

Ethiopian Journal of Language, Culture and Communication

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Preface

Editorial Ethiopian Journal of Language, Culture and Communication (EJLCC)

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The current issue of the *Ethiopian Journal of Language, Culture and Communication* (EJLCC) presents a rich collection of scholarly contributions that explore the intricate intersections of language acquisition, cultural practices, folk knowledge, media discourse, and inclusive education. Drawing upon empirical investigations, qualitative case studies, experimental research, and comparative content analyses, the articles in this issue address critical dimensions of Ethiopia's linguistic and cultural landscape.

The issue opens with **Effects of Graphic Organizers on Students' Reading Engagement of Ethiopian Grade Five Students**, by Yewulsew Melak Mehari, Haile Kassahun Bewuket, and Sualih Mussa Akalu. This study provides evidence that visual scaffolding strategies significantly improve learner engagement and comprehension.

This is followed by **Gender Role Construction through Birth Ritual in Dorze Community**, by Atsede Yaregal Fentie, Guday Emirie Kassahun, and Waltenigus Mekonnen Tegbaru, which examines how traditional rituals both reproduce and negotiate gender norms, offering insights for culturally responsive gender interventions.

Next, **Independence in the Shadow of Power: A Phenomenological Inquiry of Public Service Broadcasting Management in Ethiopia**, by Mebrate Haile Gebremedhin and Getachew Dinku Godana, reveals the tensions between legal autonomy and political influence in Ethiopia's public media sector.

Water-Based Folk Weather Forecasting Knowledge of the Negede Community, by Kehulum Belay Mekonnen, Lemma Nigatu Tarekegn, and Molla Jembrie Alemneh, documents how traditional water-related indicators provide reliable seasonal forecasts, with important implications for climate adaptation policy.

Framing Public Dissent: A Comparative Content Analysis of Local and International Media Coverage of the Ethiopian Health Professionals' Strike, by Mekonnen Hailemariam Zikargae and Sewmehone Alazar Gabey, examines how

narrative framing shapes public perception of labor dissent and highlights the need for ethical journalism standards.

In the domain of technology-enhanced learning, **Enhancing EFL Students' Writing Performance through Computer-Mediated Corrective Feedback**, by Temesgen Ambaneh Wubet and Yenus Nurie Bogale, demonstrates how digital tools can be effectively integrated into writing instruction, while cautioning against uncritical adoption.

Addressing representation and disability in Ethiopian cinema, **Analysis of a Protagonist with Multiple Disabilities in an Ethiopian Film: Alabedkum (I Did Not Lose My Mind) in Focus**, by Tadelech Wondimu Haile, Ayenew Guadu, and Assefa Alemu, examines how film can challenge or reinforce societal perceptions of disability and advocates for more nuanced and empowering portrayals.

Effects of Explicit and Implicit Written Corrective Feedback on Writing Quality: The Case of Ethiopian Secondary School EFL Learners, by Tadesse Bunaro, Dawit Amogne, and Yinager Teklesellassie Zeleke, presents experimental evidence on the effectiveness of different feedback types, offering practical guidance for language teachers.

Assessing EFL Teachers' Professional Development Practices and Challenges with a Focus on Middle-Level Schools in Bahir Dar City Administration, by Bezawork Andualem Workneh, Kassie Shiferie, Birhanu Simegn, and Wubalem Abebe, investigates structural and practical barriers to effective teacher development and highlights the need for context-sensitive, sustained professional learning opportunities for EFL educators.

The Role of Folk Beliefs in Dejen District Amhara Society, by Anteneh Ayenew, Zelalem Teferra Getachew, and Solomon Teshome, documents how folk beliefs continue to shape social cohesion, health practices, and environmental stewardship.

Phonological Features of Gamo Native Amharic Second Language Students' Interlanguage, by Tewodros Eshetu and Mulusew Asratie, examines the specific phonological transfer patterns observed among Gamo-speaking learners of Amharic as a second language, contributing valuable insights to interlanguage phonology and multilingual education in Ethiopia.

Finally, **The Moral Philosophy of Sibhat Gebre-Egziabher in Selected Works**, by Dessalegn Seyoum Feleke, Ayele Fikre, and Fasil Merawi Merawi, offers a philosophical analysis of one of Ethiopia's most influential writers, revealing how literary narratives can serve as vehicles for ethical reflection and cultural critique.

Collectively, the articles in this issue demonstrate that language, culture, and communication are deeply intertwined forces that shape learning, identity, power, and resilience. By bringing together empirical research, philosophical inquiry, ethnographic documentation, and media analysis, this volume of EJLCC underscores the importance of context-sensitive, interdisciplinary, and equity-oriented scholarship in understanding and strengthening Ethiopia's rich linguistic and cultural heritage within a rapidly changing global landscape.

We hope this issue serves as a valuable resource for linguists, anthropologists, educators, media professionals, and policymakers.

Dr. Dawit Dibekulu

Editor-in-Chief

Bahir Dar University, Ethiopia

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