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**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,**  
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**A Critical Discourse Analysis of Commercial Advertisements in  
Ethiopian FM Radios: Focus on Advertisements of Educational  
Institutions from 2010-2019**

**BY**  
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**June 2020**  
**Addis Ababa**

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## ***Abstract***

*The study was intended to determine how linguistic and non-linguistic elements construct particular forms of reality, social identities and social relations as used by advertisers in advertisements of educational institutions in Ethiopian FM radios. It also aimed to determine the ideological values utilized by advertisers to sway intended recipients through beliefs and ideas that people have about themselves and others as well as the world surrounding them in ads of educational institutions in the said medium. The study involved forty-six sample advertisements of educational institutions advertised in Ethiopian FM radios in the time periods from 2010–2019. The samples were gathered through purposive sampling technique by recording commercials when they were on air and from the libraries of three selected FM radio stations found in Addis Ababa. After data had been gathered, it was transcribed in Amharic, and then the transcribed data was translated into English. Next, the data was analysed using Critical Discourse Analysis (CDA) developed by Fairclough (1995, 2001, 2003, 1992/2006), Systemic Functional Linguistics (SFL) constructed by Halliday (1994), Speech Act Theory developed by Austin (1962) and Sereale (1976), Intertextuality Theory employed by Bazerman (2004) and Fairclough (1992/2006), and Advertising Discourse Analysis entertained by Cook (2001) and Frith (1997). On the basis of the analysis of the data using the framework, the results showed that linguistic elements employed by advertisers to reach their target audience are dominantly foreign names of educational institutions; evaluative but positive adjectives, the exclusive first-person plural pronoun ‘we’ to mark advertisers’ superiority over recipients and the second person plural pronoun ‘you’ to show recipients’ respect as a strategy to attract them. Metaphors of food, water, money and movement (path) which represent basic needs (the target audience in a developing country is assumed to lack) were emphasised. Verbs that require recipients to act towards the stated propositions and that express the generosity of the advertisers about their claims, that express prestige for the advertisers’ claims of knowledge or material properties, and that express strong feelings and desire. Similarly, claims of advertisers were made by using mainly unmodalized, or categorical, assertions than modalized ones for sake of gaining trust on the part of recipients of messages. Also, illocutionary speech acts of assertives and directives, which make claims and give someone advice respectively, were used by advertisers to claim that they have to be trusted for specialist knowledge they possess. Long and/or complex sentence structures were mainly employed in the sample advertisements for the sake of formality and with an intention of giving details about the institutions under advertisement. In*

*relation to the non-linguistic elements, advertisers generally used instrumental music as an opening hook and a means of avoiding the bleakness of an advertisement. The result also showed that advertisers were employing positive values (e.g. quality, achievement, technology, tradition, etc.) which enhance the identities of social actors and negative values (e.g., giving foreign names to institutions, promoting that foreign professionals are part of the institution, promising that scholarship abroad is available, etc.) that do not accord to self-respect, but rather which attend to the worship and idolization of the west and their ideas. The result also indicated that recipients of advertisements were represented as worshippers of foreignness, individuals who are serf-serving, and submissive while advertisers were depicted as know-it-all and powerful and dynamic using shared values that would help them exercise power over their prospective recipients.*

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## Abbreviations and Symbols

**AU:** African Union

**COC:** Certificate of Competency

**CEO:** Chief Executive Officer (the person with the highest rank in a business company)

**EQAO:** Ethiopian Quality Award Organization:

**F:** Female

**HERQA:** Higher Education Relevance and Quality Agency

**HQ:** Head Quarters

**IATA:** International Air Transport Association

**IFRS:** International Financial Reporting Standard

**Indist.:** Indistinct i.e., the sound is not heard clearly.

**IPSAS:** International Public Sector Accounting Standards

**M:** Male

**MoE:** Ministry of Education

**NGO:** Non-governmental Organization

**OAU:** Organization of African Unity

**SE:** Sound Effect

**SME:** Small and Medium-sized Entities

**SNNP:** Southern Nations, Nationalities and Peoples

**TVET:** Technical and Vocational Education and Training Institute

**VO:** Voiceover

**BKG MZK:** Background Music

**ሴ:** ሴት

**ወ:** ወንድ

... mean a short pause within or between utterances.

::::: **Groups of Colons** indicate prolongation of the immediately prior sound. The longer the colon row, the longer the prolongation.

Omega Medical College: **Underscoring** indicates some form of stress, via pitch and/or amplitude. A **short underscore** indicates lighter stress than does a **long underscore**.  
the actual sound of animals, people, things, etc.

# Chapter One

## 1 Introduction

### 1.1 Background of the Study

Advertising is a ubiquitous phenomenon in our present-day society. We find a clutter of advertisements on billboards by the roadsides, on buildings, in publications we read, on television broadcasts we watch, on radio programs we listen to, on the World Wide Web we browse, on bus sheds, on clothes such as T-shirts and other clothes we wear, and so on. This nature of advertising emanates from the presence of tough competitions between individuals, groups, organizations, and institutions which are interested to put their messages across to the public to accomplish their intended purposes.

Advertising floods this contemporary society in all forms of life—be it charitable work, religious faith, political propaganda, scientific interest, or business relationship. Advertising then becomes an inevitable part of human life (Williamson, 1978:11) in this contemporary world. It is believed that the practice of advertising goes back to the 3000s BC between the Babylonians in the western world (Robbs, 2009 on DVD). In the Ethiopian context, the practice of modern advertising is attributed to have begun in the late 19<sup>th</sup> century as a result of the publication of a newspaper. However, before that period advertising was practiced by the people of Ethiopia by criers in the public (Fekede (1994) cited in Tseday (2006:2)). Though advertising can be regarded as a very long-time practice in the western world, Robbs (2009) points out that it has become an industry of most significance in the 20th century. In the same way, the practice of advertising in Ethiopia has not been considered as an important industry until the past two and half decades although it has begun, as indicated above, in its modern form in the late 19<sup>th</sup> century.

Obviously, advertising takes place between two major communicators: one who advertises something and one for whom the advertising message is intended. Advertising as a form of communication, therefore, mainly aims at persuading the latter to utilize advertising messages. In addition, this form of communication may have a plan to entertain, tell, educate, socialize, misinform, worry or warn addressees about products, services or ideas on offer though all of them are at the service of persuading addressees to use advertising messages (Cook, 1992:4; 2001:10).

Cook (1992:4) outlines that advertising is an important kind of discourse in all of the present-day societies and lets us know a lot about society and its psychology. This is because advertising is not only about getting attention about products, services or ideas but it is also about the behaviour of the society, what the society believes about itself and what belief(s) it has about others. Still, advertising is about our own daily life and the lives of others; it may reflect and reveal the social and cultural identities of our own selves and others. In light of this conception, Frith and Mueller (2003:118) remark that advertisements are not simply commercial messages about products and services but they are “social and cultural texts about ourselves [sic] and others” because “the cultural roles and cultural values” which describe our daily life and the lives of others are firmly fixed in advertising messages that promote products and services. Put another way, through the cultural roles and cultural values, advertising constructs social identities or individuals.

On the whole, people are able to make meaning of advertisements and understand them by using the social and cultural belief and value system which they commonly share among each other. Even advertisements whose intentions are to try to break the old social and cultural belief and value systems and to develop new ones can be understood through the shared belief systems that are juxtaposed with new ones; the new are given more emphasis than the old ones. These social and cultural beliefs and values held by most people within a society are what are considered to be ideology. Scholars like O’Barr (1994), as cited in Frith and Mueller (2003:119), argue that advertisements of any kind consist of ideology. It is, of course, not easy to discern the ideologies found in advertisements since they are deeply rooted in the people for whom the advertisements are intended. Ideology or ideologies contained in advertisements are those “ideas that buttress and support a particular distribution of power in society” (ibid.:119), and they are used by those who produce advertisements as fundamental means to manipulate the target audience.

Advertising is also considered by researchers as a form of mental manipulation which attracts viewers or listeners toward an idealized world created for them in an advertisement that makes their dreams and desires come true (Martin, 2006:22). The manipulation to make viewers or listeners believe or take actions about what is advertised happens in the interest of the manipulators

(that is, advertisers) but not in the best interests of the manipulated (that is, viewers or listeners). Advertising can manipulate the mind of the recipients of manipulation or rather consumers through a deliberate use of veiled language—language which “claims to deal with reality in an objective, correct, matter-of-fact way, while hiding reality from [the] language’s users” (Mey, 1985:63). In brief, manipulation is one form of social control or influence in which power is exercised or abused by manipulators, in this particular case by advertisers.

Conclusively, the role language plays in revealing, reflecting, manipulating and letting us know about the psychology, identity and ideology of people/society in advertising is much more important. For one thing, because language is primarily a place where identities such as who we are, what we look like, what we like, what we do, what we have done and what we are able to do, what we think, etc. are constructed, we are able to “represent our experiences to ourselves and to others” by means of “concepts embedded in our language, so that our thoughts, our feelings and how we represent our behaviour are all ‘prepackaged’ by language” (Burr, 1995: 26-7). For another thing, as Fairclough (2001:2) depicts, language is highly connected with ideology “because using language is the commonest form of social behaviour, and the form of social behaviour where we rely most on ‘common-sense’ assumptions.” However, it does not mean that the role of other modalities like visuals, music and others is minimal; they can serve equally like language.

Therefore, what ideological strategies are utilised by advertisers in order to manipulate, control and win the needs and desires of potential consumers is an important subject that a researcher engaged in advertising discourse has to search for. Searching for the kinds of ideological values employed by advertisers means that the researcher is also examining the ways in which relations of power are being exercised in advertising discourse. Examining these things together is what the researcher intends to do in this study.

### **1.1.1 A Brief History of Advertising in Ethiopia**

Before advertising emerged in its modern form in Ethiopia, people were practicing advertising simply by shouting loudly in public to make known that they have goods of particular kind for sale. That is, as Fekede (1994) cited in Tseday (2006:2) puts it, word-of-mouth praise of the quality

and reputation of goods or products was commonly practiced by some merchants and traders to sell their goods or products for consumers. This kind of advertising was practiced in Ethiopia during the reign of Menelik II in the late 19<sup>th</sup> century. According to Daniel (2007 (E.C.):21), the word-of-mouth praise of goods by merchants and traders to sell their goods is believed to have created a foundation for the emergence of modern advertising in the country.

Thus, modern commercial advertising in Ethiopian media legitimately began in the early 20<sup>th</sup> century during the reign of Emperor Menelik II in print media through the then newspaper called A'mero, which started being published in 1906 E.C. (Tseday, 2006:2; Daniel, 2007(E.C.)). The beginning of the publication of the first newspaper called A'mero in 1906 E.C. paved the way for the practice of advertising in its modern form in the country. Hence, as Tseday indicates, commercial advertisements were put for the first time in A'mero newspaper following the start of its publication in 1906 E.C. During this time, varied commodities which were imported to the country had to be sold, and A'mero newspaper was found to be the appropriate medium to promote those commodities.

The practice of advertising also continued during the reign of Emperor Haile Selassie I. Scholars write that in the first few years of Emperor Haile Selassie's regime, the increase in the number of newspaper readers contributed for the placement of commercial advertisements in the newspaper and for the development of advertising itself, and the practice of advertising even became more pervasive than before with the Italian invasion of Ethiopia (Daniel, 2007(E.C.):22; Fekede, 1994 cited in Tseday, 2006:2).

Realizing the benefits and importance of advertising, the government continuously placed an advertisement on the state newspaper, Addis Zemen, in the early 1950s to make businesses and private organizations use advertising. One of the most important advertisements, among others, that was placed in Addis Zemen Newspaper and that preached about the benefits of using advertising reads as follows:

**ማስታወቂያ**

የስራ፣ የንግድ፣ የግብርና፣ በጠቅላላው በምድር ላይ የሁለት ምንጭ ለሆኑት ነገሮች ሁሉ መክፈቻ ነው።  
ያለማስታወቂያ የሚሰራ ሰው ሁሉ ያለምርኮዝ እንደሚሄድ ዓይነ ስውር ማለት ስለሆነ ፍላጎታችንን

በማስታወቂያ እንግልጥ፣ዋጋው ጥቂት ሲሆን የሚያስገኘው ጥቅም ግን ብዙ መሆኑንም አንዘንጋ። (አዲስ ዘመን ጋዜጣ፣ ግንቦት 1/1945 ዓ.ም.፣ገፅ 12)

Advertising is a key to a job, business, agriculture, and in general to all things on the earth that are sources of wealth. Since working without advertising is just like walking without a cane for a blind person, let us express our desires through advertising. Let us not forget that while its cost is low, its benefit is, however, great. (*Addis Zemen newspaper, 9 May 1953, pp, 12; translation, mine*)

Newspaper was the first medium that was used to advertise commercials while radio was the second medium that started to advertise commercials in the history of Ethiopian electronic media. The first radio that was established in the country was the Ethiopian Radio in September 1935, which began to function that same year. Daniel (2007:22 (E.C.)) points out that the Ethiopian Radio started to run commercial advertisements after 25 years of its establishment in 1961 and has continued up until now though advertising of commercials greatly weakened in the Derg regime, which overthrew the regime of Emperor Haile Selassie I in 1974.

The other electronic media that started to display commercial advertisements next to the Ethiopian Radio was the Ethiopian Television that was established on 2 November 1964, and one of the functions of the Ethiopian Television was to run television advertisements to earn some income (ibid.:22). Since the number of advertising commercials through newspapers, radio, and TV has increased from time to time, the number of advertising agencies has also increased since the early 1960s. In relation to this, Tseday (2006:2) indicates that the number of advertising agencies grew to at least 34 in the country until 1972.

After the Derg took power in 1974, the practice of advertising in Ethiopia was almost discontinued because the Regime avoided a free market economy and followed a command economy. Since the economic system was controlled by the government in the command economy, business activities such as production, prices and incomes were determined by the government rather than market forces. In addition, advertising, which had been growing significantly since it appeared in print media in the reign of Menelik II, was banned by the Derg regime. As a result, advertising

weakened, and advertising agencies were also forced to quit. However, the Derg regime did not completely avoid advertising but state organizations and institutions and very few privately-owned business firms and organizations which were highly generating income for the government were allowed to advertise their products and services. Because of this, advertising of commercials declined and almost ceased to function with the exception of censored government notices and announcements of services, and a handful of income-generating government organizations such as the Ethiopian Insurance Corporation, Ethiopian Airlines, Administration for National Lottery, banking and products of very few private companies like Phillips and Bayern (Daniel, 2007 (E.C.):26; Tseday, 2006:3).

However, the practice of advertising revived after the Ethiopian Peoples' Revolutionary Democratic Front (EPRDF, for short) overthrew the Derg regime in 1991, and the move from command economy to free market economy materialized. The practice of free market economy in the country has created a favourable condition for various private businesses and organizations to compete against each other in the market to sell products and to offer services to potential users. This competition forces the different businesses and organizations to advertise their products and services to potential users. Therefore, many advertising agencies have emerged and begun to promote products and services of different institutions, companies or business organizations since then, and their number has increased year after year. However, the advertising market was in its early stages of development until the mid-1990s because the Ethiopian market economy was also in its infancy. This situation began to change during the late 1990s. Advertising began to grow and advertising agencies increased in number. Not only the number of advertising agencies but also the number of media where commercial advertisements are run has swollen from time to time. And various kinds of products, services and ideas are now advertised in the country through media such as newspapers, magazines, radio, television, outdoor billboards, and the Internet.

## **1.2 Statement of the Problem**

The downfall of the Derg regime in 1991 has brought about a fundamental change in the country's political system, ideologies and economy. This change has also greatly contributed to the revival and growth of advertising in the country. The number of advertising agencies has also grown and

various organizations and institutions started advertising their products, services and ideas through any kind of appropriate media, be it print or electronic media.

One of the most common electronic media, which advertisers employ to put their messages across potential consumers in Ethiopia, is the radio. The radio is an exceedingly invaluable medium that carries electronic advertising messages to extensive, well-defined audiences (Weinberger et al., 1994:10) everywhere in homes, offices, vehicles and places of relaxation at any time of the day or night within short periods of time for young and old, men and women alike.

After the government has issued a proclamation of broadcasting service that could allow to license privately-owned electronic media such as FM radios and satellite TVs, the number of electronic media have begun to increase since 2006. Particularly, the number of FM radios (both privately-owned and state-owned FM radios) has risen significantly since then. Radio stations in Ethiopia, especially FM radios, are the most common forms of media which are usually flooded with advertisements of various kinds with various commercial products, services and ideas. Among various types of products, services and ideas advertised on Ethiopian FM radios are state-owned and privately-owned educational institutions. This means that advertising has now attracted not only the business sector but also the public service sector like educational institutions.

Educational institutions of both privately-owned and state-owned have increased rapidly in Ethiopia since the late 1990s following the introduction of privatization policy in the country. Specially, in the past two decades, the number of educational institutions has risen significantly in the country. With the significant rise of educational institutions, a substantial amount of advertisements of educational institutions has been blowing in order to entice more prospective recipients of advertising messages in an increasingly competitive market. When advertisers of educational institutions promote their institutions, they use language, visuals, non-linguistic sounds, or others to reach assumed receivers of the advertising messages depending upon the kind of media in which advertisements are displayed. By means of language, visuals, non-linguistic sounds, or other devices, advertisers (or producers of advertisements) can affect the feelings, interests, or emotions of receivers of advertisements of educational institutions.

However, what messages are communicated to the recipients of the advertisements produced by advertisers in the the advertisements of educational institutions? Although, like business adverts, the purpose of adverts of educational institutions is to gain competitive advantage over others, little is known (if any) about the explicit and implicit messages communicated between the producers and the assumed receivers of the advertisements through linguistic and/or non-linguistic devices. In order to communicate explicit and/or implicit messages, advertisers choose some particular forms, structures, styles, et cetera of linguistic and non-linguistic devices rather than others. This is because it is through some particular forms, structures, styles, etc. instead of others that social actors of advertisements (that is, advertisers, institutions, recipients of advertisements) are depicted, represented, or constructed to meet the promotional ends of advertisements. In the following short excerpt taken from an advertising text aired on Ethiopian FM radios, for example, the producer of the text communicates explicit and implicit messages through particular linguistic forms and structures by constructing women in some ways:

*...We are unique because we are teaching our students with highly experienced teachers. ...*

*In addition to their being professionals, our KG teachers have motherly love and care...*

In the example above, the forms and structures of the second sentence as used by the producer of the text expresses about women teachers and their being. Explicitly, the sentence tells the recipients of the advertisement that the women teachers in the institution have the positive qualities such as being professionals, nurturing and caring. However, the concept ‘being nurturing and caring’ stereotypically constructs women and reduces them to single ‘feminine’ characteristics. It is this kind of bias/social problem, an ideological message underlying the text, which Critical Discourse Analysis tries to uncover and eradicate.

Hence, in order to learn how and why particular forms, structures, styles, et cetera of linguistic and non-linguistic devices are used as well as how social actors are constructed in advertisements of educational institutions, the researcher began his research from the perspective of Critical Discourse Analysis to analyse advertisements of educational institutions aired in Ethiopian FM radios from 2010-2019. Advertisements of educational institutions were selected because firstly the language of educational advertisements is different from other advertisements and secondly the researcher was interested to determine how educational institutions, which are expected to prepare and produce

students to become engaged citizens through learning that requires strong commitment and hard work, are advertised. In addition, why advertisements of FM radios are selected is that because a brief look at FM radios in Addis Ababa in the past few years reveals advertisers of local primary, secondary and tertiary institutions have been using increasingly FM radios to promote their institutions. In addition, since there is limited time available to conduct any research, the researcher defined advertisements of a specific period of years from 2010-2019.

Advertisements have been subjects for many studies because for one thing advertising is an everchanging, inconstant and dynamic phenomenon and for another thing analyzing of advertisements has received a growing importance in a fast moving world of advertising. However, to the best knowledge of the researcher, there is no research conducted on advertisements of educational institutions using Critical Discourse Analysis in Ethiopian context. Hence, the researcher believes that conducting a research on the issue is worth considering in order to learn how advertisers employ linguistic and non-linguistic devices, what messages are communicated and how social actors are constructed in advertisements of educational institutions relayed by linguistic and non-linguistic devices.

The inspiration for this study came from two sources. One source of inspiration is personal. When the researcher was listening to different Ethiopian FM radio programs, he was also listening to various types of commercial advertisements promoted on the radio stations. The researcher was always fascinated by the commercial advertisements that were advertised in FM radios on their linguistic and non-linguistic use. While the interest has grown from time to time, the researcher fortunately got an opportunity to do his PhD in Applied Linguistics and Communication. The programme required him to do term papers on different courses. And, one of the courses was Discourse Analysis where critical discourse analysis is a part. Now, the researcher got the chance to do a critical discourse analysis on commercial advertisements. His rough examination of commercial advertisements for the term paper and a reading on advertising discourse—which is the second source of inspiration—has helped the researcher learn the forms, structures and semantic meanings of the language are not as they seemed to be but have more underlying

messages/meanings and some forms of linguistic and non-linguistic elements are more preferably used than others by advertisers.

Therefore, the study aims at investigating what linguistic and non-linguistic devices are applied to communicate explicit and/or implicit messages and how social actors are constructed in advertisements of educational institutions run on Ethiopian FM radios aired from 2010-2019.

### **1.3 Objectives of the Study**

The general objective of this research is to explore the ways in which linguistic and non-linguistic devices used to communicate explicit messages and implicit ones (or underlying ideologies) spread through them are utilized in the discourse of advertisements of educational institutions.

Hence, the specific objectives are to:

1. investigate the linguistic and non-linguistic devices used in advertisements of educational institutions in FM radios;
2. examine ideological values utilised by advertisers in Ethiopian FM radio advertisements of educational institutions;
3. assess the ways that social actors are constructed in advertisements of educational institutions in FM radios; and

### **1.4 Research Questions**

To achieve the objectives of the study, the following research questions are formulated:

1. What linguistic and non-linguistic features are employed by advertisers in advertisements of educational institutions in Ethiopian FM radios?
2. What ideological values are used in advertisements of educational institutions in Ethiopian FM radios?
3. How are social actors constructed in Ethiopian FM radio advertisements of educational institutions?

## **1.5 Significance of the Study**

This study can give contribution to some extent. Theoretically, this study is able to give contribution in widening the linguistic study in relation to the discourse of advertising especially in advertising of educational institutions in Ethiopian context.

The study also helps to recognize how social actors (advertisers and recipients of ads) in advertisements of educational institutions are constructed. That is to say, since advertising is so powerful in transmitting meanings through norms, beliefs, attitudes, and values that society have about itself and others and the world surrounding it, the study may shed light on how the society (the Ethiopian society) views itself in relation to others’.

This research can be used as a reference especially for people who are interested to understand the how advertising discourse, especially advertisements of educational institutions, works on Ethiopian FM radios.

Lastly, this research may be relevant to academic study because it may serve as a springboard for future academic investigations in this area.

## **1.6 Scope of the Study**

The purpose of this study was to analyze the linguistic features at word, phrase, sentence, and discourse level and non-linguistic features such as music, and ideological values used by advertisers in promoting their educational institutions. Moreover, the study aimed at analysing the ways in which social actors in this particular discourse of advertising are constructed in advertisements of Ethiopian FM radios. Therefore:

1. it was delimited to FM radio stations which use Amharic as their medium of broadcast (actually there are no FM radio stations that use English as their medium of advertising products, services , and ideas) in Ethiopian context..
2. it focused on advertisements of educational institutions selected based on their consistency in their structure and content. advertised from 2010-2019

## **1.7 Limitations of the Study**

This study has the following limitations:

1. When the researcher started collecting the main data, some radio stations were not cooperative to give data that was assumed to be found in the libraries of their stations. Because of this, data collected from 2010-2012 were few compared to other years although the outcome of the research was not affected. Since the research began in 2015, they could not be recorded from stations while they were aired.
2. The study employed a small amount of data which was analysed using critical discourse analysis to search answers for the research questions set. This is because by its very nature qualitative research especially critical discourse analysis requires small samples for detailed analyses about the points under investigation.

## Chapter Two

### 2 Review of Related Literature

#### 2.1 Discourse and Discourse Analysis

It is not uncommon nowadays to hear about terms ‘discourse’ and ‘discourse analysis’ (which have actually become the common practice of the day) in various academic disciplines such as social psychology, sociology, linguistics, literary studies, critical theory, media and communication studies and many other fields. Researchers in these and other academic disciplines may find doing discourse analysis the appropriate way that may help them find out solutions for the problems they are trying to solve in the researches they have at hand. So, what are discourse and discourse analysis? This section deals with making clear what these terms and other related concepts that go with them are.

##### 2.1.1 Discourse

The term ‘discourse’ is considered equivocal and difficult to define because it is hard to find one and the same definition for it. This is due to the fact that various disciplines define discourse based on their own theoretical and disciplinary viewpoints (Baxter, 2010:14; Burr, 1995:32; Cameron, 2001:10; Fairclough, 1992/2006:3; Mayr, 2008:7; Potter and Wetherell, 1987:6; Woods, 2006: x). For example, from the viewpoints of social theorists (e.g. Foucault, 1972:120), discourse is defined among others as a set of statements performed in sequence; from the perspectives of social psychologists (e.g. Parker, 1992:5), discourse denotes “*a system of statements which constructs an object*” (emphasis, original); from the views of linguists (e.g. Yule, 2010:142), discourse is considered as language above the sentence; and from the standpoints of critical discourse analysts (e.g. Fairclough, 1995:7), discourse refers to the “use of language seen as a form of social practice.” Not only is the concept of discourse equivocal among various disciplines but also it is not stable even within a particular discipline (Mills, 1997:3; 2004:3). For instance, mainstream linguists differ in the way they define this term. Many mainstream linguists define discourse as language in use, while some other mainstream linguists describe discourse in relation to the length of the spoken or written text, a text has its own internal structure or coherence, still some other mainstream linguists denote discourse with respect to the context of production of spoken or written texts (thus, the discourse of advertising, the discourse of politics, etc.) (ibid.:9; 8).

Though discourse is defined variously by various theorists in their own fashion, the focus of attention of those various theorists resides in dealing with *language, meaning* and *context*. If defining discourse differs from one field to another and differs even within a specific field and therefore difficult to pin down to one meaning, the meaning of discourse, therefore, needs to be determined depending upon the kind of context in which the term is used and the meanings that have accrued to it.

On the basis of this understanding and those definitions given above, three working definitions of discourse which are currently in use are suggested. Firstly, discourse is viewed as ‘language above the sentence’. This view of discourse focuses on the form and structure of the language as a stretch of connected utterances or sentences. This concept of discourse is used by the traditional linguists or advocates of formalist paradigm. Secondly, discourse is considered as ‘language in use’. Theorists in this group focus on the function of language—what language is used to do, what language does and how it functions when interlocutors use it in interactions (for example to give orders, ask for requests, etc.). That is, discourse is considered as language with specific social functions like institutional discourse, media discourse and educational discourse (Baxter, 2010:9). Theorists who see discourse from this perspective are proponents of functionalist paradigm in linguistics as well as social sciences. Thirdly, theorists who are influenced by Foucault conceive discourse as ‘language realised as a form of social practice’. According to this group of theorists, the analysis of language is tied with the analysis of the social relations and processes which ‘shape the production of utterances and texts’ (Mills, 1997:10; 2004:8).

Apart from what has been said above, discourse can also simply be used to refer to particular topics, and this reflects the attitude toward a specified topic. The people who use this conception of discourse are concerned about the practices which take place in and around the topic (e.g. wildlife discourse). That means, people who are involved in wildlife discourse protect the unwise use and destruction of wildlife.

Hence, discourse in this paper is conceived as the concept in which how we believe and interact with individuals, things, and the world as a whole in the socio-cultural practices. In other words, discourse is perceived as the term which describes feelings, thoughts, ideas, identities and actions of us and others in the process of interaction using linguistic and non-linguistic means. So, discourse is a way of representing what we and others think, of who we and others are, and what we and others do. In simple terms, discourse is what we and others say and do by saying something. For this reason, discourse is powerfully able to shape, change or construct the identities, actions, thoughts, ideas, feelings and behaviour of us and other people in the society in a particular context.

### **2.1.1.1 The Difference between Discourse and Discourses**

Discourse can be used in two ways: mass and count noun. Discourse as a mass and abstract noun refers to the general theoretical thought; it stands for the overall domain of statements, while discourse as a count and concrete noun refers to the individual discourses or groups of statements produced within interactions and thus we can talk of *a discourse*, *several discourses*, etc. (Fairclough, 2003:124). According to Fairclough the concrete noun ‘a discourse or discourses’—which denotes particular ways of being, acting, feeling, etc.—is one aspect of the abstract noun ‘discourse’ under consideration, which is used to denote the language use as a whole as a social practice. Similarly, Mills (2004:55) writes that *discourse* is a set of principles and processes in generating particular discourses together with the groups of statements that make up those particular discourses; however, *discourses* are groups of statements whose effect is very great on how individuals behave and expect something to be. Mills adds that discourses are those groups of statements placed together which produce the same effect on individuals, and they are placed together because either institutions force them to be together, because they have the same origin or exist in the same context, or they perform the same sort of thing (ibid.:56).

To exemplify this, consider the discourse of femininity. Suppose that a woman has made a speech at a gathering in International Women’s Day on how women are constructed in contemporary Ethiopia. Let us also think that her speech focuses on three major pressing issues. Thus, we can talk about the woman’s speech in terms of discourse and discourses. That is, the whole of the speech may be taken as the discourse of femininity construction, which means the group of statements in general made about women in the speech is representing the abstract discourse,

whereas the three major pressing issues raised—such as the discourse of constructing *women as being emotional and irrational*, *women as being unsuited for leadership*, and *women as being passive, submissive and subservient*—and which were supported using a number of statements in their part are taken as three separate discourses, but all of them make up the discourse of being feminine.

One important point that should be noted about discourses within the abstract noun discourse is the borderlines in which one discourse is separated from another (Mills, 1997:62; 2004:55). That means it is very difficult to tell definitely what makes up the borderlines between one discourse and the other. In the above example (about the discourse of feminine we have just seen), it may be hard to say ‘these’ are exactly the boundaries between the discourses mentioned: *the discourse of women as being emotional and irrational*, *the discourse of women being unsuited for leadership* and *the discourse of women as being passive, submissive and subservient*, for instance. The presence of not being able to clearly and exactly demarcate the boundaries of discourses may be, for me, the writer, attributed for two reasons. The first reason is that each of the discourses labelled separately has something in common. Each discourse is developed from the overlapping concepts. The second reason is that the group of statements which constitute a discourse may belong to different discourses when viewed and interpreted from the position of another discourse.

Discourse in this paper is used in either of two ways: as count noun and as abstract one. This is because when talking about the general social interaction of a certain kind of discourse, discourse is considered abstractly whereas when talking about the specific concepts which deal with specific ways of representing subjects, objects, ideas, feelings or the world within a particular context, then discourse is perceived concretely and hence plural.

In section 2.1.1.1 above, it is indicated that discourse in general designates the use of language as a form of social practice in the process of social interaction which shapes the production of utterances and texts. So, what are texts, then? Here follows its brief discussion in relation to discourse and language.

### **2.1.1.2 Text**

Three terms which usually confuse readers while talking about discourse analysis are ‘text’, ‘discourse’, and ‘language’. They are confusing because they are sometimes used interchangeably and hence understood as the same sort of things. However, these three concepts differ to each other though they are inseparable when talking about and doing discourse analysis. Let me unpack the distinctions among these terms.

We have seen above that discourse is a difficult concept to define; the same holds true for text. Despite its difficulty, scholars define this concept as follows. For example, Widdowson (2004:8) defines ‘text’ as the product of discourse; it is a linguistic unit that may appear in the form of letter, sound, word, sentence, or combination of sentences. According to Widdowson, discourse is the process through which meaning from a letter, sound, word, sentence, or combination of sentences is made in a social context. Relatedly, text is seen as an observable product obtained when individuals or social groups get into social interaction, while discourse is the process of social interaction of individuals or social groups and text is the product of the interaction (Fairclough, 2001:20; Talbot, 2007:9). Talbot (*ibid.*) adds that text is a cultural object, and discourse is a cultural activity. On the other hand, the instrument by means of which discourse can be made as well as text is produced is taken as language: a cultural tool. Thus, text is the product of discourse created by using an instrument called language.

When we say text is an observable product of interaction, we mean that it is something that is visible or discernible and comprised of a group of related, cohesive sentences upon which people can make socially acceptable unity of meaning. In this definition, we learn that what is visible or discernible is some kind of linguistic data put in black and white (written linguistic information). However, nowadays scholars such as Baker and Galasinski (2001:5), Fairclough (1995:4; 2003:3), and Talbot (2007:10), just to mention a few, consider ‘text’ as not only the written linguistic data but also oral data, pictures, sound effects, music and other non-linguistic features which convey meaning. Put in other words, texts may manifest in a variety of forms such as written texts, spoken words, images, symbols, artefacts, and so on (Phillips and Hardy, 2002:4) either in combination with each other or alone.

Text becomes an interactive message through mediums in such a way that the agents are not directly involved in their interaction but in a mediated means that is made available to the readers or listeners recorded. In a mediated interaction, the sender of the message is separated from the receiver of the message in time and space. With regard to the points made here, Choularaki and Fairclough (1999:46) point out that text is not produced in a face-to-face communication rather in mediated interaction and mediated quasi-interaction (such as TV, radio, newspapers, and other forms of mass and electronic media) although face-to face-communication can also be converted to text to be used in other contexts for particular purposes just like the transcription of conversations by discourse analysts.

To analyse text that is composed of verbal or linguistic messages, we need to pay close attention to the lexical, grammatical or structural meaning so as to comprehend the meaning of the whole text. And to analyse text that is made up of both linguistic and non-linguistic messages, we have to take into account the overall organization of signs which produce the particular text and make meaning in the context they are used.

In order to make the concept of ‘text’ clearer, we need to look at the other two concepts ‘discourse’ and ‘language’ because, as is already mentioned, these three concepts are interrelated to each other and are confusing. Consider ‘discourse’ first. It is highlighted above that discourse designates the process of interaction using language as one of its components to get the product ‘text’. Discourse is simply the conversational interaction between people. Therefore, it is interactive and the presence of agent is a crucial factor. That means, discourse is made up of related or cohesive sentences along with utterances of the interacting agents.

The other term that requires explanation in relation to the two terms ‘text’ and ‘discourse’ is language. The expression ‘language’ is mostly taken as a constitutive element of text and discourse. Text which is the product of social interaction of social groups is realized by any piece of language because language is one of the major constituent elements in text. However, this does not mean that language is the only constitutive element since other non-linguistic elements (e.g.

pictures, music, jingles, sound effects, etc.) can also make text with or without the combination of language.

Put simply, talking about discourse means talking about text and language in that social interaction between people takes place by means of language though language is not the only means. And any actual piece of language in use is referred to as 'text', which is one part of the complete process of social interaction which is discourse (Fairclough, 2001:20; 2003:3). Each is part and parcel of the other for its existence. So, by studying text (where language is a part) in the context it exists, discourse is analysed so as to reveal how we, others and the world around us are socially constructed to achieve some particular goals.

Thus, it is because of this interconnectedness that the terms 'text', 'discourse', and 'language' are confusing and ambiguous to be easily perceived by readers. At the same time, because scholars in various academic disciplines view these three terms based on their own historical viewpoints and objectives they aim at, the terms remain to be equivocal and elusive.

In this paper, the researcher views language, text and discourse as something that discourse is the process of social interaction between interactants about a particular kind of subject so that feelings, ideas, objects, values and others acquire meaning. And when this social interaction produces something that can be seen in black and white form or in other discernible objects by means of language alone or language and other signifying objects, it is said text. This is the view that the researcher takes. Hence, text, (in this case radio advertising discourse) subsumes and is mainly composed of language, sound effects, music and other signifying elements that develop texts.

### **2.1.2 Discourse Analysis**

The expression 'discourse analysis' is believed to have started to be used for the first time by the linguist called Zellig Harris in 1952 (Jaworski and Coupland, 2002:115; Widdowson, 2004:4). And after its emergence into the literature of different academic disciplines, the way it has been perceived by the scholars of those academic disciplines has continued to be confusing until the present time. This is because those different scholars assign the concept to fit their own perspectives and fields of studies. In addition to this, scholars think that the different conceptions

have arisen due to developmental changes occurred across various disciplines (Baker and Ellece, 2011:32; Potter and Wetherell, 1987:9). To illustrate this, some definitions of discourse analysis are given next. Some scholars regard discourse analysis as a generic term for different research practices having varied aims and theoretical traditions but making language as their common concern (Burr, 1995:113), some others following Stubbs (1983) define discourse analysis as the analysis of language above the sentence, still others (e.g. Gee, 2004:115) state that discourse analysis is the study of ‘stretches’ of language connected together providing sensible meaning in a society it is used, and others (e.g. Fairclough, 1995:7) consider discourse analysis as the study of the ways in which language functions in the socio-cultural practice, which is language in use in the form of social practice. Some explanation is needed about each of these concepts.

Although those who consider discourse analysis simply as the generic term for various research practices take language as their concern, they are using discourse analysis in a more general, wider sense than others who are engaged in ‘real discourse analysis’. So discourse analysis is simply used as a canvas term for their research practices. To those who state that discourse analysis is language above the sentence, their analysis focuses on how sentences can be connected together to make sensible meaning to achieve some intended functions. On the other hand, the last two definitions both deal with the analysis of language in the way the society accepts, understands and gives meaning to carry out certain purposes. Based on these two views, discourse analysis can even be done in a single sentence or a single utterance as long as the process of interaction or meaning making takes place between social actors. Grammatically coherent sentences can tell people literal information but not contextual information. For instance, the following two grammatical, coherent sentences ‘I will go. I can’t stay’, which are taken as discourse, can only convey literal meaning but they do not tell where I, the speaker, have said this discourse, why I have said it, when I have said it, etc. In contrast to this, the expression ‘No Smoking’ posted on the sides of the inside part of a public bus can be analysed as a discourse though it is below the level of the sentence.

The term discourse analysis in this paper takes the idea of those scholars who believe that discourse is the use of language either in spoken or written form viewed as a form of social practice.

Specifically, it adheres to the belief that the aim of discourse analysis is to unravel social relationships which are connected to transparent or hidden meanings, inequality, ideology, and power that exists between social actors as a result of the use of language in their social interaction. Language that is in spoken or written form to be analysed is not an artificial text created by the discourse analyst; rather, it is the text that occurs naturally from the interaction between social groups in the real context so as to accomplish particular purpose(s). Discourse analysis is therefore a well-organized or structured analysis of texts including a particular context in which texts are embedded in.

## **2.2 Approaches to Discourse Analysis**

Different academic disciplines claim that discourse analysis belongs to their own field of study. This claim has brought forth differences in both defining the term itself and the ways in which the analysis of discourse is approached. Hence, the ways in which linguists approach discourse analysis vary from ways sociologists, anthropologists, psycholinguists or other scholars in other disciplines view and approach it. For this reason, we find many approaches to discourse analysis. Some of the approaches among many others are speech act theory, the Birmingham School, systemic functional linguistics, ethnography of communication, interactional sociolinguistics, pragmatics, cognitive discourse analysis, conversation analysis, discursive psychology, and critical discourse analysis.

Most of these approaches to discourse analysis are strongly connected to linguistics in their origin, and some like conversation analysis and discursive psychology are closely linked with social sciences (Hall et al., 2011:78). Here follows a brief description of some of the major approaches to discourse analysis.

### **2.2.1 Speech Act Theory**

Speech act theory is a theory of pragmatics that helps us to study how speakers get across their messages to their intended listeners in human communication. Specifically, it is a theory which we implement to understand the intention of the speaker on what he/she means by saying an utterance in a given context.

Speech act theory was developed by the British philosopher John. L. Austin. In this theory, Austin (1962:1-6) asserts that the uttering of sentences not only state truth or falsity but also perform actions. By this Austin meant that language is used to do things other than simply (to) transmit information that is either true or false from one communicator to another in a particular context. When speakers say words, they perform actions. Then, speech act is said to be a linguistic act that the speaker does intentionally to transmit the required message. For instance, the speaker may do the action of informing, threatening, warning, apologizing, promising, questioning, etc. when uttering a word or words.

When speakers produce utterances, they perform simultaneously three acts: locutionary act, illocutionary act, and perlocutionary act (Austin, 1962:108). Following Austin (1962), Levinson (1983:236) defines locutionary act as “the utterance of a sentence with determinate sense and reference.” In other words, it is the act of producing meaningful sentence by speakers. In the words of Paltridge (2012:40), locutionary act stands for “the literal meaning of the actual words...” uttered by speakers, while illocutionary act refers to the meaningful utterance produced by speakers to do some kind of function. The functions of the meaningful sentences uttered by speakers can be either to inform someone something, or to provide some kind of promise to someone, or to warn someone to do/not to do something, for example. That is to say, speakers utter meaningful sentences with some kind of intention in mind to get things done. This is what scholars called an illocutionary force of an utterance. On the other hand, perlocutionary act is what hearers or audience can do as a result of the speakers’ utterance. Levinson (1983:236) argues that perlocutionary act is simply the consequences on the thoughts or actions of hearers resulting from the utterances of speakers, and those consequences are valid to the context of the utterance.

Although speech act theory assumes that three acts happen at the same time during an utterance, Yule (1996: 49) points out that “the term ‘speech act’ is generally interpreted quite narrowly to mean only the *illocutionary force* of an utterance.” Hence, following Austin (1962), Searle (1976) as cited in Levinson (1983) classifies speech acts into five, though scholars such as Cruse (2000:342) believe that the classification is not a perfect one since many of the verbs used to

classify speech acts can be put in more than one category. The five categories of speech acts are: assertives or representatives, directives, commissives, expressives, and declarations.

Assertives or representatives are speech acts which state what the speaker believes to be the truth or a lie. For example, the speaker states, claims, suggests, reports, concludes, asserts, or describes about facts as he/she believes they are.

Directives are those speech acts which the speaker intends the audience to get things done. In other words, the speaker wants listeners perform some kind of action as a result of his utterance. In order to get things done, speakers order, command, request, beg, ask, recommend, or advise to their listeners.

Commissives reflect what the speaker intends to do some future action. Promises, vows, offers, threats, refusals, pledges are some examples of these speech acts. It can be learnt that commissives can be performed to the benefit of the listeners or to the detriment of them.

Expressives are speech acts that reflect what the speaker feels about the said proposition. In other words, expressives show the state of mind of speakers. The speaker expresses his/her likes, dislikes, pain, sorrow, happiness, or satisfaction. Thus, thanking, congratulating, condoling, apologizing, praising, welcoming, and forgiving are some examples that express the speaker's psychological state.

Declarations are those kinds of speech acts that “are said to bring about a change in reality: that is to say, the world is in some way no longer the same after they have been said” (Cruse, 2000:333). Yule (1996) argues that if a declaration is to be performed properly, the speaker has to possess a legitimate institutional role in the context in which the speech is uttered. Some examples of verbs that may show a declaration speech act is committed are fire (from job), resign, dismiss, christen, name, open (e.g. an exhibition), excommunicate, sentence (in court), declare (a war) and the like.

When speakers produce utterances, they have some kind of communication intent in mind. The communicative intent of the speakers can be delivered in a straightforward or an implied manner. When the communicative intent or illocutionary force of an utterance is straightforward or open, it is considered as a direct speech act. Whereas, if the illocutionary force of an utterance is implied, it is considered as *indirect speech act*.

In a direct speech act, the grammatical structure of a sentence and its function may correspond to each other (Yule, 1996: 54-5). Thus, the three types of sentences that are *declarative*, *interrogative*, and *imperative* can correspond with the communicative functions of *statement*, *question* and *command/request* respectively. For instance, the utterance “You sell books” has the communicative function of statement. Likewise, utterances “*Do you sell books?*” and “*Sell these books away!*” serve the communicative functions of questioning and commanding the listener respectively.

However, the structure-function correspondence does not always work in a real-life communicative situation. A declarative sentence may convey a communicative intent of a request/command in an indirect or implicit manner. Also, a request can be expressed through an interrogative sentence. When the form of the sentence and its function do not match to one another, that is an indirect speech act. For instance, the interrogative sentence “*Can you tell me your name?*” is not a simple question requiring ‘Yes’ or ‘No’ answer, rather it is a request that requires the listener’s name as an answer indirectly. This is taken as an indirect asking of the listener’s name because expressing a command or request is not the natural characteristic of an interrogative.

For a particular kind of speech act to succeed or work, some contextual conditions have to be fulfilled. These conditions are termed as felicity conditions, which are usually connected to the rights, obligations, beliefs or abilities of communicators (Baker and Ellece, 2011:41). The first felicity conditions are then labelled preparatory conditions, which require the speaker of an utterance to be qualified and the audience to be appropriate in a particular social context, and if these conditions are not met, then the speech act cannot be performed, and hence misfired. The other felicity conditions are termed sincerity conditions where the speaker of the utterance is

required to have appropriate thoughts and feelings to perform the acts, and a speech act can be performed though the sincerity conditions are not fulfilled or violated, but these violations are abuses (Austin 1962:14-24). The remaining kinds of felicity conditions are included by Searle (1971:50), and these conditions are named essential conditions which define the act to be performed as such a speaker of an utterance must have an intention to do the act and that utterance puts him or her under an obligation. The act will never take place unless the essential conditions are satisfied. In short, for a speech act to be performed correctly and completely, the participants must possess the appropriate authority, have thoughts and intentions in the appropriate setting.

Although speech act theory is one important possible approach to discourse analysis, it is not a theory without limitations. One of the limitations attached to speech act theory is that one utterance may be placed into more than one speech act category (Cruse, 2000:342; Cutting, 2002:21). The other limitation is that it is hard to put some everyday utterances in any of speech act categories although these utterances play a key role in making the social interactions be connected to each other, for example fillers (e.g., actually, let me think, you know, well, etc.), backchannels, or feedback that is given by a listener to show that s/he is listening and encourage a speaker to continue talking (e.g., Yea; Right; Okay; Oh really?; Was it? etc.), and incomplete sentences (e.g., I am in...umm...) (Cutting, 2002:22). One other weakness of speech act theory identified by Thomas (1995:50) is that the same locution may have more than one illocutionary meaning based on the context of an utterance. Thomas provides the following example to illustrate the point: the utterance '*What time is it?*' may mean either the speaker wants the hearer to tell her the time; the speaker is annoyed because the hearer is late; or the speaker thinks it is time the hearer went home. Therefore, people from different contexts and L2 language users or non-native speakers of a particular language should be competent enough to interpret the intention of the utterance of the speaker.

### **2.2.2 Systemic Functional Linguistics**

Systemic functional linguistics (SFL, for short) traces its roots back to the philosophical view of the British linguist John Firth (1890-1960) whose works focus on the context of situation and the idea of function in language. Influenced by this linguist, Michael Halliday has developed the

theory of SFL in the 1960s. This theory states that language is a system which meaning in the process of communication is determined depending on the social context. That is, the 'systemic' part of the theory states that language is an interconnected system of relationships while the 'functional' part of the theory deals with how language is used by participants in the real-world situations or contexts (Baker and Ellece, 2011:146). Therefore, what SFL does is to examine the systematic relationships that exist between language and how it functions in the interpersonal contexts. Examining the systematic relationships between language and its social purposes means analysing the meanings of language in use in the textual process of social context.

The social context in which texts are analysed consists of three components: field, tenor and mode. The field of discourse refers to what is happening in the discourse as well as what subject matter is being talked about, whereas the tenor of discourse refers to the role relationship of the interactants in their interactions. And the mode of discourse stands for what part the language of the text plays in the particular context such as the channel of communication used (spoken or written) and the rhetorical mode of the language of the text (e.g. persuasive, expositive, informative, etc.). Also Halliday (1978:45-46) argues that there are three types of functions of language that are available in the use of language in the process of meaning making: the ideational function which represents what the text is about, the interpersonal function (with its experiential and logical components) which denotes how relations between participants is established, maintained, signalled or negotiated, and the textual function which refers to how the textual message is organized.

Hall et al. (2011:82-3) remark that SFL employs the above two theoretical frameworks to find out how social contexts and functions of language are linked to one another with a particular reference to how:

- experiential meanings are activated by features of the field;
- interpersonal meanings are activated by features of the tenor;
- textual meanings are activated by features of the mode.

Thus, this approach to discourse analysis is one that pays particular attention to the making of meaning as such language gets its meaning in the social context it is used. Critical Linguistics and Critical Discourse Analysis have taken the concepts of SFL to become full-fledged theories that

seek to reveal how language is used to assign power, spread ideology, and create inequality within sociocultural context.

### **2.2.3 The Ethnography of Communication**

This approach to discourse analysis collects naturally occurring data that provides a detailed as well as holistic information about the behaviours of social actors by staying in research site for long period of time. Ethnography of communication was developed by an American sociolinguist and anthropologist named Dell Hymes in the 1970s. Hymes (1974) as cited in Baker and Ellece, 2011:173) theorizes that language learners need to consider a variety of contexts other than learning the vocabulary and grammar of a particular language. The variety of contexts used in the process of learning or speaking a language, according to Hymes, are generally labelled as speech situations, speech events and speech acts, and they are not only helpful elements in the process of speech but also important in the analysis of speech or communication.

Speech situations are any kind of situations that are connected to speech such as a party, classroom lesson, trips and ceremonies while speech events are those activities or speech exchanges held between people like delivering public speech, giving a lecture, ordering a meal, etc. Of these three, speech events are the prime units of analysis and require speech or utterance if the events have to exist. According to Hymes (1974) quoted in Hall et al. (2011:84), speech events comprise eight components abbreviated as SPEAKING in which each letter designates the following concepts in their respective order:

- **S**etting and **S**cene (where setting stands for time, space and physical circumstances defining the speech event, and scene refers to the psychological or cultural definitions of the speech event like what counts as a formal event varies from community to community);
- **P**articipants (who is involved either as a speaker, sender, addressor, hearer, receiver, audience or addressee);
- **E**nds (goals and outcomes: where ‘goals’ denotes the expected desired result to be achieved in the speech event, and ‘outcomes’ stands for what is actually achieved);
- **A**ct sequence (message form and order of the event like requests, commands, etc.);
- **K**ey (cues that establish the tone, manner or spirit of speaking, for example serious or joking);
- **I**nstrumentalities (spoken or written channel, use of dialects, registers);
- **N**orms of interaction and interpretation (norms of interaction refer to the rules of speaking, who can say what, when and how; and norms of interpretation denote the cultural belief system surrounding how any speech may be interpreted); and

- Genre (textual categories, for example casual speech, academic essays, poems, interviews, sermons, etc.).

Here, it should be in mind that ‘speech event’ and ‘genre’ usually overlap with each other. Because this SPEAKING model has brought the social context to the forefront that is central to the analysis of discourse, it has been a highly influential model.

### **2.2.4 Interactional Sociolinguistics**

Interactional sociolinguistics was developed by an American sociolinguist called John Gumperz in the 1980s. The approach to discourse postulates that if we have to understand our face-to-face interactions, we need to pay attention to interactions themselves using the so called contextualization cues rather than simply focusing on the content of the speaker’s talk (Hall et al., 2011:84). This idea of Gumperz is against the perspective that views context and communicative content are separate entities in our communication process. He proposes that context and communicative content are inseparable elements in interactions or communication between social actors. Thus, the importance of context in the production and interpretation of discourse is an absolute must.

It is believed that Gumperz has developed this model of discourse analysis by extending Hymes’ Ethnography of communication. His theory of interaction has been developed by analysing discourse produced between social actors of different socio-cultural backgrounds on how they understand and interpret meanings in the interaction. And the basic units of analysis in the discourse in question are grammatical features and contextualization cues such as intonation, tempo, rhythm, pauses, lexical and syntactic choices, and non-verbal signals in the interactions.

### **2.2.5 Pragmatic Approach**

Pragmatic approach to discourse analysis focuses on how people make sense of language in the context in which it is used during people’s interaction. Scholars argue that ‘Pragmatics’ has become a full-fledged discipline in linguistics as well as in discourse analysis after the inception of Grice’s (1975) theory of Cooperative Principle (CP, for short) and Austin’s (1962) Speech Act Theory (Baker and Ellece, 2011:169; Horn and Ward, 2006: xi; Leech, 1983:3; Malmkjær, 2002:418).

The theory of Cooperative principle outlines that rational participants are expected to work collaboratively in order to achieve their general common goal in the process of their interaction. In the words of Grice (1975:45), Cooperative Principle proposes that “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.”

The participants of the interaction should observe four sub-guiding principles or conversational maxims to fulfil this cooperative principle of interaction. Grice’s (1975:45-6) four conversational maxims are quantity, quality, relation and manner. The maxim of quantity states that participants of an interaction should make their contribution as informative as is required and should not be more informative than is required. The maxim of quality says that participants should not tell lies and say what they lack adequate evidence. The maxim of relation says participants should make their contribution relevant to the immediate needs required in the interaction. Moreover, the maxim of manner states that participants should make their contribution clear, avoid ambiguity, be brief and orderly in the interaction they are involved. In brief, these maxims are considered to be guiding principles if participants have to make well-organized, logical and appropriate talk exchange collaboratively.

However, Grice (*ibid.*:49) indicates that a participant may fail to observe one maxim in an interaction in a number of ways. One way to do this is by violating a maxim in such a way that a participant may quietly and unostentatiously violate a maxim with a likelihood of misleading his or her partner. Another instance in which a maxim may not be observed by a speaker is when she or he flouts a maxim in which case the speaker deliberately breaks observing a maxim; however, Paltridge (2012:47) highlights that the speaker has no intention of misleading the hearer. When a speaker violates or flouts one of the four maxims, the result produces implicature, which—as Thomas (1995:58) puts—is a strategy of conveying, suggesting or indicating some meaning and “generated intentionally by the speaker and may (or may not) be understood by the hearer.” Also, Grice (*ibid.*) indicates that the third way in which a speaker may not observe a maxim and the Cooperative Principle is by opting out of them. Thomas (*ibid.*:74-5) explains that a speaker may

opt out of a maxim in such cases as when she or he is unwilling to reply because of ethical or legal reasons in order to protect the confidentiality of clients by, for example, priests, counsellors, investigative journalists, police officers, etc. using expressions like ‘I am afraid I can’t give you that information’, ‘I don’t want to say anymore’ and so on. And the fourth way in which a maxim may not be observed is when a speaker may be faced by a clash of maxims.

Though Grice’s theory is a crucial model of interaction for the fact that it is the basis of pragmatics to make it stand on its own as a separate discipline from linguistics, scholar in the field argue that it is not a model without weakness. With regard to this, scholars like Cutting (2002:41) argue that maxims of CP are not applicable firstly in the same way in different cultures, countries and communities because each has its “own ways of observing and expressing maxims for particular situations.” Secondly, it is believed that the four maxims of the Model overlap each other so that one may not be able to tell exactly which maxim is working and the other two or more are working simultaneously.

### **2.2.6 Conversation Analysis**

As the name implies, conversation analysis (CA, for short) is an approach to the study of spoken discourse which examines how participants in an interaction manage their conversations. It is believed that conversation analysis has emerged from ethnomethodology, which deals with the relationship between the action of interlocutors in an interaction and their knowledge about the interaction. Drawing on the works of Garfinkel, a sociologist, Conversation analysis has been developed by sociologists such as Harvey Sacks who is the principal leader and Emmanuel Schegloff and Gail Jefferson in the 1960s and 1970s (Baker and Ellece, 2011:22; Hall et al., 2011:87; Paltridge, 2012:90). Sacks has developed the theory of conversation analysis in an opposition to the then established thinking in which the proponents argue that conversation is considered as a disorganized act and the language of conversation is taken as degenerate (Baker and Ellece, 2011:179).

Conversation analysis aims at examining naturally occurring talk exchanges. Discourse analysts study the structure of all kinds of conversations from private, informal conversations to

institutional forms of conversations such as doctor-patient consultations, legal hearings, police interviews, psychiatric interviews, and classroom interactions. The aim of analysing the structure of conversation is to look into how social actors jointly organize their conversation and what social patterns are produced as a result of interaction like openings and closings of conversations, turn-taking, sequences of related utterances (adjacency pairs, for instance question-answer, greeting-greeting, compliment-compliment response, etc.), topic management and topic shift, introducing bad news and processes of trouble-telling, feedback and conversational repairs and so on (Baker and Ellece, 2011:22; Hall et al., 2011:87; Paltridge, 2012:93). In order to study these aspects of conversational structures, conversation analysts pay attention to phenomena such as pauses, interruptions and laughter from the transcript of talk exchanges.

Again, to learn the aspects of conversational structures, conversation analysts need to have detailed transcripts because transcripts are their only sources of information to work on their analysis. They do not include information by interviewing interlocutors to learn about their interests, make inferences to understand interlocutors' thinking, or describe the interlocutors' identity or personality in relation to the social context or existing theories, and all these features are what make conversation analysis (CA) different from Critical Discourse Analysis (CDA) ((Baker and Ellece, 2011:22).

Conversation analysis is an indispensable approach to discourse analysis. However, scholars level some criticisms at it. For example, CA does not include interlocutors' reflections on talk exchanges. That is, analysts do not collect data through interviews or other methods to learn about the interlocutors' feelings, reasons for saying what they say, etc. (Cutting, 2002:32). Cutting further adds that CA does not consider the context in which talk exchange takes place, the social identity or personality of interlocutors. However, rejecting the social context in which conversation takes place is just like saying conversation has no influence on participants' conversation.

Still, another criticism levelled at CA is that it does not address the issues of power, inequality and social disadvantage though this criticism is challenged by some optimistic scholars like Kitzinger (2000,2008) as cited in Paltridge (2012:106) by arguing that CA is suited for analysing

these issues as long as analysts work on what participants ‘are saying to each other, and how they come to say it, and what it means to them’.

### **2.2.7 Critical Discourse Analysis**

This approach to discourse analysis deals with the study of the use of language in its social context. This means Critical discourse analysis (CDA, for short) is concerned with how language is used by individuals and institutions within the socio-cultural context. Specifically, it deals with the analysis of language use, formal or informal, written or spoken, to show social relationships that exist between discourse, power, dominance, and social inequality which are opaque and transparent to the social participants. The main goal of CDA, therefore, is to unveil beliefs, positions, and viewpoints that are implicit and transparent but that appear natural and commonsensical. The unveiling of these issues is done because discourses are not free from biases, favouring one and disfavouring another. In light of this point, Rogers (2004:6) states that discourses “are always socially, politically, racially and economically loaded.” Addressing these implicit and transparent biased issues in discourse analysis then requires being critical. However, how is the notion of ‘critical’ understood in CDA? Here follows a brief discussion of this and other related notions used in CDA.

#### **2.2.7.1 What is the ‘Critical’ Part of CDA?**

Like other forms of discourse analysis, CDA is the practice of linguistic analysis. However, CDA is not simply a linguistic analysis but it goes beyond that. Thus, it examines the social context such as enquiring ‘how and why the words came to be written or spoken’, what other texts are incorporated (Baker and Ellece, 2011:26), and revealing hidden and taken-for-granted assumptions used to maintain the status quo or to bring about change (Hall et al., 2011:88). This conception of CDA links discourse analysis and its being critical.

What comes to our mind when we hear the term ‘critical’ is that some sort of evaluation, judgement or comment is made about good or bad qualities of somebody or something. This concept of the term is also applicable to research, too. Therefore, from the point of view of research, the term ‘critical’ stands for addressing social, political, economic and contentious issues which favour some social groups and disfavour some others unfairly and trying to solve them.

Scholars indicate that the term ‘critical’ is basically linked to the investigation of hidden and taken-for-granted assumptions resulting from the relationships between language, ideology and power (Fairclough, 2001:4; Hall et al., 2011:89; Machin and Mayr, 2012:5; Rodgers, 2004:3; Wodak, 2014:304). More specifically, the term ‘critical’ in Critical Discourse Analysis (CDA) is aligned with exploring discourse patterns, exposing implicit ideologies, revealing power relations, addressing social problems and taking a political stance to solve those social problems. Taking this view of the concept ‘critical’, it is good to examine the critical part of CDA in brief.

According to Rogers (2004:3), the critical part of CDA consists of three important aspects. The first aspect of CDA’s being critical is connected to investigation of power relations in discourse and in the wider social and cultural structures. Rogers explains that any critical research and theory abandons the views of naturalists who advocate that social practices represent the real world, rationalists who believe that truth is the product of science and logic, neutralists who assume that truth does not show any kind of partiality, and individualists who believe that individuals are free to do whatever sort of thing. These sorts of beliefs are not free from reflecting power and hidden agendas. The second aspect of CDA’s critical is linked to the description, interpretation and explanation of the relationships between the form and function of language in the sense that the form and function are highly related and thus people prefer one form of language to others to spread their underlying ideology and keep status quo. The aim of CDA analyst, then, is to investigate the connection between the form and function of language and to explicate why and how some language forms are preferred to others by producers of texts in the society. The third aspect of ‘critical’ in CDA is to work out social problems in order to eliminate or solve social problems and emancipate human beings. This can be done by means of a thorough analysis of the discourse and taking a political and social stance to eradicate those social problems (Hammersley, 1997:238; Rogers, 2004:4; Wodak 2001:9).

CDA examines topics such as news texts, political speeches, schoolbooks, advertisements, student-teacher interactions, doctor-patient consultancies among many others to uncover opaque and taken-for-granted ideas, beliefs, or assumptions found in discourse.

### **2.2.7.2 Philosophical Background to CDA**

CDA has got much strength after its advocates such as Teun van Dijk, Norman Fairclough, Gunther Kress, Theo van Leeuwen and Ruth Wodak met at the University of Amsterdam to discuss theories and methods of CDA in the early 1990s (Wodak, 2001:4). However, its origin traces back to the 1970s. The major root of CDA is critical linguistics (CL) which was founded by Roger Fowler and Gunther Kress at the University of East Anglia and CL's basis is Michael A. Halliday's Systemic Functional Linguistics (SFL), whose focus is to analyse the ways in which phenomena are represented in texts (Baker and Ellece, 2011:27). Drawing on SFL, proponents of critical linguistics (CL) believe that ideology in discourse can be identified by looking into the ways which ideology and ideological processes are manifested as systems of linguistic characteristics and processes. Moreover, Wodak (2014:302) argues that CDA has other roots such as classical rhetoric, text linguistics, anthropology, philosophy, sociopsychology, cognitive science, literary studies, sociolinguistics, applied linguistics and pragmatics.

Before the adoption of CL/CDA, the relationship between language use and power was not acknowledged by scholars engaged in linguistic research. Regarding this, Wodak (ibid.:4) writes that a great deal of linguistic research focused on speakers' linguistic competence without considering language use in context, and even pragmatists who are concerned with the relationship between language and context could not go beyond the realm of sentences and their components which they considered these things as the basic units for speakers' pragmatic competence, and with the exception of researchers like Labov, 1972 and Hymes, 1972, most sociolinguists did not address the issues of social hierarchy and power rather than delineating and explicating language variation, language change and the structure of language interaction. Unlike this, a few scholars were interested in examining, evaluating and identifying the relationships between texts, ideology found in texts, and power relations, and that opened a way to what we have now call as critical discourse analysis or CDA.

Scholars believe that the publication of Fairclough's book titled *Language and Power* (1989) has marked a milestone for the 'start' of CDA (Blommaert and Bulcaen, 2000:454), and from that time onwards CDA has gained much attention. Researchers from various disciplines try to examine this

new approach about language use and society and their interdependence as well as the ways they affect each other.

As mentioned above, CDA has emerged from various disciplines. Because of this reason, the aims, theory and methods of CDA have been formulated on the basis of aims, theory, and methods of those various disciplines.

As indicated in section 2.1.1.1.7.1 above, CDA is not confined to the field of linguistics; rather, a variety of disciplines is attracted towards it. Therefore, researchers interested in media, politics, education, business institutions, medical professionals, legal hearings, police interrogations just to name but a few have employed critical discourse analysis to explore social problems connected to their work. Therefore, CDA is a discipline that is used in various disciplines rather than being confined to the disciplines connected to language studies.

### **2.2.7.3 Approaches to CDA**

CDA is a form of discourse analysis which deals with the notions of discourse, ideology, power and critique, but the way it approaches these notions is different. Approaches to CDA differ on the basis of theoretical foundations and tools they employ to analyse discourse, but all of these approaches treat the notions of discourse, ideology, power and critique.

Some of the approaches to CDA among others depending on their theoretical foundations and analytical tools they employ are Norman Fairclough's Discourse as a Social Practice model, Teun van Dijk's Socio-cognitive approach, Ruth Wodak's Discourse-historical approach, Jäger's approach, van Leeuwen's model, O'Halloran's model, and Partington's and Baker's approach (Baker and Ellece, 2011:26). Of these approaches, the most common ones are the first three, and a discussion will centre on these approaches.

#### **2.2.7.3.1 Norman Fairclough's Discourse as a Social Practice Model**

Norman Fairclough, a sociolinguist, believes that discourse or rather simply language constructs, shapes, and changes social identities, thoughts, actions and behaviours, and is also shaped, constructed and changed by them in turn in a particular context. Some CDA practitioners like

Wodak and Meyer (2001:22; 2009:27) call Fairclough's model the Dialectical-Relational approach to CDA because they believe that Fairclough's view to discourse is one which examines the dialectical relationships between semiosis including language and other elements of social practice such as productive activity, the means of production, social relations, social identities, cultural values, and consciousness.

Fairclough (2001:18-22) argues that discourse is viewed as language as a form of social practice, and this view of language involves three notions. These notions are that language is a part of the society but not external to it, that language is a social process, and that language is a socially conditioned process, conditioned that is by other (non-linguistic) parts of society.

When Fairclough says language is a part of the society but not external to it, he means that what people do by means of language is set by society and has social effects, but what is done by society is not fully linguistic because the linguistic part is one component of the social. Put in another way, all linguistic phenomena are social but not the other way around. That is, the society is the whole and language is one element of it. In relation to the second notion of discourse as a social practice, (which is language is a social process), Fairclough explains the point in relation to two concepts, discourse and text. His conception of text is the same as the conception held by Michael A. Halliday, which refers to the product of social interaction either in spoken or written form. On the other hand, discourse stands for the complete process of social interaction. Text is then a portion of the whole process because the process (or discourse) consists of the text itself, the process of text production, and the process of text interpretation. We should bear in mind that when we talk of text analysis, we are talking about only one part of discourse analysis but not the analysis of the whole discourse we have at hand. The third notion of discourse (discourse as a social practice), which states that language is a socially conditioned process, according to Fairclough, is defined by social conditions of production and social conditions of interpretation, where these social conditions are governed by three phases of social organization. The first is the social situation, or immediate social environment where the discourse takes place; the second is the social institution where the discourse is constituted; and the third is the whole of the society.

In a nutshell, Fairclough's model of CDA is a three-dimensional theoretical framework in which discourse is seen as text, discourse practice, and social practice so as to stress that text analysis is not done in isolation but in combination with other aspects of discourse as well. The text dimension of discourse focuses on the ways in which the text positions its readers in relation to it. The discourse practice dimension focuses on how the text is produced, distributed, received, read and interpreted by its readers as well as how the text is related to other texts (or intertextuality), whereas the social practice dimension of discourse centres on the immediate situation or discourse (Locke, 2004:42-3).

According to Fairclough, these three dimensions of discourse, text, discourse practice, and social practice, require three analytical stages, or dimensions, of critical discourse analysis in their respective order: description, interpretation, and explanation. Description is the stage at which text is analysed in such a way that the linguistic features such as pronoun use, metaphor, modality, nominalizations and agency, which are involved in the text, are described without expressing the correctness, clarity or manipulateness of the linguistic features. The interpretation is the stage which is about the connection between the text and interaction (or social context) in the sense that, as Blommaert (2005:30) clarifies, how social actors "arrive at some kind of understanding of discourse on the basis of cognitive, social, and ideological resources." The analysis of interpretation is, therefore, made possible by taking ideas found in a text together with the analyst's interpretative procedures, which Fairclough (ibid.:142; 119) lists six of them: (1) social orders; (2) interactional history; (3) phonology, grammar, vocabulary; (4) semantics, pragmatics; (5) cohesion, pragmatics and (6) schemata. Interpretation is the level at which consideration of context begins, which at least temporarily was absent at the description stage. Finally, explanation is the third stage of discourse analysis which deals with the relationship between the discursive processes and social context. Simply put in the words of Goatly (2000:3), it is about demystifying "the ideology behind discourse and text" in a social context. In order to demystify the ideology behind discourse and text, the analyst has to draw on social theory which makes the analysis of discourse critical.

#### **2.2.7.3.2 Teun van Dijk's Socio-Cognitive Approach**

Teun van Dijk's Socio-cognitive approach to CDA deals with the relationship between social and cognitive analysis of discourse. That is, what people (society) talk about in their interaction

(discourse) represents the things that exist in their mind (cognition). That makes van Dijk's socio-cognitive approach to CDA to be a three-dimensional one like Fairclough's framework of CDA. Teun van Dijk calls his model the discourse-cognition-society triangle (van Dijk, 2001:97), and thus his focus is to look into the relationships between these three dimensions.

Discourse for van Dijk in this context generally denotes a communicative event that comprises oral interactions, written text, body movements, gestures, visuals, or any other semiotic signification, whereas cognition refers to personal and social cognition, beliefs, goals, values, emotions, and other mental structures which are involved in discourse and interaction. On the other hand, society in this context stands for both local micro structures and global societal and political structures which are defined in relation to groups and their relationships like dominance and inequality (ibid.:98).

Teun van Dijk argues that in the socio-cognitive triangle, both the cognitive and social dimensions need to define the context of discourse if the relationship has to work appropriately. By context, he means that those which refer to subjective mental representation of the interactants of the immediate situation and interaction where the discourse occurs, and this mental representation of interactants is labelled as context model, which controls the production and understanding of discourse with respect to the interactants' social environment and which mediates the link between discourse and society (van Dijk, 2009: 66). In brief, context models serve as a vital interface between discourse and society in the analysis of discourse in that it is through the use of context models (which is mental representations) that language users in particular and the society in general interpret, reproduce, or change social structures such as power and inequality. Without mental models, it is not possible to explain and describe how social structures affect discourse and are affected by it.

### **2.2.7.3.3 Ruth Wodak's Discourse-Historical Approach**

This approach to CDA aims at examining discourse with respect to the sociohistorical background in which the discourse occurs. Wodak has developed this model on the basis of Halliday's systemic functional linguistics (SFL), critical linguistics, critical theory, argumentation theory, and others (Baker and Ellece, 2011:33).

According to Wodak (2012:529), the discourse-historical approach has three distinct aspects which constitute textual meanings and structures: the *topics* under discussion, the *discursive strategies* used, and the *linguistic means* utilized to concretize both topics and strategies (italics, original). Wodak further argues that the use of all available background information or rather triangulation will minimize bias in the analysis of the distinctive aspects of a particular text (written or spoken) in question. This makes discourse-historical approach different from other approaches to CDA.

The triangulation approach which Wodak employs in the discourse-historical approach in the analysis of texts is dependent upon the analysis of context, where context in turn includes four levels: the immediate use of language in a specific text; the intertextual and interdiscursive relationships between utterances, texts, genres and discourses; the extra-linguistic social variables and institutional frames of the specific context of situation; and the broader socio-political and historical contexts, which the discursive practices are embedded in and related to (Wodak, 2001:67).

Like Fairclough, Wodak believes about the presence of dialectical relationship between discourse acts or discursive practices and specific fields of action like situations, institutional frames and social structures. When researchers are engaged in the analysis of a certain type of discourse in a discourse-historical approach, they can start their analysis first by outlining the contents or topics of the discourse under treatment. Then, they need to analyse the discursive strategies (e.g. argumentation, referential strategies, perspectivation, strategies of self-representation, mitigation strategies, etc.) employed to sustain that particular discourse, and lastly they need to explore how individuals or groups are linguistically constructed in that specific discourse.

In summary, though these major approaches as well as other approaches to CDA differ in some respects like the theoretical foundations they have been drawn upon and the methods they employ to analyse discourses, all of them examine texts in relation to the social contexts in which the texts occur. Specifically, they focus on investigating the dialectical relationships between language, ideology, power and revealing social inequality. This means that language by itself does not have power to create inequality but when people in power use it in a way that naturalizes their hidden

beliefs, ideas or agendas by means of it, then the relationship created in this way is dialectical. With regard to the modes of discourse analysis, these and other models of CDA do not have one and only one or a bit-by-bit, fixed method to do analysis; there is a variation within each of the specific models. Due to this fact, a critical discourse analyst has the right to select texts, combinations of various analytical techniques and “the order in which they are carried out” (Baker and Ellece, 2011:27).

#### **2.2.7.3.4 Criticisms of Critical Discourse Analysis (CDA)**

Although Critical Discourse Analysis has attracted the attention of many scholars from various fields of study, it has received some criticisms from some scholars among others such as Billig (2008), Hammersley (1997), van Neppon (2004) and Widdowson (2004).

The first criticism levelled at CDA is about its founding assumptions of CDA charging that CDA is founded on the basis of critical linguistics which studies language and is much the same as the earlier and even recent critical theories such as critical sociology, critical anthropology, critical psychology, critical ethnography, etc. (Hammersley, 1997:237-238). Hammersley comments that those philosophical foundations should not be taken for granted because they also have their own limitations. Another accusation that flies around CDA is that its analysis and interpretation is ‘pretextually motivated’ in that the discussion and interpretation does not include the text consumers’ and producers’ views but rather it is done based on only the beliefs of the discourse analysts (Widdowson, 2004:109-110). Widdowson argues that the discourse analyst should not take over both the identity of text consumer and text producer because what these two groups may conceive may be quite different from the analysts’ views. In a similar vein, van Neppon (2004:118) argues that discourse analysts neglect the role a reader plays in constructing meaning from the text she or he is encountered with. Still, another criticism comes from Billig (2008:784) who contends that CDA practitioners instantiate “in their own writings the same linguistic forms that they criticise in the language of others.” By this, Billig means that CDA practitioners criticise the use of nominalization and passivizations is a way of mystifying or concealing underlying ideologies of the text producers; however, CDA practitioners themselves are using these linguistic features in their writing in order to analyse and interpret texts just as the text producers do. Hence, Billig (ibid.:798) suggests that ‘critical analysis requires clear thinking and clear writing’.

However, the criticisms that have come from various scholars have been refuted by CDA practitioners in their own respects though they remain debatable. For example, Billig's (2008) criticism of CDA was refuted by Fairclough (2008) stating that it is good to avoid using such languages as nominalization, passivaization, and metaphor since they are possibly problematic though it is not possible to avoid them totally. Despite the criticisms and refutations, CDA as the approach to discourse analysis has continued until now with the aim of addressing social, economic, and political issues. Particularly, the notions of language, ideology, power and inequality and their dialectical relationship in the realm of societal interactions are what CDA is mainly oriented to. For this reason, even the criticisms levelled at CDA are also oversimplified.

## **2.3 Language, Ideology and Power**

The notions of language, ideology and power have a dialectical relationship among themselves. That is, they affect each other in such a way that when people are involved in social interactions by means of language, they are expressing their ideology in one way or another so that they can control others, and this use of language and ideology is, of course, to practice power.

### **2.3.1 Language**

Language is the medium by means of which ideas, beliefs, feelings, values and other everyday life experiences are exchanged between participants in a social interaction. By means of language, one can impart information to the intended audience; by means of language, one can enforce his or her feelings, interests or beliefs on others; through language, one can resist the beliefs of others imposed on him or her; by using language, one can issue his or her order so that others perform the order accordingly; by using language, one can make others be happy or sad; with the aid of language, one can teach or educate others so that their behaviour may be changed or modified in some way; and via language, one can do many more everyday practices. All these practices are implemented by participants in a social relation because each practice acquires meaning through language.

Therefore, language is powerful to realize activities of humans and the whole world. It helps language users to attach meaning to animate and inanimate beings, concrete and abstract ideas, beliefs of any kind, etc. Meanings attached to everything can be literal, abstract, symbolic, positive,

stereotypical or any other kind of representation. That is, language is able to address a number of functions for the society. Biber (1988/1995:34) identifies seven major functions of language which are employed to construct meanings in the process of social interaction (or simply in discourse). These linguistic functions are ideational, interpersonal, textual, personal, contextual, processing, and aesthetic functions. Actually, the first three of these functions are what Halliday and Matthiessen (2014:30) call them as meta-function of language.

According to Biber (1988/1995:34-36) and Halliday and Matthiessen (2014: 30-31), the three meta-functions of language are described as follows. The ideational function of language refers to the use of language to express the propositional content of the thing represented through language or to tell simply the referential content of the thing, which is what the thing literally refers to or what logically is assigned to it via language. On the other hand, the interpersonal function of language denotes the role relationships that participants have in their social interaction such as asking or answering, ordering or offering, expressing appraisal of and attitude towards the person being addressed or talked about. The textual function of language on its part refers to how sequences of sentences or utterances are put together to create cohesion and keep the discourse going non-randomly so that readers or listeners consider the discourse situationally appropriate. On the other hand, Biber (1988/1995:34-36) describes personal, contextual, processing, and aesthetic functions of language in the following ways. First, personal function of language refers to what language does to show group membership of the speaker, personal style, peculiar characteristics of the speaker as well as attitudes towards the communicative event or content. The contextual function of language is used to denote the time and place of communication, what purposes the communication will have, and the perception of the scene. The processing functions of language mark what concerns the speaker will have in producing text that is readily understood. Finally, the aesthetic functions refer to the speakers' and listeners' personal and cultural preferences the forms of language used in the communication process such as whether or not the grammar used complies with the standards of the language academies and other linguistic guardians, the language used is of 'good style', and the language has the expected rhetoric effect.

In general, language is used to denote logical facts, create class hierarchy, offer or deny membership, express preferences, exhibit bias, give due prominence to the information in question, attend to or flee from the scene or setting, challenge or promote ideologies and do many more activities in the society. Therefore, in order to learn how language functions in the society, a close linguistic analysis of the discourse in which social actors are involved in is very important. This is because societal interaction is an event in which one party influences, controls, masters, or transforms the state of mind of the other mostly for the benefit of the former. The influence of one party over the other is possible by means of ideologies which are produced using language. When talking about discourse analysis, it is then a central issue to deal with the notions of ideology and power that manifest in discourse; in fact, these notions are inseparable. The next two sections deal with these two notions one after the other.

### **2.3.2 Ideology**

The term ideology was first coined by a French scholar Antoine Destutt de Tracy in the nineteenth century (Bunnin and Yu, 2004: 327) from French *idéologie*, or from Greek *idea* + *-logos* representing ‘discourse or compilation’ (Oxford Advanced Learner’s Dictionary). After its inception, the term ideology has been used both positively and negatively in the social sciences (Bunnin and Yu, 2004: 327). While Antoine Destutt de Tracy used ideology in a positive sense to represent “any world view and body of philosophical thought,” Karl Marx and Frederick Engels used it in a negative way calling ideology a “false consciousness” (ibid.:327).

Ideology is an important concept in discourse analysis. It is delicate which scholars have not come up with a single, conclusive definition. Blommaert (2005:158) indicates that when individuals are engaged in the study of ideology, they should know that they would encounter conflicting definitions, much differing approaches to ideology, and great controversies over concepts, phenomena, or modes of analysis. In relation to definitions, for instance, they may find a large number of definitions available in the literature (Simpson, 1993:5). If they read Eagleton’s (1991) book titled *Ideology: An Introduction*, they are able to read more than a dozen.

Despite the presence of varying and large number of definitions, scholars such as van Dijk (2006:116) among others argue that the term ‘ideology’ refers to a set of more or less stable belief systems espoused and shared by a social group, and it curbs or modifies other socially shared belief

systems. Put simply, ideology is a body of socially shared ideas, beliefs, or opinions that influences others on how to behave.

These socially shared belief systems are mostly entertained in the society by means of language. Because language and ideology are interlinked entities, studying ideology does mean studying language. Put in the words of Thompson (1984: 2), to study ideology is [...] “to study the ways in which language is used in everyday social life, from the most mundane encounter between friends and family members to the most privileged forums of political debate.” Additionally, as Simpson (1993:5) explains language “...is used in a host of discourse contexts, contexts which are impregnated with the ideology of social systems and institutions. Because language operates within this social dimension it must, of necessity *reflect*, and some would argue, *construct* ideology” (italics in original).

The interaction between participants in the society through language results texts, and texts more often than not are laden with ideology. Ideologies found in texts are not simply detected because the purpose of text producers may be to achieve some kind of concealed goal. Regarding this, Paltridge (2012:29) argues that ideologies are covertly stated instead of openly communicated. Relatedly, he adds, citing Threadgold (1989), that texts are not at all free from ideology, and at the same time, they are not objective. This concept helps us to say that ideology is embedded in texts and it may consist of ideas, assumptions, or beliefs that are not fair to individuals, groups or institutions which do not share those beliefs with those who espouse them.

So, in order to unravel ideologies in a given discourse where text is a part, there are some ways which analysts may find them valuable. However, before attempting to reveal the underlying ideologies in texts, analysing the surface or more obvious messages of texts is crucial because hidden ideologies are veiled behind the surface messages of texts. To show the surface meanings of texts, analysts need to read within a text, which according to Giroux (1988:167), is a way of ‘identifying the cultural codes that structure an author’s work. Here are now some of the ways in which analysts may find valuable to identify ideological messages: investigating underlying ideologies from the linguistic features of a text, unveiling specific biases and ideological

presuppositions underlying the text, relating the text to other texts, and to readers' and speakers' own experiences and beliefs (Paltridge, 2012:30). Actually, all this can be done by reading upon the text—which is the analysis of the intended message of the author, and by reading against the text—whereby the cultural or ideological message of the text is unknotted.

The unveiling of ideologies of texts starts from identifying the linguistic features that are used to develop the text. By linguistic features, it is to mean that expressions (which are words and phrases) used to develop the text. When analysts are engaged in revealing the ideological messages of a text, they need to think of some words and phrases, which carry connotative meanings in addition to their denotative or literal meanings. According to Huckin (1997:84), some words and phrases negatively connote, and most of the time 'labels' carry unavoidable connotations. Labelling is the describing of, concepts, things or individuals in an unfair or wrong way. Huckin also states that labelling can sometimes be conveyed by means of metaphor or other figures of speech. Thus, the uncovering of ideologies in a particular text should begin with exploring linguistic features that are words and phrases used for promoting some sort of ideology.

Still, ideologies of a text can be unknotted by searching for some particular biases underlying the text. Biases are not only found in individual terms but also all over the text. Biases are those perspectives which favour some individuals, groups, or institutions but disfavour others. In other words, bias is the absence of neutrality or impartiality of perspectives developing the text. Because texts are not ideologically neutral, analysts are required to examine the rationality, logicity or reasonableness of arguments given in the text. A related concept to bias in which ideologies can be spread is through framing.

Framing of the text is the way in which the content of a given text is presented, the sort of perspective, angle or slant the producer of the text is taking (Paltridge, 2012:30; Huckin, 1997:82). Text producers develop their texts by using frame(s) which will help texts to be organized as a unified whole. So, a text may be framed to show the positive or negative aspect of an idea, object, person or institution being talk of. The idea, object, person or institution under consideration may be represented in a favourable or an unfavourable way with respect to other contrasting idea,

object, person or institution. And the means by which a text can most powerfully be framed is by beautifying or uglifying the issue in question. In a multimodal text, framing can be achieved through the use of visuals such as pictures, sketches, diagrams, and others.

And closely related concept to framing in which ideology may conceal itself is foregrounding or its opposite backgrounding. Foregrounding stands for what concepts or issues are made more prominent or salient, and backgrounding is what concepts or issues are made less prominent (Paltridge, *ibid.*); that is, which issues are emphasized and thus come to forefront, and which ones are de-emphasised and therefore put at the background or mentioned later. One technique that writers or speakers use to background things in a text is through the use of omission, which is a complete exclusion of certain things either intentionally or unintentionally. If something is left out of a text, readers, viewers or listeners may not question about a thing that is not mentioned. Huckin (1997:82) holds a view that omission is oftentimes one of the most powerful features of “textualization, because if the writer does not mention something, it often does not even enter the reader's mind and thus is not subjected to his or her scrutiny.” Text analysts, therefore, have to question about what issues are foregrounded and what else are backgrounded if they want reveal the ideological messages of texts.

One other important concept to be taken into account in the process of uncovering ideological message of texts is presupposition. Presupposition is the use of language that text producers assume something is true or is known by listeners, readers, or viewers. In presupposition, the issue under study is taken for granted as though no other option existed (Huckin, *ibid.*). There are many obvious examples of presuppositions in our everyday life as in advertisements, courtroom trials, police work and so on. In a courtroom, for instance, the question posed by a prosecutor for an accused husband “Well, Mr. Addis, do you regret now beating your wife?” presupposes that the husband beat his wife. Questions of this kind are very valuable tools for interrogators and trial lawyers. Presuppositions may be sincere or manipulative in that a text producer may present ideas to be presupposed by herself or himself honestly, sincerely, cunningly or manipulatively (Fairclough, 1992/2006:121). Discourse analysts who try to analyse presuppositions are able to reveal hidden meanings, ideological messages in a text.

Another way used to unpack underlying ideologies in a text can be done by examining the text's historical relationship with other texts incorporated within itself, the analysis of the intertextual nature of the text. Intertextuality is a way that features of other texts or discourses are mentioned or incorporated within texts under scrutiny (Fairclough, 1992/2006:10, 101-136; Jørgensen and Phillips, 2002:7; 73-4). If, for instance, a community leader in his talk to his own people incorporates "*We should not take anybody's property; we have to eat the labour of our own hands*", he refers to the words of the Bible. Direct and indirect reference or quotation, retelling, sampling, imitation, parody, allusion, montage and plagiarism are some forms of intertextuality (Allen, 2000:113; Baker and Ellece, 2011:64). It should be noted that presuppositions are aspects of intertextuality because what is presupposed "does constitute something taken for granted by the text producer which can be interpreted in terms of intertextual relations with previous texts of the text producer" (Fairclough, 1992/2006:121). Therefore, intertextuality has ideological functions and supports the ideology of the text producer. Generally, one of the reasons that text producers incorporate other texts in their texts is for ideological purpose, which is to strengthen or sustain their power.

### **2.3.3 Power**

Power has no a single, stable definition that one can lean on. Scholars like Mayr (2000:11) and Kiesling (1996:44) believe that it is difficult to define and find an agreeable concept of power in both social theory and linguistics; therefore, its conceptualization is left unsettled. In other words, the definition of power varies from one field of study to another based on the viewpoints each holds. For instance, Holmes and Stubbe (2003:3) argue that social or psychological scholars consider power as "...a relative concept which includes both the ability to control others and the ability to accomplish one's goals. This is manifest in the degree to which one person or group can impose their plans and evaluations at the expense of others." One of the most prominent means of achieving the imposition of plans and evaluations of power holders is via the use of language. Power in language occurs while individuals, groups or institutions in a society get into interactions one to the other.

If power manifests between or among individuals, groups or institutions in the society, then power exists everywhere in society. It is a constitutive element of society (Kiesling, 1996:43). As society is constructed structurally, power is the effect of the differences of these social structures. Scholars, therefore, argue that power is about the relations of difference. Though power is about the relations of difference between individuals in a society, it is not an entity that people simply take and apply on others. Instead, it has to be appropriate to the context it is used and the people upon whom power is acted must accept it (Kiesling, *ibid.*).

Scholars believe that many types of power exist in the societal relationships. According to French and Raven (1959: 155-164), relations of power between individuals are categorized based on the source they use such as education, knowledge and wealth. Thus, French and Raven's five types of power are reward, coercive, legitimate, referent, and expert power. Reward power occurs if one with more ability or wealth offers an attractive incentive to the receiver if the receiver complies with rules or wishes of the former. Coercive power, on the other hand, the receiver is not offered a positive incentive; rather, he or she receives punishment if he or she does not comply with the rules, commands, or wishes of the actor/powerful agent; a change in behaviour, opinions, or attitudes become real only through threatening less powerful one. Legitimate power on its part occurs depending upon the moral or legal claims such as role, age or status the superior has over another (Thomas, 1995:127) and the other is required to accept and perform the things. When we look at referent power, it refers to the sort of power in which someone has a strong feeling of sympathy, inclination or desire for the identity of the other so that the former acts like the latter; that is, the former admires, imitates, or follows the latter. Finally, in expert power, because someone possesses more expertise or better knowledge than the other which the latter needs, so the former has power over the latter (Raven, 2008:3; Thomas, *ibid.*).

On the other hand, Kiesling (1996:85-89) views the types of power in terms of processes instead of bases. Thus, Kiesling classifies into seven types as physical, knowledge, economic, structural, demeanour, nurturant, and ideological. Physical power, which is recognized by coercive and ability, is the use of real physical threats by the person to get things done him or her. Coercive physical ability power is the same as Raven's coercive power discussed above, but ability physical

power is performed by using a possible ability or skill. Knowledge power is understood in a way that physical power of ability and Raven's expert power are understood. Economic power process is a process of reward, so it is the same as Raven's reward power. And structural power, also traditionally called hierarchy, arises from the status someone has in the social or organizational ladder, and the actions of the person high up the ladder affects persons down the ladder. According to Kiesling, structural power is not necessarily based on status, but it can also be determined by the ideology of the group that shapes its structure. Demeanour power is the power of solidarity which defines the ways in which one should behave to be liked, be morally acceptable, be taken as a good person, etc., and a valued demeanour is determined by the ideology of the group. Nurturing power is the process of helping or encouraging another person; and if one who receives care is attracted to the actions or behaviours of the nurturer, and for example, loves him or her, it is said the nurturer affects the actions or behaviours of the one being nurtured. If one action affects the other action, then it involves an ideological process; and for this reason, nurturing power is taken as involving an ideological process. Finally, ideological power refers to the use of ideas, assumptions or beliefs that are taken-for-granted to shape, construct or control the ideas, assumptions or beliefs of the others.

Kiesling argues that among these types of power, ideological power is the most important and decisive process (that is a master process). This is due to a number of reasons. Firstly, the society values the other types of power processes by means of ideological power in that some sort of characters, behaviours or individualities gain power by means of it. Secondly, some power process and alignment roles become practical, and what is and what is not a powerful alignment role in each type of power gains recognition by means of it. Moreover, it is the ideological power which naturalises the ways people think about themselves, others or the world as a whole. Still, it is the ideological power that determines what ideas, beliefs, assumptions, actions or behaviours should be accepted and what should be rejected in the society. That is by means of ideology issues in question are taken as they are. Put simply, ideological power process is an all-powerful type, and the other types of power processes are under the control of the ideological power process.

It should be noted that power in social interactions can be actualized either visibly or hiddenly. If one of the interactants has more power over another, then the former usually limits the actions of the latter, for instance, by interrupting the contribution of the latter, enforcing the latter to say points this way or that way (or enforcing explicitness), disallowing the latter not to say more points than the former has initially set as benchmarks (or controlling topic), and formulation or rephrasing the points which the latter contributes in the words of the former while they are having interaction (Fairclough, 2001:113). Moreover, Fairclough considers this kind of relations of power between interactants as power in discourse, whereas if power is actualized via the use of ideology to control the contribution of the non-powerful social actors in interactions, the kind of power exercised and enacted is power behind discourse. Ideology, which is an instrument and works all the time at the service of power, is not something that is easily identifiable unless the discourse is examined in detail. The ideology promoted in the discourse is, more often than not, hidden from those who are its victims. Therefore, power remains hidden behind the discourse.

In short, power in social interactions can be maintained through coercion or underlying ideologies. Ideologies, as explained above, are more powerful than coercion to naturalize the ideas of the dominant groups. If the dominant ideas or beliefs of more powerful groups get acceptance and become the ruling ideas or beliefs of the society, then powerful groups become successful in creating hegemony. Here follows the discussion of the concept of ‘hegemony’.

### **2.3.3.1 Hegemony**

When we think of power, we also think of hegemony. It is believed that the term ‘hegemony’ originated from the Russian revolutionaries, but it has gotten its popularity by an Italian communist, Antonio Gramsci. Gramsci argues that the society is not ruled by physical and economic coercion alone, but by ideology as well (Baker and Ellece, 2011:55; Lacey, 1998:113). Particularly, the use of ideology constitutes hegemony. Hegemony, therefore, is understood as a means through persons, groups or institutions that are more powerful maintain their power over the non-powerful ones through ideologies. Because ideology has the power to conceal the ‘truth’ behind it, the ideology of the dominating groups will be established at the level of ‘common-sense’. At the level of common-sense, the ideologies of the dominant groups will be useable by everyone in the society because those hegemonic ideologies will be naturalized. According to Baker and Ellece (ibid.), the dominated groups give their consent to the hegemonic ideologies and even work

to keep the status quo or power of the dominating ones. In brief, hegemony becomes real through the manufacture of consent. When hegemony is maintained through the manufacture of consent, the non-powerful groups don't realize that they are exploited; rather, they legitimize the power of the more powerful groups (Baker and Ellece, *ibid.*; Lacey, *ibid.*)

One of the crucial tools that plays a vital role in the process of gaining the consent of everybody in the society is the media such as radio, TV, newspapers, magazines, etc. What should be acceptable and what should not be acceptable are given hegemonic definitions by the media (Lacey, *ibid.*:114). Following the media, the society does everything what the media prescribes. Media is not the only institution in which hegemonic ideologies are maintained, but the church, the judiciary, the education institutions, etc. have also their own part to play in preserving the status quo.

However, hegemony is not something that lasts forever and is impregnable. Counter-hegemonic ideologies may resist the already established dominant ideologies. These counter-hegemonic ideologies are what Lacey considers them as emerging ideologies and are able to change the established dominant ideologies because they may become more progressive and gain acceptance among the society.

#### **2.3.4 The Nexus between Language, Ideology and Power**

So far, we have separately seen the three concepts language, ideology and power, but now it is time to look at these concepts together; that is, how they relate to each other. To begin with, communication most commonly involves the use of language although visuals (e.g. pictures, graphs, models, etc.), non-verbal signals and actions are also other ways of communicating messages. It is indicated that language as a means of communication helps to carry the feelings, ideas, beliefs, assumptions of social interactants. And because of this, interactants can enforce their ideas, beliefs, aims, plans and evaluations at the expense of others by means of language. This enforcement or imposition of ideas, beliefs, aims, plans and evaluations happens because of power differences. In other words, language is a manifestation of power in such a way that language reflects and marks relations of power between participants in social interaction. When this is put

in the words of critical discourse analysts, language ‘encodes and enforces power differences’ (Fowler and Kress, 1979:195 cited in Mazid, 2014:96).

However, power difference is not simply a matter of language use; rather, it is ideology which legitimizes relations of power. Thus, the role of language is to serve as a medium of ideological forces in the process of legitimizing power relations. In connection to this point, Mazid (*ibid.*) asserts that language is not only an organized system of linguistic features, a product of human mind and a social phenomenon but also “an expression of the ideology/ideologies of its users, their ability to control and be controlled by virtue of their roles and positions, and the power relationships obtaining between them.” This makes clear that language, ideology, and power are related in one way or another in the sense they are described in the above sentence.

The study of ideology presupposes the study of power because power, in simple terms, is gaining control over others, and this is achieved by means of ideology whose function is to promote, sustain or enforce the ideas, views or plans of a particular group over others. In a more direct way, ideology is a medium employed to maintain power in the social interaction.

Scholars like Blommaert (2005:158) argue that when we think of ideology, we also think of the notions of discourse and power together. This is to show that ideology, power, and discourse (that is language as a form of social practice) are inseparable notions. This point is substantiated by the view of Thompson (1984:41) that states the study of ideology primarily involves the study of language through which meaning is mainly acquired in the process of maintaining or curbing domination as well as through which the relations of domination is hidden and obscured. Thompson explains that some words uttered in a particular situation may not have the same force and do not express the same conviction in another situation depending upon who utters them and how he or she utters them.

In broad terms, the nexus between language, ideology and power is a dialectical relationship. According to critical discourse analysts, language alone has no power to keep or sustain relations

of power between social actors; rather, it requires people high up in the ladder in authority to actualize their convictions or agendas, or rather their ideological beliefs.

## **2.4 What is Advertising?**

Advertising is a familiar phenomenon to this contemporary society. It is always all around us. According to Oxford Advanced Learner's Dictionary, the word 'advertise' is derived from a Latin word 'advertere', which is made up of two parts: 'ad-' standing for 'to' and 'vertere' referring to 'to turn', and when the two parts combine together, they make up the meaning 'turn towards.' To advertise, therefore, simply means to draw the attention of someone towards something or to tell him or her about something. So, advertising is communication between those who advertise their products or services and those who are supposed to use products and services.

In its more familiar sense, advertising is defined as a paid, carefully organized, multimodal method of communicating messages about products, services, or ideas relayed by any public media (Cook, 2008:113; Cox, 2008:2; Vilanilam and Varghese, 2004:4). Advertising is a paid announcement because an advertiser or a company sponsors the public medium for the announcement of its products, services or ideas. Advertising is a carefully organized announcement of messages in that the information about products, services or ideas is carefully prepared in advance for its announcement through any public media. That is, advertisers consider and decide on the amount of information to be communicated for the target audience about their product, service or idea. Advertising is also a multimodal method of communicating information because information about goods, services or ideas is conveyed verbally, nonverbally or with a combination of both. That is to say, words, pictures, music, action and other possible devices can be used to impart the intended message. And advertising is communicating information about products, services or ideas. The information is presented in such a way that the products or services under announcement are as desirable as possible to potential buyers or consumers. The purpose of communicating information is to create positive image about products or services under consideration in the mind of prospective consumers or the audience. Finally, the information is communicated through public media such as TV, radio, magazines, newspapers or any other form of preferred media because media has a crucial role to influence the target consumers of goods or services.

Advertising is a strategic device on the way to get more prospective buyers of a certain product or users of a service. However, it cannot make services be used or sell products by itself; rather, its only role is to influence buyers or users and aid those who promote to sell or use products and services. In order to attract more prospective buyers or users, advertisers employ the best possible modalities such as linguistic elements, non-linguistic ones either singly or in combination so that the message they are communicating may become compelling.

Advertising is not necessarily an act of promoting products or services for sale, but it is also an act of promoting ideas which do not sell anything to the target audience (Vilaniyam and Varghese, 2004:7). Advertisements such as public health and hygiene, blood donation, communicable diseases, immunization campaigns including polio and so forth are not products or services for sale; rather, they are advertisements to make the public be aware.

Generally, advertising is a deliberate act done by an individual advertiser, an institution or even a government to impart some kind of information. The central tenet of advertising is, therefore, the intentional act of influencing the public (e.g. potential audience or customers). When prospective buyers are influenced by the advertising message, they consider the message and act accordingly. In a similar vein, when the government announces that vaccination of a certain disease is underway for everyone aged above 20 years old, the target groups become aware of the disease and may tend to take vaccination. Therefore, advertising is simply an act done on purpose to draw the attention of the targets towards the information on display for various functions.

Advertising can be of various kinds. Among many others, consumer advertising is one of the most common which is directed to the public and is designed to create demands for goods and services by means of persuasive techniques. The focus of this study is also on this type of advertising.

In this contemporary world where products and services are abundant, producers and providers of services require more consumers every time to sell or use those abundant products and services. To sell or enable use these abundant products and services, advertising comes in the forefront of

creating demands and stimulating interests in the mind of prospective consumers (Dyer, 1982:4). To do this, advertisers employ ideas that enhance the positive image of products and services so that potential consumers tend to use them. The positive images made about products or services are means of influencing consumers because advertisers sell not only actual products and services but also manipulative devices, which can be taken as ideological weapons.

## **2.5 Advertising as a Discourse Type**

Advertising is a type of discourse that has its own purposes like any other type of discourse. However, we may not notice it as a type of discourse regardless of its presence everywhere surrounding us probably because we always encounter it and may not pay attention to it (Goddard, 1998:5). On a daily basis, we encounter with a great deal of advertisements through various media though our encounter to each advertisement lasts for a very brief time.

Like any other discourse, advertising discourse is made up of *accepted conventions of speech, manner, subject and tone* (Hackley, 2005:40). That is to say, the ways in which advertising is presented is relatively different from the ways other types of discourses are presented; however, it should bear in mind that discourses of any kind take voices of other discourses. The accepted conventions of speech, manner, subject and tone are not, of course, one and the same all the time; rather, they change through time and depending upon the culture and context in which the advertisement is used. Hence, advertisements which were conventionally acceptable sometime in the past (for example in 1960s) may become unacceptable if the advertisement is watched or heard by audiences of this day and age (for example in the year 2019), and as time goes by what has been new, up-to-date, and meaningful to the audiences of the time becomes old, unrecognizable and senseless to the audiences of the present day for the fact that the textual conventions of advertising discourse also change (Hackley, *ibid.*:41). In addition, culture and context determine the accepted conventions of advertising in such a way that what is acceptable in one part of the world may be unacceptable in another part of the world. What is appropriate in this context may be inappropriate in another context. This happens because changes occur in advertising in terms of the surface style in which an advertisement takes on its appearance, the content which an advertisement displays, and the deeper meaning and values in which an advertisement carries.

Though advertising discourse is made up of accepted conventions of speech, manner, subject and tone, the categorization of advertising as a discourse type is not as simple as one may think. This is because what is taken as a distinctive characteristic of advertising discourse may not always be applicable. With respect to this, Cook (2001:10) argues that if people take the function of advertising, which is to persuade potential audience to buy what is being advertised, to distinguish it from other types of discourse but connected to it in some ways, this distinguishing feature can be turned down in two respects. The first one is some advertisements request for something rather than persuading audiences to buy, and the second one is some advertisements warn, inform, amuse, misinform or worry instead of persuading audiences to buy what is being advertised.

However, consumer advertising discourse is typically characterised by its nonreciprocal relationship between advertisers and the target audience in such a way that the purpose of advertisers is to persuade the target audience to buy what is being advertised through linguistic or non-linguistic means or a combination of both. In order to persuade the target audience to buy what is being advertised, advertisers leave no stone unturned. One way that advertisers can do this is via the use of appeals, but those appeals employed should be made afresh in relation to the time, context and culture in which the advertisement is featured. The texts produced in advertising discourse are always made afresh by challenging the already accepted conventions using new textual forms (Hackley, *ibid.*).

Since discourse is an interplay between text and context, the context of advertising discourse involves who is interacting with whom and what for, the culture and situation in which the advert takes place, the medium used to relay the advertisement, the ways in which various types and acts of communication emerged as well as any music and pictures which are added to change or to complement meaning to the advertisement (Cook, *ibid.*:3). Cook further details this context of advertising as:

- **music** and **pictures** [that may accompany the text]

- **paralanguage:** meaningful behaviour accompanying language, such as voice quality, gestures, facial expressions and touch (in speech), and choice of typeface and letter sizes (in writing)
- **situation:** the properties and relations of objects and people in the vicinity of the text, as perceived by the participants [in other words the location of the text in time and space]
- **co-text:** text which precedes or follows that under analysis, and which participants judge to belong to the same discourse
- **intertext:** text which the participants perceive as belonging to other discourse, but which they associate with the text under consideration, and which affects their interpretation
- **participants:** who are described as senders, addressers, addressees and receivers with their intentions and interpretations, knowledge and beliefs, interpersonal attitudes, affiliations and feelings [...].
- **function:** what the text is intended to do by the senders and addressers, or perceived to do by the receivers and addressees.

(Cook, 2001:4)

So, advertisements become meaningful only when they are placed in context. Otherwise, one cannot make any kind of sensible meaning outside of the context of communication of an advertisement. Since this study is concerned with the analysis of FM radio commercial advertisements of Ethiopia, the elements of context of communication that inform the study would, therefore, be music including sounds effects and jingles, situation (the location of the text in time and space), intertext, participant and function upon which underlying ideologies are unpacked.

## 2.6 The Functions of Consumer Advertising

It is described above that the most prominent function of consumer advertising is to help to sell products or to use services or ideas to potential consumers. Selling products or using services or ideas is not the only function; amusing, informing, misinforming, worrying or warning addressees are also other functions which are all at the service of selling function. The selling of goods or using of services or ideas happens if advertisers are able to affect the feelings, interests or emotions

as well as meet the needs of potential consumers. Affecting customers' feelings, interests or emotions is a matter of changing their behaviours and motives. Changing one's behaviours and motives means that advertising has the power to shape and develop people's individual realities.

In order to shape and develop our individual identities, advertising first of all creates an idealized world that seems to make our dreams and desires come true. It tells us on how to satisfy our happiness and how to improve our quality of life. Of course, the idealized world is not created from nothing or from new values; rather, it draws upon existing values and belief systems in society.

Through the use of existing or shared values and belief systems of the society, advertisers try to get the attention of consumers. This is because products and services become interwoven with the social life and cultural significance (Jhally, 1995:80). Thus, along with goods and services, advertisements sell us ourselves (Williamson, 1978:13). According to Kilbourne (2017) advertisements sell us "...values, images and concepts of success and worth, love and sexuality, popularity and normalcy. They tell us who we are and who we should be..." (<http://www.medialit.org/reading-room/beautyand-beast-advertising>).

Since the shared social and cultural values, images and concepts used in advertising are ways of gaining attention or tactics of persuasion, they are cautiously chosen those which distort our perceptions of reality. For example, if gender is used as a way of selling strategy in advertising, advertisers do not use every kind of gender image but images only from a very narrow and concentrated circle (Jhally, 1995:81). To put this in a nutshell, advertisements show us the ways in which we think men and women behave rather than depicting the ways men and women actually behave (Gornick, 1979: vii in Goffman, 1976).

## **2.7 Radio as a Powerful Advertising Medium**

Radio is an extremely important medium which relays electronic advertising messages to extensive, well-defined audience (Weinberger et al., 1994:1) everywhere existing in homes, offices, vehicles and the places where we relax. Scholars underscore that radio has quite unique

strengths to advertise products, services and ideas to the target audience. The most important benefits of radio are its reach, targetability, cost efficiency and message recall.

One of the benefits of radio for advertising is that it is a ubiquitous medium that young and old, men and women use everywhere at any time of the day or night. Radios nowadays become more accessible to everyone to listen to varied radio programmes of our own choice than before particularly after the introduction of mobile phones which are found in everyone's pocket. Weinberger et al. (1994:16) argue that "people turn to radio for [the] entertainment and information more than any other medium" except for peak time television. Radio becomes an effective advertising medium as long as people use it for entertainment and information. Hence, advertisers can easily reach a large group of consumers within very short periods of time.

The other main advantage of radio for advertising is that it targets and reaches very specific audiences with various interests and psychological make-up through various program formats and numerous radio stations (Belch and Belch, 2003:377; Shimp, 2007:372; Vilanilam and Varghese 2004:371; Weinberger et al., 1994:18). For instance, those who are sports fanatics, news addicts, those who have inclination for politics, and those with other interests can easily be reached while listening to these radio events of their own choice. Therefore, radio has a unique power to reach consumers that other media cannot reach (Belch and Belch, 2003:378).

Another benefit of radio advertising is its cost efficiency. Radio commercials are relatively cheap to produce. If radio advertising is inexpensive, scholars like Belch and Belch (2003:377) believe that advertisers are able to use different radio stations "to broaden the reach of their messages and multiple spots to ensure adequate frequency."

The other importance of radio advertising is its message recall. According to Belch and Belch (2003:378) and Weinberger et al. (1994:23), radio kindles listeners to use their mental imagination to form their own mental images when they process a commercial message. Weinberger et al. (1994:23) stress that the mental images which a radio audience creates are not weighed down and restricted by the visual limitations of television. Imagery in simple terms is the process which

people use to produce pictures in the mind while listening (in this specific context) to a message under advertising. The most common ways that are helpful to create mental images in the mind of radio listeners are the use of concrete image-provoking words and sound effects (Shimp, 2007:373; Weinberger et al., 1994:24). Weinberger et al. (1994:24) believe that:

[r]adio commercials that stimulate audience imagery may be more memorable and effective than other media that use visual formats: while the mental pictures developed from magazine and television visual messages are restricted to the parameters of the advertisements, the images generated from radio imagery are virtually unlimited.

Radio advertising not only helps radio listeners to create their own mental images but also enables them to transfer the images seen in television advertising. Belch and Belch (2003:378) and Weinberger et al. (1994:24) outline that radio listeners can easily move the visual images seen in television advertising to equivalent radio advertising. Studies also show that imagery stimulated by radio can “strengthen the emotional response to a commercial, create a more favorable attitude toward the commercial and enhance behavioral intentions” (Weinberger et al., *ibid.*:25).

On the other hand, radio has also its own limitations as a medium of advertising commercials. One of the forefront limitations, which other advertising media also share it, is that it is cluttered with competitive commercials and other forms of noise, chatter, and interference (Belch and Belch, 2003:382; Shimp, 2007:373). Radio listeners thus repeatedly change from one station to another station to stay away from commercials. The second main limitation of radio as an advertising medium is the absence of visual images because the radio advertiser cannot show the product, demonstrate it or utilize any other type of visual image (Shimp, 1994:373). Nevertheless, this limitation can be tackled by using sound effects and selecting concrete image-provoking words to create mental images in the mind of the listeners. The third limitation of radio as an advertising medium is the high level of audience fragmentation because of the large number of stations (Belch and Belch, 2003:380; Shimp, 2007:374). In general, regardless of its limitations, radio still plays a vital role for advertisers to attract, persuade and manipulate consumers to make them act or do in the way it is claimed.

## 2.8 Some Persuasive Methods in Radio Advertising

The purpose of advertisements is to sell goods to prospective buyers or to enable them to use services or ideas. In order to sell products or to facilitate the use of services or ideas, advertisers choose the best possible ways to persuade potential buyers or users. Persuasion in advertising can be strengthened through the use of linguistic and non-linguistic devices. One of the linguistic devices which has the power of strengthening advertising messages and is able to convince potential buyers or users in advertisements in general and in radio advertisements in particular is rhetorical devices such as metaphor, simile, metonymy, personification, allusion, hyperbole and so on. Moreover, the use of non-linguistic devices such as music, jingles and sound effects is another method of conveying advertising message and increasing influence. The following two sections will elaborate on these two devices in order.

### 2.8.1 The Use of Rhetorical Devices

Advertisers are strategic people because in order to sell their goods or encourage the use of their services, they have to present their advertisements in ways that attract, influence potential buyers or users. Among the most important persuasive tools which advertisers employ in their advertisements are rhetorical devices. Most of the time, rhetorical devices are understood as those linguistic strategies which are attributed to have the power of influencing or reinforcing a person's convictions, desires, uncertainties, decisions, or actions.

It is not possible to list all kinds of rhetorical devices, but some of the most frequently used rhetorical devices in different discourses and advertising are like metaphor, simile, metonymy, analogy, hyperbole, and so on. Here follows a brief discussion of few of them attributed to be used in advertising discourse in the process of convincing potential buyers or users to sell products and use services.

**Simile** as rhetoric device compares two quite distinct things on the basis of at least one quality in common using the most commonly used words such as 'like' and 'as'. For example, an advertisement from a dental clinic promotes '*We make your teeth as white as snow*' is a simile. The purpose of simile is to create vivid image in the mind of listeners or readers about a subject

under explanation. Simile can be used not only to illuminate positive relationship but also to show dissimilarity between the two things compared one to the other as in '*This device is no longer as speedy as it was once*'. Advertisers employ this linguistic device so as to create visual scene about their products or services and to capture the emotion of potential buyers.

**Metaphor** is another rhetorical device widely used in written or spoken discourse. Like simile, metaphor compares two different things, but the way it compares things differs from simile in that metaphor does not use comparing words 'like' and 'as'; rather, the quality of the second thing or subject attributes the quality of the first thing or subject. That is to say, metaphor attempts to transfer the quality of one object to the other. For example, an advertisement which goes on saying '*Good books are good friends*' is employing a metaphor to persuade its target audience. The advertisement tries to transfer the qualities we associate with good friends to the qualities of good books indicating a sense of trueness.

Metaphor like simile is used to create imagery and to describe the first object being compared with the second. In metaphor, the association made between two objects being compared can be either directly expressed or implied. When metaphor is expressed in an implied way, it is difficult to understand it easily and thus it is advisable to lean on the context to unpack the metaphorical message. The following sentence is an example of an implied metaphor taken from Robert Harris (2017: 56): *If consumers are holding back on purchases when the music is still playing, how will they behave when the music stops?* In this metaphor music playing is associated to good economic times and music stopping refers to difficult economic times, which are implied but not directly expressed in the sentence.

**Metonymy** is a type of metaphor where things are compared on the basis of association. Harris (2017:63) defines metonymy as "a type of metaphor in which something closely associated with another thing is named instead of the other thing. In other words, an associated idea is substituted for the subject idea." For instance, the sentence in the Holy Bible that reads '*In the sweat of thy face shalt thou eat bread*' (Genesis, 3:19) is a metonymy where *sweat of thy face* is substituted for *hard labour*. In simple terms, the terms used to substitute one to the other are

selected on the basis of some recoverable, specifiable principle of association such as author for work, composer for music, container for the contained, location for the thing, etc. as shown in the following corresponding examples: *Have you read any William Shakespeare? She plays Mozart very well; The Whitehouse declared war on Iraq; There was bad news on Wall Street today* (Fahnestock, 2011:103).

**Synecdoche** is also a type of metaphor which works on substitution like metonymy does. However, synecdoche differs from metonymy in the way something is substituted for another subject. That is, synecdoche is a way of substituting a part of the subject for the whole or the whole for a part as illustrated in the following examples. If for instance one says *Check out the wheels*, it means that the concept *wheels* substitute the *car* (the part stands for the whole), and in the sentence *This tree tastes good*, the concept *tree* substitutes for *fruit on the tree* where the whole replaces the part.

As mentioned above, synecdoche and metonymy are metaphorical rhetorical devices which work at the level of substitution, but their difference is that synecdoche takes an element of a word or phrase and uses it to refer to the whole, whereas metonymy substitutes the word or phrase entirely with a related concept. Take these two examples to make this point clear: *Check out my new wheels* and *Let's take my new ride out for a picnic*. In the first sentence, the word 'wheels', which is a part of the car, is a substitute for 'car', and hence a synecdoche, but in the second sentence, 'car' is totally replaced by another term 'ride', and thus a metonymy. Since the two, synecdoche and metonymy, are closely related, rhetoricians label synecdoche as subcategory of metonymy (Harris, 2017:67). And in reality, these two rhetorical figures are almost the same.

**Hyperbole** is a common rhetorical device used in commercial advertisements. It is a purposeful use of exaggeration; or rather, it is an amusing overstatement of the facts. Like other rhetorical figures, its purpose is to stimulate emotions of listeners, viewers, or readers. However, its tone needs to be calm instead of being wild or angry (Harris, 2017:26). The following advertisement shows a kind of hyperbole: *This product is the world's number one choice*. When advertisers use

hyperbole, their purpose is to emphasise product qualities. And potential consumers of products or services become attentive to them in a witty manner.

**Personification** is a figurative device which gives human attributes to a thing, an idea or an animal in a metaphoric way. Non-human objects are portrayed as if they were to have human qualities or to act like humans. The following advertisement, for instance, gives personal quality to ‘biscuits’:  
*These biscuits call everyone to eat them.* Biscuits which are non-humans are made to speak just like humans can do.

People personify abstract concepts frequently because abstract concepts on their own cannot create vivid image in the mind of listeners, readers, or viewers, so they can easily be processed mentally, become concrete and easily understandable when they are personified (Harris, *ibid.*:69).

**Rhetorical question** is a question which does not require answer because it is self-evident, but it requires the audience’s agreement to the proposition suggested. The purpose of rhetorical question in advertising can be, therefore, to draw attention, to evoke emotions and to stimulate people for more focus on the subject and for further discussion. If an advertiser asks ‘*Do you want to get rid of foot pain?*’, his or her aim is not to get a ‘Yes’ or ‘No’ answer because the audience may not have the problem mentioned. However, they do not reject it because they may contract this pain in the future, so they will be attentive to the message. Engaging the audience in the message of the advertisement and trying to influence is what rhetorical questions can do.

**Rhyme** is a figure of speech in which similar sounds are repeated. The repeated similar sounds are poetic and are stuck in the back of the minds of listeners or readers. Because same sounds are repeated, the content is delivered poetically, and it becomes more interesting and simpler to remember. The advertisement about one airline depicts this very clearly: *Guess where and we’ll fly you there.* The words ‘where’ and ‘there’ rhyme together which make the statement poetic and attractive to our ears.

These are not the only rhetorical devices used in writing and speaking as well as in advertising texts to persuade people. These are only a few examples of them, but there exist many diversified rhetorical devices in various forms. For example, those which are linked to sound are like alliteration, assonance, and repetition; those which are connected to comparison and substitution are like analogy, irony, allusion; and many more devices could be mentioned. Even pronouns, verbs, nouns and adjectives could be used as rhetorical devices to influence the intended audience either in advertising or other type of discourses. In brief, the purpose of this section is to highlight that rhetorical devices of any kind and category could be used by advertisers to draw the attention of prospective consumers for the main goal of selling products or using services but not to discuss each kind and category of rhetorical devices.

### **2.8.2 The Use of Music, Jingles and Sound Effects in Radio Advertising**

Many radio advertising commercials are advertised through language mostly accompanied by music, jingles or sound effects. Language here refers to the elements used to communicate advertising messages by the use of spoken sounds and words through an announcer or people involved in an ad. And language is the principal element and lies at the heart of radio advertising.

Music is sound that is produced by a singer or singers and arranged in a way that is pleasant or exciting to listen to. It refers, in this particular case, to a song of an artist with his/her voice. The song of an artist in an advertisement can be played to have various purposes. One of them is that the singing music can serve as part of sing and sell the product, service or idea being advertised. So, the singing music is considered as the main part of the advertising text like that of linguistic features. Another function of music in advertisements is to provide a message without being consciously noticed by potential consumers. Still, the other function of music is to set the background of the advertising text; it is simply structuring the advertising text so that it will become more attractive than it is simply left bleak. Music can also serve as mnemonics to help potential customers remember the products, services or ideas under promotion. One other purpose of music is to create mood and sway the target groups of the advertisement to think or feel in certain ways. The target groups of the advertisement may have different moods or feelings to the different tempos, time changes, pitches, and the content of the music. All these functions of music

in advertisements support the message of an advertisement given in language form by an announcer in radios, for example.

Jingles are music or songs, but unlike music they are “catchy songs about a product or service that usually carry the advertising theme and a simple message” (Belch and Belch, 2003:287). According to Belch and Belch, jingles can in an advertisement be used alone “...as the basis for a musical commercial...or...as a form of product identification and appear at the end of the message” (ibid.).

Sound effects, on the other hand, are sounds that are artificially produced, reproduced from a recording, etc. (e.g., the sound of falling rain) used in an advertisement to make it more realistic. They can be placed where they are thought to be necessary to the advertisement. According to the BBC Year Book (1931:195), sound effects should be used “...as bricks with which to build, treating them as of equal value with speech and music.” It also asserts that thinking sound effects “as analogous to punctuation marks and accents in print would be a great mistake” (ibid: 194). This implicates that sound effects have more powerful meaning than punctuations and accents are assumed to have.

The use of jingles, background music or sound effects with or without language has a paramount importance in electronic media advertising in general and radio advertising in particular. Jingles, music and sound effects have to do with attracting, influencing and stimulating the mind of the listeners. With regard to this, Belch and Belch (2003:287) and Shimp (20007:267) write that jingles, background music, popular tunes, and classical arrangements are used to catch the attention of listeners, transmit selling points, create an image in the mind of listeners, get through the advertising clutter, set an emotional tone for an advertisement, create the appropriate mood in the listeners’ mind and persuade them.

Jingles, music and sound effects are important discourse elements in radio advertising discourse because they have a pivotal role in the process of analysis. In connection to this point, Cook (2001: 42) comments that without considering musical and pictorial modes which come along with

linguistic features, it is difficult to say the analysis of advertisements is satisfactorily done. Hence, though the analysis of advertising discourse is very complex, a discourse analyst of advertising (e.g. radio advertising) should take into account music, jingles and sound effects to describe this discourse.

## **2.9 Theoretical or Analytical Framework**

This section gives an overview of the theoretical framework which the researcher follows. The framework is composed of various theoretical viewpoints which are thought to work together in the process of discussing and analysing the discourse of advertising. These theoretical perspectives inform the research by providing context for the process of discourse analysis so as to describe, interpret and explain data gathered. This study is therefore guided by theoretical perspectives of *Critical Discourse Analysis (CDA) developed by Fairclough (1995, 2001, 2003, 1992/2006), Systemic Functional Linguistics (SFL) constructed by Halliday (1994), Speech Act Theory developed by Austin (1962) and Sereale (1976), Intertextuality Theory employed by Bazerman (2004) and Fairclough (1992/2006), and Advertising Discourse Analysis entertained by Cook (2001) and Frith (1997)*. From among these theories, the main line of the framework is the theory of *Critical Discourse Analysis (CDA) developed by Fairclough*. Advertising as discourse constructs social identities and subject positions, social relations, and knowledge and beliefs depending on these theoretical points of view to achieve its intended purpose. Actually, these constructive effects of advertising can be realized with linguistic or non-linguistic means alone or with a combination of the two. Here follows the brief discussion of the assumptions that develop the framework of this study.

### **2.9.1 Critical Discourse Analysis (CDA)**

Critical discourse analysis (CDA) is a form of discourse analysis whose focus is to examine language use in its social context. This means that CDA is concerned with how language is used by individuals and institutions within the socio-cultural context. Specifically, it deals with the analysis of language use, formal or informal, written or spoken, to show social relationships that exist between discourse, power, dominance, and social inequality which are opaque and even transparent but that appear natural and commonsensical to the social participants.

Like other forms of discourse analysis, CDA is the practice of linguistic analysis. However, CDA is not only a linguistic analysis but it also goes further to examine the social context such as enquiring in what way and for what purpose the linguistic elements are written and spoken and what other texts are incorporated in the text under analysis (Baker and Ellece, 2011:26). In order to examine such issues, discourse analysts strictly study the form, structure and content of discourse by considering grammar, verbs, adjectives, nouns, pronouns, and diction which are used to produce a specific discourse and the way in which a listener, viewer or reader takes and explains the content of the discourse (Messekher, 2011:52). This is done because the aim of CDA is to unravel hidden social information that is communicated between social participants in a particular context. Hence, social participants become aware of the hidden social information (such issues as power, ideology, inequality) and of transparent but naturalized values, opinions or convictions which favour some individuals, particular groups or institutions in the society but which disfavour many others.

Therefore, the analysis of discourse in CDA requires the analysis of three very much closely connected elements, namely text, the connection between text and social context, and the social and cultural context. The first element, text, refers to observable product of discourse or social interaction, the second element, the connection between text and social context, refers to the interpretation of text, and the last element, which is the social and cultural context, refers to the analysis of text and discourse for the implicit, underlying meanings.

It has been discussed elsewhere that CDA has several versions depending upon the theoretical foundations and tools it employs to analyse discourse. Among the different models of CDA, this study is informed by a model developed by Fairclough (1995; 2001; 2003; 1992/2006) that conceptualizes discourse as tri-dimensional, namely text, discourse practice and social practice. This model of CDA corresponds to what has been said in the above paragraph about discourse analysis and the elements involved in it on the way toward the unveiling of opaque and transparent relations that exist between language, ideology, power, inequality as well as naturalized views, opinions or convictions in societal interactions. Fairclough's tri-dimensional model of CDA has

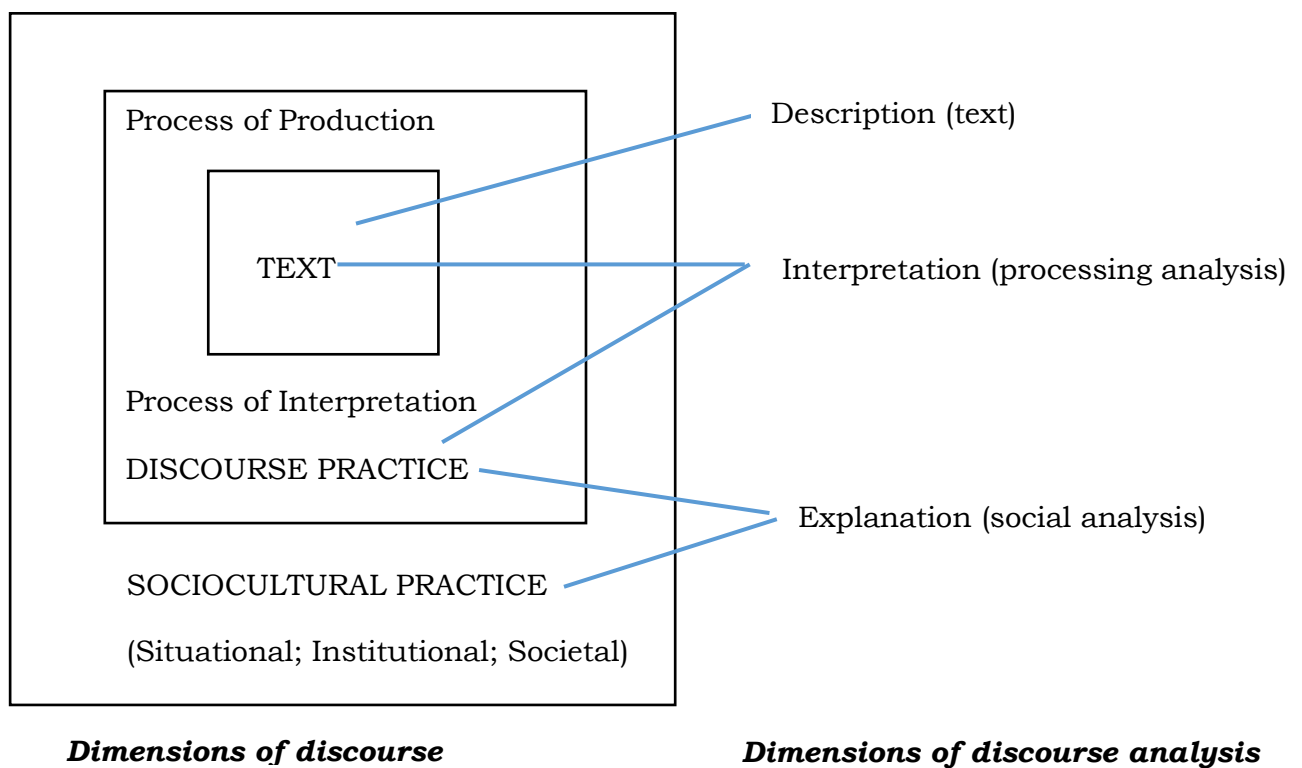
been selected as a framework for this study for some reasons. The first reason is that Fairclough pays specific attention to the relationship between language, ideology and power which this study is also concerned with. The second reason is that Fairclough's model is relatively practical having three dimensions of discourse (text, discourse practice, and social practice) which correspond to three analytical stages (description, interpretation, and explanation) in their respective order. The third reason is actually connected to the second one; that is, the model is elaborate or offers a detailed rationale of CDA. Therefore, Fairclough's model of CDA is taken as the main line of this research framework.

### **Fairclough's Tri-dimensional Model of CDA**

The basis for Fairclough's tri-dimensional model of CDA is his belief that language is an irreducible part of social life where language is interrelated with other components of social life in a dialectical manner. That is to say, language and social life together form an indissoluble unity, and are realised through social events (texts), social practices and social structures (Fairclough, 2003:24).

Fairclough attempts to unravel hidden, commonsensical social structures that arise as a result of the use of language in social events (texts) for he believes that language is a manifestation of ideology and social power, favouring one and disfavouring another. Hence, he developed a tri-dimensional framework of discourse and discourse analysis stating that the analysis of discourse requires the analysis of three elements: *text*, *discourse practice* and *sociocultural* or *social practice* (see the figure below). The first element, *text*, attends to the selections and patterns in vocabulary (such as wording, metaphor), grammar (like nominalization, passivizations/agency, pronoun use, transitivity, modality), cohesion (e.g. conjunction, schemata) and text organization (like turn-taking) (Blommaert, 2005:29; Fairclough, 2001:92-93). At this level of discourse analysis, Fairclough (2001:93) considers treating three types of values such as experiential, relational and expressive values, which can be expressed, for example, via the use of vocabulary and grammar. According to Fairclough, experiential values reflect how 'the text producer's experience of the natural or social world is represented in the text. In brief, it is the knowledge and belief in which the text producer holds about the natural or social world. Relational values, on the other hand,

reflect the perceived social relationship that exists between the producer of the text and its recipient, and expressive values reflect ‘the producer’s evaluation of the bit of the reality it relates to’ (ibid.:93). Expressive value simply attends to how the text producer constructs the social identities in the text. The analysis of text in this particular study, therefore, pays attention to the *form, structure and content* of some linguistic features used in advertising texts such as *nouns, adjectives, verbs, metaphors, pronouns, transitivity and modality*. This is because these linguistic features are fundamental to produce specific discourse and most of them can survive the translation from Amharic into English, which is the language of translation.



**Figure: Fairclough’s Three-Dimensional Conception of Discourse (Fairclough, 1995)**

The second element of discourse (see the above figure), *discourse practice*, attends to the production, consumption and distribution of text. In other words, discourse practice deals with the circulation of concrete linguistic objects that connect a text with its wider social context. In this dimension of discourse, elements that requires analysis after the analysis of vocabulary, grammar, cohesion, and text organization could be speech acts, coherence, and intertextuality (Blommaert,

2005:29). In this study, then, speech acts and intertextuality are analysed following the analysis of *nouns, adjectives, verbs, metaphors, pronouns, transitivity* and *modality*, which are treated during text analysis. Since advertising texts taken for the study vary in their organization, the researcher has left out treating coherence because of time constraints and space. The third element, *sociocultural practice*, according to Blommaert, is concerned with “the ideological effects and hegemonic processes in which discourse is seen to operate”. In other words, the dimension of social practice focuses on economic, political that deals with issues of power and ideology, and cultural that deals with questions of value and identity (Fairclough, 1995).

According to Fairclough, these three elements of discourse (text, discourse practice, and social practice) require three analytical stages, or dimensions, of critical discourse analysis in their respective order: *description, interpretation, and explanation* (see the picture above). *Description* is the stage at which text-linguistic features such as pronoun use, metaphor, modality, nominalizations and agency, which are involved in the text, are described without expressing the correctness, clarity or manipulateness of the linguistic features. In the words of Blommaert (ibid.:30), description is “an activity similar to that of participants in the sense that the researcher adopts the participants’ categories in his description, but the researcher (in contrast to the participant) needs to make his/her interpretive framework explicit”. *Interpretation* is the level at which consideration of context begins, which at least temporarily was absent at the description stage. Interpretation is the stage that establishes connection between text and interaction (or social context) in the sense that Blommaert (ibid.) clarifies below.

Interpretation is concerned with the way in which participants arrive at some kind of understanding of discourse on the basis of cognitive, social, and ideological resources. [It] already requires a degree of distancing between the researcher and the participant, but [it] is still done by means of categories and criteria provided by participants. Often [...] such interpretations display ideological framings—participants ‘reproduce’ elements of social ideologies through everyday interactionally organised interpretive procedures.

Finally, *explanation* is the third stage of discourse analysis which deals with the relationship between the discursive processes and social context. Simply put in the words of Goatly (2000:3), it is about demystifying “the ideology behind discourse and text” in a social context. In order to demystify the ideology behind discourse and text, the analyst has to draw on social theory which makes the analysis of discourse critical.

Laconically, the view of Fairclough is that by studying the forms of language, it is possible to learn the social processes as well as specific ideology embedded in them. And being able to learn about the social processes and ideological assumptions in language will help to examine how power relations are enacted, reproduced, abused, legitimated or resisted through language and text in the society. It is because of the conception that Fairclough’s model has about the relationship between language use, ideology and social processes and relations of power that I, the researcher, have taken for my analysis of advertising discourse of Ethiopian FM radio commercials.

### **2.9.2 Systemic Functional Linguistics (SFL)**

Systemic functional linguistics has been discussed in section 2.2.2 as one approach to discourse analysis to give some general understanding about it to readers. Also, it is indicated that the basis of critical discourse analysis is systemic functional linguistics. With this conception, the researcher has taken as one component of the theoretical framework of this study (that is, FM radio advertising commercials).

Systemic functional linguistics as one component of the framework helps to link the textual analysis of the study with the interpretation of ideological values which assumed the text under study contains. And this actually will aid to give explanation why the ideological values are used in the text at hand. Thus, such major notions like modality and transitivity, which ideological assumptions are conveyed through will be considered by drawing upon Halliday (1994).

#### **Modality**

Modality is a grammatical feature and refers to the attitudinal features of language; that is, an utterer expresses his or her “attitude towards, or opinion about, the truth of a proposition expressed

by a sentence” (Simpson, 1993:43). Modality, in English, is expressed mainly through modal verbs either primary modals (e.g. should, would, will, could, can, may, must, shall) or semi-modals (e.g. have to, need to, want to, had better); however, modal adverbs (e.g. perhaps, probably, possibly, necessarily, inevitably) and tense are other ways of expressing modality (Fairclough, 2001:105). Modality is one of the crucial aspects of the interpersonal functions of language. Interpersonal function of language, as discussed elsewhere, is one that denotes how relations between participants is established, maintained, signalled or negotiated. Then, modality as one of the interpersonal functions of language is used to mark the relational and expressive values which speakers want to convey. Modality is about the authority of the speaker or writer. If a modal is used to show one’s authority over another, then it is a matter of relational modality, whereas if the modal is used to show one’s authority in relation to the certainty or possibility of a representation of the world, then it is a matter of expressive modality (Fairclough, *ibid.*). Modality, therefore, has an ideological function because social actors’ use of modality in a social interaction may mark the presence of asymmetrical or unequal power relations between them. In critical discourse analysis, analysts focus on how and why certain linguistic features which mark modality are used by the participants. In this study, searching for the presence and absence of modality in advertising texts will help to describe and evaluate how and why it is used by the advertisers so that the underlying ideological assumptions of the use of modality in advertising texts can be explained.

### **Transitivity**

Like modality, transitivity is a grammatical feature. It stands for a system of representation of meaning in a clause; that is, as Simpson (*ibid.*:82) writes transitivity “shows how speakers encode in language their mental picture of reality and how they account for their experience of the world around them”. What people perceive and experience about the outside world and the world inside them is represented through a system of transitivity.

Transitivity is another important component of the ideational function of language that denotes the use of language to express the propositional content of ideas represented through language. It, therefore, centres on the conveyance of ideas (Simpson, *ibid.*), ideas which, as described, represent perceptions and experiences. According to Halliday (1994:106), perceptions and experiences consist of processes, or goings-on, including:

happening, doing, sensing, meaning, and being and becoming. All these goings-on are sorted out in the grammar of the clause. Thus, as well as being a mode of action, of giving and demanding goods-&-services and information, the clause is also a mode of reflection, of imposing order on the endless variation and flow of events.

Halliday labels these processes using a more general term as experiential processes. According to Halliday, these experiential processes, or goings-on, which are expressed by clauses, consist of three major types of role: process, participant and circumstance, and which—as to Simpson (ibid.)—are roughly analogous to the class of words: verb, noun and adverb or prepositional phrase in their respective order. To illustrate this relationship, Halliday (ibid.) provides the sentence ‘The lion chased the tourist lazily through the bush’, and he has made correspondences as follows. ‘the lion’ and ‘the tourist’, which are noun phrases, take the role of the ‘participant’, ‘chased’ which is a verb assumes the role of ‘process’, and ‘lazily’ and ‘through the bush’ which are, respectively, an adverb and a prepositional phrase play the role of ‘circumstance’. It is further explained that participant roles can be of various types such as actor or agent, goal, beneficiary, and instrument. Actor or agent is the ‘logical subject of the clause’, and it can be identified using the preposition ‘by’ as in ‘The rabbit was trapped *by John*’. Goal is considered as ‘the logical direct object of the clause’; beneficiary is understood as ‘the logical indirect object of the clause’ and it can occur in prepositional phrase beginning with ‘to’ or ‘for’ as in ‘You can’t say that *to me*’ and ‘My dad purchased this book *for me*’. Finally, instrument can occur in prepositional phrase beginning with ‘with’ or ‘by’ as in ‘He hit the nail *with a hammer*’ and ‘The journey *by boat* is difficult and tiring’.

Experiential processes realized through clauses in English are mainly categorized into three types though there also exist three sub-categories which are intermediate between the different pairs (Halliday, ibid.:107). The three main experiential processes are: material processes which have to do with the processes of doing, mental processes which account for the processes of sensing, and relational processes which convey the processes of being.

In general, transitivity is an essential aspect in critical discourse analysis because clauses in texts represent our point of views of the world around us and the world inside us as well as construct us in a variety of ways such as actor, goal, beneficiary, etc. Based on this understanding of transitivity,

the ways in which individuals or groups are represented may become ideologically significant because power relationship between social participants is reflected through the system of transitivity (Baker and Ellece, 2011:153). Therefore, the language of commercial advertisements will be analysed in relation to the types of experiential processes employed so as to explore the ideologically significant issues used in Ethiopian FM radio commercials. This Theory of Systemic Functional Linguistics will be treated in the part where textual analysis is considered at the first stage of Fairclough's tri-dimensional model of CDA.

### **2.9.3 Speech Act Theory**

One of the widely used theories of language use in various fields of study is the Speech Act Theory. Speech act theory is a theory of pragmatics that helps us to study how speakers get across their messages to their intended listeners in human communication. Specifically, it is a theory that we implement to understand the intention of the speaker on what he/she means by saying an utterance in a given communicative event.

When advertisers promote their products or services on the radio, they mainly depend on spoken language. That is to say, advertisers have to utter words to convey their intended messages to their listeners. In order to achieve their messages or communicative intent, advertisers produce a number of utterances or speech acts.

Hence, in order to examine the effects that advertisers want to create in the mind of their intended audience, the application of speech act theory is fundamentally important in this study. This is because the study focuses on how radio commercial advertisers use language to induce recipients of advertising messages to take actions about the products or services on display. That is, the language used in advertising is made up of different types of speech acts intended for the audience to meet their ends. At the same time, speech act is the theory of language use as an action in that it conceptualizes the "...ways in which we interpret the meaning of an utterance in terms of what the speaker intended to convey" (Yule, 2010:133).

Along with Fairclough's three-dimensional model of critical discourse analysis, speech act theory is of much help to meet the objectives set in this study. How they work together is as follows. At the stage where interpretation of discourse begins in Fairclough's tri-dimensional model of CDA, speech act theory will be incorporated to analyze advertising discourse because it is at interpretation stage of discourse analysis that Fairclough treats speech act theory. For this reason, speech act theory and Fairclough's model work in combination in analyzing the data collected in the study.

#### **2.9.4 Intertextual Theory**

When doing critical discourse analysis, analysts not only depend on syntactic and semantic features of a text but also take into consideration the intertextual relations of a text with other utterances, texts, genres, or discourses. This is because no text is produced without taking any reference to other texts, utterances, genres, or discourses. In line with this concept, Julia Kristeva (1980:66) who introduced the term 'intertextuality' to the literature in 1966 drawing upon Mikhail Bakhtin's 'dialogism' argues that "each word (text) is an intersection of other word (texts) where at least one other word (text) can be read." Based on this understanding, the texts of FM radio advertising discourse, which this study aims, will be interpreted and analysed from the theory of intertextuality. Thus, in order to analyse the ideological underpinnings of FM radio commercials in Ethiopia, the theory of intertextuality adopted by Bazerman (2004), Fairclough (1992/2006) and others is employed as one component of the framework of analysis.

By intertextuality, we mean the ways in which features of other texts or discourses are incorporated in an implicit or explicit way within texts under study (Baker and Ellece, 2011: 64; Bazerman, 2004:86; Fairclough, 1995:2; 2003:39-40; 1992/2006:10, 101-136; Jørgensen and Phillips, 2002:7; 73-4). If, for instance, a community leader in his talk to his own people utters the following "*We should not take anybody's property; we have to eat the labour of our own hands*", he refers to the words of the Bible through adoption. Direct and indirect reference or quotation, retelling, sampling, imitation, parody, allusion, montage and plagiarism are some forms of intertextuality (Allen, 2000:113; Baker and Ellece, 2011:64). There always exist elements of other texts within texts because texts are developed one over another. That is why all utterances are polyphonic,

having many ‘voices’ (Sclafani, 2009:130) which come from various sources. Whether they are distant or close in time and space, texts which have already been developed previously are the basis for a text under analysis. Put simply, texts can be understood in relation to other texts.

Thus, intertextuality is considered as a form of meaning-making tool in that, as to Lemke (2005:9), any text at hand—be it spoken or written—is read and interpreted against the background of other texts and under the circumstances that surround those texts. When readers try to make meaning by moving between the texts, the reading becomes a process. On the other hand, the meaning that readers try to extract from the text becomes something that exists between text and all other texts to which the text refers and relates.

Fairclough (1992/2006:117-8) draws a distinction between two types of intertextuality: ‘manifest intertextuality’ and ‘constitutive intertextuality’ (which is also sometimes called ‘interdiscursivity’). Manifest intertextuality refers to the act of incorporating of other texts within another text in an explicit manner while constitutive intertextuality is the use of structures from the existing texts. What texts are incorporated in others are easily identifiable in manifest intertextuality because they are obvious to readers, listeners or viewers, but the incorporated texts within another text may not simply be identifiable in the case of constitutive intertextuality because what is taken from other texts can be form, structure, concept or anything possible. In line with this concept, Kramsch (1997:52) asserts that “we are often not aware of the extent to which our discourse is filled with the words and voices of others and how texts echo other texts.” Therefore, we, the text consumers, are required to pay close attention to a text we encounter if we want to learn the intertextual relations of texts.

Texts, utterances, discourses, and genres which are incorporated in texts can generally serve as a helpful reference for text consumers and as a backup, support or contrast for an assertion made by the author (Lemke, 2005:9). The notion of intertextuality has mainly been used by critical discourse analysts as one feature to examine the social and historical context of a text in question. This is because examining the intertextual relations that exist between a given text and other texts incorporated within it helps CDA analysts to identify how a text producer tries to influence and

convince text consumers to meet her or his goal. Incorporating other texts within others, for instance, from religious books such as the Bible or the Koran, well known persons like politicians, authors, artists, philosophers, etc. serve as implicit ideological devices for text producers to win the inner-self, state of mind or psychology of text consumers.

When we say texts are in an intertextual relationship, we are not referring to only the language aspect, but we are referring to other aspects as well. In relation to language, aspects starting from voices to sentences can be incorporated within the text under discussion, whereas in relation to other aspects, non-linguistic features including images, structures and formats can be incorporated. With regard to this, Goddard (2001:124) writes that “intertextuality can operate at many different levels of language, from phonological and lexical references in titles and slogans to visual aspects such as layouts and images.” This is an indication that intertextual relationship of texts occurs at any kind of level including voices, vocabulary, clauses, textual forms, and visual components.

As a whole, working out the intertextual relations of texts which occur in the form of intertextuality and interdiscursivity, it is possible to learn “how texts are reproduced and how they are changed” (Jorgensen and Phillips, 2002:139). They also add that the analysis of intertextuality and interdiscursivity will help to get an understanding of the function of discourse in the processes of social change. This is because the changes to be seen as a result of incorporating various texts within the new ones produces a change in discursive structure, which in its turn is a manifestation of social structure and change.

Advertising like any other types of discourse employs intertextuality and interdiscursivity. To analyse the intertextual relations of texts in FM radio commercial advertisements of this study, approaches of Bazerman (2004) and Fairclough (1992/2006) are employed. Intertextuality in this theoretical framework is analysed at the interpretation stage of Fairclough’s tri-dimensional model of CDA.

### **2.9.5 Advertising Discourse Analysis**

Advertisements consist of many different types of elements starting from linguistic elements to non-linguistic ones. The linguistic elements attend to what is called text which temporarily and artificially disregards non-linguistic elements which are in lump called context including “substance, music, pictures, situation, co-text, intertext, participants and function” (Cook, 2001: 4). The analysis of advertising discourse, therefore, becomes more intricate and difficult than it may seem because each of these elements requires treatment. All of these elements have to be treated in the analysis of an advertisement because messages of the advertisement are conveyed not only through language alone but also through music, for example, in the case of radio advertising.

The analysis of advertisements of radio commercials should take into account elements that are mentioned above. One of the reasons for taking all elements into account is their interdependence relationship, and the other reason is, as Cook (2001:3) points out, discourse analysis is not confined to the critique of language but it goes beyond this and deals with the critique of such other elements as well. Thus, the analysis of all these elements is informed by a theory. One of the theories that informs the analysis is the theory of advertising discourse analysis itself. Though the main line of the theoretical framework is CDA developed by Fairclough, approaches employed by Cook (2001) and Frith (1997) in the analysis of advertising discourse are also considered.

## Chapter Three

### 3 Methodology of the Study

#### 3.1 Research Design

The present study was designed to describe, explain and critically analyze how discourse in advertisements of educational institutions in Ethiopian FM radios involves people's construction of meanings. More specifically, it aims at investigating the linguistic and non-linguistic features and ideological values used to construct social identities, to influence norms, beliefs, attitudes, and values individuals have about themselves and others and to reinforce power relations. To do this, a qualitative research design was selected.

Researchers in investigating phenomena involving qualities of entities or the distinctions in kind mainly employ qualitative research. It helps to find out about the 'why' and 'how' of behaviour and 'when' of things. That is, it investigates "the subjective meanings through which people interpret the world, the different ways in which reality is constructed (through language, images and cultural artifacts) in particular contexts" (Sumner, 2006:249). Sumner adds that social actors understand social events and phenomena according to their own points of view, without considering the influence of the researcher's own preconceptions and definitions.

Qualitative research uses data that is collected in a natural setting to reach an insider's view of the group under study and to verbally describe, analyze and interpret why people act in the way they do, how people perceive themselves and react to the situations they exist in (Dornyei, 2007; Duff, 2008; Kothari, 2008). In this particular study, for example, there has been a description analysis, and interpretation of FM radio advertising texts in order to learn how social actors are described and represented in the advertisements of educational institutions and why this is so.

Qualitative research is not a single method; rather, it is a general term that employs various strategies, for example ethnography, phenomenology, conversational analysis, discourse analysis, semiotics, case studies, protocol analysis and some others (Duff, 2008:27; Perry, 2011:80) to get detailed information about the participants' view of the situation under study. In this study, the researcher adopted discourse analysis since the study aimed at, from its outset, to investigate how

linguistic and non-linguistic elements are used in advertising discourse in advertisements of educational institutions in Ethiopian FM radios. And discourse analysis, especially critical discourse analysis principally targets towards discovering the relationships between language use and social practice (Jørgensen and Phillips, 2002:69).

## **3.2 Sampling and Sampling Technique**

It is obvious that research is conducted not on all sets of individuals, objects or documents which are accessible to the researcher; rather, some sets of representatives or relevant and appropriate ones are taken. That is to say, sampling is required in order to select samples out of the target population. According to Mason (2002:120), sampling and selection are seen as “principles and procedures used to identify, choose, and gain access to relevant data sources from which you will generate data using your chosen methods.”

Since this is a qualitative study, the samples to be selected should highly be connected to what the samples will do in terms of the theoretical aspects of the study but not to representativeness of the samples themselves for the population (ibid.:123). In other words, samples in qualitative research may not be selected by using the conventional sampling logic which is concerned with obtaining representatives for the target population of the study. Instead, researchers are free to employ a sampling technique or strategy which will allow to select samples that are helpful to answer research questions of the study. Thus, this study employed purposive sampling strategy or technique that the researcher believes can produce appropriate and relevant data for the study.

### **3.2.1 Purposive Sampling**

Selecting a sampling technique for the study is what every researcher does as an important part of the research process. It is highlighted that the sampling strategy or technique chosen for this study is purposive sampling. Particularly, heterogenous sampling has been employed because this sampling technique is used to select corpuses of advertising texts from advertisements of educational institutions of all levels such as preschools, primary and secondary schools, technical and vocational education and training institutes, colleges, and universities. Moreover, this

sampling technique is helpful to have a comprehensive variety of ideas about the study under scrutiny.

In this study, the researcher selected purposive sampling strategy because the study which follows the CDA approach is not set to make generalizations about the findings of the study using the samples. Rather, the purpose of the study aims to find out what linguistic and non-linguistic features are employed in advertisements of educational institutions relayed via FM radios, if there are ideological values employed in FM radio commercials or not, how ideological values are realised through linguistic and non-linguistic means, and how individuals are represented in advertisements of educational institutions. Moreover, purposive sampling is most commonly recommended for studies of this kind which, as Perry (2011:57) points out, is an applicable sampling strategy in applied linguistics.

Thus, depending upon the points raised above, purposive sampling appears to be a better and feasible technique to employ in collecting the required data for the study at hand. That is, advertisements of educational institutions from three FM radio stations were gathered based on the researcher's belief that the corpuses of advertising texts could help to expose what linguistic and non-linguistic elements are used, how they are used, what messages are communicated through them, and how recipients and advertisers are represented in those ads.

### **3.2.2 Samples and Sample Size**

After deciding on which medium to use rather than which other media, the next step was to select FM radio stations on which data had to be collected. The selection of some radio stations from among others was done on purpose. Hence, there were eight (8) government and privately-owned commercial FM radio stations available in Addis Ababa during data collection. Of these commercial radio stations, the researcher collected data from three of them: FM Addis 97.1, Fana 98.1 FM, and Bisrat 101.1 FM. There were a couple reasons for selecting these three out of other radio stations. Firstly, based on the researcher's preliminary assessment of Fana 98.1 FM and Bisrat 101.1 FM radio stations, each of them were able to air an average of five (5) advertisements

of various kinds in a two-hour time interval. Secondly, although one FM radio station out of the eight FM radio stations uses English as its medium of broadcast, the others use Amharic. Hence, advertisements in Amharic are aired for listeners who are able to understand Amharic. In addition, there are almost no advertisements run in English on FM radio stations if one may ask why the study is not aiming at advertisements in English.

After deciding on radio stations from which the samples of data were to be collected, the next practical step was to decide on the size or number of samples to be gathered for generating data. Then, the size of samples in qualitative data is determined on the basis of ‘practical and resource-based issues’ and ‘question of focus’ (Mason, 2002:121). That is to say, the researchers have the possibility to choose appropriate and relevant samples depending on the sampling strategy employed in order to provide answers to the questions they formulated. With respect to this, Silverman (2014:104) writes that qualitative research design in contrast to its counterpart, quantitative research design, allows flexibility in choosing the required samples. This implies that researchers are free to choose samples of their own ‘interest’ based on their own research questions.

Qualitative samples are not expected to be representative of the population of the study like what quantitative samples are required of. Instead, qualitative samples should be adequate or rich in information, fit for purpose and relevant for the topic that allows to understand the process and to answer the research questions formulated for the project (Cohen et al, 2018:224; Mason, 2002:134-5; Neuman, 2014a:166; 2014b:247). In other words, it is not possible, as many would agree, to tell the exact number or size of samples in qualitative research design, for there are no clear-cut rules set on how many samples to be used (Anderson and Arsenault, 2005:130; Cohen et al, 2018:224). However, one important thing which anyone can confidently tell is sample size in qualitative research is small in contrast to quantitative research.

For this research, which employed purposive sampling strategy to gather data, the sample size was somewhat small because the objectives of the research required a detailed qualitative description, analysis, interpretation and explanation. Thus, a total of forty-six radio advertisements of

educational institutions were selected for analysis. Since more than half of the advertisements were promoted in at least two FM radio stations in the same period, the researcher selected those advertisements for analysis.

### **3.3 Data Collection Techniques**

The ultimate goal of this study is to seek answers to the research questions set in Chapter One. In order to attain this goal, the researcher collected data from three radio stations in two ways. One source of data was a corpus of advertising texts from libraries of radio stations. The second technique of data collection was through recording commercial advertisements while they were on air.

#### **3.3.1 Corpus of Advertising Texts from Libraries of Radios**

One source of data for this study was a corpus of advertising texts from libraries of radio stations. These are texts which are documented and are available in the libraries of each FM radio station. In other words, a corpus of advertising texts is advertising texts which were released sometime in the past but which were not on air during the time of data collection.

Since the study was focused on advertisements of educational institutions which were promoted from 2010-2019, data that could not be obtained through recording from 2010-2014 was collected from the libraries of radio stations. Because the study began in 2015, recording commercials from radio stations from 2010-2014 was not possible. Hence, advertisements of educational institutions that were on air in August and September were selected because an abundance of advertisements of educational institutions are aired mostly in these two months. That means, since education begins in the mid September in Ethiopian context, advertisements of educational institutions run abundantly on August and September to get new students. Here is how the researcher collected advertisements from the radio stations.

After getting permission to collect data from the bosses of Fana 98.1 FM and FM Addis 97.1 (actually at different times), the researcher was listening to and transcribing advertisements of educational institutions that were aired on August and September. Advertisements in general in the radio stations were filed using softwares that files in terms of years, months, and days. So, the

researcher was to listening to and transcribing advertisements of educational institutions from among other advertisement. Since most advertisements of educational institutions were promoted in the sample radio stations, the researcher took four advertisements. However, if an advertisement of educational institutions is advertised in only one of the stations, it was taken. Unfortunately, the researcher could not get many advertisements of educational institutions from the years 2010-2012 in the library of Fana 98.1 FM and FM Addis 97.1 radio stations. Thus, all of the advertisements of educational institutions in these three years were taken. Regarding Bisrat 101.1 FM radio station, the manager of the radio station gave the researcher advertisements of 2015 in full and that was used as a reference for advertisements that were obtained from the other radio stations of that same year.

### **3.3.2 Recording Commercials from Radio Stations**

Another technique employed to gather data was through recording commercial advertisements from FM radio stations. The commercials which were collected through recording were normally prepared by advertisers and aired in each radio station with the same copy.

Radio advertisements from each radio station (Fana 98.1 FM, Bisrat 101.1 FM, and FM Addis 97.1) were recorded during the morning (8:00 a.m. to 11:00 a.m.) and afternoon (2:00 p.m. to 5:00 p.m.) local time twice a week on Sunday and Wednesday in August and September. First, Sunday was selected to record data because the researcher's preliminary examination of FM radio stations showed him that many advertisements were aired on the weekends. And Wednesday was chosen to record advertisements so as not to miss new advertisements that may be intended to be aired on the working days of the week, and Wednesday is in the middle between the five days of the working days. At the same time, months August and September were chosen for recording advertisements since an abundance of advertisements of educational institutions are aired mostly in these two months.

After advertisements of all kinds were recorded while they were on air using smart phone device, the researcher copied those advertisements onto PC (personal computer). Then by using VLC (VideoLAN Client) media player, the researcher listened to the advertisements to transcribe in

Ethiopic script only those advertisements of educational institutions. Next, the researcher read several times to choose those advertisements of educational institutions that need to be taken as samples of the study. Thus, sample advertisements of educational institutions were selected based on Fairclough's (1992/2006) method of corpus formation as follows:

1. Advertisements of educational institutions that appeared more or less consistent in their structure and content were selected; this is the data from 2015 to 2019.
2. Advertisements of educational institutions that appeared to be cruces were also included. Cruces are "moments in the discourse where there is evidence that things are going wrong", and where corpuses of advertising texts show "shifts of style" (Fairclough, 1992, 230).

These are two important criteria that were employed by the researcher to select the sample corpuses of advertisements of educational institutions used in this study.

### **3.4 Transcription of Data**

Since radio advertisements were relayed in spoken form, data that had been gathered from the radio stations had to be transcribed. Transcription is a representation of vocal sounds (in this case, radio commercial advertisements collected by means of different methods) into graphic or written text form.

Transcription takes too much time (Fairclough, 1992/2006:229; Hammersley and Atkinson, 2007:149; Holloway and Wheeler (2010:282), and it is an annoying task but essential in research because it helps the researcher to produce a well-defined "record of words and the overall interaction" (Murchison, 2010:74). Transcription becomes more time-consuming and troublesome when the data consists of many features such as spoken language, music, pictures, and sound effects. If all these features have to be transcribed, the task of transcription takes a much longer time and becomes much more painstaking. There are no fixed and definitive rules to alleviate the difficulty (Hammersley and Atkinson, 2007:149).

Despite being time-consuming and troublesome, transcription is one necessary step on the way to the analysis or interpretation of data. Researchers like Jørgensen and Phillips (2002:80) and Saldaña (2011:44) maintain that the act of transcribing data is by itself an analysis or interpretation.

Moreover, Saldaña (2011:44) claims that transcription is a very important ‘warm-up’ action done for a further detailed subsequent analysis. Whether transcription is considered as analysis by itself or a vital warm-up act, it should be kept in mind that there would never be data analysis or interpretation in the absence of transcription. That is to say, transcription is a very important act because it is by itself a theory. Transcription is a theory (Ochs, 2006:166) since the process of transcription undoubtedly enforces the interpretation of the speech (Fairclough, 1992/2006:229; Jørgensen and Phillips, 2002:80).

On the whole, if transcription is, on the one hand, a tiresome and time-consuming task, and on the other hand both an interpretation and a theory, what criteria could be employed to judge the transcribed data? In this regard, Bruce (1992:145) quoted in O’Connell and Kowal (1996:96) suggests the next judging criteria for the transcription:

The following very general criteria can be used as a starting point in the evaluation of a transcription system for spoken discourse: manageability (for the transcriber), readability, learnability, and interpretability (for the analyst and for the computer).

It is reasonable to think that a transcription system should be easy to write, easy to read, easy to learn, and easy to search.

Therefore, the transcription of the data in this study was done on the basis of guiding principles such as *manageability (for the transcriber), readability, learnability, and interpretability (for the analyst and for the computer)*. Also, the transcription in this particular study has taken into consideration whether or not the language used for transcribing the data was the language for analysing the data. That is, though transcription was made in Amharic, analysis of the data was done in English. Thus, some of the symbols and notations used in the original transcript did not appear in the translated transcript because the translation was not and could not be purely literal or word for word. On the whole, the researcher followed Jefferson’s (2004) method of transcription. Thus, paralinguistic features (e.g. laughter, crying, shouting, yawning, panting, coughing, throat-clearing, spitting, belching, hiccupping, sneezing, audible breaths, sighing) and prosodic features (e.g. loudness, duration of pause) were indicated using parentheses instead of transcribing them. In addition, features such as stress, emphasis and other similar features were indicated by italicizing, bolding, or underlining salient words, phrases or even clauses using conventional symbols and notations.

Thus, the data that was gathered through recording and from documented corpuses of advertising texts was transcribed in Ethiopic script, which was later translated into English to do the analysis or interpretation.

### **3.5 Translation of Data**

Thus, the data that was gathered through recording and from documented corpuses of advertising texts had to be transcribed in Ethiopic script. The transcribed data, on the other hand, needed to be translated into English. Hence, the researcher used free, idiomatic translations along with literal ones in order to make the translation sensible and to avoid nuances of meaning.

Although the researcher used free and idiomatic translations in some cases where meaning is much important, the translation was mainly literal. This is because one of the aims of the study was to examine what linguistic features were used in advertisements of educational institutions. However, this does not mean that the translation was a word for word one.

The translation that was made by the researcher was checked by three translators. The main objective was to have a ‘correct’ translation of the Amharic version into English and enhance and ensure the reliability of the translation. The three translators were the researcher’s colleagues. One of them has a PhD degree in General Linguistics, the second one has an MA degree in English Language Literature, and the third one is a PhD candidate in TEFL. On the other hand, one very important point to be considered is that it is hard to find exactly equivalent translations, so the translation proved to be pale.

The two versions, the original in Amharic and the translation in English, are attached in the section of Appendices as Appendix A. The way these two versions in Appendix A were put as follows. The Amharic version was put first and the English version second with the intention that readers could compare the two versions if they wanted. Also, scholars recommend that since the original version provides much information, the two versions should be presented together in any of the fashions: putting the original transcript at one side and the translation at another or placing the

original first followed by the translation below it. However, the Amharic version has not been included in the analysis unless it was necessary.

### **3.6 Methods of Data Analysis**

Data analysis is the interaction between two entities: researchers and their data (Strauss and Corbin, 1998:13). That is, after data has been processed and arranged in a meaningful way, researchers should engage themselves in the analysis to make sense of data or to show what the data means (for example, how things work, how they are connected or interact, patterned, etc.). To do the analysis, researchers follow some sort of analytical methods, approaches or theoretical framework.

In the case of this study, the analysis of the data was carried out by integrating theories and strategies developed by various scholars. Thus, the study employs, as indicated in the section which discusses the theoretical or analytical framework (See section 2.9), the three-dimensional framework of CDA developed by Fairclough (1995, 2001, 2003, 1992/2006). This model was used as the main line of argument along with other models such as Systemic Functional Linguistics (SFL) constructed by Halliday (1994), Intertextual Analysis employed by Bazerman (2004) and Fairclough (1992/2006), and Advertising Discourse Analysis Strategies entertained by Cook (2001) and Frith (1997).

CDA has been selected as the main line of analytical framework of this research because the fundamental objective of CDA is to pin down hidden and transparent structural relations between society, ideology, power, domination and inequality (as manifested in language) that are obscure to participants (Fairclough, 1995:132; Mayr, 2008:9; 2004:15). And this research was concerned with investigating relationships between discourse, language and ideology embedded in Ethiopian FM radio commercials. Thus, Fairclough's tri-dimensional model of CDA in tandem with others noted above was assumed to provide a well-structured and concrete framework for the analysis of the study.

## Chapter Four

### 4 Data Analysis and Interpretation

#### 4.1 Introduction

In this chapter, the data which was collected through recording and obtained from libraries of FM radio stations has been described, examined and interpreted. A total of forty-six advertisements which educational institutions advertised in the time periods of 2010-2019 were considered. This section is organised into three main sections.

The first section focuses on the *text level analysis* of sample data of FM radio advertisements of educational institutions. The second one is concerned about the *analysis of the discourse practice* of sample data of FM radio advertisements. Finally, the third section deals with the *analysis of the socio-cultural practice* of sample data of FM radio advertisements of educational institutions. The text level part analyses the lexical or vocabulary and grammatical elements utilized in designing the advertisements under consideration, while the discourse practice part deals with the discussion of elements such as speech acts and intertextuality. On the other hand, the sociocultural practice part gives attention to the consideration of ideological and hegemonic dimensions used in advertisements.

#### 4.2 Text Level Analysis of Data of Advertisements in Ethiopian FM Radios

The critical analysis of commercial advertisements has to be approached from three stages of analysis. Of these stages, or dimensions, description is the first and important aspect that pays attention to the analysis of text where critical discourse analysts have to begin within their endeavour to discourse analysis. Hence, this section presents the textual analysis of advertisements taken as samples in the study. Since the aim is to uncover the text's embedded values, Fairclough's model, which gives focus to the analysis of experiential, relational and expressive values at vocabulary and grammar level and to the textual structures of text, was employed. Thus, experiential, relational and expressive values of vocabulary and grammar have been discussed in order. Specifically, it first examines how vocabulary (e.g., nouns or noun phrases, adjectives and other word groups) is used in sample advertisements, and then attempts to look at how grammar

(e.g., transitivity, modality) is utilized in the process of advertising various educational institutions used as samples of the study.

#### **4.2.1 Values of Vocabulary**

On the basis of the model implemented for the analysis of the study, the first element that should be treated is vocabulary. Vocabulary can, as highlighted above, be analysed from the perspective of three important values. These are experiential, relational and expressive values which are connected to reflecting reality, views and relationships. These three values help to identify the ideological strategies employed by advertisers in the process of their advertising campaign. Here below follows the discussion of each of these values of vocabulary.

##### **4.2.1.1 Experiential Values of Vocabulary**

A text may be analysed in terms of the experiential values of vocabulary because words have different classification schemes such as nouns, pronouns, verbs, adjectives and so on. Using this classification scheme, it is possible to analyse texts to reveal how text producers use words strategically to reach their intended text consumers. Since experiential value deals with how text producers represent their experience of reality through words, a look at this value is a crucial aspect of this text analysis. In the following section, the class of nouns especially proper nouns (name of educational institutions), which the researcher believes have some ideological meanings, were the focus of attention.

##### **4.2.1.1.1 Proper Nouns: Names of Educational Institutions**

The sample advertisements taken for the study are educational institutions beginning from the lower to the higher levels. To look into the critical analysis of these sample advertisements of educational institutions, it is crucial to consider first the names of educational institutions which they are known by. This is because the name given to each educational institution has paramount importance for the advertisers in order to persuade their potential users. Also, these names are ideologically significant because they display different messages. In relation to this point, Jeffries (2007: 63) writes “[n]aming is one of the major ways of incorporating ideologies into texts...”

The names of educational institutions are nouns or names that belong to the class of nouns called proper nouns. Proper nouns are used not only to simply name one particular thing to differentiate it from another but also to impart some kind of meaning that reflects the experience, beliefs and feelings of one who names them. That is to say, proper names can be understood at two different

levels of meaning: denotative and connotative. To substantiate this point, it is wise to quote Dyer (1993:112) who argues that brand names, in our case proper nouns (names of educational institutions), “communicate denotatively and connotatively.”

Hence, in order to examine what the names of different educational institutions taken in this study mean and what message they convey to the intended addressees, it is valuable to commence the analysis from these two potential meanings: denotative and connotative. Through denotation and connotation, addressers are able to signify the world outside, create relationship between them and their addressees, and express their judgement in relation to others. Hence, the researcher tried, first of all, to indicate what the names of educational institutions denote and what these names connote at the level of experiential values of words. According to Fairclough (2001:93), the experiential value of words in a text is “a trace of and a cue to the way in which the text producer’s experience of the natural or social world is represented.” This means that words are used not only to talk about what the word represents for but also to express the thoughts, feelings, beliefs, etc. of the text producers. This way of looking at the experiential value of words is connected with the use of words to denote and connote the external world (social and natural world) and the internal world of the text producer. Tables 4.1 illustrates the denotative and connotative meanings attached to the names of educational institutions from the advertisements of educational institutions used as samples of the study in the time periods of 2010-2019. One should, however, be clear that the educational institutions in which sample advertisements of them were taken were not established in the time periods mentioned.

According to many scholars such as Dyer (1982), Frith (1997), Martin (2006), Williamson (1978), and so on, denotation and connotation are two levels of analysis in which discourse analysts of advertising discourse take into account. Denotation refers to literal meaning of the word (in our case the noun/noun phrase attached to the name of an educational institution), whereas connotation refers to meanings that lie beyond literal meaning but are dependent on it. Therefore, the literal and ideological meanings will refer to the levels of denotation and connotation. In this study, the approach entertained by scholars such as Dyer (1982), Frith (1997), Martin (2006), and Williamson (1978) was used to unveil the literal and ideological meanings that refer to the levels of denotation and connotation. In the analysis of the experiential values of proper nouns (names of

educational institutions), two things were given focus. The first one was the proper nouns (names of educational institutions) themselves that carry the denotative and connotative meanings. The second one was the language (that is, domestic, foreign, or both domestic and foreign) used to name those educational institutions and the why of it.

In this research, the analysis of proper nouns (the names of educational institutions) was done to the words in **boldface** shown in column two bearing the heading Proper Noun (Name of Educational Institution) in Table 4.1 below. Hence, proper nouns were analyzed at two levels of meaning. The first level of meaning identifies what the proper noun denotatively represents, whereas the second level of meaning identifies the emotional, intentional meanings reflected based on Ethiopian culture, social value, economy, education and so on.

**Table 4.1: Meanings of Proper Nouns in the Advertisements, 2010-2019**

No.	Proper Noun (Name of Educational Institution)	Language Used to Name Educational Institution: Domestic, Foreign, or Mixed	Denotative/Literal Meaning	Connotative/Ideological Meaning	Theme (ideological)
1	<b>Dynamic</b> International University College	Foreign	Energetic, active, vibrant	Capable; ambitious	Power; achievement
2	<b>Omega</b> Medical College	Foreign	The last, final	Best	Quality <sup>b</sup>
3	<b>Medico Bio Medical</b> College	Foreign	Concerned to healing human's health via professional	Progressive, modern	Modernity <sup>ab</sup>
4	<b>Central</b> University College	Foreign	Primal	The first	Quality <sup>b</sup>
5	<b>Unity</b> University	Foreign	Oneness	Strength	Power
6	<b>Mojo, Abyssinia</b> College	Domestic	Place in southeast Ethiopia; former name of Ethiopia	Nativeness	Self-respect;
7	<b>Blen</b> International School	Domestic and foreign	Central that requires care	Security	Safety <sup>ab</sup>
8	<b>St. Paul's Millennium Medical</b> College	Foreign	Biblical but connected to practicing medicine and healing humans via professionals	A move from spiritual healing to secular healing, newness	Modernity <sup>ab</sup>
9	<b>Selam</b> Nursing College	Domestic	Quiet, peace	Caring	Safety <sup>ab</sup>
10	<b>Deborah</b> School	Foreign	Biblical: bee	Ambitious, hardworking	Achievement
11	<b>Atlas</b> Health Science College	Foreign	Book of maps	everywhere, nationwide	Popularity <sup>ab</sup>
12	<b>Admas</b> University College	Domestic	The furthest that one can see	Wideness, broadness	Popularity <sup>ab</sup>
13	<b>Amnicent</b> Business Institute	Foreign	Name of organization	?Since it is a foreign word, it may connote 'modern'?	?may imply Modernity?
14	<b>Maya</b> International School	Domestic	Means of seeing, looking through	Ambitious	Achievement
15	<b>Lion</b> Ethiopia Tourism and Hotel College	Foreign	A large powerful animal of the cat family	King of beasts, powerful	Power
16	<b>Oromia</b> College	Domestic	One of the regions of Ethiopia, Oromia	Nativeness	Self-respect

17	<b>Mandela</b> Distance Education Academy	Foreign	South African leader well-known for fighting Apartheid	Well-known worldwide	Popularity <sup>ab</sup>
18	<b>Dallol</b> College	Domestic	A place in north-east of Ethiopia known for its lowest altitude in Ethiopia and the world	Nativeness; exclusiveness	Self-respect; Uniqueness <sup>a</sup>
19	<b>Sante</b> Medical College	Foreign	Health	Best	Quality <sup>b</sup>
20	<b>GYF</b> Academy	Foreign (Acronym)	Shorthand for Global Young Faculty found in many countries in the world	Everywhere, worldwide	Popularity <sup>ab</sup>
21	<b>YOM</b> Postgraduate Institute	Domestic	Representing the word 'when' in Oromo language, and 'today' in Ge'ez	Aspiring	Auspiciousness
22	<b>Afri Aviation</b> and Tourism Training Centre	Foreign	African air travel	Nativeness	Self-respect
23	<b>New Generation</b> University College	Foreign	Newness	Contemporary	Modernity <sup>ab</sup>
24	<b>Yetwid Tesfa</b> School	Domestic	Desire	Ambition, aspiring	Auspiciousness
25	<b>Hope</b> College of Business, Science and Technology	Foreign	Desire	Ambition, aspiring	Auspiciousness
26	<b>Next Fashion Design</b> College	Foreign	Fashion, style that comes early or soon	Progressive, ahead of the time	Modernity <sup>ab</sup>
27	<b>Texas</b> International English Language&Computer Centre	Foreign	One of wealthiest state in USA	Advanced; wealthy	Modernity <sup>ab</sup> ; power
28	<b>AZK Berhan</b> Driving License School	Domestic (But AZK is an acronym combining names of shareholders)	Brightness	Aspiring	Auspiciousness
29	<b>SATCOM</b> Institute of Technology	Foreign	Shorthand for Satellite communications	Sophisticated	Technology <sup>b</sup>
30	<b>Abstract</b> Building Finishing Training Institute	Foreign	Ideal	Fineness	Quality <sup>b</sup>
31	<b>MacMillan</b> Academy	Foreign	A name given to the school taken from UK	Worldwide; great	Popularity <sup>ab</sup> ; power
32	<b>School of American English</b>	Foreign	A name given to the school using America	Wealthy; advanced	Power; modernity <sup>ab</sup>
33	<b>Africa Beza</b> College	Domestic	Solution to Africans	Nativeness	Self-respect
34	<b>BBC</b> Language and Computer Institute	Foreign	Shorthand for British Broadcasting Corporation in UK	Worldwideness; greatness	Popularity <sup>ab</sup> ; power
35	<b>MATED</b> Management Institute	Domestic (MATED is an acronym combining names of two shareholders: Marta&Tewodros)	A name given to the institution, and spelt in English	Newness	Modernity <sup>ab</sup>
36	<b>Good Beginning Daycare and Kindergarten</b>	Foreign	Goodness	Fineness	Quality <sup>b</sup>
37	<b>Abune Gorgorios</b> Schools	Domestic	The name of the late holy father known for having vision to educate youth and establishing institute to train church men in Ethiopian	Aspiring	Auspiciousness

			Orthodox Tewahdo Church		
38	<b>Felegeneway</b> Academy	Domestic	A way to create wealth	Aspiring	Auspiciousness
39	<b>Rehoboth</b> Drivers' Training Centre	Foreign	Biblical: broad places	Broadness	Popularity <sup>ab</sup>
40	<b>Bienvenido</b> Hotel and Tourism College	Foreign	Welcome	Friendliness	Courtesy
41	<b>Jigdan</b> College	Domestic	Ancient place name in one of the languages in Ethiopia	Nativeness	Self-respect
42	<b>Advanced</b> Accounting Training Institute	Foreign and domestic	Advanced, innovative	Progressive	Modernity <sup>ab</sup>
43	<b>Tesfa</b> Hotel Consultancy and Training Centre	Domestic	Desire	Ambition, aspiring	Auspiciousness
44	<b>EMD Modern</b> Building Finishing Works and Training Institute	Foreign (Acronym) and domestic (But EMD is an acronym combining names of shareholders)	A name given to the institution spelt in English and in Amharic	Contemporary	Modernity <sup>ab</sup>
45	<b>Hamona</b> School	Foreign	Biblical: largeness, many	Everywhere	Popularity <sup>ab</sup>
46	<b>VM</b> Language and Computer Training	Domestic (But VM is an acronym combining names of shareholders)	A name of the language training centre, spelt in English	Newness (since it trains modern language and computer)	Modernity <sup>ab</sup>

**NB:**

1. The proper nouns (names of educational institutions) in **boldface** in column two of the above table that are taken from the sample advertisements of the study consist of foreign, domestic, and mixed names of **27**, **16** and **3** respectively. Moreover, the part of the proper names (the part that is NOT **boldfaced**) that is added to identify what level the institution is and what it teaches is mainly a mix of both foreign and domestic words.
2. ? indicates that the researcher could not find the word's denotative and connotative.
3. <sup>a</sup> Adapted from Pollay (1983)  
<sup>b</sup> Adapted from Cheng (1996)

In the above Table 4.1, proper nouns (names of educational institutions) display a number of ideological themes. Thus, these ideological themes that came from the connotative meanings of proper nouns (names of educational institutions) were developed depending on the following criteria. The first criterion that was used to develop the themes is the 42 indicators of cultural ideology identified by Pollay (1983) along with the 31 indicators of the cultural ideology identified by Cheng (1996) that manifest in advertising. The second criterion is based on the ideas, feelings, emotions and values that are favoured by the local people (Ethiopians) and that are expressed in the names of educational institutions in advertisements. Accordingly, themes that will be discussed below were identified. Analysis of Proper Nouns (name of educational institutions) was done using those themes.

To begin with, both the literal and ideological meanings reflect ideas, concepts or feelings that are assumed to be associated with the interests of the intended audience. Since the point at hand is about names of educational institutions in the sample advertisements, it is generally believed that the names need to reflect positive concepts rather than negative ones. In other words, the concepts reflected in names of educational institutions need to be good ones with the aim of creating positive image in the mind of the intended audience. This is because there is a general agreement that having a good name is one means of achieving success in life. Regarding the need for a good name, the Bible, for example, says “A good name is rather to be chosen than great riches ...” (Proverbs 22:1) and “A good name is better than precious ointment...” (Ecclesiastes 41:13). Regardless of our belief in the Bible, the points raised in the Bible are very important. Specially, in the world of business, having a good name for our business company, organization, or institution is a key that unlocks the door for the essential success of our own business. This is due to the fact that a good business name is a crucial element that our potential customers hear or see first and get impressions. Still, a good business name has the power to inform, influence, include or exclude readers or listeners and make our customers see beyond; a good business name is an essential tool that helps to reinforce shared, positive values, and so on.

When we turn to the ideological themes identified by working out the denotative and connotative meanings of names of educational institutions, those identified themes were more of concepts that are involved in the manipulation of social values and attitudes. That is, the themes may reflect social values and attitudes that are either considered to be good and thus need to continue or considered to be new and thus need to be made part of values of the society. Hence, based on the analysis of the denotative and connotative meanings of names of educational institutions in the sample advertisements of this study, the following eleven (10) themes were identified: *power, popularity, modernity, technology, achievement, auspiciousness, quality, self-respect, safety, and courtesy.*

Hence, names of educational institutions such as ‘Atlas’, ‘Mandela’, ‘GYF’, ‘MacMillan’, ‘BBC’, ‘Rehobboth’, and ‘Hamona’ are represent the ideological theme of *popularity* because these names, in one way or another, are taken from persons, institutions, or organizations that are well-

known by many people all over the world. An institution represented using the name of a well-known person, institution or organization is more powerful than an institution using a little-known name. On the other hand, names such as 'Dynamic', 'Unity', 'Lion', 'Texas' and 'School of American English' signify forcefulness or greatness. Being forceful or grateful implies being powerful, and thus these names represent *power*. The ideological themes, *power* and *popularity*, share one common feature in that if something or someone is well-known or acknowledged everywhere, it is likely that it has a great possibility to have influence over others. Moreover, most of the names that imply these ideological themes (*power* and *popularity*) are foreign words especially from the west. Advertisers, therefore, try to associate the power of the western world with the power they believe to have in their own institutions.

On the other hand, names of educational institutions that brought ideological themes such as *modernity* and *technology* were used to express their recentness, up-to-dateness and their use of sophisticated technology. Like ideological values of *power* and *popularity*, names of educational institutions that represent ideological values of *modernity* and *technology* rely on foreign words. These ideological values were, therefore, made to have resemblance with the developed world, the west. Some characteristic examples belong to these two categories of ideological themes were names of educational institutions such as 'New Generation', 'Next Fashion Design', 'SATCOM, and 'Advanced'.

Some other names of educational institutions were utilized to stand for values such as *auspiciousness* and *achievement*. These two ideological themes commonly describe that the institutions ultimately bring real, new hope indicating successful results to many potential users of the institutions. Names educational institutions like 'Yetwliid Tesfa', 'Hope', 'AZK Birhan', 'Tesfa', and 'Maya' could be taken as representative examples that reflect these ideological themes. Unlike names of educational institutions that reflect ideological themes such as *power*, *popularity*, *modernity* and *technology*, almost all of the names of educational institutions that reflect the ideological themes categorized as *auspiciousness* and *achievement* were domestic names.

Another, the other ideological theme that was identified by analysing the names of educational institutions of sample advertisements was the value of *quality*. These names then describe that the institutions under promotion are the best, finest, or excellent. Some typical examples that reflect the ideological theme of *quality* from the samples of the study were ‘Omega’, ‘Central’, ‘Sante’, ‘Abstract’, and ‘Good Beginning’. As can be seen from this list, all except one are names of foreign origin from the western world. Like what has been said in the above paragraphs about names of foreign origin, advertisers were trying to associate the qualities they claimed with the western world.

Names of educational institutions such as ‘Mojo, Abyssinia’, ‘Oromia’, ‘Dallol’, ‘Afri Aviation’, ‘Africa Beza’, and ‘Jigdan’ were used to represent an ideological theme of *self-respect*. The reason for saying that these names represent the ideological value of *self-respect* is because all of these names are native words. These names might have been given to the institutions in order to reflect proudness, self-esteem, self-confidence, etc. In other words, advertisers might have the intention to value to their identity, self, tradition and so forth.

Still some other names of educational institutions were employed to represent the ideological theme of *safety*. Names of educational institutions such as ‘Selam’ and ‘Blen’ were considered as typical examples that consist of concepts such as peace, care or well-being. Naming educational institutions with this ideological concept may reflect advertisers’ emphasis toward the presence of comfort, suitability, or harmony of the institutions.

One last ideological theme that was identified by analysing the names of educational institutions was *courtesy*. The name of educational institution that reflects this ideological value was ‘Beinvenido’. Since the term ‘beinvenido’ refers to the concept ‘welcome’, the intention of advertisers’ for naming their institution ‘Beinvenido’ is to mean that everyone is acceptable into their institution courteously as if one someone whom we love or admire is gladly welcomed with open arms.

Generally, this analysis of words (names of educational institutions) of experiential values revealed that advertisers design the names of their educational institutions to impart good names and positive values. In other words, names of institutions (proper names) have the power to promote not only the 'whatness' of the thing, person, object or place but also the thoughts, feelings, beliefs and values of individuals and society.

As pointed out at the beginning of this section, the analysis of experiential values of proper nouns not only focuses on the unlocking of the denotative and connotative meanings of names of educational institutions of sample advertisements but also examines the language used to name each of the educational institutions. As can be seen in the third column of Table 4.1 with the heading 'Language Used to Name Educational Institution: Domestic, Foreign, or Mixed', most of the names of educational institutions, twenty-seven (27) out of forty-six (46), were given names in foreign languages or were using foreign languages to name the institutions. On the other hand, some names of educational institutions, sixteen (16) out of forty-six (46), were named in domestic languages. Only three (3) names of educational institutions were using a mix of both foreign and domestic languages to name the institutions. One point that should be clear in relation to this naming is that the parts of names that identify levels of the institutions and tell what they teach were using mostly of mixed languages (both foreign or domestic languages). With respect to foreign languages employed to name educational institutions, English language is the main one. Advertisers employ English, a foreign language, for the reason that English is an international language so that their institutions could share an international or global space. In addition, it may be, as scholars like Bhatia (2006:537) and Lee (2006:61) in the field believe, due to the fact that the use of English adds positive values to internationalization. However, there are also underlying ideological messages why the naming of educational institutions was in English (foreign) or a mix of domestic and foreign languages. It is due to the perception held by advertisers to what is domestic, local, or native and what is foreign. Advertisers give the attribute of superiority to what is foreign but not to being domestic. This may reflect, according to Daniel (2007 E.C.:80-81), what beliefs 'we', the domestic people, have about our own self and others. Another way of seeing this is that advertisers construct us, the local people, as worshippers of foreignness. Still, something from abroad or foreign countries, especially from the western countries, is attributed to have

superior quality, so giving a foreign name to an educational institution would allude up-to-dateness, modernity, and high-quality education.

#### **4.2.1.2 Relational Values of Vocabulary**

The concept of relational values reflects the relationship that exists between the producer of the text and the receivers of the text. This relationship between interactants in texts can be learned in the choice or selection of words used to produce the text. That is, the kind of objectives which participants have, the kind of proximity participants have, who participants are and other factors can determine the choice or selection of words in interactions. In order to examine the relational values of vocabulary, examining the interactants' use of euphemistic expressions is, for example, one that discourse analysts can consider.

Regarding this, it seems that there was no euphemism used by text producers or advertisers in the sample texts taken for this study. It may probably be due to the nature of genre. That is to say, since advertising texts were designed to impart information and to persuade potential listeners of the advertising message, there seemed to be no use to send advertising messages using euphemistic language. In addition, advertisements of educational institutions may not have concepts that are embarrassing and unpleasant to the recipients of the message. Therefore, no space is given to the relational values of vocabulary here.

#### **4.2.1.3 Expressive Values of Vocabulary**

##### **4.2.1.3.1 Nominal Groups**

Expressive values are features that provide insights into one's judgement about the social and natural world. In the words of Fairclough (2001:93), expressive value is an aspect which shows "a trace of and a cue to the producer's evaluation (in the widest sense) of the bit of the reality it relates to," and it is connected to "subjects and social identities." It should be noted here that the producer's evaluation of the social and natural world is subjective because his/her evaluation of something (person, place, thing, etc.) simply reflects opinions, attitudes, or emotions of him/her. Thus, evaluations have the characteristics of placing producers and recipients more or less into polarized groupings like positive versus negative, good versus bad, virtuous versus vice, etc. This

grouping or classification scheme is ideological, for it labels or constructs subjects and social identities represented in the interaction in one of the classification schemes.

The evaluative attributions of the polarized groupings can be actualized through words or word groups used in sentences. One of the word groups in which evaluation of something (person, place, thing, etc.) manifests is nominal group. Nominal group is a group of words that describes a noun the speaker writes or talks about. It, therefore, consists of a noun as its head, *one or more adjectives at word level, an adverb, participles used as adjectives, phrase level adjectives, or even an embedded clause*. Among the elements of a nominal group, the evaluation of something is mainly reflected in the adjective part; however, other parts of the nominal group at times play evaluative purposes. As Baker and Ellece (2011:4) point out, a large number of adjectives are evaluative; as a result, they have significant value in discursive representation, for they expose the attitude or position of the text producer as in the example taken from the samples of the study: *a modern school staffed by vastly experienced and visionary leaders and teachers* (Blen International School, 2012). The pre-modifying word *modern* and the phrase *staffed by vastly experienced and visionary leaders and teachers* are adjectives, and these adjectives clearly say what attributes the school (a noun) has. These attributes are given by the producer of the text, and this definitely reveals the position of the producer of the text towards the thing (the school) under discussion.

Hence, adjectives, whose functions are to describe, modify or name the attribute of nouns or pronouns, are important parts of nominal group in advertising discourse. They are crucial for advertisers since they have the power to arouse the interest, feeling, dream, desire, envy, etc. of a possible audience (Dyer, 1993:118-9). It is because of this function that advertising discourse is pronouncedly known by its extensive use of adjectives (Leech (1966:151). Despite this, it should be clear that, though adjectives predominate the advertising discourse for the purpose mentioned by Dyer, nouns also, though not very often, play the same function as shown in the following nominal groups taken from the sample of the study: *leaders of the future* (Maya International School, 2014), *the centre of excellence* (New Generation University College, 2015), *the centre of loftiness* (Jigdan College, 2019), etc. These nominal groups are not modified by adjectives to stimulate the feelings or desires of the audience; they can do this by themselves, without adjectives.

In the remaining part of this section, the analysis focused on the expressive value of words—words which were central for persuasive purposes and carried evaluative elements in the process of advertising educational institutions in the study. As mentioned above, evaluation of something is ideological, and in order to find out expressive values at the level of vocabulary (words), nominal group was the focus since this group, as pointed out above, consists of evaluative elements such as one-word adjectives, participles used as adjectives, phrasal adjectives, clauses used as adjectives, adverbs and others. Thus, the ideological meanings of these elements of nominal group, which were taken in the body text and slogan of each advertisement, were worked out and categorized into themes based on the following criteria. The *first criterion* was by using the 42 indicators of cultural ideology identified by Pollay (1983) along with the 31 indicators of the cultural ideology identified by Cheng (1996) that manifest in advertising. The *second criterion* was based on the meanings of modifiers themselves that are adjectives of any level and based on the meanings of nouns or noun phrases that collocate together to express some kind of evaluation about the institutions. Accordingly, the categories of themes obtained in the nominal groups were 14 in the time periods from 2010-2019. These ideological themes were *quality, achievement, wisdom, modernity, power, popularity, worship of foreignness, auspiciousness, tradition, economy, safety, ethicality, practicality, and uniqueness* (Refer to Appendix B to see how categorization of themes/values was done and to look at the definition of each theme/value identified in the analysis). The discussion of these ideological themes follows here below.

One of the strategies which advertisers employed to stimulate the interests, feelings or emotions of potential clients was the ideology of **quality** (bold is used for the purpose of defining and explaining the term or expression). Unless advertisers talk about quality education, there may not draw the attention of their recipients in order to get the required number of learner/students in their institutions. This is because the decline of the quality of education in Ethiopia is an open secret. Many parents most of the time complain about their children's of low quality education stating that 'My children are unable to do math or write whatever they are asked they expected to acquire at their levels'. Employers, entrepreneurs, private organizations and other stakeholders also complain that employees assumed to have graduated from educational institutions are unable to

perform as they are required of their levels in the institutions they are employed. Well aware of this problem, advertisers then have to promote their educational institutions by claiming that their educational institutions have the required quality approved by an authorized body and hence offer quality services and education to their customers (that is, students). In the sample advertisements of the study, the advertisers' claim that the educational institutions have the said quality is evidently expressed by using kinds of various adjectives. For instance, the said qualities of educational institutions in the following expressions were expressed through adjective clauses: '*one which was awarded a certificate and letter of admiration from EQAO*' (Admas University College, 2013), '*college which has recently gained full accreditation from HERQA*' (Sante Medical College, 2014), and '*training centre which has received accreditation from IATA*' (Afri, 2015). Hence, the adjective clauses in boldface\* express the text producer's evaluation of the institutions (\**Note that the discussion of ideological values in this section is based on boldface words or expressions*). Advertisers in the above samples attempt to show the quality of the institution using the award or accreditation the institutions received from the authoritative body established for certifying different institutions in the case of Admas and Afri. Though it is not always true that receiving a one time award or accreditation is a measure of bestness, advertisers try to reach their audience to meet their own ends. The ideological value of quality was also expressed through adjectives at the levels of phrases, participles, and words. The following sample expressions from the study in their respective order represent these instances: '*programme with accreditation from HERQA*' (Jigdan College, 2019), '*equipped with standardized classrooms*' (Mojo, Abyssinia College, 2012), '*the college having accredited programme*' (Atlas, 2013) and '*a fully accredited institution from TVET*' (Abstract Building Finishing Training Institute, 2016). Addressees, therefore, were required to feel that the qualities of the institutions would be theirs through transference.

Another ideological strategy used by advertisers in the sample advertisements was the ideological value called **achievement**. Though related to some extent with the ideological value of 'quality', the ideological value of 'achievement' is about being successful in one's career in his/her real life. In a country like Ethiopia where a small number of learners are successful in their learning because of the low quality of education, preaching about making learners competent, successful or effective is a must to be said by advertisers of educational institutions so as to win over the interests of

possible recipients. Thus, the ideological value of achievement in the sample advertisements was expressed either by saying that the institution itself is effective or successful, or by mentioning that the former students of the institutions were capable or effective. Then, addressees could connect these qualities from others to themselves. Some example expressions of the first type in the sample advertisements that were expressed through adjective clauses were those written in boldface: ‘*the college which has achieved a roaring success*’ (Atlas, 2013), ‘*one which has got quite outstanding result ... in the assessment made by HERQA to measure the quality of higher education institutions*’ (Admas, 2013), and ‘*one which has produced various research works useful for the people and the country*’ (Admas, 2013). Whereas some examples of the second or the latter type that were shown respectively via phrase and word level adjectives were the following boldface words in each expression: ‘*an institution aiming at producing qualified manpower crucial for development*’ (Dynamic International University College, 2010) and ‘A spring source of *successful health professionals*’ (Atlas, 2013).

The ideology of **wisdom** is another value that advertisers used in their promotions of their institutions. It is obvious that the value of wisdom is greatly connected to the owning of knowledge, education, intelligence, or expertise. And what parents of Ethiopian students wish their children to have is professional skill, knowledge, or experience for their tomorrow’s success. Hence, advertisers claimed in their advertisements that they own knowledgeable, skilled, qualified, or experienced teachers leaders in their institutions so that the assumed receivers of the message would be cultivated or trained in the way it is expected. Then, what was commonly emphasised by advertisers in this value was the educational institution under advertisement is rich in knowledge or has expertise. To show how advertisers reflected the ideological value of wisdom in the sample advertisements of the study, consider the following adjectives and noun phrases in the expressions. The first two expressions consist of adjectives at word level that modify head nouns, and the next two expressions consist of adjectives at phrase and clause levels respectively: ‘a **skilled** and **highly sought-after maintenance technician**’ (SATCOM, 2016), ‘a **wise choice**’ (Selam Nursing College, 2013; Oromia College, 2014), ‘**organized by highly knowledgeable and experienced professionals** in the field’ (Advanced...Institute, 2019), and ‘*the school whose motto is ‘Learning is a key to live*’ (Felegeneway Academy, 2018). However, expressions like ‘**the centre of loftiness**’

(Jigdan College, 2019) are made up of noun phrases reflecting the evaluation of advertisers about their institutions. These expressions are then ideologically significant because addressees in the sample advertisements were made to acknowledge being knowledgeable which actually most people strive for if they want to be chosen in this highly competitive world. Hence, the attributes of being wise, skilled or lofty have been included in the advertisements to represent institutions overtly. This overt representation of institutions as possessing wisdom was also designed to make addressees think that that said quality could be transferred to them. However, some expressions in the advertisements identify directly potential addressees as having the quality or wisdom given to them by advertisers to create correspondences between the wisdom of addressers and addressees.

Another ideological value that was identified in the analysis of the body copy of sample advertisements is **modernity**. Advertisers extol the notion of **modernity** in their advertisements because of the belief that most of their potential clients were attributed to be the young generation. And the youths are expected to have the qualities of being innovative, progressive, or forward-looking. In relation to this, advertisers used important expressions which could help them influence their possible receivers of advertisements. Some example expressions from the sample advertisements that indicate the ideological value of modernity at the levels of adjective clause were: '*teachers and nurses who continuously receive international training on childcare and teaching every 3 months*' (Good Beginning Daycare & KG, 2018), '*[campuses] which have modern teaching materials and adequate practical training facilities*' (Tesfa Hotel Consultancy and Training Centre, 2019), and '*a school where the 21<sup>st</sup> century curriculum is put into practice...*' (Hamona School, 2019). Moreover, sample adjectives used to reflect this ideological value at phrase and word level in their respective order were '*a modern school...*' (Blen International School, 2012) and '*one...with modern classrooms, and fully laid workshop...*' (Rehoboth Drivers' Training Centre, 2018). In these above expressions, being modern was assigned to the institutions, to the teaching materials they possess, or to the training scheme they implement. The recipients of the messages of the advertisements would, then, make connections between themselves and the quality of modernity claimed by advertisers.

**Popularity** is one ideological value that was identified in the sample advertisements of the study in which the expressive value of words was represented. In the act of persuading prospective audience of their advertisements, advertisers claim that their institutions are famous for the services they offer not only in the place where they are located but also throughout the nation and at an international level. The value of popularity is what many individuals, groups, organizations, or institutions lack in our social world. Hence, in order to be successful in the social world, being famous or well known by others is what individuals, groups, organizations, or institutions are striving for. Therefore, it would not be surprising if advertisers employed the ideological value of popularity so as to get more targeted audience for their advertisements. The claim of being popular could be shown using adjective clauses taken from the sample advertisements like: ‘*one which works in collaboration with more than 50 international higher education institutions and organisations*’ (Admas University College, 2013), ‘*institute which obtained a well-deserved recognition from numerous institutions in its training and consultancy using renowned professionals*’ (MATED Management Institute, 2017), and ‘*the college... which has got greater recognition and fame*’ (Jigdan College, 2019). In these examples, addressees of the advertisements were not directly given the quality of being popular; rather, they were made to acquire it through the institutions. That is, addressees can transfer the popularity of the institution under advertisement if addressees could attend their education in those advertised institutions.

Expressive value was also represented through the ideological value of **power**. Power is employed in sample advertisements to demonstrate the social esteem of individuals for the status they hold, the wealth they possess, for the prestige they are given by the society and the like. In a country like Ethiopia in which most of its citizens are poor and are tempted to live from hand-to-mouth, the claims of advertisers that anyone who would join their educational institutions would become rich or equal with high-ups is what everyone yearns for. Concerning this, two expressions at the level of adjective clause in the sample advertisements were ‘*Mandela...Academy helps one be equal with high-ups*’ (Mandela...Academy, 2014) and ‘*one which will provide you with a career that makes you rich from scratch*’ (EMD...Institute, 2019). On the other hand, expressions that reflect power at word and phrase level (that is, adjectives) were ‘*the glorious field of health*’ (Atlas, 2013), ‘*a prestigious school*’ (Maya, 2014), ‘*formally inaugurated... in the presence of prominent*

**figures and scholars**' (Sante, 2014), and '**a VIP class...for those of you who can't attend regular classes because of your career demands**'(School of American English, 2017). In these samples, the receivers of the messages were made to feel as powerful individuals who should be given esteem, honour, position or importance through mainly the educational institutions they were going to choose for their own learning. Like other values discussed so far, the power value is an ideological strategy that advertisers apply to influence the recipients of the advertising messages in the attainment of making more profit. Power as an ideological strategy is presumed to be an effective strategy for advertisers to attract recipients since having power means having any one of these: wealth, prestige or dignity.

An ideological theme that puts individuals in advertisements as worshippers of foreignness was one other type of ideological value that advertisers employed to convince the target audience of their messages. The theme named was then **worship of foreignness**. Worship of foreignness was utilized by advertisers in the sense that something or someone from abroad (especially, from western countries) is much loved and is, therefore, the best. Since in a country like Ethiopia where most goods are imported from abroad and many people have the belief that being educated abroad is a measure of being a professional, the claim that advertisers have professionals from abroad or give learners opportunities for overseas education is an expected strategy to persuade the target audience. In order to exemplify this ideological theme as used by advertisers from the samples of the study, the following expressions could be taken. The expression '**an institution established by scholars from abroad and home**' (Dynamic International University College, 2010) is a typical example at the level of adjective phrase used to express the value. On the other hand, the expressions '[a school] **where qualified teachers from home and abroad are found**' (Maya, 2104), '**the institution...where they (children) can get scholarship opportunities abroad**' (MacMillan, 2016), and '**(the institution) which is well known in America and Canada**' (Good Beginning, 2018) are adjective clauses used to express this value.

**Auspiciousness** was an ideological element in which expressive value was reflected at vocabulary level while analysing the nominal groups of sample advertisements. Advertisers employed this important ideological value in their advertisements to influence their listeners because everyone is

desirous of his/her future life, and one of the essential tools that can help someone to fulfil his/her future life is education. Well aware of this weakness of human nature, advertisers are keen to employ this value in their advertising campaign to achieve their goal. To exemplify this, some expressions from the sample advertisements were the '*school which is determined to realize its great vision*' (Blen, 2012), '*a university where its training will help me be the prime minister of my country*' (New Generation, 2015), and '*Afri Aviation—for bright tomorrow*' (Afri Aviation, 2015). While the first two expressions manifest at the level of adjective clause, the last one manifests at the level of noun phrase. In these examples, recipients of the messages were made to feel that they would possess the kind of job they were yearning for or would become the kind of persons they were dreaming of. Hence, the success of the recipients of the messages is claimed to be possible through the institutions under advertisement.

Another theme that the expressive value was represented was through the value called **tradition**. Tradition refers to the notions of being respectful to antiquity or to the experience gained over the years since the institution's establishment. Advertisers used this ideological value in their advertising campaign because parents, learners, or other interested groups believe that having considerable experience in a kind of profession is an important element for learners to gain the required knowledge or skill. Moreover, the value of tradition might have been used to those possible listeners who believe that 'experience is the mother of wisdom'. In the following examples taken from the samples, advertisers claimed that they had venerated institutions because they have had a long-time teaching experience and have accumulated extensive knowledge required at their level. Here follows the list of some of the examples:<sup>7</sup> '*one that has a tremendous experience of teaching for more than 10 years*' (Lion...College, 2014), and '*a venerated institution at home and abroad*' (Next Fashion Design College, 2016), and '*a well-established institution with a ten-year rich experience and up-to-date technology*'.

Still another expressive value was represented through the use of the ideological theme termed as **economy**. Economy refers to the concept of the affordability or inexpensiveness of the tuition fees in which the educational institution charges for its services. Advertisers claimed that tuition fees are reasonable or discounted for everyone who planned to continue his/her education in the

institutions being advertised. They would even go as far as claiming that they would give a subsidy or a tuition-free service that would, of course, last only for a short period of time. This kind of claim made by advertisers is what many parents or students who are unable to pay tuition fees are yearning for. The following expressions that could attest to this ideological theme from among the samples of the study were: ‘**Offering tuition-free** English language improvement makes *Dynamic preferable*’(Dynamic, 2010), ‘*the College* offers a **discount on the tuition fee of students**’ (Omega Medical College, 2010), ‘*it* **fully cover registration and tuition fees of the first semester**’ (Unity University, 2011), and ‘*its* fee is **quite reasonable for parents**’ (Felegeneway Academy, 2018). These expressions are nouns or noun phrases that collocate together to express the ideological value of economy about the institutions. The offering of tuition-free training (but that is not part of the main trainings), the discount offered or the short time tuition fee cover shows advertisers’ strategy to control the mind of their recipients. Controlling the mind of recipients means that advertisers have power over those recipients. This actually is termed as ‘power relationship’.

**Safety** was another ideological theme that has been identified in the study in which the expressive value was represented at vocabulary level. Safety as an ideological strategy of persuasion in the advertisements of educational institutions stands for the comfortability, suitability or peacefulness of the institutions. Either the presence of comfortability inside the classrooms or the appropriateness of the compound were preached by advertisers as found out from some sample expressions. Some expressions that represent this theme from the samples of the study appeared at the level of adjective clause as in the following first two expressions and at the level of word level adjective as in the third expression. The expressions read ‘*college* **which has safe and conducive environment for the teaching-learning process as well as for students’ security**’ (Sante, 2014), ‘*academy* **which has convenient classrooms and school compound with various playing materials**’ (GYF, 2015), and ‘*suitable and safe school compound*’ (Good Beginning Daycare and KG, 2018).

Another instance of expressive value in the samples of the study was represented through the notion of **ethicality**. Ethicality in this context is defined as the elements which refer to having good

manners, good morals, ethical behaviour or being disciplined. This quality has been directly given either to the former students who have already attended their education in the advertised educational institutions or to the would-be students (recipients of the messages) of the institutions. The value of being ethical is what parents want their children to have in this contemporary Ethiopia where the young are attributed to have disregarded the social norms of their homeland but rather are highly attracted to the norms of westerners and idolization of their ideas which are not considered to be 'good' by Ethiopians. Then, in order to get the intended clients (students), advertisers attempt to reach them through parents or guardians who are thought to be respectful to their own homeland, social values. Two typical examples that appeared at adjective clause level in representing this theme are: '*the institution, where your children absorb knowledge and good manners*' (MacMillan, 2016), and '*a school...where children purchase knowledge and character education*' (Hamona, 2019).

**Practicality** was also employed by advertisers in the process of selling their services to the target audience. Practicality is concerned with the feasibility, viability or actual use rather than theoretical possibilities of the trainings. The value of being practical is what parents wish their children need to acquire in the present day Ethiopia where teaching or training was simply theoretical rather than practical. The following expression from nominal groups of adjective clause outlined that advertisers claimed that they were providing practical trainings in almost an exclusive manner to their potential users: '*one which gives special attention to practical training*' (Lion...College, 2014).

One way that advertisers try to win over the interests of their target audience was via the use of concepts that distinguish themselves from others: **uniqueness**. That is, distinguishing one (person, institution, goods, etc.) as if he/she were unique or exclusive in relation to others of its own kind is assumed to help addressers get more clients. In relation to uniqueness, Goatly (2000:193) argues that the addressees' beliefs that they are unique would help addressers of the advertising messages to manipulate their addressees (in this case, students) who held the exclusivity belief. The following expression which is understood from the collocation of phrases is one typical expression taken from the samples that depicts the ideological value of uniqueness: '*we are unique because we*

**open up job opportunities for you after you have completed the training'** (Abstract Building Finishing Training Institute, 2016) and many more.

Generally, the analysis of the nominal groups from the body and slogan of the sample advertisements showed that educational institutions were positively evaluated; there was almost no negative evaluation of the institutions.

#### **4.2.1.3 Metaphors Used in Advertisements**

Metaphor is a method by which one concept is viewed or represented in terms of the properties of another concept. The concept being represented does not have the same properties like the concept representing it. But rather it is an attempt to create some kind of connection or similarity between the two concepts in relation to each other. Hence, metaphor is a technique in which a more abstract and hidden concept is made clear through a more or less concrete one.

Metaphors are common in our spoken and written communication endeavours such as in daily conversations, literary works (e.g., poems, novels), political speeches (e.g., election campaigns, debates), businesses (e.g., advertising) and many others. Taking advertising in business communications, which is the focus of this study, a look into how metaphors are used by advertisers in the process of imparting their advertising messages to their potential audience is important. Looking into the use of metaphors in the study is important because metaphors help not only to impart or communicate advertising messages but also to convince or persuade the target audience. Metaphors are assumed to be the possible means of persuasion because they carry cultural messages, along with semantic messages, which the target audience may not dare to ignore them. A cultural message or meaning is usually loaded with an ideological message which puts individuals or groups into categories. The researcher attempted to identify metaphors used in the advertisements of the study in order to reveal the ideological messages of advertisements conveyed through those metaphors.

The analysis of metaphors in sample advertisements of the study was carried out by categorizing metaphors having the same concept or understanding into themes (See Appendix C). The Amharic version, instead of the English one, was used as a basis for identifying and putting metaphors into

themes because what is metaphorical in the Amharic version may not be metaphorical in English version. To put it another way, what are possible and acceptable collocations in Amharic may not be possible and acceptable in English though some cases are possible and acceptable. However, attempts were made to keep the two versions equivalent as much as possible.

Metaphors are ideologically significant in that they assist advertisers to manipulate their potential audience since they, as indicated above, have the power to label social identities into polarity . Therefore, metaphors which were repetitively utilized by advertisers for their ideological purposes in the sample advertisements of the study were discussed below.

One kind of metaphor that was used by advertisers in promoting their educational institutions was the **movement and direction** metaphor. The metaphor is assumed to have been used over others because in a country like Ethiopia where the government is claiming about the presence of the growth and development of the county in agriculture, industry and human resource, choosing a metaphor that goes with the government’s idea on the part of advertisers is something that is expected. This is because movement and direction metaphor signifies future growth and development. Relatedly, in a country where complaints about the absence of educated humanpower in every sector is the hot issue, advertisers’ use of ‘movemet and direction metaphor’ is unavoidable. This more general metaphor could be made clear using some specific metaphors which collectively received this name and created it. Some example sentences of this metaphor from the samples of the study are:

- 1 a) *...join the fully accredited Dallol [College] and notch up success in the path of your life.*  
(...መሉ እውቅና ባለው በዳሎል ተመዝግባችሁ የኑሮ መንገዳችሁን ቀና አድርጉ።) (Dallol College, 2014)
- b) *And if you want to fly high in the path of knowledge to arrive at a destination country of your own dream, the right ‘embassy’ is the School of American English.* (በዕውቀት ኅዳና ላይ ከፍ ብለው በርረው የህልምዎ አገር ላይ ለመድረስ ከፈለጉ ደግሞ ኢምባሲው ስኩል አፍ አሜሪካን ኢንግሊሽ ነው።) (School of American English, 2017)

In the above examples 1 (a) and (b), ‘path’ represents livelihood and knowledge respectively, and thus a path metaphor is depicted. Literally, a path is a thing which people walk on or move, and it takes people a long way to their place of destination. The path metaphor then has the effect of

representing educational institutions as means of attaining one's intended goals, changing one's life, or earning a livelihood via knowledge or education they offer. In a similar vein, the following two examples depict how advertisers employ movement in order to get the attention of their target audience of their advertisements:

**2 a)** *Felegeneway Academy, whose motto is 'Learning is a key to live', is, as usual, going forward.* ( 'ለመኖር መማር ነው' የሚል መፈክሩን አንግቦ ዛሬም ፈለገ ነዋይ አካዳሚ ጉዞውን ቀጥሏል። ) (Felegeneway Academy, 2018)

**b)** *If you study at EMD, you will never knock others' door in search of a job, but rather a job will knock on your door.* (በኢ. ኤም.ዲ ሲማሩ እርስዎ ወደ ስራ ሳይሆን ስራ ወደ እርስዎ ይመጣል። ) (EMD, 2019)

In these examples, 2(a) and (b), the educational institution and the job to be gotten as a result of learning from that particular educational institution were represented by movement. Movement has something to do with a change of position in some way. The movement metaphor, therefore, signifies that educational institutions are not static; rather, they are progressive and forward-looking in line with the passing of time so that they are in the front position. In both of the two examples, (1) and (2) above, there exists movement into the direction that someone prefers: up or down, backward or forward, etc. The movement and direction may help advertisers control the minds of their recipients.

Another metaphor that was utilized by advertising people in the study was **food metaphor**. This food metaphor is very important in that in a society in which many are struggling day and night to feed themselves and their family, promoting educational institutions in terms of what the potential audience lacks is much persuasive for advertisers. It is possible to make this point clear by using two but same peculiar examples which many advertisers used in the sample advertisements of the study.

**3 a)** *Plan, decide, and feed the knowledge pool of Mojo Abyssinia College.* (ያቅዱ፤ ይወስኑ፤ ከሞጆ አቢሲኒያ ኮሌጅ የዕውቀት ማዕድ ይቋቋሱ።)(Mojo, Abyssinia, 2012)

**b)** *Feed the knowledge pool of our Academy.* (ከአካዳሚያችን የዕውቀት ትምህርት ማዕድ ይቋቋሱ።) (Mandela, 2014)

In examples 3 (a) and (b) above, the knowledge pool of the institutions was represented by food metaphor. Food is something that people eat and drink to live or satisfy their basic needs. Likewise, the food metaphor has the result of viewing education and knowledge as very important elements for people, and living without them may probably be unthinkable in this contemporary world

because they are means of obtaining livelihood and instruments of development and even power and social control for an individual and a country.

Still another metaphor which was identified in the sample advertisements was **water**. The metaphorical symbolization of educational institutions as sources (or springs) of water is common in Ethiopian culture as in the following representative example from among the samples of the study:

**4 a)** *A spring source of successful health professionals, Atla:::s!... (የስኬታማ ጤና ባለሙያዎች መፍለቂያ፣ አትላ:::ስ!...)* (Atlas Health Science College, 2013)

**b)** *Leaders of the future come forth from a prestigious school. (የወደፊት መሪዎች ከመልካም ትምህርት ቤት ይፈጠራሉ።)* (Maya International School, 2014)

A source where a spring goes out should have an abundance of water for the spring of water to go out of it. Likewise, an educational institution is the source where extensive knowledge is found so that professionals and young students with the required knowledge, skills or expertise come out. This water metaphor is a powerful ideological strategy for advertisers to control their recipients. Like water, it is a basic and important need for everyone. This metaphor helps advertisers to make recipients imagine the educational institutions being advertised as more important than others.

One other metaphor utilized by advertisers was connected to **money** or **wealth**. In a society in which money or wealth is highly valued as the society's saying goes 'If there is money, there is a way to heaven', using the money or wealth metaphor is unescapable for advertisers if they want to get more target audience for their advertisements. The money or wealth metaphor is expressed in various ways in the sample advertisements of the study as seen in the following examples:

**5 a)** *Health is wealth. (ጤንነት ሀብት ነው።)* (Omega Medical College, 2010)

**b)** *The glorious heritage that a wise parent will pass on to his child is education. (ብልህ ወላጅ ለልጁ የሚያወርሰው ታላቅ ቅርስ ትምህርት ነው።)* (Deborah School, 2013)

**c)** ...Hamona School, ... *where children purchase knowledge and character education. (ሐሞና ትምህርት ቤት... ከግብረ ገብ ትምህርት ጋር እውቀት የሚሸምቱበት...)* (Hamona School, 2019)

In example 6 (a), health is viewed in terms of wealth in that the value of wealth was made to be equivalent to health as opposed to the English saying which goes 'Health is better than wealth'. The ideological significance of this metaphor is that advertisers tend to take wealth as equally important as health and to enforce their interest as the dominant interest of the society. By the same token, education and knowledge, as can be learned from example 6 (b), were represented, especially the sense found in the Amharic version, as things which could be inherited from parents as if money, wealth or property were handed down to children or heirs. Also, example 6(c) depicts that the educational institution was viewed as a commodity that someone could buy though the English version seems to have the concept of gaining knowledge or education without buying. Still, the point is that knowledge, education or the institution is, without any doubt, directly connected to money or wealth. The ideological significance of money or wealth metaphors has the effect of presenting knowledge or education as material value that could easily be accessed by anyone disregarding one's capacity to possess it.

In brief, the metaphors that were discussed above generally were used to represent basic needs in which the target audience in a developing country is assumed to lack.

#### **4.2.2 Values of Grammar**

An analysis of grammar is another major component that has to be considered at the stage of description or text analysis. Grammar is also treated from the views of the three values we saw above in the discussion of vocabulary. These three values (experiential, relational and expressive values) were discussed one after the other at clause level because clauses, like words, communicate the text producer's representation of reality, opinion and relationship.

##### **4.2.2.1 Experiential Values of Grammar: Transitivity**

Transitivity is a grammatical system in which our experience of the social and natural world which is inside and around us is represented (Halliday, 1994:106). Experiences are those elements which are made up of 'goings-on', namely "happening, doing, sensing, meaning, being and becoming". Halliday further explains that our experiences or goings-on are represented in the grammar of the

clause since clause “embodies a general principle for modelling experience—namely, the principle that reality is made up of processes” (ibid.). That means, the system of transitivity helps us to put our social and natural experiences into a set of process types which could easily be controlled.

The transitivity system or process in English is made up of three elements, namely, the process itself, which is represented by the verb or verb phrase in the system, the participants, which are represented by nominals or noun phrases in the system, and finally the circumstances, which are represented by adverbials or prepositional phrases. The processes on their part are of various types as identified by Halliday (1994). The primary ones are material processes which deal with processes of doing, mental processes which refer to the processes of sensing, and relational process which attend to the processes of being, having, becoming and so on. In addition to the primary processes mentioned, there exist secondary processes, namely behavioural, verbal, and existential processes. Behavioural processes appear at the boundary between material and mental processes and attend to the processes of physiological and psychological behaviour (e.g., breathing, coughing, sleeping, dreaming, staring, etc.). Verbal processes, on their part, come between the borderline of mental and relational processes and refer to processes of saying and meaning. And existential processes border relational and material processes and are concerned with pro existence. Here, in this section, focus was given to these processes by means of which they are realised by verbs, and even among the types of processes mentioned; the analysis was made on the primary or main ones: material, mental and relational.

Examining the transitivity system is an important part in discourse analysis in order to learn how our experiences or set of processes are represented in the system and what ideological implications they may have. Thus, the analysis of advertisements of educational institutions showed that material processes were the most frequently used processes followed by relational processes, and mental processes follow relational processes. Each process in the clause system was realized by some important verbs which have the characteristics of expressing the named process.

Therefore, material processes were realized by the most frequently used verbs such as ‘come’, ‘provide’, ‘teach’, ‘train’, ‘start’, ‘receive’, ‘get’, ‘make’ and some others in their order of

frequency (refer to Appendix D for more details). Advertisers employ these verbs with the intention of conveying ideological meanings. For instance, the verbs ‘provide’ (e.g., ...*it provides trainings in Nursing... in Level IV* (Omega Medical College, 2010)) and ‘receive’ (e.g., *Within 2 to 3 months’ time, you will receive a training in Modern Cooking...* (Bienvenido Hotel and Tourism College, 2018)) convey the ideological meaning of generosity as if advertisers or educational institutions being advertised were supplying or offering the things being promised without payments. Relatedly, the verbs ‘come’ and ‘get’ (e.g., **Come and get enrolled** (Atlas Health Science College, 2013)) were used as if recipients were given invitations just like what is true in an offer. Still, the verbs ‘teach’, ‘train’ and ‘make’ convey the ideological meaning of superiority in the sense that producers of the advertisements claimed that they possess knowledge which recipients lack. And knowledge is one manifestation of relations of power between producers and recipients of the advertising messages as in *we teach your child with experienced teachers...* (Deborah School, 2013), *Bienvenido... will train you in Hotel Management, Hospitality, and Reception* (Bienvenido Hotel and Tourism College, 2018), *we will make you a skilled and highly sought-after maintenance technician* (SATCOM, 2017), and so on. Material processes in the sample advertisements were realized not only by the verbs mentioned above but also by other verbs which appeared once or twice in the samples.

The second most frequently used processes in the sample advertisements were relational processes. Though these processes subdivided into subcategories, the researcher considered relational process in general, for there is no space here to discuss one by one. Relational processes, in the sample advertisements of educational institutions, were realized by verbs ‘is/are’ and ‘has/have’. These two verbs respectively express the processes of being and having. Of these two verbs, the most frequently used one was the verb ‘is/are’ as in *health is wealth* (Omega Medical College, 2010), *the College ... is well-known for providing quality education and producing well-qualified health professionals* (Selam Nursing College, 2013), *New Generation University College is the centre of excellence* (New Generation University College, 2015), etc. This verb ‘is/are’ was used by advertisers to convey the ideological value of significant quality because text producers state that they claimed either some attributes or identities. As mentioned, the verb ‘has/have’ was also used to realize relational processes. This verb was used by advertisers to show that either the educational

institutions or their professionals possess what was claimed in the advertisements as in the following examples taken from the samples of the study: *Our College has training programmes on skills and consultation in competence-based training techniques...* (Hope, 2015) and *we have a VIP class...* (School of American English, 2017). As depicted in these and other examples of the study, advertisers attempt to impart the message of having significant quality. Having significant quality implies that advertisers send the ideological meaning of prestige. This means that the educational institutions being advertised were represented as prestigious, and by means of this ideological value, advertisers attempt to influence receivers of the advertising messages.

Mental processes were also used by advertisers in sample advertisements to represent experiences so that advertisers can attempt to achieve their intended objectives by using those processes. Mental processes are processes that represent what goes on in the internal world of the mind. Hence, the subject, which is a nominal group, of the clause in mental processes is a human participant referred to as ‘senser’ “in whose mind the process occurs, [and if] an inanimate participant is represented as undergoing a mental process, a degree of humanness is bestowed on that participant by its involvement in the process” (Thompson, 2014). On the other hand, the ‘phenomenon’ that is felt, thought, wanted or perceived can be a person, a concrete object, an abstraction, etc. Mental processes has four sub-categories such as “*perceptive* (seeing, hearing, etc.); *emotive*, or reactive (processes of feeling); *cognitive* (processes of deciding, knowing, understanding, etc.); and *desiderative* (a technical term for ‘wanting’)” (Thompson, 2014:99). However, only *emotive* and *desiderative* mental processes were identified in this study, and the most frequently used verbs in this group of processes were ‘want’ and ‘like’ (see Appendix D (ii) & (iv) for their frequency). The following examples, (a) & (b), taken from the samples of the study can be representative of this.

**(a) An example sentence of emotive mental process (from Selam Nursing College, 2013)**

<i>we</i>	<i>would like</i>	<i>to inform employees of MIDROC-Ethiopia Investment, their spouses and their children to take the opportunity...</i>
<b>Senser</b>	<b>Process: mental, emotive</b>	<b>Phenomenon</b>

**(b) Example sentences of emotive mental process, (Afri, 2015; New Generation, 2015).**

<i>(You)</i>	<i>Do...want to be</i>	<i>an Airline Travel Agent or a Tour Operator...?</i>
<i>I</i>	<i>want to</i>	<i>study at a university which provides me with high-quality education</i>

Senser	Process: mental, desiderative	Phenomenon
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The verbs ‘want’ and ‘like’, as in the examples, express the speaker’s feeling or desire for something.

Advertisers in the sample study also used other processes like verbal and existential processes along with the three main ones material, relational, and mental processes, but for the reason mentioned above, they were not considered here.

#### **4.2.2.2 Relational Values of Grammar**

In this section, the relational values of grammar were discussed. Relational values as highlighted in section 4.2.1.2 has to do with the relationship that exists between producers of texts and receivers of texts. In other words, relational values are those which depict interpersonal relationship between the interactants; that is, they reflect which participant is more powerful than the other or which participant is more dominant than the counterpart. One important grammatical feature of a text that relational values can be realised is through personal pronouns.

Personal pronouns show the interpersonal relationship that exists between interactants. In this regard, second person pronoun ‘you’ and first-person pronoun ‘we’ in English are common pronouns which reveal the kind of relationship that exists between participants of an interaction. With respect to Amharic, the third person pronouns ‘he’ and ‘she’, in addition to the second person pronoun ‘you’ and first person ‘we’, can show the kind of interpersonal relation that exists between interactants. In Amharic, the second person pronoun ‘you’ and the third person pronouns ‘he’ and ‘she’ have forms which show politeness or respect for older persons and others. Below is a discussion of personal pronouns used in the samples of advertising texts in the study.

##### **4.2.2.2.1 Personal Pronouns**

Personal pronouns are important aspects of language which signal the kind of relations that interactants may have between themselves. Therefore, when we conduct a discourse analysis of texts, analysing personal pronouns becomes vital aspect of the analysis since personal pronouns

are ideologically loaded. In this section, we considered personal pronouns which were used by advertisers in the process of promoting educational institutions.

Among the three groups of personal pronouns (first, second and third personal pronouns), the first-person plural pronoun ‘we’ and the second person pronoun ‘you’ are the most common ones which are considered to be ideologically loaded. And the focus in this part was also given to these two types of personal pronouns. The discussion will begin with the second person pronoun ‘you’ and then the discussion on the first-person pronoun ‘we’ will follow. Before starting the discussion of each of these personal pronouns, the number of instances in which the different pronouns appeared in the texts analysed is given as shown below.

<b>Personal pronoun</b>	<b>Frequency</b>	<b>What the personal pronoun refers</b>
You	64	Potential audience of the advertisements
Your	42	
We	51	Advertisers, educational institutions
Our	22	

It is common sense that advertisements are for recipients of advertising messages. Recipients of the message are addressed by the second person pronoun ‘you’ not by recipients’ names. This is because the second person pronoun ‘you’ is an ideologically loaded term, as mentioned above, that establishes relations between addressers and addressees. In this particular study, almost all of the sample advertisements of the study contained the pronoun ‘you’. In Amharic, the second person pronoun ‘you’ has two forms. These two forms are just like the T-form (tu) and V-form (vous) found in French. The T-form of second person pronoun ‘you’ is used to address someone who is at the same age or younger than the speaker, or who is intimate to the speaker. The V-form of second person pronoun ‘you’ is used to address someone who is older than the speaker; has high rank, position, or status; is unfamiliar; etc. As Faiclough (2001:106) points out, English has no T/V system. For this reason, sample advertisements of the study in the English version could not show which form (T or V form) was used to address recipients of the advertising message. To make this clear, the researcher used this abbreviation (pol.) for ‘polite’ before the verb in imperative sentences or after the second person pronoun ‘you’ in other sentence types in the examples that were used in the analysis if and only if the V-form was used. However, this polite

form was not indicated in each of the advertising copies of the samples of the study with the belief that it would be boring for the reader.

In the sample advertisements of the study, advertisers employed the V-form of the second person pronoun ‘you’ to address receivers of the advertising messages as in the following: *If **you** (pol.) have a definite plan to attend a university college in the 2012 academic year, Central is undoubtedly **your** (pol.) choice...* (Central university College, 2011); *(**you**)(pol.) Plan, decide, and feed the knowledge pool of Mojo Abyssinia College* (Mojo Abyssinia College, 2012); *(**you**) (pol) get **your** (pol.) child registered soon* (Maya International School, 2014); *... if **you** (pol.) want to fly high in the path of knowledge to arrive at a destination country of **your** (pol.) own dream, the right ‘embassy’ is the School of American English, and the right visa is **your** (pol.) language skills* (School of American English, 2017); *If **you** (pol.) study at EMD, **you** (pol.) will never knock others’ door in search of a job, but rather a job will knock on **your** (pol.) door* (EMD, 2019), etc. These and other examples in the sample data indicate that the second person pronoun ‘you’ was used by advertisers for its ideological significance. That means it was used to signal relations of either power or solidarity. According to Hudson (2001:46-7), power reflects “the addressee is subordinate, equal or superior to the speaker,” whereas solidarity reflects “relatively intimate relations from more distant ones.” Positioning people as superordinate or subordinate, familiar or unfamiliar, close or distant, etc. means that their interactions are ideologically shaped by power relations.

Thus, the second person pronoun ‘you’ in the V-form was employed by advertisers in the sample advertisements of the study for a couple of purposes. One of them is that, in Ethiopian culture, it is common to address people whom we do not know, or who do not have close relations with us, or who deserve respect, etc. by using the plural form of ‘you’ because the speaker/addresser needs to be respectful of them. To put this in the words of Hudson (2001:124), the purpose of employing the plural pronoun ‘you’ is “to pretend that the person addressed is the representative of a larger group [...], which obviously puts them in a position of greater power.” This means the recipients were made to feel as if they were having high rank. To have high rank is something that everybody wishes to possess so that others deserve respect for him/her. The second purpose of using the plural

pronoun ‘you’ instead of the singular one is that it gives a chance for advertisers to address their targets, according to Hudson (ibid.), less directly.

On the other hand, the second person pronoun ‘you’, be it plural or singular form (T-form or V-form), in general, was employed by advertisers in order to address the intended person targeted as an individual being addressed directly or personally, which Fairclough (2001:160) calls a synthetic personalization. This means that when the intended persons targeted were addressed this way, they were likely to feel that the relationship between them and their addressers is friendly. This seemingly friendly relationship was then a strategy of creating solidarity between the interactants. What this means is that if advertisers wanted to get their messages across the potential recipients, they had to approach those potential recipients systematically as if they had intimate or close friendly relations between the two of them. The point here was that receivers would possibly trust the advertising message because they considered it as if it came from a close friend. This kind of approach used by advertisers was ideologically significant to control the minds of receivers. Among the total forty-six sample advertisements analysed, at least forty of them had used direct address of intended recipients using the T-form of ‘you’. The following excerpts taken from the body copy of advertisements of the samples of the study:

- a) *If **you** have a definite plan to attend a university college in the 2012 academic year, Central is undoubtedly **your** choice... When **you** choose Central University College..., **your** goal must be not only to graduate from the College but also to be fruitful in the field **you** get training. If so, **you** must be heading to Central because we are on registration for the 2012 academic year... (በአርግጥም በ2004 የትምህርት ዘመን በዩኒቨርሲቲ ኮሌጅ የመሰልጠን እቅድ ካለዎት አያከራክርም ሴንትራልን ይመርጣሉ... በስልጠና ብቃቱ ቀጣሪዎችና ስራ ፈጣሪዎች ሁሉ የሚመሰክሩለትን ሴንትራል ዩኒቨርሲቲ ኮሌጅን ሲመርጡ ታዲያ ግብዎት መመረቅ ብቻ ሳይሆን በተመረቁበት ፍሬ ለማፍራት ብቻ መሆን አለበት። ይህ ከሆነ ደግሞ እነሆ ለ2004 የትምህርት ዘመን ምዝገባ እያካሄድን በመሆኑ ወደ ሴንትራል ያመራሉ... (Central University College, 2011);*
- b) *The education **your** children receive today is decisive for their bright tomorrow. (ለልጆቻዎ የገባ ብሩህ ተስፋ፣ ዛሬ ላይ የሚያገኙት ትምህርት ወሳኝ ነው። (Yetwliw Tesfa School, 2015);*
- c) *Accounting is the language of business. These days, when vigorous trade is common, **you** will be sought after if **you** are a well-qualified professional... Advanced Modern Accounting Training Institute, organized by highly knowledgeable and experienced professionals in the field, is right there to make **you** a well-qualified professional within a short time. (የሂሳብ መዝገብ አያያዝ የቢዝነስ ቋንቋ ነው። የንግድ እንቅስቃሴው በተጣጧልበት ዘመን በሙያው ብቁ ሆኖ መገኘት ተፈላጊ ያደርግዎታል... አድቫንስድ ዘመናዊ የሂሳብ መዝገብ አያያዝ ስራ ማሰልጠኛ ተቋም*

በዘርፉ ከፍተኛ ዕውቀትና ልምድ ባካበቱ ባለሙያዎች ተደራጅቶ በሙያው በአጭር ጊዜ ውስጥ ብቁ ሊያደርግዎትል:: (Advanced Modern Accounting Training Institute, 2019); etc.

Another personal pronoun which was used by advertisers or text producers to create interpersonal relationships between them and text consumers in the sample advertisements of the study was, as highlighted above, the first-person pronoun ‘we’. This pronoun ‘we’, which refers to the speaker, writer or addresser with the inclusion or exclusion of the reader, listener or addressee, has an ideological value. If ‘we’ is used in an inclusive sense, it means that “it is making an implicit claim [...] that it has the authority to speak for others” (Fairclough, 2001:106). However, in this particular study, the first-person pronoun ‘we’ was not used in the sense Fairclough asserts; rather, it was used in an exclusive sense to refer only to the advertisers (or educational institutions). The exclusive ‘we’ used by advertisers to refer to themselves does not mean that it was used in a neutral sense. It was used to suggest that those speakers or advertisers referring to themselves as ‘we’ have the capacity to do what was claimed in the advertisements as shown in the following excerpts from the samples of this study.

- a) *The glorious heritage that a wise parent passes on to his child is education. And we are the right people to make this great asset pass on to children.* (ብልህ ወላጅ ለልጁ የሚያወርሰው ታላቅ ቅርስ ትምህርት ነው:: ይህንን ታላቅ ቅርስ ደግሞ እኛ እናወርሳለን::) (Deborah School, 2013);
- b) *Come; we will make you a skilled and highly sought-after maintenance technician.* (ይምጡ፤ በጥገናው ዘርፍ ተመራጭና ተፈላጊ ባለሙያ እናደርግዎታለን::) (SATCOM, 2016);
- c) *We provide basic training in Automobile* (በአውቶሞቢል፤ በደረቅ አንድና በህዝብ አንድ መሰረታዊ ስልጠና እንሰጣለን) (Rehoboth Drivers’ Training Centre, 2018); etc.

In these examples, being able to do or having the capacity to do was the reference of advertisers’ or text producers’ knowledge which recipients of the message lack. This suggests that the claimants had power over others (or recipients of the message). In short, in whichever sense, inclusive or exclusive, the first-person pronoun ‘we’ was used by advertisers, it was used to show relations of power between interactants in the sample advertisements.

#### 4.2.2.3 Expressive Values of Grammar: Modality

Expressive value of grammar is a feature by which the text producer’s evaluation of reality is represented in interactions. One important aspect in which expressive value is realized is through modality. Simpson (1993:43) defines modality as “a speaker’s attitude towards, or opinion about, the truth of a proposition expressed by a sentence. It also extends to their attitude towards the situation or event described by a sentence.” In using modality, someone who is involved in an

interaction may either describe the truth value of the proposition or express his/her attitude towards the proposition.

Fairclough (2001:105) writes that modality is concerned with the authority that the speaker or writer has. He goes on to assert that, on the basis of direction to which the authority is oriented, modality can be either relational or expressive where the former signals the authority of one interactant in relation to others, and the latter signals the authority of text producer in relation to 'the truth or probability of a representation of reality'. In this section what we paid attention to is the second aspect of modality since the section we want to treat is about expressive values at the level of grammar.

Modality is a semantic/pragmatic feature (2011:48). Hence, it can be realised by a variety of language properties. One of the most commonly used language properties are *modal auxiliaries* (e.g. "can/be able", "may", "must", "should") that express possibility and necessity. Another way that modality can be realised is by using unmodalized, or categorical, assertions. In the words of Lyons (1977:745), these are "statements that are unqualified in terms of possibility and necessity." Unmodalized, categorical assertions are crafted in present and future tenses. In this regard, the sentences 'Almaz has gone' and 'Sooner or later, they say in the trade, a man will sign his name. The vexation lies in the waiting' can be taken as examples of categorical assertions. Still, another language property that can be used to express modality is *adverbs (or sentence adverbs)* (e.g. "probably", "never", "always", "certainly").

The modality that is expressed by modal auxiliaries ranges from the strong possibility and necessity to weak possibility and necessity, and medium possibility and necessity lying between the two polarities. This means that modality realized by modal auxiliaries can express the speaker's strong, medium, or weak commitment to the proposition. For instance, while the proposition 'John must be right' expresses the text producer's strong commitment, the proposition 'John could be right' expresses the text producer's weak commitment; moreover, the proposition 'John may be right' expresses medium commitment (Simpson, 1993:46). On the other hand, unmodalized, or categorical, assertions are actually stronger in the modal function than the modalized assertions as

can be learned from the following propositions: ‘John is right’ and ‘John must be right’. The speaker in the first case is completely (100%) certain for the assertion he/she has made, whereas the speaker in the second case is not completely (upto 95%) certain for assertion he/he has made. In this study, therefore, the concept of modality is viewed from the sense discussed so far since the focus of the study is to examine how advertisers qualify their propositions in order to manipulate their potential audience for their own ends.

Advertisers frequently express their propositions about things they advertise in relation to believability, reliability and capability of being harmonious against what is considered to be truth or fact. Believability, reliability and capability of being harmonious with truth or fact refers in general to the strength of the advertisers’ beliefs in the sureness of what they were saying, in this particular case, about educational institutions in their advertisements. In other words, it is about the degree of certainty (or degrees of possibility) of the propositions made by advertisers to stimulate, attract or convince their target audience towards advertising messages. In order to meet their aim, advertisers made propositions in the ‘body’ and ‘slogan’ parts of their advertisements (Note here that radio advertising texts mostly have: the opening hook in the form of instrumental music or sound effect; the body of the advertisement; signature which consists of address, phone number or call for more information and name of educational institution; and slogan if any). Analysis of modality of propositions was then done for these two parts of advertisements of educational institutions, but ‘the address’ and ‘call us for more information’ parts of the advertisements were intentionally left out of consideration since the researcher believes that these two parts are of little significance.

In order to analyse the modality of sample advertisements of educational institutions, the researcher tried to see the assertions made by advertisers depending on the language properties which the modality can be realized, namely modalized and unmodalized assertions. Again, modalized assertions were viewed in terms of modal auxiliaries ‘must’ and ‘can’ and of modal adverbs that appeared in the assertions. On the other hand, unmodalized assertions have been classified into present and future tenses (See Appendix E for the complete list). For the sake of simplicity and

easiness, the English version was used for putting assertions into modalized and unmodalized categories.

On this basis, the analysis of the body and slogan parts of advertisements of educational institutions showed that almost all of the assertions or propositions made by advertisers in the time periods from 2010-2019 were unmodalized, or categorical, assertions. The reason why most of the statements or propositions were unmodalized assertions can be seen from two sides. The first is from the side of advertiser and the second from the side of recipients of the advertising messages. From the side of advertisers, their aim is to show advertiser's commitment to the truth. According to Fairclough (2001:107), this is an ideological interest in "the authenticity claims, or claims to knowledge, which are evidenced by modality forms." To exemplify this, one short sample advertisement is shown as follows:

*Language has its own formula and ways of presentation. BBC Language and Computer Institute! Our Insitute, oraganized by foreign teachers and led by Mr. Mike who has a teaching experience of twelve years, has prepared VCD and books for all users including users of IELTS and TOEFL.*

*ቢቢሲ የቋንቋና የኮምፒዩተር ተቋም! በውጭ ሃገር መምህራን የተደራጀና አስራ ሁለት ዓመት የማስተማር ልምድ ባለው በሚስተር ማይክ የሚመራው ተቋማችን ለሁሉም የኢይ.ኤል.ቲ.ቲ.ና የቶፍል ተጠቃሚዎች ጨምሮ ቪ.ሲ.ዲና መጻሕፍትን አዘጋጅተናል። (BBC Language and Computer Institute, 2017).*

In the example above, the first proposition presented by the producer of the text which reads *Language has its own formula and ways of presentation* (*ቋንቋ የራሱ ቀመርና የአቀራረብ ስልት አለው።*) is a fact which is 100% true and which many people agree up on it, and hence advertisers need to express their assertions in a form that is unmodalized via present simple tense. Also, the second proposition which reads *Our Insitute, oraganized by foreign teachers and led by Mr. Mike who has a teaching experience of twelve years, has prepared VCD and books for all users including users of IELTS and TOEFL* is an assertion that tells what the advertiser possesses at personal and institutional level. This asssertion employs present perfect tense in its main clause and present simple tense in the subordinate clause.

From the side of recipients of the advertising messages, it is an open truth that, if claims in educational institutions are made with a less likely certainty or possibility, recipients of the advertising message do not consider the advertisement as an important and serious issue.

That is to say, unless an educational institution in Ethiopia assures potential recipients that it does this and that, it owns essential things for education and so on, potential recipients will disregard it as inferior. This time the society in Ethiopia needs educational institutions that are trustworthy or amenable to their promises.

Moreover, advertisers expressed the authenticity of their claims by means of modals such as ‘must’ and ‘can’ as in the following examples taken from the samples:

(a) *...your goal must be not only to graduate from the College but also to be fruitful in the field you get training (... ግብዎት መመረቅ ብቻ ሳይሆን በተመረቁበት ፍሬ ለማፍራት ብቻ መሆን አለበት።)*  
(Central University College, 2011);

(b) *Our business must be competent in the international level (ቢዝነሳችን በዓለም ዓቀፍ ደረጃ መወዳደር አለበት።)* (Amnicent Business Institute, 2014);

(c) *Those ..., can get a sponsorship letter from Regional Health Bureau, can have medically approved health certificate, and whose age is below 40 years can apply... at the College’s Registrar Office on the ninth and tenth of April 2012 (... ከክልል ጤና ቢሮ የድጋፍ የስፖንሰርሽፕ ማረጋገጫ ማቅረብ የሚችሉ፣ እድሜ ከ40 ዓመት በታች የሆኑ፣ ሙሉ ጤነኛ መሆናቸውን የሚገልጹ የህክምና ማስረጃ ማቅረብ የሚችሉ... ሚያዚያ 15 2/2004 በኮሌጁ ፊጅስትራር ጽ/ቤት መመዘገብ ይችላሉ።)* (St. Paul’s Millennium Medical College, 2012);

(d) *On this basis, we would like to notify that those of you who can meet the requirements of the MoE can enrol (በዚህም መሰረት የትምህርት ሚኒስቴር ያወጣውን መስፈርት የምታሟሉ ተማሪዎች መመዘገብ የምትችሉ መሆኑን እንገልጻለን።)* (Jigdan College, 2019); etc.

Advertisers used very few numbers of propositions using these modal auxiliaries (‘must’ and ‘can’) about advertisers’ claims. Advertisers utilized ‘must’ (as in examples (a)&(b)) and ‘can’(as in examples (c)&(d)) in their ads less frequently since these modal auxiliaries express weaker strength (up to 95 % and less than 95%) when compared to unmodalized forms which express 100% certainty of the claims made (see Appendix E for the complete list). Due to this reason, advertisers preferred to use modalized assertions using present and future tenses in order to win trust for the claims made about the things being advertised. This, in other words, means that advertisers employed present and future tenses for their ideological significance in that, according

to Fairclough (2001:107), the aim of advertisers is to try to show that their claims are authentic or reliable.

### **4.3 Analysis of Data of Advertisements in Ethiopian FM Radios as Discursive Practice**

In section 4.2 above, the analysis of FM radio advertising texts was carried out at the level of vocabulary and sentences (or grammar) based on the analytical framework set. In this section, FM radio advertising texts were interpreted with respect to social structures. Since the critical analysis of texts is not complete in the analysis of vocabulary and grammar of texts, analysis of how texts and social structures are related is also another important part in the critical analysis of texts if we, according to Fairclough (2001:118), are concerned with the social values connected to texts and their elements. In so doing, the interpretation of FM radio advertising texts in this study was seen on the basis of the following important perspectives: speech acts and intertextuality. And the discussion of these perspectives follows in their respective order given here.

#### **4.3.1 Speech Acts in Advertisements of Educational Institutions on Ethiopian FM Radios**

Advertisements relayed by FM radios are forms of utterances regardless of the kind of language used (in this case Amharic and English), and these utterances perform communicative acts whose functions are to convey assertions, claims, promises, advice, etc. These communicative acts are called speech acts (see section 2.2.1), which are pragmatic features rather than formal or structural ones. That is, the function of a clause or text is not always determined by its form but rather by the context in which it is produced as well. As discussed in Section 2.2.1, speech act theory assumes three acts which happen at the same time during an utterance (locutionary, illocutionary, and perlocutionary), but, here, speech act is used narrowly, following Yule (1996: 49) to refer to illocutionary act, which is the most important one for it mainly shows the intended meaning of sender, speaker, writer or utterer's utterance.

In the context of advertising discourse, speech acts are used by advertisers to do communicative acts with words like claiming, introducing, asserting, advising, promising and so on. Hence, this

research applied the principles of the speech act theory to analyze the advertiser's intention in producing utterances of educational institutions utilized in Ethiopian FM radio advertisements and to examine the ideological meaning which speech acts express in this particular discourse.

On the basis of the sample advertisements of educational institutions analysed, the most frequently used illocutionary speech acts used by advertisers were assertives followed by directives, and commissives and expressives appeared less frequently while it is safe to say that no declaratives were found in the sample advertisements (See Appendix F). Mostly, assertives were found in the body part of advertising texts since this body of advertising texts is a part where detailed information about the thing being advertised was given.

Assertives state what the speakers or advertisers believe to be the case or not. Utterances used by advertisers in promoting educational institutions were found to, be in general, claims such as the presence of rich experience, qualified and knowledgeable trainers from home and/or abroad, of modern, equipped libraries, laboratories, classrooms; the provision of quality education, practical training; the accreditation gained from an authorized body; the award received for a certain period of performance; the collaboration it has with international institutions overseas; the fields of studies offered in the institutions; the many number of students/trainees that attended in the institutions; the effort exerted to teach indigenous knowledge and to instil good morals or ethic; and so on. To exemplify some of the claims outlined, only two short advertisements (for the sake of space) from the corpus of advertisements of the study are considered:

**a)** ... Debora School...The glorious heritage that a wise parent passes on to his child is education... We, Debora School, have been cultivating the new generation for 21 years. We haven't stopped doing this even today!... Our vision is to achieve beyond what we have achieved so far! ... Deborah School! (Deborah School, 2013)

**b)** A noble profession which is in high demand at an international level, has a vast market and can generate a handsome profit, Fashion Design! ...A venerated institution at home and abroad for its extensive knowledge and experience gained over the years, Next Design! ...Registration is underway in short-term and regular programmes at Bole campus and at Lebu, a newly opened campus... In Men's and Women's clothing... In Fashion design... In Traditional clothing... In Pattern cutting... In Fashion arts... (Next Fashion Design College, 2016)

In example (a) above, advertisers attempted to convince their prospective recipients in their assertions expressed in statement forms by outlining facts (for example, *education is a glorious heritage*), experiences gained in teaching (that is, *cultivating the new generation for 21 years*), and the continuation of their successful achievement in producing more educated generation than ever before. In the same way, advertisers in example (b) above tried to reach their target recipients by outlining the benefits of the career (for instance, *can generate a handsome profit*), what advertisers possess including wide experience and knowledge gained at home and abroad (for example, *A venerated institution at home and abroad for its extensive knowledge and experience gained over the years*), and what trainings are offered in the college (for example, *In Men's and Women's clothing... In Fashion design... In Traditional clothing... In Pattern cutting... In Fashion arts*).

Unlike example (a) whose claims are given in complete sentence forms, the assertions made about the college in example (b) were produced in phrase forms, with the exception of one complete sentence, rather than through complete sentences or independent clauses. In both examples (a) and (b), the assertives, which advertisers used, claimed that they are experience-rich; however, this may not be a guarantee for the successful achievement of recipients. In the same vein, the claim which advertisers expressed that they are knowledgeable is also not verifiable. However, those claims may have the power to persuade recipients since they may add some weight to the credibility.

As mentioned above, directives were also used by advertisers in order to meet their advertising ends. Thus, unlike assertives, most of the directives identified in this study were positioned at the end of the advertising copy in the body part of an advertisement and in the part called signature. These directives are those which call possible addressees to action such as requesting for getting registered, joining the educational institution, or dialling for more information as in *Come; Get registered soon; Enrol and receive training...; Join us; or Call us (telephone number) for more information*; and so on (See appendix F). If advertisements had no slogans which would close the advertisements, directives of the kind given in the examples were used for that purpose. Directives, though we have only two cases in this study, also appeared at the beginning of the body of the advertising text as in *Don't forbid your children to come unto us...* (GYF Academy, 2015) and

*Use your precious time in receiving a training, and enrich yourself with knowledge...* (Bienvenido Hotel and Tourism College, 2018). And the function of directives which appeared at the beginning of the body texts of radio advertisements was to grab the attention of possible listeners of an advertisement. Still directives were positioned in the middle part of the body of radio advertising texts, for example, as in *...So, do not make a decision about where to school your child without first visiting our school...* (Blen International School, 2012); *... Join the glorious field of health...*(Atlas Health Science College, 2013); *... Feed the knowledge pool of our Academy by modelling [Nelson Mandela] who has upheld hope and truth along with strength...* (Mandela Distance Education Academy, 2014); etc. Directives which show up in the middle of the body of advertising texts seemed to have the role of strengthening the information outlined preceding them to serve as forms of advice.

The other illocutionary speech acts employed by advertisers in this study, as mentioned above, were commissives. Since commissives impose certain obligations on the speakers (in this case advertisers), they are expressed implicitly for fear of losing their potential recipients' respect if the act is not performed and of legal matters. If expressed explicitly, they are promises which require the utterer to perform practically as can be learned in the following examples taken from the corpuses of the study:

- a) ... the University is immensely pleased to announce to those new entrants who have scored 400 and above out of 700 totals that it will fully cover registration and tuition fees of the first semester if they enrol until the tenth of November 2011... (Unity university, 2011);
- b) ...One which offers assistance for those who are in need, especially for female students by supplying stationery and other aids... (Hope College of Business, Science and Technology, 2015);
- c) ... EMD Modern Building Finishing Works and Training Institute is one which will then provide you with a career that makes you rich from scratch... (EMD Modern Building Finishing Works and Training Institute, 2019); etc.

As can be seen in examples (a) and (b) above, advertisers made restricted promises which they could commit at certain time, whereas in example (c) the promise made by advertisers was expressed implicitly (the promise rests on providing the career for the addressees but not on the making of them rich) so as to avoid legal matters. Note that commissives appeared in the middle

and near the end in the body of advertising texts. Regardless of their positions, commissives were utilized to state advertisers' claims as in example (c) above. This could be taken that assertives and commissives have something to do in common, which is to state claims.

The last illocutionary speech act which advertisers applied in the body of the advertising texts were expressives. Expressives state the feelings, emotions or attitudes of the speakers (advertisers in this case). Advertisers attempted to apply few expressives to promote their educational institutions. To mention some expressives acts found in the corpus of advertisements of educational institutions, the following examples are given:

- a) ...Unity University is most grateful to the MoE, for it allowed 15,000 students who scored pass marks to higher education, to join privately-owned higher institutions, and our University—as one of the privately-owned higher institution—is benefiting from this opportunity... (Unity University, 2011);
- b) Happy New Year to you all!... (Debora School, 2013); etc.

While the expressives act in example (a) above was made by advertisers to the Ministry of Education, expressives acts in example (b) and (c) were made to address potential addressees of the advertising message. Advertisers applied these acts to create an interpersonal relationship with their addressees so that nearness or proximity would be created between the two of them, which, actually, is a strategy made to attract the attention of addressees and to influence them.

Generally, illocutionary speech acts employed by advertisers to promote educational institutions are considered as powerful persuasive strategies through the claims made in assertives, the advice offered in directives, the promises made in commissives, and the best wishes expressed in expressives. However, one important point left untouched so far in the analysis of speech acts of advertising texts is the ideological value speech acts have in advertisements. Particularly, identifying how speech acts represent subjects and the social relationships they have between them. It is obvious that the advertising speech acts took place between advertisers and recipients of advertising messages. With the exception of very few, all of the educational institutions' advertisements were communicated to possible recipients through voiceovers, who present the advertisement on behalf of advertisers (See Appendix A). Advertisers are subjects who are relatively more powerful than prospective recipients of advertising messages. Therefore,

advertisers as the producers of advertising speech acts were placed in the authoritative position with respect to the recipients of the claims, advice, or promises of advertising messages. In order to achieve this authoritative power, advertisers employed ideological strategies in their claims, advice and promises which recipients were made to believe that they could become powerful subjects of their own imagined model if they attended in the educational institutions being advertised. Generally, by means of speech acts, advertisers could achieve their illocutionary goals by how they address their target audience.

### **4.3.2 Intertextuality**

Intertextuality was used as one important component of the theoretical framework in the analysis of educational institutions advertising texts. Also, the concept of intertextuality exists if discourse about texts exist. Thus, the analysis of the intertextuality of educational institutions advertising texts becomes crucial if the ideological meanings of these has to be worked out. In this section, then, the intertextuality of educational institution advertising texts was treated in order to uncover the ideological meanings of advertisements taken in this study.

The advertising intertextuality analysis was concerned with the body part of the corpuses of advertising texts since the body of the advertising texts is detailed and rich in its intertextuality, and it is the part where advertisers employ the intertextual references. Here is how the analysis was conducted. Since intertextuality is a way of incorporating the voices of other texts, discourses, or genres within the text under consideration in an explicit or implicit way in forms such as voice (at the level of phonology), genre (e.g., greetings, conversations, interview, a poem, a scientific article, news report, lectures, etc.), style (e.g., formal including sentence complexity and length of sentence, informal like use of incomplete sentences, colloquial terms, etc.), discourse (e.g., medical discourse), and so on (See Section 2.9.3), the analysis of intertextual references in the advertising texts taken for this study was conducted with respect to all these aspects mentioned here. Moreover, the functional pattern of the advertising text along with the intertextual references was identified which is the telling-and-selling functional pattern (Fairclough, 1992/2006:115). After treating the intertextual features expressed by linguistic features, intertextual features represented by music and sound effects was then taken up.

It should be noted that the Amharic version was used as the main line for the intertextual analysis because some techniques of intertextual representation employed by advertisers in the advertisements of the study may be absent in the English version as a result of translation process.

#### **4.3.2.1 Intertextuality in Advertisements of Educational Institutions in Ethiopian FM Radios**

In order to work out the linguistic intertextual elements in advertisements of educational institutions in Ethiopian FM radios and their ideological meanings, the sentences or phrases which developed the body text of the sample advertisements were given sentence numbers (see Appendix G) to easily label the technique of intertextual representation and functional pattern of intertexts of each sentence or phrase of the body text. This was then used to label the technique of intertextual representation and the functional pattern of intertexts in analysing the intertextuality of the samples of advertising texts of the study.

##### **4.3.2.1.1 Intertextual Features Represented by Linguistic Elements**

Advertising discourse is well known for its highly intertextual nature because as a persuasive discourse it has to rely on the already existing and familiar forms in order to create impact on the possible audience of the advertising message. Thus, it borrows various elements, for example, from other texts, genres, discourses or styles. In this part, the intertextual features represented by linguistic elements are discussed.

In order to promote their educational institutions, what most advertisers (based on the sample advertisements) did was to borrow the styles of different types of genres and discourses. The most common style which advertisers employed in the process of promoting their educational institutions was the use of long, complex, or both long and complex sentence structures. Sentences of medium size were also common in the sample advertisements. However, advertising is generally well known for its use of short sentences for impact on the recipients of the message. The use of complete sentences with long, complex or long and complex structures is a characteristic feature of formality.

Thus, genres or discourses which are relatively recognized by formal style where advertisers employed in the sample advertisements of this study were the genre of news report and speeches.

An example from the sample advertisements follows (see Appendices A and G for more information).

**SE:** (*Instrumental music plays for about a second.*)

**1 Male VO:** (*The music, with low-volume, plays in the background.*) Sante Medical College has been inaugurated! **2** Sante Medical College which has recently gained full accreditation from HERQA to train in Doctor of Medicine, Doctor of Dentistry, Bachelor of Public Health, and Midwifery has been formally inaugurated on 8 November 2014 in the presence of prominent figures and scholars... **3** Aiming at quality education and equipped with different skills laboratories, Sante Medical College is completely ready to produce self-confident, skilled professionals who are trained practically, receive life management training, and have ethical behaviour... **4** Sante Medical College which has safe and conducive environment for the teaching-learning process as well as for students' security is currently enrolling students (Sante Medical College, 2014).

The above advertisement has been produced with complete sentences of long and complex style whose verbs realize material processes (e.g., *inaugurate*, *gain*, *receive* and *enrol*) and relational processes (e.g., *has* and *have*) where these two processes were respectively used by advertisers to impart 'factual' information which advertisers claimed to perform in the educational institutions being advertised and to express attributes which advertisers claimed to have, maybe, as their exceptional quality. Sentences of long or complex style are mostly the features of news reports or speech genres.

Advertisers borrowed the styles of the genre of news report and speeches as techniques of the intertextual representation of advertising discourse for ideological significance. That is, the genre of news report is attributed to disclose 'new' information to the public, and the genre of speech is expected to affirm some kinds of commitments to the intended addressees. Both of them are kinds of genres which even make some promises to whom the message is directed. In other words, the texts of these genres are giving information to the public, and the public on its part has to consume the information being given. Hence, advertisers in the advertisements of educational institutions borrowed and utilized the styles of the genre of news reports and speeches in order to claim that what they expressed in their advertisements are facts to be trusted and consumed by the target recipients. The ideological value of presenting information in advertising discourse in the style of news reports or speeches, which is a hybrid promotional mode, is to assert that the information is

presented, to use Fairclough's (2001:174) terms, "with a high sense of responsibility, [...] which are ideological attributes" of professionals. This transference of the ideological value of a high sense of responsibility or professionalism found in other genres to the genre of advertising is an influential intertextual technique which helps to impart authoritative information that could probably win trust on the part of the target audience. This is because this intertextual technique is assumed to have a part to play in the process of putting advertisers as authoritative individuals who have respect for and responsibility to the target audience. In relation to the use of formal style sentences, one important aspect that should be considered here is the use of imperative sentences since imperative sentences have to do with the ideological value of professionalism. Linguistic information was relayed by voiceovers not only using long or complex sentences but also using imperatives or jussives of short or medium-size. Imperatives or jussives request recipients of the advertising message to take actions or offer some advice coming from an unseen authoritative source. The unseen authoritative sources (advertisers, in this case) provided advice or requested recipients of the advertising message to act with an implicit understanding that they had knowledge or expertise which recipients were assumed to lack. This conception then taps into the ideological value of professionalism because in the world of social interactions and relationships, it is usually someone with expertise, knowledge, profession, or authoritative information who provides advice or requests for actions.

Advertisers also utilized phrases which appeared mainly in conversational genre where the sample advertisements were developed between two voiceovers. It should also be clear that phrases appeared infrequently together with complete sentences of formal style. To testify the use of phrases in conversational genre in advertising texts, the following advertisement from the samples of the study can be a good example.

**SE:** *(A song in English plays for about 1.5 seconds.)*

**1 Female VO:** *(The music, with low-volume, plays in the background)* A noble profession which is in high demand at an international level, has a vast market and can generate a handsome profit, Fashion Design!

**2 Male VO:** A venerated institution at home and abroad for its extensive knowledge and experience gained over the years, Next Design!

**3 Female VO:** Registration is underway in short-term and regular programmes at Bole campus and at Lebu, a newly opened campus.

**4 Male VO:** Next Design!

**5 Female VO:** In Men's and Women's clothing...

- 6 Male VO:** Next!
- 7 Female VO:** In Fashion design...
- 8 Male VO:** Next!
- 9 Female VO:** In Traditional clothing...
- 10 Male VO:** Next!
- 11 Female VO:** In Pattern cutting...
- 12 Male VO:** Next!
- 13 Female VO:** In Fashion arts... (Next Fashion Design College, 2016)

As can be seen from the above sample, the advertisement which was promoted through female voiceover and male voiceover was made up of phrases, with no complete sentence in its body copy. And phrases take the style of informality. Informal style is usually the characteristic feature of conversational genre identified by its use of sentence fragments or phrases as one of its elements, for example. Clearly, informal or conversational style helps advertisers approach addressees more in a friendly way than ‘being informational’ (Baker and Ellece, 2011); that is, it is a way of forming and keeping rapport between advertisers and receivers of advertising messages. Approaching receivers of advertising messages this way is a strategy used to attract and influence them to join their educational institutions. However, the informational use of the phrases should not be discredited in the name of its function of creating and keeping rapport between interactants since the body copy of an advertisement is the flesh of the whole of the advertising copy containing detailed information. On the other hand, using phrases or incomplete sentences is generally the characteristic feature of advertising discourse.

Borrowing the style of the genre of poetry, though there were very few instances observed in the sample of advertisements of educational institutions of the study, was also one other technique of intertextual representation in which advertisers of educational institutions used in their advertisements. The following expressions from the body copy of the sample advertisements of the study can be taken as examples.

- a) *Plan; decide; feed the knowledge pool of Mojo Abyssinia College* (Mojo Abyssinia College, 2012);
- b) *Upon your arrival at Alem Bank’s Square*  
*A grand building easily recognizable*  
*Tha:::t is Yetwliid Tesfa school* (Yetwliid Tesfa School, 2015);
- c) *Come; register; learn; you benefit from Felegeneway* (Felegeneway Academy, 2018)

The three examples taken out of the body copy of their respective advertising texts have a rhyming pattern between the three verbs *plan /yaqidu/*, *decide /yiwosnu/*, and *feed /yiquadesu/* in example (a) and between the four verbs *come /yimttu/*, *register /yimezgebu/*, *learn /yimaru/*, and *...benefit... /yaterfallu/* as in example (c) above. This is because a verb form standing alone can make a complete sentence which contains pronoun subject and verb as can be seen in examples (a) and (c) above. These verbal sentences therefore rhyme together in the Amharic version of the advertisement. Whereas poetic styles as in example (b), the rhyming pattern is among words which come at the end of each line of the stanza of a poem (Note that a sentence in Amharic normally has subject-(object or attribute)-verb order). The rhyming words that come at the end of a poem can be any class of words irrespective of the conventional rules of grammar. This is because poetry, as is all well-known, violates the conventional rules of grammar. Generally, the genre of poetry is used to convey thoughts, feelings, experiences, etc. aesthetically. Then, the genre of poetic style in advertising is used for its intertextual significance in order to attract the attention of potential recipients of an advertisement and create positive image towards the thing being advertised. Intertextually, the ideological function of the use of poetic style in advertisements, is to influence receivers of the advertising messages with its aesthetic beauty.

An imitation from the style of some texts which are widely recognized like the Bible was also another technique of intertextual representation identified in the study. One obvious intertextual instance identified in the study was taken from the sample advertisement of *GYF Academy*. This intertext imitates the biblical phrasing of *Suffer little children to come unto me, and forbid them not* (Luke, 18:16) as follows: *Do not forbid your children to come unto us* (See Appendices A and G). Since texts from the Bible are presumed to be reliable, advertisers then tried to exploit this conception for their own business so that they assumed that they would possibly attract the attention of their target audience, specifically parents, for it is parents who were the targets of the advertisement. The ideological function of this intertextual representation is, therefore, to win over the psychology of the targets of the advertisement easily through the allusion of the biblical text.

All in all, the functional pattern of intertexts or of the uses of the styles of different genres, discourses or texts such as news reports, speeches, poetry, the Bible, and everyday conversations, in the body copy of various advertisements of educational institutions was aiming to give

information and then to sell the advertising message to the intended audience. This is what Fairclough (1992/2006:117) calls the telling-and-selling function. Hence, almost all the techniques of intertextual representations employed by advertisers tap into this telling-and-selling functional pattern (See Appendix G for further information).

#### **4.3.2.1.2 Intertextual Features Represented by Music and Sound Effects**

As discussed in section 2.9.3, intertextuality is not only confined to language levels but it also occurs at any other level which is not linguistic, for example at the level of music and non-linguistic sounds. This section then is concerned with the intertextual features represented by music and sound effects in the sample advertisements of the study.

The intertextual elements identified in the sample advertisements of this study other than linguistic intertextual elements were: borrowed music and sound effects. Borrowed music came from two sources. The first source was from instrumental music at home (in this case thiofia) and abroad, and these groups of music were used as background music in the sample advertisements. The second source was the music of popular singers at home and abroad, and these categories of music being included between utterances were used by advertisers in the following ways: as background music, or as openers of the advertisements and then faded immediately. On the other hand, sound effects—as their names may suggest—were artificially created sounds imitating sounds called for, and they were utilized by advertisers being included between utterances just like music of popular singers was used as mentioned above.

Of the two intertexts, borrowed music and sound effects, which were incorporated in the body copy of the corpuses of advertising texts on FM radio advertisements of educational institutions in this study, the most frequently used one by advertisers was borrowed music, especially instrumental music. Borrowed music from popular singers appeared less frequently in the sample advertisements. Regarding sound effects, there were very few instances identified in the corpuses of the advertising texts. In some instances of the corpuses of the sample advertising texts, no music of any kind or sound effect, whose number equalled to the number of borrowed music from music of popular singers, was used by advertisers as intertexts in the sample advertisements. The question now is how and why were those music intertexts utilized by advertisers in the sample advertisements? Some cases can be considered and discussed below.

First of all, let us begin with an example of advertising text where instrumental music was used intertextually. The instrumental music that played for about two seconds was used as an opener of the advertisement, and when the male voiceover started offering the information about the advertisement, it actually faded out and played in the background. Nearly all of the other sample advertisements which incorporated instrumental music have this kind of structure, and some of them were not even made to be played in the background once they were used as openers.

**BKG MZK:** (*Instrumental music plays for about 2 seconds.*)

**1 Male VO:** (*The music fades out and plays in the background.*) YOM, a fully accredited institute from HERQA, is providing training in Master of Science in Development Economics, and Project Planning and Management. **2** Registration of candidates for the 2016 academic year is taking place at Megenagna, Sileshi Sihin Building, 6<sup>th</sup> Floor, House Number 607, till 27 January 2016... (YOM Postgraduate Institute, 2015).

Advertisers borrowed the instrumental music and used it in the advertisement not to convey the advertising message through it but as an attention-getter device. That is, the groups of instrumental music used in the sample advertisements of this study were employed to attract the attention of potential recipients of the advertisements. With respect to this, Huron (1989:550) writes that “*all music broadcast on commercial radio serves as a loss leader.*” Based on this perspective, the groups of instrumental music used as intertextual elements in the sample advertisements seemed to be used to avoid the bleakness of the advertisement. If advertisers used instrumental music between the narratives of voiceovers, they did this in order to help the speaker/reader of the commercial take pauses while reading but not for some kind of ideological function in the advertisement.

In connection to the groups of borrowed music from popular singers at home and abroad, the way they were incorporated in the advertisements (as hinted above) was in three ways: being included between utterances, as background music, and as openers of the advertisements only. The second and the third ways of incorporating music in advertisements were used by advertisers so as to get the attention of potential audiences, for example, as in the advertisements of *Deborah School (2013)*, *AZK Birhan Driving School(2016)*, *Next Fashion Design College (2016)*, and *MATED Management Institute (2017)* (See Appendix A), whereas advertisements like *Africa Beza College (2017)* were employed to enhance the memorability of the Institution since the music utilized was

the former OAU's (now AU) song which begins with the opening bars of 'Africa Our Country...' that was sung in Amharic in the 1960s (See Appendix A). Nevertheless, those of the first type (those being included between utterances) were employed to function as parts of the advertising messages. There were only four instances of this type that could be considered to have been playing this function from the corpuses of the advertising texts: *New generation University College (2015)*, *Felegeneway Academy (2018)*, and *EMD Modern Building Finishing Works and Training Institute (2019)*. Among these instances, the last one can be taken as an example.

**BKG MZK:** (*Instrumental music with techno beat plays for 2 seconds.*)

**1 Male VO:** (*The instrumental music with low-volume plays in the background.*)

Whenever we engage in casual conversations about some individuals who made history, we happen to extol some individuals as coming ahead of their times.

**2 BKG MZK:** (*The Instrumental music resumes playing for 1 second.*)

**3 Male VO:** (*The music fades away.*) If we just think of some kind of song as a human foreteller, we say that the song forecasts the future.

**4 BKG MZK:** (*Tilahun Gessesse's song 'Unless you have it[money], you don't exist...' plays for about 2 seconds.*)

**5 Male VO:** (*Tilahun's song fades away.*) Specially, in this era of capitalism, the only game in town is to have good money.

**6 BKG MZK:** (*The instrumental music resumes playing for 0.5 second.*)

**7 Male VO:** (*The instrumental music fades away.*) If you say 'Huh! We know that! If you have, come up with a solution!' EMD Modern Building Finishing Works and Training Institute is one which will then provide you with a career that makes you rich from scratch. **8** It trains you in Gypsum Décor, Tiling, Aluminium Cladding, Electrical and Plumbing Work as well as other similar careers within only 4 to 6 months' time in order to make you a much sought-after professional everywhere... (EMD Modern Building Finishing Works and Training Institute, 2019).

In the example above, the narrative voiceover of sentence numbers (3) and (5) was made complete through the use of Tilahun Gessesse's song which says '*Unless you have it[money], you don't exist*'. This intertextual music from the well-known Ethiopian musician was implemented by advertisers to link together the spoken message coming from the voiceover. It links the idea that the previous generation, who did not experience capitalism, could forecast what the future generation would be oriented (that is, money). In other words, the Music was very helpful to convey the advertising message easily without much effort. Huron (1989:561) calls this role of music the "function of *continuity*" (emphasis, original). The function of continuity refers to the

role of the music which is used to join together “a sequence of [...] narrative voiceovers” (Huron *ibid.*) and which conveys an advertising message equally to linguistic message coming from the voiceover. Therefore, like what the spoken or linguistic advertising texts could do intertextually, music groups of this sort had the functional pattern of telling and selling. In short, advertisers incorporated popular music in their advertisements in order to increase influence upon the targets through musical tastes which gained popular acceptance and apparent recognitions.

Though music has a vital role to the effectiveness of advertisements in this particular discourse serving as a means of attention-getters, achieving continuity, increasing memorability, conveying verbal message in a non-spoken way, aiming at targets, and establishing credibility or authority as identified by Huron(1989), advertisers in this particular study employed music mainly to achieve the function of attention getting and to a lesser extent, as a very few instances showed, to achieve continuity and increase memorability.

In brief, music incorporated in the sample advertisements of the study were utilized by advertisers to avoid the bleakness of advertisements in case of the use of instrumental music and to play mainly as opening hooks in case of borrowed music from popular singers at home and abroad and to a lesser extent to create links between a sequence of narrative voiceovers.

#### **4.4 Analysis of Data of Advertisements in Ethiopian FM Radios as Socio-cultural Practice**

So far, we have been engaged in the analysis of text as text and discursive practice in the tri-dimensional framework of discourse analysis. In this section, the third level of analysis in the framework is considered, which is the social practice analysis. The social practice analysis taps into the analysis of what social identities are constructed. The discussion will follow in their respective order.

It was mentioned that discourse constructs identities of individuals, social groups or institutions. Now, it is good to look at how promotional discourse (in this case educational institution advertising) has constructed identities of individuals, social groups, institutions and even the wider society in its endeavour to meet its own promotional ends. On the basis of the samples of the study,

the social actors (educational institutions or advertisers and recipients) have thus been constructed in a positive or a negative way in an explicit or implicit manner. The construction of social actors could be done by using individual words/phrases, sentences, or the text/discourse in general. In this particular study of which educational institutions were advertised, the social actors have been constructed in various ways. Since the aim of CDA is to reveal the hidden and taken for granted assumption that is communicated between social actors of the discourse, a rather brief explanation is given to the negative construction of social participants/actors rather than to the positive ones to make them clear to individuals and the society at large.

Having this conception, consider how participants (advertisers and recipients) in the sample advertisements of this study were constructed. The first way that individuals were socially constructed was through the names of the educational institutions because names are powerful ideological tools reflecting the beliefs, feelings, attitudes and culture of the society. That is to say, names are used not only to identify individuals, groups, institutions and the society but also to construct them. Names construct individuals, groups, institutions and the society as a whole in the sense that they can reveal the taken-for-granted values, beliefs and attitudes of those who give names and consume those names. As discussed in section 4.2.1.1.1, the names of educational institutions taken in the study were utilized to represent positive values whether they took foreign names, domestic names, or a combination of the two. That is, the values (e.g., *modernity, technology, achievement, auspiciousness, quality, self-respect, etc.*) identified by analysing the proper names using their denotative and connotative meanings were those which encourage individuals for development, future success, acceptance, excellence and so on. These values were also identified in the body copy of sample advertisements that gives detailed information about the educational institutions under advertisement (see Section 4.2.1.2 for details). On the other hand, most of the educational institutions, as discussed in section 4.2.1.1.1, took foreign names only or foreign and domestic names in combination (e.g., *Dynamic International University College, 2010; Selam Nursing College, 2013; New Generation University College, 2015; Felegeneway Academy, 2018; etc.*). This use of foreign and a combination of foreign and domestic names has something to do with the perception and portrayal of individual groups and the society at large. It reflects the perception held by advertisers that having those kinds of names means that they are modern and western-like. That is, something from abroad is superior, up-to-date and more

acceptable but something from home is ‘inferior’, behind the time and less acceptable. Hence, by means of ideologies of this kind, social identities are created. A great many people now feel that giving domestic or local names to people or institutions is outmoded. Thus, they seem to value names which have some kind of link with foreignness, and that may be the reason why most names of educational institutions were in foreign or a combination of foreign and domestic names. Also, it is safe to say that these names are indicators of the condition of us, Ethiopians, in which we are in now either to follow our own style as we were in the past or to abandon what we have acquired from our forefathers and foremothers and follow foreignness.

This tendency of valuing something from overseas was also observed from the analysis of the body copy of the sample advertisements, a part that gives detailed information about the educational institution. In relation to this, the following expressions were taken to illustrate the point.

- a) *Dynamic International University College...an institution established by scholars from abroad and home, aiming at producing qualified manpower crucial for development... (ዳይናሚክ ኢንተርናሽናል ዩኒቨርሲቲ ኮሌጅ... የሰለጠነ የሰው ኃይል ማፍራት ለእድገት ወሳኝ መሆኑን ዓላማ ባደረጉ በውጭና በሀገር ውስጥ ምሁራን የተመሰረተ...)* (Dynamic, 2010);
- b) *The training is offered by professional accountants certified in both England and Ethiopia (ስልጠናው በእንግሊዝና በኢትዮጵያ በተመሰከረላቸው የኢሳብ አዋቂ ባለሙያዎች ይሰጣል።)* (Amnicent, 2013);
- c) *where qualified teachers from home and abroad are found (በዘርፉ የሰለጠኑ ብቁ የሀገር ውስጥና የውጭ መምህራን የሚገኙበት...)* (Maya, 2014);
- d) *One which undergoes short-term trainings and works in collaboration with higher educational institutions from abroad (አጭጭር ስልጠናዎችን የሚሰጥ፣ ከውጭ ሃገር ከፍተኛ የትምህርት ተቋማት ጋር በጥምረት የሚሰራ)* (Hope College, 2015);
- e) *Our Insitute, oraganized by foreign teachers and led by Mr. Mike who has a teaching experience of twelve years, has prepared VCD and books for all users including users of IELTS and TOEFL (በውጭ ሃገር መምህራን የተደራጀና አሰራ ሁለት ዓመት የማስተማር ልምድ ባለው በሚሰተር ማይክ የሚመራው ተቋማችን ለሁሉም የአይ.ኤ.ኤልትስና የ‘ቶፍል’ ተጠቃሚዎች ጨምሮ ቪ.ሲ.ዲና መጻሕፍትን አዘጋጅተናል።)*(BBC, 2017); etc.

These expressions may be taken as tools used to impact the audience of the advertisements. Though there is no argument on the point, the big question, then, is ‘How could this influence be achieved?’ The answer to the question is that advertisers have to tell the audience that professionals from abroad are part of their educational institutions, which also asserts that someone from overseas approves the quality of their institutions. In other words, the expressions employed by advertisers reflect the beliefs that they have about themselves and the society as a whole, and about what

perceptions they have about foreigners and their ideas. In this line of argument, the audience were also made to be yearners of overseas as the following expression illustrates: *where they can get scholarship opportunities abroad* (ነፃ የውጭ ሃገር የትምህርት እድል የሚያገኙበት) (MacMillan Academy, 2016). The where-they-can-get-scholarship-opportunities-abroad expression could show the belief of advertisers and of the society we are a part that the best possible knowledge one can get is from overseas.

The above analysis has been done on the basis of evidence which was foregrounded in the discourse which we have at hand. However, the analysis should also consider those which have been left unsaid for ideological significance. To begin with, the sample advertisements came from various levels of educational institutions beginning from lower to higher levels such as day-care centres and kindergartens, primary and secondary schools, institutes, colleges, and universities. Those advertisements which came from schools claimed that they would work harder to instil good manners, morals or ethic into the prospective students as in the following expressions illustrate.

- a) *We teach your child with experienced teachers and return him/her to you by instilling good manners in him/her in collaboration with parents...* (ልጅዎን የምንመልሰልዎ ልምድ ባካብቱ ድንቅ መምህራን አስተምረን ከወላጆች ጋር በመቀናጃት ስነ ምግባር አሰጩብጠን ነው...) (Deborah School, 2013);
- b) *MacMillan Academy, where your children absorb knowledge and good manners* (ማከሚላን አካዳሚ ልጆችዎ ዕውቀትና ስነ ምግባር የሚቀረጡበት) (Macmillan Academy, 2016);
- c) *These days the real headache for parents is to get a school which teaches their children good manners* (በዚህን ጊዜ የወላጆች ትልቁ የራስ ምታት ልጃቸውን በስነ ምግባር አንጾ የሚያስተምር ትምህርት ቤት ማግኘት ነው...) (Hamona School, 2019); etc.

However, instilling good manners, good morals, or ethical behaviour begins at home, so the role of parents (receivers of the advertisements) in this regard should not be ignored. There are times where children develop unethical behaviours even after they have joined schools.

Furthermore, advertisements that came at least from institutes, colleges, or universities could not advertise that prospective learners could have the opportunity to develop their special talents. This is because when prospective learners go to institutes, colleges, or universities, they go with their own assumptions and talents or skills they have made and possessed in their life experience and through other means. Rather, advertisements preached that they can give readily available knowledge which can be poured into the prospective learners' head considering them as empty pots that could be filled with. In this regard, it possible to consider metaphors of food and wealth

that were discussed in section 4.2.1.3. In the metaphor of food, recipients were expected to gain knowledge as if they were feeding readily available food, readily available food that seemed to be eaten with no much effort spared. The expressions that were taken from food metaphor are given below:

- a) *Plan, decide, and feed the knowledge pool of Mojo Abyssinia College* (ያቅዱ፣ ይወስኑ፣ ከሞጅ አቢሲኒያ ኮሌጅ የዕውቀት ማዕድ ይቋቋሉ።) (Mojo, Abyssinia, 2012)
- b) *Feed the knowledge pool of our Academy* (ከአካዳሚያችን የዕውቀት ትምህርት ማዕድ ይቋቋሉ።) (Mandela, 2014)

In the wealth metaphor, the recipients of the advertising message were assumed to gain knowledge as if they were able to acquire knowledge using money; knowledge was assumed to be acquired regardless of the knowledge recipients may have. Here follows the expression to exemplify the point: *Hamona School, ...where children purchase knowledge and character education* (ሐሞና ትምህርት ቤት... ከግብረ ገብ ትምህርት ጋር እውቀት የሚሸምቱበት) (Hamona School, 2019).

Moreover, through the use of personal pronoun ‘we’, which refers to the advertisers (or educational institutions), as discussed in section 4.2.2.2.1, the concept of the we-can-fill-you-with was also another evidence that testifies this. That is, advertisers’ (or educational institutions’) claims of knowledge that they possessed is what would make recipients as they should be. In other words, since the advertisers are powerful, recipients are expected to take what is from the advertisers. The following expressions from the sample advertisements exemplify this.

- a) *The glorious heritage that a wise parent passes on to his child is education. And we are the right people to make this great asset pass on to children.* (ብልህ ወላጅ ለልጁ የሚያወርሰው ታላቅ ቅርስ ትምህርት ነው። ይህንን ታላቅ ቅርስ ደግሞ እኛ እናወርሳለን።) (Deborah School, 2013);
- b) *Come; we will make you a skilled and highly sought-after maintenance technician.* (ይምጡ፣ በጥገናው ዘርፍ ተመራጭና ተፈላጊ ባለሙያ እናደርግዎታለን።) (SATCOM, 2016);
- c) *EMD Modern Building Finishing Works and Training Institute is one which will provide you with a career that makes you rich from scratch* (ኢ ኤም ዲ የዘመናዊ ህንፃ ፊኒሽንግ ሙያ ማሰልጠኛ ተቋም ከምንም ተነስተው ሀብታም የሚሆኑበት ሙያ ያቀብለዎታል...) (EMD, 2019); etc.

The expressions ‘we are’, ‘we will make’, and ‘we will provide’, are that make recipients be given knowledge and that signify the power of advertisers in transferring the claimed knowledge or in making recipients be sought-after professionals. Although these ‘we-are-of-this-sort’, ‘we-will-make’, ‘we-will-provide’ and so on were important strategies in the world of advertising in order to get more prospective learners for the educational institutions under advertisement, there were

no advertisements of educational institutions that foreground (or even presuppose) education is something that requires intellectual challenge on the part of prospective learners. In brief, the points raised lead to the conception that working on learners is the role of educational institutions (advertisers). Another way of saying this is that educational institutions were represented as fountain of knowledge or ‘know-it-all’, but prospective learners were represented somewhat as ‘dependent’ on educational institutions.

In addition, advertisers (or educational institutions) emphasised (as has been discussed in section 4.2.1.2.1) that they have wisdom and excellent quality, are successful, popular, modern and so on so that prospective learners would earn educational and economic benefits as well as be well-prepared for their future careers if they attended in the institutions being advertised. However, it was not foregrounded about the larger societal benefits that educational institutions bring though Admas University College has attempted to do this as shown in the expression: *Admas!... (is) a venerable institution which has benefited many in its social development strategy...* Although helping one become skilled and gain economic and educational benefits is what every educational institution may promote to win over the interests of potential recipients, advertisements should have promoted ideas that would motivate recipients to think beyond their individual benefits or personal growth. Hence, the advertisements seemed to emphasise that education benefits the individual, but it omits the benefit which education offers to the larger society. This may develop a conception on the part of recipients that they learn only for their own benefits disregarding societal benefits. Therefore, the self-serving identity may be created on the part of recipients and even on the part of the society as a whole.

On the other hand, advertisers (or educational institutions) took the lion’s share of being best, successful, modern, popular, wise, experienced, practical and the like (see sections 4.2.1.1 and 4.2.1.2 for more details this concepts). All of them as discussed in their respective sections are important values for prospective recipients because everyone who plans to go to educational institution would prefer to attend his/her education in an institution that is best, successful, modern, popular, well-experienced in the field, that has wisdom, that is supported by practical learning, and that guarantees his/her safety. In other words, advertisers (or educational institutions) were

employing values that already privilege them but that create common understanding between their prospective audience and themselves. That is to say, prospective audience and the society seem to give much value to the values raised above. If the prospective audience and the society give much credit to those values, then advertisers are attempting to control the prospective audience and the society by gaining their consent. Advertisers (advertisers of educational institutions) can then exercise their power using this discursive strategy called manufacturing of consent. Hence, while advertisers (or educational institutions) were represented as powerful and dynamic, prospective audience were represented as submissive to ideas of powerful and dynamic groups.

To sum up, the discursive practices of advertisements of educational institutions construct the identities of participants. While recipients of advertisements were depicted as worshippers of foreignness, self-serving, and submissive, advertisers (educational institutions) were represented as know-it-all, powerful and dynamic through their claims made in the sample advertisements. These depictions could be constructed through ideologies which the social participants and even the larger society shared together or through ideologies which have been presupposed, omitted or left unsaid in advertisements. Those shared or commonly agreed ideologies have been used as means of exercising power for the people in power (advertisers of educational institutions), to use the words of Fairclough, through manufacturing of consent.

## Chapter Five

### 5 Summary, Conclusion And Recommendations

In the preceding chapter, the presentation and analysis of data have been covered. In this chapter, the summary, conclusion and recommendations of the study are reported. In the summary part, points regarding the purpose of the study, the theoretical framework employed to analyse the data, research questions, methodology, and findings on the basis of research question are treated. In the conclusion part, some assertions based on the findings are forwarded. And in the recommendations part, some ideas about further research and others are suggested.

#### 5.1 Summary

The purpose of this study was to describe, analyse and interpret how discourse in commercial advertisements of educational institutions involve people's construction of meanings. Particularly, it was intended to examine the linguistic and non-linguistic features and ideological values that advertisers use to create meaning, to sway consumers through norms, beliefs, attitudes, and values they have about themselves and others and the world surrounding them, and to reinforce power relations in Ethiopian FM radio commercial advertisements.

In order to accomplish the purpose of the study, qualitative research design was set. Of different strategies of qualitative research, discourse analysis was chosen because the purpose of the study directed towards it. And to do discourse analysis, a theoretical framework which consisted of a variety of theoretical perspectives that could direct the analysis was framed. The variety of theoretical perspectives which were used to guide the study were *Critical Discourse Analysis (CDA) developed by Fairclough (1995, 2001, 2003, 1992/2006)*, *Systemic Functional Linguistics (SFL) constructed by Halliday (1994)*, *Speech Act Theory developed by Austin (1962) and Sereale (1976)*, *Intertextuality Theory employed by Bazerman (2004) and Fairclough (1992/2006)*, and *Advertising Discourse Analysis entertained by Cook (2001) and Frith (1997)*. However, among the theoretical perspectives that developed the framework, the main line on which the study was guided by was Fairclough's tri-dimensional model of Critical Discourse Analysis (CDA).

Data that could be analysed on the basis of the theoretical or analytical framework was collected from three Ethiopian FM radio stations through recording commercial advertisements while they

were on air and from libraries of those radio stations. A total of forty-six (46) sample advertisements of educational institutions aired in the time periods 2010-2019 were taken using purposive sampling technique. The sample advertisements were first transcribed in Amharic (the language used to run advertisements) which then was translated into English (the language used to write the research).

The study included three research questions to be answered by analysing the samples of the study:

1. What linguistic and non-linguistic features are employed by advertisers in advertisements of educational institutions in Ethiopian FM radios?
2. What ideological values are used in advertisements of educational institutions in Ethiopian FM radios?
3. How are social actors constructed in Ethiopian FM radio advertisements of educational institutions?

Depending upon the analysis of the sample advertisements of the study, the following findings were obtained. With regard to the first research question, which aimed at searching for the linguistic and non-linguistic features employed by advertisers in advertisements of educational institutions in Ethiopian FM radios, the findings were the following: The first linguistic feature that was given much attention in the analysis was vocabulary or words which advertisers employed strategically to meet their own ends. Hence, advertisers frequently used evaluative but positive adjectives to describe the attributes of educational institutions and people involving there. By default, the presence of adjectives mostly testifies the presence of nouns or noun groups. The linguistic features at the level of vocabulary which advertisers used more frequently were first person plural pronoun 'we' referring to the educational institutions being advertised and functioning as a marker of superiority or power relations between them and intended recipients of the advertising message, and second person plural pronoun 'you' standing for intended recipients and serving as a means of establishing close, friendly rapport between advertisers and recipients. The other linguistic features other than words which advertisers utilized in advertisements were metaphors. Among many types of metaphors, the following appeared in the advertisements: metaphors of *movement and direction* which may allude to the possible attainment of one's intended goals or the change of one's life through education; *food and water metaphor*, which could help addressees associate that education and knowledge are very important for their living;

and *money or wealth* metaphor, which could generally signify that education is something that could be accessed by recipients like material values. Speech acts were also other linguistic features employed by advertisers in the copy of advertising texts. The most frequently used illocutionary speech acts identified in the advertisements were assertives imparting the claims of advertisers and directives offering advice for the possible receivers of the advertising messages. These two illocutionary speech acts, assertives and directives, were used by advertisers more frequently than others because these speech acts mark the so-called advertisers' 'trustworthiness and knowledgeability'. This implies the power advertisers have over their intended recipients of advertising messages. Commissives that make promises, and expressives that express wishes were used less frequently by advertisers. However, no declaratives were found in the sample advertisements. The other linguistic features through which advertisers conveyed their messages in the advertisements of educational institutions frequently were long or complex sentences to maintain formality followed by phrases or incomplete sentences so as to have conversational-like approach towards the prospective audience. In addition to linguistic features, non-linguistic elements such as instrumental music which seemed to be used as openers of advertisements and more generally to avoid the bleakness of many advertisements, and very few songs from popular singers as part of advertising messages were used.

The findings resulting from the second question, which aimed at investigating the kind of ideological values employed in advertisements of educational institutions were reported as follows. The analysis of the data revealed that ideological values existed in the advertisements of educational institutions, and this provides an answer to the second research question set. Then, the move now is to indicate the kinds of ideological values used by advertisers to convince or control the receivers of the advertisements. Advertisers employed ideological values beginning from the names of their educational institutions to the body copy of advertising texts. Ideological values that emerged from names of educational institutions were analysed depending on the approach used by scholars such as Dyer (1982), Frith (1997), Martin (2006), and Williamson (1978) to unveil the literal and ideological meanings. And the categories of the themes of ideological values were established based on the 42 indicators of cultural ideology identified by Pollay (1983) along with the 31 indicators of the cultural ideology identified by Cheng (1996) as well as based on ideas, feelings, emotions and values that are favoured by the local people (Ethiopians). Hence,

these ideological values that featured in the names of educational institutions were: *power, popularity, modernity, technology, achievement, auspiciousness, quality, self-respect, safety, and courtesy*. And, ideological values that emerged from the body copy of advertisements were analysed and categorized into themes firstly by using the 42 indicators of cultural ideology identified by Pollay (1983) along with the 31 indicators of the cultural ideology identified by Cheng (1996) that manifest in advertising, and secondly by using the meanings of modifiers (or adjectives of any level) and the meanings of nouns or noun phrases employed to express some kind of evaluation about the institutions. Thus, ideological values such as *quality, achievement, wisdom, modernity, power, popularity, worship of foreignness, auspiciousness, tradition, economy, safety, ethicality, practicality, and uniqueness* were identified.

Coming to the third research question, which aimed to find out how identities were constructed through advertisements, the following results were drawn. While recipients of advertisements were depicted as worshippers of foreignness, self-serving, and submissive, advertisers (educational institutions) were represented as know-it-all, powerful and dynamic.

## **5.2 Conclusion**

The findings of this study revealed that the discourse of educational institution advertising has been characterized by its dominant use of linguistic features such as nominal groups and positive evaluative adjectives, personal pronouns ‘we’ and ‘you’ just like consumer advertising discourse does. However, it employed limited metaphors that allude to personal development and speech acts that indicate mainly claims of the claimants. Unlike the general conceptions which the literature indicates about the nature of syntactic structures (that is, sentence length) in advertising discourse, educational institutions advertising on FM radios in Ethiopia has been identified mainly by its use of formal, complex or long sentence styles, and, of course, by its use of phrases and incomplete sentences. Moreover, it seemed that the sentences used in the sample advertisements were attributed to have news reports and speeches genres which are characterised by providing sets of information appealing to logic or fact rather than sets of information appealing to senses or emotions. Though they were not as significant as linguistic features in the advertisements, non-linguistic features like instrumental music were incorporated so as to open adverts and to avoid the bleakness of adverts.

Ideological values which came from the names of educational institutions and the body copy of the advertising texts have been characterized by cultural values. These values have been employed by advertisers to reflect the social relationships (e.g. power relationships in terms of economy, knowledge) of individuals, institutions, or the society. Through the ideological values employed in the sample advertisements, advertisers were able to convince the audience, thereby exercising their relations of power.

### **5.3 Recommendations**

This study focused on advertisements of educational institutions which were aired on Ethiopian FM radio stations from the years 2010 to 2019. Thus, future research can be conducted on the same issue that can cover wider time periods back from 2010 to compare the changes that occurred in ideological values employed in advertisements of educational institutions. Using the wider time periods, there would be a possibility for a researcher to conduct a comparative study across the different time periods. Taking a wider time period would also help to examine the changes observed and developments that have been occurred across the different time periods in educational institutions advertising in particular and advertising discourse as a whole.

This study has been conducted using qualitative research design from the perspective of Critical Discourse Analysis applying the tri-dimensional framework of Fairclough as a main line of analysis. However, I believe that research including quantitative design could be undertaken. On this basis a different analytical framework could be designed so as to examine and analyse different aspects that could be considered in the analysis of advertising discourse such as class of words, sentences and phrases, speech acts, ideological values and so on.

In addition, future research can be conducted on other media such as TV, magazines and internet on the same topic so that the research may shed light on educational institutions advertisements.

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- ማስታወቂያ። (1945 ዓ.ም.፣ ግንቦት 1)። አዲስ ዘመን ጋዜጣ ዐሥራ ሦስተኛ ዓመት፣ ቁጥር 3፣ ገፅ 12።
- ዳንኤል ብርሃኑ። (2007 ዓ.ም.)። የማስታወቂያ መሰረታዊ መርሆዎች (ቅጽ 2)። አዲስ አበባ። ሻማ ቡክስ።

# Appendices

## Appendix A: Sample Advertisements of Educational Institutions (2010-2019)

2010

### 1. ዳይናሚክ ኢንተርናሽናል ዩኒቨርሲቲ ኮሌጅ

ከጀርባ አጃቢ ሙዚቃ:- (11.5 ሴኮንዶች የሚቆይ ለስላሳ የመሳሪያ ሙዚቃ ይጫወታል።)

ወንድ አስተዋዋቂ:- (ሙዚቃው ከማስታወቂያው በስተጀርባ በስላሳ መጫወቱን ይቀጥላል።) ዳይናሚክ ኢንተርናሽናል ዩኒቨርሲቲ ኮሌጅ... የሰለጠነ የሰው ኃይል ማፍራት ለእድገት ወሳኝ መሆኑን ዓላማ ባደረጉ በውጭና በሀገር ውስጥ ምሁራን የተመሰረተ... ከነርሶሪ እስከ ዩኒቨርሲቲ ኮሌጅ ተመጋጋቢ ትምህርት የሚሰጥ የትምህርት ተቋም ነው። ኮሌጁ ለመጀመሪያ ጊዜ በዲግሪና በዲፕሎማ ያሰለጠናቸውን ተማሪዎች በቅርቡ አስመርቋል... ለ2003 ዓ. ም. በቀንና በማታ በትምህርት ሚኒስቴር መስፈርት መሰረት በአካውንቲንግ፣ በቢዝነስ ማኔጅመንት፣ በኢኮኖሚክስ፣ በኢንፎርሜሽን ቴክኖሎጂ፣ በዲግሪና በሰርቲፊኬት ደረጃ 3 እና 4 የአዲስ ተማሪዎች ምዝገባ ጀምሯል። ኮሌጁ ብቁ መምህራን፣ ሰፊ ካምፓስ፣ ምቹ የመማሪያ ክፍሎች፣ ቤተ መጻሕፍት፣ የኮምፒዩተር ላቦራቶሪዎች፣ ፈጣን የብሮድ ባንድና የዋዩርሊስ ኢንተርኔት አገልግሎት ተሟልተውለታል... የማጠናከሪያ የአንግሊዝኛ ቋንቋ በነፃ መስጠቱ ዳይናሚክን ተመራጭ ያደርገዋል... ጥራት ያለው ትምህርት ፈላጊዎች የእድሉ ተጠቃሚ ለመሆን ተመዝገቡ።

አድራሻ:- ጉርድ ሾላ ከኢትዮጵያ አትሌቲክስ ፌዴሬሽን በስተጀርባ ገባ ብሎ

ዳይናሚክ ኢንተርናሽናል ዩኒቨርሲቲ ኮሌጅ!

### Dynamic International University College

**BKG MZK:** (Soft instrumental music plays for 1.5 seconds.)

**Male VO:** (The volume of the music goes down and plays in the background.) Dynamic International University College... an institution established by scholars from abroad and home, aiming at producing qualified manpower crucial for development... It is an institution that provides education from nursery to university college levels nourishing each other's educational programme. The College has recently graduated students in diploma and degree for the first time... On the basis of the requirements of the Ministry of Education (MoE, hereafter), registration of new entrants for the 2011 academic year in the daytime and evening classes is underway in Accounting, Business Management, Economics, and Information Technology in degree programme and in certificate level in Levels III and IV. The College is equipped with qualified teachers, spacious campus, convenient classrooms, libraries, computer labs, high-speed broadband and wireless internet services... Offering tuition-free English language improvement makes Dynamic preferable... Those of you who seek quality education, get registered and reap the benefits.

**Address:** Gurid Shola, a little into the street behind Ethiopian Athletics Federation HQ.

Dynamic International University College!

### 2. አሜጋ የጤና ኮሌጅ

ከጀርባ አጃቢ ሙዚቃ:- (11.5 ሴኮንዶች የሚቆይ የመሳሪያ ሙዚቃ መጫወት ይጀምራል።)

**ወንድ አስተዋዋቂ:-** (መዘቃው ከማስታወቂያው በስተጀርባ በስሱ ይቀጥላል።) አሁን ብሎ ከጀመረ ...  
**ሴት አስተዋዋቂ:-** 8 ዓመታትን አስቆጠረ።  
**ወንድ አስተዋዋቂ:-** አሜጋ የጤና ኮሌጅ...  
**ከጀርባ አጃቢ መዘቃ:-** (ለ2 ሴኮንዶች ተማሪዎች ሲመረቁ የሚያስሙት ደምጽና ጭብጨባ ይሰማል።)  
**ሴት አስተዋዋቂ:-** (ደምጹና ጭብጨባው እየቀነሰ ይሄዳል።) ጤንነት ሀብት ነው።  
**ወንድ አስተዋዋቂ:-** ሌሎችን ጤናማ እንዲሆኑ መርዳት መቻል ደግሞ ትልቅ ሀብት ነው።  
**ሴት አስተዋዋቂ:-** አሜጋ የጤና ኮሌጅ!...  
**ወንድ አስተዋዋቂ:-** ... በነርሲንግ፣ በፋርማሲ ቴክኖሎጂ፣ በላቦራቶሪ ቴክኖሎጂ በደረጃ 4 ስልጠና ይሰጣል...  
**ሴት አስተዋዋቂ:-** በዲግሪ ስልጠና እውቅና ባገኘበት የጤና መኮንንነት ምዝገባ ላይ ነው።  
**ወንድ አስተዋዋቂ:-** አሁኑኑ ፈጥነው ይመዘገቡ። ከአጋር ድርጅቶች ጋር በመተባበር ተማሪው በሚከፍለው ክፍያ ላይ ቅናሽ አድርጓል።  
**ሴት አስተዋዋቂ:-** አዲስ አበባ ግሎባል ሆቴል ጀርባና...  
**ወንድ አስተዋዋቂ:-** አክሱም [በግልጽ የማይሰማ] ሆቴል ጀርባ ብቅ ብለው ይመዘገቡ።  
**ሴት አስተዋዋቂ:-** ለተጨማሪ መረጃ በ 0114671593 ይደውሉ።  
**ወንድ አስተዋዋቂ:-** አክሱም 0911196330 ላይ ይደውሉ።  
**ሴት አስተዋዋቂ:-** አሜጋ ተመራጭ የጤና ኮሌጅ!  
**ወንድ አስተዋዋቂ:-** ለጤና መኮንንነት በዲግሪ ለማስተማር ምዝገባ ላይ ነው! ... አሜጋ የጤና ኮሌጅ!

**Omega Medical College**

**BKG MZK:** (*Instrumental music plays for 1.5 seconds.*)  
**Male VO:** (*The volume of the music goes down and plays in the background.*) Since it began training...  
**Female VO:** 8 years are counted.  
**Male VO:** Omega Medical College...  
**BKG MZK:** (*Loud applause made during (students') graduation ceremony plays for 2 seconds.*)  
**Female VO:** (*The Applause fades out.*) Health is wealth.  
**Male VO:** And the ability to help others become healthy is a great wealth.  
**Female VO:** Omega Medical College!...  
**Male VO:** ...it provides trainings in Nursing, Pharmacy Technology, and Laboratory Technology in Level IV.  
**Female VO:** Registration is underway in the accredited degree programme in Public Health.  
**Male VO:** Get registered soon. In collaboration with partners, the College offers a discount on the tuition fee of students.  
**Female VO:** Come and register in Addis Ababa, behind Global Hotel, and ...  
**Male VO:** In Axum, behind (indist.) Hotel.  
**Female VO:** For more information, dial 0114671593.  
**Male VO:** In Axum, call 0911196330.  
**Female VO:** Omega, the preferred Medical College!  
**Male VO:** Registration for Public Health in degree programme is underway!... Omega Medical College!

2011

1. ሜድኮ ባዮ ሜዲካል ኮሌጅ

ከጀርባ አጃቢ ሙዚቃ:- (ለ2 ሴኮንዶች የሚቆይ የመሳሪያ ሙዚቃ መጫወት ይጀምራል።)

ወንድ አስተዋዋቂ 1:- (የመሳሪያ ሙዚቃው እየቀነሰ ይሄዳል።) ሜድኮ ባዮ ሜዲካል ኮሌጅ...

ከጀርባ አጃቢ ሙዚቃ:- (‘ሜድኮ ባዮ ሜዲካል ኮሌጅ፣ የጤና ኮሌጅ’ የሚል ዜማ ለ3 ሴኮንዶች ይሰማል።)

ወንድ አስተዋዋቂ 2:- (ዜማው በስሱ ከማስታወቂያው በስተጀርባ በስሱ ይቀጥላል።) ሜድኮ ባዮ ሜዲካል ኮሌጅ ብቁ የሆኑ የጤና ሙያተኞችን ለማፍራት ባለው ራእይ መሰረት ሙሉ እውቅና ባገኘባቸው በዲግሪ በክሊኒካል ነርሲንግ፣ በፋርማሲና በጤና መኮንን... በደረጃ 4 በክሊኒካል ነርሲንግ፣ በፋርማሲ ቴክኖሎጂና በሜዲካል ላቦራቶሪ ቴክኖሎጂ ትምህርት ዘርፎች በብቃት ያስመረቀ ኮሌጅ ነው... በጥናትና ምርምር ዘርፍ እኤአ የ2003 ዓለም አቀፍ ተሸላሚ መሆኑ ለመማር ማስተማሩ ሂደት ጉልህ አስተዋጽኦ አድርጓል... ኮሌጁ ሙሉ እውቅና ባገኘባቸው በዲግሪና በደረጃ 4 ፕሮግራም ከላይ የተጠቀሱትን የትምህርት ዘርፎች በትምህርት ሚኒስቴር የቅበላ መስፈርት መሰረት ለ2004 የትምህርት ዘመን ምዝገባ ጀምረናል... በዚህ አጋጣሚ ኮሌጁ ከዚህ በፊት ሩዋንዳ ካምፓስ የነበረውን ወደ ወሎ ሰፈር ካምፓስ ማዛወሩን ይገልጻል።

ከጀርባ አጃቢ ሙዚቃ:- (‘ሜድኮ ባዮ ሜዲካል ኮሌጅ፣ የጤና ኮሌጅ’ የሚለው ዜማ እንደገና ለ2 ሴኮንዶች ክፍ ብሎ ይሰማል)

ወንድ አስተዋዋቂ 2:- (ዜማው በስሱ ከማስታወቂያው በስተጀርባ በስሱ ይቀጥላል።) የመመዝገቢያ አድራሻ ወሎ ሰፈር ካምፓስ፣ ሀያ ሁለት ማዘሪያ ካምፓስ... ሜድኮ ባዮ ሜዲካል ኮሌጅ!

ከጀርባ አጃቢ ሙዚቃ:- (ዜማው ለ3 ሴኮንዶች ይህል ክፍ ብሎ ይሰማል።)

ወንድ አስተዋዋቂ 1:- ሜ...ድኮ...!!!

Medico Bio Medical College

BKG MZK: (Instrumental music plays for 2 seconds.)

Male VO 1: (The instrumental music fades out.) Medico Bio Medical College ...

BKG MZK: (A song beginning with ‘Medico Bio Medical College is a health college...’ plays for 3 seconds.)

Male VO 2: (The volume of the song goes down and plays in the background.) Medico Bio Medical College is a college which has, based on its vision to produce qualified health professionals, graduated students efficiently with fully accredited field of studies in Clinical Nursing, Pharmacy and Public Health-in degree programme.... and in Clinical Nursing, Pharmacy Technology and Medical Laboratory in Level IV... The international award it received in the field of research in 2003 has greatly contributed for the College’s teaching-learning process... We have started registration for 2012 academic year in degree and Level IV programmes in the aforementioned fields of study based on the requirements of the MoE... Using this fortune, the College would like to inform that it has relocated the Rwanda Campus to Wollo Sefer Campus.

BKG MZK: (The song resumes playing for 2 seconds.)

Male VO 2: (The volume of the song goes down and plays in the background.) Registration address, Wollo Sefer Campus and Haya Hulet Mazoria Campus ...

Medico Bio Medical College!

BKG MZK: (The song resumes playing for 2 seconds.)

Male VO 1: Me:::dico:::!

**2. ሴንትራል ዩኒቨርሲቲ ኮሌጅ**

**ወንድ አስተዋዋቂ:-** በእርግጥም በ2004 የትምህርት ዘመን በዩኒቨርሲቲ ኮሌጅ የመሰልጠን እቅድ ካለዎት እያከራከርም ሴንትራልን ይመርጣሉ... በስልጠና ብቃቱ ቀጣሪዎችና ስራ ፈጣሪዎች ሁሉ የሚመሰክሩለትን ሴንትራል ዩኒቨርሲቲ ኮሌጅን ሲመርጡ ታዲያ ግብዓት መመረቅ ብቻ ሳይሆን በተመረቁበት ፍሬ ለማፍራት ብቻ መሆን አለበት። ይህ ከሆነ ደግሞ እነሆ ለ2004 የትምህርት ዘመን ምዝገባ እያካሄድን በመሆኑ ወደ ሴንትራል ያመራሉ... በሴንትራል በክፍል በጽንሰ ሀሳብ የተማሩትን በተግባር ያውቁ ዘንድ ከአዲያቪዥኖች መሳሪያዎች ጀምሮ እስከ ካዳቫር ሩም የተግባር መሳሪያዎች ተሟልተው ይጠብቅዎታል። ደግሞ ዘንድር ከነባር ስልጠናዎች በተጨማሪ አዋላጅ ነርሶችንም እናሰለጥናለን። ስለዚህ ለበለጠ መረጃ 0116646436 ወይም ላንቻ 0114161134 ቦሌ 0116186423 ላይ ሀሎ ይበሉ።

**Central University College**

**Male VO:** If you have a definite plan to attend a university college in the 2012 academic year, Central is undoubtedly your choice... When you choose Central University College, which employers and entrepreneurs recommend for its high-quality training, your goal must be not only to graduate from the College but also to be fruitful in the field you get training. If so, you must be heading to Central because we are on registration for the 2012 academic year... In Central, to make you understand theoretical concepts learned in classrooms, practical tools starting from audio-visuals to cadaver rooms are all made ready for you for practical learning. As of this year, in addition to the existing trainings we provide, we also train in midwifery.

For more information, dial 0116646436 at Lancha or 0116186423 at Bole.

**3. ዩኒቲ ዩኒቨርሲቲ**

**ከጀርባ አጃቢ ሙዚቃ:-** (ለ3 ሴኮንዶች ያህል የሚቆይ የመሳሪያ ሙዚቃ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በሰላ ይቀጥላል።) ዩኒቲ ዩኒቨርሲቲ በከፍተኛ የትምህርት መስክ የሚሰጣቸውን አገልግሎቶች በማስፋፋት ሙሉ እውቅና ባገኘባቸው በአዲስ አበባ ገርጂ ካምፓስ፣ በአዲስ አበባ መካኒሳ፣ በአዳማ እንዲሁም በደሴ ካምፓስ በሚሰጣቸው የቅድመ ምረቃ ፕሮግራሞች ምዝገባ እያካሄደ መሆኑን ስንገለጽ በታላቅ ደስታ ነው... የሚሰጣቸውን የትምህርት ዓይነቶች ዝርዝር በተለያዩ ጋዜጦች ላይ የምታገኙ መሆኑን እናስታውቃለን። በዚህ አጋጣሚ የትምህርት ሚኒስቴር በዘንድሮው የትምህርት ዘመን የከፍተኛ ትምህርት ተቋም መግቢያ ነጥብ ካገኙ ተማሪዎች አስራ አምስት ሺህ የሚያህሉ ወደ ግል ከፍተኛ ትምህርት ተቋማት እንዲገቡ በመፍቀዱ ዩኒቨርሲቲያችን ከዚህ እድል ተጠቃሚ ከሚሆኑ ተቋማት አንዱ በመሆኑ ዩኒቲ ዩኒቨርሲቲ ከፍተኛ ምስጋናውን ያቀርባል... በተጨማሪም በዘንድሮው የዩኒቨርሲቲ መግቢያ መቀረጫ ፈተና ከ700 400ና ከ400 ነጥብ በላይ ያመጡ አዲስ ተማሪዎች እስከ ጥቅምት 30 ቀን 2004 ዓ. ም. ከተመዘገቡ የመጀመሪያ ሴሚስተር የመመዘገቢያና የመማሪያ ወይም ቲዩቭን ወጫቸውን ዩኒቨርሲቲው ሙሉ ለሙሉ እንደሚሸፍን በታላቅ ደስታ ይገልጻል...

ለተጨማሪ መረጃ በስልክ ቁጥሮች 0116298154 ወይም 8155 ወይም 0116512999 ደውለው ይጠይቁ።

ጥራት ላለው ትምህርት ዩኒቲ ዩኒቨርሲቲ ተመራጭ ነው!

**Unity University**

**BKG MZK:** (Instrumental music plays for about 3 seconds.)

**Male VO:** (The volume of instrumental music goes down and plays in the background.) We are immensely pleased to announce that Unity University is on registration in fully accredited undergraduate programmes

at Gerji and Mekanisa Campuses in Addis Ababa, and in Adama and Dessie Campuses... We would like to inform you that the list of disciplines offered in the University are found in various newspapers. Unity University is most grateful to the MoE, for it allowed 15,000 students who scored pass marks to higher education, to join privately-owned higher institutions, and our University—as one of the privately-owned higher institution—is benefiting from this opportunity... Moreover, the University is immensely pleased to announce to those new entrants who have scored 400 and above out of 700 totals that it will fully cover registration and tuition fees of the first semester if they enrol until 10 November 2011...

For more information, dial 0116298154/8155 or 011651299.

Unity University is preferable for quality education!

**2012**

**1. ሞጆ አቢሲኒያ ኮሌጅ**

**ከጀርባ አጃቢ ሙዚቃ:-** (11.5 ሴኮንዶች የሚቆይ የመሳሪያ ሙዚቃ ይሰማል።)

**ሴት አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በዝቅተኛ ድምጽ ይቀጥላል።) በርካቶች ሊማሩ፣ ተምረውም ለቁም ነገር ሊበቁ፣

**ወንድ አስተዋዋቂ:-** ሞጆ አቢሲኒያ ኮሌጅን ምርጫቸው ያደርጋሉ... ሞጆ፣ አቢሲኒያ ኮሌጅ!

**ሴት አስተዋዋቂ:-** ብቃት ባላቸው መምህሮቻችን፣

**ወንድ አስተዋዋቂ:-** ደረጃቸውን በጠበቁ የመማሪያና የተግባር ልምምድ ክፍሎቻችን ተደራጅተን፣

**ሴት አስተዋዋቂ:-** ዛሬም እንደ ትላንቱ በአዲሱ ዓመት አዳዲስ ተማሪዎችን ምዝገባ ጀምረናል።

**ወንድ አስተዋዋቂ:-** ሞጆ አቢሲኒያ ኮሌጅ!...

**ሴት አስተዋዋቂ:-** ለ2005 የትምህርት ዘመን...

**ወንድ አስተዋዋቂ:-** ከደረጃ 1-4 በሮድ ኮንስትራክሽን፣ አውቶሞቲቭ፣ ኤሌክትሪሲቲ፣ ኢንዱስትሪ፣ ሌዘር ቴክኖሎጂ፣ አይሲቲ፣ ሰርቪዬንግና ድራፍቲንግ ቴክኖሎጂ የትምህርት መስኮች በማሰልጠን ላይ እንገኛለን።

**ሴት አስተዋዋቂ:-** ጆ አቢሲኒያ ኮሌጅ!

**ወንድ አስተዋዋቂ:-** ያቅዱ፣ ይወስኑ፣ ከሞጆ አቢሲኒያ ኮሌጅ የዕውቀት ማዕድ ይቋደሱ።

**ሴት አስተዋዋቂ:-** ለተጨማሪ መረጃ በ0221160406 ሞጆ ይደውሉ።

**ወንድ አስተዋዋቂ:-** ሞጆ አቢሲኒያ ኮሌጅ!

**Mojo Abyssinia College**

**BKG MZK:** (*Instrumental music plays for 1.5 seconds.*)

**Female VO:** (*The volume of the instrumental music goes down and plays in the background.*) For many, to learn and hence to become successful,

**Male VO:** They will make Mojo Abyssinia College their preference... Mojo Abyssinia College!

**Female VO:** With our qualified teachers,

**Male VO:** And equipped with standardized classrooms as well as practical demonstration rooms...

**Female VO:** We, as usual, have begun registering new entrants for the next academic year.

**Male VO:** Mojo, Abyssinia College!...

**Female VO:** For the 2013 academic year...

**Male VO:** We are undergoing training in Road Construction, Automotive, Electricity, Industry, Leather Technology, ICT, Surveying and Drafting Technology in Levels I to IV.

**Female VO:** Mojo Abyssinia College!

**Male VO:** Plan; decide; and feed the knowledge pool of Mojo Abyssinia College.

**Female VO:** For more information, call 0221160406 in Mojo.

**Male VO:** Mojo Abyssinia College!

**2. ብሌን ኢንተርናሽናል ትምህርት ቤት**

**ከጀርባ አጃቢ ሙዚቃ:-** (የመሳሪያ ሙዚቃ ለ2 ሴኮንዶች ይጫወታል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ ይቀጥላል።) የምስራች ለወላጆች! ከእንግዲህ ልጅዎን የት ላስተምር ብሎ ማሰብ ቀረ። ምክንያቱም ለ2005 የትምህርት ዘመን ትልቅ ራዕይ ሰንቆ የተነሳው ብሌን ኢንተርናሽናል ትምህርት ቤት በነፋስ ስልክ ላፍቶ ክፍለ ከተማ መካኒሳ ሚካኤል ቀለበት መንገድ ፊት ለፊት ተከፈተልዎ... ሰፊ ልምድና ራዕይ ባላቸው አመራሮችና መምህራን የሚሰራ፣ ደረጃውን የጠበቀ ዘመናዊ ህንጻ ያስገነባ፣ ሰፊ የሆነ ሜዳና መጫዎቻ ያሉትና የማስተማሪያ ግብአቶች የተሟሉለት ዘመናዊ ትምህርት ቤት ነው። ስለዚህ ትምህርት ቤታችንን ሳይጎበኙ የልጅዎን ትምህርት ቤት አይዎስኑ። በስራችን ይረካሉ፣ በውሳኔዎም ይኮራሉ... ጥራት ላለው ትምህርት እንሰራለን።

**አድራሻ:-** ነፋስ ስልክ ላፍቶ ክፍለ ከተማ ወረዳ 2 መካኒሳ ሚካኤል ቤተ ክርስቲያን ፊት ለፊት፤

**ስልክ ቁጥር:-** 0113214275

ብሌን ኢንተርናሽናል ትምህርት ቤት

**Blen International School**

**BKG MZK:** (Instrumental music plays for 2 seconds.)

**Male VO:** (The instrumental plays in the background.) Good news for parents! No more worry about where to school your child. This is because Blen International School, which is determined to realize its great vision in 2013 school year, has been opened in Nefas Silk Lafto Sub city opposite Mekanisa Michael express lane .... It is a modern school, staffed by vastly experienced and visionary leaders and teachers, and it is one which has built a standard modern building with a wide playground and adequate teaching materials. So, do not make a decision about where to school your child without first visiting our school. You will really be satisfied with our work and be proud of your decision.... We are striving for quality education.

**Address:** Nefas Silk Lafto Sub city, Woreda 2, opposite Mekanisa Michael Church

Tel.: 0113214275

Blen International School

**3. ቅዱስ ጳውሎስ ሚሊኒየም ሜዲካል ኮሌጅ**

**ወንድ አስተዋዋቂ፡-** ቅዱስ ጳውሎስ ሚሊኒየም ሜዲካል ኮሌጅ የጤና ባለሙያዎችን በተቀናጀ የድንገተኛ ቀዶ ጥገናና የማህጸንና ጽንሰ ህክምና በማስተርስ ዲግሪ ለማስልጠን ይፈልጋል... በጤና መኮንንነት ወይም በነርስነት በቢ ኤስ ሲ ዲግሪ የተመረቁ፣ የመመረቂያ ነጥብ 2 ነጥብና ከዚያ በላይ ያላቸው፣ በክሊኒካል ስርቪስ ሙያ በሆስፒታል ወይም በጤና ጣቢያ 2 ዓመትና ከዚያ በላይ ያገለገሉ፣ ከክልል ጤና ቢሮ የድጋፍ የስፖንሰርሽፕ ማረጋገጫ ማቅረብ የሚችሉ፣ እድሜ ከ40 ዓመት በታች የሆኑ፣ ሙሉ ጤነኛ መሆናቸውን የሚገልጽ የህክምና ማስረጃ ማቅረብ የሚችሉ... ሚያዚያ 15 2/2004 በኮሌጁ ፊጅስትራር ጽ/ቤት መመዘገብ ይችላሉ። የጽሁፍ ፈተና ሚያዚያ 3፣ የቃል ፈተና ደግሞ ሚያዚያ 4/2004 ይሰጣል። የፌዴራል ጤና ጥበቃ ሚኒስቴር

**St. Paul’s Millennium Medical College**

**Male VO:** St. Paul’s Millennium Medical College is interested to train health professionals in Master’s Degree in Integrated Emergency Surgery and in Gynaecology.... Those who have graduated in Public Health or have BSc in Nursing with a GPA of 2 and above, have served in clinical service profession in a hospital or a health centre for 2 years and above, can get a sponsorship letter from Regional Health Bureau, can have medically approved health certificate, and whose age is below 40 years can apply... at the College’s Registrar Office on the ninth and tenth of April 2012.

Written exam will be given on the eleventh of April and oral exam on the twelfth of April 2012.

Federal Ministry of Health

**2013**

**1. ዩኒቨርሲቲ ሰላም ነርሶች ኮሌጅ**

**ከጀርባ አጃቢ ሙዚቃ፡-** (ለሰለሰ ያለ የመሳሪያ ሙዚቃ ለ2 ሴኮንዶች ይጫወታል።)

**ወንድ አስተዋዋቂ፡-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በዝቅተኛ ድምጽ ይቀጥላል።) የዩኒቨርሲቲ አካል የሆነው ሰላም ነርሶች ኮሌጅ ለ2006 ዓመት የትምህርት ዘመን የአዲስ ተማሪዎች ምዝገባ መጀመሩን ሲገልጽ ታላቅ ደስታ ይሰማዋል።... ኮሌጁ ከትምህርት ሚኒስቴር በተሰጠው የክሊኒካል ነርሲንግ በመጀመሪያ ዲግሪ የማስተማር እውቅና በጥራት በማስተማር ብቁ የጤና ባለሙያዎችን በማፍራት የታወቀ ነው። ስለዚህ በዚህ ኮሌጅ መማር የብልሆች ምርጫ ነው። በኮሌጁ ተመዝግባችሁ መማር የምትፈልጉ አመልካቾች የትምህርት ማስረጃችሁን በመያዝ መካኒሳ ቆሬ በሚገኘው ሰላም ነርሶች ኮሌጅ ቅጥር ግቢ በመገኘት መመዝገብ የምትችሉ መሆኑን በአክብሮት እንገልጻለን። በዚህ አጋጣሚ በሚድሮክ ኢትዮጵያ ኢንቨስትመንት ስር ለሚሰሩ ሰራተኞች የትዳር አጋሮቻቸውና ልጆቻቸው የምናስከፍለው ክፍያ አነስተኛ በመሆኑ የእድሉ ተጠቃሚ እንድትሆኑ እያስታወስን እስከ ነሐሴ 30 ቀን 2005 ዓ. ም. ለሚመጡ የመጀመሪያ ዓመት አዲስ አመልካቾች የኛ ሴሚስተር የመማሪያ ክፍያ ላይ የ25 በመቶ ዋጋ ቅናሽ የምናደርግ ሲሆን ኮሌጁን በክሊኒካል ነርሲንግ በቀን ከሚሰጠው ስልጠና በተጨማሪ በማታው መርሃ ግብር በ2006 የትምህርት ዘመን እንደሚጀምር በደስታ እንገልጻለን... ጥራት ላለው ትምህርት የዩኒቨርሲቲ አካል የሆነው ሰላም ነርሶች ኮሌጅ ተመራጭ ነው።

ለበለጠ ማብራሪያ በስልክ ቁጥር 0113210918 ወይም 0116298163 ይደውሉ።

ሰላም ነርሶች ኮሌጅ!

ዩኒቨርሲቲ ሰላም ነርሶች ኮሌጅ

**Unity University, Selam Nursing College**

**BKG MZK:** *(Soft instrumental music plays for 2 seconds.)*

**Male VO:** *(The instrumental music with low-volume plays in the background.)* Selam Nursing College which is part of Unity University feels extremely happy for its registration of new entrants for 2013/2014 academic year... The College, which has gained accreditation from the MoE to train in Clinical Nursing in undergraduate degree, is well-known for providing quality education and producing well-qualified health professionals. So, studying in this College is a wise choice. We would like to express, with due respect, that interested applicants can apply in person along with your credentials and enrol in Selam Nursing College at Mekanisa, Kore. We would like to inform employees of MIDROC-Ethiopia Investment, their spouses and their children to take the opportunity that tuition fees for them are minimum, and thus we are to give a discount of 25 % for first year new applicants who will enrol before the 5<sup>th</sup> of August 2013; also, we are pleased to inform you that our College will begin offering evening class besides the class offered in the daytime in Clinical Nursing in 2013/2014 academic year... For quality education, Selam Nursing College which is part of Unity University is the preferable choice.

For more information, dial 0113210918 or 0116298163.

Selam Nursing College!

Unity University, Selam Nursing College

**2. ዲቦራ ትምህርት ቤት**

**ከጀርባ አጃቢ ሙዚቃ:-** *(እንኳን ኢደረሳችሁ' የሚለው በኢትዮጵያ ታዋቂ የሆነችው እንስት አቀንቃኝ ሀመልማል አባተ ዘፈን ለ1.5 ሴኮንዶች ያህል ይጫወታል።)*

**ወንድ አስተዋዋቂ:-** *(ሙዚቃው እየቀነሰ ይሄዳል።)* እንኳን ለአዲስ ዘመን አበቃችሁ! ዲቦራ ትምህርት ቤት... ብልህ ወላጅ ለልጁ የሚያወርሰው ታላቅ ቅርስ ትምህርት ነው። ይህንን ታላቅ ቅርስ ደግሞ እኛ እናወርሳለን። ዲቦራ ትምህርት ቤት 21 ዓመታትን ትውልድን ስንገባ ቆይተናል። ዛሬስ መቸ ቆምን! ታዲያ! ልጅዎን የምንመልስልዎ ልምድ ባካበቱ ድንቅ መምህራን አስተምረን ከወላጆች ጋር በመቀናጀት ስነ ምግባር አስጨብጠን ነው... መልካም በዓል!...

ራዕያችን ከደረሰንበት በላይ መድረስ ነው... ዲቦራ ትምህርት ቤት!

**Deborah School**

**BKG MZK:** *(The opening bars of 'Happy New Year...' sung by Hamelmal Abate, the famous female singer in Ethiopia, plays for 1.5 seconds.)*

**Male VO:** *(The music fades out.)* Happy New Year to you all! Deborah School... The glorious heritage that a wise parent passes on to his child is education. And we are the right people to make this great asset pass on to children. We, Debora School, have been cultivating the new generation for 21 years. We have not stopped doing this even today! So then! We teach your child with experienced teachers and return him/her to you instilling good manners in him/her in collaboration with parents... Happy New Year!....

Our vision is to achieve beyond what we have achieved so far! ... Deborah School!

**3. አትላስ የጤና ሳይንስ ኮሌጅ**

**ወንድ አስተዋዋቂ:-** አትላስ የጤና ሳይንስ ኮሌጅ በስኬት ላይ ስኬት እየተቀዳጀ ለ3ኛ ጊዜ ቢታላቅ ድምቀትና ክብር ተማሪዎቹን አስመረቀ። እውቅና ባገኘባቸው በደክተር ኦፍ ዴንታል ሜድስን ለ2006 ዓ ም ምዝገባ ጀምረናል። ክብር የሆነውን የጤናውን መስክ ይቀላቀሉ። የስኬታማ ጤና ባለሙያዎች መፍለቂያ፣ አትላ...ስ!....  
ይምጡና ይመዝገቡ።  
**አድራሻ:-** ልደታ ከፍተኛ ፍርድ ቤት ፊት ለፊት ሄለን ህንጻ ላይ ያገኙታል።  
አትላስ የጤና ሳይንስ ኮሌጅ!

**Atlas Health Science College**

**Male VO:** Atlas Health Science College, which has achieved a roaring success, has graduated its students for the third time with greater zest and glory. Enrolment for 2013/2014 academic year has started in its accredited programme in Doctor of Dental Medicine. Join the glorious field of health. A spring source of successful health professionals, Atla...s!....

Come and get enrolled.

**Address:** You can find it on Helen Building, opposite Lideta High Court.

Atlas Health Science College!

**4. ኢድማስ ዩኒቨርሲቲ ኮሌጅ**

**ወንድ አስተዋዋቂ:-** ኢድማስ ዩኒቨርሲቲ ኮሌጅ ላለፉት 15 ዓመታት...  
**ሴት አስተዋዋቂ:-** ለአያሌ ወገኖች የከፍተኛ ትምህርት ብርሃን ሲያበራ የቆዩ አንጋፋ ተቋም...  
**ወንድ አስተዋዋቂ:-** ኢድማስ በከፍተኛ ትምህርት አግባብነትና ጥራት ኤጀንሲ በአቅድና በዓላማ የሚመራ፣ በጽኑ መሰረት የተገነባ፣ ስኬታማና ታላቅ የግል ተቋም...  
**ሴት አስተዋዋቂ:-** ለሙሉ ዩኒቨርሲቲነትና በአጠቃላይ የያዘውን ራዕይ ሊያሳካ የሚያስችል አደረጃጀት፣ የሰው ኃይልና ቁሳዊ ግብአቶች አለው በሚል የተመሰከረለት...  
**ወንድ አስተዋዋቂ:-** ኢድማስ! የከፍተኛ ትምህርት አግባብነትና ጥራት ኤጀንሲ በመደበኛም ሆነ በርቀት ትምህርት ባደረገው የከፍተኛ ትምህርት ተቋማት ጥራት ደረጃ ምደባ እጅግ ከፍተኛ ውጤት ያስመዘገበ...  
**ሴት አስተዋዋቂ:-** ኢድማስ! የኢትዮጵያ ጥራት ሽልማት ድርጅት የአድናቆትና የምስክር ወረቀት ተሸላሚ...  
**ወንድ አስተዋዋቂ:-** ኢድማስ! በጥናትና ምርምር ዘርፍ ወገንን እንዲሁም ሀገርን የሚጠቅሙ የተለያዩ የምርምር ውጤቶች እያበረከተ የሚገኝ...  
**ሴት አስተዋዋቂ:-** ከ50 በላይ ከሚሆኑ ዓለም አቀፍ ከፍተኛ የትምህርት ተቋማትና ሌሎች ድርጅቶቹ ጋር ግንኙነት ፈጥሮ የሚሰራ...  
**ወንድ አስተዋዋቂ:-** ኢድማስ! ... የማህብራዊ ልማት ስትራቴጅ ቀርጾ ብዙሃኑን ተጠቃሚ እያደረገ የሚገኝ አንጋፋ ተቋም...  
**ሴት አስተዋዋቂ:-** ኢድማስ ዩኒቨርሲቲ ኮሌጅ!... አሁንም በመደበኛው፣ በቀንና በማታ እንዲሁም በርቀት ትምህርት ፕሮግራሞች ዝግጅቱን አጠናቆ ይጠብቅዎታል።  
**ወንድ አስተዋዋቂ:-** ኢድማስ ዩኒቨርሲቲ ኮሌጅ!

**Admas University College**

**Male VO:** Admas University College, for the past 15 years ...

**Female VO:** A venerable higher institution which has been illuminating for many ...

**Male VO:** Admas, under the Higher Education Relevance and Quality Agency (HERQA, henceforth), a goal-oriented and planned, well-established, successful and great private institution...

**Female VO:** one which is certified for having the organizational structure, manpower and material resources to realize its overall vision and with the capacity to grow into a full-fledged university...

**Male VO:** Admas! one which has got quite outstanding result in both its regular and distance education programmes in the assessment made by HERQA to measure the quality of higher education institutions...

**Female VO:** Admas! one which was awarded a certificate and letter of admiration from EQAO...

**Male VO:** Admas! one which has produced various research works useful for the people and the country...

**Female VO:** one which works in collaboration with more than 50 international higher education institutions and organisations...

**Male VO:** Admas!... (is) a venerable institution which has benefited many in its social development strategy...

**Female VO:** Admas University College!... As usual, it has finalized its preparations to offer you courses in the regular, evening and distance learning programmes.

**Male VO:** Admas University College!

**5. አምኒቲንት ቢዝነስ ኢንሰቲትዩት**

**ከጀርባ አጃቢ ሙዚቃ:-** (የመሳሪያ ሙዚቃ ለ1.5 ሴኮንዶች ያህል ይጫወታል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በሰሱ ይቀጥላል።) የቢዝነስ ስራዬ ከነገ ዛሬ ምን ያጋጥመው ይሆን በሚል ስጋት ውስጥ ያለን ብዙ ነን። አምኒቲንት ቢዝነስ ኢንሰቲትዩት ግን ባለሙያ ይሁኑ፤ በራስዎ ይተማመኑ እያለ ነው።

**ከጀርባ አጃቢ ሙዚቃ:-** (የመሳሪያ ሙዚቃው ለ1.5 ሴኮንዶች ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በሰሱ ይቀጥላል።) የአካውንቲንግ ኮርሶችና ኦዲቲንግ፣ የኢትዮጵያን የታክስ ሕግና ደንቦች ስልጠና ይሰጣል። በኤንጅኔሪ ለምትሰሩ አልያም መቀጠር ለምትፈልጉ በአምኒቲንት የሚሰጠውን የበጎ አድራጎት ማህበራት ህግና ደንቦች እንዲሁም ግራንት ማኔጅመንት ኮርስ ከወሰዳችሁ ተፈላጊነታችሁን በእጥፍ ጨመራችሁ ማለት ነው... ሁሉም ስልጠናዎች በተግባር የተደገፉ ናቸው። ስልጠናው በእንግሊዝና በኢትዮጵያ በተመሰከረላቸው የሒሳብ አዋቂ ባለሙያዎች ይሰጣል።

**ከጀርባ አጃቢ ሙዚቃ:-** (የመሳሪያ ሙዚቃው ለ1.5 ሴኮንዶች ያህል ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** ልብ እንበል! ቢዝነሳችን በዓለም ዓቀፍ ደረጃ መወዳደር አለበት። ባለሙያ እንሁን፤ በራሳችን እንተማመን።

**አድራሻ:-** (ድርጅቱ የሚገኝበት ቦታ ይጠቀሳል፤ ግን ሳይታወቅ ሳይመዘገብ የቀረ።)

አምኒቲንት ቢዝነስ ኢንሰቲትዩት

**Amnicent Business Institute**

**BKG MZK:** (Instrumental music plays for about 1.5 seconds.)

**Male VO:** (The music, with low-volume, plays in the background.) Many of us live in fear of the unknown about our businesses. Amnicent Business Institute rather recommends that you become a professional and build self-confidence in your business.

**BKG MZK:** (The instrumental music plays loud for 1.5 seconds)

**Male VO:** (*The music, with low-volume, plays in the background.*) It provides training in Accounting, Auditing and Ethiopian Tax Laws and Regulations. Those of you who work in NGOs or have interest to be employed, you will be much sought-after professionals if you take courses offered by Amnicent on Laws and Regulations of Charities and Societies and Grants Management... All the trainings are accompanied by practice. The training is offered by professional accountants certified in both England and Ethiopia.

**BKG MZK:** (*The instrumental music plays loud for about 1.5 seconds*)

**Male VO:** Let us take notice! Our business must be competent in the international level. Let us be professional and have self-confidence.

**Address:** (Location given, but untranscribed unknowingly.)

Amnicent Business Institute

## 2014

### 1. ማያ ኢንተርናሽናል ትምህርት ቤት

**ሴት አስተዋዋቂ:-** ማያ ኢንተርናሽናል ትምህርት ቤት!... ከመዋዕለ ህጻናት እስከ 6ኛ ክፍል ሙሉ እውቅና ያለው... በዘርፉ የሰለጠኑ ብቁ የሀገር ውስጥና የውጭ መምህራን የሚገኙበት... ደረጃቸውን የጠበቁ የመማሪያ ክፍሎች፣ የተሟላ ቤተ መጻሕፍትና መጫወቻ ስፍራ ያሉት... ለ2007 የትምህርት ዘመን ምዝገባ ጀምረናል። ያለን ቦታ ውስን በመሆኑ ልጅዎን አሁኑኑ ያስመዘግቡ። የክረምት ትምህርትም እንሰጣለን... ልብ ይበሉ! የወደፊት መሪዎች ከመልካም ትምህርት ቤት ይፈልጋሉ።

አድራሻችን ቁጥር 1 ከአምፔሪያል ሆቴል ጀርባ እንዲሁም ቁጥር 2 ሃያ አራት ቀበሌ ኮከብ ህንጻ ፊት ለፊት

ስልክ 0116189970፣ 0118603966፣ 0922750685/86 ይደውሉ።

ማያ ኢንተርናሽናል ትምህርት ቤት ለልጆቻዎ ትክክለኛ ቦታ!

### Maya International School

**Female VO:** Maya International School! ... which has gained full accreditation from KG to sixth grade... where qualified teachers from home and abroad are found... one having standardized classrooms, a well-stocked library as well as a playground... We are underway registering entrants for 2014/2015 academic year. Since we have few class spaces left, get your child registered soon. We also provide 'kiremt' education... Notice! Leaders of the future come forth from a prestigious school.

**Our address:** No. 1, behind Imperial Hotel, and No. 2, Kebele 24, opposite Kokeb Building.

**Telephone:** Call 0116189970, 0118603966 or 0922750685/86

Maya International School, the ideal place for your child!

### 2. ላየን ኢትዮጵያ የቱሪዝምና ሆቴል ኮሌጅ

**አጃቢ ድምፅ:-** (ለ1.5 ሴኮንዶች አንበሳ ሲያገሳ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (የአንበሳው የማግሳት ድምፅ ይቆያል።) ከአስር ዓምታት በላይ የካበተ የማስተማር ልምድ ያለው ላየን ኢትዮጵያ የቱሪዝምና ሆቴል ኮሌጅ!...

እንደሆነው 'አንበሳው አገሩ፣ ቱሪዝም ተወሳ' እየተባለ የተወደሰው ላየን!... በሲዲ ላይብራሪና በሶፍትዌር እየታገዘ የተግባር ስልጠና ልዩ ትኩረት በመስጠት ብቃት ያላቸው መምህራንን ይዞ በሲኦሲ የብቃት ምዘና ተማሪዎቹን በከፍተኛ ነጥብ በማሳለፍ የተመሰገኑ... ላየን! በቱሪዝምና ሆቴል ሙያ ዘርፎች ምዝገባ እየተካሄደ ነው። ቱሪዝም ያበለፀጋል፤ ላየን ያኮራል።

የስኬታማ የቱሪዝምና ሆቴል ባለሙያዎች መፍለቂያ... ላንዩ!

**ቁጥር አንድ ካምፓስ:-** አራት ኪሎ ሰባ ደረጃ ናዝሬት ትምህርት ቤት አጠገብ

**ቁጥር ሁለት ካምፓስ:-** አምባሳደር ዋናው ፖስታ ቤት ፊት ለፊት

**ስልክ:-** 0111573606 ወይም 0115524838

አንጋፋው ላየን ኢትዮጵያ የቱሪዝምና ሆቴል ኮሌጅ!

### **Lion Ethiopia Tourism and Hotel College**

**SE:** *(A lion's roar plays for 1.5 seconds.)*

**Male VO:** *(The lion's roar fades.)* One that has a tremendous experience of teaching for more than 10 years, Lion Ethiopia Tourism and Hotel College!... It is the College which has been commended up to its name: *the lion has roared, and tourism remembered, Lion!*... One which gives special attention to practical training and is praised because its trainees have passed the COC (Certificate of Competency) test with excellent results due to the support from its CD library, software system and skilled teachers...Lion! Registration is underway in the fields of Tourism and Hotel. Tourism enriches; Lion makes one be proud. The spring source of successful Tourism and Hotel professionals... Lion!

Campus No.1, Arat Kilo, Seba Dereja, near Nazareth School

Campus No. 2, Ambassador, opposite Main Post Office

**Telephone:** 0111573606 or 0115524838

The venerable College... Lion Ethiopia Tourism and Hotel College!

### **3. ኦሮሚያ ኮሌጅ**

**ከጀርባ አጃቢ ሙዚቃ:-** *(የመሳሪያ ሙዚቃ ለ4 ሴኮንዶች ያህል ይጫወታል።)*

**ወንድ አስተዋዋቂ:-** *(ሙዚቃው ከማስታወቂያው በስተጀርባ በስሱ ይቀጥላል።)* ኦሮሚያ ኮሌጅ!... ከተመሰረተ አስራ ሁለት ዓመታትን ያስቆጠረው ኦሮሚያ ኮሌጅ በአዳማ ዋና ካምፓስ ሙሉ እውቅና ባገኘባቸው በቢዚነስ ማኔጅመንት፣ በአካውንቲንግ፣ በኢንፎርሜሽን ሳይንስ-አይ ሲ ቲ የስልጠና ዘርፎች ከደረጃ አንድ እስከ ደረጃ አራት በጥራት እያሰለጠነ ይገኛል... በቀን፣ በማታና ቅዳሜና እሁድ እንዲሁም በርቀት የትምህርት ፕሮግራሞች ኦሮሚያ ኮሌጅ ስልጠናዎች እየሰጠ ይገኛል... ልብ ይበሉ! ኦሮሚያ ኮሌጅ የሲኦሲ ማዕከል በመሆኑ በልዩ የሲኦሲ ስልጠና ይታገዛሉ።

ለበለጠ መረጃ በስልክ ቁጥራችን በ0221120244 አሊያም 0911573289 ይደውሉ።

ኦሮሚያ ኮሌጅ! የብልህ ምርጫ!

### **Oromia College**

**BKG MZK:** *(Instrumental music plays for about 4 seconds.)*

**Male VO:** (*The music, with low-volume, plays in the background.*) Oromia College! ... Since its establishment for over 10 years, Oromia College has been providing high-quality training from Level I to Level IV with accredited programmes in Business Management, Accounting, Information Science—ICT at Adama Main Campus... Oromia College is giving training in the daytime and evening classes and classes on weekends, as well as in distance learning programmes... Notice! Because Oromia College is the centre of COC, you are supported with special COC training.

For more information, call us 0221120244 or 0911573289

Oromia College! A wise choice!

#### 4. ማንዴላ የርቀት ትምህርት አካዳሚ

**ሴት አስተዋዋቂ:-** ዓለም እየፈጠነች ነው፤ እኛም አብረናት ልንፈጥን ይገባል። ይህ የሚሆነው በዕውቀትና በትምህርት ነው።... ትምህርትን ደግሞ ሁሌም በማንኛውም ጊዜና ቦታ ይማሩታል፤ ያውቁታል... ተስፋንና እውነትን አፅንተው ከጥንካሬ ጋር አጣምረው የያዙትን ተምሳሌት አድርገው ከአካዳሚያችን የዕውቀት ትምህርት ማዕድ ይቋቋሉ። ከአምስተኛ እስከ አስረኛ ክፍል ሙሉ ዕውቅናና ከ180 በላይ ቅርንጫፎች ያሉት፤ ማንዴላ።... በቂ የገፅ ለገፅ ገለጻ ሲኖርዎት በአካዳሚያችን ቀላል በሆነ አገላለፅ የተዘጋጁ መጻሕፍትን ያገኛሉ። ይምጡና ይመዘገቡ።

ማንዴላ የርቀት ትምህርት አካዳሚ ከታላላቆች ጎን ያሰልፋል!

**ስልክ:** [የስልክ ቁጥር ይጠቀሳል፤ ነገር ግን ሳይታወቅ ሳይመዘገብ የቀረ።]

#### Mandela Distance Education Academy

**Female VO:** The world is moving faster, and we need to catch up with it. This is possible through knowledge and education... And education is always pursued and grasped anywhere and at any time... Feed the knowledge pool of our Academy by modelling [Nelson Mandela] who has upheld hope and truth along with strength. The Academy is accredited to teach from grades 5 to 10 in its more than 180 branches, Mandela።... With us, you have a face-to-face discussion, and you find modules which our academy has prepared in plain language.

Come and get registered.

Mandela Distance Education Academy helps one be equal with high-ups!

**Telephone:** [Telephone given, but untranscribed unknowingly]

#### 5. ዳሎል ኮሌጅ

**ከጀርባ አጃቢ ሙዚቃ:-** (ለ2 ሴኮንዶች የሚቆይ የመሳሪያ ሙዚቃ ይጫወታል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው በስሱ ከማስታወቂያው በስተጀርባ ይቀጥላል።) ዕውቀታቸውን እንዲፈትኑ በየፋብሪካው የምንልካቸው ተማሪዎቻችን እስከ እንደአናንተ ዓይነት ባለሙያ ነው የምንፈልገው እየተባሉ ልምድ አድርገውታል፤ የስተማራቸው ኮሌጅ ዳሎል ስለሆነ። በአውቶሞቲቭ ኢንጅነሪንግ ስርቪስ ሜካኒክ፣ በአውቶሞቲቭ ኤሌክትሪሽያን፣ ኮንክሪት ቴክኖሎጂ፣ በቢልዲንግ ኤሌክትሪክ ኢንስታሌሽን፣ በኢንዱስትሪያል ኤሌክትሪሽያን ማሽን ኤንጅ ድራይቭዝ፣ በድራፍቲንግ ቴክኖሎጂ፣ በአካውንቲንግ፣ በሴክሬታሪያል ሳይንስ፣ በፐርፎርሞንስ የተለያዩ ኮርሶችን ስለምንሰጥ ኃ! ሙሉ እውቅና ባለው በዳሎል ተመዝግባችሁ የኑሮ መንገዳችሁን ቀና አድርጉ።

**አድራሻ፡-** [አድራሻ ይጠቀሳል፣ ነገር ግን ሳይታወቅ ሳይመዘገብ የቀረ።]

**ስልክ፡-** 0114404602

**Dallol College**

**BKG MZK:** (*Instrumental music plays for 2 seconds.*)

**Male VO:** (*The music with low-volume plays in the background.*) Our trainees we send to various factories to test their knowledge are familiarized with the feedback ‘Yeah, we need professionals like you’, for they have been trained in Dallol College. Since we offer various courses in Automotive Engine Service Mechanic, Automotive Electrician, Concrete Technology, Building Electrical Installation, Industrial Electrician Machine and Drives, Drafting Technology, Accounting, Secretarial Science, and Purchasing, come and join the fully accredited Dallol [College] and notch up success in the path of your life.

**Address:** (Location given, but untranscribed unknowngly)

**Telephone:** 0114404602

**6. ሳንቴ ሜዲካል ኮሌጅ**

**ከጀርባ አጃቢ ሙዚቃ፡-** (*የመሳሪያ ሙዚቃ ለ1 ሴከንድ ይጫወታል።*)

**ወንድ አስተዋዋቂ፡-** (*ሙዚቃው ከማሰታወቂያው በስተጀርባ ይቀጥላል።*) ሳንቴ ሜዲካል ኮሌጅ ተመረቀ! በከፍተኛ ትምህርት አግባብነትና ጥራት ኤጀንሲ በቅርቡ በህክምና ዶክትሬት፣ በጥርስ ህክምና ዶክትሬት ፣ በጤና መኮንንነትና በአዋጅ ነርስነት በዲግሪ ስልጠና ለመስጠት ሙሉ እውቅና ያገኘው ሳንቴ ሜዲካል ኮሌጅ ታዋቂ ግለሰቦችና ታላላቅ ምሁራን በተገኙበት ጥቅምት 29 ቀን 2007 ዓ.ም. በደማቅ ስነ-ስርዓት በይፋ ተመረቀ...

ሳንቴ ሜዲካል ኮሌጅ ትኩረቱን በትምህርት ጥራት ላይ በማነጣጠር የተለያዩ ስኬል ላቦራቶሪዎች በከፍተኛ ሁኔታ በማደራጀት በተግባር ላይ የሰለጠኑ፣ በህይወት አመራር ስልጠናና በስነ ምግባር የታነጹ በራሳቸው የሚተማሙ ብቁ ባለሙያዎችን ለማፍራት በአጅጉ የተዘጋጀ ኮሌጅ ነው...

ሳንቴ ሜዲካል ኮሌጅ ለመማር ማስተማር ሂደት ምቹና አስተማማኝ፣ ለተማሪዎች ደህንነት በተጠበቀ ቦታ ተነስቶ ተማሪዎችን በመቀበል ላይ ይገኛል።

ሳንቴ ሜዲካል ኮሌጅ!

**Sante Medical College**

**BKG MZK:** (*Instrumental music plays for about a second.*)

**Male VO:** (*The music, with low-volume, plays in the background.*) Sante Medical College has been inaugurated! Sante Medical College which has recently gained full accreditation from HERQA to train in Doctor of Medicine, Doctor of Dentistry, Bachelor of Public Health and Midwifery has been formally inaugurated on 8 November 2014 in the presence of prominent figures and scholars... Aiming at quality education and equipped with different skills laboratories, Sante Medical College is completely ready to produce self-confident, skilled professionals who are trained practically, receive life management training,

and have ethical behaviour.... Sante Medical College which has safe and conducive environment for the teaching-learning process as well as for students' security is currently enrolling students.

Sante Medical College!

2015

**1. ጅ ዋይ ኤፍ አካዳሚ**

**ከጀርባ አጃቢ ሙዚቃ:-** (ማስታወቂያው ለ2 ሴኮንዶች በሚቆይ የመሳሪያ ሙዚቃ ይጀምራል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በሰባ ደቀጥላል።) ልጆቻዎ ወደ እኛ ይመጡ ዘንድ አትከልክሏቸው። ጅ ዋይ ኤፍ አካዳሚ ለ2008 ዓ. ም. የትምህርት ዘመን ለልጅዎ ምቹ በሆኑ የመማሪያ ክፍሎችና ግቢ ከተለያዩ መጫዎቻችን ጋር አሟልቶ ይጠብቅዎታል።

**አድራሻ:-** ከኮተቤ መምህራን ኮሌጅ ወደ ሲቪል ሰርቪስ ኮሌጅ በሚወስደው መንገድ ላይ ያገኙናል። ጅ ዋይ ኤፍ አካዳሚ!

**GYF Academy**

**BKG MZK:** (*Instrumental music plays for 2 seconds.*)

**Male VO:** (*The music fades out and plays in the background*) Do not forbid your children to come unto us.

GYF Academy which has convenient classrooms and school compound with various playing materials for your children is ready for you for the 2015/2016 academic year.

**Address:** You can find us on the road from Kotebe Teachers' College to Civil Service College.

GYF Academy!

**2. ዮም የድህረ ምረቃ ተቋም**

**ከጀርባ አጃቢ ሙዚቃ:-** (የመሳሪያ ሙዚቃ ለ2 ሴኮንዶች ያህል ይጫወታል።)

**ወንድ አስተዋዋቂ:-** (የመሳሪያው ሙዚቃው ከማስታወቂያው በስተጀርባ በሰባ ደቀጥላል።) ዮም የድህረ ምረቃ ተቋም! ከከፍተኛ ትምህርት አግባብነትና ጥራት ኤጅንቢ ባገኘው ሙሉ እውቅና መሰረት በዲቪዥን መንገድ ኢኮኖሚክስና ፕሮጀክት ፕላንንግ ኤንድ ማኔጅመንት መስኮች በማስተር ኦፊ ሳይንስ ትምህርት በመስጠት ላይ ይገኛል። ተቋሙ ለ2008 የትምህርት ዘመን ምዝገባ የሚያካሂደው መገናኛ በሚገኘው ስለቪ ስህን ህንፃ 6ኛ ፎቅ ቢሮ ቁጥር 607 እስከ ጥር ሃያ 2008 ዓ.ም. ሲሆን፣ ለተጨማሪ ማብራሪያ በስልክ ቁጥር 0116674432 መረጃ ማግኘት ይችላሉ።

ዮም፣ ለትምህርት ጥራት በልዩነት ይሰራል።

**YOM Postgraduate Institute**

**BKG MZK:** (*Instrumental music plays for about 2 seconds.*)

**Male VO:** (*The music fades out and plays in the background.*) YOM, a fully accredited institute from HERQA, is providing training in Master of Science in Development Economics, and Project Planning and Management. Registration of candidates for the 2016 academic year is taking place at Megenagna, Sileshi Sihin Building, 6<sup>th</sup> Floor, House Number 607, till 27 January 2016.

For more information, you can dial 0116674432

YOM works for quality education in a different way.

**3. አፍሪ አቪዬሽንና ቱሪዝም ትሬይኒንግ ሴንተር**

**ከጀርባ አጃቢ ሙዚቃ:-** (ማስታወቂያው ለ2 ሴኮንዶች በሚቆይ የመሳሪያ ሙዚቃ ይጀምራል።)

**ሴት አስተዋዋቂ:-** (የመሳሪያው ሙዚቃው ይቀንሳል።) ዓለም አቀፍ እውቅና ያለው የሙያ ስልጠና ወስደው በአየር መንገድ የጉዞ ወኪል ወይም ቱር ኦፕሬተር ስራ መስክ መስማራት ይፈልጋሉ? እንዲያው የዓለም አቀፍ አየር ትራንስፖርት ማህበር-አይታ እውቅና ወደተሰጠው አፍሪ አቪዬሽንና ቱሪዝም ትሬይኒንግ ሴንተር ብቅ ይበሉ...

**አድራሻችን:-** ኡራኤል ቤተክርስቲያን አጠገብ ሸገር ህንፃ 2ኛ ፎቅ

**ስልክ ቁጥር:-** 0929418890 ወይም 0115576983

አፍሪ አቪዬሽን! ለብሩህ ነን!

**Afri Aviation and Tourism Training Centre**

**BKG MZK:** (Instrumental music plays for 2 seconds)

**Female VO:** (The music fades.) Do you want to be an Airline Travel Agent or a Tour Operator after receiving an internationally accredited training? If so, come to Afri Aviation and Tourism Training Centre which has received accreditation from IATA...

**Our address:** Near Urael Church at Sheger Building, 2<sup>nd</sup> floor.

Telephone: 0929418890 or 0115576983

Afri Aviation! For bright tomorrow!

**4. ኒው ጀነሬሽን ዩኒቨርሲቲ ኮሌጅ**

(ከአስተዋዋቂው በስተቀር ሁሉም የማስታወቂያው ተሳታፊዎች ወጣቶች ናቸው።)

**ሴ1:-** እኔ የአፍሪካውያን ተማሪዎች ያሉትና በጋን አፍሪካኒዝም የሚያምን ዩኒቨርሲቲ መማር እፈልጋለሁ።

**ወ1:-** እኔ የትምህርት ጥራት ያለው ዩኒቨርሲቲ መማር እፈልጋለሁ።

**ሴ2:-** እኔ የሃገሪ ጠቅላይ ሚኒስትር የሚያደርገኝ ዩኒቨርሲቲ መማር እፈልጋለሁ።

**ወ2:-** እኔ በአካውንቲንግ ስም ጥር የሂሳብ ባለሙያ የሚያደርገኝ ዩኒቨርሲቲ መማር እፈልጋለሁ።

**ሴ3:-** እኔ ለትራንስፖርት ምቹ በሆነ ቦታ ላይ ያለ፣ በብቁ መምህራን የተሟላ መስተንግዶ የሚሰጠኝ ዩኒቨርሲቲ መማር እፈልጋለሁ።

**ወ3:-** እኔ ብቁ ዲፕሎማት ለመሆን የሚያበቃኝ ዩኒቨርሲቲ መማር እፈልጋለሁ።

**ሴ4:-** እኔ በማኔጅመንት የትልቅ ካምፓኒ ሲኢአ የሚያደርገኝ ዩኒቨርሲቲ መማር እፈልጋለሁ።

**ከጀርባ አጃቢ ሙዚቃ:-** (ወንድ የሚያቀነቅነው የፊፋ የ2010 ዓ. ም. ዘፈን ለ2 ሴኮንዶች ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በስሱ ይቀጥላል።) ፍላጎትዎና ምርጫዎ ይህ ከሆነ የላቀ የዕውቀት ማዕከል ወደ ሆነው ኒው ጀነሬሽን ዩኒቨርሲቲ ኮሌጅ ይምጡ። በግሎባል ስተዲስና ኢንተርናሽናል ሪሌሽንስ፣ በኮምፒዩተር ሳይንስ፣ በአካውንቲንግና ፋይናንስ፣ በቢዝነስ አድሚኒስትሬሽን እንዲሁም በሂውማን ሪሶርስ ማኔጅመንት ዲግሪዎን ይያዙና የወደፊት ህልምዎን እውን ያድርጉ።

**ከጀርባ አጃቢ ሙዚቃ:-** (ሙዚቃው ለ2 ሴኮንዶች እንደገና ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው እየቀነሰ ይሄዳል።) አድራሻ ሚኪላንድ መንገድ፣ ከአትላስ ሆቴል ከፍ ብሎ፣ ከዮኒ ሆቴል ፊት ለፊት

**ስልክ:-** 0116638441፣ 0116638443፣0966955765

የላቀ የዕውቀት ማዕከል፣ ኒው ጀነሬሽን ዩኒቨርሲቲ ኮሌጅ።

**New Generation University College**

*(All, except the male voiceover, endorsing the University are youths.)*

**F1:** I want to study at a university which has African students and believes in Pan-Africanism.

**M1:** I want to study at a university which provides me with high-quality education.

**F2:** I want to study at a university where its training will help me be the prime minister of my country.

**M2:** I want to study at a university where its training in Accounting will help me be a renowned accountant.

**F3:** I want to study at a university which is conveniently located to get efficient transport, is staffed with qualified instructors, and will welcome me with good hospitality.

**M3:** I want to study in a university which will craft me into a competent diplomat.

**F4:** I want to study in a university where its training in Management will make me the CEO of a big company.

**BKG MZK:** *(A song for FIFA 2014 World Cup by a male singer plays for 2 seconds.)*

**Male VO:** *(The song, with low-volume, plays in the background.)* If this is your desire and choice, join New Generation University College which is the centre of ‘excellence’. Realize your dream by receiving your degree in Global Studies and International Relations, Computer Science, Accounting and Finance, Business Administration, and Human Resource Management.

**BKG MZK:** *(The music resumes for 2 seconds.)*

**Male VO:** *(The music fades out.)* Address, Mikiland Street, a little away from Atlas Hotel, opposite Yoni Hotel.

**Telephone:** 0116638441, 0116638443 or 0966955765

The centre of excellence, New Generation University College.

**5. የትውልድ ተስፋ ትምህርት ቤት**

**ከጀርባ አጃቢ ሙዚቃ:-** *(ለ2 ሰከንዶች የሚቆይ ለስለስ ያለ የመሳሪያ ሙዚቃ ይሰማል።)*

**ወንድ አስተዋዋቂ:-** *(ሙዚቃው ከማስታወቂያው በስተጀርባ ይቀጥላል።)* ለልጆቻችን የነገ ብሩህ ተስፋ፣ ዛሬ ላይ የሚያገኙት ትምህርት ወሳኝ ነው። ትምህርቱን ደግሞ በብቁ መምህራንና በጥራት ማግኘት ግድ ይላል።

ዓለም ባንክ አደባባይ ሲደርሱ፣

ደመቅ ብሎ ማታይ በግርማ ሞገሱ፣

የትውልድ ተስፋ ትምህርት ቤት አሰ። ነው እሱ።

ከአፀደ ህፃናት እስከ ኮሌጅ መሰናዶ ድረስ በብቁ መምህራንና ጥራት ባላቸው ክፍሎች፣ በራሱ ግዙፍ ህንፃ፣ ተማሪዎችን ተቀብሎ ማያስተምር፣ የልጆቻችን ትምህርት ቤት። ለ2008 ዓ.ም. የነባር ተማሪዎች ምዝገባ እስከ ነሐሴ 15 ድረስ ይቀጥላል። ባሉት ጥቂት ቦታዎችም አዳዲስ ተማሪዎችን መመዝገብ ጀምሯል።

የትውልድ ተስፋ፣ ለትምህርት ጥራት የሚለፋ!

**Yetwliid Tesfa School**

**BKG MZK:** *(Soft instrumental music plays for 2 seconds.)*

**Male VO:** *(The music plays in the background.)* The education your children receive today is decisive for their bright tomorrow. And it is a must to get quality education from skilled teachers.

Upon your arrival at Alem Bank's Square

A grand building easily recognizable

That is Yetwliid Tesfa school.

Your children's school which teaches from KG to prep school in its huge building with convenient classrooms and competent teachers.

Registration of second-year students and above is underway until 21 August 2015 for 2016 academic year.

Registering new entrants, for a few class spaces left, has started.

Yetwliid Tesfa works tirelessly for quality education!

### **6. ሆፕ የቢዝነስ፣ ሳይንስና ቴክኖሎጂ ኮሌጅ**

**ወንድ አስተዋዋቂ፡-** ሆፕ የቢዝነስ፣ ሳይንስና ቴክኖሎጂ ኮሌጅ ለትርፍ ያልተቋቋመ ሙሉ ዕውቅና ባገኘባቸው የትምህርት መስኮች በዲግሪ መርሃ ግብር አሰልጥኖ በማስመረቅ ላይ ይገኛል። ኮሌጆችን በብቃት ተኮር የሰልጠና ስልት ከክፍል ውስጥ ትምህርት በተጨማሪ የክህሎትና ምክር ፕሮግራሞችን ያካተተ... ለተማሪዎች የትራንስፖርት አገልግሎት የሚሰጥ፣ የተደራጀ አብያተ መጻሕፍት ያለው፣ የተሟላ የኮምፒዩተርና ምርምር ላቦራቶሪዎች ያለው... [በግልጽ የማይሰማ] በኢንቫይሮንመንታል ኢምፓክት አሰሰመንት እውቅና ያለው፣ አጫጭር ስልጠናዎችን የሚሰጥ፣ ከውጭ ሃገር ከፍተኛ የትምህርት ተቋማት ጋር በጥምረት የሚሰራ፣ ድጋፍ ለሚሸጡ በተለይም ሴት ተማሪዎች ከትምህርት መርጃ ቁሳቁስ አንስቶ ሌሎች ድጋፎችንም ማድረግ... በአካውንቲንግ፣ በማርኬቲንግ፣ በማኔጅመንት፣ በኢንፎርሜሽን ቴክኖሎጂ፣ በኢንፎርሜሽን ሳይንስ፣ በአርክቴክቸር፣ በኢንቫይሮንመንታል ሳይንስና ሰብዓዊ-ኮሎኒያል ዲቪዥን፣ በምግብ ሳይንስ መስኮች በዲግሪ ፕሮግራም፣ በቀንና በማታ ለመቀበል ምዝገባ ጀምሯል።

የትምህርት ሚኒስቴርን መስፈርት የምታሟሉ ከሐምሌ 28 ቀን 2007 ዓ.ም. ጀምሮ ለቡ መድኃኔ ዓለም ቤተክርስቲያን ፊት ለፊት በሚገኘው ካምፓስ ይመዘገቡ።

የኮሌጁ ሬጅስትራር ጽህፈት ቤት።

### **Hope College of Business, Science and Technology**

**Male VO:** Hope College of Business, Science and Technology, a non-profit-making institution, trains students and graduates them in fully accredited fields of study in degree programme. In addition to classroom teaching, our College has training programmes on skills and consultation in competence-based training techniques... One which provides transport services for students. One having well-stocked libraries, and well-equipped computer and research laboratories... [indist.] one accredited with on Environmental Impact Assessment. One which undergoes short-term trainings and works in collaboration with higher educational institutions from abroad. One which offers assistance for those who are in need, especially for female students by supplying stationery and other aids...

Registration is underway in degree programme in daytime and evening classes in Accounting, Marketing, Management, Information Technology, Information Science, Architecture, Environmental Science and Sustainable Development, and Food Science.

Those of you who meet the requirements of the MoE, enrol at the Campus opposite Lebu Medhanealem Church as of 4 August 2015.

Office of the Registrar of the College.

2016

**1. ኔክሰት የፋሽን ዲዛይን ኮሌጅ**

**ከጀርባ አጃቢ ሙዚቃ:-** (የእንግሊዝኛ ሙዚቃ ለ1.5 ሴኮንዶች ያህል ከፍ ብሎ ይሰማል።)

**ሴት አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በዝቅተኛ ድምጽ ይቀጥላል።) በዓለም አቀፍ ደረጃ የሚፈለግ ሰፊ የገበያ አድማስና አስደሳች ትርፍ የሚገኝበት ክቡር ሙያ፣ የፋሽን ዲዛይን!

**ወንድ አስተዋዋቂ:-** ለዓመታት ባካበተው ዕውቀቱና ልምዱ በአገር ውስጥና በዓለም አቀፍ ደረጃ ተቀባይነት ያለው አንጋፋ ተቋም፣ ኔክሰት ዲዛይን!

**ሴት አስተዋዋቂ:-** አዲስ በከፈተው በለቡ ካምፓስና በቦሌ በአጭርና በመደበኛ የስልጠና ፕሮግራም ምዝገባ ጀምሯል።

**ወንድ አስተዋዋቂ:-** ኔክሰት ዲዛይን!

**ሴት አስተዋዋቂ:-** በሴቶችና በወንዶች አልባሳት...

**ወንድ አስተዋዋቂ:-** ኔክሰት

**ሴት አስተዋዋቂ:-** በፋሽን ዲዛይን...

**ወንድ አስተዋዋቂ:-** ኔክሰት

**ሴት አስተዋዋቂ:-** በባህል ልብሶች...

**ወንድ አስተዋዋቂ:-** ኔክሰት

**ሴት አስተዋዋቂ:-** በልብስ ቅድ...

**ወንድ አስተዋዋቂ:-** ኔክሰት

**ሴት አስተዋዋቂ:-** በፋሽን አርት...

**ወንድ አስተዋዋቂ:-** ይመዝገቡ፣ ደረጃ አንድና ሁለትን በአንድ ዓመት ብቻ ይሰልጥኑ!

**ስልክ:-** 0935343434

**ሴት አስተዋዋቂ:-** ኔክሰት የፋሽን ዲዛይን ኮሌጅ!

**Next Fashion Design College**

**BKG MZK:** (A song in English plays for about 1.5 seconds.)

**Female VO:** (The music, with low-volume, plays in the background) A noble profession which is in high demand at an international level, has a vast market and can generate a handsome profit, Fashion Design!

**Male VO:** A venerated institution at home and abroad for its extensive knowledge and experience gained over the years, Next Design!

**Female VO:** Registration is underway in short-term and regular programmes at Bole campus and at Lebu, a newly opened campus.

**Male VO:** Next Design!

**Female VO:** In Men's and Women's clothing...

**Male VO:** Next!

**Female VO:** In Fashion design...

**Male VO:** Next!

**Female VO:** In Traditional clothing...

**Male VO:** Next!

**Female VO:** In Pattern cutting...

**Male VO:** Next!

**Female VO:** In Fashion arts...

**Male VO:** Enrol, and receive training in Levels I and II only in one year!

**Telephone:** 0935343434

**Female VO:** Next Fashion Design College!

**2. ቴክሳስ ኢንተርናሽናል የእንግሊዝኛ ቋንቋና የኮምፒዩተር ማሰልጠኛ**

**ወንድ አስተዋዋቂ፦** ጥራትና ፍጥነት ባንድ ላይ ማግኘት መታደል ነው። ቴክሳስ ኢንተርናሽናል የእንግሊዝኛ ቋንቋና የኮምፒዩተር ማሰልጠኛ! የእንግሊዝኛ ቋንቋን ለነጋዴዎች፣ ለሰራተኞች፣ ለአርቲስቶች እንዲሁም ለሰራተኞች የአንድ ወር ልዩ የቪዲዮ ክላሲክ የመደበኛ ፕሮግራም አዲስ ምዝገባ ጀምሯል።... ቴክሳስ ዓለም አቀፍ ስታንዳርድ ባለው አሰላጣጠኑ እንግሊዝኛ ቋንቋን በአጭር ጊዜና በቀላል መንገድ፣ የኮምፒዩተር ኮርሶችን በልዩነት፣ የሂሳብ መዝገብ አያያዝ በፕሮጀክት ሁኔታ በኩል የታዘዘ የተግባር ስልጠና ቅዳሜና እሁድን ጨምሮ ይሰጣል። ቴክሳስ።።። ኢንተርናሽናል።... ከአሜሪካ ያስገባቸውን ኦሪጅናል መጻሕፍት በበቂ መጠን በነፃ እያቀረበ ስልጠና መስጠቱ ልዩ ያደርገዋል። ይምጡ፤ ይሰልጡ፤ ራስዎን ያዘምኑ።

**አድራሻ፦** ደንበል ምድር ቤት፤ 22 ጌታሁን በሻህ 3ኛ ፎቅ፤ አበሩስ 5ኛ ፎቅና ባሌ ድልድይ ተኬ ህንፃ 4ኛ ፎቅ።  
ቴክሳስ።።። ኢንተርናሽናል።

**Texas International English Language and Computer Centre**

**Male VO:** It is fortunate to find both quality and astuteness together. Texas International English Language and Computer Centre has started a new round of enrolment for English language course to business persons, athletes, artists as well as employees in special VIP classes, to be conducted for a month and in regular programmes... With its international standard training scheme, Texas teaches English language in a simple way within a short period, trains computer courses uniquely, provides practical trainings in Accounting which is supported by Peachtree and quick book on weekends in addition to the regular basis, Texsa: International!... The provision of training by supplying free, adequate and original books imported from America makes Texas unique. Come; receive training; modernize yourself.

**Address:** Denbel, Ground Floor; Haya Hulet, Getahun Beshah Building, 3<sup>rd</sup> Floor; Aberus, 5<sup>th</sup> Floor; and Bole Bridge, TK Building 4<sup>th</sup> Floor.

Texa::::s International!

**3. ኤ ዜድ ኬ ብርሃን የአሸከርካሪዎች ማሰልጠኛ ትምህርት ቤት**

**ከጀርባ አጃቢ ሙዚቃ:-** ( 'አሸከርካር ረጋ ብለህ' የሚለው ዘፈን ለ3 ሴኮንዶች ያህል ይጫወታል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በስሱ ይቀጥላል።) ችሎታ ከሌለ፣ ንቃት ከጎደለ ረጋ ብለው ቢያሸከረከሩም ችግር መፍጠር አይቀርም። በኤ ዜድ ኬ ብርሃን የአሸከርካሪዎች ማሰልጠኛ ትምህርት ቤት መጥተው ከተማሩ ብቁ ብቻ ሳይሆን ንቁም ይሆናሉ።... የራስዎን ብቻ ሳይሆን የትራፊኩን ኑሮ አቅልለው የወገንዎን ህይወት ይታደጋሉ...

ቁጥር አንድ ፕሮፌሰር ጎዳና መንገድ ሊሴ ገብረ ማርያም ትምህርት ቤት ፊት ለፊትና ቁጥር ሁለት ከቦሌ መድኃኔ ዓለም ወደ 22 በሚወስደው መንገድ ከቦሌ ትምህርት ቤት ከፍ ብሎ ኮዚ ኤሚሊያ ህንፃ ላይ ይገኛል።

**ስልክ** 0930014449

በመንገድ ትራንስፖርት በአዲሱ ፖሊሲ ሙሉ እውቅና አለን።

ኤ ዜድ ኬ ብርሃን የአሸከርካሪዎች ማሰልጠኛ ኃላፊነቱ የተወሰነ የግል ማኅበር።

**AZK Berhan Driving License School**

**BKG MZK:** (The opening bars of 'Drive Slowly' sung by a group of Ethiopian artists aspiring to reduce road accidents plays for about 3 seconds.)

**Male VO:** (The volume of the music goes down and plays in the background.) Though you drive gently, if you have no skill and are not vigilant, causing accident is inevitable for you. If you receive training at AZK Birhan Driving School, you will become not only efficient but also vigilant... You not only ease your life and that of the traffic personnel but also save the lives of your fellow citizens.

**(Address):** No. 1, Churchill Avenue, opposite Lycée Guebre-Mariam School, and No. 2, on the Street from Bole Medhane'alem to Haya Hulet, Kozy Emilia Building.

**Telephone:** 0930014449

We have full accreditation from the Road Transport Authority.

AZK Birhan Driving License School PLC.

**4. ሳትኮም ቴክኖሎጂ ኢንሲቲትዩት**

**ከጀርባ አጃቢ ሙዚቃ:-** ( 'ድው ድው' የሚል የመሳሪያ ሙዚቃ ለ3 ሴኮንዶች ያህል ይጫወታል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው እየቀነሰ ይሄዳል።) ሳትኮም ቴክኖሎጂ ኢንሲቲትዩት!... ሳትኮም በአስር ዓመታት የዳበረ ልምድ፣ በቴክኖሎጂውም ዘርፍ ከዘመኑ ጋር የዘመነ ብዙ ስዎችን የስራ ባለቤት ያደረገና ለከብር ያበቃ አንጋፋ ተቋም።

ሳትኮም የሞባይልና ስማርት ስልኮች ጥገና፣ የቢሮ ማሸኛ ጥገና፣ የጠቅላላ ኤሌክትሮኒክስ ዕቃዎች ጥገና፣ የኮምፒዩተር ጥገናና፣ ኔትወርኪንግ ስልጠናዎችን በልዩነት በከፍተኛ ቴክኒሻኖች ሙሉ በሙሉ በተግባር ብቻ ያሰለጥናል።... አዎን! በርግጠኝነት የነገ ህልምዎን እኛ ጋር ያሳካሉ።

ፒያሳ፣ መገናኛ፣ ጎተራና ጦር ኃይሎች ያገኙናል።

ይምጡ፣ በጥገናው ዘርፍ ተመራጭና ተፈላጊ ባለሙያ እናደርግዎታለን።

**ስልክ:-** 0111571057 **ሞቢይል:-** 0911548383

ሳትኮም...! የምርጥ ቴክኒሻኖች መፍለቂያ!

**SATCOM Institute of Technology**

**BKG MZK:** (*Instrumental music of a drum plays for about 3 seconds.*)

**Male VO:** (*The music fades out.*) SATCOM Institute of Technology!... SATCOM, a venerable institution which has a ten-year rich experience and up-to-date technology and has helped many to get jobs with all the honour.

SATCOM provides a purely practical training in a unique way using senior technicians in Mobile Phone and Smartphones Maintenance, Office Machine Maintenance, General Electronic Equipment Maintenance, Computer Maintenance, and Networking... Yes! Surely, you will fulfil your dream with us.

We are at Piazza, Gotera and Tor Hailoch.

Come; we will make you a skilled and highly sought-after maintenance technician.

**Telephone:** 0111571057 **Mobile:** 0911548383

SATCOM...! the source of the best technicians!

**5. አብስትራክት የህንፃ ፊኒሽንግ ማሰልጠኛ ተቋም**

**ወንድ አስተዋዋቂ:-** ተምሮ ወደ ስራ መግባት እንጅ ስራ መፈለግ ቀረ ይልቃል አብስትራክት የህንፃ ፊኒሽንግ ማሰልጠኛ ተቋም። የረጅም ጊዜ የማስተማር ልምድ ባላቸው ባለሙያዎች ከ4 እስከ 6 ወር ብቻ በጅጥሰም ዲኮር፣ በአልሙኒየም፣ በኢንቲሪየር ዲዛይን፣ በሴራሚክ ታይል፣ በቧንቧና በኤሌክትሪክ መስመር ዝርጋታ ለማስተማር ምዝገባ ጀምሯል...

አብስትራክት ፊኒሽንግ ማሰልጠኛ ተቋም! በቴክኒክና ሙያ ሙሉ እውቅና ያለው። ልብ ይበሉ! ስልጠናውን እንዳጠናቀቁ ወደ ስራ የሚገቡበትን መንገድ ማመቻቸታችን ልዩነታችን ነው።

**አድራሻ:-** መገናኛ፣ ኃይሌ ህንፃ፣ ማራቶን ሞተርስ አጠገብ ከውበት ህንፃ 20 ሜትር ገባ ብሎ!

**ስልክ:-** 0962422020፣ 0962422121

አብስትራክት የህንፃ ፊኒሽንግ ማሰልጠኛ ተቋም!

**Abstract Building Finishing Training Institute**

**Male VO:** ‘Looking for a job for one who has received training is a thing of the past,’ says Abstract Building Finishing Training Institute. Registration has started to teach you well by professionals with long experience in Gypsum Décor, Aluminium Works, Interior Design, Ceramic Tile, Plumbing and Electrical Installation taking only 4 to 6 months’ time... Abstract Building Finishing Training Institute is a fully accredited institution from TVET. Notice! We are unique because we open up job opportunities for you after you have completed the training.

**Address:** Megenaga, Haile Building, near Marathon Motors, 20 meters away from Wubet Bulding.

**Telephone:** 0962422020 or 0962422121

Abstract Building Finishing Training Institute!

**6. ማክሚላን አካዳሚ**

**ከጀርባ እጃቢ ሙዚቃ:-** (ከጀርባ አንድ ወጥ የሆነ ለሰለሰ ያለ የመሳሪያ ሙዚቃ ይሰማል።)

**ወንድ አስተዋዋቂ:-** ((ሙዚቃው ከማስታወቂያው በስተጀርባ በሰሎ ይቀጥላል።) ማክሚላን አካዳሚ ልጆቻችን ዕውቀትና ስነ ምግባር የሚቀረጹበት፣ ነፃ የውጭ ሃገር የትምህርት እድል የሚያገኙበት። ማክሚላን አካዳሚ! ከዐፀደ-ሕፃናት እስከ አስራ ሁለተኛ ደስተምራል። በ (ስልክ) ይደውሉ። [የስልክ ቁጥር ይጠቀሳል፣ ነገር ግን ሳይታወቅ ሳይመዘገብ የቀረ።]

ማክሚላን አካዳሚ!

**MacMillan Academy**

**BKG MZK:** (Soft instrumental music plays for 2 seconds.)

**Male VO:** (The volume of the music goes down and plays in the background.) MacMillan Academy, where your children absorb knowledge and good manners, [and] where they can get scholarship opportunities abroad. MacMillan Academy teaches beginning from kindergarten to grade 12.

Call (tel.). [Telephone given, but untranscribed unknowingly]

MacMillan Academy!

2017

**1. ስኩል ኦፍ አሜሪካን ኢንግሊሽ**

**ከጀርባ እጃቢ ሙዚቃ:-** (ለ2 ሴኮንዶች የሚቆይ የእንግሊዝኛ ሙዚቃ ይጫወታል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በሰሎ ይቀጥላል።) ወንዝ ተሻግረው ጉዞ ሲያስቡ ኢምባሲ ገብተው ቪዛ ይጠይቃሉ። በዕውቀት ጎዳና ላይ ከፍ ብለው በርረው የህልምዎ አገር ላይ ለመድረስ ከፈለጉ ደግሞ ኢምባሲው ስኩል ኦፍ አሜሪካን ኢንግሊሽ፣ ቪዛው ደግሞ የቋንቋ ክህሎትዎ ነው። እንግሊዝኛ፣ ቻይንኛ፣ ፈረንሳይኛ፣ ጀርመንኛን ጨምሮ ሌሎችንም ዓለም አቀፍ ቋንቋዎችንም ያስተምራል...

ትንሽ ዕውቀት ያላቸውን የሰሎ አዋቂ ማድረግ ብቻ ሳይሆን 'ይኸን ቋንቋ ጀርዬን ቢቆርጡኝ አልሰማም ግን መማር እፈልጋለሁ' የሚለውን መጨረሻ ላይ አዲስ በተማርኩት ቋንቋዬ ካላፈጠሁ እስኪሉ አቅምዎን አስጠቅሞ የእንጀራ መንገድ ይከፍታል፤ ስኩል ኦፍ አሜሪካን ኢንግሊሽ!...

የኑሯችሁና የሰራችሁ ሁኔታ መጥታችሁ ለመማር የሚያስችላችሁ ቪዛይ፣ ክላስ ስላለን ቅዳሜና እሁድን ጨምሮ በግል እናስተምራለን። ምዝገባ ላይ ነን፤ ኑ!

ሜክሲኮ ኬኬር ህንፃ ፣ መገናኛ ቤተሰብም ህንፃና ፒያሳ ቸርችል ጎዳና ጫፍ ፒያሳ የገበያ ማዕከል ይገኛል።

ስኩል ኦፍ አሜሪካን ኢንግሊሽ!

**School of American English**

**BKG MZK:** (An English music plays for 2 seconds.)

**Male VO:** (The volume of the music goes down and plays in the background.) When you want to travel abroad, you apply for a visa from a respective Embassy. And if you want to fly high in the path of knowledge to arrive at a destination country of your own dream, the right 'embassy' is the School of American English, and the right visa is your language skills. The School teaches English, Chinese, French, German and other international languages... It not only makes those with limited proficiency achieve high proficiency but

also helps one with the belief ‘I am deaf-mute to a certain language, but I want to learn it’ be a fluent braggart, and the proficiency you acquire will pave the way for your living, School of American English!... We have a VIP class, including Saturdays and Sundays, for those of you who can’t attend regular classes because of your career demands.

We are on registration; join us!

**Address:** Mexico, K CARE Building; Megenagna, Bethlehem Building; Piazza, at the end of Churchill Avenue, Piazza Shopping Centre.

School of American English!

## 2. አፍሪካ ቤዛ ኮሌጅ

**ከጀርባ አጃቢ ሙዚቃ:-** (በ1960ዎቹ የተዘመረ ‘አፍሪካ ሀገራችን...’ የሚለው የአፍሪካ አንድነት ድርጅት (አሁን የአፍሪካ ህብረት) የአማርኛ መዝሙር ለ4 ሴኮንዶች ያህል ይጫወታል።)

**ወንድ አስተዋዋቂ:-** (መዝሙሩ ከማስታወቂያው በስተጀርባ በሰኩ ይቀጥላል።) አህጉራዊ ራዲዮ ያለው! ላለፉት 16 ዓመታት ከ30 ሺህ በላይ ተማሪዎችን አስመርቆ ለስኬት በማብቃት የሚታወቀው አፍሪካ ቤዛ ኮሌጅ ለ2009 ምዝገባ ላይ መሆኑን ይገልጻል።... ሙሉ እውቅና ባገኘባቸው የትምህርት መስኮች በአዲስ አበባና ሀዋሳ ካምፓሶቻችን በቀሩት ጥቂት ቦታዎች ላይ ምዝገባ ላይ መሆናችንን እንገልጻለን። በተጨማሪም ለሰራተኞችና ለንግዳ ማህበረሰብ የንግድና የኢንተርፕራይዥን የማማከሪያና የማበልጸጊያ ማእከል አቋቁሟል። ስለዚህ ነጋዴዎች ወደ ስኬት ለማምራት አሁኑኑ መመዝገብን አይርሱ። ተምረው ስኬታማ የሚሆኑበት ኮሌጃችን የመጀመሪያ ምርጫዎ ይሁን... ለበለጠ መረጃ ሜክሲኮ ቡናና ቫይ ህንጻ ብቅ ይበሉ።

በስልክ ቁጥር 0115505995 አሊያም 98 ላይ ይደውሉ።

ለአድገት እንማር! አፍሪካ ቤዛ ኮሌጅ!

## Africa Beza College

**BKG MZK:** (The opening bars of ‘Africa, Our Country...’, the former OAU (now AU) song, sung in Amharic in 1960s plays for about 4 seconds.)

**Male VO:** (The volume of the music goes down and plays in the background.) One which has a continental vision! Africa Beza College, known for producing more than 30 thousand successful graduates for the past 16 years, would like to announce that registration is underway for the 2016/2017 academic year... And we would like to announce that enrolment for the limited spaces left is underway in our campuses at Addis Ababa and Hawassa in fields we have got accreditation. Moreover, it has established Business and Entrepreneurship Consultancy and Development Centre for workers and business persons. Therefore, forget not to sign up for courses now if you, traders, want to be successful. Let our College be your first choice to learn and become successful...

For more information, come to Mexico, Buna’na Chai Building.

Call 0115505995/98

Let us learn for development! Africa Beza College!

**3. ቢቢሲ የቋንቋና የኮምፒዩተር ተቋም**

**ከጀርባ አጃቢ ሙዚቃ:-** (ማስታወቂያው ለ3 ሴኮንዶች በሚቆይ የመሳሪያ ሙዚቃ ይጀምራል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው በስሱ ይቀጥላል።) ቋንቋ የራሱ ቀመርና የአቀራረብ ስልት አለው። ቢቢሲ የቋንቋና የኮምፒዩተር ተቋም! በውጭ ሃገር መምህራን የተደራጀና አስራ ሁለት ዓመት የማስተማር ልምድ ባለው በሚስተር ማይክ የሚመራው ተቋማችን ለሁሉም የ'አይኤኤልትስ'ና የ'ቶፍል' ተጠቃሚዎች ጨምሮ ቪ.ሲ.ዲና መጻሕፍትን አዘጋጅተናል።

አድራሻችን:- ቁጥር 1 አራት ኪሎ ብርሃንና ሰላም ማተሚያ ቤት ፊት ለፊት፣ ድንቅ ስራ ህንጻ አራተኛ ፎቅ፣

ቁጥር 2 ሚካኤል ቤተ ክርስቲያን ፊት ለፊት፣ ሰቲት ሲቲ ሞል አራተኛ ፎቅ፣

ቁጥር 3 ጣፎ ታክሲ ማዘሪያ፣ ታደሰ ህንጻ አንደኛ ፎቅ፣

በ (ስልክ) ይደውሉ።

ቢቢሲ የቋንቋና የኮምፒዩተር ተቋም።

**BBC Language and Computer Institute**

**BKG MZK:** (An instrumental music plays for 3 seconds.)

**Male VO:** (The music goes down and plays in the background.) Language has its own formula and ways of presentation. BBC Language and Computer Institute! Our Insitute, oraganized by foreign teachers and led by Mr. Mike who has a teaching experience of twelve years, has prepared VCD and books for all users including users of IELTS and TOEFL.

Address: No.1 Arat Kilo, Opposite Birhan ena Selam Printing Press, Dink Sira Building, 4<sup>th</sup> Floor.

No. 2 Opposite Mikael Church, Setit City Mall, 4<sup>th</sup> Building.

No. 3 Tafo Taxi Stand, Taddesse Building, 1<sup>st</sup> Floor.

Call (Tel.).

BBC Language and Computer Institute.

**4. ማቴድ ማኔጅመንት ኢንስቲትዩት**

**ከጀርባ አጃቢ ሙዚቃ:-** (1.5 ሴኮንዶች የሚቆይ ሴት ድምጻዊ የምትዘፍነው የእንግሊዝኛ ሙዚቃ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው በስሱ ይቀጥላል።) መልካም ዜና ለአይ ኤፍ አር ኤስ ስልጠናና ትግበራ ፈላጊዎች በሙሉ!... በስልጠናና የማማከር አገልግሎቱ አንቱ በተባሉ ባለሙያዎች በበርካታ ተቋማት እውቅናን ያተረፈው ማቴድ ማኔጅመንት ኢንስቲትዩት በቀንና በማታው መርሀ ግብር አይ ኤፍ አር ኤስ፣ አይ ኤፍ አር ኤስ ማኔጅመንት ብሪሬንግ፣ አይ ኤፍ አር ኤስ ኢምፕሊመንቴሽን ወይም ትግበራ፣ አይ ኤፍ አር ኤስ ቤዝድ ፒችትሪ አካውንቲንግ፣ አሴት ቫሎጭሽን፣ ኢፕሳስ፣ አይ ኤፍ አር ኤስ ፎር ኤስ ኤም ኢ ስልጠናዎችን በተመጣጣኝ ዋጋ በስፋት በመስጠት ላይ ይገኛል...

ከአዲስ አበባና ከክልል በግልም ሆነ በድርጅት ስልጠናና የማማከር አገልግሎት ለሚፈልጉ ደንበኞች ልዩ መርሀ ግብር አዘጋጅተናል። ኑ እና ይሰልጥኑ፤ የዕውቀትም ባለቤት ይሁኑ።...

**አድራሻ:-** ቁጥር አንድ ካዛንቸስ ፓላስ ኮሜርሻል ሴንተር 3ኛ ፎቅ ቢሮ ቁጥር 308፣ ቁጥር ሁለት መገናኛ መተባበር ህንፃ 5ኛ ፎቅ ቢሮ ቁጥር 514፣ ቁጥር ሶስት ሜክሲኮ ኬኬር ህንፃ 3ኛ ፎቅ ቢሮ ቁጥር 303።

ለተጨማሪ ማብራሪያ በስልክ ቁጥሮቻችን በ0977244434 ወይም በ0941914141 ይደውሉልን።

ማቴድ ማኔጅመንት ኢንስቲትዩት፣ የብቁ ባለሙያዎች መፍልቂያ!

**MATED Management Institute**

**BKG MZK:** (A song in English sung by a female singer plays for about 1.5 seconds.)

**Male VO:** (The music goes down and plays in the background.) Good news to all who are interested to take IFRS implementation training!... MATED Management Institute which has obtained a well-deserved recognition from numerous institutions in its training and consultancy using renowned professionals is underway to provide training in IFRS, IFRS Management Briefing, IFRS Implementation, IFRS based Peachtree Accounting, Asset Valuation, IPSAS, and IFRS for SME at a reasonable price in its daytime and evening classes...

We have prepared a special programme to provide trainings and consultancies for interested customers from Addis Ababa and Regions at personal or organizational level. Come and attend our training, and have a wealth of knowledge...

**Address:** No. 1, Kazanchis, Palace Commercial Centre, 3<sup>rd</sup> Floor, Office No. 308; No. 2, Megenagna, Metebaber Building, 5<sup>th</sup> Floor, Office No. 514; No. 3, Mexico, K CARE Building, 3<sup>rd</sup> Floor, Office No. 303. For more information, call us 0977244434 or 0941914141.

MATED Management Institute, the spring source of skilled professionals!

**2018**

**1. ጉድ ቢጊኒንግ ዴይ ኬር ኤንድ ኪንደርጋርተን**

**ከጀርባ አጃቢ ሙዚቃ:-** (ለስለስ ያለ የመሳሪያ ሙዚቃ ለ4 ሴኮንዶች ያህል ይጫወታል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው በስሱ ይቀጥላል።) ወላጆች እንኳን ደስ አላችሁ! በአሜሪካና ካናዳ እውቅና ያተረፈው ጉድ ቢጊኒንግ ዴይ ኬር ኤንድ ኪንደርጋርተን ቅርንጫፉን አዲስ አበባ ከፈተ። ከ6 ወር እስከ 6 ዓመት ያሉ ሕጻናትን ወደ እኛ ያምጧቸው። በሕጻናት አያያዝና ትምህርት በየሰዓት ወሩ ዓለም አቀፋዊ ስልጠና በሚሰጣቸው አስተማሪዎችና ሞግዚቶች ልጆቻችን እናስተምራለን፤ እንከባከባለን።

**ከጀርባ አጃቢ ሙዚቃ:-** (የመሳሪያ ሙዚቃው ለ3 ሴኮንዶች ያህል ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ዝቅ ባለ ድምጽ ይቀጥላል።) ለሕጻናት ተስማሚና ምቹ ተደርጎ በተሰራው ግቢያችን ሕጻናት ተመችቷቸው ሲማሩና ሲቆዩ ወላጆች ልባቸው አርፎ ስራቸውን ይሰራሉ። ለከረምትና ለመጭው አዲስ ዓመት ምዝገባ ጀምረናል።

**ስልክ:-** 0118428070 ወይም 0920124280

ይጎብኙን!

**አድራሻችን:-** ባሌ መድኃኔ ዓለም ሸገር ህንፃ ጀርባ እንገኛለን።

ጉድ ቢጊኒንግ ዴይ ኬር ኤንድ ኪንደርጋርተን።

**Good Beginning Daycare and Kindergarten**

**BKG MZK:** (Soft instrumental music plays for about 4 seconds.)

**Male VO:** (The music, with low-volume, plays in the background.) Congratulations to you, parents! Good Beginning Daycare and Kindergarten, which is well known in America and Canada has opened its branch in Addis Ababa. Bring your children aged from 6 months to 6 years to us. We teach and care your children

with teachers and nurses who continuously receive international training on childcare and teaching every 3 months.

**BKG MZK:** *(The instrumental music fades in and plays for about 3 seconds).*

**Male VO:** *(The volume of the music goes down and plays in the background.)* While children comfortably stay and learn in our suitable and safe school compound, parents will do their work with no worry. We are underway registering for the next ‘Kiremt’ and the coming year.

**Telephone:** 0118428070 or 0920124280

Visit us!

**Address:** We are at Bole Medhane’alem, behind Sheger Building.

Good Beginning Daycare and Kindergarten.

## 2. አቡነ ጎርጎርዮስ ትምህርት ቤቶች

**ከጀርባ እጃቢ ሙዚቃ:-** *(ለ2 ሴኮንዶች የሚቆይ የመሳሪያ ሙዚቃ ይጫወታል።)*

**ወንድ አስተዋዋቂ:-** *(ሙዚቃው በሰላ ይቀጥላል።)* መልካም ዜና ለክረምት ትምህርት ፈላጊዎች! የአቡነ ጎርጎርዮስ ትምህርት ቤቶች በመደበኛነት ከሚያስተምራቸው ትምህርቶች በተጨማሪ የሃገር በቀል ዕውቀትና ክህሎት የሚያስጨብጡ አጫጭር ስልጠናዎችን በክረምት ለመስጠት ዝግጅቱን አጠናቋል፤ ዘወትር ከሰኞ እስከ አርብ ከጧቱ 2:30 እስከ 6:30። የሚሰጡ የትምህርት ዓይነቶች የእንግሊዝኛ ንግግር ክህሎት፣ የአብነት ትምህርት--ግእዝ፣ ግብረ ገብ፣ ከመደበኛ ትምህርቶቻችን ጋር ቅርጫት ኳስ፣ እጅ ኳስ፣ እግር ኳስ፣ ስእል እናሰለጥናለን...

**የምዝገባ ጊዜ:-** ከሰኞ 15 እስከ ሐምሌ 6 ሁለት ሺ አስር ዓመተ ምህረት

**ትምህርት የሚጀምርበት ጊዜ:-** ከሐምሌ 15 እስከ ነሐሴ 26 ሁለት ሺ አስር ዓመተ ምህረት

**ቦታ:-** በሁሉም ቅርንጫፍ ትምህርት ቤቶች

ለትምህርቱ የአቡነ ጎርጎርዮስ ተማሪዎችንና የሌሎች ትምህርት ቤት ተማሪዎችን እንቀበላለን።

ለበለጠ መረጃ በአቅራቢያዎ የሚገኙ የአቡነ ጎርጎርዮስ ትምህርት ቤቶችን ያነጋግሩ።

**ስልክ:-** 0930006061

የአቡነ ጎርጎርዮስ ትምህርት ቤቶች

## Abune Gorgorios Schools

**BKG MZK:** *(Instrumental music plays for 2 seconds.)*

**Male VO:** *(The music, with low-volume, plays in the background.)* Good News to all who are interested in the ‘Kiremt’ Education! Abune Gorgorios Schools has finalized its preparations to provide short-term trainings which will help learners acquire indigenous knowledge and skills besides main subjects taught from Monday to Friday between 2:30 and 6:30 o’clock. The subjects to be offered are spoken English, traditional church education—Ge’ez, and Ethics. Along with main subjects, we train volley ball, handball, football, and painting...

Registration Time: 22 June to 13 July 2018.

Classes will run from 22 July to 1 September 2018.

**Venue:** In all branches

Any student, including from Abune Gorgorios Schools, is welcome.

For more information, contact any nearby branch of Abune Gorgorios Schools.

**Telephone:** 0930006061

Abune Gorgorios Schools

**3. ፈለገ ነዋይ አካዳሚ**

**ከጀርባ አጃቢ ሙዚቃ:-** ('ተማር ልጄ' የሚለው የአለማዬሁ እሾቴ ዘፈን የመጀመሪያው ሰንኝ ለ2 ሴኮንዶች ያህል ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው እየቀነሰ ይሄዳል።) መልካም ዜና ለወላጆችና ለተማሪዎች! 'ለመኖር መማር ነው' የሚል መፈክሩን አንግቦ ዛሬም ፈለገ ነዋይ አካዳሚ ጉዞውን ቀጥሏል።

**ከጀርባ አጃቢ ሙዚቃ:-** ('ላልተማረ ሰው ግን ቀኑ ጨለማ ነው' የሚለው ሰንኝ ለ4 ሴኮንዶች ያህል ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ዝቅ ባለ ድምጽ ይቀጥላል።) ፈለገ ነዋይ አካዳሚ! ለትምህርት ጥራት ትኩረት ይሰጣል፤ የወላጆችን አቅም ያገናዝባል፤ ለተማሪዎች ስነ ምግባር ሌት ተቀን ይሰራል። በትልቅ ኃላፊነት ተማሪዎቻችንን ከኢትዮጵያዊ ባህላቸው ፍንክች እንዳይሉ ልዩ ትኩረት ያደርጋል። ከአፀደ ሕጻናት እስከ አስራ ሁለተኛ ክፍል በሁለቱም ካምፓሶቹ በብቁ መምህራን ማስተማሩን ቀጥሏል... ይምጡ፣ ይመዘገቡ፣ ይማሩ፤ ከፈለገ ነዋይ ያተርፋሉ።

**ከጀርባ አጃቢ ሙዚቃ:-** (የአለማዬሁ እሾቴ ዘፈን የመሳሪያ ሙዚቃው ለ3 ሴኮንዶች ያህል ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (የመሳሪያ ሙዚቃው እየቀነሰ ይሄዳል።) አድራሻችን፣ ቁጥር አንድ ለቡ ሙዚቃ ቤት ከፖሊስ ጣቢያው ከፍ ብሎ፣ ቁጥር ሁለት ለቡ ሙዚቃ ቤት ሀብታም ሴንተር ህንፃ ጀርባ ላይ ያገኘናል።

**ከጀርባ አጃቢ ሙዚቃ:-** (የአለማዬሁ እሾቴ ዘፈን የመሳሪያ ሙዚቃው ለ2 ሴኮንዶች ከፍ ብሎ ይሰማል።)

ፈለገ ነዋይ አካዳሚ!

**ወንድ አስተዋዋቂ:-** (ሙዚቃው በስሱ ይቀጥላል።) ለበለጠ መረጃ በ0118386543 ላይ ወይም በሞባይል ስልካችን በ0912960550 ላይ ይደውል።

ፈለገ ነዋይ አካዳሚ! ለመኖር መማርን መፈክሩ ያደረገ ትምህርት ቤት!

**Felegeneway Academy**

**BKG MZK:** (*The opening bars of 'Learn, my son!' sung by Alemayehu Eshetie plays for about 4 seconds.*)

**Male VO:** (*The song fades out.*) Good news to parents and students! Felegeneway Academy whose motto is 'Learning is a key to live' is, as usual, going forward.

**BKG MZK:** (*The Song fades in and plays 'But for an uneducated, the future is gloomy' for about 4 seconds.*)

**Male VO:** (*The volume of the music goes down and plays in the background.*) Felegeneway Academy gives priority to quality education; its fee is quite reasonable for parents; it works day and night to instil good morals into students. With great responsibility, it pays particular attention to make students unflinching adherents to their Ethiopian cultures. It has kept up teaching from nursery to grade twelve in the two campuses with well-qualified teachers...

Come; register; learn; you benefit from Felegeneway.

**BKG MZK:** (*Alemayehu Eshetie's song, only the instrumental, plays for about 3 seconds.*)

**Male VO:** (*The instrumental music fades out.*) Our address, No.1 Lebu Music shop, a bit away from the Police Station; No. 2 Lebu Music Shop, behind Habtam Shopping Centre.

**BKG MZK:** (*Alemayehu Eshetie's instrumental music resumes playing for 2 seconds.*)

**Male VO:** (*The instrumental music, with low-volume, resumes playing in the background.*) Felegeneway Academy!

For more information, call 0118386543 or 0912960550.

Felegeneway Academy, the school whose motto is 'Learning is a key to live.'

#### 4. ርሆቦት የአሽከርካሪዎች ማሰልጠኛ

**አጃቢ ድምፅ:-** (*ጲጵ የሚል የመኪና ጥሩምባ ለ2 ሴኮንዶች ያህል ይሰማል።*)

**ወንድ አስተዋዋቂ:-** (*የመኪናው ጥሩምባ ይቋረጣል።*) የበርካታ ዓመታት የማስተማር ልምዳችን በዘመናዊ ክፍሎች፣ በተደራጀ ወርከሾፕ፣ ብቃት ባላቸው የመስክ አሰልጣኞች የተደራጀ ነው። ርሆቦት የአሽከርካሪዎች ማሰልጠኛ። በአውቶሞቢል፣ በደረቅ አንድና በህዝብ አንድ መሰረታዊ ስልጠና እንሰጣለን፤ ከደረቅ አንድ ወደ ህዝብ አንድ የአቻ ስልጠና፣ ከአውቶሞቢል ወደ ህዝብ አንድ፣ ከአውቶሞቢል ወደ ደረቅ አንድ የልዩነት ስልጠና... ጊዜው ያለፈበትን መንጃ ፈቃድ በአጭር ጊዜ ውስጥ ማደስ ይቻላል። በጠዋት፣ በከሰዓት፣ በማታ ፈረቃ በአዲሱ አዋጅ መሰረት በጥራት ያሰለጥናል።

**አጃቢ ድምፅ:-** (*ጲጵ የሚለው የመኪና ጥሩምባ ለ0.5 ሴኮንድ ከፍ ብሎ ይሰማል።*)

**ወንድ አስተዋዋቂ:-** (*የመኪናው ጥሩምባ ይቋረጣል።*) ለትራንስፖርት ምቹ በሆነው ቁራ ከቁራዎች ፊት ለፊት ቶታል ማደያ አጠገብ እንገኛለን።

**ስልክ:-** 0909333333 ወይም 0930099355

በታማኝነት ለህይወት እንኑር፣ ርሆቦት የአሽከርካሪዎች ማሰልጠኛ!

#### Rehoboth Drivers' Training Centre

**SE:** (*Beeping sound plays for about 2 seconds.*)

**Male VO:** (*Beeping sound fades away.*) Our Training Centre is one with many years of teaching experience, modern classrooms, fully laid workshop, and professional trainers, Rehoboth Drivers' Training Centre. We provide basic training in Automobile, Freight Transportation Service 1, and Public Transportation Service 1 as well as trainings from Freight Transportation Service 1 to Public Transportation Service 1 with equivalence, and from Automobile to Public Transportation Service 1 and from Automobile to Freight Transportation Service 1 with difference... It is possible to renew an expired driving license within a short time. On the basis of the New Proclamation, the Centre provides a training at quality standards in the morning, afternoon and evening shifts.

**SE:** (*Beeping resumes playing for 0.5 second.*)

**Male VO:** (*Beeping fades away.*) We are at Qera, where there is efficient transportation, opposite the Abattoirs, near TOTAL Gas Station.

**Telephone:** 0909333333 or 0930099355

Let us be honest, and live for life, Rehoboth Drivers' Training Centre!

**5. ቤንቪኒዶ የሆቴልና ቱሪዝም ኮሌጅ**

**ከጀርባ አጃቢ ሙዚቃ:-** (*cymbal* የሙዚቃ መሳሪያ ሙዚቃ ለ1 ሴከንድ ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (*ሙዚቃው በሰሱ ይቀጥላል።*) ውድ የሆነውን ጊዜዎን በሙያ ስልጣነው በዕውቀት ይበልጥበት፤ ቤንቪኒዶ የሆቴልና ቱሪዝም ኮሌጅ። ለክረምት ጊዜዎ ልዩና አጭር ስልጠና አዘጋጅተን ምዝገባ ጀምረናል። በሁለትና በሶስት ወራት ቆይታ በዘመናዊ ምግብ ዝግጅት፣ በዳቦና ኬክ አሰራር፣ በዘመናዊ ምግብ ዝግጅት እንዲሁም በዳቦና ኬክ አሰራር በጣም ጠቃሚና ልምድ ባላቸው ባለሙያዎች ይሰለጥናሉ...

ቤንቪኒዶ የሆቴልና ቱሪዝም ኮሌጅ በረጅም ጊዜ ስልጠናው በሆቴል ማኔጅመንት፣ በመስተንግዶና በሪሴፕሽን ያሰለጥንዎታል። በሚመችዎና በሚቀርብዎ ካምፓሶቻችን ይመዝገቡ፤ ይሰልጡ...

ቁጥር አንድ ካምፓስ 22 ሮሚና ህንፃ ላይ፣ ቁጥር ሁለት ፒያሳ ጊዮርጊስ ቤተ ክርስቲያን አዲሱ ህንፃ ላይ፣ ቁጥር ሶስት አዩር ጤና ዘውዲቱ ህንፃ። ለተጨማሪ ማብራሪያና ጥያቄ በስልክ ቁጥራችን 0928664747 ወይም በ0911660323 ይደውሉ።

የክረምት ጊዜዎን በሙያ ስልጠና ከኛ ጋር ያሳልፉ።

ቤንቪኒዶ። የሆቴልና ቱሪዝም ኮሌጅ!

**Bienvenido Hotel and Tourism College**

**BKG MZK:** (*Instrumental music with the sound of cymbals clashing plays for 1 second.*)

**Male VO:** (*The music fades out and plays in the background.*) Use your precious time in receiving a training, and enrich yourself with knowledge, Bienvenido Hotel and Tourism College. We have already prepared special and short-term trainings for your summer time and have started registration. Within 2 to 3 months' time, you will receive a training in Modern Cooking, in Baking Bread and Pastry, as well as in Modern Cooking in combination with making Bread and Pastry through skilled and experienced professionals...

Bienvenido Hotel and Tourism College, in its long-term training scheme, will train you in Hotel Management, Hospitality, and Reception. Get registered and receive training in any of our nearby campuses...

Campus No. 1, Haya Hulet, Romina Building; Campus No. 2, Piazza, Giyorgis Church, the New Building; Campus No. 3, Ayer Tena, Zewditu Building.

For more information, call 0928664747 or 0911660323.

Pass your summer time with us receiving a training.

Bienvenido Hotel and Tourism College!

2019

**1. ጅግዳን ኮሌጅ**

**ከጀርባ አጃቢ ሙዚቃ:-** (*የሙዚቃ መሳሪያ ለ4 ሴከንዶች ያህል ከፍ ብሎ ይሰማል።*)

**ሴት አስተዋዋቂ፦** (ሙዚቃው ከማስታወቂያው በስተጀርባ ዝቅ ባለ ድምጽ ይቀጥላል።) ጅግዳን ኮሌጅ! በ2007 ዓ. ም. ተቋቁሞ ከፍተኛ እውቅናና ዝናን ያተረፈው ጅግዳን ኮሌጅ በአዲስ አበባና ባህር ዳር ካምፓሶቹ በዲግሪ መደበኛ ፕሮግራም በቀንና በማታ በአካውንቲንግና ፋይናንስ፣ በማኔጅመንት እንዲሁም በዲግሪ ዲስታንስ ፕሮግራም በክልል በአማራ ክልል፣ በኦሮሚያ ክልል፣ በደቡብ ክልል፣ በሶማሌ ክልል፣ በቤንሻንጉል ጉሙዝና በአዲስ አበባ ከከፍተኛ ትምህርት ጥራትና አግባብነት ኤጀንሲ የእውቅና ፍቃድን አግኝተን ተማሪዎችን ተቀብለን በማስተማር ላይ እንገኛለን... በዚህም መሰረት የትምህርት ሚኒስቴር ያወጣውን መስፈርት የምታሟሉ ተማሪዎች መመዘገብ የምትችሉ መሆኑን እንገልጻለን።

**አድራሻችን፦** ለቡ መብራት ኃይል ፊት ለፊት።

ለብለጠ መረጃ ስልክ ቁጥር 0114710601 ወይም 0114710602፣ 0911242516 ወይም 0911242517

ጅግዳን ኮሌጅ፣ የምጥቀት ማዕከል!

**Jigdan College**

**BKG MZK:** (*Instrumental music plays for about 4 seconds.*)

**Female VO:** (*The music, with low-volume, plays in the background.*) Jigdan College! Jigdan College, which was founded in 2015 and has got greater recognition and fame since then, is teaching Accounting and Finance and Management in degree programme with accreditation from HERQA at Addis Ababa and Bahir Dar Campuses in the daytime and evening classes in the regular programme as well as in distance learning programme in Amhara, Oromia, SNNP, Somali, Benishangul Gumuz and Addis Ababa... On this basis, we would like to notify that those of you who can meet the requirements of the MoE can enrol.

**Address:** Lebu, opposite the Electric Power Office.

For more information, call 0114710601, 0114710602, 0911242516 or 0911242517.

Jigdan College, the centre of loftiness!

**2. አድቫንስድ ዘመናዊ የሂሳብ መዝገብ አያያዝ ስራ ማሰልጠኛ ተቋም**

**ከጀርባ አጃቢ ሙዚቃ፦** (ለስለስ ያለ እንግሊዝኛ የመሳሪያ ሙዚቃ ለ2 ሴኮንዶች ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ፦** (ሙዚቃው ከማስታወቂያው በስተጀርባ በስሱ ይቀጥላል።) የሂሳብ መዝገብ አያያዝ የቢዝነስ ቋንቋ ነው። የንግድ እንቅስቃሴው በተጠቃሚዎች ዘመን በሙያው ብቁ ሆኖ መገኘት ተፈላጊ ያደርግዎታል... አድቫንስድ ዘመናዊ የሂሳብ መዝገብ አያያዝ ስራ ማሰልጠኛ ተቋም በዘርፉ ከፍተኛ ዕውቀትና ልምድ ባካበቱ ባለሙያዎች ተደራጅቶ በሙያው በአጭር ጊዜ ውስጥ ብቁ ሊያደርግዎ ተዘጋጅቷል። ማሰልጠኛው አይ ኤፍ ኦር ኤስን መሰረት ያደረገ የማጠቃለያ ሪፖርት አዘገጃጀት በፒቸትሪ አካውንቲንግ ሶፍትዌር የተግባር ላይ ስልጠና ይሰጣል... አድቫንስድ በመደበኛ፣ ቀንና ማታ እንዲሁም ቅዳሜና እሁድ ልዩ ፕሮግራም አዘጋጅቷል።

**አድራሻ፦** ሜክሲኮ አይመን ህንፃ 6ኛ ፎቅ ሸዋ ዳቦ ፊት ለፊት

**ስልክ፦** 091114 7737 ወይም 0913032859

አድቫንስድ! ይህ።።።ይል!

**Advanced Modern Accounting Training Institute**

**BKG MZK:** (*Soft English instrumental music plays for 2 seconds.*)

**Male VO:** (*The instrumental music with low-volume plays in the background.*) Accounting is the language of business. These days, when vigorous trade is common, you will be sought after if you are a well-qualified

professional... Advanced Modern Accounting Training Institute, organized by highly knowledgeable and experienced professionals in the field, is right there to make you a well-qualified professional within a short time. The Institute provides practical training of IFRS-based summary report writing with the help of Peachtree Accounting software... Advanced (Training Institute) has already prepared a special programme in daytime and evening classes in the regular scheme and on Saturday and Sunday.

**Address:** Mexico, Aymen Building, 6<sup>th</sup> floor, opposite Shoa Bakery.

**Telephone:** 0911147737 or 0913032859

Advanced! It is uni...:que!

**3. ተስፋ የሆቴል ሙያ ማማከርና ማሰልጠኛ ማዕከል**

**ከጀርባ አጃቢ ሙዚቃ:-** (የእንግሊዝኛ የመሳሪያ ሙዚቃ ለ2 ሴኮንዶች ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ:-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በስሱ ይቀጥላል።) ተስፋ የሆቴል ሙያ ማማከርና ማሰልጠኛ ማዕከል፣ በሆቴል ሙያ ዘርፍ እውቅናና ፍቃድ ያለው። ተስፋ፣ በሙያው የከበተ ልምድና ብቃት ባላቸው መምህራኖቹ[sic] በፒያሳና በቁርቆስ የገበያ ማዕከል በዘመናዊ ትምህርት መርጃና በቂ የተግባር መለማመጃ ባላቸው ማሰልጠኛ ማዕከሎቹ በምግብ ዝግጅት፣ በመስተንግዶና በልዩ ልዩ የሆቴል ሙያ ደረጃቸውን የጠበቀ ስልጠና ይሰጣል... ሰልጣኞቻችን በታላላቅ ሆቴሎችና በምርጥ ፊት-ራንቶች የተግባር ልምምድ ያደርጋሉ። ምን ይኸ ብቻ! ሰልጣኞቹ ስራ መያዛቸውንና ውጤታማ መሆናቸውን ዘወትር ይከታተላሉ... መሰረታዊ የሆቴል ሙያ ለመቅሰም ተስፋ... ይመረጣል።

በ01157 49 57 ወይም በ01146722 ይደውሉ።

እው...ነትም ተስፋ።

ተስፋ የሆቴል ሙያ ማማከርና ማሰልጠኛ ማዕከል

**Tesfa Hotel Consultancy and Training Centre**

**BKG MZK:** (English instrumental music plays for 2 seconds.)

**Male VO:** (The volue of the music goes down and plays in the backround.) Tesfa Hotel Consultancy and Training Centre, one with recognition and accreditation in the field of hotel career. Tesfa, with highly experienced and qualified teachers, provides high-quality training in Food Preparation, Hospitality, and various Hotel Skills at Piazza and Kirkos Shopping Centres which have modern teaching materials and adequate practical training facilities... Moreover, our trainees receive practical training in big hotels and best restaurants... Not only this! The Training Centre always follows up whether or not its trainees get job and are effective...

Tesfa...: is the best choice to absorb the knowledge of basic hotel career.

Dial 011574957 or 01146722

Veri...:ly, hope!

Tesfa Hotel Consultancy and Training Centre.

**4. ኢ. ኤም ዲ የዘመናዊ የህንፃ ፊኒሽንግ ሙያ ማሰልጠኛ ተቋም**

**ከጀርባ አጃቢ ሙዚቃ:-** ('ድው ድሽ' የሚል ቃና ያለው የመሳሪያ ሙዚቃ ለ2 ሴኮንዶች ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ፡-** (ሙዚቃው ከማስታወቂያው በስተጀርባ ብስሶ ይቀጥላል።) እንዲሁ በወሬ በወሬ ታሪክ ስናወሳ አንዳንዱን ታሪከኛ ከዘመኑ ቀድሞ የመጣ ስንል እናሞክሻለን።

**ከጀርባ አጃቢ ሙዚቃ፡-** (የመሳሪያ ሙዚቃው ለ1 ሴኮንድ እንደገና ከፍ ብሎ ይሰማል።)

**ወንድ አስተዋዋቂ፡-** (የመሳሪያ ሙዚቃው ይቋረጣል።) ልክ እንደ ሰው ብናስበው አንዳንዱ ዘፈን ጊዜውን ቀድሞ ያውቋል።

**ከጀርባ አጃቢ ሙዚቃ፡-** (የጥላሁን ገሰሰ 'አያለህ ካልሆነ ከሌለህ የለህም...' የሚለው ዘፈን ለ2 ሴኮንዶች ያህል ከፍ ብሎ ይሰማል)

**ወንድ አስተዋዋቂ፡-** (የጥላሁን ዘፈን ይቋረጣል።) በተለይ በዚህ ጊዜ በዘመነ ካፒታሊዝም ጭውውቴው 'ቴቴቴቴ' ብለው ላጥ ላጥ አድርገው የሚቆጥሩት ፈረንካይ ይዞ መገኘት ላይ ነው።

**ከጀርባ አጃቢ ሙዚቃ፡-** (የመሳሪያ ሙዚቃ ለ0.5 ሴኮንድ ከፍ ይላል።)

**ወንድ አስተዋዋቂ፡-** (የመሳሪያ ሙዚቃው ይቋረጣል።) 'አ! ወገኛ! መች ጠፋን! ይልቅ መላ አምጣ!' ካላችሁ ኢ ኤም ዲ የዘመናዊ ህንፃ ፊኒሽንግ ሙያ ማሰልጠኛ ተቋም ከምንም ተነስተው ሀብታም የሚሆኑበት ሙያ ያቀብለዎታል... በጅግም ዲኮር፣ በታይሊንግ፣ በአልሙኒየም ክላዲንግ፣ በኤሌክትሪክና ቧንቧ ስራ እንዲሁም ዓይነት ሙያዎች ከእውቅና ጋር ከ4 እስከ 6 ወር ባለው ጊዜ ውስጥ የትም እጅግ ተስሞ እንዲፈለጉ አድርጎ ያስለጥንዎታል።

**ስልክ፡-** 0920016423

በኢ ኤም ዲ ሲማሩ አርስዎ ወደ ስራ ሳይሆን ስራ ወደ አርስዎ ይመጣል።

ኢ ኤም ዲ የዘመናዊ ህንፃ ፊኒሽንግ ሙያ ማሰልጠኛ ተቋም።

**EMD Modern Building Finishing Works and Training Institute**

**BKG MZK:** (*Instrumental music with techno beat plays for 2 seconds.*)

**Male VO:** (*The instrumental music with low-volume plays in the background.*) Whenever we engage in casual conversations about some individuals who made history, we happen to extol some individuals as coming ahead of their times.

**BKG MZK:** (*The Instrumental music resumes playing for 1 second.*)

**Male VO:** (*The music fades away.*) If we just think of some kind of song as a human foreteller, we say that the song forecasts the future.

**BKG MZK:** (*Tilahun Gessesse's song 'Unless you have it[money], you don't exist...' plays for about 2 seconds.*)

**Male VO:** (*Tilahun's song fades away.*) Specially, in this era of capitalism, the only game in town is to have good money.

**BKG MZK:** (*The instrumental music resumes playing for 0.5 second.*)

**Male VO:** (*The instrumental music fades away.*) If you say 'Huh! We know that! If you have, come up with a solution!' EMD Modern Building Finishing Works and Training Institute is one which will provide you with a career that makes you rich from scratch. It trains you in Gypsum Décor, Tiling, Aluminium Cladding, Electrical and Plumbing Work as well as other similar careers within only 4 to 6 months' time in order to make you a much sought-after professional everywhere.

**Telephone:** 0920016423

If you study at EMD, you will never knock others' door in search of a job, but rather a job will knock on your door.

EMD Modern Building Finishing Works and Training Institute.

**5. ሐሞና ትምህርት ቤት**

**ከጀርባ አጃቢ ሙዚቃ:-** (የመሳሪያ ሙዚቃ ለ3 ሴኮንዶች ያህል ከፍ ብሎ ይሰማል።)

**አስተዋዋቂ (ወ):-** (ሙዚቃው ከማስታወቂያው በስተጀርባ በስሱ ይቀጥላል።) በዚህን ጊዜ የወላጆች ትልቁ የራስ ምታት ልጃቸውን በስነ ምግባር አንጻር የሚያስተምር ትምህርት ቤት ማግኘት ነው። ሐሞና ትምህርት ቤት አክሲዮን ማህበር በወላጆች የተመሰረተ፣ የሀያ አንደኛውን ክፍለ ዘመን ስራዓተ ትምህርት በሚገባ የሚተገበር፣ ከግብረ ገብ ትምህርት ጋር እውቀት የሚሸምቱበት ኢትዮጵያዊ ትምህርት ቤት። ሐሞና።።። እነሆ ከተመሰረተ ሁለተኛ ዓመቱን ያስቆጠረው ሐሞና ትምህርት ቤት ሊሰፋ፣ ሊስፋፋ በማሰብ የመስራች ጥቅም የሚያስገኝ የአክሲዮን ሽያጭ እድል አመቻችቷል። ሐሞና።።። ዕውቀት ላይ ገንዘብዎን በማፍሰስ ልጆችዎንም ሀገርዎንም ይገንቡ... ስለአክሲዮን ሽያጭ ዝርዝር መረጃ ለማግኘት በ0911431317፣ በ0118931045 ላይ ይደውሉ፣ ወይም ገርጂ ኢምፔሪያል ከፍክ ጀርባ ይምጡ።

ሐሞና ትምህርት ቤት፣ የልጅዎ ሁለተኛ ቤት!

**Hamona School**

**BKG MZK:** (Instrumental music plays for about 3 seconds.)

**Male VO:** (The music fades out and plays in the background.) These days the real headache for parents is to get a school which teaches their children good manners. Founded by parents, Hamona School Share Company is an Ethiopian school where the 21<sup>st</sup> century curriculum is put into practice and where children purchase knowledge and character education. Hamona።።። And, behold, two years have passed since Hamona School was established, and now it has made shares available for sale in order to scale up itself. Hamona።።። ‘Pour’ your money on education so that you nourish the talents of your children and make your country prosper. To get detailed information about the sale of the share, call 0911431317 or 0118931045. Or, come and visit us at Gerji, Imperial, behind NOC.

Hamona School, your child's second home!

**6. ቪ ኤም ቋንቋና ኮምፒዩተር**

**ወንድ አስተዋዋቂ:-** በአጭር ጊዜ ስልጠና የቋንቋ ችሎታዎን የሚያዳብር ቪ ኤም ቋንቋና ኮምፒዩተር! ከመሰረታዊ ኮምፒዩተር ጀምሮ በአይ ቲ፣ አካውንቲንግ፣ ኢንጂነሪንግና በሌሎችም ሙያዎች ዙሪያ ያሉ የሶፍትዌር ስልጠናዎችን፣ እንዲሁም ለጀማሪ፣ መካከለኛና ከፍተኛ ደረጃ ላሉ የእንግሊዝኛ፣ ቻይንኛ፣ ፈረንሳይኛ፣ አረቢኛና ሌሎች ቋንቋዎችን በብቃት፣ አጫጭር ስልጠናዎችን በግል ወይም ቪኦዲዮ በግሩፕ አልያም በሚኒ ግሩፕ ይማሩ። ወደ ቪ ኤም ከመጡ ንግግር ላይ ያተኮረ ስልጠና ስለሚያገኙ በአጭር ጊዜ የንግግር ችሎታዎ ይቀየራል።... ቶፍል፣ አይኤኤልቲኤስና ሳትን በጥራት ያስተምራል።

**አድራሻ:-** ቁጥር አንድ መገናኛ ቤተሰብም ጥላክ ሁለተኛ ፎቅ፣

ቁጥር ሁለት አራት ኪሎ ቅድስት ስላሴ ህንፃ ሁለተኛ ፎቅ፣

**ስልክ:-** 0911248520 ወይም 0911562145

ወደኛ ሲመጡ፣ በትክክል ቪ ኤም መምጣትዎን ያረጋግጡ።

ቪ ኤም ቋንቋና ኮምፒዩተር!

### **VM Language and Computer Training**

**Male VO:** One which helps you develop your command of a language within a short time training, VM Language and Computer! Receive trainings in Basic Computer, IT, Accounting, Engineering and Softwares for other fields; also, learn English, Chinese, French, Arabic and other languages efficiently; get short-term trainings either individually or VIP, either in groups or in mini groups. If you come to VM, because you will get a spoken-oriented training, your spoken command will be improved within a short time... It effectively teaches TOEFL, IELTS and SAT.

**Address:** No. 1, Megenagna, Bethelhem Plaza, 3<sup>rd</sup> Floor; No. 2, Arat Kilo, St. Trinity Building, 2<sup>nd</sup> Floor.

**Telephone:** 0911248520 or 0911562145

When you come to us, be sure that you are coming to VM.

VM Language and Computer

## Appendix B: Categorization of Themes of Values

### A) Expressive Values at Nominal Group Level (Adjective and Noun Phrases)

Year	Name of Educ. Institution	Expression	Kind of adjective used at:				Value(s) represented by the expression
			Word level	Participles	Phrase	Clause	
2010	Dynamic International University College	• an <i>institution established by scholars from abroad and home</i>			✓		Quality; Worship of Foreignness
		• <i>[an institution], aiming at producing qualified manpower crucial for development</i>			✓		Achievement
		• equipped with <b>qualified teachers, spacious campus, convenient classrooms, libraries, computer labs, high-speed broadband and wireless internet services</b>	✓				Wisdom; Safety; Modernity
		• <b>Offering tuition-free English language improvement</b>		✓			Economy
		• Those of you <b>who seek quality education</b>				✓	Quality
	Omega Health College	• the <b>accredited degree programme</b>	✓				Quality
	• the <i>College offers a discount on the tuition fee of students</i>					Economy	
	• the <b>preferred Medical College</b>		✓			Quality	
2011	Medico	• students efficiently with fully <b>accredited field of studies</b>	✓				Quality
		• <b>The international award</b> it received in the field of research	✓				Quality
	Central	• <b>which employers and entrepreneurs recommend for its high-quality training</b>				✓	Quality
		• all made ready for you for <b>practical learning</b>	✓				Practicality
Unitary		• <b>it will fully cover registration and tuition fees of the first semester</b>					Economy
		• preferable for <b>quality education-institution</b>	✓				Quality
2012	Mojo, Abyssinia	• With our <b>qualified teachers</b>	✓				Wisdom
		• equipped with <b>standardized classrooms</b>		✓			Quality
		• And equipped with ... <b>practical demonstration rooms...</b>	✓				Practicality
	Blen International School	• a <b>wealth of knowledge</b> from the institution					Wisdom
		• the <i>school which is determined to realize its great vision</i>				✓	Auspiciousness
		• a <b>modern school</b> staffed by vastly experienced and visionary leaders and teachers	✓		✓		Modernity; Wisdom; Auspiciousness
• a <i>school which has built a standard modern building with a wide playground and adequate teaching materials</i>					✓	Quality, Modernity	
	• <b>proud of your decision</b>					Power	
	• striving for <b>quality education</b>	✓				Quality	
2013	Selam Nursing	• The college, <b>which has gained accreditation from the MoE</b>				✓	Quality
		• <b>well-known for providing quality education</b> and producing <b>well-qualified health professionals</b>	✓				Popularity, Quality, Wisdom
		• a <b>wise choice</b>	✓				Wisdom
		• <b>minimum</b> tuition fees for them and ... a <b>discount of 25 percent</b>	✓				Economy
		• For <b>quality education</b> , Selam Nursing College	✓				Quality
	Deborah	• the great <b>asset that a wise parent will pass on to his child</b>				✓	Wisdom
	• the <b>right people</b> to make this great asset pass on to children	✓				Wisdom	

2014	Atlas... College	• cultivating <b>the new generation for 21 years</b>				Tradition	
		• with <b>experienced teachers</b>	✓			Wisdom	
		• by instilling <b>good manners in him/her (child)</b> in collaboration with parents				Ethicality	
	Atlas... College	• the <b>college which has achieved a roaring success</b>			✓	Achievement	
		• with greater <b>zest and glory</b>				Power	
		• the <b>college having accredited programme</b>		✓		Quality	
		• the <b>glorious field of health</b>	✓			Power	
		• a <b>spring source of successful health professionals, Atlas</b>	✓			Achievement	
	Admas University College	• a <b>venerable higher institution which has been illuminating for many for the past 15 years</b>	✓		✓	Tradition	
		• a <b>goal-oriented and planned, well-established, successful and great private institution</b>	✓			Achievement	
		• <b>one which is certified for having the organizational structure, manpower and material resources to realize its overall vision and with the capacity to grow into a full-fledged university</b>			✓	Quality	
		• <b>one which has got quite outstanding result ... in the assessment made by HERQA to measure the quality of higher education institutions</b>			✓	Achievement	
		• <b>one which was awarded a certificate and letter of admiration from EQAO</b>			✓	Quality	
		• <b>one which has produced various research works useful for the people and the country</b>			✓	Achievement; Wisdom	
		• <b>one which works in collaboration with more than 50 international higher education institutions and organisations</b>			✓	Popularity	
		• a <b>venerable institution</b> which has benefited many in its social development strategy	✓			Tradition	
	Amnicent	• become a <b>professional and build self-confidence</b> in your business				Wisdom	
		• <b>much sought-after professionals</b>	✓			Wisdom	
		• <b>professional accountants certified in both England and Ethiopia</b>			✓	Quality; Worship of Foreignness	
	2014	Maya International	• [a <b>school</b> ] where <b>qualified teachers from home and abroad are found</b>			✓	Quality, Worship of Foreignness
			• one <b>having standardized classrooms, a well-stocked library as well as a playground</b>			✓	Quality
			• a <b>prestigious school</b>	✓			Power
		Lion... College	• Maya International School, the <b>ideal place for your child</b>				Quality
			• <b>one that has a tremendous experience of teaching for more than 10 years</b>			✓	Tradition
			• the <b>college which has been commended up to its name</b>			✓	Power
			• <b>one which gives special attention to practical training</b>			✓	Practicality
			• <b>one which is praised because its trainees have passed the COC test with excellent results</b>			✓	Power; Quality; Achievement
• The <b>spring source of successful ... professionals ... Lion!</b>			✓			Achievement	
Oromia College		• The <b>venerable College</b>	✓			Tradition	
		• <b>high-quality training</b> from Level I to Level IV with <b>accredited programmes</b>	✓			Quality	
		• Oromia College is <b>the centre of COC</b>				Wisdom	
Mandela	• a <b>wise choice</b>	✓			Wisdom		
	• This is <b>possible through knowledge and education</b>				Wisdom		
	• accredited to teach ... in <b>its more than 180 branches</b>	✓			Popularity		
S Dullol	• Mandela ... Academy helps one be <b>equal with high-ups</b>				Power		
	• <b>fully accredited ...college</b>	✓			Quality		
S <sup>a</sup>	• notch up <b>success in the path of your life</b>				Achievement		
	• <b>college which has recently gained full accreditation from HERQA</b>			✓	Quality		

		<ul style="list-style-type: none"> <li>formally inaugurated... in the presence of <b>prominent figures and scholars</b></li> </ul>	✓			Power	
		<ul style="list-style-type: none"> <li><b>Aiming at quality education and equipped with different skills laboratories</b></li> </ul>		✓		Quality; Wisdom	
		<ul style="list-style-type: none"> <li>completely ready to produce <b>self-confident, skilled professionals who are trained practically, receive life management training, and have ethical behaviour</b></li> </ul>	✓		✓	Wisdom; Ethicality	
		<ul style="list-style-type: none"> <li><b>Sante Medical college which has safe and conducive environment for the teaching-learning process as well as for students' security</b></li> </ul>			✓	Safety	
2015	GYF	<ul style="list-style-type: none"> <li><b>Academy which has convenient classrooms and school compound with various playing materials</b></li> </ul>			✓	Safety	
	YOM	<ul style="list-style-type: none"> <li>a fully <b>accredited institute</b> from HERQA</li> </ul>	✓			Quality	
		<ul style="list-style-type: none"> <li>works for <b>quality education</b> in a different way</li> </ul>	✓			Quality	
	Afri Aviation	<ul style="list-style-type: none"> <li><b>training centre which has received accreditation from IATA</b></li> </ul>			✓	Quality	
		<ul style="list-style-type: none"> <li><b>Afri Aviation, for bright tomorrow</b></li> </ul>				Auspiciousness	
	New Generation UC	<ul style="list-style-type: none"> <li>a <b>university which has African students and believes in Pan-Africanism</b></li> </ul>			✓	Africanism	
		<ul style="list-style-type: none"> <li>a <b>university which provides me with high-quality education</b></li> </ul>			✓	Quality	
		<ul style="list-style-type: none"> <li>a <b>university where its training will help me be the prime minister of my country</b></li> </ul>			✓	Auspiciousness; Power	
		<ul style="list-style-type: none"> <li>a <b>university where its training in Accounting will help me be a renowned accountant</b></li> </ul>			✓	Popularity	
		<ul style="list-style-type: none"> <li>a <b>university which is conveniently located to get efficient transport, is staffed with qualified instructors, and will welcome me with good hospitality</b></li> </ul>			✓	Achievement; Wisdom; Ethicality	
		<ul style="list-style-type: none"> <li>a <b>university which will craft me into a competent diplomat</b></li> </ul>			✓	Achievement	
		<ul style="list-style-type: none"> <li>a <b>university where its training in Management will make me the CEO of a big company</b></li> </ul>			✓	Auspiciousness	
		<ul style="list-style-type: none"> <li><b>the centre of excellence, New Generation University College</b></li> </ul>				Quality	
	Hope Business	<ul style="list-style-type: none"> <li>a must to get <b>quality education</b> from skilled teachers</li> </ul>	✓			Quality	
		<ul style="list-style-type: none"> <li>(a) <b>school which teaches from KG to prep school in its huge building with convenient classrooms and competent teachers</b></li> </ul>			✓	Power; Wisdom	
		<ul style="list-style-type: none"> <li>a <b>non-profit-making institution</b></li> </ul>	✓			Economy	
		<ul style="list-style-type: none"> <li>training programmes on skills and consultation in <b>competence-based training techniques</b></li> </ul>	✓			Wisdom	
		<ul style="list-style-type: none"> <li><b>one having well-stocked libraries, and well-equipped computer and research laboratories</b></li> </ul>			✓	Quality	
	2016	Next Fashion	<ul style="list-style-type: none"> <li>a <b>noble profession</b> which is in high demand at an international level</li> </ul>	✓			power
			<ul style="list-style-type: none"> <li>(having) a vast market and can generate a <b>handsome profit</b></li> </ul>	✓			Economy
<ul style="list-style-type: none"> <li>a <b>venerated institution</b> at home and abroad</li> </ul>			✓			Tradition	
<ul style="list-style-type: none"> <li>for its <b>extensive knowledge and experience</b> gained over the years</li> </ul>						wisdom	
Texas International		<ul style="list-style-type: none"> <li><b>With its international standard training scheme, Texas</b> teaches English language in a simple way</li> </ul>			✓	Quality	
		<ul style="list-style-type: none"> <li><b>practical trainings ... supported by Peachtree and quick book</b></li> </ul>	✓			Practicality	
A Z K		<ul style="list-style-type: none"> <li>the <b>provision of training by supplying free, adequate and original books imported from America</b></li> </ul>			✓	Economy; Quality; Worship of Foreignness	
		<ul style="list-style-type: none"> <li><b>full accreditation from the Road Transport Authority</b></li> </ul>				Quality	
SATCOM		<ul style="list-style-type: none"> <li>a well-established <b>institution with a ten-year rich experience and up-to-date technology</b></li> </ul>			✓	Tradition; Modernity	
		<ul style="list-style-type: none"> <li>SATCOM provides a purely <b>practical training in a unique way using senior technicians</b></li> </ul>	✓	✓		Practicality; Uniqueness	
	<ul style="list-style-type: none"> <li>a <b>skilled and highly sought-after maintenance technician</b></li> </ul>	✓			Wisdom		
	<ul style="list-style-type: none"> <li>SATCOM ... <b>the source of the best technicians</b></li> </ul>				Unique		

	Abstract	<ul style="list-style-type: none"> <li>• a fully <b>accredited</b> <i>institution</i> from TVET</li> </ul>	✓			Quality
		<ul style="list-style-type: none"> <li>• we are <b>unique because we open up job opportunities for you after you have completed the training</b></li> </ul>	✓		✓	Uniqueness, Auspiciousness
	MacMillan	<ul style="list-style-type: none"> <li>• the <i>institution</i> where your children absorb knowledge and good manners, where they can get scholarship opportunities abroad</li> </ul>			✓	Wisdom; Ethicality; Worship of Foreignness
2017	School of American English	<ul style="list-style-type: none"> <li>• high in the path of knowledge <b>to arrive at a destination country of your own dream</b></li> </ul>				Auspiciousness
		<ul style="list-style-type: none"> <li>• the <b>right</b> <i>embassy</i></li> </ul>	✓		Quality	
		<ul style="list-style-type: none"> <li>• the <b>right</b> <i>visa</i></li> </ul>			Quality	
		<ul style="list-style-type: none"> <li>• <i>those with limited proficiency achieve high proficiency</i></li> </ul>		✓	Wisdom	
		<ul style="list-style-type: none"> <li>• <i>one with the belief ‘I am deaf-mute to a certain language, but I want to learn it’ be a fluent braggart</i></li> </ul>		✓	Wisdom	
		<ul style="list-style-type: none"> <li>• a <b>VIP class</b>...for those of you who can't attend regular classes because of your career demands</li> </ul>	✓			Power
	Africa Beza	<ul style="list-style-type: none"> <li>• one <b>with a continental vision</b></li> </ul>			✓	Africanism
		<ul style="list-style-type: none"> <li>• <i>Africa Beza College, known for producing more than 30 thousand successful graduates for the past 16 years</i></li> </ul>			✓	Achievement
	MATED Management	<ul style="list-style-type: none"> <li>• <i>Institute which obtained a well-deserved recognition from numerous institutions in its training and consultancy using renowned professionals</i></li> </ul>			✓	Popularity
		<ul style="list-style-type: none"> <li>• <b>MATED</b>.....at a reasonable price</li> </ul>			✓	Economy
<ul style="list-style-type: none"> <li>• We have prepared a <b>special programme</b> to provide trainings and consultancies for interested customers</li> </ul>		✓			Uniqueness	
	<ul style="list-style-type: none"> <li>• <b>MATED Management Institute, the spring source of skilled professionals</b></li> </ul>				Wisdom	
2018	Good Beginning Daycare	<ul style="list-style-type: none"> <li>• (the institution) <b>which is well known in America and Canada</b></li> </ul>			✓	Popularity; Worship of Foreignness
		<ul style="list-style-type: none"> <li>• We teach and care your children with <i>teachers and nurses who continuously receive international training on childcare and teaching every 3 months</i></li> </ul>			✓	Modernity
		<ul style="list-style-type: none"> <li>• our <b>suitable</b> and <b>safe</b> <i>school compound</i></li> </ul>	✓			Safety
	Felegenway	<ul style="list-style-type: none"> <li>• to provide short-term <i>trainings</i> which will help learners acquire indigenous knowledge and skills</li> </ul>			✓	Self-Respect
		<ul style="list-style-type: none"> <li>• Felegenway Academy gives priority to <b>quality education</b></li> </ul>	✓			Quality
		<ul style="list-style-type: none"> <li>• <b>quite reasonable</b> <i>fee</i> for parents</li> </ul>	✓			Economy
		<ul style="list-style-type: none"> <li>• it works day and night to instil <b>good morals</b> into <i>students</i></li> </ul>	✓			Ethicality
		<ul style="list-style-type: none"> <li>• it pays particular attention to make <i>students unflinching adherents to their Ethiopian cultures</i></li> </ul>	✓			Self-Respect
		<ul style="list-style-type: none"> <li>• the <i>school</i> whose motto is ‘<b>Learning is a key to live</b>’</li> </ul>			✓	Wisdom
	Rehoboth	<ul style="list-style-type: none"> <li>• the <i>Centre</i> with classrooms equipped with modern equipment, with fully laid workshop, and with qualified professionals who train practically</li> </ul>			✓	Modernity; Wisdom
<ul style="list-style-type: none"> <li>• a <b>training at quality standards</b></li> </ul>				✓	Quality	
2019	Jigdan	<ul style="list-style-type: none"> <li>• the <i>college</i>...which has got greater recognition and fame</li> </ul>			✓	Popularity
		<ul style="list-style-type: none"> <li>• (a) <i>programme</i> with accreditation from HERQA</li> </ul>			✓	Quality
		<ul style="list-style-type: none"> <li>• <i>Jigdan College, the centre of loftiness</i></li> </ul>				Wisdom
	Advanced	<ul style="list-style-type: none"> <li>• <i>Advanced Modern Accounting Training Institute, organized by highly knowledgeable and experienced professionals in the field</i></li> </ul>			✓	Wisdom
<ul style="list-style-type: none"> <li>• The Institute provides <b>practical training</b> of IFRS-based summary report writing <b>with the help of Peachtree Accounting software</b></li> </ul>		✓	✓		Practicality; Modernity	

Tesfa	• <b>one with recognition and accreditation in the field</b>			✓	Quality
	• <b>Tesfa, with highly experienced and qualified teachers</b>			✓	Wisdom
	• <b>campuses which have modern teaching materials and adequate practical training facilities</b>			✓	Modernity; Practicality
	Our trainees receive <b>practical training</b> in big hotels and best restaurants	✓			Practicality
EMD	• we happen to extol some <i>individuals as coming ahead of their times</i>			✓	Modernity
	• <b>one which will provide you with a career that makes you rich from scratch</b>			✓	Power
	• <b>a much sought-after professional</b> everywhere	✓			Wisdom
Hamona	• <b>a school which can teach ... children good manners</b>			✓	Ethicality
	• an Ethiopian <i>school where the 21<sup>st</sup> century curriculum is put into practice and where children purchase knowledge and character education</i>			✓	Modernity; Wisdom; Ethicality
VM	• <b>one which helps you develop your command of a language within a short time training</b>			✓	Wisdom

**Note:**

- Words, particles, phrases, or clauses in **bold** are used as adjective modifiers of the noun in *italics*, and the values identified are made based on the modifiers.
- Some expressions in **bold** do not belong to adjective modifiers; rather, they belong to noun phrases expressing the person, institution or idea. Hence, they are not ticked (✓) as word, particle, phrase, or clause level adjectives/modifiers.
- Since an expression in the nominal group may have more than one level modifier, two ticks (✓) are marked in levels assumed to represent.
- An expression may realize more than one value.

## B) Operational Definitions of Terms and Phrases

**1 Quality<sup>1,2</sup>:** This value emphasises the educational institution has a recognition from the authoritative body and has won medal or certificate for its excellent, best or quality service it provides. Therefore, terms such as high-quality, excellent, best, winner of a medal or certificate, accredited by an authoritative body are used in the advertisement.

**2 Achievement:** This value refers to the effectiveness of the institution according to the social standards. Thus, it uses expressions like effective, successful, capable and so on in the advertisement.

**3 Wisdom<sup>1,2</sup>:** This value stands for having knowledge, education, wisdom, intelligence, expertise, or judgement. Words or expressions such as wise, knowledgeable, skilled, qualified, experienced and judgement are employed in the advertisement.

**4 Modernity<sup>1,2</sup>:** The focus of this value is on notions of being new, up-to-date, contemporary, or ahead of time. To emphasize this, advertisers utilize terms such as modern, new, advanced, progressive, up-to-date, ahead of time, contemporary, improved and the like.

**5 Popularity<sup>2</sup>:** This values stresses idea of having universal recognition and acceptance by many at national and international levels. Thus, expressions such as well-known, famous, internationally recognized, acceptable nationwide, known by many etc., are used by advertisers.

**6 Power:** The focus of this value is on social esteem, prestige, control or dominance over people or resources. The presence of authority, wealth, social power, social recognition, prestige and others are mainly emphasized by advertisers.

**7 Auspiciousness:** The quality of being ambitious, aspiring, desirous and hopeful is respected. Ideas such as desire, ambition, hope, promising, aspiring and so on are used by advertisers to emphasize this value.

**8 Tradition<sup>1,2</sup>:** Respect is given to, for instance, the experience of the past, customs and conventions, antiquity, legendary and existing for a long time. Words or expressions that mark this value are antique, time-honoured, devout, venerated, classic, historical, long-standing, unflinching form one's tradition, etc.

**9 Economy<sup>2</sup>:** Being affordable, economical or inexpensive is stressed. And expressions like tuition free, discount, cheap, reasonable price and others utilized by advertisers to express this value.

**10 Safety<sup>1,2</sup>:** The safety, comfortability, peacefulness or suitability of the institution is emphasized. Expressions used by advertisers to show this value are safe, secured, comfortable, clean, neat, harmony, etc.

**11 Ethicality:** This value emphasizes good manners, being disciplined, honour to others or politeness. Expressions that show the existence of this value in advertisements are disciplined, ethical behaviour, good manners, hospitable, honouring, etc.

**12 Practicality<sup>1</sup>:** The feasibility or viability of the training through practice is what is emphasized in this thematic value. Practical training, disposed to action, feasible, viable, etc. are expressions used in advertisements.

**13 Uniqueness<sup>1,2</sup>:** This value stresses the nature of being unique, incomparable, exclusive or the only one in providing the kind of service claimed. So, words or expressions like the only one, unique, special, different from others, the best, unusual, scare, etc. are used to show this value.

**14 Africanism:** This value gives respect to what is inherently African, but not the other world. Notions such as African, continental, native to Africa and so on are emphasised in advertisements.

**15 Worship of Foreignness:** This gives emphasise to the notions that what are being from abroad or western counties are highly worshipped. Some expressions that show this notion are like giving scholarship abroad, a professional certified abroad, well-known in America or other western counties, etc.

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<sup>1</sup>Adapted from Pollay (1983)

<sup>2</sup>Adapted from Cheng (1996)

## Appendix C: Samples of Metaphors Used in Advertisements (2010-2019)

Type of Metaphor	Advertisement that use the metaphor	Examples sentences or expressions	
		English version	Amharic version
Movement and Direction	Dallol College, 2014	... join the fully accredited Dallol [College] and notch up success in the path of your life.	... ሙሉ እውቅና ባለው በዳሎል ተመዝግባችሁ የትሮ መንገዳችሁን ቀና አድርጉ።
	School of American English, 2017	And if you want to fly high in the path of knowledge to arrive at a destination country of your own dream, the right ‘embassy’ is the School of American English.	በዕውቀት ጎዳና ላይ ከፍ ብለው በርረው የህልምዎ አገር ላይ ለመድረስ ከፈለጉ ደግሞ ኢምባሲው ስኩል አፍ አሜሪካን ኢንግሊሽ፣ ቪዛው ደግሞ የቋንቋ ክህሎትዎ ነው።
	School of American English, 2017	... and the proficiency you acquired can pave the way for your living, School of American English!...	... አቅምዎን አስጠቅሞ የእንጀራ መንገድ ይከፍታል፤ ስኩል አፍ አሜሪካን ኢንግሊሽ!...
	Felegeneway Academy, 2018	Felegeneway Academy whose motto is ‘Learning is a key to live’ is, as usual, going forward.	‘ለመኖር መማር ነው’ የሚል መፈክሩን አንግቦ ዛሬም ፈለገ ነጥይ አካዳሚ ጉዞውን ቀጥሏል።
	EMD, 2019	EMD Modern Building Finishing Works and Training Institute is one which will provide you with a career that makes you rich from scratch.	ኢ. ኤም ዲ የዘመናዊ ህንፃ ፊኒሽንግ ሙያ ማሰልጠኛ ተቋም ከምንም ተነስተው ሀብታም የሚሆኑበት ሙያ ያቀብለዎታል...
	EMD, 2019	If you study at EMD, you will never knock others’ door in search of a job, but rather a job will knock on your door.	በኢ. ኤም ዲ ሲማሩ እርስዎ ወደ ስራ ሳይሆን ስራ ወደ እርስዎ ይመጣል።
Water	Atlas Health College, 2013	A spring source of successful health professionals, Atlas...s!...	የስኬታማ ጤና ባለሙያዎች መፍለቂያ፣ አትላ...ስ!...
	Maya School, 2014	Leaders of the future come forth from a prestigious school.	የወደፊት መሪዎች ከመልካም ትምህርት ቤት ይፈልቃሉ።
	Lion...College, 2014	The spring source of successful Tourism and Hotel professionals... Lion!	የስኬታማ የቱሪዝምና ሆቴል ባለሙያዎች መፍለቂያ... ላንዮ!
	SATCOM, 2016	SATCOM...! the source of the best technicians!	ሳትኮም...! የምርጥ ቴክኒሻኖች መፍለቂያ!
	MATED Management Institute, 2017	... the spring source of skilled professionals!	... የብቁ ባለሙያዎች መፍለቂያ!
	Hamona School, 2019	‘Pour’ your money on education so that you can nourish the talents of your children and make your country prosper.	ዕውቀት ላይ ገንዘብዎን በማፍሰስ ልጆችዎንም ሀገርዎንም ይገንቡ...
Food	Mojo Abyssinia College, 2012	Plan, decide, and feed the knowledge pool of Mojo Abyssinia College.	ያቅዱ፣ ይወስኑ፣ ከሞጆ አቢሲኒያ ኮሌጅ የዕውቀት ማዕድን ይቋቋሉ።
	Mandela Distance Education, 2014	Feed the knowledge pool of our Academy.	ከአካዳሚያችን የዕውቀት ትምህርት ማዕድን ይቋቋሉ።
Money/Wealth	Omega Medical College, 2010	Health is wealth.	ጤንነት ሀብት ነው።
	Deborah School, 2013	The glorious heritage that a wise parent will pass on to his child is education	ብልህ ወላጅ ለልጁ የሚያወርሰው ታላቅ ቅርስ ትምህርት ነው።
	Jigdan College, 2019	Jigdan College, which was founded in 2015 and has got greater recognition and fame since then...	በ2007 ዓ.ም. ተቋቁሞ ከፍተኛ እውቅናና ዝናን ያተረፈው ጅግዳን ኮሌጅ...
	Hamona School, 2019	Hamona School... where children purchase knowledge and character education.	ሐምና ትምህርት ቤት ... ከግብረ ገብ ትምህርት ጋር እውቀት የሚሸምቱበት ኢትዮጵያዊ ትምህርት ቤት።

## Appendix D: Experiential Values of Grammar

### (i) Samples clauses of Material process

#### 2010

- The College has recently **graduated** students in diploma and degree for the first time.
- ... registration of new entrants for the 2011 academic year in the daytime and evening classes has **started** in Accounting....
- The College is **equipped** with qualified teachers, convenient classrooms....
- Those of you who seek quality education, **get** registered and reap the benefits.
- ... eight years are **counted**.
- ... it **provides** trainings in Nursing... in Level IV.
- In collaboration with partners, the College **offers** a discount on the tuition fee of students.
- **Come** and **register** in Addis Ababa...

#### 2011

- The international award it received in the field of research in 2003 has greatly **contributed** for the College's teaching-learning process...
- We have **started** registration for 2012 academic year in degree and Level IV programmes...
- If so, you must be **heading** to Central {because we are on registration} ...
- ... practical tools ... are all **made** ready for you for practical learning...
- ... You can **find** the list of disciplines offered in the University in various newspapers.

#### 2012

- They will **make** Mojo Abyssinia College their preference.
- We, as usual, have begun registering new entrants for the next academic year.
- We are **undergoing** training in Road Construction, Automotive ... in Level to IV.
- **Plan, decide**, and feed the knowledge pool of Mojo Abyssinia College...
- ... do not **make** a decision about where to school your child without first visiting our school.
- We are **striving** for quality education...
- Those who have graduated in Public Health or have BSc in Nursing..., have served in clinical service profession in a hospital..., can get a sponsorship letter from Regional Health Bureau, {can have medically approved health certificate, and whose age is below } 40 years can **apply**...

#### 2013

- We, Debora School, have been **cultivating** the new generation for 21 years.
- We haven't **stopped** doing this even today!
- So then! We **teach** your child with experienced teachers, and we **instil** good manners in him/her in collaboration with parents....

- Atlas Health Science College, which has achieved a roaring success, has **graduated** its students for the third time with greater zest and glory.
- Enrolment for 2013/2014 academic year has **started** in its accredited programme in Doctor of Dental Medicine.
- **Join** the glorious field of health.
- **Come** and **get** enrolled.
- [It is] **certified** for having the organizational structure, manpower and material resources to realize its overall vision and with the capacity to grow into a full-fledged university...
- As usual, it has **finalized** its preparations to offer you courses in the regular, evening and distance learning programmes.
- Many of us **live** in fear of the unknown about our businesses.
- It **provides** training in Accounting, Auditing and Ethiopian Tax Laws and Regulations.
- All the trainings are **accompanied** by practice.
- The training is **offered** by professional accountants certified in both England and Ethiopia.
- **Let** us be professional and have self-confidence.

## 2014

- We also **provide** 'kiremt' education...
- Tourism **enriches**.
- **Pride** yourself on Lion...
- {Because Oromia College is the centre of COC}, you are **supported** with special COC training.
- And education is always **pursued** and **grasped** anywhere and at any time...
- **Feed** the knowledge pool of our Academy by modelling [Nelson Mandela] who has upheld hope and truth along with strength.
- The Academy is **accredited** to teach from grades 5 to 10 in its more than 180 branches...
- ... you can **find** modules which our academy has prepared in plain language.
- **Come** and **get** registered.
- Mandela Distance Education Academy **helps** one be equal with high-ups!
- Our trainees we send to various factories to test their knowledge are **familiarized** with the feedback {'Yeah, we need professionals like you'} ...
- ... they have been **trained** in Dallol...
- {Since we offer various courses} ..., **come** and **join** the fully accredited Dallol [College] and **notch** up success in the path of your life.
- Sante Medical College has been **inaugurated!**
- Leaders of the future **come** forth from a prestigious school.

- Since its establishment for over 10 years, Oromia College has been **providing** high-quality training from Level I to Level IV...
- Oromia College is **giving** training in the daytime and evening classes and classes on weekends...
- The world is **moving** faster...
- Sante Medical College which has recently gained full accreditation from HERQA... was...**inaugurated** on 8 Nov. 2014 in the presence of prominent figures and scholars...
- Sante... {which has safe and conducive environment} ... is currently **enrolling** students.

## 2015

- Don't **forbid** your children to come unto us.
- YOM, a fully accredited institute from HERQA, is **providing** training...
- . Registration of candidates for the 2016 academic year is **taking** place...
- YOM **works** for quality education in a different way.
- If so, **come** to Afri ...which has **received** accreditation from IATA...
- {If this is your desire and choice}, **join** New Generation... {which is the centre of 'excellence'}.
- Yetwliid Tesfa **works** tirelessly for quality education!
- Hope..., a non-profit-making institution, **trains** students and graduates them in fully accredited fields of study in degree programme.
- It **provides** transport services for students.
- Our college **undergoes** short-term trainings and **works** in collaboration with higher educational institutions from abroad.
- We **provide** assistance for those {who are in need, especially for female students by supplying stationery and other aids} ...
- Those of you who meet the requirements of the MoE can **enrol** at the Campus...

## 2016

- **Enrol** and **receive** training in Levels I and II only in one year!
- Texas ... has **started** a new round of enrolment for English language course...
- With its international standard training scheme, Texas **teaches** English language in a simple way within a short period, **trains** computer courses uniquely, **provides** practical trainings on Accounting which is supported by Peachtree and quick book...
- The provision of training by supplying free, adequate and original books imported from America **makes** Texas unique.
- **Come; receive** training; **modernize** yourself.
- You ... **ease** your life and that of the traffic personnel...
- You ... **save** the lives of your fellow citizens.

- We are **accredited** by the Road Transport Authority.
- SATCOM, a well-established institution with a ten-year rich experience and up-to-date technology, **helped** many to get jobs with all the honour.
- SATCOM **provides** a purely practical training in a unique way using senior technicians...
- Surely, you can **fulfil** your dream with us.
- Come! We can **make** you a skilled and highly sought-after maintenance technician.
- Registration has **started** to teach you well by professionals with long experience ... taking only 4 to 6 months' time...
- MacMillan Academy **teaches** beginning from kindergarten to grade 12.

## 2017

- {When you want to travel abroad}, you **apply** for a visa from a respective Embassy.
- The School **teaches** English, Chinese, French, German and other international languages...
- It not only **makes** those... proficiency achieve high proficiency but also **helps** one with the belief {'I am deaf-mute to a certain language, but I want to learn it' be a fluent braggart} ...
- ... the proficiency you acquired can **pave** the way for your living...
- ... **join** us!
- We have **prepared** a special programme to provide trainings and consultancies for interested customers from Addis Ababa and Regions at personal or organizational level.
- ... it has **established** Business and Entrepreneurship Consultancy and Development Centre for workers and business persons.
- For more information, **come** to Mexico...
- **Let** us learn for development!
- **Let** our College be your first choice to learn....
- **Come** and **attend** our training...

## 2018

- Good Beginning Daycare and Kindergarten {which is well known in America and Canada} has **opened** its branch in Addis Ababa.
- **Bring** your children aged from 6 months to 6 years to us.
- We **teach** and care your children with teachers and nurses who continuously receive international training on childcare and teaching every 3 months.
- While children comfortably stay and learn in our suitable and safe school compound, parents can **do** their work with no worry.
- Abune Gorgorios Schools has **finalized** its preparations to provide short-term trainings which will help learners acquire indigenous knowledge and skills besides main subjects...

- Along with main subjects, we **train** volley ball, handball, football, and painting...
- Classes will **run** from 22 July to 1 September 2018.
- Felegeneway Academy {whose motto is ‘Learning is a key to live’} is... **going** forward.
- Felegeneway Academy **gives** priority to quality education.
- ... it **works** day and night to instil good morals into students.
- ...it **pays** ... attention to make students unflinching adherents to their Ethiopian cultures.
- It has **kept** up teaching from nursery to grade twelve... with well-qualified teachers...
- **Come, register, and learn.**
- You can immensely **benefit** from Felegeneway.
- Our teaching experience of many years has **helped** us to organize the Centre with classrooms equipped with modern equipment, with fully laid workshop...
- We **provide** basic training...
- On the basis of the New Proclamation, the Centre **provides** a training at quality standards...
- **Let** us be honest, and live for life, Rehoboth Drivers’ Training Centre!
- **Use** your precious time in receiving a training, and **enrich** yourself with knowledge ...
- We have already **prepared** special and short-term trainings for your summer time and have started registration.
- Within 2 to 3 months’ time, you will **receive** a training in Modern Cooking...
- Bienvenido... will **train** you in Hotel Management, Hospitality, and Reception.
- **Get** registered and **receive** training in any of our nearby campuses...
- **Pass** your summer time with us receiving a training.

## 2019

- Jigdan College, which was founded in 2015 and has got greater recognition and fame since then, is **teaching**... Management in degree programme with accreditation from HERQA...
- The Institute **provides** practical training of IFRS-based summary report writing with the help of Peachtree Accounting software...
- Advanced... has already **prepared** a special programme in daytime and evening classes in the regular scheme and on Saturday and Sunday.
- Tesfa, with highly experienced and qualified teachers, **provides** high-quality training in Food Preparation...at Piazza and Kirkos Shopping Centres {which have modern teaching materials and adequate practical training facilities} ...
- Moreover, our trainees **receive** practical training in big hotels and best restaurants...
- The ... Centre always **follows** up whether or not its trainees get job and {are effective} ...

- {If you can}, **come** up with a solution!...
- It **trains** you in Gypsum Décor, Tiling, ... within only 4 to 6 months' time in order to make you a much sought-after professional everywhere.
- If you study at EMD, you will never **knock** others' door in search of a job, but rather a job will knock on your door.
- And, behold, two years have **passed** since Hamona School was established...
- ... now it has **made** shares available for sale in order to scale up itself.
- ... '**Pour**' your money on education so that you can nourish the talents of your children and make your country prosper.
- ... **come** and **visit** us at Gerji, Imperial, behind NOC.
- **Receive** trainings in Basic Computer, IT, Accounting, ... and Softwares for other fields...
- ... **learn** English, Chinese, French, Arabic and other languages efficiently...
- ... **get** short-term trainings either individually or VIP, either in groups or in mini groups.
- If you come to VM, because you will get a spoken-oriented training, your spoken command will be **improved** within a short time...
- It effectively **teaches** TOEFL, IELTS and SAT.

## (ii) Samples clauses of Mental process

2010

2011

- ... the College would **like** to inform {that it has relocated the Rwanda Campus to Wollo Sefer Campus} ...

2012

2013

- Selam Nursing College {which is part of Unity University} **feels** extremely happy for its registration of new entrants for 2013/2014 academic year...
- We would **like** to express... {that interested applicants can apply in person} ...
- We would **like** to inform employees of MIDROC-Ethiopia Investment, their spouses and their children to take the opportunity {that tuition fees for them are minimum} ...
- [We **wish** you] happy New Year to you all!
- **Notice!**

2014

- **Notice!**
- ... we **need** to catch up with it.

2015

- Do you **want** to be an Airline Travel Agent or a Tour Operator after receiving an internationally accredited training?
- I **want** to study at a university { which has African students and believes in Pan-Africanism }.
- I **want** to study at a university { which provides me with high-quality education }.
- I **want** to study at a university { where its training will help me be the prime minister of my country }.
- I **want** to study at a university { where its training...will help me be a renowned accountant }.
- I **want** to study at a university { which is conveniently located to get efficient transport, is staffed with qualified instructors, and will welcome me with good hospitality }.
- I **want** to study in a university { which will craft me into a competent diplomat }.
- I **want** to study in a university { those training...will make me the CEO of a big company }.
- **Realize** your dream by receiving your degree...

**2016**

- **Notice!**

**2017**

- Africa Beza College, known for producing more than 30 thousand successful graduates for the past 16 years, would **like** to announce that registration is underway....
- And we would **like** to announce {that enrolment for the limited spaces left is underway}...
- Therefore, **forget** not to sign up for courses now if you, traders, want to be successful.

**2018**

**2019**

- ...we would **like** to notify {that those of you who can meet the requirements of the MoE can enrol}.
- {If you say 'Huh'}, we **know** that!...

### **(iii) Samples clauses of Relational process**

**2010**

- Dynamic International University College [**is**] ... an institution established by scholars from abroad and home...
- It **is** an institution {that provides education from nursery to university college levels nourishing each other's educational programme}.
- Health **is** wealth.
- And the ability to help others become healthy **is** a great wealth.
- Registration **is** underway in the accredited degree programme in Public Health.
- Registration for Public Health in degree programme **is** underway!

**2011**

- Medico Bio Medical College **is** a college {which has ... graduated students efficiently...in degree and... in Level IV}.
- ... Central **is** undoubtedly your choice...
- ...your goal should **be** not only to graduate from the College but also to be fruitful in the field you get training.
- Unity University **is** most grateful to the MoE...
- Unity University **is** preferable for quality education!

## 2012

- You will really be **satisfied** with our work...
- This **is** {because Blen International School, which is determined to realize its great vision in 2013 school year, has been opened} ...
- ... it **is** one {which has built a standard modern building with a wide playground and adequate teaching materials}.
- ...[you] **be** proud of your decision...

## 2013

- The College {which has gained accreditation from the MoE} ... **is** well-known for providing quality education and producing well-qualified health professionals.
- So, studying in this College **is** a wise choice.
- ... we **are** to give a discount of 25 % for first year new applicants {who will enrol before the 5<sup>th</sup> of August 2013} ...
- Selam Nursing College which is part of Unity University **is** the preferable choice for quality education.
- ... the glorious heritage {that a wise parent will pass on to his child}**is** education.
- And we **are** the right people to make this great asset pass on to children.
- Our vision **is** to achieve beyond {what we have achieved so far!}
- [It **is**] a spring source of successful health professionals, Atlas!...
- Admas ... [**is**] a goal-oriented and planned, ..., successful and great private institution...
- ... [It **is**] one which has got quite outstanding result in both its regular and distance education programmes in the assessment made by HERQA to measure the quality of higher education institutions...
- ... [It **is**] one {which was awarded a certificate and letter of admiration from EQAO} ...
- [It **is**] one {which has produced various research works useful for ... the country} ...
- [It **is**] one {which works in collaboration with more than 50 international higher education institutions and organisations} ...
- [It **is**] a venerable institution {which has benefited many in its social development strategy} ...
- ... you will **be** much sought-after professionals {if you take courses offered by Amnicent} ...
- ... Our business must **be** competent in the international level.

## 2014

- Maya International School! **[is]** a fully accredited from KG to sixth grade... {where qualified teachers from home and abroad are found} ...
- ... we **are** underway registering entrants for 2014/2015 academic year.
- With us, you **have** a face-to-face discussion
- **[It is]** one that has a tremendous experience of teaching for more than 10 years...
- It **is** the College {which has been commended up to its name} ...
- **[It is]** the spring source of successful Tourism and Hotel professionals... Lion!
- **[It is]** the venerable College...
- Oromia College! **[is]** a wise choice!
- This **is** possible through knowledge and education...
- Aiming at quality education..., Sante...**is** ... ready to produce ... skilled professionals {who are trained practically, receive life management training, and have ethical behaviour}....

## 2015

- GYF Academy which has convenient classrooms and school compound with various playing materials for your children **is** ready for you for the 2015/2016 academic year.
- Afri Aviation! **[is]** for bright tomorrow!
- New Generation University College **is** the centre of excellence.
- The education your children receive today **is** decisive for their bright tomorrow.
- And it **is** a must to get quality education from skilled teachers.
- It **is** your children's school {which teaches from KG to prep school} ...
- Registration of second-year students and above **is** underway...
- In addition to classroom teaching, our College **has** training programmes on skills and consultation in competence-based training techniques...
- Registration **is** underway in degree programme in daytime and evening classes...

## 2016

- **[It is]** a noble profession which is in high demand at an international level, has a vast market and can generate a handsome profit, Fashion Design!
- **[It is]** a venerated institution at home and abroad for its extensive knowledge and experience gained over the years, Next Design!
- Registration **is** underway in short-term and regular programmes...
- It **is** fortunate to find both quality and astuteness together.
- {Though you drive gently}, if you have no skill and are not vigilant, causing accident **is** inevitable for you.
- SATCOM... **[is]** the source of the best technicians!

- {If you receive training at AZK...}, you **become** not only efficient but also vigilant...
- Abstract Building Finishing Training Institute **is** a fully accredited institution from TVET.
- We **are** unique {because we open up job opportunities for you after you have completed the training}.
- MacMillan Academy [**is** a place], {where your children absorb knowledge and good manners, [and] where they can get scholarship opportunities abroad}.

## 2017

- {And if you want to fly high in the path of knowledge to arrive at a destination country of your own dream}, the right ‘embassy’ **is** the School of American English...
- ... the right visa **is** your language skills.
- We **have** a VIP class... for those of you {who can’t attend regular classes because of your career demands}.
- ... **become** successful...
- We **are** on registration...
- MATED Management Institute {which obtained a well-deserved recognition from numerous institutions in its training and consultancy using renowned professionals} **is** underway to provide training... at a reasonable price in its daytime and evening classes...
- ... **have** a wealth of knowledge...

## 2018

- We **are** underway registering for the next ‘Kiremt’ and the coming year.
- The subjects to be offered **are** spoken English, ... Ge’ez, and Ethics.
- Registration **is** from 22 June to 13 July 2018.
- Any student, including from Abune Gorgorios Schools, **is** welcome.
- Felegeneway Academy [**is**] the school {whose motto is ‘Learning is a key to live.’}
- It **is** possible to renew an expired driving license within a short time.

## 2019

- Jigdan College [**is**] the centre of loftiness!
- Accounting **is** the language of business.
- These days, {when vigorous trade is common}, you will highly **be** sought after if you are a well-qualified professional...
- Advanced..., organized by highly knowledgeable and experienced professionals in the field, is right there to make you a well-qualified professional within a short time.
- Advanced! It **is** unique!
- Tesfa ... Training Centre **is** one with recognition and accreditation in the field of hotel career.
- Tesfa **is** the best choice to absorb the knowledge of basic hotel career.

- Specially, in this era of capitalism, the only game in town **is** to have good money.
- EMD... **is** one {which will provide you with a career that makes you rich from scratch}.
- These days the real headache for parents **is** to get a school {which can teach their children good manners}.
- Founded by parents, Hamona... **is** an Ethiopian school {where the 21<sup>st</sup> century curriculum is put into practice and where children purchase knowledge and character education}.
- Hamona School [**is**] your child's second home!
- [It **is**] one {which helps you develop your command of a language within a short time training}.
- {When you come to us}, **be** sure {that you are coming to VM}.

**NB:**

1. Verbs that show **material, mental** and **relational** process are shown in **boldface**.
2. The set brackets {} show that the clauses enclosed by them represent another process. The reason that they were not taken to their respective category of processes is for the sake of keeping the whole clause meaningful. But they were considered part of their respective category of process depending up on the kind of process they realized.
3. The square brackets [] show that word or phrase enclosed by them was added to make the reduced clause complete.

**(iv) A Summary of most frequently used verbs in the *main clauses* that belong to three processes in the above samples of advertising statements**

Material processes		Relational processes		Mental processes	
Verb (in the main clause)	Frequency	Verb (in the main clause)	Frequency	Verb (in the main clause)	Frequency
<b>Come/Join*</b>	(14+4)= <b>18</b>	<b>Be/is/are</b>	<b>60</b>	<b>Want</b>	<b>8</b>
<b>Provide/Offer/Give*</b>	(11+2+1)= <b>14</b>	<b>Has/have</b>	<b>4</b>	<b>Like</b>	<b>6</b>
<b>Receive/Get*</b>	(7+5)= <b>12</b>			<b>Notice</b>	<b>3</b>
<b>Teach</b>	<b>6</b>				
<b>Train</b>	<b>6</b>				
<b>Start</b>	<b>6</b>				
<b>Make</b>	<b>5</b>				
<b>Let</b>	<b>4</b>				
<b>Enrol</b>	<b>3</b>				
<b>Prepare</b>	<b>3</b>				

**NB:**

1. Verbs shown in the list in the table above are only those that have a total frequency count of of three (3) and above, but those having a frequency count of below three are left out of the list.
2. \* This mark indicates those verbs having the same meaning in the Amharic version, and they were used in the English version for te sake of variety.

## Appendix E: Expressive Values of Grammar: Modality

Year	Assertions or propositions made by advertisers in advertisements of educational institutions	Modality				
		Unmodalized		Modalized		
		Present tense	Future tense	Modal adverb	Modal auxiliary	
					'must'	'can'
2010	• It <b>is</b> an institution that provides education from nursery to university college levels nourishing each other's educational programme.	✓				
	• The College <b>has</b> recently <b>graduated</b> students in diploma and degree for the first time...	✓				
	• The College <b>is equipped</b> with qualified teachers, spacious campus, convenient classrooms, libraries, computer labs, high-speed broadband and wireless internet services...	✓				
	• Offering tuition-free English language improvement <b>makes</b> Dynamic preferable.	✓				
	• Since it began training..., 8 years <b>are counted</b> .	✓				
	• Health <b>is</b> wealth.	✓				
	• And the ability to help others become healthy <b>is</b> a great wealth.	✓				
	• ...it <b>provides</b> trainings in Nursing, Pharmacy Technology, and Laboratory Technology in Level IV.	✓				
	• In collaboration with partners, the College <b>offers</b> a discount on the tuition fee of students.	✓				
2011	• Medico Bio Medical College <b>is</b> a college which has, based on its vision to produce qualified health professionals, graduated students efficiently with fully accredited field of studies... in degree programme... in Level IV.	✓				
	• The international award it received in the field of research in 2003 <b>has greatly contributed</b> for the College's teaching-learning process...	✓		✓		
	• Using this fortune, the College <b>would like</b> to inform that it has relocated the Rwanda Campus to Wollo Sefer Campus.	✓				
	• If you have a definite plan to attend a university college in the 2012 academic year, Central <b>is undoubtedly</b> your choice...	✓		✓		
	• ... your goal <b>must be</b> not only to graduate from the College but also to be fruitful in the field you get training.				✓	
	• ...you <b>must be heading</b> to Central because we are on registration for the 2012 academic year...				✓	
	• In Central, to make you understand theoretical concepts learned in classrooms, practical tools starting from audio-visuals to cadaver rooms <b>are all made</b> ready for you for practical learning.	✓				
	• As of this year, in addition to the existing trainings we provide, we also <b>train</b> in midwifery.	✓				
	• We <b>would like</b> to inform you that the list of disciplines offered in the University are found in various newspapers.	✓				
• Moreover, the University <b>is immensely pleased</b> to announce to those new entrants who have scored 400 and above out of 700 totals that it will fully cover registration and tuition fees of the first semester if they enrol until the tenth of November 2011...	✓		✓			

2012	• For many, to learn and hence to become successful, they <b>will make</b> Mojo Abyssinia College their preference...		✓			
	• With our qualified teachers, and equipped with standardized classrooms as well as practical demonstration rooms..., we, as usual, <b>have begun</b> registering new entrants for the next academic year.	✓				
	• For the 2013 academic year..., we <b>are undergoing</b> training ... in Levels I to IV.	✓				
	• <b>Plan, decide, and feed</b> the knowledge pool of Mojo Abyssinia College.	✓				
	• [There <b>is</b> ] No more worry about where to school your child.	✓				
	• This <b>is</b> because Blen International School, which is determined to realize its great vision in 2013 school year, has been opened ...	✓				
	• It <b>is</b> a modern school staffed by vastly experienced and visionary leaders and teachers...	✓				
	• ... it <b>is</b> one which has built a standard modern building with a wide playground and adequate teaching materials.	✓				
	• ... do not <b>make</b> a decision about where to school your child without first visiting our school.	✓				
	• You <b>will really be satisfied</b> with our work and be proud of your decision...		✓			
	• We <b>are striving</b> for quality education.	✓				
	• St. Paul's Millennium Medical College <b>is</b> interested to train health professionals in Master's Degree in Integrated Emergency Surgery and in Gynaecology...	✓				
	• Those who have graduated in Public Health or have BSc in Nursing with a GPA of 2 and above, have served in clinical service profession in a hospital or a health centre for 2 years and above, who can get a sponsorship letter from Regional Health Bureau, can have medically approved health certificate, and whose age is below 40 <b>can apply</b> ...					✓
2013	• The College, which has gained accreditation from the MoE to train in Clinical Nursing in undergraduate degree, <b>is</b> well-known for providing quality education and producing well-qualified health professionals.	✓				
	• So, studying in this College <b>is</b> a wise choice.	✓				
	• We would like to express, with due respect, that interested applicants <b>can apply</b> in person along with your credentials and enrol in Selam Nursing College...					✓
	• We would like to inform employees of MIDROC-Ethiopia Investment, their spouses and their children to take the opportunity that tuition fees for them <b>are</b> minimum ...	✓				
	• ... we <b>are</b> to give a discount of 25 % for first year new applicants who will enrol before the 5 <sup>th</sup> of August 2013...	✓				
	• ... we <b>are</b> pleased to inform you that our College will begin offering evening class besides the class offered in the daytime...	✓				
	• For quality education, Selam ... which is part of Unity University <b>is</b> the preferable choice.	✓				
	• The glorious heritage that a wise parent passes on to his child <b>is</b> education.	✓				
	• And we <b>are</b> the right people to make this great asset pass on to children.	✓				
	• We, Debora School, <b>have been cultivating</b> the new generation for 21 years.	✓				
	• We <b>haven't stopped</b> doing this even today!	✓				
	• We <b>teach</b> your child with experienced teachers and <b>return</b> him/her to you instilling good manners in him/her in collaboration with parents...	✓				
	• Our vision <b>is</b> to achieve beyond what we have achieved so far! ...	✓				
	• Atlas Health Science College, which has achieved a roaring success, <b>has graduated</b> its students for the third time with greater zest and glory.	✓				
• Enrolment for 2013/2014 academic year <b>has started</b> in its accredited programme in Doctor of Dental Medicine.	✓					

	• <b>Join</b> the glorious field of health.	✓				
	•[Atlas <b>is</b> ] a spring source of successful health professionals...	✓				
	•[It <b>is</b> ] a venerable higher institution which has been illuminating for many.	✓				
	•Admas... [ <b>is</b> ] a goal-oriented and planned, well-established, successful and great private institution...	✓				
	•[It <b>is</b> ] one which is certified for having the organizational structure, manpower and material resources to realize its overall vision and with the capacity to grow into a full-fledged university...	✓				
	•[It <b>is</b> ] one which has got quite outstanding result in both its regular and distance education programmes in the assessment made by HERQA to measure the quality of higher education institutions...	✓				
	•[It <b>is</b> ] one which was awarded a certificate and letter of admiration from EQAO...	✓				
	•[It <b>is</b> ] one which has produced various research works useful for the people and the country...	✓				
	•[It <b>is</b> ] one which works in collaboration with more than 50 international higher education institutions and organisations...	✓				
	•Admas... ( <b>is</b> ) a venerable institution which has benefited many in its social development strategy...	✓				
	•As usual, it <b>has finalized</b> its preparations to offer you courses in the regular, evening and distance learning programmes.	✓				
	•Many of us <b>live</b> in fear of the unknown about our businesses.	✓				
	•Amnicent Business Institute rather <b>recommends</b> that you become a professional and build self-confidence in your business.	✓				
	•Those of you who work in NGOs or have interest to be employed, you <b>will be</b> much sought-after professionals if you take courses offered by Amnicent on Laws and Regulations of Charities and Societies and Grants Management...		✓			
	•It <b>provides</b> training in Accounting, Auditing and Ethiopian Tax Laws and Regulations.	✓				
	•All the trainings <b>are accompanied</b> by practice.	✓				
	•The training <b>is offered</b> by professional accountants certified in both England and Ethiopia.	✓				
	•Our business <b>must be</b> competent in the international level.					✓
2014	•Maya International School!...[ <b>is</b> one] which has gained full accreditation from KG to sixth grade... where qualified teachers from home and abroad are found... one having standardized classrooms, a well-stocked library as well as a playground...	✓				
	•Since we have few class spaces left, <b>get</b> your child registered soon.	✓				
	•We also <b>provide</b> 'kiremt' education...	✓				
	•Notice! Leaders of the future <b>come</b> forth from a prestigious school.	✓				
	•[It <b>is</b> ]One that has a tremendous experience of teaching for more than 10 years...	✓				
	•It <b>is</b> the College which has been commended up to its name: <i>the lion has roared, and tourism remembered, lion!</i> ...	✓				
	•[it <b>is</b> ] One which gives special attention to practical training and is praised because its trainees have passed the COC test with excellent results due to the support from its CD library, software system and skilled teachers...	✓				
	•Tourism <b>enriches</b> .	✓				
	• <b>Pride</b> yourself on Lion (Tourism and Hotel College).	✓				

	• [It <b>is</b> ] the source of successful Tourism and Hotel professionals...	✓				
	• Since its establishment for over 10 years, Oromia College <b>has been providing</b> high-quality training from Level I to Level IV with accredited programmes...	✓				
	• Oromia College <b>is giving</b> training in the daytime and evening classes and classes on weekends, as well as in distance learning programmes...	✓				
	• Notice! Because Oromia College is the centre of COC, you <b>are supported</b> with special COC training.	✓				
	College! [ <b>is</b> ] a wise choice!	✓				
	• The world <b>is moving</b> faster, and we need to catch up with it.	✓				
	• This <b>is</b> possible through knowledge and education....	✓				
	• And education <b>is</b> always <b>pursued</b> and <b>grasped</b> anywhere and at any time...	✓				
	• <b>Feed</b> the knowledge pool of our Academy by modelling [Nelson Mandela] who has upheld hope and truth along with strength.	✓				
	• The Academy <b>has gained</b> accreditation to teach from grades 5 to 10 in its more than 180 branches, Mandela...	✓				
	• With us, you <b>have</b> a face-to-face discussion, and you <b>find</b> modules which our academy has prepared in plain language.	✓				
	• Mandela Distance Education Academy <b>helps</b> one be equal with high-ups!	✓				
	• Our trainees we send to various factories to test their knowledge <b>are familiarized</b> with the feedback ‘Yeah, we need professionals like you’, for they <b>have been trained</b> in Dallol College.	✓				
	• Since we offer various courses..., <b>come</b> and <b>join</b> the fully accredited Dallol [College] and <b>notch up</b> success in the path of your life.	✓				
	• Sante Medical College <b>has been inaugurated!</b>	✓				
	• Sante Medical College which has recently gained full accreditation from HERQA to train in Doctor of Medicine, Doctor of Dentistry, Bachelor of Public Health and Midwifery <b>has been</b> formally <b>inaugurated</b> on 8 November 2014 in the presence of prominent figures and scholars...	✓				
	• Aiming at quality education and equipped with different skills laboratories, Sante Medical College <b>is</b> completely ready to produce self-confident, skilled professionals who are trained practically, receive life management training, and have ethical behaviour....	✓				
	• Sante Medical College which has safe and conducive environment for the teaching-learning process as well as for students’ security <b>is</b> currently <b>enrolling</b> students.	✓				
2015	• <b>Don’t forbid</b> your children to come unto us.	✓				
	• GYF Academy which has convenient classrooms and school compound with various playing materials for your children <b>is</b> ready for you for the 2015/2016 academic year.	✓				
	• YOM, a fully accredited institute from HERQA, <b>is providing</b> training in Master of Science in Development Economics, and Project Planning and Management.	✓				
	• YOM <b>works</b> for quality education in a different way.	✓				
	• <b>Do</b> you <b>want</b> to be an Airline Travel Agent or a Tour Operator after receiving an internationally accredited training?	✓				
	• If so, <b>come</b> to Afri Aviation and Tourism Training Centre which has received accreditation from IATA...	✓				
	• Afri Aviation! [ <b>is</b> ] for bright tomorrow!	✓				
	• <b>I want</b> to study at a university which has African students and believes in Pan-Africanism.	✓				
	• <b>I want</b> to study at a university which provides me with high-quality education.	✓				

	<ul style="list-style-type: none"> <li>• I <b>want</b> to study at a university where its training will help me be the prime minister of my country.</li> <li>• I <b>want</b> to study at a university where its training in Accounting will help me be a renowned accountant.</li> <li>• I <b>want</b> to study at a university which is conveniently located to get efficient transport, is staffed with qualified instructors, and will welcome me with good hospitality.</li> <li>• I <b>want</b> to study in a university which will craft me into a competent diplomat.</li> <li>• I <b>want</b> to study in a university where its training in Management will make me the CEO of a big company.</li> <li>• If this is your desire and choice, <b>join</b> New Generation University College which is the centre of 'excellence'</li> <li>• <b>Realize</b> your dream by receiving your degree...</li> <li>• The education your children receive today <b>is</b> decisive for their bright tomorrow.</li> <li>• And it <b>is</b> a must to get quality education from skilled teachers.</li> <li>• [It <b>is</b>] your children's school which teaches from KG to prep school in its huge building with convenient classrooms and competent teachers.</li> <li>• Yetwid Tesfa <b>works</b> tirelessly for quality education!</li> <li>• Hope College..., a non-profit-making institution, <b>trains</b> students and graduates them in fully accredited fields of study in degree programme.</li> <li>• In addition to classroom teaching, our College <b>has</b> training programmes on skills and consultation in competence-based training techniques...</li> <li>• It <b>provides</b> transport services for students.</li> <li>• [It <b>is</b>] one having well-stocked libraries, and well-equipped computer and research laboratories... [not audible] one accredited with on Environmental Impact Assessment.</li> <li>• Our college <b>undergoes</b> short-term trainings and works in collaboration with higher educational institutions from abroad.</li> <li>• We <b>provide</b> assistance for those who are in need, especially for female students by supplying stationery and other aids...</li> <li>• Those of you who meet the requirements of the MoE, <b>enrol</b> at the Campus opposite Lebu Medhanealem Church as of 4 August 2015.</li> </ul>	✓				
2016	<ul style="list-style-type: none"> <li>• [It <b>is</b>] a noble profession which is in high demand at an international level, has a vast market and can generate a handsome profit, Fashion Design!</li> <li>• [It <b>is</b>] a venerated institution at home and abroad for its extensive knowledge and experience gained over the years, Next Design!</li> <li>• It <b>is</b> fortunate to find both quality and astuteness together.</li> <li>• Texas... <b>has started</b> a new round of enrolment for English language course to business persons, athletes, artists as well as employees in special VIP classes, to be conducted for a month and in regular programmes...</li> <li>• With its international standard training scheme, Texas <b>teaches</b> English language in a simple way within a short period, <b>trains</b> computer courses uniquely, <b>provides</b> practical trainings in Accounting which is supported by Peachtree and quick book on weekends in addition to the regular basis...</li> <li>• The provision of training by supplying free, adequate and original books imported from America <b>makes</b> Texas unique.</li> <li>• <b>Come; receive</b> training; <b>modernize</b> yourself.</li> <li>• Though you drive gently, if you have no skill and are not vigilant, causing accident <b>is</b> inevitable for you.</li> <li>• If you receive training at AZK Birhan Driving School, you <b>will become</b> not only efficient but also vigilant...</li> </ul>	✓	✓			

	•You not only <b>ease</b> your life and that of the traffic personnel but also <b>save</b> the lives of your fellow citizens.	✓				
	•We <b>have got</b> full accreditation from the Road Transport Authority.	✓				
	•SATCOM [is] a venerable institution which has a ten-year rich experience and up-to-date technology and has helped many to <u>get jobs with all the honour.</u>	✓				
	•SATCOM <b>provides</b> a purely practical training in a unique way using senior technicians...	✓				
	•Surely, you <b>will fulfil</b> your dream with us.		✓			
	• We <b>will make</b> you a skilled and highly sought-after maintenance technician.		✓			
	• SATCOM...! [is] the source of the best technicians!	✓				
	•‘Looking for a job for one who has received training <b>is</b> a thing of the past,’ says Abstract Building Finishing Training Institute.	✓				
	•Abstract...Training Institute <b>is</b> a fully accredited institution from TVET.	✓				
	• <b>Notice!</b> We <b>are</b> unique because we open up job opportunities for you after you have completed the training.	✓				
	•MacMillan Academy [is a school], where your children absorb knowledge and good manners, [and] where they can get scholarship opportunities abroad.	✓				
	•MacMillan Academy <b>teaches</b> beginning from kindergarten to grade 12.	✓				
2017	•When you want to travel abroad, you <b>apply</b> for a visa from a respective Embassy.	✓				
	• And if you want to fly high in the path of knowledge to arrive at a destination country of your own dream, the right ‘embassy’ <b>is</b> the School of American English, and the right visa is your language skills.	✓				
	•The School <b>teaches</b> English, Chinese, French, German and other international languages...	✓				
	•It not only <b>makes</b> those with limited proficiency achieve high proficiency but also <b>helps</b> one with the belief ‘I am deaf-mute to a certain language, but I want to learn it’ <b>be</b> a fluent braggart...	✓				
	• ... the proficiency you acquire <b>will pave</b> the way for your living...		✓			
	•We <b>have</b> a VIP class, including Saturdays and Sundays, for those of you who can’t attend regular classes because of your career demands.	✓				
	• [It <b>is</b> ] one which has a continental vision!	✓				
	•Africa Beza College, known for producing more than 30 thousand successful graduates for the past 16 years, <b>would like</b> to announce that registration is underway for the 2016/2017 academic year...	✓				
	•.... we <b>would like</b> to announce that enrolment for the limited spaces left is underway in our campuses... in fields we have <u>got accreditation.</u>	✓				
	•Moreover, it <b>has established</b> Business and Entrepreneurship Consultancy and Development Centre for workers and business persons.	✓				
	•Therefore, <b>forget</b> not to sign up for courses now if you, traders, want to be successful.	✓				
	•... the outcome <b>will be pleasing</b> if acquiring knowledge is accompanied by having good manners...		✓			
	•MATED Management Institute which has obtained a well-deserved recognition from numerous institutions in its training and consultancy using renowned professionals <b>is</b> underway to provide training... at a reasonable price in its daytime and evening classes...	✓				
	•We <b>have prepared</b> a special programme to provide trainings and consultancies for interested customers from Addis Ababa and Regions at personal or organizational level.	✓				

	•MATED Management Institute, [is] the spring source of skilled professionals!	✓				
2018	•Good Beginning Daycare and Kindergarten, which is well known in America and Canada, <b>has opened</b> its branch in Addis Ababa.	✓				
	• <b>Bring</b> your children aged from 6 months to 6 years to us.	✓				
	•We <b>teach</b> and <b>care</b> your children with teachers and nurses who continuously receive international training on childcare and teaching every 3 months.	✓				
	•While children comfortably stay and learn in our suitable and safe school compound, parents <b>will do</b> their work with no worry.		✓			
	•Abune Gorgorios Schools <b>has finalized</b> its preparations to provide short-term trainings which will help learners acquire indigenous knowledge and skills besides main subjects taught from Monday to Friday between 2:30 and 6:30 o'clock.	✓				
	•The subjects to be offered <b>are</b> spoken English, traditional church education—Ge'ez, and Ethics.	✓				
	•Along with main subjects, we <b>train</b> volleyball, handball, football, and painting...	✓				
	•Any student, including from Abune Gorgorios Schools, <b>is</b> welcome.	✓				
	•Felegenway Academy whose motto is 'Learning is a key to live' <b>is</b> , as usual, <b>going</b> forward.	✓				
	•Felegenway Academy <b>gives</b> priority to quality education; its fee is quite reasonable for parents...	✓				
	•... it <b>works</b> day and night to instil good morals into students.	✓				
	•With great responsibility, it <b>pays</b> particular attention to make students unflinching adherents to their Ethiopian cultures.	✓				
	•It <b>has kept</b> up teaching from nursery to grade twelve in the two campuses with well-qualified teachers...	✓				
	•You <b>benefit</b> from Felegenway.	✓				
	•Felegenway Academy, [it <b>is</b> ] the school whose motto is 'Learning is a key to live.'	✓				
	•Our Training Centre <b>is</b> one with many years of teaching experience, modern classrooms, fully laid workshop, and professional trainers, Rehoboth Drivers' Training Centre.	✓				
	•We <b>provide</b> basic training ....	✓				
	•It <b>is</b> possible to renew an expired driving license within a short time.	✓				
	•On the basis of the New Proclamation, the Centre <b>provides</b> a training at quality standards in the morning, afternoon and evening shifts.	✓				
	•Use your precious time in receiving a training, and <b>enrich</b> yourself with knowledge...	✓				
•We <b>have</b> already <b>prepared</b> special and short-term trainings for your summer time and have started registration.	✓					
•Within 2 to 3 months' time, you <b>will receive</b> a training... through skilled and experienced professionals...		✓				
•Bienvenido..., in its long-term training scheme, <b>will train</b> you in Hotel Management, Hospitality, and Reception.		✓				
• <b>Pass</b> your summer time with us receiving a training.	✓					
2019	•Jigdan College, which was founded in 2015 and has got greater recognition and fame since then, <b>is teaching</b> Accounting and Finance and Management in degree programme with accreditation from HERQA...	✓				

• On this basis, we would like to notify that those of you who can meet the requirements of the MoE <b>can enrol</b> .					✓
• Jigdan College, [ <b>is</b> ] the centre of loftiness!	✓				
• Accounting <b>is</b> the language of business.	✓				
• These days, when vigorous trade is common, you <b>will be</b> sought after if you are a well-qualified professional...		✓			
• Advanced..., organized by highly knowledgeable and experienced professionals in the field, <b>is</b> right there to make you a well-qualified professional within a short time.	✓				
• The Institute <b>provides</b> practical training of IFRS-based summary report writing with the help of Peachtree Accounting software...	✓				
• Advanced... <b>has</b> already <b>prepared</b> a special programme in daytime and evening classes in the regular scheme and on Saturday and Sunday.	✓				
• It <b>is</b> unique!	✓				
• Tesfa Hotel Consultancy and Training Centre <b>is</b> one with recognition and accreditation in the field of hotel career.	✓				
• <u>Tesfa</u> , with highly experienced and qualified teachers, <b>provides</b> high-quality training ... at Piazza and Kirkos Shopping Centres which have modern teaching materials and adequate practical training facilities...	✓				
• Moreover, our trainees <b>receive</b> practical training in big hotels and best restaurants...	✓				
• Not only this! The Training Centre always <b>follows</b> up whether or not its trainees get job and are effective...	✓				
• Tesfa... <b>is</b> the best choice to absorb the knowledge of basic hotel career.	✓				
• Whenever we engage in casual conversations about some individuals who made history, we <b>happen</b> to extol some individuals as coming ahead of their times.	✓				
• If we just think of some kind of song as a human foreteller, we <b>say</b> that the song forecasts the future.	✓				
• Specially, in this era of capitalism, the only game in town <b>is</b> to have good money.	✓				
• EMD... <b>is</b> one which will provide you with a career that makes you rich from scratch.	✓				
• It <b>trains</b> you... within only 4 to 6 months' time in order to make you a much sought-after professional everywhere.	✓				
• If you study at EMD, you <b>will</b> never <b>knock</b> others' door in search of a job, but rather a job <b>will knock</b> on your door.		✓			
• These days the real headache for parents <b>is</b> to get a school which teaches their children good manners.	✓				
• Founded by parents, Hamona School ... <b>is</b> an Ethiopian school where the 21 <sup>st</sup> century curriculum is put into practice and where children purchase knowledge and character education.	✓				
• ... behold, two years <b>have passed</b> since Hamona School was established...	✓				
• ... now it <b>has made</b> shares available for sale in order to scale up itself.	✓				
• <b>'Pour'</b> your money on education so that you nourish the talents of your children and make your country prosper.	✓				
• Hamona School, [ <b>is</b> ] your child's second home!	✓				
• [It <b>is</b> ] one which helps you develop your command of a language within a short time training...	✓				
• <b>Receive</b> trainings in Basic Computer, IT, Accounting, Engineering and Softwares for other fields...	✓				
• ... <b>learn</b> English, Chinese, French, Arabic and other languages efficiently...	✓				

•... <b>get</b> short-term trainings either individually or VIP, either in groups or in mini groups.	✓				
•If you come to VM, because you will get a spoken-oriented training, your spoken command <b>will be improved</b> within a short time...		✓			
•It effectively <b>teaches</b> TOEFL, IELTS and SAT.	✓				

**NB:**

1. The assertions made by the two tenses, ‘present’ and ‘future’, express 100% possibility or certainty for the action or the event to happen.
2. The possibility for the assertions made by modal auxiliaries ‘must’ is 95%, whereas ‘can’ has more possibility but less than 95%.
3. The possibility for the assertions made by modal adverbs depends on the meaning that the modal adverb has.

## Appendix F: Speech Act Values Employed in Advertisements

Year	Name of Educational Institution	Utterance(S) in the Sample Advertisements	Intention of the speaker is to make:				
			Assertives	Directives	Commissives	Expressives	Declaratives
2010	Dynamic International University College	<ul style="list-style-type: none"> <li>Dynamic International University College... an institution established by scholars from abroad and home, aiming at producing qualified manpower crucial for development... It is an institution that provides education from nursery to university college levels nourishing each other's educational programme. The College has recently graduated students in diploma and degree for the first time... On the basis of the requirements of the Ministry of Education (MoE), registration of new entrants for the 2011 academic year in the daytime and evening classes is underway in Accounting, Business Management, Economics, and Information Technology in degree programme and in certificate level in Levels III and IV. The College is equipped with qualified teachers, spacious campus, convenient classrooms, libraries, computer labs, high-speed broadband and wireless internet services... Offering tuition-free English language improvement makes Dynamic preferable...</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>...Those of you who seek quality education, get registered and reap the benefits.</li> </ul>		✓			
	Omega Medical College	<ul style="list-style-type: none"> <li>Since it began training..., 8 years are counted. Omega medical College... Health is wealth. And the ability to help others become healthy is a great wealth. Omega medical College! ...it provides trainings in Nursing, Pharmacy Technology, and Laboratory Technology in Level IV. Registration is underway in the accredited degree programme in Public Health. ... Omega, the preferred Medical College! ...Registration for Public Health in degree programme is underway!... Omega Medical College!...</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>...In collaboration with partners, the College offers a discount on the tuition fee of students. ...</li> </ul> <p>Get registered soon... Come and register in Addis Ababa, behind Global Hotel, and ...in Axum, behind (indist.) Hotel. For more information, dial 0114671593. ...In Axum, call 0911196330.</p>		✓			
2011	Medico Bio Medical College	<ul style="list-style-type: none"> <li>Medico Bio Medical College is a college which has, based on its vision to produce qualified health professionals, graduated students efficiently with fully accredited field of studies in Clinical Nursing, Pharmacy and Public Health-in degree programme.... and in Clinical Nursing, Pharmacy Technology and Medical Laboratory in Level IV... The international award it received in the field of research in 2003 has greatly contributed for the College's teaching-learning process... We have started registration for 2012 academic year in degree and Level IV programmes in the aforementioned fields of study based on the requirements of the MoE... Using this fortune, the College would like to inform that it has relocated the Rwanda Campus to Wollo Sefer Campus. ...Registration</li> </ul>	✓				

		address, Wollo Sefer Campus and Haya Hulet Mazoria Campus... Medico Bio Medical College!					
	Central University College	<ul style="list-style-type: none"> <li>•If you have a definite plan to attend a university college in the 2012 academic year, Central is undoubtedly your choice... When you choose Central University College, which employers and entrepreneurs recommend for its high-quality training, your goal must be not only to graduate from the College but also to be fruitful in the field you get training. If so, you must be heading to Central because we are on registration for the 2012 academic year...</li> <li>•...In Central, to make you understand theoretical concepts learned in classrooms, practical tools starting from audio-visuals to cadaver rooms are all made ready for you for practical learning. As of this year, in addition to the existing trainings we provide, we also train in midwifery.</li> <li>•...For more information, dial 0116646436 at Lancha or 0116186423 at Bole.</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>•We are immensely pleased to announce that Unity University is on registration in fully accredited undergraduate programmes at Gerji and Mekanisa Campuses in Addis Ababa, and in Adama and Dessie Campuses... We would like to inform you that the list of disciplines offered in the University are found in various newspapers. ...University is preferable for quality education!</li> <li>•...Unity University is most grateful to the MoE, for it allowed 15,000 students who scored pass marks to higher education, to join privately-owned higher institutions, and our University—as one of the privately-owned higher institution—is benefiting from this opportunity...</li> <li>•...Moreover, the University is immensely pleased to announce to those new entrants who have scored 400 and above out of 700 totals that it will fully cover registration and tuition fees of the first semester if they enrol until the tenth of November 2011...</li> <li>•For more information, dial 0116298154/8155 or 011651299.</li> </ul>	✓			✓	
	Unity University				✓		
	Mojo Abyssinia College	<ul style="list-style-type: none"> <li>•... Plan, decide, and feed the knowledge pool of Mojo Abyssinia College... For more information, call 0221160406 in Mojo.</li> <li>•For many, to learn and hence to become successful, ...they will make Mojo Abyssinia College their preference... Mojo Abyssinia College!... With our qualified teachers, and equipped with standardized classrooms as well as practical demonstration rooms..., we, as usual, have begun registering new entrants for the next academic year. ... Mojo, Abyssinia College!... For the 2013 academic year in Road Construction, Automotive, Electricity, Industry, Leather Technology, ICT, Surveying and Drafting Technology, we are undergoing training...in Levels I to IV. ... Mojo, Abyssinia College!...</li> </ul>	✓				
		Blen International School	<ul style="list-style-type: none"> <li>•Good news for parents! No more worry about where to school your child. This is because Blen International School, which is determined to realize its great vision in 2013 school year, has been opened in Nefas Silk Lafto Sub city opposite Mekanisa Michael express lane ... It is a modern school staffed by vastly experienced and visionary leaders and teachers, and it is one which has built a standard modern building with a wide playground and adequate teaching materials... You will really be satisfied with our work and be proud of your decision... We are striving for quality education.</li> </ul>	✓			
2012							

		<ul style="list-style-type: none"> <li>•...So, do not make a decision about where to school your child without first visiting our school...</li> </ul>		✓			
	St. Paul's Millennium Medical College	<ul style="list-style-type: none"> <li>•St. Paul's Millennium Medical College is interested to train health professionals in Master's Degree in Integrated Emergency Surgery and in Gynaecology... Those <b>who have</b> graduated in Public Health or have BSc in Nursing with a GPA of 2 and above, have served in clinical service profession in a hospital or a health centre for 2 years and above, can get a sponsorship letter from Regional Health Bureau, can have medically approved health certificate, and whose age is below 40 years can apply... at the College's Registrar Office on the ninth and tenth of April 2012. Written exam will be given on the eleventh of April and oral exam on the twelfth of April 2012.</li> </ul>	✓				
2013	Unity University, Selam Nursing College	<ul style="list-style-type: none"> <li>•Selam Nursing College which is part of Unity University feels extremely happy for its registration of new entrants for 2013/2014 academic year...</li> </ul>				✓	
		<ul style="list-style-type: none"> <li>•The College, which has gained accreditation from the MoE to train in Clinical Nursing in undergraduate degree, is well-known for providing quality education and producing well-qualified health professionals. So, studying in this College is a wise choice. We would like to express, with due respect, that interested applicants can apply in person along with your credentials and enrol in Selam Nursing College at Mekanisa, Kore. ...we are pleased to inform you that our College will begin offering evening class besides the class offered in the daytime in Clinical Nursing in 2013/2014 academic year... For quality education, Selam Nursing College which is part of Unity University is the preferable choice...</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>•... We would like to inform employees of MIDROC-Ethiopia Investment, their spouses and their children to take the opportunity that tuition fees for them are minimum, and thus we are to give a discount of 25 % for first year new applicants who will enrol before the 5<sup>th</sup> of August 2013...</li> </ul>			✓		
		<ul style="list-style-type: none"> <li>•For more information, dial 0113210918 or 0116298163.</li> </ul>		✓			
	Debora School	<ul style="list-style-type: none"> <li>•Happy New Year to you all!...</li> </ul>				✓	
		<ul style="list-style-type: none"> <li>•... Debora School...The glorious heritage that a wise parent passes on to his child is education... We, Debora School, have been cultivating the new generation for 21 years. We haven't stopped doing this even today!... Our vision is to achieve beyond what we have achieved so far! ... Deborah School!</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• ...And we are the right people to make this great asset pass on to children... So then! We teach your child with experienced teachers and return him/her to you instilling good manners in him/her in collaboration with parents...</li> </ul>			✓		
	Atlas Health Science College	<ul style="list-style-type: none"> <li>•Atlas Health Science College, which has achieved a roaring success, has graduated its students for the third time with greater zest and glory. Enrolment for 2013/2014 academic year has started in its accredited programme in Doctor of Dental Medicine... A spring source of successful health professionals, Atlas... You can find it on Helen Building, opposite Lideta High Court.</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>•... Join the glorious field of health. ...Come and get enrolled...</li> </ul>		✓			
	Admas University College	<ul style="list-style-type: none"> <li>•Admas University College... a venerable higher institution which has been illuminating for many... for the past 15 years... Admas, under the Higher Education Relevance and Quality Agency (HERQA, henceforth), a goal-oriented and planned, well-established, successful and great private institution... one which is certified for having the organizational structure, manpower and material resources to realize its overall vision and with the capacity to grow into a full-</li> </ul>					

		fledged university... <u>Admas!</u> one which has got quite outstanding result in both its regular and distance education programmes in the assessment made by HERQA to measure the quality of higher education institutions... <u>Admas!</u> one which was awarded a certificate and letter of admiration from EQAO... <u>Admas!</u> one which has produced various research works useful for the people and the country... one which works in collaboration with more than 50 international higher education institutions and organisations... <u>Admas!</u> ... (is) a venerable institution which has benefited many in its social development strategy... Admas University College!... As usual, it has finalized its preparations to offer you courses in the regular, evening and distance learning programmes.	✓				
	Amnicent Business Institute	<ul style="list-style-type: none"> <li>• Many of us live in fear of the unknown about our businesses... It provides training in Accounting, Auditing and Ethiopian Tax Laws and Regulations. Those of you who work in NGOs or have interest to be employed, you will be much sought-after professionals if you take courses offered by Amnicent on Laws and Regulations of Charities and Societies and Grants Management... All the trainings are accompanied by practice. The training is offered by professional accountants certified in both England and Ethiopia...</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• ... Amnicent Business Institute rather recommends that you become a professional and build self-confidence in your business... Let us take notice! Our business must be competent in the international level. Let us be professional and have self-confidence.</li> </ul>		✓			
	Maya International School	<ul style="list-style-type: none"> <li>• Maya International School! ... which has gained full accreditation from KG to sixth grade... where qualified teachers from home and abroad are found... one having standardized classrooms, a well-stocked library as well as a playground... We are underway registering entrants for 2014/2015 academic year... We also provide 'kiremt' education... Leaders of the future come forth from a prestigious school... Maya International School, the ideal place for your child!</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• ... Since we have few class spaces left, get your child registered soon... Call 0116189970, 0118603966 or 0922750685/86.</li> </ul>		✓			
	Lion Ethiopia Tourism and Hotel College	<ul style="list-style-type: none"> <li>• One that has a tremendous experience of teaching for more than 10 years... Lion Ethiopia Tourism and Hotel College!... It is the College which has been commended up to its name: <i>the lion has roared, and tourism remembered</i>, Lion!... One which gives special attention to practical training and is praised because its trainees have passed the COC (Certificate of Competency) test with excellent results due to the support from its CD library, software system and skilled teachers...Lion! Registration is underway in the fields of Tourism and Hotel... The spring source of successful Tourism and Hotel professionals... Lion. ...The venerable College... Lion Ethiopia Tourism and Hotel College!</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• Oromia College! ... Since its establishment for over 10 years, Oromia College has been providing high-quality training from Level I to Level IV with accredited programmes in Business Management, Accounting, Information Science—ICT at Adama Main Campus... Oromia College is giving training in the daytime and evening classes and classes on weekends, as well as in distance learning programmes... Oromia College, a wise choice!</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• ... Notice! Because Oromia College is the centre of COC, you are supported with special COC training...</li> </ul>			✓		

2014		<ul style="list-style-type: none"> <li>• ... For more information, call us 0221120244 or 0911573289.</li> </ul>		✓				
	Mandela Distance Education Academy	<ul style="list-style-type: none"> <li>• The world is moving faster, and we need to catch up with it. This is possible through knowledge and education.... And education is always pursued and grasped anywhere and at any time...The Academy is accredited to teach from grades 5 to 10 in its more than 180 branches, Mandela... With us, you have a face-to-face discussion, and you find modules which our academy has prepared in plain language. ... Mandela Distance Education Academy helps one be equal with high-ups!</li> </ul>	✓					
		<ul style="list-style-type: none"> <li>• ... Feed the knowledge pool of our Academy by modelling [Nelson Mandela] who has upheld hope and truth along with strength...Come and get registered...</li> </ul>		✓				
	Dallol College	<ul style="list-style-type: none"> <li>• Our trainees we send to various factories to test their knowledge are familiarized with the feedback ‘Yeah, we need professionals like you’, for they have been trained in Dallol College...</li> </ul>	✓					
		<ul style="list-style-type: none"> <li>• ...Since we offer various course in Automotive Engine Service Mechanic, Automotive Electrician, Concrete Technology, Building Electrical Installation, Industrial Electrician Machine and Drives, Drafting Technology, Accounting, Secretarial Science, and Purchasing, come and join the fully accredited Dallol [College] and notch up success in the path of your life.</li> </ul>		✓				
	Sante Medical College	<ul style="list-style-type: none"> <li>• Sante Medical College has been inaugurated! Sante Medical College which has recently gained full accreditation from HERQA to train in Doctor of Medicine, Doctor of Dentistry, Bachelor of Public Health and Midwifery has been formally inaugurated on 8 November 2014 in the presence of prominent figures and scholars... Aiming at quality education and equipped with different skills laboratories, Sante Medical College is completely ready to produce self-confident, skilled professionals who are trained practically, receive life management training, and have ethical behaviour.... Sante Medical College which has safe and conducive environment for the teaching-learning process as well as for students’ security is currently enrolling students.</li> </ul>		✓				
	GYF Academy	<ul style="list-style-type: none"> <li>• Don’t forbid your children to come unto us...</li> </ul>		✓				
		<ul style="list-style-type: none"> <li>• ... GYF Academy which has convenient classrooms and school compound with various playing materials for your children is ready for you for the 2015/2016 academic year. ...You can find us on the road from Kotebe Teachers’ College to Civil Service College.</li> </ul>		✓				
	YOM Postgraduate Institute	<ul style="list-style-type: none"> <li>• YOM, a fully accredited institute from HERQA, is providing training in Master of Science in Development Economics, and Project Planning and Management. Registration of candidates for the 2016 academic year is taking place at Megenagna, Sileshi Sihin Building, 6<sup>th</sup> Floor, House Number 607, till 27 January 2016... YOM works for quality education in a different way.</li> </ul>		✓				
		<ul style="list-style-type: none"> <li>• For more information, you can dial 0116674432.</li> </ul>		✓				
		<ul style="list-style-type: none"> <li>• Do you want to be an Airline Travel Agent or a Tour Operator after receiving an internationally accredited training? If so, come to Afri Aviation and Tourism Training Centre which has received accreditation from IATA...</li> </ul>		✓				
		<ul style="list-style-type: none"> <li>• Afri Aviation, For bright tomorrow!</li> </ul>		✓				

2015	New Generation University College	<ul style="list-style-type: none"> <li>•I want to study at a university which has African students and believes in Pan-Africanism. I want to study at a university which provides me with high-quality education. ...I want to study at a university where its training will help me be the prime minister of my country. ...I want to study at a university where its training in Accounting will help me be a renowned accountant. ...I want to study at a university which is conveniently located to get efficient transport, is staffed with qualified instructors, and will welcome me with good hospitality. ...I want to study in a university which will craft me into a competent diplomat. ...I want to study in a university where its training in Management will make me the CEO of a big company...</li> </ul>					✓	
		<ul style="list-style-type: none"> <li>•...If this is your desire and choice, join New Generation University College which is the centre of 'excellence'. Realize your dream by receiving your degree in Global Studies and International Relations, Computer Science, Accounting and Finance, Business Administration, and Human Resource Management...</li> </ul>		✓				
		<ul style="list-style-type: none"> <li>•...The centre of excellence, New Generation University College.</li> </ul>	✓					
	Yetwld Tesfa School	<ul style="list-style-type: none"> <li>•The education your children receive today is decisive for their bright tomorrow. And it is a must to get quality education from skilled teachers. ...Your children's school which teaches from KG to prep school in its huge building with convenient classrooms and competent teachers. Registration of second-year students and above is underway until 21 August 2015 for 2016 academic year. Registering new entrants, for a few class spaces left, has started. Yetwld Tesfa works tirelessly for quality education!</li> </ul>	✓					
	Hope College of Business, Science and Technology	<ul style="list-style-type: none"> <li>•Hope College of Business, Science and Technology, a non-profit-making institution, trains students and graduates them in fully accredited fields of study in degree programme. In addition to classroom teaching, our College has training programmes on skills and consultation in competence-based training techniques... One which provides transport services for students. One having well-stocked libraries, and well-equipped computer and research laboratories... [indist.] one accredited with on Environmental Impact Assessment. One which undergoes short-term trainings and works in collaboration with higher educational institutions from abroad... Registration is underway in degree programme in daytime and evening classes...</li> </ul>	✓					
		<ul style="list-style-type: none"> <li>•...One which offers assistance for those who are in need, especially for female students by supplying stationery and other aids...</li> </ul>			✓			
		<ul style="list-style-type: none"> <li>•...Those of you who meet the requirements of the MoE, enrol at the Campus opposite Lebu Medhanealem Church as of 4 August 2015.</li> </ul>		✓				
	Next Fashion Design College	<ul style="list-style-type: none"> <li>•A noble profession which is in high demand at an international level, has a vast market and can generate a handsome profit, Fashion Design! ...A venerated institution at home and abroad for its extensive knowledge and experience gained over the years, Next Design! ...Registration is underway in short-term and regular programmes at Bole campus and at Lebu, a newly opened campus... In Men's and Women's clothing... In Fashion design... In Traditional clothing... In Pattern cutting... In Fashion arts...</li> </ul>	✓					
		<ul style="list-style-type: none"> <li>•...Enrol and receive training in Levels I and II only in one year!</li> </ul>		✓				

2016	Texas International English Language and Computer Centre	<ul style="list-style-type: none"> <li>It is fortunate to find both quality and astuteness together. Texas International English Language and Computer Centre has started a new round of enrolment for English language course to business persons, athletes, artists as well as employees in special VIP classes, to be conducted for a month and in regular programmes... With its international standard training scheme, Texas teaches English language in a simple way within a short period, trains computer courses uniquely, provides practical trainings in Accounting which is supported by Peachtree and quick book on weekends in addition to the regular basis, Texas International!... The provision of training by supplying free, adequate and original books imported from America makes Texas unique...</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>... Come; receive training; modernize yourself...</li> </ul>		✓			
	AZK Birhan Driving License School	<ul style="list-style-type: none"> <li>Though you drive gently, if you have no skill and are not vigilant, causing accident is inevitable for you... We have full accreditation from the Road Transport Authority...</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>... If you receive training at AZK Birhan Driving License School, you will become not only efficient but also vigilant... You not only ease your life and that of the traffic personnel but also save the lives of your fellow citizens...</li> </ul>			✓		
	SATCOM Institute of Technology	<ul style="list-style-type: none"> <li>SATCOM Institute of Technology!... SATCOM, a venerable institution which has a ten-year rich experience and up-to-date technology and has helped many to get jobs with all the honour. SATCOM provides a purely practical training in a unique way using senior technicians in Mobile Phone and Smartphones Maintenance, Office Machine Maintenance, General Electronic Equipment Maintenance, Computer Maintenance, and Networking... Yes! Surely, you will fulfil your dream with us. We are at Piazza, Gotera and Tor Hailoch... SATCOM...! the source of the best technicians!</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>...Come...</li> </ul>		✓			
		<ul style="list-style-type: none"> <li>...we will make you a skilled and highly sought-after maintenance technician.</li> </ul>			✓		
	Abstract Building Finishing Training Institute	<ul style="list-style-type: none"> <li>'Looking for a job for one who has received training is a thing of the past,' says Abstract Building Finishing Training Institute. Registration has started to teach you well by professionals with long experience in Gypsum Décor, Aluminium Works, Interior Design, Ceramic Tile, Plumbing and Electrical Installation taking only 4 to 6 months' time... Abstract Building Finishing Training Institute is a fully accredited institution from TVET... We are unique because we open up job opportunities for you after you have completed the training...</li> </ul>	✓				
MacMillan Academy	<ul style="list-style-type: none"> <li>MacMillan Academy, where your children absorb knowledge and good manners, [and] where they can get scholarship opportunities abroad. MacMillan Academy teaches beginning from kindergarten to grade 12.</li> </ul>	✓					
School of American English	<ul style="list-style-type: none"> <li>When you want to travel abroad, you apply for a visa from a respective Embassy. And if you want to fly high in the path of knowledge to arrive at a destination country of your own dream, the right 'embassy' is the School of American English, and the right visa is your language skills. The School teaches English, Chinese, French, German and other international</li> </ul>	✓					

2017		languages... the proficiency you acquire will pave the way for your living... We have a VIP class, including Saturdays and Sundays, for those of you who can't attend regular classes because of your career demands..... We are on registration...					
		<ul style="list-style-type: none"> <li>• ...It not only makes those with limited proficiency achieve high proficiency but also helps one with the belief 'I am deaf-mute to a certain language, but I want to learn it' be a fluent braggart...</li> </ul>			✓		
		<ul style="list-style-type: none"> <li>• ...join us!</li> </ul>		✓			
	Africa Beza College	<ul style="list-style-type: none"> <li>• One which has a continental vision! Africa Beza College, known for producing more than 30 thousand successful graduates for the past 16 years, would like to announce that registration is underway for the 2016/2017 academic year... And we would like to announce that enrolment for the limited spaces left is underway in our campuses at Addis Ababa and Hawassa in fields we have got accreditation. Moreover, it has established Business and Entrepreneurship Consultancy and Development Centre for workers and business persons...</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• ... forget not to sign up for courses now if you, traders, want to be successful. Let our College be your first choice to learn and become successful... For more information, come to Mexico, Buna'na Chai Building. Call 0115505995/98. Let us learn for development!</li> </ul>		✓			
	BBC Language & Computer Institute	<ul style="list-style-type: none"> <li>• Language has its own formula and ways of presentation. <u>BBC</u> Language and Computer Institute! Our Insitute, oraganized by foreign teachers and led by Mr. Mike who has a teaching experience of twelve years, has prepared VCD and books for all users including users of IELTS and TOEFL.</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• Call (Tel.).</li> </ul>		✓			
	MATED Management Institute	<ul style="list-style-type: none"> <li>• Good news to all who are interested to take IFRS implementation training!... MATED Management Institute which has obtained a well-deserved recognition from numerous institutions in its training and consultancy using renowned professionals is underway to provide training in IFRS, IFRS Management Briefing, IFRS Implementation, IFRS based Peachtree Accounting, Asset Valuation, IPSAS, and IFRS for SME at a reasonable price in its daytime and evening classes... We have prepared a special programme to provide trainings and consultancies for interested customers from Addis Ababa and Regions at personal or organizational level... MATED Management Institute, the spring source of skilled professionals!</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• ...Come and attend our training, and have a wealth of knowledge... For more information, call us 0977244434 or 094191414.</li> </ul>		✓			
	Good Beginning Daycare and Kindergarten	<ul style="list-style-type: none"> <li>• Congratulations to you, parents!...</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>• ... Good Beginning Daycare and Kindergarten, which is well known in America and Canada has opened its branch in Addis Ababa... We teach and care your children with teachers and nurses who continuously receive international training on childcare and teaching every 3 months... While children comfortably stay and learn in our suitable and safe school compound, parents will do their work with no worry. We are underway registering for the next 'Kiremt' and the coming year... We are at Bole Medhane'alem, behind Sheger Building...</li> </ul>	✓					
	<ul style="list-style-type: none"> <li>• ... Bring your children aged from 6 months to 6 years to us... Visit us!...</li> </ul>		✓				

2018	Abune Gorgorios Schools	<ul style="list-style-type: none"> <li>• Good News to all who are interested in the ‘Kiremt’ Education! Abune Gorgorios Schools has finalized its preparations to provide short-term trainings which will help learners acquire indigenous knowledge and skills besides main subjects taught from Monday to Friday between 2:30 and 6:30 o’clock. The subjects to be offered are spoken English, traditional church education—Ge’ez, and Ethics. Along with main subjects, we train volley ball, handball, football, and painting... Registration Time: 22 June to 13 July 2018. Classes will run from 22 July to 1 September 2018. Venue: In all branches. Any student, including from Abune Gorgorios Schools, is welcome.</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• For more information, contact any nearby branch of Abune Gorgorios Schools.</li> </ul>		✓			
	Felegenway Academy	<ul style="list-style-type: none"> <li>• Good news to parents and students! Felegenway Academy whose motto is ‘Learning is a key to live’ is, as usual, going forward... Felegenway Academy gives priority to quality education; its fee is quite reasonable for parents; it works day and night to instil good morals into students. With great responsibility, it pays particular attention to make students unflinching adherents to their Ethiopian cultures. It has kept up teaching from nursery to grade twelve in the two campuses with well-qualified teachers... You benefit from Felegenway... Felegenway Academy, the school whose motto is ‘Learning is a key to live.’</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• ... Come, register, and learn... For more information, call 0118386543 or 0912960550...</li> </ul>		✓			
	Rehoboth Drivers’ Training Centre	<ul style="list-style-type: none"> <li>• Our Training Centre is one with many years of teaching experience, modern classrooms, fully laid workshop, and professional trainers, Rehoboth Drivers’ Training Centre. We provide basic training in Automobile, Freight Transportation Service 1, and Public Transportation Service 1 as well as trainings from Freight Transportation Service 1 to Public Transportation Service 1 with equivalence, and from Automobile to Public Transportation Service 1 and from Automobile to Freight Transportation Service 1 with difference... It is possible to renew an expired driving license within a short time. On the basis of the New Proclamation, the Centre provides a training at quality standards in the morning, afternoon and evening shifts... Our Training Centre is one with many years of teaching experience, modern classrooms, fully laid workshop, and professional trainers... We are at Qera, where there is efficient transportation, opposite the Abattoirs, near TOTAL Gas Station...</li> </ul>	✓				
		<ul style="list-style-type: none"> <li>• ... Let us be honest, and live for life, Rehoboth Drivers’ Training Centre.</li> </ul>		✓			
	Bienvenido Hotel and Tourism College.	<ul style="list-style-type: none"> <li>• Use your precious time in receiving a training, and enrich yourself with knowledge, Bienvenido Hotel and Tourism College...</li> </ul>		✓			
		<ul style="list-style-type: none"> <li>• ... We have already prepared special and short-term trainings for your summer time and have started registration. Within 2 to 3 months’ time, you will receive a training in Modern Cooking, in Baking Bread and Pastry, as well as in Modern Cooking in combination with making Bread and Pastry through skilled and experienced professionals... Bienvenido Hotel and Tourism College, in its long-term training scheme, will train you in Hotel Management, Hospitality, and Reception.</li> </ul>	✓				
<ul style="list-style-type: none"> <li>• ... Get registered and receive training in any of our nearby campuses... For more information, call 0928664747 or 0911660323. Pass your summer time with us receiving a training.</li> </ul>			✓				

2019	Jigdan College	<ul style="list-style-type: none"> <li>•Jigdan College! Jigdan College, which was founded in 2015 and has got greater recognition and fame since then, is teaching Accounting and Finance and Management in degree programme with accreditation from HERQA at Addis Ababa and Bahir Dar Campuses in the daytime and evening classes in the regular programme as well as in distance learning programme in Amhara, Oromia, SNNP, Somali, Benishangul Gumuz and Addis Ababa... On this basis, we would like to notify that those of you who can meet the requirements of the MoE can enrol... Jigdan College, the centre of loftiness!</li> <li>•...For more information, call 0114710601, 0114710602, 0911242516 or 0911242517...</li> </ul>	✓					
	Advanced Modern Accounting Training Institute	<ul style="list-style-type: none"> <li>•Accounting is the language of business. These days, when vigorous trade is common, you will be sought after if you are a well-qualified professional... Advanced Modern Accounting Training Institute, organized by highly knowledgeable and experienced professionals in the field, is right there to make you a well-qualified professional within a short time. The Institute provides practical training of IFRS-based summary report writing with the help of Peachtree Accounting software... Advanced (Training Institute) has already prepared a special programme in daytime and evening classes in the regular scheme and on Saturday and Sunday... It is unique!</li> </ul>	✓					
	Tesfa Hotel Consultancy and Training Centre	<ul style="list-style-type: none"> <li>•Tesfa Hotel Consultancy and Training Centre, one with recognition and accreditation in the field of hotel career. Tesfa, with highly experienced and qualified teachers, provides high-quality training in Food Preparation, Hospitality, and various Hotel Skills at Piazza and Kirkos Shopping Centres which have modern teaching materials and adequate practical training facilities... Tesfa... is the best choice to absorb the knowledge of basic hotel career... Verily, hope!</li> <li>•... our trainees receive practical training in big hotels and best restaurants... Not only this! The Training Centre always follows up whether or not its trainees get job and are effective...</li> </ul>	✓			✓		
	EMD Modern Building Finishing Works and Training Institute	<ul style="list-style-type: none"> <li>•Whenever we engage in casual conversations about some individuals who made history, we happen to extol some individuals as coming ahead of their times... If we just think of some kind of song as a human foreteller, we say that the song forecasts the future... Specially, in this era of capitalism, the only game in town is to have good money... It trains you in Gypsum Décor, Tiling, Aluminium Cladding, Electrical and Plumbing Work as well as other similar careers within only 4 to 6 months' time in order to make you a much sought-after professional everywhere... If you study at EMD, you will never knock others' door in search of a job, but rather a job will knock on your door.</li> <li>•... If you say 'Huh! We know that! If you have, come up with a solution!' EMD Modern Building Finishing Works and Training Institute is one which will then provide you with a career that makes you rich from scratch...</li> </ul>	✓			✓		
	Hamona School	<ul style="list-style-type: none"> <li>•These days the real headache for parents is to get a school which teaches their children good manners. Founded by parents, Hamona School Share Company is an Ethiopian school where the 21<sup>st</sup> century curriculum is put into practice and where children purchase knowledge and character education. And, behold, two years have passed since Hamona School was established, and now it has made shares available for sale in order to scale up itself... Hamona School, your child's second home!</li> </ul>	✓					

		<ul style="list-style-type: none"> <li>•... ‘Pour’ your money on education so that you nourish the talents of your children and make your country prosper. To get detailed information about the sale of the share, call 0911431317 or 0118931045, or come and visit us at Gerji, Imperial, behind NOC...</li> </ul>		✓				
VM Language and Computer		<ul style="list-style-type: none"> <li>•One which helps you develop your command of a language within a short time training, VM Language and Computer!... It effectively teaches TOEFL, IELTS and SAT...</li> </ul>	✓					
		<ul style="list-style-type: none"> <li>•... If you come to VM, because you will get a spoken-oriented training, your spoken command will be improved within a short time...</li> </ul>			✓			
		<ul style="list-style-type: none"> <li>•... Receive trainings in Basic Computer, IT, Accounting, Engineering and Softwares for other fields; also, learn English, Chinese, French, Arabic and other languages efficiently; get short-term trainings either individually or VIP, either in groups or in mini groups... When you come to us, be sure that you are coming to VM.</li> </ul>		✓				
<b>Total frequency count of Speech Act Values Employed in Advertisements</b>			<b>46</b>	<b>33</b>	<b>12</b>	<b>5</b>	<b>0</b>	

## Appendix G: Intertextuality

### A) Intertextual Features Represented by Linguistic Elements

Year	Body of Advertising Text	Technique of Intertextual Representation	Functional pattern of Intertexts			
			Telling	Telling & Selling		
2010	Dynamic International University College	BKG MZK: <i>(Soft instrumental music plays for 1.5 seconds.)</i>				
		1 Male VO: <i>(The volume of the music goes down and plays in the background.)</i> Dynamic International University College... an institution established by scholars from abroad and home, aiming at producing qualified manpower crucial for development...	Informal style: Use of incomplete sentences			✓
		2 It is an institution that provides education from nursery to university college levels nourishing each other's educational programme.	News report; formal style: complex sentence			✓
		3 The College has recently graduated students in diploma and degree for the first time...	News report; formal style: complete sentence	✓		
		4 On the basis of the requirements of the Ministry of Education, registration of new entrants for the 2011 academic year in the daytime and evening classes is underway in Accounting, Business Management, Economics, and Information Technology in degree programme and in certificate level in Levels III and IV.	News report; formal style: long sentence			✓
		5 The College is equipped with qualified teachers, spacious campus, convenient classrooms, libraries, computer labs, high-speed broadband and wireless internet services...	News report; formal style: complete sentence			✓
		6 Offering tuition-free English language improvement makes Dynamic preferable...	News report; formal style: complete sentence			✓
	7 Those of you who seek quality education, get registered and reap the benefits.	Use of imperative form			✓	
	Omega Medical College	BKG MZK: <i>(Instrumental music plays for 1.5 seconds.)</i>				
		1 Male VO: <i>(The volume of the music goes down and plays in the background.)</i> Since it began training...	Informal: Use of incomplete sentences	Conversation genre		✓
		2 Female VO: 8 years are counted.	Formal: complete sentence			
		3 Male VO: Omega Medical College...	Informal: Use of incomplete sentence			
		4 BKG MZK: <i>(Loud applause made during (students') graduation ceremony plays for 2 seconds.)</i>	Formal: sound			
		5 Female VO: <i>(The Applause fades out.)</i> Health is wealth.	Formal: complete sentence			
		6 Male VO: And the ability to help others become healthy is a great wealth.	Formal: complete sentence			
		7 Female VO: Omega Medical College!...	Informal: Use of incomplete sentence			
		8 Male VO: ...it provides trainings in Nursing, Pharmacy Technology, and Laboratory Technology in Level IV.	Formal: complete sentence			
9 Female VO: Registration is underway in the accredited degree programme in Public Health.	Formal: complete sentence					
20	Me dic	BKG MZK: <i>(Instrumental music plays for 2 seconds.)</i>				

	1 Male VO 1: ( <i>The instrumental music fades out.</i> ) Medico Bio Medical College ...	Informal: Use of incomplete sentence	✓		
	2 BKG MZK: ( <i>A song beginning with 'Medico Bio Medical College is a health college...' plays for 3 seconds.</i> )	Song			✓
	3 Male VO 2: ( <i>The volume of the song goes down and plays in the background.</i> ) Medico Bio Medical College is a college which has, based on its vision to produce qualified health professionals, graduated students efficiently with fully accredited field of studies in Clinical Nursing, Pharmacy and Public Health-in degree programme.... and in Clinical Nursing, Pharmacy Technology and Medical Laboratory in Level IV...	News report; formal style: use of long, complex sentence			✓
	4 The international award it received in the field of research in 2003 has greatly contributed for the College's teaching-learning process...	News report; formal style: use of complex sentence			✓
	5 We have started registration for 2012 academic year in degree and Level IV programmes in the aforementioned fields of study based on the requirements of the MoE...	Formal: complete sentence			✓
	6 Using this fortune, the College would like to inform that it has relocated the Rwanda Campus to Wollo Sefer Campus.	News report; formal: complete sentence	✓		
Central University College	1 Male VO: If you have a definite plan to attend a university college in the 2012 academic year, Central is undoubtedly your choice...	Formal style: use of complex sentence			✓
	2 When you choose Central University College, which employers and entrepreneurs recommend for its high-quality training, your goal must be not only to graduate from the College but also to be fruitful in the field you get training.	Formal style: use of long, complex sentence			✓
	3 If so, you must be heading to Central because we are on registration for the 2012 academic year...	Formal style: use of complex sentence			✓
	4 In Central, to make you understand theoretical concepts learned in classrooms, practical tools starting from audio-visuals to cadaver rooms are all made ready for you for practical learning.	News report; formal style: complete sentence			✓
	5 As of this year, in addition to the existing trainings we provide, we also train in midwifery.	Formal style: complete sentence			✓
Unity University	BKG MZK: ( <i>Instrumental music plays for about 3 seconds.</i> )				
	Male VO: ( <i>The volume of instrumental music goes down and plays in the background.</i> ) We are immensely pleased to announce that Unity University is on registration in fully accredited undergraduate programmes at Gerji and Mekanisa Campuses in Addis Ababa, and in Adama and Dessie Campuses...	Speech; formal: long, complex sentence			✓
	2 We would like to inform you that the list of disciplines offered in the University are found in various newspapers.	News report; formal: long, complex sentence	✓		
	3 Unity University is most grateful to the MoE, for it allowed 15,000 students who scored pass marks to higher education, to join privately-owned higher institutions, and our University—as one of the privately-owned higher institution—is benefiting from this opportunity...	Speech; formal: long, complex sentence	✓		
	4 Moreover, the University is immensely pleased to announce to those new entrants who have scored 400 and above out of 700 totals that it will fully cover registration and tuition fees of the first semester if they enrol until the tenth of November 2011...	Speech; formal: long, complex sentence			✓

2012	Mojo Abyssinia College	BKG MZK: ( <i>Instrumental music plays for 1.5 seconds.</i> )					
		1 Female VO: ( <i>The volume of the instrumental music goes down and plays in the background.</i> ) For many, to learn and hence to become successful	Informal: use of phrase	Conversational genre			✓
		2 Male VO: They will make Mojo Abyssinia College their preference... Mojo Abyssinia College!	Formal: complete sentence				
		3 Female VO: With our qualified teachers	Informal: use of phrase				
		4 Male VO: And equipped with standardized classrooms as well as practical demonstration rooms...	Informal: use of phrase				
		5 Female VO: We, as usual, have begun registering new entrants for the next academic year.	Formal: complete sentence				
		6 Male VO: Mojo, Abyssinia College!...	Informal: use of phrase				
		7 Female VO: For the 2013 academic year...	Informal: use of phrase				
		8 Male VO: We are undergoing training in Road Construction, Automotive, Electricity, Industry, Leather Technology, ICT, Surveying and Drafting Technology in Levels I to IV.	Formal: complete sentence				
		9 Female VO: Mojo Abyssinia College!	Informal: use of phrase				
10 Male VO: Plan; decide; feed the knowledge pool of Mojo Abyssinia College.	Use of imperative form; poetic (in Amharic version)						
2012	Blen International School	BKG MZK: ( <i>Nice instrumental music plays for 2 seconds.</i> )					
		1 Male VO: ( <i>The instrumental plays in the background.</i> ) Good news for parents! No more worry about where to school your child.	Informal: use of phrase Formal: complete sentence			✓	
		2 This is because Blen International School, which is determined to realize its great vision in 2013 school year, has been opened in Nefas Silk Lafto Sub city opposite Mekanisa Michael express lane	Speech; formal: long, complex sentence			✓	
		3 It is a modern school staffed by vastly experienced and visionary leaders and teachers, and it is one which has built a standard modern building with a wide playground and adequate teaching materials.	Formal: long, complex sentence			✓	
		4 So, do not make a decision about where to school your child without first visiting our school.	Formal: complete sentence			✓	
		5 You will really be satisfied with our work and be proud of your decision...	Poetic (in Amharic version)			✓	
		6 We are striving for quality education.	Formal: complete sentence			✓	
2012	St. Paul's Millennium Medical College	1 Male VO: St. Paul's Millennium Medical College is interested to train health professionals in Master's Degree in Integrated Emergency Surgery and in Gynaecology...	Formal: long sentence			✓	
		2 Those who have graduated in Public Health or have BSc in Nursing with a GPA of 2 and above, have served in clinical service profession in a hospital or a health centre for 2 years and above, can get a sponsorship letter from Regional Health Bureau, can have medically approved health certificate, and whose age is below 40 years can apply... at the College's Registrar Office on the ninth and tenth of April 2012.	Formal: long, complex sentence	✓			
		3 Written exam will be given on the eleventh of April and oral exam on the twelfth of April 2012.	Formal: long sentence	✓			
2013	Selam Nursing	BKG MZK: ( <i>Soft instrumental music plays for 2 seconds.</i> )					
		1 Male VO: ( <i>The instrumental music with low-volume plays in the background.</i> ) Selam Nursing College which is part of Unity University feels extremely happy for its registration of new entrants for 2013/2014 academic year...	Speech; formal: long, complex sentence			✓	

		2 The College, which has gained accreditation from the MoE to train in Clinical Nursing in undergraduate degree, is well-known for providing quality education and producing well-qualified health professionals.	Speech; formal: long, complex sentence			✓
		3 So, studying in this College is a wise choice.	Formal: complete sentence			✓
		4 We would like to express, with due respect, that interested applicants can apply in person along with your credentials and enrol in Selam Nursing College at Mekanisa, Kore.	Speech; formal: long, complex sentence	✓		
		5 We would like to inform employees of MIDROC-Ethiopia Investment, their spouses and their children to take the opportunity that tuition fees for them are minimum, and thus we are to give a discount of 25 % for first year new applicants who will enrol before the 5 <sup>th</sup> of August 2013; also, we are pleased to inform you that our College will begin offering evening class besides the class offered in the daytime in Clinical Nursing in 2013/2014 academic year...	Speech; formal: long, complex sentence			✓
		6 For quality education, Selam Nursing College which is part of Unity University is the preferable choice.	Formal: complex sentence			✓
	Deborah School	BKG MZK: ( <i>The opening bars of 'Happy New Year...' sung by Hamelmal Abate plays for 1.5 seconds.</i> )				
		1 Male VO: ( <i>The music fades out.</i> ) Happy New Year to you all! Deborah School! The glorious heritage that a wise parent passes on to his child is education.	Formal: complete sentence			✓ ✓
		2 And we are the right people to make this great asset pass on to children.	Formal: complete sentence			✓
		3 We, Debora School, have been cultivating the new generation for 21 years.	Formal: complete sentence			✓
		4 We haven't stopped doing this even today!	Formal: complete sentence			✓
		5 So then! We teach your child with experienced teachers and return him/her to you instilling good manners in him/her in collaboration with parents... Happy New Year!...	formal, complete sentence			✓
	Atlas Health Science College	1 Male VO: Atlas Health Science College, which has achieved a roaring success, has graduated its students for the third time with greater zest and glory.	News report			✓
		2 Enrolment for 2013/2014 academic year has started in its accredited programme in Doctor of Dental Medicine.	Formal: long sentence			✓
		3 Join the glorious field of health.	Use of imperative form			✓
		5 Come and get enrolled.	Use of imperative form			✓
	Admas University College	1 Male VO: Admas University College, for the past 15 years...	Informal: use of phrase	Conversational genre		
		2 Female VO: A venerable higher institution which has been illuminating for many ...	Informal: use of phrase			
		3 Male VO: Admas, under the Higher Education Relevance and Quality Agency, a goal-oriented and planned, well-established, successful and great private institution...	Informal: use of phrase			
		4 Female VO: one which is certified for having the organizational structure, manpower and material resources to realize its overall vision and with the capacity to grow into a full-fledged university...	Informal: use of incomplete sentence			
		5 Male VO: <u>Admas</u> ! one which has got quite outstanding result in both its regular and distance education programmes in the assessment made by HERQA to measure the quality of higher education institutions...	Informal: use of incomplete sentence;			

		6 Female VO: <u>Admas!</u> one which was awarded a certificate and letter of admiration from EQAO...	Informal: use of incomplete sentence				
		7 Male VO: <u>Admas!</u> one which has produced various research works useful for the people and the country...	Informal: use of incomplete sentence				
		8 Female VO: one which works in collaboration with more than 50 international higher education institutions and organisations...	Informal: use of incomplete sentence				
		9 Male VO: <u>Admas!</u> ... (is) a venerable institution which has benefited many in its social development strategy...	Informal: use of incomplete sentence				
		10 Female VO: Admas University College!... As usual, it has finalized its preparations to offer you courses in the regular, evening and distance learning programmes.	Formal: use of complete sentence				
	Amnicent Business Institute	BKG MZK: ( <i>Instrumental music plays for about 1.5 seconds.</i> )					
		1 Male VO: ( <i>The music, with low-volume, plays in the background.</i> ) Many of us live in fear of the unknown about our businesses.	Formal: use of complete sentence	✓			
		2 Amnicent Business Institute rather recommends that you become a professional and build self-confidence in your business.	Formal: use of complete sentence			✓	
		3 BKG MZK: ( <i>The instrumental music plays loud for 1.5 seconds</i> )	Formal: sound				
		4 Male VO: ( <i>The music, with low-volume, plays in the background.</i> ) It provides training in Accounting, Auditing and Ethiopian Tax Laws and Regulations.	Formal: use of complete sentence			✓	
5 Those of you who work in NGOs or have interest to be employed, you will be much sought-after professionals if you take courses offered by Amnicent on Laws and Regulations of Charities and Societies and Grants Management...		Formal: use of long, complex sentence			✓		
6 All the trainings are accompanied by practice.		Formal: complete sentence			✓		
7 The training is offered by professional accountants certified in both England and Ethiopia.		Formal: complete sentence			✓		
8 BKG MZK: ( <i>The instrumental music plays loud for about 1.5 seconds</i> )		Formal: sound					
9 Male VO: Let us take notice! Our business must be competent in the international level.		Use of jussive form; formal: complete sentence			✓		
10 Let us be professional and have self-confidence.	Use of jussive form			✓			
2014	Maya International School	1 Female VO: Maya International School! ... which has gained full accreditation from KG to sixth grade...	Informal: use of incomplete sentence			✓	
		2 where qualified teachers from home and abroad are found...	Informal: use of incomplete sentence			✓	
		3 one having standardized classrooms, a well-stocked library as well as a playground...	Informal: use of phrase			✓	
		4 We are underway registering entrants for 2014/2015 academic year.	Formal: complete sentence			✓	
		5 Since we have few class spaces left, get your child registered soon.	Formal: complete sentence; use of imperative form			✓	
		6 We also provide 'kiremt' education...	Formal: complete sentence			✓	
		7 Notice! Leaders of the future come forth from a prestigious school.	Use of imperative form; formal: complete sentence			✓	
Lion Ethiopia	SE: ( <i>A lion's roar plays for 1.5 seconds.</i> )						
	1 Male VO: ( <i>The lion's roar fades.</i> ) One that has a tremendous experience of teaching for more than 10 years, Lion Ethiopia Tourism and Hotel College!...	Informal: use of incomplete sentence				✓	

		2 It is the College which has been commended up to its name: <i>the lion has roared, and tourism remembered, Lion!...</i>	Formal: complex sentence			✓
		3 One which gives special attention to practical training and is praised because its trainees have passed the COC test with excellent results due to the support from its CD library, software system and skilled teachers...Lion!	Informal: incomplete sentence			✓
		4 Registration is underway in the fields of Tourism and Hotel.	Formal: complete sentence			✓
		5 Tourism enriches. Lion makes one be proud.	Poetic (in the Amharic version)			✓
		BKG MZK: ( <i>Instrumental music plays for about 4 seconds.</i> )				
	Oromia College	1 Male VO: ( <i>The music, with low-volume, plays in the background.</i> ) Oromia College! ... Since its establishment for over 10 years, Oromia College has been providing high-quality training from Level I to Level IV with accredited programmes in Business Management, Accounting, Information Science—ICT at Adama Main Campus...	News report; formal: use of long, complex sentence			✓
		2 Oromia College is giving training in the daytime and evening classes and classes on weekends, as well as in distance learning programmes...	Formal: use of complete sentence			✓
		3 Notice! Because Oromia College is the centre of COC, you are supported with special COC training.	Use of imperative form; formal: use of complete sentence			✓
	Mandela Distance Education Academy	1 Female VO: The world is moving faster, and we need to catch up with it.	Formal: complete sentence	✓		
		2 This is possible through knowledge and education....	Formal: complete sentence			✓
		3 And education is always pursued and grasped anywhere and at any time...	Formal: complete sentence	✓		
		4 Feed the knowledge pool of our Academy by modelling [Nelson Mandela] who has upheld hope and truth along with strength. The Academy is accredited to teach from grades 5 to 10 in its more than 180 branches, Mandela.	Use of imperative form; formal: long, complex sentence			✓
		5 With us, you have a face-to-face discussion, and you find modules which our academy has prepared in plain language.	Formal: complex sentence			✓
		6 Come and get registered.	Use of imperative form			✓
		BKG MZK: ( <i>Instrumental music plays for 2 seconds.</i> )				
	Dallol College.	1 Male VO: ( <i>The music with low-volume plays in the background.</i> ) Our trainees we send to various factories to test their knowledge are familiarized with the feedback 'Yeah, we need professionals like you', for they have been trained in Dallol College.	Formal: long, complex sentence			✓
		2 Since we offer various courses in Automotive Engine Service Mechanic, Automotive Electrician, Concrete Technology, Building Electrical Installation, Industrial Electrician Machine and Drives, Drafting Technology, Accounting, Secretarial Science, and Purchasing, come and join the fully accredited Dallol [College] and notch up success in the path of your life.	Formal: long, complex sentence			✓
		BKG MZK: ( <i>Instrumental music plays for about a second.</i> )				
	Sante Medical	1 Male VO: ( <i>The music, with low-volume, plays in the background.</i> ) Sante Medical College has been inaugurated!	News report; formal: complete sentence			✓

		2 Sante Medical College which has recently gained full accreditation from HERQA to train in Doctor of Medicine, Doctor of Dentistry, Bachelor of Public Health and Midwifery has been formally inaugurated on 8 November 2014 in the presence of prominent figures and scholars...	News report; formal: long, complex sentence			✓	
		3 Aiming at quality education and equipped with different skills laboratories, Sante Medical College is completely ready to produce self-confident, skilled professionals who are trained practically, receive life management training, and have ethical behaviour....	News report; formal: long, complex sentence			✓	
		4 Sante Medical College which has safe and conducive environment for the teaching-learning process as well as for students' security is currently enrolling students.	Formal: long, complex sentence			✓	
2015	GYF Academy	BKG MZK: ( <i>Instrumental music plays for 2 seconds.</i> )					
		1 Male VO: ( <i>The music fades out and plays in the background</i> ) Do not forbid your children to come unto us.	Phrasing of the Bible;				
		2 GYF Academy which has convenient classrooms and school compound with various playing materials for your children is ready for you for the 2015/2016 academic year.	Formal: complex sentence			✓	
	YOM Postgraduate Institute	BKG MZK: ( <i>Instrumental music plays for about 2 seconds.</i> )					
		1 Male VO: ( <i>The music fades out and plays in the background.</i> ) YOM, a fully accredited institute from HERQA, is providing training in Master of Science in Development Economics, and Project Planning and Management.	News report; formal long, complex sentence			✓	
		2 Registration of candidates for the 2016 academic year is taking place at Megegnagna, Sileshi Sihin Building, 6 <sup>th</sup> Floor, House Number 607, till 27 January 2016.	Formal: complete sentence			✓	
	Afri Aviation Training Centre	BKG MZK: ( <i>Instrumental music plays for 2 seconds</i> )					
		1 Female VO: ( <i>The music fades.</i> ) Do you want to be an Airline Travel Agent or a Tour Operator after receiving an internationally accredited training?	Rhetorical question			✓	
		2 If so, come to Afri Aviation and Tourism Training Centre which has received accreditation from IATA...	Use of imperative form			✓	
	New Generation University College	( <i>All, except the male voiceover, endorsing the University are youths.</i> )					
F1: I want to study at a university which has African students and believes in Pan-Africanism.		Formal: complete, complex sentence	Testimonial endorsement			✓	
1 M1: I want to study at a university which provides me with high-quality education.		Formal: complete, complex sentence					
2 F2: I want to study at a university where its training will help me be the prime minister of my country.		Formal: complete, complex sentence					
3 M2: I want to study at a university where training in Accounting will help me be a renowned accountant.		Formal: complete, complex sentence					
4 F3: I want to study at a university which is conveniently located to get efficient transport, is staffed with qualified instructors, and will welcome me with good hospitality.		Formal: long, complex sentence					
5 M3: I want to study in a university which will craft me into a competent diplomat.		Formal: complete, complex sentence					
6 F4: I want to study in a university where training in Management will make me the CEO of a big company.		Formal: complete, complex sentence					

2016	Yetwld Tesfa school	BKG MZK: ( <i>A song for FIFA 2014 World Cup by a male singer plays for 2 seconds.</i> )	Song			
		8 Male VO: ( <i>The song, with low-volume, plays in the background.</i> ) If this is your desire and choice, join New Generation University College which is the centre of ‘excellence’.	Use of imperative form; formal: complex sentence			
		9 Realize your dream by receiving your degree in Global Studies and International Relations, Computer Science, Accounting and Finance, Business Administration, and Human Resource Management.	Use of imperative form			
	Yetwld Tesfa school	BKG MZK: ( <i>Soft instrumental music plays for 2 seconds.</i> )				
		1 Male VO: ( <i>The music plays in the background.</i> ) The education your children receive today is decisive for their bright tomorrow.	Formal: complete sentence	✓		
		2 And it is a must to get quality education from skilled teachers.	Formal: complete sentence			✓
		3 Upon your arrival at Alem Bank’s Square, A grand building easily recognizable, Tha:::t is Yetwld Tesfa school.	Poetic (in Amharic version)			✓
		4 Your children’s school which teaches from KG to prep school in its huge building with convenient classrooms and competent teachers.	Formal: complex sentence			✓
		5 Registration of second-year students and above is underway until 21 August 2015 for 2016 academic year.	Formal: complete sentence			✓
		6 Registering new entrants, for a few class spaces left, has started.	Formal: complete sentence			✓
	Hope College of Business, Science and Technology	1 Male Voiceover: Hope College of Business, Science and Technology, a non-profit-making institution, trains students and graduates them in fully accredited fields of study in degree programme.	Informal: use of incomplete sentence			✓
		2 In addition to classroom teaching, our College has training programmes on skills and consultation in competence-based training techniques...	Formal: complete sentence			✓
		3 One which provides transport services for students.	Informal: use of incomplete sentence			✓
		4 One having well-stocked libraries, and well-equipped computer and research laboratories...	Informal: use of incomplete sentence			✓
		5 [indist.] one accredited with on Environmental Impact Assessment.	Informal: use of incomplete sentence			✓
		6 One which undergoes short-term trainings and works in collaboration with higher educational institutions from abroad.	Informal: use of incomplete sentence			✓
		7 One offers assistance for those who are in need, especially for female students by supplying stationery and other aids...	Informal: use of incomplete sentence			✓
		8 Registration is underway in degree programme in daytime and evening classes in Accounting, Marketing, Management, Information Technology, Information Science, Architecture, Environmental Science and Sustainable Development, and Food Science.	Formal: long sentence			✓
		9 Those of you who meet the requirements of the MoE, enrol at the Campus opposite Lebu Medhanealem Church as of 4 August 2015.	Use of imperative form; formal: complex sentence			✓
	Next Fashion Design College	BKG MZK: ( <i>A song in English plays for about 1.5 seconds.</i> )				
		1 Female VO: ( <i>The music, with low-volume, plays in the background</i> ) A noble profession which is in high demand at an international level, has a vast market and can generate a handsome profit, Fashion Design!	Informal: use of phrases	Conversational genre		
2 Male VO: A venerated institution at home and abroad for its extensive knowledge and experience gained over the years, Next Design!		Informal: use of phrases				

		3 Female VO: Registration is underway in short-term and regular programmes at Bole campus and at Lebu, a newly opened campus.	Formal: complete sentence				
		4 Male VO: Next Design!	Informal: use of phrase				
		5 Female VO: In Men's and Women's clothing...	Informal: use of phrase				
		6 Male VO: Next!	Informal: use of phrase				
		7 Female VO: In Fashion design...	Informal: use of phrase				
		8 Male VO: Next!	Informal: use of phrase				
		9 Female VO: In Traditional clothing...	Informal: use of phrase				
		10 Male VO: Next!	Informal: use of phrase				
		11 Female VO: In Pattern cutting...	Informal: use of phrase				
		12 Male VO: Next!	Informal: use of phrase			✓	
		13 Female VO: In Fashion arts...	Informal: use of phrase				
		Texas International English Language and Computer Centre	1 Male VO: It is fortunate to find both quality and astuteness together.	Formal: complete sentence			✓
			2 Texas International English Language and Computer Centre has started a new round of enrolment for English language course to business persons, athletes, artists as well as employees in special VIP classes, to be conducted for a month and in regular programmes...	Formal: long sentence; news report			✓
3 With its international standard training scheme, Texas teaches English language in a simple way within a short period, trains computer courses uniquely, provides practical trainings in Accounting which is supported by Peachtree and quick book on weekends in addition to the regular basis, Texas International!...	Formal: long sentence; news report				✓		
4 The provision of training by supplying free, adequate and original books imported from America makes Texas unique.	Formal: complete sentence				✓		
Come; receive training; modernize yourself.	Use of imperative form; poetic (in Amharic version)				✓		
AZK Birhan Driving School	BKG MZK: ( <i>The opening bars of 'Drive Slowly' sung by a group of Ethiopian artists aspiring to reduce road accidents plays for about 3 seconds.</i> )						
	1 Male VO: ( <i>The volume of the music goes down and plays in the background.</i> ) Though you drive gently, if you have no skill and are not vigilant, causing accident is inevitable for you.	Poetic (in the Amharic version); formal: complex sentence	✓				
	2 If you receive training at AZK Birhan Driving School, you will become not only efficient but also vigilant...	Formal: complex sentence; alliterative (in Amharic version)			✓		
	3 You not only ease your life and that of the traffic personnel but also save the lives of your fellow citizens.	Formal: complete sentence			✓		
	4 We have full accreditation from the Road Transport Authority.	Formal: complete sentence			✓		
SATCOM Institute of Technology	BKG MZK: ( <i>Instrumental music of a drum plays for about 3 seconds.</i> )						
	1 Male VO: ( <i>The music fades out.</i> ) SATCOM Institute of Technology!... SATCOM, a venerable institution which has a ten-year rich experience and up-to-date technology and has helped many to get jobs with all the honour.	Informal: incomplete sentence			✓		
	2 SATCOM provides a purely practical training in a unique way using senior technicians in Mobile Phone and Smartphones Maintenance, Office Machine Maintenance, General Electronic Equipment Maintenance, Computer Maintenance, and Networking...	Formal: long sentence; news report			✓		
	3 Yes! Surely, you will fulfil your dream with us.	Formal: complete sentence			✓		

2017		4 We are at Piazza, Gotera and Tor Hailoch.	Formal: complete sentence		✓
		5 Come; we will make you a skilled and highly sought-after maintenance technician.	Use of imperative form; formal: complete sentence		✓
	Abstract Building Finishing Training Institute	1 Male VO: 'Looking for a job for one who has received training is a thing of the past,' says Abstract Building Finishing Training Institute.	Direct: complete sentence		✓
		2 Registration has started to teach you well by professionals with long experience in Gypsum Décor, Aluminium Works, Interior Design, Ceramic Tile, Plumbing and Electrical Installation taking only 4 to 6 months' time...	News report; formal: long sentence		✓
		3 Abstract Building Finishing Training Institute is a fully accredited institution from TVET.	Formal: complete sentence		✓
		5 Notice! We are unique because we open up job opportunities for you after you have completed the training.	Use of imperative form; formal complete sentence		✓
	MacMillan Academy	BKG MZK: <i>(Soft instrumental music plays for 2 seconds.)</i>			
		1 Male VO: <i>(The volume of the music goes down and plays in the background.)</i> MacMillan Academy, where your children absorb knowledge and good manners, [and] where they can get scholarship opportunities abroad.	Informal: incomplete sentence		✓
		2 MacMillan Academy teaches beginning from kindergarten to grade 12.	Formal: complete sentence		✓
	School of American English	BKG MZK: <i>(An English music plays for 2 seconds.)</i>			
1 Male VO: <i>(The volume of the music goes down and plays in the background.)</i> When you want to travel abroad, you apply for a visa from a respective Embassy.		Formal: complex sentence	✓		
2 And if you want to fly high in the path of knowledge to arrive at a destination country of your own dream, the right 'embassy' is the School of American English, and the right visa is your language skills.		Formal: long, complex sentence		✓	
3 The School teaches English, Chinese, French, German and other international languages...		Formal: complete sentence		✓	
4 It not only makes those with limited proficiency achieve high proficiency but also helps one with the belief 'I am deaf-mute to a certain language, but I want to learn it' be a fluent braggart, and the proficiency you acquire will pave the way for your living, School of American English!...		Formal: long, complex sentence		✓	
5 We have a VIP class, including Saturdays and Sundays, for those of you who can't attend regular classes because of your career demands.		Formal: long, complex sentence		✓	
6 We are on registration; join us!		Formal: complete; use of imperative form		✓	
Africa Beza College	BKG MZK: <i>(The opening bars of 'Africa, Our Country...', the former OAU (now AU) song, sung in Amharic in 1960s plays for about 4 seconds.)</i>				
	1 Male VO: <i>(The volume of the music goes down and plays in the background.)</i> One which has a continental vision!	Informal: use of phrase		✓	
	2 Africa Beza College, known for producing more than 30 thousand successful graduates for the past 16 years, would like to announce that registration is underway for the 2016/2017 academic year...	News report; formal: long, complex sentence		✓	

2018		3 And we would like to announce that enrolment for the limited spaces left is underway in our campuses at Addis Ababa and Hawassa in fields we have got accreditation.	Formal: long sentence			✓
		4 Moreover, it has established Business and Entrepreneurship Consultancy and Development Centre for workers and business persons.	Formal: complete sentence			✓
		5 Therefore, forget not to sign up for courses now if you, traders, want to be successful.	Use of imperative form; formal: complete sentence			✓
		6 Let our College be your first choice to learn and become successful...	Use of jussive form; formal: complete sentence			✓
	BBC Language and Computer Institute	BKG MZK: ( <i>Instrumental music plays for 3 seconds.</i> )				
		1 Male VO: ( <i>The music goes down and plays in the background.</i> ) Language has its own formula and ways of presentation.	Formal: complete sentence	✓		
		2 Our Insitute, oraganized by foreign teachers and led by Mr. Mike who has a teaching experience of twelve years, has prepared VCD and books for all users including users of IELTS and TOEFL.	Formal: complex sentence			✓
	MATED Management Institute	BKG MZK: ( <i>A song in English sung by a female singer plays for about 1.5 seconds.</i> )				
		1 Male VO: ( <i>The music goes down and plays in the background.</i> ) Good news to all who are interested to take IFRS implementation training!...	Informal: use of phrase	✓		
		2 MATED Management Institute which has obtained a well-deserved recognition from numerous institutions in its training and consultancy using renowned professionals is underway to provide training in IFRS, IFRS Management Briefing, IFRS Implementation, IFRS based Peachtree Accounting, Asset Valuation, IPSAS, and IFRS for SME at a reasonable price in its daytime and evening classes...	Formal: long, complex sentence; news report			✓
		3 We have prepared a special programme to provide trainings and consultancies for interested customers from Addis Ababa and Regions at personal or organizational level.	Formal: complete sentence			✓
		4 Come and attend our training, and have a wealth of knowledge...	Use of imperative form			✓
	Good Beginning Daycare and Kindergarten	BKG MZK: ( <i>Soft instrumental music plays for about 4 seconds.</i> )				
		1 Male VO: ( <i>The music, with low-volume, plays in the background.</i> ) Congratulations to you, parents! Good Beginning Daycare and Kindergarten, which is well known in America and Canada has opened its branch in Addis Ababa. Bring your children aged from 6 months to 6 years to us.	Formal: long, complex sentence; news report			✓
		2 We teach and care your children with teachers and nurses who continuously receive international training on childcare and teaching every 3 months.	Formal: long, complex sentence			✓
		3 BKG MZK: ( <i>The instrumental music fades in and plays for about 3 seconds.</i> )	Song			
4 Male VO: While children comfortably stay and learn in our suitable and safe school compound, parents will do their work with no worry.		Formal: complex sentence			✓	
5 We are underway registering for the next 'Kiremt' and the coming year.		Formal: complete sentence			✓	
Abune Gorgorios	BKG MZK: ( <i>Instrumental music plays for 2 seconds.</i> )					
	1 Male VO: ( <i>The music, with low-volume, plays in the background.</i> ) Good News to all who are interested in the 'Kiremt' Education!		✓			

	2 Abune Gorgorios Schools has finalized its preparations to provide short-term trainings which will help learners acquire indigenous knowledge and skills besides main subjects taught from Monday to Friday between 2:30 and 6:30 o'clock.	Formal: long, complex sentence; news report			✓
	3 The subjects to be offered are spoken English, traditional church education—Ge'ez, and Ethics.	Formal: complete sentence			✓
	Along with main subjects, we train volley ball, handball, football, and painting...	Formal: complete sentence			✓
Felegenway Academy	BKG MZK: ( <i>The opening bars of 'Learn, my son!' sung by Alemayehu Eshetie plays for about 4 seconds.</i> )				
	1 Male VO: ( <i>The song fades out.</i> ) Good news to parents and students!	Informal: use of phrase	✓		
	2 Felegenway Academy whose motto is 'Learning is a key to live' is, as usual, going forward.	Formal: complex sentence; Alludes to Shakespeare			✓
	3 BKG MZK: ( <i>The Song fades in and plays 'But for an uneducated, the future is gloomy' for about 4 seconds.</i> )	Song			✓
	4 Male VO: Felegenway Academy gives priority to quality education; its fee is quite reasonable for parents; it works day and night to instil good morals into students.	Formal: long sentence			✓
	5 With great responsibility, it pays particular attention to make students unflinching adherents to their Ethiopian cultures.	Formal: complete sentence; news report			✓
	6 It has kept up teaching from nursery to grade twelve in the two campuses with well-qualified teachers...	Formal: complete sentence			✓
	6 Come; register; learn; you benefit from Felegenway.	Poetic (in Amharic version)			✓
Rehoboth Drivers' Training Centre	SE: ( <i>Beeping sound plays for about 2 seconds.</i> )				
	1 Male VO: ( <i>Beeping sound fades away.</i> ) Our Training Centre is one with many years of teaching experience, modern classrooms, fully laid workshop, and professional trainers, Rehoboth Drivers' Training Centre.	Formal: long sentence			✓
	2 We provide basic training in Automobile, Freight Transportation Service 1, and Public Transportation Service 1 as well as trainings from Freight Transportation Service 1 to Public Transportation Service 1 with equivalence, and from Automobile to Public Transportation Service 1 and from Automobile to Freight Transportation Service 1 with difference...	Formal: long sentence; news report			✓
	3 It is possible to renew an expired driving license within a short time.	Formal: complete sentence			✓
	4 On the basis of the New Proclamation, the Centre provides a training at quality standards in the morning, afternoon and evening shifts...	Formal: long sentence; news report			✓
	SE: ( <i>Beeping resumes playing for 0.5 second.</i> )				
Bienvenido Hotel and Tourism College	BKG MZK: ( <i>Instrumental music with the sound of cymbals clashing plays for 1 second.</i> )				
	1 Male VO: ( <i>The music fades out and plays in the background.</i> ) Use your precious time in receiving a training, and enrich yourself with knowledge, Bienvenido Hotel and Tourism College.	Use of imperative form; formal: complete sentence			✓
	2 We have already prepared special and short-term trainings for your summer time and have started registration.	Formal: complete sentence			✓
	3 Within 2 to 3 months' time, you will receive a training in Modern Cooking, in Baking Bread and Pastry, as well as in Modern Cooking in combination with making Bread and Pastry through skilled and experienced professionals...	Formal: long sentence			✓

2019		4 Bienvenido Hotel and Tourism College, in its long-term training scheme, will train you in Hotel Management, Hospitality, and Reception.	Formal: complete sentence		✓	
		5 Get registered and receive training in any of our nearby campuses...	Use of imperative form		✓	
	Jigdan College	BKG MZK: ( <i>Instrumental music plays for about 4 seconds.</i> )				
		1 Female VO: ( <i>The music, with low-volume, plays in the background.</i> ) Jigdan College! Jigdan College, which was founded in 2015 and has got greater recognition and fame since then, is teaching Accounting and Finance and Management in degree programme with accreditation from HERQA at Addis Ababa and Bahir Dar Campuses in the daytime and evening classes in the regular programme as well as in distance learning programme in Amhara, Oromia, SNNP, Somali, Benishangul Gumuz and Addis	Formal: long, complex sentence; news report		✓	
		2 On this basis, we would like to notify that those of you who can meet the requirements of the MoE can enrol.	Formal: complete sentence		✓	
	Advanced Modern Accounting Training Institute	BKG MZK: ( <i>Soft English instrumental music plays for 2 seconds.</i> )				
		1 Male VO: ( <i>The instrumental music with low-volume plays in the background.</i> ) Accounting is the language of business.	Formal: complete sentence; phrasing of Accounting		✓	
		2 These days, when vigorous trade is common, you will be sought after if you are a well-qualified professional...	Formal: complex sentence		✓	
		3 Advanced Modern Accounting Training Institute, organized by highly knowledgeable and experienced professionals in the field, is right there to make you a well-qualified professional within a short time.	Formal: long, complex sentence		✓	
		4 The Institute provides practical training of IFRS-based summary report writing with the help of Peachtree Accounting software...	Formal: complete sentence		✓	
		5 Advanced (Training Institute) has already prepared a special programme in daytime and evening classes in the regular scheme and on Saturday and Sunday.	Formal: complete sentence		✓	
		6 Advanced! It is unique!	Formal: complete sentence		✓	
	Tesfa Hotel Consultancy and Training Centre	BKG MZK: ( <i>English instrumental music of sweet melody plays for 2 seconds.</i> )				
		1 Male VO: ( <i>The volume of the music goes down and plays in the background.</i> ) Tesfa Hotel Consultancy and Training Centre, one with recognition and accreditation in the field of hotel career.	Informal: use of incomplete sentence		✓	
		2 Tesfa, with highly experienced and qualified teachers, provides high-quality training in Food Preparation, Hospitality, and various Hotel Skills at Piazza and Kirkos Shopping Centres which have modern teaching materials and adequate practical training facilities...	Formal: long, complex sentence		✓	
		3 Moreover, our trainees receive practical training in big hotels and best restaurants...	Formal: complete sentence		✓	
		4 Not only this! The Training Centre always follows up whether or not its trainees get job and are effective...	Informal and formal: use of phrase and complete sentence		✓	
		5 Tesfa is the best choice to absorb the knowledge of basic hotel career.	Formal: complete sentence		✓	
	E M	BKG MZK: ( <i>Instrumental music with techno beat plays for 2 seconds.</i> )				

	1 Male VO: ( <i>The instrumental music with low-volume plays in the background.</i> ) Whenever we engage in casual conversations about some individuals who made history, we happen to extol some individuals as coming ahead of their times.	Formal style but colloquial-like language (in Amharic version)	✓		
	2 BKG MZK: ( <i>The Instrumental music resumes playing for 1 second.</i> )	Song			
	3 Male VO: ( <i>The music fades away.</i> ) If we just think of some kind of song as a human foreteller, we say that the song forecasts the future.	Formal: complex sentence	✓		
	4 BKG MZK: ( <i>Tilahun Gessesse's song 'Unless you have it[money], you don't exist...' plays for about 2 seconds.</i> )	Phrasing of Tilahun Gessesse's song	✓		
	5 Male VO: ( <i>Tilahun's song fades away.</i> ) Specially, in this era of capitalism, the only game in town is to have good money.	Formal style but colloquial-like language (in the Amharic version)	✓		
	6 BKG MZK: ( <i>The instrumental music resumes playing for 0.5 second.</i> )	Song			
	7 Male VO: If you say 'Huh! We know that! If you have, come up with a solution!' EMD Modern Building Finishing Works and Training Institute is one which will then provide you with a career that makes you rich from scratch.	Formal style but colloquial-like language (in the Amharic version)			✓
	8 It trains you in Gypsum Décor, Tiling, Aluminium Cladding, Electrical and Plumbing Work as well as other similar careers within only 4 to 6 months' time in order to make you a much sought-after professional everywhere.	Formal style but colloquial-like language (in the Amharic version)			✓
	BKG MZK: ( <i>Lovely instrumental music plays for about 3 seconds.</i> )				
	1 Male VO: ( <i>The music fades out and plays in the background.</i> ) These days the real headache for parents is to get a school which teaches their children good manners.	Formal: complete sentence but colloquial-like (in Amharic v.)			✓
	2 Founded by parents, Hamona School Share Company is an Ethiopian school where the 21 <sup>st</sup> century curriculum is put into practice and where children purchase knowledge and character education. Hamona.	Formal: complex sentence; news report			✓
	3 And, behold, two years have passed since Hamona School was established, and now it has made shares available for sale in order to scale up itself. Hamona.	Phrasing of Bible; formal: complete sentence			✓
	4 'Pour' your money on education so that you nourish the talents of your children and make your country prosper.	Use of imperative form; formal complete sentence			✓
VM Language & Computer Training	1 Male VO: One which helps you develop your command of a language within a short time training, VM Language and Computer!	Informal: incomplete sentence			✓
	2 Receive trainings in Basic Computer, IT, Accounting, Engineering and Softwares for other fields; also, learn English, Chinese, French, Arabic and other languages efficiently; get short-term trainings either individually or VIP, either in groups or in mini groups.	Use of imperative form; formal: long sentence			✓
	3 If you come to VM, because you will get a spoken-oriented training, your spoken command will be improved within a short time...	Formal: complex sentence;			✓
	4 It effectively teaches TOEFL, IELTS and SAT.	Formal: complete sentence			✓