

THE USE OF VERNACULAR IN THE TEACHING OF ENGLISH:  
A SURVEY OF ADDIS ABABA ZONE FOUR JUNIOR SECONDARY SCHOOLS

BY  
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DECLARATION

I, the undersigned declare that this thesis is my original  
and has not been presented for a degree in any other  
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## A C K N O W L E D G E M E N T

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## ABSTRACT

The purpose of this study is to find out whether or not teachers in Addis Ababa Zone Four Junior Secondary Schools use vernacular while teaching English, and if they do, to what extent they use it.

Of the junior secondary schools in the zone, six were chosen at random and from each school, one grade seven English teacher was chosen, more or less, at random. Each teacher was recorded, the recording time depending on the length of oral communication within the 40-minute period.

The steps followed in the analysis of the data, in general were classifying the whole discourse into Amharic (vernacular) and English (medium of instruction) and finding out what share of it is vernacular, dividing the discourse of each side (teachers and pupils) into vernacular and medium of instruction in the same way, and computing frequency (the number of vernacular words used per minute) for each, and lastly, classifying the vernacular used into Bellack's four pedagogical moves: structuring, soliciting, reacting and responding. To facilitate the understanding of this analysis, full text of the four moves is given.

The results show that, of the total classroom discourse of teachers and pupils, 71% is English (medium of instruction) and 29% Amharic (vernacular).

Of the total discourse of teachers, 69.4% is English and 30.6% Amharic. Of the total words used by pupils and teachers, the teachers' share is 81.9% and the pupils' share 18.1%. On the whole the pupils do less than 20% of the talking, and the teachers more than 80% of it. On the average, about  $\frac{1}{3}$  of the teachers' total classroom discourse (30.6%) is vernacular, and the total average frequency of their use of vernacular is 17.5 words per minute.

## II.

The results, further, show that the type of English lesson (passage, vocabulary or grammar), or the type of exercise (objective or subjective) affect the extent of the use of vernacular, which varied not only from teacher to teacher but also from teachers to pupils.

The total average of the teachers' move, in order, is structuring (59.8) soliciting (24.8), reacting (13.3%), and responding (2.1%). Generally speaking, almost all the responses were done by the pupils, and almost all the solicitations by teachers.

It was thus concluded that only  $\frac{2}{3}$  of the time allotted for the teaching of English is really used. The pupils have developed the habit of hearing in English and speaking in Amharic. This habit is likely to increase in magnitude because teachers tend to insist on making the pupils speak in Amharic even when they are able to speak in English. Translation also seems to be inefficient because there are instances of mistranslation and confusion of concepts.

## CHAPTER 1.

### Introduction

#### 1.1. The Problem

##### 1.1.1 Statement of the Problem.

Though teachers are expected to use English as a medium of instruction, it is alleged that most of them actually use Amharic either wholly or partly.

The purpose of this study is to find out whether or not teachers in junior high schools of Addis Ababa Zone Four use Amharic while teaching English, and if they do, to what extent they use it.

##### 1.1.2 Significance of the Study

The significance of the study lies in the fact that nothing has been written on the topic so far. The writer thinks that this kind of enquiry deserves some attention. It is hoped that the findings would help all concerned to discuss the question of the use of vernacular objectively.

##### 1.1.3 Limitations of the Study

As this research is confined to only Addis Ababa Schools the various schools in various parts of the country may not be represented.

Another possible limitation is the attitude of the subjects. As teachers are usually conscious of errors and weaknesses in the presence of observers, the subjects of this research might

have been conscious of the use of vernacular and tried to avoid it as much as possible. They might have made special preparation before hand in such a way that they and their pupils can do without vernacular, thereby making the classes seem ideal. As a result, the data may not be typical.

#### 1.1.4. The Scope of the Study

The research includes only 6 grade 7 English teachers from 6 Addis Ababa Zone Four Junior Secondary Schools, more or less, chosen at random. Because of the limited data, therefore, the study only reflects the practices of the teachers studied.

#### 1.1.5 Method of the Study

Of the junior high schools in the Zone, six were selected at random. In each school, one grade 7 English teacher was selected. Each teacher was recorded, the length of the recording time depending on the oral discourse of the class. The researcher had previously proposed to record each teacher for 40 or 45 minutes, but this has proved to be impractical because the classes are 40-minute periods: maximum, and oral communication never lasts that long. The recorded lessons (193 minutes) were classified into Amharic and English. The Amharic part was again classified on the basis of Arnold A. Bellack's pedagogical moves: Structuring, Soliciting, reacting and responding.

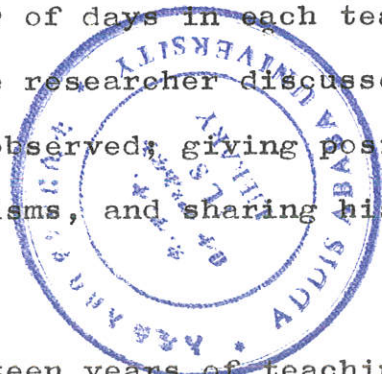
1.1.6 Procedure:

The researcher, first of all, had to go to the Zone School Office and find out the names and locations of the schools. Having done this, he chose the schools to be studied at random, and went to the respective schools to introduce himself to the directors. Then, with the help of the directors, the teachers to be studied were chosen at random. When there was only one teacher, there was no alternative: that one teacher was picked.

Next, time table was arranged with the teachers, for recording. But going to the classrooms with the tape-recorder according to these arrangements proved to be a failure because the teachers resisted it, though not directly: some of them said they conduct tests on these days; others said they would check exercise books, and still others said that they would make the pupils do written work, or correct assignments.

As a result, it was necessary to change the procedure. Accordingly, some of the subjects were dropped and others replaced. Recording was given up for the time-being, and arrangements made only for class observation with the teachers. Observation went on for a number of days in each teacher's classroom, during which time the researcher discussed with the teachers about the classes observed, giving positive remarks and constructive criticisms, and sharing his experience and also got feed-back.

The researcher, in his sixteen years of teaching experience, has, at one time or another, taught English in all grades from 3 to 12. This has played significant role in enabling him to get on with his subjects by contributing constructive suggestions to the



classes and getting useful information from them as well.

The researcher was now considered a participant in the classroom activities and this helped him win the confidence of the teachers. It was at this juncture that he asked them to let him record the discourse of each class for a few minutes, to which they responded positively. Once the recording started, they didn't worry about stopping it; it continued for as long as the oral communication continued.

### 1.2 Definitions:

1.2.1 (a) A vernacular is the native speech, language, or dialect of a country.<sup>1</sup>

(b) A vernacular is an endogenous, native (language) spoken by people of a country or one's own country.<sup>2</sup>

1.2.2 The word 'translation' is used throughout the paper. In all its uses, it refers to only one aspect of translation, the replacement of a text in a foreign (second) language, by an equivalent text in a mother tongue.

## CHAPTER 2.

### REVIEW OF RELATED LITERATURE

A conclusion regarding the specific effect of the use of vernacular on educational programme can only be reached through research and experiment, and no research seems to have been done so far in this respect in this country. However, it is worthwhile reviewing the experiences we have had and the views and principles reflected in the works of writers on foreign language teaching, regarding the use of vernacular.

Though no research seems to have been done on the topic under study as well, the researcher, has, somehow been able to find one on a related topic. Fanaye Turner (1971) in her "Study of the Standard of English of Ethiopian Students in Grade 7" says that four out of the six grade 7 Ethiopian English teachers she interviewed, used Amharic while teaching English, not only because conditions forced them to do so, but also they thought it to be vital.<sup>3</sup>

Our knowledge of the use of vernacular in a foreign (second) language teaching dates back to the Medieval Period, the time when the so called 'indirect method' appeared.<sup>4</sup> Other similar methods are the grammar-translation (which is basically not different from the indirect method), the 'bilingual' and the 'unit' methods.

The indirect method emerged from the study of logic (Dodson: 1967).<sup>5</sup> At the time, all subjects were learnt on a 'stylistic' basis where reality was put in a 'scheme of premises

and conclusions'.<sup>6</sup>

In its extreme form, it implies that the learner is initially presented with grammar rules and a certain amount of foreign language vocabulary incorporated in a printed text, and the learner uses this to deduce foreign language sentences "by permutating the factors found in the rules and the vocabulary." The meaning of the foreign language sentences to be deduced is usually given by means of printed mother-tongue sentences, or phrases while the resultant mother-tongue sentences are expressed in a written form.<sup>8</sup>

First of all the learner must acquire the skill of translating in writing form his mother-tongue into a foreign language, or vice-versa, and consequently the spoken form of the foreign language plays little or no part in the learning process; secondly, it is assumed that learning is merely a deductive process, in so far as the data presented are utilized by the learner to create new foreign language sentences by means of a transfer technique.<sup>9</sup>

The grammar-translation method develops at the time when modern languages were trying to establish themselves as "a respectable study for intelligent students, as a study that made a real contribution to mental training and intellectual development"<sup>10</sup>, and "dominated Europe" for a century, ie. 1840's to 1940's.<sup>11</sup>

The how of the method is the "deductive representation of rules and explanations" of structure, followed by exercise and translation of passages of prose, and sometimes of poetry,

to make students conscious of the contribution of each word or syntactic structure.<sup>12</sup>

The students, who were usually highly intellectual and interested in abstract reasoning, tried to understand the logic of the grammar as presented; learned rules and exceptions and memorized the paradigms and vocabulary lists.<sup>13</sup> In this way, they became adept at taking dictation and translating foreign language text into the native language text, and vice versa.<sup>14</sup> In an endeavour to practice application of rules and uses of exceptional forms, the student was often trained in artificial forms of language, some of which are rare, some old-fashioned, and many others of little practical use.<sup>16</sup> The language learnt is mostly of literary type and the vernacular is detailed, and sometimes, 'esoteric'.<sup>17</sup> In River's words:

...for an average student, it is labourous and monotonous: vocabulary learning, translation, and endless written excercises, without much feeling of progress in the mastery of the language, for the greater part of the time, is a passive one - he absorbs and then reconstitutes what he has absorbed to satisfy his teacher.

The method, however, is not demanding on the part of the teacher ie. it is easy to set tests 'along the line of the work' and assign grades; it does not need much imagination to plan, since the textbook can be followed page-by-page, and excercise-by-excercise; moreover, the teacher can always set the class a written excercise if he is tired.<sup>19</sup>

In the unit method<sup>20</sup>, a unit of interest is chosen by a class by vote, and a committee of learners prepares a dialogue

in the mother-tongue. The teacher translates it, trying to stress one grammatical point and the learner studies the content vocabulary of the situation. A list is made of grammatical constructions and the vocabulary is learnt by associations; phrases and sentences are memorized.

The bilingual method is the blend of the indirect and direct methods, and other elements not found in both.

Regarding this, C.J. Dodson writes:

Broadly speaking, the bilingual method includes almost all the activities of the direct method, and some activities of the indirect method though drastically altered to satisfy different aims, together with new activities not to be found in any other method. All these activities are systematized into a new synthesis, consisting of various language learning exercises or steps graded in terms of difficulty, to enable the pupil to reach a level of proficiency which will not only offer him an opportunity to pass examinations but will also ensure that he can make use of his new language in a foreign environment.<sup>21</sup>

The aims of the bilingual method are as follows:<sup>22</sup>

- a) To make the pupil fluent and accurate in the spoken and written word.
- b) To prepare the pupil for the achievement of 'true' bilingualism'.

The use of the grammar - translation or indirect method, as it is, is now out of fashion, and as a result, has been strongly objected to by authorities on foreign language teaching.

Jack C. Richards and Theodore S. Rogers are of the opinion that the method teaches about language rather than language. They write: "... grammar - translation was the offspring of German Scholarship, the object of which ... was, to know everything about something rather than the thing itself..."<sup>23</sup>

C. J. Dodson considers this and other similar methods which use translation as 'language teaching taboos' and 'superstitious'. He writes:

...language teaching taboos such as the mother-tongue, grammar, the printed and written word, which have afflicted our teachers with over-sized guilty complexes are nothing but superstitions,<sup>24</sup> handed down from one innocent victim to the next.

Dodson, further criticizes attempts to put language in a rigid framework of rules and the tendency to rely on rules alone, to learn language. To put it in his own words:

It is deplorable, however, that it is assumed that the learner can only acquire translating skills at the expense of oral skills. The reverse, in fact, is the case. The majority of learners can translate efficiently only after they have received a thorough grounding in the oral aspects of the<sup>26</sup> material to be translated in a written form.

However, the grammar-translation method has still strong support in its modified form. Richards and Rogers (who are its opponents in its extreme form as seen above) say that it continues to be used in a modified way in some parts of the world.<sup>27</sup> They refer to Howatt (1984) as saying that, "it was not necessarily the horror that its critics depicted it as"<sup>28</sup>

Howatt, further, says:

... the adoption of a basically mono-lingual teaching methodology through the use of the foreign language as the normal means of communication in the language classroom... never meant 'banning' the use of the mother-tongue,<sup>29</sup> except in the extreme versions of the Direct Method.

It can not be denied that we cannot completely rule out the use of vernacular in foreign language teaching, and we are also likely to use some elements of the above-mentioned methods; yet none of these methods is helpful for foreign language skill development, as it is.

The direct method (Berlitz's Method)<sup>30</sup> totally rejects the use of vernacular. According to this method, no use of native language and no grammar rules are allowed; the lexical and grammatical items to be learnt are graded and ordered and the student should learn to think in the foreign language ie. there is direct association of the foreign speech with the learner's thought. Reading and writing should come only after the student has attained mastery of speech.

The direct method has not been acceptable in its extreme form either, though it has had better days than the translation methods discussed above. B.V. Belayayev says "These two extreme points of view [direct and indirect method] must be considered to be equally at fault."<sup>31</sup> But its use with modification will continue popularly.

Rivers, in this connection, reports:

The direct method continues to flourish in its modified form in any areas. To counteract inaccuracy some explanation of grammar of functional type is given in the native language, while retaining the inductive approach wherever possible.<sup>32</sup>

We have seen above the various approaches which appeared at different times. Each approach or method was the outcome of prevailing conditions regarding foreign language teaching. The adherents of each method tried to come up with better views criticizing, totally rejecting the view(s) of their predecessors or amending them. Yet authorities on foreign language teaching are still divided, and it seems that this will continue.

The general tendency, however, is that translation into the mother-tongue, as a method of teaching, is disadvantageous, particularly in the early school years.

According to I.S.P. Nation (1978), translation into the mother-tongue is criticized on account of the following reasons.<sup>33</sup>

- 1) There is not exact correspondence between one language and another.
- 2) Translation into a mother-tongue is indirect.
- 3) The use of mother-tongue takes time which could better be spent in using the medium of instruction.

P.B. King (1973) lists the following shortcomings of translation as a method of teaching.<sup>34</sup>

1) It makes  $L_2$  seem dependent on  $L_1$  and prevents the learner from understanding distinctions in  $L_2$ .

2) It tends to encourage peculiar  $L_1$  sentences while translating and fosters the impression that strange forms of native language are permissible for translation purposes.

3) Translation may encourage  $L_1$  reference and setting up by the student of his own correspondence. This often results in awkward expressions. For example, the English formal greeting "How do you do?" directly translated by an Amharic speaker into Amharic may read, "indet tiseraleh" which when translated back into English reads, "How do you work?" and which is not greeting at all.<sup>35</sup> Hailu Fullas, in this connection, says that the difficulty and complexity originates from many sources among which two are the context in which a text or sense is uttered, and the cultural background in which the language is spoken.<sup>36</sup> A word or expression in one language corresponds with another word or expression in another language only in one of its contexts. There is no one-to-one correspondence. In this regard, D.A. Wilkins says, "A learner, having learnt that "t e t e" (French) is head of person, will assume that it can be used in all other cases where "head" is used in English."<sup>37</sup>

King seems to disapprove of translation, particularly in the early school years. He writes:

... the overall impression of any translation attempt at the early stage is that the teacher is concerned with guiding the learner too narrowly, and that in any case the learner is not in a position to evaluate the choice open to him; the intention in practice, seems to be that there should be no choices, which satisfy the whole position.<sup>38</sup>

He goes on to say that the learner is better off at a more advanced stage, "say at the University of Cambridge proficiency level, "in that he has mastered basic structure, and is faced with longer and more naturally expressed texts.<sup>39</sup> Yet he thinks that there are two faults.<sup>40</sup>

1) The basic approach is unreliable, "sink and swim." The student may or may not translate acceptably, and is then 'confined' with an acceptable version at the end, but the principles involved in the translation are not examined.

2) The texts chosen for translation are usually literary and historical. This, apparently, limits the students' experience of translation unnecessarily limiting it to the most difficult type to translate.

Another problem facing the teacher, in connection with translation, is that of examinations. "There is no way" says King, "around the lexical difficulties that translation poses."<sup>41</sup>

J.B. Hilton objects to translation into a mother-tongue for two reasons.

He states:

The main objections to translation into the mother-tongue are based on (a) the fact that it does nothing to advance the study of the target language, especially at the stage where its content necessarily be severely limited; (b) the fact that in so far as it interferes with thinking<sup>42</sup> in the target language, it is obstacle to progress.

Nelson Brook (1960), speaking about an English child learning a foreign language objects to the use of translation completely.

He writes:

What a language learner must not do can be summarized as follows: (a) he must not speak English, (b) he must not learn lists of English-foreign language equivalents, and he must not translate from a foreign language into English. All these activities will nullify his efforts to establish within himself a co-ordinate system of two languages, and will instead only collapse the<sup>43</sup> structure into a compound system with English dominant.

He stresses frequent practice, and puts the responsibilities of a language teacher as follows:

He [the language teacher] must remember that students learn to do what they do, and that they do not learn what they do not do. He must adapt the materials at hand to needs and progress of his students. He must have all available information about the learnings his students have had in the past and are going to have in the future. He must especially be on his guard against the false objectives already enumerated; the pairings of single words into two languages, translation, analysis of grammar for its own sake; finishing<sup>44</sup> the book and coaching for extramural tests.

However, Brook recommends translation at an advanced level as literary exercise.<sup>45</sup>

David Atkinson warns against the following "dangers" resulting from the "overuse" of the mother-tongue in the classroom, though he supports it in principle.<sup>46</sup>

1) Once the habit is developed, the teacher and/or the students begin to feel that they have not 'really' understood any item of language until it has been translated....

2) The teacher and/or the students fail to observe distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.

3) Students speak to the teacher in the mother-tongue as a matter of course, even when they are capable of expressing what they mean (in the target language).

4) Students fail to realize that during many activities in the classroom it is crucial that they use English.

The direct (Berlitz) method, as we have seen earlier, forbids the use of translation.<sup>47</sup> Thirteen oral procedure rules, directly addressing the teacher, have been listed, of which the first one runs, "Never translate - demonstrate."<sup>48</sup>

Belayayev says that "... it is not translation which must precede comprehension, but comprehension which must precede translation."<sup>49</sup>

He goes on:

... translation made to achieve comprehension will never be adequate translation because in such a case it will be determined, not by ideas, but by the mechanical juxtaposition of lexical and grammatical formations.<sup>50</sup>

Thus Belayayev, directly or indirectly, discredits vernacular in foreign language teaching. Comprehension, the researcher thinks, is all that we need a vernacular for in learning foreign language skills; if there is no comprehension

problem, it means we do not need it, unless our objective is something other than the acquisition of language skills.

We may accept in principle that some translation is tolerable in foreign language teaching. Even then translation is not an easy job. In this connection, Robert Lado says, "...good translation cannot be achieved without the mastery of the second language."<sup>51</sup> But not all teachers master both the mother-tongue and the second language equally well. Information (knowledge), as a matter of fact, is closely interlinked with the language in which it has been acquired and can better be taught in that language.<sup>52</sup> It is not easy, for example, "to learn arithmetic in French and teach in Douala."<sup>53</sup>

In the foregoing pages, we have seen the shortcomings of translation in foreign language teaching and the problems we encounter in using it. Some views (such as the following) neither strongly support nor oppose it. According to Henry Sweet, translation naturally comes at the beginning of learning a foreign language, whether we like it or not, and 'cross-association' is not the cause.<sup>54</sup> 'In the time of great excitement', he says, 'we fall back on our own native dialect', and even though we cannot deny that translation strengthens such cross-associations, we cannot admit that it is the cause of them.<sup>55</sup> "Cross-association", Sweet goes on, "cannot be got rid of by ignoring them," on the contrary they have a bad habit of cropping up when they are least expected.<sup>56</sup> Sweet further argues that the "remedy usually prescribed: that the pupil has to learn to think in the foreign language", does not work for one cannot think in a foreign language till one has a 'thorough and ready' knowledge of it.<sup>57</sup>

Regarding the view mentioned above, Atkinson says that the 'truism that you can only learn English by speaking English' is axiomatic, and it does not necessarily follow that English should always be the only language used in a classroom.<sup>58</sup> "My intention," he goes on, "is to argue that at early levels at a ratio about 5 per cent native language to about 95 per cent target language may be more profitable."<sup>59</sup>

Belayayev tells us that translation is not clearly defined, and as a result, is not used appropriately.

He states:

Although people speak and write a fair amount about translation, the general concept of translation, nevertheless, remains not completely clarified and defined a result of which is the incomplete use made of it in the teaching of foreign languages in schools.<sup>60</sup>

Despite its tremendous drawbacks, translation into a vernacular has some merits as well. Sweet, in his reaction to Franke's argument, says that translation is more efficient than 'picture method'. Franke's argument is as follows:

... by this method [the picture method] a German learns the meaning of the French word 'chapeau' by first associating it with its German equivalent, 'hut' and then associating 'hut' with the idea 'hat' but show him the word 'chapeau' in connection with a picture of a hat, and he will be able to establish a direct association between the word and the idea.<sup>61</sup>

Regarding \*chapeau, hut, and hat, see appendix A\*

Sweet comments:

The fact is that to a German the word 'hut' and the idea 'hat' are so intimately connected that one suggests the other instantaneously and without effort. Again the picture gives only part of the ideas associated with the word 'chapeau'; the shape and the size of hat varies, and is, besides, a secondary matter compared with the fact that a hat is meant to protect the head from the weather. Now the great advantage of the word as opposed to the picture is that it is practically an epitome of the whole group of ideas, and the equation 'chapeau' = 'hat', enables a German to transfer bodily such a group of ideas from his own to the<sup>62</sup> foreign word. This, the picture cannot do; ....

Sweet further says that definitions are not as efficient as translation, either, in transmitting a concept.

He argues:

Definitions, like pictures, may be ambiguous: if we define a 'hat' a 'covering of a head', the learner may think we mean a 'cap' or a 'bonnet' or 'hood' or a 'helmet'. Or the definition, like the picture, may be too precise. Thus if we define a 'hat' as a 'cylindrical head covering with a brim', or show the learner a picture of such a hat he may think we mean to restrict the<sup>63</sup> meaning of the foreign word to 'tall hat'.

Translation may be helpful to check whether the learners have understood something presented in another way; the teacher can also pass over unimportant words in a reading context when there is the need to do so.<sup>64</sup>

David Atkinson (1987) calls translation into the mother-tongue "a neglected resource" and regrets its total rejection by Berlitz's method.<sup>65</sup> Though he is aware of the 'dangers' of its 'overuse', of which the following are significant.<sup>66</sup>

1) It enables students to say what they want to say, whereby the teacher can establish what they want, and then encourage them to find ways of expressing its meaning in English.

2) Use of the mother-tongue can be very efficient in view of the amount of time needed to achieve specific aim i.e. it lessens the time spent in preparation and presentation.

3) It helps to check comprehension behind a structure, thereby enabling the learner to "distinguish between structural, semantic and pragmatic equivalence."

4) It is used to give instruction at early stage of school time.

5) It enhances cooperation among learners in pair or group work in that it enables them to compare their answers to grammatical exercises or comprehension tasks.

6) It "maximizes the validity and reliability of tests...."

Different types of translation methods were used, each of which came into being in reaction to previous conditions, to find ways more suited to foreign-language classroom teaching. For example, Howatt, speaking about the establishment of the grammar translation method, says:

The traditional scholastic approach among individual learners in the eighteenth century had been to acquire a reading knowledge of foreign languages by studying grammar and applying this knowledge to the interpretation of texts with the use of a dictionary. Most of them were highly educated men and women who were trained in classical grammar and knew how to apply the familiar categories to new languages.... However, scholastic methods of this kind were not well-suited to the capabilities of younger school pupils, and moreover they were self-study methods which were inappropriate for group-teaching in classrooms. The grammar translation method was an attempt to adapt these traditions to the circumstances and requirements of schools.

Though the various translation methods were relatively better and more suited to classroom situations, they gradually attracted a lot of criticisms because they gave more emphasis to cross structural and literary analysis of texts than skills in the target language. The criticisms were so sharp that they led to total rejection of the mother-tongue. Thus came into being another extreme approach called the direct method. The direct method also didn't have good days in its extreme form because it was not practical to totally do away with vernacular.

Despite the long-standing conflicting views, and arguments, regarding foreign language teaching, there is no single method prescribed as the best one yet, and seemingly the war will go on for the years to come.

Despite the fact that much has been said regarding the shortcomings of translation as a method, it still has strong support in the person of authorities such as Henry Sweet. Probably, with the exception of strong adherence to the direct method (which are not likely to be influential anymore), there does not seem to be strong objection to the minimal use of vernacular to do away with communication breakdown and solve problems of transmitting concepts in the target language, whenever there are any. However, the views given by authorities regarding the impact of excessive use of vernacular, is obvious and quite convincing.

CHAPTER 3.

METHODOLOGY

The classification of the discourse in the data into four moves is based on Arnold A. Bellack's moves, namely, structuring, soliciting, reacting and responding.<sup>68</sup>

3.1 Structuring move: This is an initiatory move; it sets the context for classroom behaviour by launching or halt - excluding interaction between teacher and pupils and by indicating the nature of the interaction. It is not called out by anything in the immediate classroom except the speaker's notion of what should be said or taught. It also conveys directive meaning like soliciting. Unlike solicitations, however, structuring implicitly directs the classroom activities (instead of individuals) by setting the context for the behavior of teachers and pupils.

Two concepts are fruitful in suggesting categories of analysis with which to describe functions of structuring move:

(a) the notion of the sub-game as a segment of the teaching game, (b) the concept of directive meaning.

Just like football and baseball games, the classroom game is made up of segments called sub-games. The subject (topic), for example, "Man's First Tools" (one of the reading passages of the classes under study) is viewed as a classroom game. In the game, there are sub-units (subsegments) each of which is identified by the type of activity that is the focus of attention during a given period of play. Comprehension, vocabulary

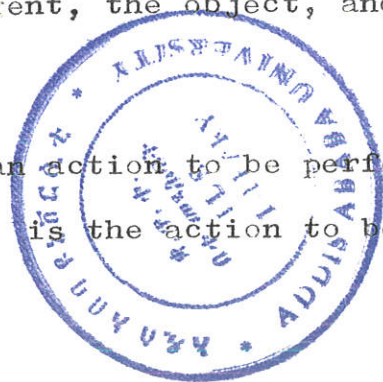
and grammar exercises are examples.

Speakers of structuring move may set the context for the entire classroom game and/or one or more of the sub-games. On the first day, for example, the teacher may structure the whole game by announcing the topic and indicating the nature of the topic (subject matter), or he may structure a sub-unit (sub-game) by announcing a report regarding the pupils experience about the topic - he may instruct pupils to study tools used in their localities and report to class, or he may announce vocabulary (dictionary work) exercise to be brought to class.

Directive meaning provides the framework for studying the directive functions of structuring moves. 'Any sentence which directs actions or tells someone to do something may be said to have directive meaning'. (Wellman). Directive meaning, according to Wellman, has three basic features: indicative, quasicomparison and prescription - prohibition.

Indication refers to an agent who is to perform the action, the object involved, and the time reference. For example, in the sentence, "John, please give me that book now," 'John', 'that book' and 'now' are the agent, the object, and the time respectively.

Quasicomparison refers to an action to be performed. In the above example, 'bringing' is the action to be performed.



Prescription - prohibition is the performance of an action, and parallels Wellman's quasicomparison. A teacher who says, "Our next topic is Man's First Tools" performs the function of launching discussion on the topic. Because it is difficult to distinguish between these two functions (prescription and prohibition) we combine and label them halting-excluding. The functions launching and halting-excluding are the central features of structuring as directive discourse.

Speakers launch and halt-exclude such activities as debating, reporting, voting and collecting homework. Speakers also indicate the agent who is to perform the activities. The agent may be the teacher, a pupil, some combination of the two sides, or some outside person. Besides, speakers frequently make reference to a time factor in connection with the activities, either the beginning point, or the duration. Speakers may also indicate the topic for discussion, or for study and the cognitive process for dealing with that topic. For example, a teacher may say, "why ancient men ate the same type of food all the time." In this case he announces the topic and the logical processes of explaining.

Examinations of protocols\* (by Wellman) revealed that there are three methods by which speakers carry out the function of launching and halting - excluding. The speaker may announce the topic and then proceed to entertain questions about it. The following example taken from the recording, may make this point clear. *ፊደራል ኮሚሽን ፕሮቶኮል ፡፡*



field of reference. The solicitor indicates the person who is to perform, dimension of the activity, and the occasion of the performance. The 'how' of the soliciting move is the stylistic meaning ie. the manner of presentation.

Functional meaning is meaning indicated by the words and their structure. The limits within which the activity is to fall is indicated when someone is called on to do some activity. The solicitor sets limits for acceptable behavior.

The indicative meaning of the soliciting move is analyzed in terms of five limiting elements: (A) the nature of the task and the type of behavior it requires, (B) the logical process which indirectly indicates (provides) clues about the range of the possible answers (C) the information process activity (D) the occasion of the performance, (E) clues regarding terms appropriate to the responding move. (A) In a classroom a task is either substantive or instructional.

eg. He \_\_\_\_\_ in Addis Ababa since last June (live), (substantive)., We are going to do the structure exercise on page 75. አሁን አንድ በአንድ ተነስታችሁ ግልጽ ታነባላችሁ ፣

The Amharic sentence means, "You will get up and read the answers to me, one at a time." (instructional).

Classroom behavior is linguistic or non-linguistic. The type of behavior can be described in terms of the objects needed to perform an activity. Hence the objects needed are linguistic or non-linguistic. Words, as written marks and

spoken sounds, are linguistic. The results of the intellectual activity (eg. musical notes, colour and line movement and the like...) are non-linguistic.

Substantive task requires language; for example, the agent may be asked to give definition (eg. what is meant by stone age?), reason (why is it so called?), explanation (eg. explain physical change), or provide data (eg. give an example of how physical change takes place).

An instructional task requires either a linguistic or non-linguistic act, eg. seeking information about an assignment or a test (linguistic) and direction to someone to come, beckoning. (non-linguistic).

Extra-logical process activity requires no specific information about instructional matters, and is characterized by physical performance, repetition and freedom for the agent to choose the information he will present.

**3.3 The Reacting Move:** Reacting is a reflexive move that is occasioned, but not directly called out, by a preceding move; the occasioning move may be soliciting, responding, structuring move, or a preceding reacting move, eg. rating by a teacher of a pupil's responding move - ie. the pupil's responding move is the occasion for the teacher's reaction but does not elicit it.

Though both reacting and responding are reflexive moves, there are significant differences between them.

Responding moves bear a reciprocal relationship to solicitations and occur only in relation to them; their pedagogical function is to fulfil the expectation of soliciting moves. Reacting moves may be occasioned by any of the four moves; their pedagogical function is to rate (positively or negatively) and/or to modify (by clarifying, synthesizing, or expanding) what was said in the moves that occasioned them.

Example 1:

T/SOL. In Wondji they \_\_\_\_\_ sugar-cane in the dry season.

What is the answer? P/RES. irrigate.

T/REA. Yes, irrigate; the correct answer is 'irrigate'. There are ditches at definite distances throughout the plantation.

The teacher reacts positively rating the pupils response and by adding relevant information and opinion.

Example 2:

P/SOL. What does 'tall' mean?

T/RES. 'Tall' means  $\angle \text{regim}$  /regim/

P/REA. For example we cannot say "tall" stick, can we?

How is it?

T/RES. We say tall tree, building, person but long stick, journey, way, rope, etc. The word is equivalent to 'long' or 'tall' depending on what word comes to each of them.

The pupil here reacts by raising an objection to what the teacher said, in response to his question. In turn, the teacher reacts by expanding and clarifying the point raised by the pupil. Reactions may be occasioned by a single

move (as seen above), or by more than one move (as will be seen below).

Example:

T/SOL. 'Soft' is delicate or something which cannot resist danger, what is it in Amharic?

P<sub>1</sub>/RES. laslassa / ለሰላሰ /

P<sub>2</sub>/RES. የጭንቀት ጭንቀት

T/REA - ከጭንቀት ሁሉም ጭንቀት :: (Yes it is both).

(In addition it means not able to resist danger or trouble. We saw it in one of the previous chapters).

The teacher reacts to the two pupils' responses by repeating their answers stating their responses positively; in addition, he relates the responses to a previous class discussion.

Another characteristic feature of reacting moves is that they may be occasioned by the 'silent language' as well as by the verbal language of the classroom. Pauses occurring in the discourse and physical actions by participants may occasion reactions.

Example 1:

T/SOL. Now you're looking at me but you don't seem to realize that I only want you to answer a question whose answer is in paragraph two of the reading passage.

The teacher reacts to the failure of all, but few pupils to volunteer to answer his question and by their facial expression (P - The reaction was occasioned by a physical action).

The above examples illustrate the flexibility and versatility that characterize the role of reacting move.

Types: Reacting moves are categorized into three basic categories: Substantive, instructional and substantive-instructional. Each of these serves a different function in the discourse.

CHAPTER 4

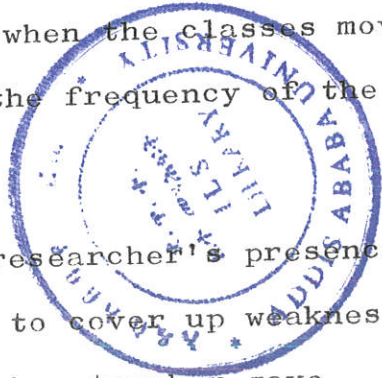
ANALYSIS

4.1 Some Notes Regarding the Data

The unit of discourse is word and that of time minute. The whole classroom discourse is classified into Amharic and English (Table I) and then the teachers' discourse into the two languages in the same way (Table II). Table III shows teachers' frequency of using Amharic, and in Table IV, the Amharic used by the teachers is classified into the four pedagogical moves. Tables V, VI and VII concern only the pupils. In table V the vernacular used by the pupils is classified into Amharic and English; in Table VI their frequency of using the vernacular is shown, and in Table VII, the vernacular used is classified into the four pedagogical moves.

The number of utterance does not include non-linguistic (non-verbal) moves such as gesture, writing on the blackboard, opening the books and finding answers to comprehension questions in the textbooks. Time also elapsed when the classes moved from one unit to the next. As a result, the frequency of the utterances might have been affected.

The subjects, conscious of the researcher's presence, might have made special preparations to cover up weaknesses. In fact there was an instance in which a teacher gave



questions along with ready-made answers to the top few pupils in the class to memorize and say when they would be called up on, without necessarily understanding the questions and the answers. Under normal conditions the teachers probably use much more vernacular than indicated in the findings.

**TABLE I:** Teachers' and Pupils' Classroom Discourse Classified into Medium of Instruction (English) and Vernacular (Amharic)

Teacher and Pupils	Duration of Recording (minutes)	Total No. of Words Uttered	English		Amharic		Remark
			Words	Percent	Words	Percent	
T <sub>1</sub> +pupils	30	2161	1231	57	930	43	
T <sub>2</sub> +pupils	27	1779	1082	60.8	697	39.2	
T <sub>3</sub> +pupils	28	2397	1683	70.2	714	29.8	
T <sub>4</sub> +pupils	30	1949	1912	97.7	37	2.3	
T <sub>5</sub> +pupils*	35	1923	1899	98.8	24	1.2	
	11	996	516	51.8	480	48.2	
	46	2919	2415	75.3	504	24.7	
T <sub>6</sub> +pupils	32	2108	1383	65.7	724	34.3	
Total & Average*	193	13313	9707	72	3606	28	

\* Average concern percentage.

\* Was recorded twice: While teaching passage (11 min.) and while doing vocabulary and grammar exercises.

TABLE II: Classification of Teachers' Utterances into English and Amharic

Teacher	Duration of Recording  (minutes)	Total No. of Words Uttered	English		Amharic	
			Words	Percent	Words	Percent
T <sub>1</sub>	30	1671	743	44.4	928	55.4
T <sub>2</sub>	27	1320	657	49.8	663	50.2
T <sub>3</sub>	28	1678	1188	70.8	490	29.2
T <sub>4</sub>	30	1576	1546	98.1	30	1.9
T <sub>5</sub>	35	1511	1487	98.3	24	1.7
	11	940	507	52.9	439	47.1
	46	2451	1988	81.2	463	18.8
T <sub>6</sub>	32	1917	1247	65.1	670	34.9
Total and Average*	193	10613	7369	69.4	3244	30.6

\* Average concerns percentages.

TABLE III: Teachers' frequency of the use of vernacular.

Teacher	Duration of Recording (min)	No of Vernacular utterances	Words uttered Per minute	Order	Remarks
T <sub>1</sub>	30	928	30.9	1	
T <sub>2</sub>	27	663	24.6	2	
T <sub>3</sub>	28	490	17.5	4	
T <sub>4</sub>	30	30	1	6	
T <sub>5</sub>	a	439	39.9		
	b	24	0.7		
		463	10.1	5	
T <sub>6</sub>	32	670	20.9	3	
Total	193	3244	17.5		
Average*					

\* Average concerns Percentages.

\* Frequency was computed by dividing the total vernacular used by the recording time.

TABLE IV: Classification of the Teachers' Vernacular Utterances into the Moves.

Teacher	Vernacular (in Words)	MOVES								Remarks	
		Structuring		Soliciting		Reacting		Responding			
		Words	Percent	Words	Percent	Words	Percent	Words	Percent		
T <sub>1</sub>	928	800	86.2	22	2.4	38	4.1	68	7.3		
T <sub>2</sub>	663	328	49.4	292	44	43	6.5	-	-		
T <sub>3</sub>	490	24	4.9	246	50.2	220	44.9	-	-		
T <sub>4</sub>	30	10	33.3	10	33.3	10	33.3	-	-		
T <sub>5</sub>	a	439	326	74.2	66	15	47	10.7	-	-	
	b	24	20	80	4	20	-	-	-	-	
Total Av.	463	346	74.5	71	15.3	47	10.1	-	-		
T <sub>6</sub>	670	433	64.6	164	24.5	73	10.9	-	-		
Total and Average*	3244	1941	59.8	805	24.8	434	13.4	68	2.1		

\* Average concerns percentages.

TABLE V: Pupils' Talks Classified into English and Amharic.

Pupils Talk	Duration of Recording	Total No. of Words	English		Amharic		Remark
			Words	Percent	Words	Percent	
T <sub>1</sub> -class pupils	30	486	484	99.5	2	0.5	
T <sub>2</sub> -class pupils	27	458	425	92.8	33	7.2	
T <sub>3</sub> -class pupils	28	719	495	68.8	224	31.2	
T <sub>4</sub> -class pupils	30	373	366	98.1	7	1.9	
T <sub>5</sub> -class pupils	35	412	412	100	-	-	
	11	56	15	26.8	41	73.2	
	46	468	427	91.2	41	8.8	
T <sub>6</sub> -class pupils	32	192	138	71.9	54	28.1	
Total and Average*	193	2696	2335	86.6	361	13.4	

\* Average concerns percentages.

TABLE VI: The frequency of Pupils' use of vernacular.

Pupils' talks	Duration of recording	Vernacular used	Words uttered per minute	order	Remark
T <sub>1</sub> -class Pupils	30	2	0.07	6	
T <sub>2</sub> -class Pupils	27	33	1.2	3	
T <sub>3</sub> -class Pupils	28	224	8	1	
T <sub>4</sub> -class Pupils	30	7	.23	5	
T <sub>5</sub> -class Pupils	35	-	-		
	11	41	3.7		
	46	41	.9	4	
T <sub>5</sub> -class Pupils	32	54	1.7	2	
Total & Average*	193	361	1.9		

\* Average concerns Percentages.

\* Frequency was computed by dividing the total vernacular used by the recording time.

TABLE VII: Pupils' Vernacular Talks Classified into the Four Moves.

Pupils'	Duration of Recording	Vernacular Utterances	M O V E S								Remark
			Structuring		Soliciting		Reacting		Responding		
			Words	%	Words	%	Words	%	Words	%	
T <sub>1</sub> -class Pupils	30	2	-	-	-	-	-	-	2	100	
T <sub>2</sub> -class Pupils	27	33	-	-	-	-	-	-	33	100	
T <sub>3</sub> -class Pupils	28	224	-	-	-	-	9	4	215	96	
T <sub>4</sub> -class Pupils	30	7	-	-	-	-	-	-	7	100	
T <sub>5</sub> -class Pupils	35	-	-	-	-	-	-	-	-	-	
	11	41	-	-	-	-	7	-	34	-	
	46	41	-	-	-	-	7	17.1	34	82.9	
T <sub>6</sub> -class Pupils	32	54	-	-	-	-	4	7.4	50	92.6	
Total Average*	193	361	-	-	-	-	20	5.5	341	94.5	

\* Average concerns the percents.

#### 4.2 Findings

Of the total discourse of teachers and pupils (Table I), 72% is English and 28% is Amharic, and of the total discourse of teachers (Table II) 69.4% English and 30.6% Amharic.

Of the total 13313 words used by the teachers and pupils, the teachers' share is 10613 (79.7%), and the pupils' share is 2696 (20.2%), and there are a total of 401 pupils involved.

Of the total 3606-word Amharic discourse of all the teachers and pupils under study (Table I) 89.7% were used by the teachers and 10.3% by the pupils. Only 10% of the vernacular used is the pupils' share. In both total discourse (Amharic and English) and vernacular discourse (Amharic) the pupils do less than 20% of the talking and the teachers do more than 80% of it.

The duration of recording ranges from 46 minutes (T5) to 27 minutes (T2). As it is not the same for all the subjects Tables I and II may not accurately show the frequency of the use of vernacular. This can better be read from Table III.

The order of the teachers' frequency of the use of vernacular is T<sub>1</sub> (31 words per minute), T<sub>2</sub> (24.6 words per minute), T<sub>6</sub> (20.9 words per minute), T<sub>3</sub> (17.5 words per minute), T<sub>5</sub> (10.1 words per minute) and T<sub>4</sub> ( 1 word per minute). On the average, about  $\frac{1}{3}$  of the teachers' total classroom discourse (30.6 - Table II) is vernacular, and the average frequency of their use of vernacular is 17.5 words

per minute. This is much more than what can be tolerated and much more than what authorities on foreign language teaching expect. For example, Atkinson says that he expects about 5% vernacular, and 95% target language.

There does not seem to be direct relationship between the duration of discourse and the frequency of the use of vernacular, as is revealed in Table III. For example, T<sub>1</sub> whose duration of discourse is third in the order is first in the use of vernacular (31 words per minute), and T<sub>2</sub> whose duration of discourse is least (27 minutes), is second (24.6 words per minute); T<sub>5</sub> who was recorded for the longest duration (46 min.) is next to the last in his frequency, and T<sub>4</sub>, third in his duration of discourse, used vernacular at the rate of one word per minute (least).

A. Factor which seemingly has affected the frequency of the use of vernacular much is the type of English lesson to be taught ie. whether it was passage, comprehension, vocabulary, or grammar, or whether the excercises done were objective or subjective. T<sub>5</sub> for example, used 39.9 Amharic words per minute while teaching passage, and 0.7 words per minute while doing objective grammar and comprehension excercise. Another good example is T<sub>2</sub> who begins with objective grammar excercise and moves on to passage in the same session. During the 12-minute grammar lesson, he used 110 Amharic words (about 9 words per minute), but during the remaining 15 minutes passage lesson, he used 570 words (35.6 words per minute). T<sub>1</sub> gave almost all the vocabulary definitions in Amharic but T<sub>5</sub> used only 11 words

while doing objective vocabulary exercises.

While doing grammar, vocabulary and comprehension exercises (usually objective), the pupils could apparently answer questions, or mechanically guess answers following the model(s) given, without necessarily understanding the meanings.

The extent of the use of vernacular and the target language also varied from teacher to teacher. For example, the proportion of Amharic words used by T<sub>3</sub> and T<sub>4</sub>, who taught the same passage is about 17:1.

On the other hand, more use of English does not indicate the proficiency of the teachers, and neither does it indicate that of the pupils. For example T<sub>4</sub> who uses 98.1% English (the highest in the group) and 1.9% Amharic, uses some expressions and sounds alien to English such as 'in generally' to mean 'in general', 'by now' to mean 'now', /uziful/ to mean useful /uzful/, /~~firas~~ /to mean fierce /~~fios~~ / and / pointis/ to mean points /points.

The extent to which vernacular was used also differs from teacher to pupils. The teachers have 30.6% of their classroom discourse as vernacular, and the pupils, 13.4% of it.

The classification of the vernacular used by the teachers into the four moves (Table IV) indicates that T<sub>1</sub> used about 85% of his vernacular moves for structuring, and less than 7% for soliciting and reacting moves. His soliciting move is the least. He didn't encourage his pupils much to give

responses, but he is the only one who let his pupils ask questions and gave responses to the questions. However, the pupils' questions were only one-word moves ie. the pupils called out the difficult words and the teacher gave response in Amharic. T<sub>2</sub> uses about  $\frac{1}{2}$  of his moves for structuring, and less than 7% for reacting; his soliciting move is quite high (44%).

T<sub>3</sub> looks odd in that his structuring move is the least of all structuring moves in the group; they are the least of his other moves, too. About half of his moves are devoted to soliciting, and a bit less (44%) to reacting. He did almost all of his structuring moves in English, and presented the Amharic translation in a form of question or incomplete sentence, and the pupils gave short answers and completed the incomplete sentences.

Another striking pattern in the table is that of T<sub>4</sub> who has his vernacular (the least in the group) equally divided among the three moves: structuring, soliciting and reacting, 33.3% each.

T<sub>5</sub> and T<sub>6</sub> have their moves patterned in a descending order ie. structuring, soliciting and reacting, T<sub>5</sub> 74.5%, 15.3% and 10.1% respectively; and T<sub>6</sub>, 64.6%, 24.5% and 10.9% respectively.

For the teachers, the total average of the moves in order is structuring (59.8%) soliciting (24.8%), reacting (13.3%) and responding (2.1%). This differs much from

figures given by Bellack for his own study in which the order was soliciting (46.6%), reacting (38.4%), structuring (7.7%) and responding (7.3%). But Bellack's findings were based on the study on a different subject, social studies, and the medium of communication in the classroom was only one, the medium of instruction.

None of the subjects, except T<sub>1</sub> gave chance for the pupils to ask questions, or do any soliciting move at all. Even in the case of T<sub>1</sub> the pupils didn't say the questions in sentences; each pupil called out the word he couldn't understand and the teacher gave the definition in Amharic. On the whole, the responding moves are almost nill, and the reacting move is a bit more than  $\frac{1}{10}$  of the total. There is at least one instance in which these two moves were not used during the whole discourse; T<sub>5</sub>, while teaching passage, used only structuring and soliciting moves; he didn't react to pupils' moves, and neither did he give any response to the pupils' moves.

Generally speaking, almost all the responses were done by the pupils, and almost all the soliciting moves by the teacher because the pupils do not ask questions.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS.

It has been found out that the teachers do about  $\frac{1}{3}$  of their classroom discourse in the vernacular while teaching English, which means only about  $\frac{2}{3}$  of the time allotted for teaching English is really used. The pupils have developed the habit of hearing in English and saying things in Amharic. This bad habit is likely to increase in magnitude because some of the teachers insist on the use of Amharic as a matter of course, even when there is a possibility to try the move in English. Secondly, it is difficult and time-consuming to break the habit even if we were ready to take steps to stop it.

The pupils are very unlikely to learn English and other subjects in English with this proficiency, and neither can the teachers teach efficiently. Translation does not work either, even if we were to accept it in principle, for it has been found out that the teachers often mistranslate and confuse concepts while translating.

For example, the following statement was made in Amharic

(T<sub>2</sub>) regarding physical change, in an attempt to translate:

ቡና ቢጥ ማን ፣ ስኬር ጭምር ሲሆን ይዘቱ ተለወጠ አንገሩ ግልጽ ተሰጥቷል።

ቡና ስለገባ ፣ ስኬር ስኬር ገባ ፣ ሲሆን ስኬር ገባ ።።

This translated back into English reads, "Whether coffee is pounded, or sugar or salt dissolves in water, the type

has not changed though the content has changed; the coffee is still coffee, the sugar still sugar and the salt still salt." But if they are still coffee, sugar and salt the content has not changed. Apparently there is confusion of form (shape) with content, or essence.

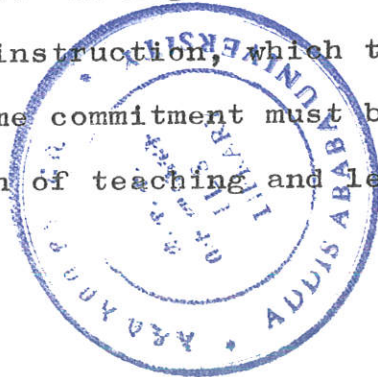
'Appetite' was translated as follows into Amharic.

የጭባብ ችግር      This, when translated back into English reads, 'the capacity to eat.'

From the conclusions given above, it is not difficult to see the impact of the use of vernacular or translation on foreign language learning.

Though we cannot generalize from this limited data, such weaknesses are very likely to be found in other similar schools, and hence, it is worthwhile making some recommendations which, the researcher thinks, would help overcome them.

Taking into account the way English teaching has been handled in this country particularly during this decade, one should not be surprised at the decline of pupils' and teachers' proficiency. If English is to be used as a subject and medium of instruction, which the writer thinks, is inevitable, some commitment must be made to restrengthen the position of teaching and learning the language.



First of all more attention should be given to the recruitment and training of English teachers right from the beginning i.e. from the elementary schools. Recruits for English teaching should be among those who have some aptitude and inclination to teach and learn the language, as much as possible. In the training schools, particular attention should be given to English, especially for English teachers. There should be follow-up programmes such as workshops and seminar; there should be regular contact between the Curriculum Department and the schools. Textbooks and other teaching materials must be evaluated, and improved from time to time and evenly distributed. There are also other factors which might not be improved immediately such as length of time allotted to English teaching, and shortage of reading room(s).

We have seen from the Tables (I and II) that the teachers do  $\frac{4}{5}$ , or more of the talking, and all the pupils put together  $\frac{1}{5}$  or less. At the elementary and junior levels, particularly where pupils' proficiency is low, pupils should do  $\frac{3}{4}$  or more of the talking thus encouraging communication.

It has also been found out from the data that the teachers use much more vernacular while teaching passage than when they teach grammar and do exercises. More attention should be given to skills in the target language

than to the content of the passage. It is no use spending much time explaining the details of the content in vernacular. It should be borne in mind that we are doing it at the expense of practising the target language. Our primary interest in teaching passages, is teaching words and expressions, and their use; the content of the passage, is subsidiary to this end. Teachers, therefore, should enable their pupils to do as much practice as possible in hearing, speaking, reading and writing, using the passage. Translation should be used only when all ways and means of transmitting concepts are exhausted.

It can clearly be seen from the data that the teachers take too much time explaining structure (doing structural analysis) to these pupils who know very limited number of words. A part of this time could better be spent in practising skills in English.

Appendix A.

Some Notes Regarding the Background of the Study and Use of Terms.

Coding: The Code 'T' represents 'teacher' and 'P' pupils.

Population of the pupils

T <sub>1</sub> - Class pupils	<u>51</u>
T <sub>2</sub> - Class pupils	<u>62</u>
T <sub>3</sub> - Class pupils	<u>68</u>
T <sub>4</sub> - Class pupils	<u>80</u>
T <sub>5</sub> - Class pupils	<u>60</u>
T <sub>6</sub> - Class pupils	<u>100</u>
TOTAL .....	<u><u>401</u></u>

Qualification of the Teachers.

<u>Qualification.</u>	<u>Number of Teachers.</u>
12	1
12+1	1
12+2	3
12+3	1

Schools: There are thirteen junior secondary schools in the Zone, eight government, and five public.\*

Terms: 'Vernacula<sub>r</sub>' has already been defined, In our case the vernacula<sub>r</sub> is Amh<sub>a</sub>ric. In Addis Ababa it is the only vernacula<sub>r</sub>, at least in the classroom. Elsewhere in this country, particul<sub>a</sub>rly in the non-Amh<sub>a</sub>ric speaking areas, Amh<sub>a</sub>ric is the second language. The foreign language, in our case, is English.

\*The figure showing the number of schools doesn't include Church Community Schools.

48  
42

'Protocol', as used by Bellack, is 'the original draft of a document'\*

The words 'chapeau' (French), 'hut' (German), correspond to the English word 'hat'.

Appendix B.

The Recordings.

The discourse transpired in the classrooms is given below.

T<sub>1</sub>. Open your books on page 81. I will read; listen.

The Search For Food: Man is always searching for new food and new ways of getting food. Long ago men spent most of their time looking for food. They ate anything they could find.

Some lived mostly on plants. They ate the fruit, stems, and leaves of some plants and the roots of others. When food was scarce, they ate the bark of trees. If they were lucky, they would find a bird's nest with eggs. People who lived near the water ate fish or anything that was carried up on to the shore. Some people also ate insects and small animals like lizards that were easy to kill. Later, men learned to make weapons such as, spears and swords. With weapons, they could kill larger animals for meat. These early people could eat much. If they killed an animal, they would drink the blood, eat the meat and chew the bones. When they finish the meal, there was nothing left.

At first men went from place to place to find their food. But when they began to grow plants, they stayed in one place and ate what they could grow. They trained animals to work, and killed them for meat. Life was a little better then; but there wasn't much variety of food. Day after day people ate the same foods.

Appendix B continued (T<sub>2</sub>)

T. መልመደውን እንሠራለን፣ ያን ከጠረጠን በኋላ ወደ መጻሕፍት እንሄዳለን። እንተ  
ዘም በለ/ (After finishing the exercise we shall go to the book  
(passage). You keep quiet!)

እሺ all right ልጆቼ now let me tell you. When I ask you a question  
you have to speak louder. ጭጭጭ ከፍ ይበል አይደለም? ሲት ስትመጡ ቀርባ  
ቸሁን በልታቸሁ የለም? ስለዚህ ዘም በሌ ደከም ያለ መልስ ከጣንም ተግሪ እንጠብ  
ቀም፣ ስለዚህ የሚጠየቅ ተግሪ ስህተትም ይሁን he has to speak with a loud  
voice (2); yes or no?

Take out your exercise that I gave you; I gave you a homework,  
isn't it? Now read the question that I gave you; the first one? (pointing  
to a pupil).

P. He (go) to school everyday.

T. No.

P. Choose the correct form from the verb given in bracket.

No.1. He goes to school everyday.

T. The subject is third person singular no. Therefore, "es" is added.

He goes to school everyday (2); the second one?

P. He...he (go).....

T. Read the question first. He (go) to school last week. The next boy!

P. He went to school last week.

T. ጭጭጭ ከፍ አድርገ::

P. He went to school last week.

T. አሁንም ገና ነው:: እዚህ ጋ ለምሳሌ "He(go) to school everyday"  
bracket ውስጥ ያለው ሆነ ታችም እንዲሁ ነገር ገን ይህን ሁሉ ልዩነት ያመጣው  
እዚህ ጋ: አይደለም፣ everyday and last week. This is known as simple  
past and the first one is simple present.

And then the third one, the third one? All right.

He is, within the bracket, open bracket. He is (go) to school  
now.

PS. Teacher, teacher .....

T. አፎ ብቻ አጠገ: ገድየለም::

P. He is going to school now.

T. He is going to school now. ይህን ወይስት አንደርሰባለን::ይኸን ደገዎ ምን አንለቀለን? present continuous No.4?

P. He was (go) to school a .....

T. አረ: ተጠ next boy, at the back.

P. He has (go) to school already (2).

ጥ. He has gone to school already.

T. He has gone to school already (2)

PS. He has gone to school already (in chorus)

T. አሺ then you <sup>have</sup>/to say a.... and now when there is verb to 'have' and verb to be; ታውቃለችሁ: አይደለም?

PS. አቋን

T. በጣም ጥሩ አንደዚህ ከሆነ አንገዲህ አፎ:አንቺ ?

P. He has gone to school already (2)

T. አሺ: 'has gone' present perfect አንለቀለን፤ ወይስት ጠንከር ባለ ጠልክ table of / <sup>tense</sup> አናወጣና ጠንከር ባለ ጠልክ አና የቀለን:: active አና passive ሲሆን አያንጻገጥን አና የቀለን:: አሺ another one?

P. We (buy) books on Monday.

T. We (buy) books on Monday.

P. We bought books on Monday

T. We bought books on Monday. No.6, no.6.

P. They have, within the bracket, 'eat' good food.

T. ደም ጸሽን. ከፍ አድርጌ

P. They have eaten good food.

T. again

P. They have eaten good food.

T. They have eaten good food. አሺ and 7, next, a.....

T. ስለዚህ a.....

P. I am writing now.

T. no, no, .....

P. I am writing a letter now.

T. I am writing a letter now (2) Next, no. 8?

P. I have (write) everyday.

T. No, no,....that is not the question.!

P. I have (write) a letter already.

T. አሁን፣ now, answer for this?

P. I have written a letter already

T. I have written a letter already (2). And 9, 9? a.....

P. They are (go) home.

T. በጣም ጥሩ ሌሎቻችሁን? They, in in the bracket, go .

home ነው፣ ሌሎቻችሁን አለቁ? a .....next boy?

P. They have gone home (2)

T. Then? a.....

P. They (go) to school on Sunday.

T. ተው ! ተው !

P. The man (go) to church on Sunday.

T. The man(go) to church on Sunday.

P. The man went to church on Sunday.

T. The man went to church on Sunday. አይደለም አንዱ ስለዚህ who can tell me.Hands up those of you who got all the questions correct.

one, two, three, four.....(he counts up to 20). ሁሉንም ብቻ አይደለም::

አሺ: correction አናደርገና ወደሌላ አንሂድ::

አሺ: 7 ላይ ዎን ይላሉ

Changing Things (Topic of the passage)

change ምን ማለት ነው ጠለቀጥ፣ ማንኛውንም ነገር ለምሳሌ ጠለቀጥ እንዲሁ እንደሚለወጥ አይ...ምን ምን የሚባል አለ? **physical change** እና **chemical change** physical change ዓይነትን ይዘቱን ጠለቀጥ ማለት ነው :: **chemical change** ደግሞ የነበረው ነገር ወደ ሌላ ሲለወጥ ማለት ነው:: ለ ምሳሌ ጨው ውሀ ውስጥ ብናሟሟ ይህ **chemical** ነው ወይስ **physical change**?

P. Physical change

T. ለምን የወሰድነው ጨው አይደለም

P. ነው

T. አሁን ጨው አይደለም

P. ነው

T. እንዲህ ዓይነት ምን ይባላል we can call it physical change; ገባህ ነገር ገን እንዳገጣሚ እንጨት ወሰድን፤ ያ እንጨት ፣ ነደደ፤ what can you get? አመድ: አይደለም ወደ ሌላ ነገር አልተለወጠም?

P. ተለውጧል::

T. This change ምን ተብሎ ይጠራል

P. Chemical change

T. When a new substance is formed it is called physical change. If there is no change but the weight and size and everything when it changes, it is called a physical change. እንዳገጣሚ you can melt butter; ቀቤ: ተቀልጣላቸው:: አሁን ምን ይሆናል?

P. physical change.

T. physical change ለምሳሌ melting አለ፤ evaporating; ተነካ physical ነው: chemical change?

P. Physical change

T. አሁን ነገሩ እየገባን ነው፤ እንደገና ደግሞ ብረት ወሰድንና እርጥብ ቦታ ውሀና አየር ባለበት ቦታ አስቆጥን፤ ያ በሰበሰባና ብረት የነበረው የለም፤ ስለዚህ አሁን ምን ይሆናል?

P. chemical change

T. ገባን አሁን ?

P. አያን

ስለዚህ ይህን መሠረት በማድረግ አንገዲህ ምሳሌ አያመጣን አንሠራለን::

ለምሳሌ ምን ይላል Changing Things (Topic), then continues to read the passage.

Chemical and physical change take place in all things. It is important to know the difference between these two changes.

ገብቷቸዋል Physical changes are very common. They are going on around us all the time. Man produced new materials that help to improve the lives of millions of people. አንገዲህ የሰውን ነፍስ

ለማሻሻል: አዳዲስ ለውጦች አያደረግ ስለሄደ: አንዲህ ዓይነት ምን አንለቀለን?

P. physical change

T. When chemical compounds join or break up new materials are formed.

Rust and decay are the results of a chemical change. A chemical change goes on when hydrogen and oxygen join. ሀይድሮጅንና ሶክሲጅን join ሲያደርጉ ምን ይፈጠራል? ውሀ ይፈጠራል፤ አይደለም?

T. ስለዚህ ቅድም ያልነው ሆኗል ማለት ነው:: ስለዚህ ጠቅላላው የነበረው

የተለወጠ ሲሆን ምን ይባላል? It is a chemical change even though

the digestion of food in our body ምንጠ ከበላን በኃላ ከሰውነታችን ውስጥ ከገባ በኃላ የተቃወመው ምንጠ ተፈላጊው ነገር በደም ሥር በፈሰሰ መልክ ቅድም የነበረው አይደለም:: A change is not a chemical change

unless a new substance is formed. ለውጡ አዲስ ለውጥ አይደለም፤ አዲስ

የለውጥ ይዘት ካላሰጠ:: chemical change አይደለም: አየሀ

chemical change የሚባለው: አዲስ ለውጥ ሲያሰይ ነው:: ስለዚህ

አሁን አዲስ ለውጥ ስላሰጠ: chemical change ጠለቅቶ ማለት ነው::

Burning wood into ashes is another example of a chemical change.

አንጠት ምንድነው: ቅድም አንደ ነገር ከታሰቀ በኋላ ነው ምን ይሆናል ስለዚህ

አንጠት አላገኘንም፤ ምን አገኘን፤

P. አመድ:

T. ስለዚህ ይህ Physical change ወይስ chemical change?

P. chemical change ?

T. እንደ ገና እንመጣለን: can you name some materials that are the results of a chemical change? ሌላ ምሳሌ ማምጣት ተቸላላቸሁ: በዚህ ዓይነት ማንነው የሚያመጣሉ?

P. ለምሳሌ ወረቀት ሲቀይድ

T. Physical change እና Chemical change, ወረቀት ተቀይሮ እንጂ ይዘቱን እንትን አሳለም ባለን physicalነው እንጂ chemical change አይደለም፤ ነው

P. አይደለም::

T. ስለዚህ እንገዲህ: ልጆቻችን more? a...

P. እንጩት ነደ ሲጩስ:

T. aha... ha... ha...ha (laughs), and then says ጥሩ ነው፤ ቀደም: እንዲህ: ነገረ፤ አሁን ጩስ፤ ጩስ ሆነ፤ ጥሩ ነው: እንዲህ ዓይነት መቼን ጩስ all right; ጥሩ ነው፤ መራመር ያስፈልጋል: ለማለት: ያህል ነው::

አሁን ደግሞ physical changes are very common; እንገዲህ የተለመደ ነው:: ጩስ ለምሳሌ ይቀላል፤ ይወቅዳል፤ አ... ጩስ ይጠጣል፤ ተፈላም፤ ተወቅጦ፤ ምን አለ፤ ጩስ ነቱን ለቀቀ

P. አሳለቀቀም::

T. ያ ጩስ የሚሉት ስም እስከወተ ድረስ ያው ጩስ አለ ማለት ነው፤ ጣዕም: አለ ማለት ነው፤ ያው ይዘቱን እስከለቀቀ አለ ማለት ነው:: እና ስለዚህ ቢፈጭ፤ ቢቀላ፤ ቢወቅቅ፤ ምን ድን ነው ያን ይዘቱን እንትን ይቀያይራል እንጂ it is the same substance ስለዚህ እንደዚህ ዓይነትን ምን እንለቀለን

P. Physical change

T. We call it physical change; ለምሳሌ: እንደሱ ነው: ያለው- Grinding coffee or salt is a physical change, but the coffee or salt remains the same substance. When you dissolve sugar in water, dissolve ምን ድን ነው ማሟሟት፤ ለምሳሌ ስኳር ወይም ጩው ውሀ ውስጥ ጩና ማሟሟት: ቀደም ባይኖሩን ያየነው ጩው ወይም ስኳር የለም፤ ምን ሆነ

P. ማሟሟት

T. ገን ስንቅምሰው ምን ምን ይላል

P. ስኩር ስኩር ይላል

T. አሁን ባንቶ ዕቃ ጨው በሌላሰ?

P. ስኩር

T. ጨው ያለበትስ

P. ጨው

T. ስለዚህ ምንም ይዘታቸውን ቢቀይሩ ጠዕም ነታቸው ጨው በመሆኑ እንዲያውም፡ እንዳጋጣሚ እናንተ አልነበራችሁም ይኸ ሲጠጠጥ አላያቸሁም ስት ቀምጥ ገን ምን መሆኑን ታውቃላችሁ

P. ጨው መሆኑን፡፡

በጠዕሙ ጨው መሆኑን፣ በጠዕሙ ስኩር መሆኑን ነገር ገን ይህን የመሰሰለውን ለውጥ ለምሳሌ ጨው ጨውነቱን ሳይለቅ፣ ስኩር ስኩር ነቱን ሳይለቅ የመገኘቱ ሁኔታ ይዘቱን ለቀቀ እንጂ ዓይነቱን ሳለገለገለቀቀ ምን ይለዋል?

P. Physical change

T. ቅቤ ስናቀልጥ ለምሳሌ physical ነው ወይስ chemical?

P. physical

T. እሺ አሁን እንገዲህ ልንመጣ ነው Dissolving sugar in water the sugar dissapears ስኩሩ ይጠፋል፡፡ You may keep that in a liquid form, In fact there is no new substance. The sugar is still sugar. You can still taste it, Dissolving is a physical change. ስለዚህ መሟሟት ምንድን ነው መሟሟት physical change አይደለም

P. አያን

T. አሁን ደገፍ እንመጣለን፣ when water freezes ቁህ ወደ ምን ሲለወጥ

T. ወደ በረዶ

ወደ በረዶ ሲለወጥ ለማለት ያህል ነው The change is a physical change; the water changes into solid, but it is still the same substance.

እዚህ ጋ ተመልከት፡ The freezing of any liquid is a physical change; ማንኛውም ፈሳሽ ነገር ወደ ጥጥር ነት ከተለወጠ በቀዝቃዜ አማካይ ነት ምን እን ለዋለን ?

P. Physical change

T. We call it physical change. Melting( መሟሟት ማለት ነው/evaporating

(መት ነን ማለት ነው ), condensing ( በሊባት ከጤባ በኋላ ከዚያ በኋላ

ደገዎ እንደገና በጥጥር ነት መልክ ይከጣጥና ወደ ፈሳሽ ነት ይለወጣል/  
are other physical changes that take place in water. ቁሀ  
ለምሳሌ condense አደረገ፣ evaporate አደረገ፣ ተነነ፣ ይህ ሁሉ  
ኖሮ ነው?

P. Physical change

T. አሺ water changes from one form into another but it is still  
the same substance.

እስካሁን ድረስ physical change እና chemical change ነው ያየነው፤  
እንዳገጠሟ ሆኖ እኔ በፍጥነት ነው ያነበብኩላቸዋል፤ አሁን የሚያዘገቡ ልጅ  
እንፈልጋለን፡፡ (I call on a volunteer to read the first paragraph-  
This is \_\_\_\_\_ words.)

While the pupil was reading the paragraph, the teacher uttered  
thefollowing Amharic words and repeated the following English  
words which the pupil couldn't read correctly: ደም ጸሀን ከፍ አደር ጊ፤  
ባለዚያ እዚያ ልወሰደሽ ነው፡፡

እዚያ ልወሰደሽ ነው፡፡

disappears - ይጠፋል፡ ማለት ነው፡፡  
fullstop - የምትቆምበት በታ ነው፡ እንጂ የምትቀጥሉበት አይደለም፡፡  
ደም ጸሀን ከፍ አደርግ፡፡ ቀጥሉ፤  
አሁን እንገዳህ በዚህ ዓይነት physical change chemical change

Appendix continued (T<sub>3</sub>)

T. Read these words (He made the pupils take turn to read from the  
blackboard - the words come from the passage - Man's First Tools)

P<sub>1</sub> forelimbiis to mean forelimbs, de...delict to mean delicate,  
fa...fasten, scurb to mean scrub, hids to mean hides, fi:res to  
mean fierce, stiching, re...re...resist, requir to mean require,  
imitate.

P<sub>2</sub> For ... forelimb is, delict, fasten, scrub, hidis, fires, stiching,  
resist to mean resist, requar to mean require, imitate,

T. Ok you all heard how your friends read. Now let us read it together.

- |              |             |           |
|--------------|-------------|-----------|
| T. forelimbs | T. delicate | T. fasten |
| P. forelimbs | P. delicate | P. fasten |
| T. forelimbs | T. delicate | T. fasten |
| P. forelimbs | P. delicate | P. fasten |
| T. forelimbs | T. delicate | T. fasten |

P. forelimbs

P. delicate

P. fasten

The words were read this way to the end (each of them three times by the teacher and three times by the pupils). Words which had been mispronounced by the pupils were correctly read. But the word 'fierce' was mispronounced even by the teacher i.e. pronounced as /fires/.

T. who wants to read? Then a pupil read the words through once more.

T. Ok now let's come to the meaning: Forelimbs means front leg or the hands of an animal, for example, these are my forelimbs, and let's see these of you.

P. Teacher, teacher, teacher, .....

T. Keep quite and raise your hand; I will give you the chance to answer. Yes, Natsanet?

P. የፊት አገር:

T. or, in other words

P. አገር

T. Delicate means very soft, very soft; if any material is said to be delicate that means anything which cannot resist or bear danger. What is it?

P. Teacher, teacher, .....

T. Yes, P. ስስ T. ስስ, or....

P. or መቋቋም የማይቻል፣ ቸገር: የማይቻል: ለስለስ

T. or.....you

P. soft T- or P. soft

T. Yes, you are right; it is soft in English

P. ቸገር የማይቻል ግለት ነው

T. ስለዚህ ያለቸሁት በሙሉ ግለት ነው::

Now fasten means to put them together; fasten means look these are two different things; I am going to fasten or put them together, or .....

P. ግያያዝ፣ የተያያዘ፣ ግሠር:

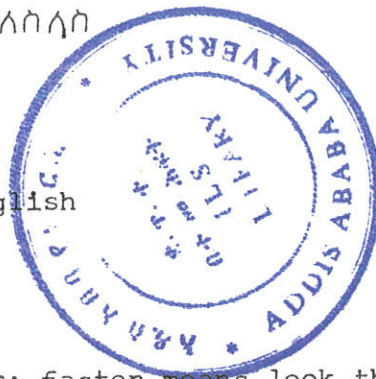
T. ጫ, scrub - this desk is rough; I want to use it.

Ps. teacher, teacher, teacher.....

T. Listen first; then I'll tell you.

P. ግጽጻት

T. No, no, no .... ገገ



P. መፋቅ

T. መፋቅ to make something smooth - that is what is meant by scrub.

T. Hide means the skin of an animal; for example let us say this is an animal

Ps. Teacher, teacher, teacher.....

T. Yes,

P.

T. Fierce means very cruel or very savage animal for example, a tiger is an animal.....

Ps. Teacher, teacher, teacher .....

T. Yes,

P. አስፈሪ ስንሰሳ

T. ባጠቃላይ ምን ማለት ነው

P. አስፈሪ ነገር ማለት ነው::

T. Ok, stitching means to repair with a needle.

P. መስፋት

T. መስፋት፣ መዘምዘም: or ...

P. ማያያዝ

T. ማያያዝ or

P. መጠገን

T. መጠገን All right now to resist means to be unaffected, to protect yourself from something a.....

Ps. Teacher, teacher, teacher.....

T. Yes,

P. መከላከል

T. መከላከል

P. መቋቋም

T. መቋቋም፣ very good.

required means needed, what is it?

Ps. Teacher, teachers, teacher.....

T. Yes,

P. አስፈላጊ

T. አስፈላጊ: አይደለም፣ የሚፈለግ ነገር ማለት ነው:

Ok, imitate means to copy something from someone, what is it?

Ps. Teacher, teacher, teacher.....

T. Yes, at the back

P. ፍርድ ማንሳት

T. ፍርድ ማንሳት, or

P. ማስመሰሰ

T: ማስመሰሰ? or

P. ያንድን ሰው ቀርጾ ማንሳት

T. Ok, ጌላሰ?

P. ያንድን ሰው ፍርድ ማንሳት

T. አሺ ከዚህ ሌላሰ መቅዳት - not water, መልሰን መቅዳት ነው ብያቸኝላሁ  
Ok, do you have any problems from these words?

P. Yes (misunderstands the teacher).

T. Problem? What is your problem?

P. No.

T. Are they clear for you?

P. Yes, no, ....

T. Ok let's come to the reading; who wants to read?

Ps. Teacher, አ ኃ አ ኃ

T. Yes, Fitsum. Wait please wait; everybody open your book on page 98.

P. Man's First Tools (Passage).

Early man had two great advantages over the beasts. These two advantages were brains and hands. Man can discover and invent with his delicate, but powerful hands; he can make any use of tools. No animal as small as man has such a large brain, and no other animal has four limbs which are not used for walking. Man's first tool was stone, and the first discovery was that some stones could be sharpened.

T. Stop. Anyone who wants to read? Ok. read.

P<sub>2</sub> With these sharpened stones holding in his hands or fastened to a wooden handle, early man could cut branches to build the shelter. He could enlarge his cave; he could scrap and clean hides. He could defend himself from his enemies. He could make spears to kill large and fierce animals, and use stone knives to cut up the meat into pieces. These earliest tools of stone= a round stone for a hammer, a sharp one for an axe, were the beginnings of all the wonderful tools that carpenters, tailors, engineers, mechanics and electricians use today.

T. stop. Anyone who wants to read?

P<sub>3</sub> For many thousands of years man's progress was very slow, or else he had only a very short list of stone tools. However, in the later

years he added some bone tools for fishing and bone needles for stitching animal skins. Stone was not the only material used in the stone age. Always and every where from the earliest beginning until now wood has been the commonst and useful material for making tings (to mean things). But wood cannot resist air, the rain, and the sun for a long time as stone can do.

T. Stop! Anyone who wants to read?

P<sub>4</sub> About 7000 years ago progress became faster; farming had begun, and required new tools. To begin with, the old stone tools were highly polished because a polished stone could cut much better and faster than one left unpolished. When copper and bronze were discovered, much better tools were made from these metals. The old stone tools were imitated and improved, but the new materials made possible the invention of tools not known before.

The pupils read one paragraph each. While they were reading, the teacher made them repeat the following words because they mispronounced them: about seventy, became, highly, polished, copper, bronze, influence, possible, invention, wooden, handle, branches, he could, enlarge (not any large) hides, clothing, enemies, knives fierce, earliest, a sharp one, an axe, carpenters, tailors, progress, electricians, today, progress, slow, ages, however, until, commonst, things, air.

T. Ok, let me read it again. "Man's First Tools", what does it mean? tell me in Amharic.

P. የሰው መጀመሪያ መሣሪያ

T. Yes የሰው ልጅ የመጀመሪያ መሣሪያ? or የሰው ልጅ የመገልገያ መሣሪያ ናቸው። አይደለም አንዳ?

P<sub>s</sub>. አዎን

T. Early man had two great advantages over beasts; what does it mean? Fitsum?

P. ጥንታዊ ሰው ሁለት ትልቅ ጥቅሞች ነበሩት።

T. በግን ላይ

P. በራሱ ላይ በብርቱ አውራጃ ላይ።

T. ቫጠቃላይ ባራዊት ላይ እና ጥንታዊ ሰው። ሁለት ጥቅሞች ነበሩት፤ ባራዊ ላይ፤ እና ነዚህም

(then continues to read; the reading was about the details of what had been said in the preceding sentence in Amharic). These two great advantages were brains and hands; what does it mean Abeba?

P. አንገልና አጆቸ

T. እነዚህ ጥቅሞች: ምን ነበረ?

P<sub>2</sub>. አእምሮና አጆቸ

T. አእምሮና አጆቸ

P<sub>3</sub> አጆ

T. አንገልና አጆ hen continues to read.

No animal as small as man has such a large brain, no animal as small as man has such a large brain; what does it mean in Amharic? Yes?

P. አንደ ሰው አእምሮ ተልቅ የሆነ እንሰሳ የለም::

T. No, no; no animal which has similar equality with animals means ....

P. አንደሰው ልጅ አእምሮ ተልቅ የለም::

T. አንዳት ነው? ቢጠቃላይ /የሰው ልጅ አእምሮ/ ተልቅ ነው ማለት ነው? 'as small as' ማለት ምን ማለት ነው? የሰውን ያክል ተጠባባሪ ቁጥጥር ውጭረትም: ምንም ያላቸው አንድ ቢሆኑ የሰውን ያህል ተልቅ አእምሮ የላቸውም:: ተልቅ አእምሮ ማለት ምን ማለት ነው እዚህ ላይ large brain ሲል is it big brain?

P. አይ: አስተሳሰቡ: አእምሮአቸን ተልቅ ነው አንዳ? መሸከም: /ጭንቅላታቸንን/ አንቸላለን: አይደለም very small እና ተጠባባሪ ነው: /ከሰውነት ጋር/ ስለዚህ ያን ሰይህን የማሰብ ችሎታው: አንደሰው የጠነከረ: አይደለም የሌሎች እንሰሳት ማለት ሆኖ::

Ok another thing: and no other animal has four limbs which are not as fit for walking, what does it mean? a....

P. አንደሌሎች እንሰሳት ባራት አገር አይሄደውም?

T. Ok, or

P. ባራት አገሮች አይጠቀሙ ማለት ነው::

T. አያ እንሰሳት ሁሉ ባራት አገሮቻቸው ይሄዳሉ:: ከሌሎች እንሰሳት በጀቹ መጠቀም የሚቻል ሰው ብቻ ነው ማለት ነው:: ሌሎች ገን ባራት አገራቸው መሄድ አንጂ የፊት አገራቸውም ቢሆን መሄዳቸው ነው ማለት ነው:: /2/ Then he continues to read.

With his wonderful brain, do you know what wonderful brain is? what does it mean?

P. አስደናቂ አእምሮ አለው::

T. አያ ባስደናቂ አእምሮውን እሺ (then continues to read). Man can discover and invent - discover means to find out; invent means to create something new. What is it?

P. ማሰሰና . . . . . ማሰሰና አዳዲስ ነገሮችን ማግኘት

T. ማሰሰና ያል ነበሩትን ነገሮች መፍጠርና እንደገና ያል ነበሩትን ቀደም አግኝቶ ማሰባሰብ: 'Discover' እንደዚያ ነው:: with his delicate, but powerful hands he can make and use tools. What does it mean? Yes?

P. በለሰላሳ እጆቹ መሣሪያዎችን መሥራት ይቻላል:: በለሰላሳ እጆቹ አስደናቂ ነገሮችን ይሠራል::

ለሰላሳ እጆቹ ፍቺ: ያሉት ነገሮች ገን የሚሠሩት ውጤታቸው ደግሞ አስደናቂ፣ ሀይለኛ ነው ማለት ነው:: እና በዚያ እጅ የተሠሩ አይመስሉም ማለት ያህል ነው::

Man's first tool was stones, and the first discovery was that some stones could be sharpened; what does it mean?

P. Teacher, teacher.....

T. Yes,

P. የሰዎች በመጀመሪያ: በድንጋይ ይጠቀሙ ነበር::

T. ምን እየሠሩ? ምን እየሠሩ . . . . . እሺ ጥሩ . . . . . የመጀመሪያ መሣሪያ ምን ነበር

P. ከድንጋይ የተሠሩ:

T. ከድንጋይ የተሠሩ ሆኖ ምን ዓይነት

P. የሹል ነበር::

T. ሹል ነበር: የተቀረጸ የሽለ ነበር ማለት ነው: (Then he continues to read).

With these sharpened stones held in his hands or fastened to a wooden handle; what does it mean? With these sharpened stones held in his hands? እሺ

P<sub>1</sub> ድንጋይን እንደዎርኩዝ እያደረጉ ይጠቀሙበት ነበር::

T. እሺ:

P<sub>2</sub> ሹል ድንጋዬቹን ባንድ ላይ አሥረው ይጠቀሙበት ነበር::

አያን ሹል ድንጋዬቹን አንድ ላይ አሥረው እንደ እጁ ታ አድርገው wooden handle means what? What is wooden handle for example, let's say this is a hammer, look, this is a wooden handle, but this may be made of plastic, metal, what does it mean?

P. ዛጢያ

T. እሺ ምንድን ነው የሚባለው

P. እጁ ታ

T. wooden handle means what?

This is wood; desk is made of wood what does it mean wooden handle?

P. የአንጧት አጃታ ነው።

T. የአንጧት አጃታ ማለት ነው። አሺ፡ wooden handle አሁን የንጧት አጃታ ያልኪቸሁ በነዚያ ይገለገላል ማለት ነው። Then he continues to read as follows:

Early man could cut branches to build a shelter; what does it mean? This house is a shelter; you know what a shelter means? a house to live in or a place to stay; what is it?

P. መጠለያ

T. መጠለያ very good! Therefore what does the sentence mean? Early man could cut branches to build a shelter; what does it mean?

P. ከጥቂት ጊዜ በኋላ

T. No, no, early man, primitive man, the first man, what is it?

P. ቢንድ ላይ ይኖሩ ነበር

T. no, no, yes.

P. ቤት ለመሥራት ቅርንጫፍ ቅራርጠው ይጠቀሙት ነበር።

T. አነጻጻን ናቸው። አንደዚህ የሚያደርጉት

P. የጥንት ሰዎች

T. አያ ጥንታዊ ሰዎች የዛፍ ቅርንጫፍ እየቀረጡ ምን ይሠራሉ

P. መጠለያ፣ መጠለያ ይሠራሉ።

T. መጠለያ ይሠራሉ፣ ያው ጄት ማለት ነው። ጦዚየን ጊዜ፡ Then continues to read+ Now, he could scrub and clean hides for his clothing; (2) Scrub - You know it; hide you know; what is it? He could scrub and clean hides for clothing, what is it?

P. ቢንድ ላይ ተሰባስቦ ይኖሩ ነበር (This does not have any connection - The pupil simply guesses).

T. No, what is it, yes?

P<sub>2</sub>. ቆዳውን እየፋቀ ልብስ ይሠሩ ነበር።

T. That is it; very good! scrub

P. መፋቅ

T. መፋቅ፣ ታዲያስ ቆዳውን he could scrub and clean hides, hides; ቀደም ተነጋገረናል አይደለም? ስለዚህ ቆዳውን በመፋቅ አንደገና ምን ይሠራል ማለት ነው

P. ልብሱን አ.....አ.....

T. He could defend himself from his enemies<sup>(2)</sup> what does it mean?(2)  
When an enemy comes he could defend. Enemy is not friedd; a... a....

P. ይከላከላል

T. ይከላከላል/2/ Then continues to read. He could make spears to kill large and fierce animals (2); አሺ.....

P. ባሞር፣ አሰፈሪ አንሰሳትን ይገድላል፡፡

T. አዎን በቦር አሰፈሪ አንሰሳትን ይገድላል፡፡  
He used stone knives to cut meat into pieces (2).

P. በድንጋይ ሲላዋ ሥጋውን ይቆረጣል፡፡

T. Very good! Yes that is it. Then continues. These earliest tools of stone (2) : a round stone for a hammer (3) - What does it mean?

a round stone, for example, this is a round stone (drawing on the blackboard); what does it mean to kill something? What shape is it?

ይህን ቅርጽ አታውቁትም ምንድነው የሚባለው ቀይ አኔ ልሥራ፣ አሺ ይኸስ ምንድነው የሚባለው ባሞርኛ

P. triangle

T. አሺ triangle; what about this one?

P. ጠፍጣፋ

T. What about this one?

P. (square)

T. or square, what about this one?

P. circle

T. No, no, circle, oval shape. ይህንን የሚመስል ነገር ምንድን ነው? የሚባለው ባሞርኛችን? round ማለት

P. ዙር ያ

ዙር ያ ወይም ደጠላጠላ ነገር ማለት ነው፡፡ በዚህ አባባል፣ እና ደጠላጠላ ነገር ለምን ይጠቀሙበት ነበር?

P. መደሻ

T. በመደሻነት then continues the interrupted sentence - if they were sharp he used them for an anxe; what does it mean? (2) you know what an axe is? (drawing on the blackboard) what is this? Ok you don't know what an axe is. This is one type of axe, a big one. ምንድነው? ይኸ

P. መጥረሲያ/2/

T. This is a very big one axe - what does it mean

P. axe

T. Therefore when stones were very sharp like this one, he used them for an axe - what does it mean?

ምን ዓይነት ቅጽ ነው፡ እንደዚህ የሚያደርጉት፡

P. ደንጋዎቹን

T. ምን ዓይነት ደንጋዎች

P. ጠፍጣፋ ደንጋዎችን

T. no, not ጠፍጣፋ imm..... imm.....

P. ጠፍጣፋ ያልሆኑትን

T. Yes, የሸሉ ደንጋዎችን፣ ባጠቃላይ ጠፍጣፋ ያልሆኑ፡ ሲባል ማንኛውንም ሊሆን ይችላል፡፡

Ok now (then continues to read the interrupted sentence).....were the beginning of wonderful tools which our engineers, mechanics, tailors, painters and electricians use today, what is it? እነዚህ በጥንት ጊዜ አሁን ያየናቸው በሙሉ ደብዳቤ ደንጋይ በመደብኝ ነት ያገለገሉ ነበር፣ ሹል ደንጋይቸ ደገዎ ለምን ያገለገሉ ነበር፣ ሹል ደንጋይ ገጭ ደገዎ ለምን ያገለገሉ ነበር፣ ለመጥረቢያ፡፡ ለመጥረቢያና ለንጩት፡ ለመቀረጫ፣ እነዚህ ሁሉ አሁን ላለንበትና ለደረሰንበት መስጠት ለሚጠቀሙት፣ ኤሌክትሪሲቲን ለሚጠቀሙት፣ ማንኛውም ሰው ለሚጠቀሙት ምን ነበሩ

P. መጀመሪያ

T. አያ መጀመሪያ ነበሩ፡፡ (then continues). Ok for thousands of years man's progress was very slow. ለብዙ ሺ ዓመታት የሰው ልጅ ሥልጣኔ ምን ነበር?

P. ያልተሻሻለ ነበር

T. Slow means what?

P. ያልተሻሻለ

T. በጣም ዝቅተኛ አ...ዘገተኛ ነበር ማለት ነው፡፡ for ages he had only a short list of stone tools -

P. ያልተሻሻለ /2/

T. No, ለብዙ ዓመታት ተገሽ ብቻ ከምን የተሠሩ መሣሪያዎች ነበሩት?

P. ከደንጋይ

T. Yes, However, in later years, he had added some bone tools for fishing and bone needles for stitching an animal skin; what does it mean?

P1 አሰቹን አድነው ይበሉ ነበር

P2 የገሰሰትን ቀዳ በሹል ደንጋይ እየሠሩ ይለብሉ ነበር

No. የጥንት ሰው የሚጠቀሙበት በደንጋይ ብቻ አልነበረም፣ በኃላ ምንድን ነው የጨመረው?

P. አጥንት

T. አጥንት፡፡ Stone was not the only tool used in the stone age. Stone age የሚባል ዘመን ነበር፣ በዚያን ጊዜ የነበረው መሣሪያ ደንጋይ ብቻ አልነበረም፡፡

Always and everywhere from the earliest beginning until now (2); ከመጀመሪያ ጀምሮ እስካሁን ድረስ wood has been man's commonst and most useful material for making things ምን ማለት ነው ከመጀመሪያው ጀምሮ እስካሁን -ድረስ /2/ ለሰው ልጅ የሚያገለግለው ሌላ ምንድን ነው?

P. wood

T. አባ: በጣም የተለመደና ብዙ ጊዜ የምንጠቀምበት እሱ ነበር: ማለት ነው::

But wood cannot resist the air (2); you know what resist means? What does 'cannot resist the air' mean?

P. ሀይለኛቸ: እንሰባትን ለመከላከል ሲሉ ...

T. Wood, wood... wood, what is it? እንጩት ማንን ነው ወ ቋቋም የማይቸለው

P. ዝናብን

T. አየርን፣ the rain /ዝናብን/ ፣ ሌላ ደገዎ ማንን ነው ወ ቋቋም የማይቸለው and the sun for a long time

P. ፀሐይን

T. ምን ይህናል ማለት ነው እንጩት

P. ይሰነጠቃል:

T. ይሰነጠጠቃል፣ ምን ይላል፣ ምን ይላል:: That is all for today. ለዚህ እዚህ ላይ ይበቃናል:: Ok homework - I think it is given. በዚያው እንቀጥል (Let's continue with the homework).

T<sub>4</sub> Starts here.

Appendix continued: (T<sub>4</sub>)

T. Unit Eleven, Man's First Tools: Man's First Tools. What does it mean by this title?

P. የመጀመሪያ መሣሪያ

T. የሰው የመጀመሪያ መሣሪያ

Early man had two great advantages over the beasts. These two advantages were brains and ahndis, which means here are two great advantages - two great advantages of man over the beasts, what were they?

P. brain and hands.

T. They were brain and the second one is hands. That means his brain or man's brain and his hands were the two great advantages over the beasts in the earliest times or in the earliest period. No animal as small as man has such a large brain and no other animal has four limbs which are not used for... for walking - or that means for walking - which is wonderful brain. Man can discover and invent with his delicate but powerful hands; he can make any use of tools. What do we mean by limbs?

P. አጀቸ አጀቸ:: T. Discover means?

P. ግግኘት

T. ግግኘት Invent means?

P. መፍጠር

T. መፍጠር which means to create or to discover means just create something new or finding something which is new so that there are a number of animals in this world. which means there are large animals and there are also, very small animals. But there are no, or no animals as small as man which has such a large brain; that means man's brain is as large as anything that means it is larger than other animal. So he could discover something which is used as an instrument with his delicate and powerful hands. Man's first tool was a stone, and the first discovery was that some stones could be sharpened. What was the first tool of man?

P. a stone

T. istone; istone was the first tool of man. When? in the ancent times and the stone was sharpened. With these sharpened stones holding in his hands or fastened to a wooden handle, early man could cut branches to build the shelter. That means the sharpened stones were used for cutting purpose, that means, it is used to cut the branches of the tree to make his own shelter; you know what shelter means:

P. ɒmʌʒ

T. ɒmʌʒ he could enlarge his cave; he could scrap and clean hides. What does it mean by hides?

P. φʒ means skin of animals. He could defend himself from his enemies. He could make appears to kill large and fierce animals, and use stone knives to cut up the meat into pieces. These earliest toolsof stone: a round stone fr a hammer, a sharp one for an axe, were the beginnings of all the wonderful tools that carpenters, tailors, engineers,mechanics and electricians use today.

For many thousands of years man's progress was very slow, was very slow, a...slow, or else he had only a very short list of stone tools. However, in later years he added some bone tools for fishing, and bone needles for stitching animal skins. What is the meaning of stitch? a...

P. ɒʔ φʒ

T. ɒʔ φʒ or ɒʔʌʌʔ that means fastening, or repairing, or mending, sewing - all these are the meaning of stitching that means in ancient times man used bones ʌ needle that means for mending his clothes, or his hides. Stone was not the only material used in the stone age. Always and every- where from the earliest beginning, until now wood has been the commonst and usiful material for making things. But wood cannot resist the air. That means wood is not as strong as stone. The strength of the wood and wood is not the same. But it is to mean like this and wood is not

\* to mean stone

the same. Wood cannot resist the rain, the air and the sun for a long time as stone can do. About 7000 years ago progress became faster; farming had begun, and required new tools. To begin with, the old stone tools were highly polished because a polished stone could cut much better and faster than one left unpolished. When copper and bronze were discovered, much better tools were made from these metals. The old stone tools were imitated and improved, but the new materials made possible the invention of tools not known before.

Now in generally, this passage tells us about the instrumentis that were used in the ancient times, and at the same time it expresses the difference between the tools that were in the earliest period, and what we are using by now. There is a big difference, you see, In the ancient times, people, or man used stones and some other instruments in order to kill fierce animals which are large and small, but now he has discovered or invented so many instruments like spears, axes, which are made from bronze and copper. At the same time there is something. In the third paragraph, that is stone was not the only material that was used in the early stone age - that means in the ancient time stone was used and still we use it - that means always and every where, from the earliest beginning until now wood has been mean's commonst and most useful material for making things, very important but wood cannot resist the air, the rain and the sun, for a long time as stone can do. Now these have been the main points ori ideas denoted in the passage.

Now who can read the first paragraph. Ok Mahilet. Then five pupils take turn to read the passage (seen above), one paragraph each. While they were reading, the teacher made them repeat the following words because they couldn't pronounce them properly. At the end of each paragraph, he said stop and called on the next pupil¶paragraph 1 - delicate sharpened,

wooden, to build a shelter, he could enlarge, he could defend himself from his enemies. Paragraph 2. a sharp one, axe, paragraph 3. stitching, animal skin, beasts,.....

Paragraph 4: there, from the earliest beginning, until now, for making things, to resist the air, as stone can do,... Paragraph 5: ago, faster, farming began, and required new tools, were highly polished, a polished stone, much better, axe, unpolished, made possible, invention, not known before,.

At the end of the paragraphs, he uttered the following words to make the pupils stop and begin the next paragraph.

Very good! Yes, Elizabeth, the next paragraph. full stop. Yes, next, good Ok - yes, now you read paragraph 4 - Yes, Yared, you go on with paragraph 5.

At the end of the reading, he says, 'OK, who can tell me something about the passage; what does the passage indicate?

? who can tell me in English or Amharic? First try to speak in English OK, yes, who can tell me? come here, very good. You can refer your book to answer.

P. The ancient man used stone as his first tool(2). For many thousands of years, he had progress was slow. Progress became when farming began and required new tools. The old stone tools were imitated and improved, but new materials made possible the invention of tools not known before(2)

T. OK, she has mentioned some important points to remember, from the passage; thank you. Now, you see, you can single out the most important points from each paragraph; then you can connect them; that means when you need to express them in short. OK, in the first paragraph there were two great advantages; man had two great advantages over the beasts (2) in the earliest period, this means these two great advantages were his brain and his hands.

The only thing that has reformed man is his brain and his hands - they are very important. This is one point. The next point is his hands has a great contribution for the invention of new tools and instruments - that means no animal as small as man has such a large brain and no other animal has four limbs which are not used as fore feet - that means limbs were not used for walking, but for doing something. This is one thing that distinguishes human being from other animals. You see there are so many points in fact. One, man can speak; man can just invent or do so many things, and man uses his hands not for walking purposes, but for doing some other thing. This and other things make him different from other animals. Now you can just find out the main points; points in the first paragraph reminds you this and other.

OK with his delicate hands man can discover and invent instruments or tools like axe from stone and other things. What was the first tool of man?

P. stone

T. stone, stone was the first tool of man. How did he use it? By sharpening it. Am i clear?

P. Yes.

T. OK at the same time, having killed some fieres animals he used

their skin as a cloth. This is also one of the important points in the first paragraph. Now these earliest tools of stone:- a round stone for a hammer(2) a sharp one for an axe were the beginning of all the wonderful tools that carpenters, tailors, mechanics, and electricians use it today. You see by now a carpenter uses his hammer and the hammer is used from copper or bronze or any other metal, metal, but in the earliest period, a rough stone was used as a hammer and a sharp one was used as an axe. All these tools are an extension of the previous (2)

Now for many thousands of years man's progress was very slow - there was no development or there was no change for many thousands of years. progress

P.

T. - improvement, or else he had only used short-lived stone tools. However, in later years, he had added some bone tools, for fishing, and bone needs for stitching animal skins - that means it has now begun to improve, new instruments to replace the old one. OK this is all I have for you today as far as the passage is concerned OK let me give you a homework, wait.

Now there are vocabularies are there?

P. ten

T. ten, Copy them. Word practice on page 102: how many questions?

P. ten

T. ten. Comprehension on page 103, how many?

P. ten. Do it for tomorrow, OK? OK?

T. (to a pupil) Read the passage. Passage: The pull down ward  
While the pupils were reading the following words were repeated:-

P. The earth is pulling.....

T. No, first of all read the topic.

P. Unit Sixteen: The Pull downward, Count the words of the passage:

T. Stop, two read it loudly.

Pulls centre of the earth three, far, inside, shapped, stop, Girma,  
stop, study, that, spherical, ignored, idea, no.4, read it ludly  
six, they said, the earth, spherical, earth, their, seven, didn't, no word,  
when the earth rotates, stop, spill out, air, fly, read it loudly(2) the  
centre of which, what is your no.? ten, so who are you waiting for? flow,  
flow, rivers flow down stream, what is your no? word (14) fifteen, seventeen,  
sixteen, seventeen, (2) eighteen, please read it loudly, stop, Ok, that is  
why (3) moving things (2) force(2) float, stop, ok, it is my turn 125

T.

OK Unit Sixteen:

The pull downwards, what is the meaning of the pull down? What does  
this phrase mean?

P. gravity. T. gravity The pull downwards means gravity, OK The earth  
is pulling everything towards it. Please listen and look at your book...  
The name given to the pull of the earth on things is gravity. Gravity pulls  
things down to the centre of the earth.

The centre of the earth is far inside the earth. The earth is  
shapped almost like an orange - and as I told you that, you know that -

P.

T. no.

P. The center of the earth is far inside the earth. The earth  
is shapped almost like an orange ? The shape of the  
earth is almost like what ?

P. an orange

T. If you cut an orange, you can find the centre of the orange;

The picture

of an orange; Ok now, you know, draw the picture of an orange.

This is an orange by the way, now if you open the orange, let us now cut into - and where is the orange? Where is the centre of the orange? we can find it somewhere here. which is the \_\_\_\_\_ You can see the center of the earth just you know, you can understand the centre of the earth by looking , orange.

እና ስራንጅን ወስዳቸው ቆርጠው ሁለት በታ ክፈሉትና ወከከል ላይ ያላቸው ምልክት የሚላቸውን ወጋጠሚያ አለ አይደለም P. አያሌክ የምናላቸውን ወጋጠሚያ አለ አይደለም ምን ታገኛላቸው ማለት ነው P. centre አያ ሰንተሩን ማለትም የሚከፋፈሉበት ለምሳሌ እያንዳንዱ ምን ድን ነው በር ተካን ነው። እንደዚህ አንድ ዘህቸ ያላቸ ነገር አላቸ አይደለም አንድ አያ

እና እንደዚህ ያላቸ ነገር ምንድን ነው እንላለን የዋለን አይደለም፡ አንድ በምን ለያይበት ጊዜ እያንዳንዱን ለማውጣት እንችላለን። እና ወደረሻውም ላይ ደገፍ እዚህ እዚህ አካባቢ የምታገኙት ምንድን ነው ማለት ነው centre ሰንተር ነው ማለት ነው /2/ ለምሳሌ እንደዚህ ብናደርግ any የትም በታ it is not a centre; ማለት ነው middle - middle ነው ማለት ነው ስለዚህ center የምንለው ላይ circle ሠር ተን or we can put a dot; when we put a dot, we can say a centre - እዚህ አካባቢ ነው፡፡ እና ከዚህቸ እስከዚህቸ ያላቸው። ከዚህቸ እስከዚህቸ ያላቸው ድስታንሱ ምንድን ነው እኩል ነው ማለት ነው። አይደለም፡ አንድ ስለዚህ ይህቸ ሰንተር ሰንተር ነቸ ማለት ነው፡፡

OK the centre of the earth is inside the earth just as the centre of an orange is inside the orange አሁን እንደ ነገርኪቸው ነው፡፡ Long ago everyone believed that the earth was flat. ይህን ታውቃላቸው፡ አይደለም፡ አንዳሰዎቹ ምንድን ነው ይሉ የነበረው ማለት ነው ስለወራት ጠፍጠፋ/2/ communal society ጠፍጠፋ ፍላት ነቸ ማለት ነው፡፡ During the primitive / በዚያን አካባቢ፡ በጥንታዊ የገር ዩቫ ሥርዓት ማህበር፡ ሕው ከእንሰሳት ባላተሻለበት ዘመን

T5

T. Ok let us keep sileat let us open our books on p-75, p.75;  
to day we are going to answer questions on word practice; these  
words are takenn from the passage: Nature's Gift.

So, now no.1; who can read no.1 yes, read and fill in the  
blankspace with the correct answer come here Reed.

P. we are trying to help them al..... althogh (3) it is unlikely  
(3) that we can fully(3) ----- their needs.

T. Yes, what is the correct answer.

P. satisfy

T. Although it is unlikely that we can satisfy (2) their needs.

Right, the correct work is 'satisfy.'

No.2 Question 2; who can read ? come here.

Try to read it correctly.

P. There is no peace. peace is in our world.

T. There is no peace peace is blank in our world what is the  
correct word for t at blank ?

Yes, ----- the reght word?

P. peace is scares -----

T. peace is ----- peace is scarce, not squares, in our world.

3. Now question 3; yes. Read londly. Blank water is drink -----

T. Loudly.

P. Loudly. (doesn't understand the teacher)

Blank water is dringer -----

T. dengerous.

P. dengerous for health.

T. Blank water is dangerous for health what do you think the  
answer is? what water is dengerous for health? come here.

P. lookted.

T. lukted? we don't have such a word.

P. teacher

T. ihi.

P. poluted.

T. loudly,

P. poluted.

T. all of you.

P<sub>s</sub>. poluted ( in chorus)

T. he said poluted poluted water is dangerous for health,  
Question 5; let me read; question 4.

4. Our municipality is blank in the centre of the city (2)

yes, ok.

our mucicipatity

is blank in thecentre of the city. What is the answer?

P. lokted

T. loket? is it lokted? is it?, ah.

P. loked

T. no. , yes.

P. located.

T. yes, loudly, loudly.

P. Located.

T. Yes, located. our municipality is located (2) in the centre  
of the city. Question 5. who can read and answer. question 5;  
come here. read loudly.

P. In wonji (3) they (3) blank (2) the sugar (2) cane  
plantation during the dry season.

T. Ok, the question is in wonji they blank sugar cane in the dry  
season. what is the appropriate answer? yes,

P. irrigate. T. irrigate.

They irrigate the sugar cane plantation.

T. Question .6. yes, come here; read loudly.

T. Question 6. yes, come here; read loudly.

P. The ----- plays an important part in the lives of the Egyptians (2)

T. The blank plays an important part in the lives of the Egyptians. yes,

P. Aswan Dam. T. The aswan Dam plays an important part in the lives of Egyptians. 7. Question 7, who can read. yes, bring your book.

P. ----- have a deep knowledge of physics and Mathematics.

P. engineers. T. engineers (2)

8. Question 8, who will be the reader? who can read? Wuletaw, would you like to come here?

P. There is a need to increase the ----- of medicine for hospitals.

T. Read it again.

P. There is a need to increase the ----- of medicine for hospitals.

T. what is your answer?

P. my answer is besides.

T. besides? no you are not correct.

P. supply? T. ah... P. supply.

T. yes, P. supply T. supply. the supply of medicine, supply. the supply of medicine.

9. Question 9. let me read and you will give the answer.

some people go to Sodere for the weekend for blank (2) yes,

P. for recreation T. for recreation T. loudly P. for recreation.

Ten; read and answer question 10. why don't you participate?

this desk; this row? question 10;

yes, come here and read.

P. This man is full of blank He always (2) jokes and makes every boody either laugh or smile (3)

T. what is your answer ?.

P. fun.

T. yes, this man is fun. He is always fun

11. yes, question 11, come here bring your textbook; read loudly.

P. Do you have any blank for dancing with the girl?

T. yes, read it again.

P. Do you have any blank for dancing with the girl?

T. Do you have any blank for dancing with the girl? Do you have any what? what is your answer. P. any-opportunity

T. yes, question 12. come here.

P. Nature blank us with (2) the necessities of life.

T. Nature blank us with the necessities of life what is your answer? come here.

answer?

P. provides. T. isn't it? provides ok. Question 13. There are five (2) volunteers blank Tamiru what is the answer of question 13 yes, yes, no.13

P. besides Tamiru,

T.14. come here,

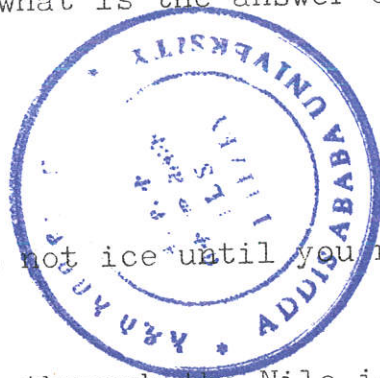
P. Blank through (2) the belo Nile is not ice until you reach the su.....sudan.

T. ok come here the question is blank through the Nile is not easy until you reach the sudan.

P. navigation. T. navigation, correct. T. yes, question 15, read .

P. Our blank of weter power are more than enough.

P. resources. T. our resources. T. The last question is question 16. read and answer,



P. Any river flows from its blank to a lower area (2)

T. Any river flows from its blank to a lower area what is your answer.

P. sorise, surise

T. source, from its sources to a lower area.

T. The next is structure. we will see structure. structure part present perfect tense. our topic will be present perfect tense. The present perfect tense is formed from the verb to have (2) or has plus (2) past participle. This is how the present perfect tense is structured have or has + p.p. of the verb, we will have the present perfect tense. Now let us take some examples. Examples on p-77, says. "He has eaten his lunch this is our example. who can reed this example?

P. He has eaten his lunch Now, has eaten' is present perfect;" "eaten" is past particple So, this sentence is present perfect tense. (2)

The next example: "we have" (2) what you have to know is that has is used for 3<sup>rd</sup> person sing ? he, she, and it, so has is used for 3<sup>rd</sup> person sing Have is used for the rest of pronouns. Therefore. we can say we have our sentence, "we have eaten our breakfast (2)

Now let us compare these two sentences sentence'sand sent 2 who canread sent. one again? Read, you read

P1 his breakfast.

P2 we have eaten our breakfact.

T. right, have you understood?

P5. Yes

T. Now let us do more examples from our text.

'A' says study the following sentences carefully Now.

1) aster has lived in Addis Ababa for two yrs. Now we are going to compare these two sentences. let us

to compare these two sentences, let us compare these two sentences. Aster has lived in A.A. for two yrs, the second sentence is Aster lived in A.A. for two yrs, we have two sentences, the first one with present perfect and the second one with simple past. (2) because we have the V. to have and p.p. of the V. has lived. (2) Now this sentence is present perfect; the implication is that Aster is still living in A.A. she has lived for four yrs. (2) in the past, still she is living in A.A.

(the whole sentence is repeated) action is going on (2) But in the second sentence, look at the second sentence: Aster lived, only lived, in Addis for how many yrs? ---- for two yrs. This sentence shows that Aster once lived in A.A. for two yrs, and now she is not in A.A. she is somewhere else in another town have you understood? Now let us now take more examples. ok repeat the following you will repeat after me, ok.

she has studied english for ten yers.

P. " " " " " "

T. who can read.

P. She has studied english for ten yers,

T. she has studied English for ten yers. means, the learning of this sentence is she is still studying English, yes, P. yes

T. she studied english for ten yers, and she is still studyin

Now. sent. 2. The woman has wept for two hrs. (2)

P. teacher, teacher,-----

T. The woman has wept for two yrs. and she is still weeping (2)

The third one "It has served for three hrs. (2) P. It has reserved for three hrs.

T. read it correctly.

P. It has served for three hrs.

T. " " " " " "

ok the next sentence. All these are examples of present perfect tense.

4) you have played table tennis with me for five hrs. me for five hrs.

5. we have sung songs for ten minutes

6. The boy has drunk since his childhood(2)

7. The librarian has read books since dawn beginning from early morning.

8. The pilot has flown since lunch time. All these statements are in sentence present perfect tense. The next exercise. p8,1 T. 8-1 Do in the same way as in the example what is the example? yes.

P. I lived in Nairobi for two years. (2) am living in Nairobi now).

T. let us take the first sentence. Now this is simple past, isn't it? I lived in Nairobi for two years, means I am not Nairobi now (2). If you are not living in Nairobi now, how do you change this statement? we are given the answer I lived in Nairobi for 2 years, because we are given in the bracket I am not living in Nairobi now. If you are living in Nairobi now. your answer will be I have lived. in Nairobi for 2 years, so when you are given the sense of living in Nairobi now, you have to change ten simple past into present perfect.

no.1. yes,

P. she has cooked it for 3 hrs. (she is n't cooking it now.

T. she has cooked it for 3 hrs. (she isn't cooking it now) Now you are wuletaw given in ten present perfect, so change it to simple past ከሁን የተሰጠው በ present perfect ነው አይደለም?

ሰለዚህ ወይ ቀን ይለወጣል ? ወይ simple past what will be your answer(2)

no. 1. yes.

P. she cooked it for 3 hrs.

T. yes, she cooked it for 3 hrs. that means she is not cooking now, because already she has cooked.

Question two you read and you (will) give the answer you read the question.

P. He worked for ten years in : . s in the garage (2) what is given in the bracket? He is working there now. so how do you change it? silence silence. The question is "He worked for ten years in the garage "Now change into He is owking there now He is working them now still he is working there you have to change into what ? present perfect tense, isn't it? what is the answer? he has worked in the garege for ten years (2)

T<sub>5</sub> ok let us start reading, the first passage The search for food, our topic is The Search For Food. (2) what is the unit ? unit nine (2) ok follow me.

man is always rearch for new food and new ways of setting food long ago men spent most of their time looking for food. They ate anything they could find.

አንገላህ የመጀመሪያው ፓራገራፍ ጠቅላላ ሲል የመና የው ምገድን ነው የሰው ልጅ ከደሮ ሟሮ ምግብ አንደፈለገ ነው በተለይ ከጥንት ሟሮ አዲሲያ ምግቦች የሚገኙበትን መገገድ ይፈልግ ነበር።

የደሮ ሰዎች በተለይ ያገኙትን የምግብ ነበር። There was no choice they ate anything t ey could find ተይዘ የሰዎቹ ማለት ነው The second para-graph some lived mostly only on plants They ate the truits, stems, and eaves of some plants and the roots of others አንገላህ ጊዜ አብ ዛግቼ ኑሮአቸው በዕጽዋት ላይ የተመሠረተ ይሆናል ቅሬት ከተገኘ ቅሬት ከሌላ ገንድን፣ ቅጠላ ቅጠሎችን ሥራሥሮችን ይመገቡ ነበር።

The ancient people when food was scarce, they ate the bark of trees. የምግብ አጥረት ሲፈጠር አንገላህ ጊዜ በርኩን ነበር የሚመገቡት በርከ ምን ድን ነው? ቅርፊት

(3) If they were lucky they would find a bird's nest with eggs. people who lived near water ate fish or anything that was carried up on to the shore ከንጻንድ ጊዜ ደገዎ ዕድል ሲያገኙት ዓወፍ አ...

ከንቀሳል /2 / ይመገቡ ያን ዕለተ ከንገዳህ ሲጠጠቡ ሲደሰቱ ያደራሱ፤ Why ? የተለየ ምግብ /2 // ነዋ፤ ከንጻንድ ጊዜ ደገዎ ወንዞች አካባቢ ያሉ ሰዎች ዓሣ ይመገቡ some people also ate insects and small animals like lizards that were easy to kill. ከንጻንድ ጊዜ ነፍሳትና ሊያዙ የሚችሉትን ትንንሽ ከንሰሳት ይመገቡ especially, ከንደ ? lizard ምንድን ነው? ከንሰሳሊት ከንሰሳሊት::

Later men learned to make weapons such as axes, spears and swords. gradually they began to make weapons.

ቀስ በቀስ ሰዎች አሁን ምን መሥራት ጀመሩ ? መሣሪያ /3 / መጥረቢያ ፣ ጦር ፣ ጉራዲና ጋሽ የመሳሰሉትን with weapons they could kill large animals for meat. These early people could eat much.

አሁን ማደግ ጀመሩ ፣ አንጫልሰን ምን ማድረግ ጀመሩ ? ማደግ ጀመሩ ትላልቅ ከንሰሳትን መገደል ጀመሩ ፣

ሆኖች ነበሩ:: ሆኖች ነበሩ ገደብ የለም ማለት ነው:: ብዙ ይበሉ ነበር. ከንደ ከኛ አይደለም:: ብዙ የመመገብ ችሎታ አሳቸው::

If they killed an animal, they would drink the blood, eat the meat and chew the bones. ከንደ ከንሰሳት ሲገደል የሚጠል ነገር የለም ማለት ነው:: ደሙን ይጠጡ /2 / አጥንቱን

ይቀረጥሉ /2 / ሥጋው ይበሳል /2 / ምን ጀር አገር የሚጠል ነገር የለም:: ሁሉም ነገር ይጠጣሉ:: Allright when they finished the meal there was nothing left.

ምግብ አለቀ ማለት አሁ ምንም ነገር የለም ማለት ነው:: ሲጠጡ ምንም የሚጠል ነገር የለም የለም ቀንድ የለም ምን የለም ምስጋና ቅጽ የመቀርጠም ሀይሳቸው ከፍተኛ ነው:: ከኛ የተለየ በመሆኑ ጽኑ::

The fourth paragraph At first men went from place to place to find their food. But when they began to grow plants they stayed in one place and ate what they could grow. ከንገዳህ ሰዎች በመጀመሪያ ከቦታ በታ ይገኙ ነበራቸው:: in search of food

ምግብ ፍለጋ ከቦታ በታ ይገኙ ነበራቸው /2 / ነገር ገን ከንጻንድ ዕጽዋት ማራባት ሲጀምሩ ከባቸው ማርባት ሲጀምሩ ባንድ ቦታ የመሰበሰቡ ሁኔታ ይፈጠራል:: They trained animals to work and killed them for meat. ከንሰሳትን ለሥራ ያሰጥናሉ ለሥጋ ፣ ያረባሉ

life was a little better then, but there wasint much variety of food. ከፍተኛ ገቢ ላይ ገንዘብ ላይ ላይ ላይ /2/

variety of food Day after day people ate the same food በየቀኑ ተመሳሳይ ምግብ ነው የሚመጡት።

The next peregraph sradually men began to travel greater distances. Ex. plorers found new foods and took them back home. አሁን ዘመን በሌላ አገር ለታ የሚቀመጡ ነገሮች አይደሉም። ኢኮኖሚክስ አሉ፣ ከቦታ ወደ ቦታ ይሄዳሉ አገር የሚያሰሱ አሉ They go from one place to another አገር የሚያሰሱ ሰው ዘመን በሌላ ቁጥር በሌላ አገር አይመጡም አይደሉም አን. ? ባንድ ቦታ ወደሌላ ቦታ መጓዝ አለበት ሲጓዙ በዚህ አገጣጣይ አንዳንድ አዳዲስ ምግቦችን ከዚያ ሠፈር ይዘው ወደ ቤታቸው ይመለሳሉ። የአዳዲስ ምግቦች ገኘት ይመጣል ማለት ነው። And is different foods spread from one part of the world to another

ልዩ ልዩ ምርቦች ባንድ ክፍለ ዓለም ወደ ሌላ መሠረዙት ሟፈፈ። A few people in the world still eat the same food their ancestors ate hundreds of yeers ago.

ዚህም ሲሆን ባለጣችን ላይ ጥንት የጥንት አዳኞቻቸው እና ቅድመ አዳኞቻቸው ይመጡ የነበረትን የምግብ ዓይነት የሚመጡ ዚህም አሉ። ይኖራሉ ለውጥ የለም ማለት ነው። " They continue to eat what they grow, and what they find near their living place.

ባከባቢያቸው ላይ የተገኘውን ይመጣሉ።

But to day were are carparly today with the past, with onproved transportation, many people eat foods that come from places they have rever seen.

ከሚያውቁት አገር ሄደው ከሚያውቁት አገር ሰዎች ዚህንኮታቸው ቁጥር በሌላ የሌላውን አገር ምግብ ዓይነት መመገብ ይችላሉ። አይደለም ? ከአሜሪካ ፣ ከቻይና ከሌሎች የሚመጡ ምግብ መመገብ አንችልም ? እንችላለን ትሬንስፖርት ቴክኖሎጂ ነዋ ዓለም በትሬንስፖርት ቴክኖሎጂ ስለተገናኘች ባለፈው ሕዝቦች መካከል የምግብ መለዋወጥ አየተካሄደ ነው።

The last peregraph As population in creases men are looking for ways to make the land produce more.

አሁን የሕዝብ ብዛት ምን አደረገ ይሄዳል ? አደጋ /2/ ይሄዳል አይደለም ? አደጋ የሕዝቡ ቁጥር እየጨመረ ነው የሚሄደው ሰዎች እንገዳህ አዳዲስ የምግብ ማምረቻ መረት ማግኘት አለባቸው።

life was a litter better then, but there wasint much variety of food. ነገር የተሻለ ነበር ነገር ገን የምገብ ለጭጥ የለም /2 /

variety of food Day after day people ate the same food በየቀኑ ተሰባይ ምግብ ነው የሚመገቡት።

The next peregreph sradually men began to travel greater distances. Ex. plorers found new foods and took them back home.

አሁን ዘመ ብለው አንድ በታ የሚቀመጡ ነገሮች አይደሉም። ኢክስፕሎረርስ አሉ፣ ከበታ ወደ በታ ይሄላሉ አገር የሚያሰቡ አሉ They go from one place to another

አገር የሚያሰስ ሰው ዘመ ብሎ ቆይቶ በሌላ አገር አይመጣለትም አይደለም አን. ? ከገዳ በታ ወላገድ በታ መጓዝ አለበት ሲጓዙ በዚህ አገጣጣሚ አንዳንድ አዳዲስ ምግቦችን ከዚያ ሠፈር ይዘው ወደ ቤታቸው ይመለሳሉ። የአዳዲስ ምግቦች ገኘት ይመጣል ማለት ነው።

And is different foods spread from one part of the world to another

ልዩ ልዩ ምርቦች ከገዳ ስፍሌ ዓለም ወደ ሌላ መሠረጨት

A few people in the world still eat the same food their ancestors ate hundreds of yeers ago.

ዛሬም ሲሆን በሌሎችን ላይ ጥንት የጥንት አዳቶቻቸው እና ቅድመ አዳቶቻቸው ይመገቡ የነበረትን የምግብ ዓይነት የሚመገቡ ዛሬም አሉ። ይኖራሉ ለጭጥ የለም ማለት ነው። " They continue to eat what they grow, and what they find near their living place.

በከባቢያ ቸጣቻ የተገኘውን ይመገባሉ።

But to day were are carparly today with the past, with onproved transportation, many people eat foods that come from places they have rever seen.

ከሚያውቁት አገር ሂደው ከሚያውቁት አገር ሰዎች ዛሬከቤታቸው ቆይቶ ብለው የሌላውን አገር ምግብ ዓይነት መመገብ ይችላሉ። አይደለም ? ከአሜሪካ ፣ ከቻይና ከሌሎች የሚመጣውን ምግብ መመገብ አንችልም ? እንችላለን ትራንስፖርት ቴክኖሎጂ ነዋ ዓለም በትራንስፖርት ቴክኖሎጂ ስለተገናኘች በሌላው ሕዝቦች መካከል የምግብ መለዋወጥ አየተካሄደ ነው።

The last peregraph As population in creases men are looking for ways to make the land produce more.

አሁን የሕዝብ ብዛት ምን አደረገ ይሄላል ? አየጠመረ /2 / ይሄላል አይደለም ? አዎ የሕዝቡ ቁጥር አየጠመረ ነው የሚሄደው ሰዎች እንግዲህ አዳዲስ የምግብ ማምረቻ መረት ማግኘት አለባቸው።



አሁን አንድነገርይቻሁ ነው። Long ago every one believed that the earth was flat. ይህን ታላቅነት አይደለም እንዴት ሰዎች ምን ይን ነው ይሉ። የነበረው ስለ ወራት ግ. ጠፍጣፋ 2 ጠፍጣፋ፣ ነቸ ጣለት ነው።

The primitive communal society በዚያ አካባቢ በጥንታዊ የጋር ዳኝ ሠርዓተ ጣህበር አካባቢ ሰጡ ከአንስሳ ባላተሻለበት ዘመን ወራት ምን ይን ነው ግ ጠፍጣፋ፣ መክንያትም ከባይንስ ተንሽ የራቁ ና ቶ። ጣለት ነው /2/ Ok,

people began to studying and prove that it is spherical; you know that አይደለም እንዴት ግ በዚያ በኋላ ምን ይን ነው ግ ሰዎች develop ሲዎርጉ progress አያሳዩ በሚሄዱበት ጊዜ they could, just you

know they could prove that the earth is spherical; ምን ይን ነው spherical? ምን ይን ነው ግ መረዳት ማረጋገጥና ተጠባቂ የሆኑ ጣሰረጃዎችን

መገኘት ሁኔታዎች ወረዳ ላይ ይረሱ። ሰዎች ተጠባቂ scientific ጣይረገ ገሉ ጣለት ነው። እና prove አያደረጉ። አሺ But other people ignored this idea; you know that; idea ጣለት ምን ይን ነው ግ ሀሳብ፣ ሀሳብ

ጣለት ነው። T. አነዚህ ይህን ሀሳብ ምን ይን ነው ግ ሌሎች ሰዎች ደገዎ ወ ቶም ሁሉም ሠለጠነ ጠይመ ሁሉም ቢሆን ባይንስ ዳሰስ ጣለት አንቸለም፣ አይደለም እንዴት ስለዚህ ሌሎች ደገዎ ምን ይን ነው ግ አይ ጠሸት ነው በለጡ አይቀበሉም ነበር፣ አይደለም እንዴት እና በለጡ ያምኑ ነበር። ታሪካችን እንዲህ ነው ጣለት ነው። Have you followed? Ps. Yes, Yes, we are. T. they said, "If the earth is spherical, the people on the other side of the earth are standing on their heads."

ምን ጣለት ነው ግ ሰዎች ወራት ከባ በተሆነ ኖሮ ምን ይሆኑ ነበር ጣለት ነው ግ በጥንቅቅ ታቶጤ ይቆጡ ነበር /3/ These people didn't understand that gravity pulls down everything towards the centre of the earth you know. Nothing could stay on earth without gravity; you know that nothing could stay on earth without gravity (2) አይደለም / ስንዳን ግ For example, if I throw this chalk up it falls down

because of gravity (2) አይደለም እንዳን ግ The force of gravity you know ምን ያረገቀል ጣለት ነው ግ / P. ይሰበቃል፣ T. አያ The force of gravity pulls it down አይደለም / ስንዳን ግ gravity ባይኖር ምን ስበት ባይኖር ይህን ቸክ ዘም በላ ጠይ ላይ ተጠባ ነበር። ጣለት ነው። ይህን ቸክ ከፍ ተኖ ከፍታ ደርሳ ተጠሳሳ ነጠር ተላለ፣ አይደለም እንዴት ግ When the earth rotates what does it mean?

መሸከርከር ጣለት ነው። መሸከርከር ግ ጣለት ነው ግ

T. If it were not for gravity everyone and everything would be thrown off the earth. The water would spill out of the oceans you know አይደለም አንዳ? Even the air around the earth would fly into space. Did you understand

P. Yes. <sup>T</sup> Ok. It is gravity that draws things to the centre of the earth and gives them weight ይኸም ገበታቸዋል ግለት ነው። ይህ ታውቀዋልቸሁ።

Rivers flow down stream. Rocks roll down from mountain sides በተራራ ድንጋይ በተገፋ ፣ ቢገፋ ምን ይህናል? ይገከባለላል አይደለም አንዳ? ለምን? because of why? gravity, because of gravity - force of gravity the rocks

roll down አይደለም? Fruits drop down from tree tops. Ok now let us draw a tree. Let us assume this is tree. Here is a fruit, አይደለም? ለምን?

አሁን ይህን ፍሬ ነቸ አይደለም አንዳ? ይህን ፍሬ ነቸ አይደለም አንዳ? ይህን ፍሬ ምን ትህናለች? ምክንያትስ? የመረት ስበት All these drop ታደርጋለች. መረት ላይ ታርፋለች። መረት ላይ የምታርፍበት/

things fall down because of gravity. That is why moving things up ward is difficult and bringing them downwards is easy. አያቸሁ because of

gravity አንድን ነገር ወደ ላይ ስንገፋ ያስቸገረናል። አይደለም አንዳ? ወደ ታች በገለቀው ወደታች በምናወጣት ምን ይህናል ግለት ነው። P. ቀላል ነው። ቀላል ነው ግለት ነው። ምክንያቱም ለምንድን ነው? ስበት ምክንያት ለምሳሌ ከላይ ወደታች ይወርዳል። አይደለም? ስለዚህ በጣወርደበት ጊዜ it can drown አይደለም አንዳ?

I mean it can easily go down ምክንያቱም it is because of gravity በዚህ ዓይነት ስበት ከላይ ወደታች ይለዛል አይደለም? P. ለምን ወደ ላይ ገን አይቸለም? አይደለም አንዳ? When the force of gravity is not strong

enough things float in the air or water አይደለም አንዳ? የመረት ስበት ባልሆነ ግንኙኛው ነገር ቢሆን በመረት ላይ ወይም በውሀ ላይ ይገሳፈፍ ነበር አይደለም። ለምሳሌ let us take a piece of paper ወረቀትን ለምሳሌ

ይህን ወስደን ለተወሰነ ጊዜ እንደዚህ በገለቃት ለተወሰነ፣ ጊዜ ትገሳፈፍና immediately መረት ላይ ታርፋለች አይደለም አንዳ? መረት ላይ የምታርፍበት

ምክንያት ምንድን ነው? because of gravity ነው ለይ ይለም? አንዳ? ለምን የመረት ገራቪቲ strong ባይሆን ኖር ይህን ምን ትሆን ነበር ግለት ነው? ተገሳፍፋ ትቀር ነበር።

የመሬት ግራቪቲ ከሌለ እኔ እንደዚህ መቀም አቸለለሁ? የለም፣ እናንተም እንደዚህ መቀም አትችሉም :: Because of gravity we can sit properly and we can stand properly... አይደለም እንደ This the last and the best..

Ok. I will now try to ask you the meaning of the words. So the words written on this book shape (3) ቀርጾ ማለት ነው :: T. shape means giving form or shape ቀርጾ ማውጣት ::

T. Ok prove showed to be true T. Ok እሺ all right shown to be true

ok ባላገኛ ምን ማለት ነው? who can tell me the meaning of prove in Amharic. Prove means(P.T.) ማረጋገጥ ማለት ነው / ተክክለኛ መልስ

ማግኘት ማለት ነው :: sometimes አዚህ ላይ ed ሲመጠበቅ ምን ይሆናል

ማለት ነው? P. ማረጋገጥ አረጋገጧል አይደለም እንደ? አንዳንድ ጊዜ ቀጽል ሊሆን ይችላል፣ ገሥ ሊሆን ይችላል፣ እንደ ሁኔታው ነው :: ገሥም ሊሆን የሚችልበት መንገድ አለ :: አይደለም እንደ ለምሳሌ you take 'break' የሚለው ለምሳሌ 'Break'

what is the past tense P. broke T. What is the p.p of break?

P. broken. What is the present participle of break? P. broking, breaking.

T. Those of you who say broking raise your hands; breaking. So breaking

የሚለው ቃል ይኸ ነው ማለት ነው፣ ማለት ነው ::

እሺ ይህንን ለምን አመጣን ማለት ነው? ለምሳሌ ያህል ለማሳየት ነው፡ ማለት ነው :: እና አሁን አዚህ ጋ this is the verb to broke ምን ማለት ነው :: ስለ ሁኔታው ነው? which stands between

far and near ማለት ነው P. past participle T./ ምን ማለት ነው? which stands between

አይደለም እንደ? በቀርብና በረቀ መካከል ያለ ማለት ነው፣ የቀርብና የረቀ ቃላት ማለት ነው :: አሁን ይኸ አዚህ ላይ ይህንን ገሥ እንደ ስም እንደ ቀጽል፣ ሆኖ ሊያገለግል ይችላል :: ለምሳሌ this is a broken pot ምን ይህ ነው?

P. ማሰር :: broken is used as an adjective እንደ ቀጽል ሆኖ ያገለግላል

አይደለም እንደ? broken means ምን ማለት ነው? መሰበር T. sometimes

እንደ አገትገም ያገለግላል ::

spherical (4) I want you to tell me in Amharic the meaning ከብ ማለት ነው

P. ከብ ማለት ነው T. Ok ከብ ያለው ቅርጽ ማለት ነው :: ሌላ ምንም

ተርጉም / የለውም anything that is shaped like a ball, or round shape,

P. ከብ ቅርጽ ያለው ማለት T. 'ball' ተብሎታል ለየደለም እንዴት ignore (2)

P. ቸላ ማለት : (2) T. አዎ ቸላ ማለት ነው What is the past tense of ignore P. አኔ

P<sub>2</sub> ignored (2) T. "ignored" አተበሉ /igno=d/ በሉ "r" is silent

draw (3) P. አኔ teacher T. Yonas መጉተት T. መጉተት ነው አይደለም እንዴት ?

ለምሳሌ ለገመድ አርጋቸው :: ለምሳሌ ፈረሽ ለላ ገገ I am draw  
drawing the horse draw እንደዚህ በጉተት ይቻላል አይደለም እንዴት? / draw

ማለት መሰል ነው አይደለም እንዴት ?

አሺ: now (2) let us ወደ ጥያቄ እንሂድ  
Fill in the blank spaces in the following sentences with the correct words from the list.

float float ማለት ምን ማለት ነው . . .

P. teacher መገሰፈፍ

T. afford? በጣርኛ ገገረኝ መገሰፈፍ no 100, ዘጠና ዘጠኝ full sentence

P. The study of the earth dash that the earth is not flat (2)

T. The study of the earth proved that the earth is not flat (2)

No. 2 name of pup.

P. Put a rubber ball into an empty bucket . . . አልጠረሰም

Put a rubber ball in an empty bucket fill the bucket with water. The ball will not sink but will in the bucket on the water ማን ነው በደንብ የሚያነብ

Put a rubber ball in an empty bucket fill the bucket with water. The ball will not sink but dash on the water.

It was then read correctly.

P. No. 3 Ok. P.

አኔ Teacher

Footnotes

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<sup>5</sup>Ibid.

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<sup>8</sup>Ibid.

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<sup>12</sup>Ibid., pp. 2-3.

<sup>13</sup>Rivers, op.cit., p. 17.

<sup>14</sup>Ibid.

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<sup>20</sup>William Francis Mackey, Language Teaching Analysis, London: Longmans and Group Ltd., 1965, p. 154.

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<sup>25</sup>Ibid., p. 43.

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<sup>32</sup>Ibid., p. 121.

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63 Ibid., p. 199.

64 Nation, op.cit., p. 171.

65 Atkinson, Loc.Cit.

66 Ibid., pp. 242-244.

67 Howatt, op.cit., p. 131.

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