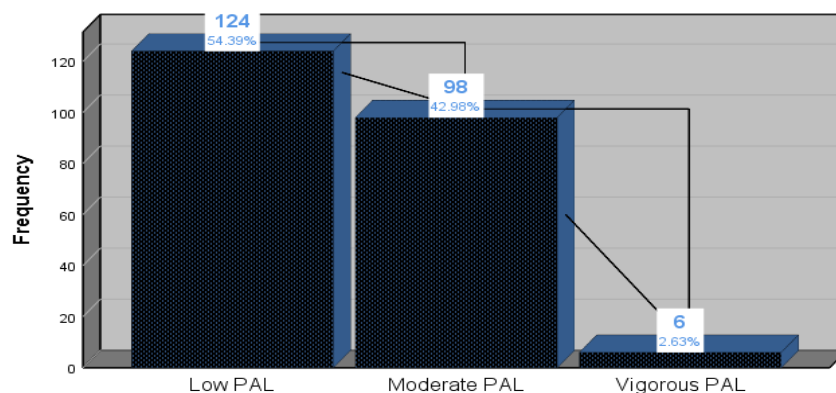


Figure 3.1 : PAL of Participants

Office workers who scored less than 599 MET-minutes/weeks were considered inactive while those who scored 600 and above MET-minutes/week, were considered active. As demonstrated in Figure 3.1 below, more than half of the office workers (54.4%, n=124) generally demonstrated a low physical activity level the remaining 45.6 % (n= 104) of office workers were categorized as a high physical activity level.

### 3.3 The Severity of Musculoskeletal Disorder

More than half of the sample (53.4%) was experiencing severe level of musculoskeletal disorder symptoms in neck. Only 3.1 percent were experiencing normal and (6.6 %) low musculoskeletal symptoms in neck. Most of office workers (72.4%) were experiencing severe level of musculoskeletal symptoms in shoulder. Only 1.8 percent was experiencing normal musculoskeletal symptoms in shoulder and 2.5 % of the respondents were experiencing normal musculoskeletal symptoms. 47 percent of the office workers were experiencing severe level and 32.5 % of office workers were experiencing musculoskeletal symptoms in upper limb. The remaining 20.2 per cent were experiencing low musculoskeletal symptoms in upper limb (Table 2). Most of the office workers (71.5%) experienced severe level of musculoskeletal symptoms in back and 13.2 % of office workers were experiencing moderate level of musculoskeletal symptoms in back. Only 15.4 per cent were experiencing low musculoskeletal symptoms in back region.

Table 1: Severity of musculoskeletal disorder in neck, shoulder, upper limb and back (N=228)

Frequency of Experiencing symptoms	Neck Symptom	Number	%	Shoulder	Number	%	Upper limb Symptoms	Number	%	Back Symptoms	Number	percent
Normal	9	7	3.1	9	4	1.8	12	-	-	9	-	-
Low	10 to 16	15	6.6	10 to 14	6	2.5	13 to 24	46	20.2	10-17	35	15.4
Moderate	17 to 38	79	33.2	15 to 37	53	23.2	25 to 51	74	32.5	18-38	30	13.2
Severe	39 to 45	127	53.4	38 to 45	165	72.4	52 to 60	108	47.4	39-45	163	71.5
	Total	270	100	Total	270	100	Total	270	100	Total	270	100
	Mean	27.1		Mean	25.7		Mean	37.0		Mean	27.7	
	S.D.	10.9		S.D.	11.5		S.D.	13.5		S.D.	10.5	

Table 2: Work-style factor score of office workers

Variable(Norm)	Number	Percent
Low Risk (<28)	46	20.2
High Risk (>=28)	182	79.8

Most of the office workers (79.8, n=182) revealed that their work style has a high risk factor for musculoskeletal disorder and the remaining 20.2 percent reported that their work style has a low risk factor for musculoskeletal disorder.

### 3.4 Musculoskeletal Disorder Symptoms in Neck

Among the respondents 92.5% were experiencing the feeling of stiffness, 87.3 percent of respondents reported that there was appearance of swelling around neck, 90.8 % respondents reported that occurrence of spasms around neck, occurrence of cramps (87.7) feeling of numbness (93%), tingling sensations (88.6%), feeling of pain radiating to head causing head ache (89.5%), feeling of pain radiating from neck to shoulder (84.1%) and feeling of pain that pain around neck (See Table 4).

Table 3: Distribution of sample by the presence of musculoskeletal symptoms in neck (N=238)

Musculoskeletal symptoms in Neck	Frequency			
	Yes	Percent	No	Percent
Feeling of stiffness	211	<b>92.5</b>	17	<b>7.5</b>
Appearance of swelling	199	<b>87.3</b>	20	<b>12.7</b>
Occurrence of spasms	207	<b>90.8</b>	21	<b>9.2</b>
Occurrence of Cramps	200	<b>87.7</b>	28	<b>12.3</b>
Feeling of numbness	212	<b>93</b>	16	<b>7</b>
Tingling sensations	202	<b>88.6</b>	26	<b>11.4</b>
Feeling of pain radiating to head	204	<b>89.5</b>	24	<b>10.5</b>
Feeling of pain radiating from neck to	192	<b>84.1</b>	36	<b>15.8</b>
Feeling of pain	203	<b>90.2</b>	22	<b>9.8</b>

### 3.5 Musculoskeletal Disorder symptoms in shoulder

Among the respondents, 73 per cent were experiencing the feeling of pain in shoulder followed by 61 per cent feeling pain radiating to upper limb, 56 per cent feeling soreness, 55 per cent feeling stiffness and 54 per cent with appearance of swelling (Table 5).

**Table 4: Distribution of the sample by the presence of musculoskeletal disorder symptoms in shoulder (N=227)**

Musculoskeletal symptoms in Shoulder	Frequency			
	Yes	Percent	No	Percent
Feeling of pain	205	<b>90.3</b>	22	<b>9.7</b>
Appearance of swelling	197	<b>86.8</b>	30	<b>13.2</b>
Occurrence of spasms	205	<b>90.3</b>	22	<b>9.7</b>
Occurrence of Cramps	211	<b>92.9</b>	16	<b>7.1</b>
Feeling of numbness	207	<b>91.2</b>	20	<b>8.8</b>
Tingling sensations	210	<b>92.5</b>	17	<b>7.5</b>
Feeling of pain radiating to head causing	211	<b>92.9</b>	16	<b>7.1</b>
Feeling of pain radiating from neck to	216	<b>95.1</b>	11	<b>4.9</b>

According to table 4, 205 (90.3%) of the respondents have a feeling of pain and spasm in their shoulder and 197 (86.8%) of the office workers face swelling in their shoulder, 211(92.9%) of the workers get cramps, 207(91.2%) of the workers experience numbness, 210(92.5%) of the respondents have tingling sensations, 211(92.9%) and 216(95.1%) of the office workers face feeling of pain radiating to head causing head ache and feeling of pain radiating from neck to shoulder respectively.

### **3.6 Musculoskeletal disorder Symptoms in Upper Limb**

The responses regarding the level of musculoskeletal symptoms in the upper limb of participants (see table 4.6) reveal that 210(92.1%) of respondent said that their Feeling of pain is high and 215(94.3%) faced Feeling of stiffness while 208(91.2%) of the respondents said that Appearance of swelling is high and 212(93%) of the respondent answered their Occurrence of spasms in upper limb, 208(91.2%) Occurrence of Cramps, 213 (93.4%) Feeling of numbness, 205(**90%**) Tingling sensations, 206(90.3%) had Feeling soreness, 204(89.5%) Feeling of heaviness 205(90%) Feeling of burning in Palms 217(95.2%) had Tingling sensations in fingers.

Table 5: Distribution of sample by the presence of musculoskeletal symptoms in upper limb (N=228)

Musculoskeletal symptoms in upper limb	Frequency			
	Yes	Percent	No	Percent
Feeling of pain	210	<b>92.1</b>	18	<b>7.9</b>
Feeling of stiffness	215	<b>94.3</b>	13	<b>5.7</b>
Appearance of swelling	208	<b>91.2</b>	20	<b>8.8</b>
Occurrence of spasms	212	<b>93</b>	16	<b>7</b>
Occurrence of Cramps	208	<b>91.2</b>	20	<b>8.8</b>
Feeling of numbness	213	<b>93.4</b>	15	<b>6.6</b>
Tingling sensations	205	<b>90</b>	23	<b>10</b>
Feeling soreness	206	<b>90.3</b>	22	<b>9.7</b>
Feeling of heaviness	204	<b>89.5</b>	24	<b>10.5</b>
Feeling of burning in Palms	205	<b>90</b>	23	<b>10</b>
Feeling of burning in Palms	213	<b>93.4</b>	15	<b>6.6</b>
Tingling sensations in fingers	217	<b>95.2</b>	11	<b>4.8</b>

### 3.7 Musculoskeletal disorder symptoms in Back

According to table 5, 213 (93.4%) of the respondents received feeling of pain in the back while 216 (94.7%) of the respondents responded that they averagely receive feeling of stiffness in their back. In addition, 209(91.7%) of the respondents responded high occurrence of spasms; 212 (93%) of the respondents said that their levels of Occurrence of Cramps in back is high; 214 (93.9%) of the respondents' face feeling of numbness in their back region, 212 (93%) had tingling sensations; while 218 (95.6%) of the workers grieved by feeling of pain radiating to head causing headache and 203 (89%) of the workers faced Feeling of pain radiating from neck to shoulder.

Table 6: Distribution of sample by the presence of musculoskeletal symptoms in back (N=228)

Musculoskeletal symptoms in back	Frequency			
	Yes	Percen	No	Percen
Feeling of pain	213	<b>93.4</b>	15	<b>6.6</b>
Feeling of stiffness	216	<b>94.7</b>	12	<b>5.3</b>
Appearance of swelling	209	<b>91.7</b>	19	<b>8.3</b>
Occurrence of spasms	214	<b>93.9</b>	14	<b>6.1</b>
Occurrence of Cramps	212	<b>93</b>	16	<b>7</b>
Feeling of numbness	214	<b>93.9</b>	14	<b>6.1</b>
Tingling sensations	212	<b>93</b>	16	<b>7</b>
Feeling of pain radiating to head causing	218	<b>95.6</b>	10	<b>4.4</b>
Feeling of pain radiating from neck to	203	<b>89</b>	25	<b>11</b>

According to table 6, 213 (93.4%) of the respondents that received Feeling of pain in the back, while 216 (94.7%) of the respondent responded that averagely receive Feeling of stiffness in their back. In addition, 209 (91.7%) of the respondent responded high Occurrence of spasms; 212 (93%) of the respondent said that the level of Occurrence of Cramps in back is high; 214 (93.9%) of the respondents' face feeling of numbness in their back region, 212(93%) had Tingling sensations; while 218 (95.6%) of the workers grieved by Feeling of pain radiating to head causing head ache and 203(89%) of the workers faced Feeling of pain radiating from neck to shoulder.

Table 7: Correlation of WMDs symptoms with PFL, BMI and sitting time

Anatomical Body regions of WMDs Symptoms			
	PFL	Sitting Time	BMI
Neck	r=-.38	.181	r=.24
<b>P-Value</b>	<b>.000</b>	<b>.007</b>	<b>.000</b>
Shoulder	r=-.16	.046	r=.27

<b>P-Value</b>	<b>.000</b>	<b>.488</b>	<b>.000</b>
Upper Limb	r=-.24	.173	r=.19
<b>P-Value</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>
Back	r=-.27	.67	r=.48
<b>P-Value</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>

**Table 8: Office worker's perception towards preventing WMSDs through PA**

No.	Item	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Exercise is a medicine for	7.9	2.2	38.2	51.3
2.	RE PA can prevent WMSD	3.1	3.9	33.3	59.6
3.	PA can treat WMSD	0.9	2.6	33.8	62.7
4.	Live longer if I exercise	6.6	5.7	31.6	56.1
5.	PA have a positive effect on	0	7.9	35.1	57

Note: PA, physical activity, WMSDs, work related musculoskeletal disorder

#### 4. Discussion

Based on the results of the study reported, the prevalence of work-related musculoskeletal symptoms of neck, shoulder, upper limb and back of the participants was found to be 53.4%, 72.4%, 47.0% and 71.5% respectively, making neck and back the most frequently and highly affected body region of the participants. This finding was relatively equivalent to that of a study conducted in Lagos Nigeria (Back 71.3%, neck 59.3%, shoulder 48.0% and hand 28.0%) (Kiss, Meester and Braeckman, 2008). On the other hand, we found a lower magnitude of WRMSDs symptoms compared to a study conducted on computer users in Nigeria neck (30%) shoulder (45%), low back (43%), and wrist (30%) (Morken, Magerøy, & Moen, 2007). This result is similar with the result of the study (Sluka et. al, 2013) computer users WRMSDs symptoms which are 47.13%, 46.43%, 38.04% and 59.86% respectively. The result also showed that as the age of office workers increased, they experienced shoulder and back symptoms, the same with (Chau, 2014) the age group between 41 to 50 years reported 60% and 43.43% of the cases of musculoskeletal injuries respectively. Older workers are more susceptible to work-related MSD than younger workers because of

decreased functional capacity (Auvinen, 2007 and **M.Vollenbroek-Hutten, 2006**) and also aged workers need more time for recovery than their counterpart youngsters (H.J.C.G.Coury, 2009).

World Health Organization (WHO) and American College of Sports Medicine (ACSM) have stated that every individual should perform at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity exercise per week in a regular manner for a healthier and better life (L.L. Andersen, 2017 and C. H. Andersen et.al, 2012). In the present study, the majority (61.4%) of office works require more than 8 hours of sitting time in their office. This rate has been associated with long term sitting on screen-based activity (M.K.Zebis et.al, 2011). Our results can merely be related to (54.4%) generally demonstrated a low physical activity level. It is stated that an increase in the sitting time causes many health problems (Baltimore, 2013). In many studies, both sitting time and physical inactivity are associated with musculoskeletal disorder; similar findings support the above idea (Talwar et.al, 2009 and Harrington et.al, 2009). Regular physical activity is the best way of preventing, managing and treating of work related musculoskeletal disorders and pains since it can strengthen our muscle, bones, ligaments and tendons (Bhanderi et.al, 2007). Interventions to reduce neck and shoulder pain have to be made either for relaxing the painful muscles (Huang et.al, 2003) or for performing physical exercise to strengthen them (Westgaard RH, de Luca CJ., 1999). In general, there are promising effects of strength, endurance and flexibility training on pain in the neck and shoulders (European Agency for Safety and Health at Work (OSHA, 2007). Physical exercise also enhances the strength and flexibility of the muscles; lowers the risk of injury to the neck, shoulders, and lower back; and strengthens the vertebral column (Berberoğlu, 2013). Findings of this study reveal that the majority of the respondents (79.8%) have work style which is a high-risk factor for musculoskeletal disorders. The work style factors were also associated with loss of productivity. Findings from several experimental studies suggest that prolonged activation of muscle fibers during low-level contractions such as typing may result in fatigue and increase pain sensitivity. Ignoring musculoskeletal symptoms and continuing work in an adverse job environment without breaks may further exacerbate the preexisting musculoskeletal symptoms (Bhanderi et.al, 2007 and, Huisstede et.al, 2006).

## 5. Conclusion

In general, it can be concluded that there was a high prevalence symptoms of musculoskeletal disorders in almost all participants on their four anatomical regions (neck, upper limb, back and shoulder). Most of office workers were experiencing severe level of musculoskeletal symptoms in neck, shoulder and back. In the current study one of the major factors that aggravate their musculoskeletal disorders is work-style factor. The work style of the office workers in the current study is considered as a high-risk factor for musculoskeletal disorder. Office worker's perception towards preventing work related musculoskeletal disorders through PA is positive. Most of the respondents believe that physical activity can prevent and manage musculoskeletal disorder through physical activity but their physical activity level was low. The neck and back are the most and frequent affected body parts of the participants. The main complaint in this study was pain and muscular weakness due to sitting for a long period of time, work style and physical inactivity. Therefore, promoting physical activity among office workers to improve their physical fitness and improving their workplace condition can reduce work related musculoskeletal disorders of office workers.

## 6. Recommendations

1. East Gojam Administrative Zone may use findings of this study to evaluate the risk of work related musculoskeletal disorder among their office workers as well as to design interventions aimed at reducing its prevalence, such as:
  - ✚ Providing training to increase/improve the awareness of office works about the problem of work related musculoskeletal disorders
  - ✚ Creating a safe working environment and conditions by providing psycho-socio-support to the office workers.
  - ✚ Finally, considering the various positive health benefits of regular physical activity, the administrators should endeavor to promote regular physical activities among office workers and all other employees in order to maintain a healthy and competitive staff.
2. The ministry of health in Ethiopia should make an effort to take action into preventing work related musculoskeletal disorders in the office workers at large by implementing preventive measures using a multi-dimensional approach since work related musculoskeletal disorder risk

factors are different. Findings of this study may not be generalized to the whole population; however, they are not limited only to the office workers. The ministry of health may therefore use findings from this study to develop preventive measures of work related musculoskeletal disorders, especially low back pain among all office workers in Ethiopia.

3. Office workers should be responsible for their own health by taking into account preventive measures and coping strategies against work-related disorders such as low back pain which was found so prevalent among them. Based on the literature about physical fitness, the researchers highly recommend office workers to maintain a healthy life style in terms of regular physical activity which also contributes to their mental wellbeing.
4. Finally, further research should be done to identify ways of improving healthy, safe and conducive working conditions for office workers in general.

## **7. Strength and weaknesses of the study**

### **7.1 Strengths of the study**

The strength of the study is that there was a high response rate of 83.2%. This shows that the office workers were most willing to contribute to the study. As for the rest of the office workers (16.7%) who declined to participate in the study, they attributed it to one of the ethical considerations that clearly stated that participation in the study was voluntary.

### **7.2 Weakness of the study**

One of the weaknesses of this study was the small sample size, thus the findings could not be generalized to all the office workers in Amhara region as well as in Ethiopia. Secondly, as participants were asked to report if they had any musculoskeletal pain during the last twelve months, they might not recall every instance of their work related musculoskeletal disorder experiences.

In the same context, there could have been a bias also when participants had to recall and state the actual time in minutes or hours they spent doing a physical activity. Likewise, [46] suggest that self-reported instruments may not favor individuals to consistently recall the accumulated frequency and duration of all physical activity they perform.

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## **8. The Perplexity of Land Acquisition, Privatization and Ownership Issues of Birr and Ayehu Farms from 1978 to May, 2019**

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### ***Abstract***

*After the demise of the imperial regime, Derg declared a drastic land tenure policy and agrarian reform that facilitates the commencement of state farms in Ethiopia. This accelerated the trends of de-privatization and tenure rearrangements that favor state farms and agricultural collectivization. This study thus explores the nature of land acquisition, privatization and ownership issues of Birr and Ayehu farms' prior to June 2019. To do so, a mixed concurrent design was employed by collecting primary and secondary data sources via questionnaire,*

*interview and document review. Then, data analysis and interpretation was done through statistics-by-themes and side-by-side comparison through joint display mechanisms. Birr and Ayehu farms were commenced during the Derg regime by gradually annexing a mammoth land through eviction of closest communities. By international pressure and privatization motive, the farms were sold to Ethio-Agri-CEFT, PLC in 2000 by secret and neo-patrimonial modality with denial of landholding rights of peasants. The farms operated without a contract for the last 18 years. Again, the dearth of recorded document about farms at the regional level makes the issue the hot spot in Amhara region. Pragmatically, the farms were exploited for wealth advancement utterly by party affiliated individuals under the mask of privatization and investment. Thus, the farms should be under the jurisdiction of the regional government to ensure legality and public interest.*

*Key words: land acquisition, privatization, ownership, state farms', commercial farms*

## **Introduction**

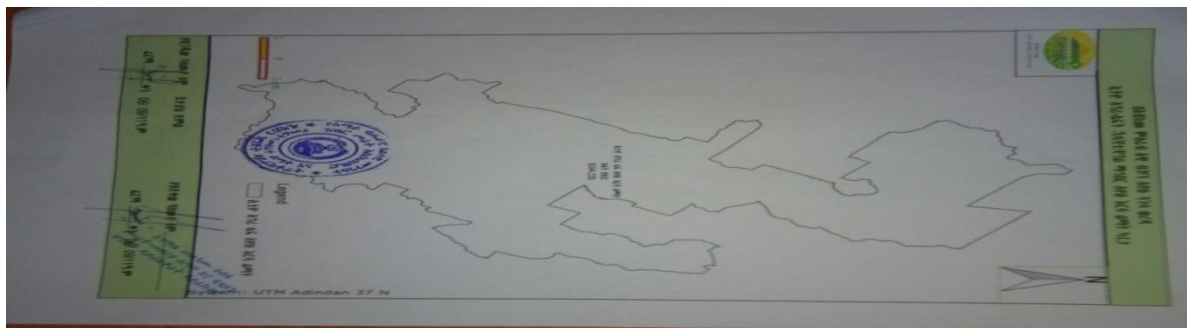
Land acquisition for agricultural investment has become the major concern of sustainable land use and development strategy at a global level (Oberlack *et al.*, 2016). It has been given a key priority by both developed and developing countries to achieve development (Borras and Franco, 2012). In Ethiopia, the practice of commercial farming is traced back to the imperial regime though its expansion remained radical in recent years (Tsegaye, 2017; Addisu, 2016). Commercial farming is strategically promoted after the adoption of a Plan for Accelerated and Sustained Development to End Poverty (PASDEP) document to ensure food security in a middle income earning country. This in turn boomed rush land enclosure by making land a centerpiece in Ethiopian politics (Addisu, 2016).

However, the colossal land acquisition for commercial farming is generating hotbed contentions among scholars and the populace (Shepherd, 2013; Brüntrup *et al.*, 2016; Glover and Jones, 2016). On the one hand, some argued that land acquisition for agricultural investment devastates the wellbeing of local communities (Medina, 2014; Belachew, 2013; Bereket (N.D); and others claimed that land enclosure for investment facilitates development and ensures national food security (Shepherd, 2013; World Bank, 2010; Shete, 2014). With these contrasting debates, huge land is allocated to investors engaging in agricultural investment either through eviction or

expropriation in Ethiopia. This in turn threatened the livelihoods of entire communities since the production is geared for export (Oakland Institute, 2017; Belachew, 2013). Additionally, the capitalist intrusion of land acquisition provokes political unrest against investment sites (Shepherd, 2013; Borras and Franco, 2012). Evidently, the farms of *Birr* and *Ayehu* in Amhara Region have remained a hotbed issue in social media and government-society meeting<sup>i</sup>. The commencement, privatization and operation of the two farms have become a point of controversy and source of political grievance. This beget dissatisfaction, a win-lose mentality and sense of exclusion on bordering communities. Again, the nature of land acquisition, privatization and ownership issues of *Birr* and *Ayehu* farms is still unclear and yet unexplored. This inspired investigators to conduct a study on the nature of land acquisition, privatization and ownership issues of *Birr* and *Ayehu* farms, in North-West Ethiopia.

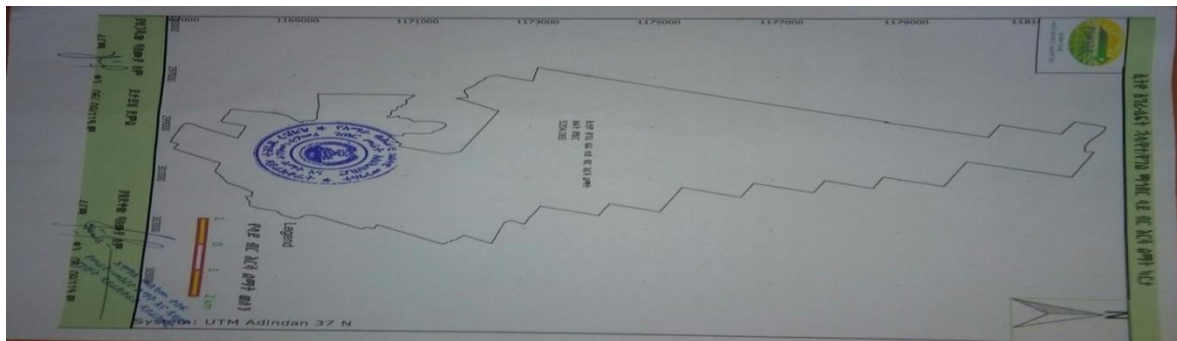
## 1. Description of the Study Area Setting

*Ayehu* farm is geographically found in the current *Ayehu Guagusa Woreda* within the Awi Administrative Zone, in Amhara region. It was the third state owned farm established next to *Birr* and *Beles* in Gojjam during the socialist regime in *Ankasha Guagusa Woreda*. But *Ankasha Guagusa Woreda* was divided into *Ayehu Guagusa* and *Ankasha Guagusa Woreda* in 2017, and following the division, *Ayehu* farm has been incorporated into *Ayehu Guagusa*. Until the commencement of *Ayehu* farm, the area was named *Embi Bita*, a combination of *Embi* (Amharic) and *Bita* (Awgni) to mean refuse and land respectively (Kassahun, 2018). Prior to the state farm, *Ayehu* was covered by forests and was an important ground for hunting. After the gain of political power by Derg, the area was selected for state owned farm. Cognizant of such a fact, *Ayehu* state farm commenced in 1982/83 by changing the historic name of *Emebi Bita* to *Ayehu* state farm by taking the name of River *Ayehu*.

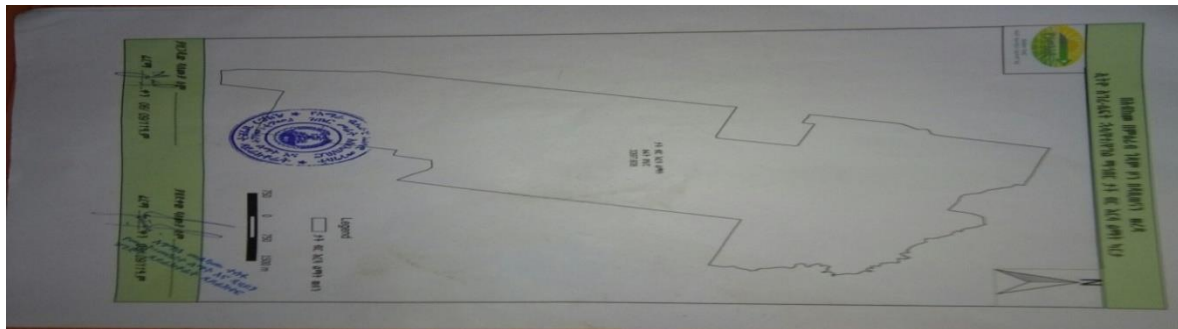


### 1.1. Map of Ayehu farm taken from Regional Rural Land Administration and Use Bureau

By the same token, Birr farm is located in *Jabi Tehnan* woreda within West Gojjam Administrative Zone, Amhara Regional State. The majority of the population are dependent on agriculture and their *woreda* is identified as the most productive among the *woredas* in West Gojjam Administrative Zones. It is the *Woreda* that involves agricultural investment sites that range from small to large scale commercial farms. Among the agricultural investment sites, Birr farm is the earliest farm in Gojjam. The farm has two sites; upper and lower *Birr*.



### 1.2. Map of upper Birr taken from Regional Rural Land Administration and Use Bureau



### 2.3 Map of lower Birr taken from Regional Rural Land Administration and Use Bureau

## 2. Research Methods

For this study, a mixed approach is appropriate to uncover the nature of land acquisition, privatization and ownership issues of Birr and Ayehu farms because the problem studied has both objective and subjective aspects of reality. Basically, the engagement of local residents and displaced peasants about land acquisition, privatization process and the issue of ownership had been examined quantitatively. Again, the views and feelings of neighboring local communities about the land acquisition, the privatization process and the factors pushed them to submit a

petition against the farms were addressed qualitatively. Moreover, a total of 150 respondents were selected through simple random sampling technique for questionnaire, and 26 individuals were selected by purposive sampling technique for interview. The study employed both primary and secondary data gathered through interview, focused group discussion, questionnaire and document review from September 2018 up to May 2019. After the relevant and credible data were accessed, thematic and simple descriptive statistics were used simultaneously to present, analyze and interpret via joint display mechanisms.

#### 4. The Nature of Land Acquisition in *Birr* and *Ayehu* Farms

Table 1: Respondents information about the commencement of *Birr* and *Ayehu* farms'

Items	Response	Frequency	Percent
<b>When did farms' embarks on?</b>	Derg regime	150	100
<b>Were farms state owned during commencement?</b>	Yes	150	100
<b>Had local residents consulted while farms launching"</b>	No	150	100
<b>Was the land taken by the consent of local residents?</b>	No	150	100
<b>Was the land taken by farms' unutilized?</b>	No	150	100
<b>Did farms annexed pasture, forest and farmland illegally previously?</b>	Yes	150	100
<b>Had peasants' evicted by the government during the launching phase?</b>	Yes	150	100

Land acquisition for *Birr* and *Ayehu* commercial farms was conducted during the military regime. Both farms were commenced by the state to reduce poverty in 1978 and 1982 correspondingly (Kassahun, 2018). Private investors were viewed as exploiters of labor force, raw material and financial resources of the country (Tewodros, 2014; Ethiopian Investment Agency, 1992). To ensure public interest, Derg empowered the Ministry of Natural Resources Development to establish state enterprises engaged in agricultural investment under Public Enterprises Proclamation No. 20/1975 (Tewodros, 2014). By doing so, private firms were nationalized and

other state owned enterprises were established with a modernization motive as a tool to promote socialism (Endawoke, 2016; Tewodros, 2014). In this respect, an interviewee revealed that:

*The April 1975 nationalization of land decree transformed land ownership and contributed to the development of state farms as the basis of agrarian socialist economy. Fabulously, Derg saw state farms as fundamental instrument for further development of socialist-oriented economy in revolutionary Ethiopia. In doing so, the government nationalized the big farm enterprises and established other new farms. In this regard, Birr and Ayehu state farms were established by Derg to achieve development<sup>ii</sup> (KIII, 30 March 2019).*

Furthermore, the commencement of *Birr* and *Ayehu* farms was an imposition from above due to the totalitarian nature of the regime<sup>iii</sup>. The land was annexed by the government without involving peasants in land dealings<sup>iv</sup>. Concomitantly, the consent of peasants was not ascertained and compensation was not paid while the farms were embarked on (see table 1). This is because the regime had no room to the people while a developmental policy was enacted and enforced<sup>v</sup>. Again, the people had frustrated to challenge the government because an opposition to the policies of the regime was considered as anti-revolutionary<sup>vi</sup>. Despite private landholding was allowed for peasants to earn a living during emperor Menelik II, Derg nationalized and confiscated land without compensation from landholders (Deneke, 2001; Fasil, 1993). Likewise, *Derg* had controlled all economic issues to end up tenancy relations, to ensure equal access to cultivated land and establishment of large scale state farms (Yihenew *et al.*, 2013). Nonetheless, the agrarian policies adopted by the regime distorted land allocation, violated the rights of the people and hampered land productivity (Elias, 2012). Thus, *Birr* and *Ayehu* farms were embarked as per the policy priority of the military regime with the motive of modernization and eradication of poverty.

#### **4.1. The Scale of Land Acquisition in Birr and Ayehu Farms'**

The degree of land acquisition in *Birr* and *Ayehu* farms was rush since inauguration<sup>vii</sup>. In this respect, *Birr* farm was embarked on within a small plot of land albeit it was expanded unprecedentedly in due time by dislocating residents of adjacent kebeles' (see annex 2). It was the first state farm in Gojjam commenced on a land size estimated around 965 hectare in southern Jabi Tehnan Woreda (Kassahun, 2018; Beyene, 2011). However, it expanded radically through evicting peasants', clearing forests and annexing communal pasture land without paying compensation (see

table 1). Nearby communities held adequate farmland for farming and other purposes before confiscation. But after rush land enclosure, flanking communities were compelled to be a member of cooperatives and peasant associations during the Derg regime. And, the farm has continued to expand automatically after privatization<sup>viii</sup> by annexing a land important for alternative livelihood base to nearby communities (see table1). Evident to its gigantic expansion, the farm currently holds around 11 thousand hectares (Kassahun, 2018; Beyene, 2011).

Alike Birr farm, *Ayehu* farm commenced in 1982 with 46 hectares of forest land (Kassahun, 2018). Nonetheless, the farm confiscated the locals in a gradual process before and after privatization. Unfortunately, the scale of expansion after privatization was automatic that reaches at the homestead of adjacent local communities by forcefully annexing the pasture and farmland of neighboring local communities<sup>ix</sup>. Evident to the unlawful expansion of the farm, the lands of many peasants were returned to landholders by court decision after 5 years appropriation. However, local residents at *Woficho Mender*, dominantly Amhara ethnic group, blamed that the decision of courts in *Enjibara* was ethno-centric until May 2019<sup>x</sup> because they were not treated fairly by respective government offices in Awi Zone. Furthermore, around 117.253 hectare of land unlawfully annexed was evicted from the investor and returned to the locals by the decision of the regional government in 2019.

Additionally, the hegemonic authority of the government in land ownership brought acquisition of the pasture and farmland of peasants in *Birr* and *Ayehu* farms since commencement. The expansion of farms was systematic and unlawful which was not halted by concerned governmental bodies<sup>xi</sup>. On the one hand, the illicit spreading of farms was not controlled as per the appeals of local residents because government bodies have frustrated the business entities<sup>xii</sup>. Again, the investor had established a strong intimacy with government authorities through rent seeking practices. This made the complaints of peasants to be unheard, politicized and labeled as anti-development<sup>xiii</sup>. By doing so, the company has made the voices of local residents unheard for the last 18 years<sup>xiv</sup>. This indicated that the scope of land acquisition by farms was booming before and after privatization through eviction of neighboring local communities. In relation to this, Cernea (2000) argued that people who are displaced forcefully from their livelihood base are exposed to a myriad of socio-economic risks. By and large, development induced displacement affected

disproportionately the livelihoods of local residents and evictees (Colchester, 2000). Remarkably, neo-patrimonial regimes inspired leaders to create rents and discipline rent-seeking to expand income opportunities via productive investments. But after farms have become an agenda for all Amharas', the regional government has organized a committee that diagnoses the issues of farms since October 2018<sup>xv</sup>. The committee assessed and recorded the issues of farms at the farms' site, Ethio-Agri-CEFT main office at Addis Ababa and Ethiopian Investment Commission and submitted the findings to the regional government to pass a decision. Thus, the unlawful enclosure of land in Birr and Ayehu farms was not halted as a result of rent-seekers at different government offices.

There was no adequately recorded land size held by Birr and Ayehu farms regionally. Cognizant of the intricacy, the land size of the farms was registered differently at Woreda, Zonal and Regional levels. For instance, the land size of *Birr* farm was recorded as 8851<sup>xvi</sup>, 8854<sup>xvii</sup>, 8856.5<sup>xviii</sup>, 8887<sup>xix</sup> and 7539<sup>xx</sup> hectares in different government offices. As proven by the committee organized by the regional government, the land size possessed by the company was the same as what was indicated in the sale contract in *Birr* farm. Contrastingly, the chief administrator of West Gojjam announced that the investor has appropriated over 60 hectares of land beyond what it paid as a tax for land use<sup>xxi</sup>. This is because the acquisition of land in Birr farm was not supervised by concerned government bodies after privatization under the mask of federal government discretion to avert public criticism<sup>xxii</sup>. Even worse, the investor kidnapped administrators and locals who opposed opposing the unlawful expansion and operation of the farm by security forces deliberately established by the company asking the recognition of their rights. Evidently, the former chair person of social affairs of *Jabi Tehnan Woreda* was kidnapped and imprisoned by the security forces of the company for one day<sup>xxiii</sup>.

Similarly, the land size of Ayehu farm was registered as 6686<sup>xxiv</sup>, 6688<sup>xxv</sup> without X, Y coordination (Kassahun, 2018), and 4975<sup>xxvi</sup> hectares in different offices. Again, the legal farmland allocated to the investor was proved to be 6506.45 hectare<sup>xxvii</sup>. Nonetheless, the company utilized 6,688 hectares of land illegally beyond what was indicated in the sale contract. The company has paid annual land use tax based on the land size indicated in the map prepared by the company despite it annexed huge land illicitly (Kassahun, 2018). As clearly indicated by the finding of the

regional committee, the investor held 180.55 hectares of land illicitly without paying land use tax over the last 18 years. Most importantly, the illicit expansion of Birr and Ayehu farms' was backed by federal government by making the jurisdiction above the regional government. After Birr and Ayehu farms' become a hotbed contention in daily politics of the region, the regional government assigned professionals to measure the land size of both farms' with X, Y coordination. But the investor was making *Woreda*, Zonal and Regional administrators unauthorized over the farms for the last 18 years. Thus, the land size annexed by the company in *Birr* and *Ayehu* farms was lacking clarity and consensus among different stakeholders.

#### 4.2. The Privatization Process and Issue of Transparency in Birr and Ayehu farms'

Table 2: Respondents' information about the privatization and ownership issues of farms

Items	Response	Frequency	Percent
<b>Are the farms now privately owned?</b>	Yes	150	100
<b>If yes, have you informed while privatized?</b>	Yes	27	18
	No	123	82
<b>Have you consulted while they were privatized?</b>	No	150	100
<b>Was the privatization of farms' transparent?</b>	No	150	100
<b>Have farms' annexed land illegally after privatization?</b>	Yes	150	100
<b>Do you know the investor of farms' currently?</b>	No	150	100
<b>Are farms' transparent to nearby communities now?</b>	No	150	100

Initially, Birr, Ayehu and Beles farms in Gojjam and Humera farm in Gonder were managed under Gojjam-Gonder State Farm Organization (GGSFO) during the Derg regime (Kassahun, 2018). Nonetheless, International Financial Institutions pressurized the EPRDF government to privatize state owned enterprises since 1991. In doing so, the incumbent government adopted privatization of public enterprises proclamation No. 146/1998 to privatize state owned enterprises (Endawoke, 2016). This has been done to change the role of the government in the economy to promote the country's economic development via encouraging the expansion of the private sector (Ismail, 2018). Ultimately, the privatization of public enterprises has been greatly acclaimed as one of free market ideas and a sort of democratic rule to ensure equitable distribution of wealth (Endawoke, 2016).

Birr and Ayehu farms stayed as state owned enterprises until 2000<sup>xxviii</sup> under public enterprises proclamation No. 25/1992<sup>xxix</sup>. Nevertheless, they were sold to Ethio-Agri-CEFT, PLC for 12,500,000\$ in 2000 to finance the development activities of the government in a sale contract made with Ethiopian Privatization Agency (EPA)<sup>xxx</sup>. But the investor paid only 9,374,600\$ to the Ethiopian Investment Commission<sup>xxxi</sup>. This implies that 3,125,400\$ was not paid to the government despite proclamation No. 146/1998 article 9 (2) which obliged the investor to pay the value of the enterprise in the currency specified in the sale contract<sup>xxxii</sup>. Besides, the investors utilized the farms without having a contract either with the federal or the regional governments for the last 18 years<sup>xxxiii</sup>. Furthermore, the length of time, land size leased out and payment per hectare was not indicated in the sale contract<sup>xxxiv</sup>. Contrastingly, Kassahun (2018) maintained that the *Ayehu* farm was transferred to a private investor ‘Sheik Muhammad Hussien Ala-Moudi’ for 99 years with 251 birr rental tribute per hectare. In contrary to this, the government of Amhara region declared that Birr and Ayehu farms were leased out to the investor without the knowledge of the region irrespective of administrative procedures<sup>xxxv</sup>. This clearly shows that the privatization process lacked transparency and exposed to rent-seeking activity.

Concerning the privatization process, 82 percent of respondents revealed that Birr and Ayehu farms were privatized by the government without informing nearby communities. And, the rest responded that the farms were leased out permanently by a negotiation undertaken between the government and the investor. This indicated that the process of privatization was not brought to the public for consultation. In this regard, Abbink (2011) noted that large hectares of land has been leased out in Ethiopia by the sole decision of the federal government via obliging regional governments. Similarly, the ways of land acquisition and privatization of *Birr* and *Ayehu* enterprises in post 1991 has become an incessant issue in government-society relations in Amhara region. This indicates that the land reform policies have continued to be a bone of contention among academics, policy makers and the public at large<sup>xxxvi</sup>. Hence, the hegemonic authority of governments in land ownership brought eviction of the pasture and farmland of peasants in both farms since inauguration.

Additionally, Ethio-Agri-CEFT, which purchased Birr and Ayehu farms, was not clear and thus created a sense of ambiguity. The committee organized by the regional government proved that

Ethio-Agri-CEFT was owned by Mohammad International Development Research Organization Companies (MIDROC) and Sheik Mohammad Hussien Ala-Amoudi. Again, MIDROC is also shared by Sheik Mohammad Hussien Ala-Amoudi and his wife. However, the vice administrator of *Jabi Tehnan Woreda* affirmed that *Birr* farm was not checked by whom it was owned and what it produced until the end of 2018 despite its presence in the *woreda*<sup>xxxvii</sup>. This indicates that the issue of ownership about the company, which purchased the farms, was unclear and vulnerable to fraud. With these complexities, the farms were transferred to a private investor with the rationales of ensuring free market economy and democratic rule on equitable distribution of wealth. But lack of publicity in the transferring of farms created opposition among the locals and became the subject of hot controversy<sup>xxxviii</sup>. The privatization of farms has practically brought rent seeking and corruption. Evident to the rent seeking act of the privatization process, Wodajo and Senbet (2017) noted that Endowment Fund for the Rehabilitation of Tigray (EFFORT) and MIDROC Ethiopia Investment Group were the only beneficiaries of the privatization program. These business groups benefited from the government and operated as a duopoly that undermines competitiveness (Wondowosen, 2009). Unlike EFFORT and MIDROC, many privatized firms were hindered by shortage of raw materials and competition from imports accompanied with political and economic shocks (Ismail, 2018). Moreover, the privatization of state owned enterprises lacked transparency and accountability (Wodajo and Senbet, 2017). Hence, the privatization of state owned enterprises was complicated, unclear and operated in a distorted market (Deneke, 2001).

Moreover, MEDIROC Ethiopia has close ties with EPRDF; consequently, it holds extensive plot of land in the country (Ismail, 2018). This connotes that *Birr* and *Ayehu* farms were transferred to Ethio-Agri-CEFT in a corrupted and distorted modality. After privatization, the investor had been preferentially treated by the government. This was verified when full payment was not addressed as indicated in the sale contract. The farms were sold to an investor having a strong connection with state authorities. This confusion of the public has created conflict and opposition several times. That was why the issue of farms became an agenda for adjacent local communities and all Amharas now days. In this regard, Endawoke (2016) noted that the ill designed modes of privatization of public enterprises bring legal and practical problems on the operations of enterprises in Ethiopia. Because most of the action plans and guidelines were held secret and

implemented behind closed doors; hence, the process of privatization secured the interest of few individuals instead of the whole public (Deneke, 2001). There was no adequate and transparent information about the scope of land deals in Birr and Ayehu farms. As a reaction, peasants and youths submitted petition that recalls legality of farms and suspension of transporting farm products until transparency was ensured. Thus, the secrecy of the privatization process in Birr and Ayehu farms has engendered opposition to transport agricultural yields.

Generally, Ethio-Agri-CEFT has engaged in Agro-manufacturing industry, Livestock (milk, egg) and coffee production in Amhara region based on the license given by Ethiopian Investment Commission<sup>xxxix</sup>. However, the license given to the company does not clearly indicate the aforementioned businesses areas. The company has no investment license on farms alone albeit license was given in agriculture, forest and fish production. And, the company had no project planning document for farms in the main office notwithstanding its prior profitability assessment during the transition time. But the company agreed to be governed based on federal and regional laws and regulations concerning land use, lease and other payments<sup>xl</sup>. Unfortunately, the committee proved that the company violated the agreement made with the Ethiopian Privatization Agency. Unequivocally, Ethio-Agri-CEFT has imported various equipments exempted from tax without having any contract in land use<sup>xli</sup>. In this regard, patrimonial regimes are very strong in establishing a system that centralizes the management of economic rents for a long time via patron-client relations (Kelsall, 2011). Coupled with this, the major investors in post 1991 are party affiliated companies and individuals (Abbink, 2011). By doing so, neo-patrimonial regimes use rent centralization as an opportunity to increase party members to further ensure political stability (Kelsall, 2011). Thus, the overall privatization process of Birr and Ayehu farms was held secret due to the investor's affiliation with the ruling regime.

#### **4.3. The Dilemma of Ownership in Birr and Ayehu Farms after Privatization**

The issue of ownership of Birr and Ayehu farms has been remained a contending issue among the public in the politics of Amhara region<sup>xlii</sup>. Some argued that the farms are owned by Generals of Tigray People Liberation Front, '*Bereket Simon*' or *Azeb Mesfin* and others believe the farms are owned by Sheik Mohammad Hussien Ala-ALmoudi<sup>xliii</sup>. The regional government too announced that the owner of *Birr* and *Ayehu* farms is unknown regionally<sup>xliv</sup>. Again, the deficiency of clear

information about farms regionally makes the issue knotty and an agenda for all Amhara people in social media, government meetings and conferences these days. At regional level, the farms were not supervised after privatization because the discretion was allocated to the federal government. Owing to the complication of the privatization process, the majority of people argued that the farms were utilized by government officials under the banner of Sheik Mohammad Hussien Ala-Amoudi. This was highly exacerbated after the regional government failed to grant convincing justification about farms for the persistent claims of the public.

Moreover, the confusion of the public, *Woreda*, Zonal and Regional governments about the issue of ownership has created grievance, resentment and violent opposition within employees and among nearby communities in both farms<sup>xlv</sup>. In this regard, the acquisition of land without the consent of landholders, and investments lacking clarity and sense of responsibility exacerbates potential local resistance and political opposition (Smalley, 2014; Schoneveld, 2011). Thus, *Birr* and *Ayehu* farms have faced opposition from the locals and all Amharas at large. Coupled with this, Abbink (2011) explained that land is the traditional patrimony of the people and ethnic groups who have lived for a century in much of Africa including Ethiopia. State elites capture development projects that best suit their interest through the justification of public use (Arnal *et al.*, 2013). Moreover, a study conducted by Africa Power Politics Program (APPP) witnessed that Ethiopia is identified as a developmental patrimonial regime, where resources are allocated to clients of the regime now days (Kelsall, 2011).

### **Conclusion**

The agrarian reform of the military regime allowed the confiscation of land to establish state farms. The launch of state farms was labeled as innovative and a magic bullet to mudslide poverty. Hence, *Birr* and *Ayehu* state farms were inaugurated in the current *Jabi Tehnan* and *Ayehu Guagusa Woredas* in 1978 and 1982 respectively by implantation of state ideology and anti-market fundamentalism at the cost of private farms. The farms started operation within a limited plot of land. However, they spread radically by holding pasture, forest and farmland areas of nearby communities. The inauguration of farms was unilaterally decided by the government without involving the locals in land dealings and ascertaining public consent. Accordingly, many peasants were displaced vigorously without compensation. Initially, the commencement of *Ayehu* farm was

motivated by the then state elites to administer the area safely because the area was the center of looting and plundering for bandits and government oppositions. Meanwhile, the peasants considered these state farms as oppressive as feudalism and the revived form of tenant-lord oppression. Thus, the peasants continued to be adversarial and hostile against farms as a result of rush land acquisition and exploitation of peasants.

Additionally, Birr and Ayehu farms were sold to Ethio-Agri-CEFT in 2000 via unclear sale contract under the authority of the Ethiopian Privatization Agency. The privatization aimed to generate revenue for development activities undertaken by the government even though the process was secret and exposed to rent seeking acts by the regime. The privatization process neither indicated the length of time and land size leased out nor amount tribute paid per hectare. Shamefully, Ethio-Agri-CEFT extracted public assets over the last 18 years without having contract either with the federal or regional governments by unlawfully annexing the pasture, forest and farmland of nearby communities. Moreover, the repressive and oppressive operation of farms was unhalting by government bodies. Nonetheless after the farms became the hottest issue, the regional government noticed that the privatization process had distorted administrative procedures and perpetrated secretly without its knowledge. This is highly linked with the ideals of neo-patrimonial regimes through which public resources are allocated to party affiliated investors. Despite land acquisition has been rationalized for national development, the land enclosure and privatization of *Birr* and *Ayehu* farms remained oppressive to bordering local communities. Hence, the nature of land enclosures and privatization of farms was best explained through the lens of State Dispossession theory. To sum up, the issue of ownership and governance of Birr and Ayehu farms has resonated and continued to be a recurring contention among the public in Ethiopian Politics.

### **Recommendation**

In Ethiopia, large scale agricultural investment was labeled as a midwife to speed up economic development and to ensure national food security during the Derg and the EPRDF regimes. However, the success of state owned farms was discouraging and spoiled by successive government intervention and centralization policy at military regime. Similarly, the incumbent government strongly acknowledged the role of large scale agricultural investment to generate hard

currency and employment opportunities. Thus, based on the major findings of this empirical investigation, the following recommendations have been suggested.

Initially, government offices concerned with land administration should follow up the legality and adherence of laws and proclamations by the company. Secondly, the privatization process of farms and its legality should be clarified to the public to alleviate public confusions about ownership issues of farms. Thirdly, the *Woreda*, Zonal and Regional government offices should frequently follow up and supervise the land size held by Ethio-Agri-CEFT with concrete evidences having X:Y coordination. Fourthly, the land annexed by Ethio-Agri CEFT unlawfully shall be returned to the original possessors through the intervention of the government and appropriate measures should be taken against the company. Finally, the regional government should make a prior investigation about the political, economic, social, cultural and environmental inconveniences of large scale farms before projects are commenced.

Additionally, the company should abandon itself from unlawful engagement of land acquisition by depriving the land rights of adjacent local communities. The actions and activities of farms shall be open to the public and recognize the overall wellbeing of employees and nearby villages. Besides, the company should hold wider public consultation with employees, government bodies and nearby local communities to clarify public confusions about ownership and governance issues of Farms. By and large, the company should be governed under the proclamations, policies and rules of the Amhara National Regional State so as to ensure its legality.

Furthermore, local communities should ascertain their rights and wellbeing through peaceful mechanisms rather than opt for violent means. In addition, local communities shall frequently expose the wrong deeds of farms without fear in government meetings, to concerned human right activists and higher level managers of Ethio-Agri-CEFT genuinely. The locals should abstain from illegal destruction, violence and robbing of the farms' agricultural production. Moreover, local communities shall be strong enough to influence government bodies and the company to ascertain their landholding rights and stop unlawful land evictions. Finally, the locals' shall bring cases which require court decision to either at regional or federal level to ensure land and human rights.

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<sup>i</sup> Amhara Mass Media Agency, 23 August 23, 2018 “on the influence of Birr farm on employees”

<sup>ii</sup> An interviewee working at Debre Markos University department of history and heritage management

<sup>iii</sup> An interviewee working at Bahir Dar University in Department of Political Science and International relations

<sup>iv</sup> A government official interviewee working in Amhara National Regional State Investment Commission

<sup>v</sup> Key informant interviewee working at Debre Markos University in Department of Agricultural Economics

<sup>vi</sup> Key informant interviewee working at Bahir Dar University in Department of Economics

<sup>vii</sup> Government official interviewee working at Amhara national regional State Investment Commission

<sup>viii</sup> Local resident interviewee living in Jabi Tehnan Woreda, Fenket, Mankussa Abdegoma kebele

<sup>ix</sup> Local resident interviewee living in Ayehu Guagusa Woreda, Woficho Mender village; government official interviewee working in Awi Administrative Zone Land Administration and Use office, see also appendix 3

<sup>x</sup> Local resident interviewee living in Ayehu Guagusa Woreda, Woficho Mender village

<sup>xi</sup> Bekur news paper, 25<sup>th</sup> year No. 16, March 30

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- <sup>xii</sup> Government official interviewee working in Amhara National Regional State Investment Commission
- <sup>xiii</sup> Government official interviewee working as vice administrator of Jabi Tehnan Woreda
- <sup>xiv</sup> Government official interviewee working at Amhara Region Rural Land Administration and Use Bureau
- <sup>xv</sup> Government official interviewee working at Amhara National Regional State Investment Commission
- <sup>xvi</sup> Government official interviewee working at West Gojjam Zone Land Administration and Use Office
- <sup>xvii</sup> Government official interviewee working at Amhara National Regional State Investment Commission
- <sup>xviii</sup> A land size identified by the committee organized by the regional government as registered at the main office of the company without X, Y coordination
- <sup>xix</sup> Bekur news paper, 25<sup>th</sup> year No. 16, March 30/2019
- <sup>xx</sup> A land size registered in the web site of Ethio-Agri-CEFT in both upper and lower Birr sites (<https://www.ethioagriceft.com>)
- <sup>xxi</sup> Bekur news paper, 25<sup>th</sup> year No. 16, March 30
- <sup>xxii</sup> Government official interviewee working as vice administrator of Jabi Tehnan Woreda
- <sup>xxiii</sup> Government official interviewee working as vice administrator of Jabi Tehnan Woreda
- <sup>xxiv</sup> Government interviewee working at Awi Administrative zone land Administration and Use Office
- <sup>xxv</sup> the committee organized by the regional government found the land size registered 6688 hectares without X, Y coordination
- <sup>xxvi</sup> A Land size registered in the web site of Ethio-Agri-CEFT (<https://www.ethioagriceft.com>).
- <sup>xxvii</sup> The committee organized by the regional government proved that land size after assessment
- <sup>xxviii</sup> Government official interviewee working at Amhara Rual Land Administration and Use Bureau
- <sup>xxix</sup> Local resident interviewee living at Ayehu Guagusa Woreda, Woficho Mender, near to Ayehu farm
- <sup>xxx</sup> A government official interviewee working in Amhara National Regional State Investment Commission
- <sup>xxxi</sup> The information was obtained from the study made by the committee organized by the regional government
- <sup>xxxii</sup> The information was obtained from the study made by the committee organized by the regional government; The information was obtained from the study made by the committee organized by the regional government
- <sup>xxxiii</sup> Government official interviewees working at Amhara National Regional State Investment Commission
- <sup>xxxiv</sup> Government official interviewees working at Amhara National Regional State Investment Commission; Amhara National Regional State Rural Land Administration and Use Bureau
- <sup>xxxv</sup> Bekur news paper, 25<sup>th</sup> year number 16, 30 March 2019; government official interviewee working at Amhara National Regional State Investment Commission

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<sup>xxxvi</sup> *An interviewee working at Debre Markos University in department of history and heritage management*

<sup>xxxvii</sup> *Bekur news paper, 25<sup>th</sup> year number 16, 30 March 2019.*

<sup>xxxviii</sup> *Bekur news paper, 25<sup>th</sup> year No. 16, March 30.*

<sup>xxxix</sup> *Government official interviewee working at Amhara National Regional State Investment Commission*

<sup>xl</sup> *Government official interviewee working at Amhara National Regional State Investment Commission*

<sup>xli</sup> *The information was obtained from the study made by the committee organized by the regional government; see also annex 8*

<sup>xlii</sup> *Government official interviewee working at Amhara regional Rural Land Administration and Use Bureau*

<sup>xliii</sup> *Government official interviewees working at West Gojjam and Awi administrative zone Land Administration and Use office*

<sup>xliv</sup> *Bekur news paper, 25<sup>th</sup> year No. 16, March 30*

<sup>xl</sup> *Bekur news paper, 25<sup>th</sup> year No. 16, March 30; government official interviewee working as vice administrator of Jabi Tehnan Woreda*