

**COMMUNICATION STRATEGIES UTILIZED BY  
OMO TTI TRAINEE-TEACHERS IN ORAL  
PRODUCTION OF ENGLISH**

**BY  
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## **List of Abbreviations**

**L<sub>1</sub>** = First Language or Mother tongue

**L<sub>2</sub>** = Second Language

**TL** = Target Language

**TTI** = Teachers' Training Institute

## **Abstract**

This study was carried out to investigate trainee-teachers' utilization of communication strategies in their oral production of English. Consequently, the study involved eight OMO TTI trainee-teachers. Four of them were from Gamo Department and the other four were from Amharic Department. In order to investigate variation, if any, in utilization of the strategies between female and male trainees, equal number of subjects, i.e. two from each sex, were selected.

Thus, they were provided with five different tasks to illicit information. Three of the tasks were grade four lessons which the subjects were supposed to teach to grade four students. The other two tasks were "description of home village" and explaining about "glow worms" which the subjects were expected to talk to English native speakers. Having been provided with these tasks, the subjects were observed while they were presenting the tasks. The observation was aided by video-recording and tape-recording. In the end, the recorded data were transcribed and the types of communication strategies utilized by the subjects were analyzed.

The results of the study revealed that almost all the subjects were effective in utilization of communication strategies when they were communicating with the expatriates. However, Amharic trainees were better than Gamo trainees in employing the strategies during the teaching activities.

Among trainees of Gamo Department, the male trainees were better than the female trainees. On the other hand, female trainees of Amharic Department were as effective as the male counterparts in the same Department. Despite all these, all the trainees were found to be deficient in their language. Their English language was not to the level that enabled them to teach English.

Utilization of both linguistic and nonlinguistic strategies during teaching practice appeared to help trainees of Amharic Department better than trainees of Gamo Department. On the contrary, all the trainees were reported to be effective in transmitting their message to the expatriates. This was because the expatriates were focusing on meaning (theme) rather than the trainees' grammar.

In general, it was concluded that though the trainees were effective in communicating meaning, their language was not to the mark that enabled them to be effective in teaching English.

As a result, it was recommended that Teachers' Training Institute as well as teacher trainers should be aware of the need to balance accuracy and fluency based teaching of English language. Moreover, syllabus designers as well as high school teachers ought to be conscious that English language teaching in high schools should be geared to balance the focus of accuracy and fluency based teaching.

## **Chapter – One**

### **1. Introduction**

#### **1.1 Background of the study**

English language teaching is a gigantic task which aims at helping learners to use the language for intelligible communication and to this end, an English language teacher, particularly in the Ethiopian context where English is taught as a foreign language and is a medium of instruction for all high schools and second cycle of primary schools, and also taught as a subject in primary schools, is charged with cumbersome duties. On the one hand, the teacher has to be equipped with practical knowledge of the system and functioning of the language. On the other hand, he is supposed to teach the language for his students. He is also among the major resources from which the students learn and imitate the actual functioning of the language. For this and many more reasons, the teacher is expected to be competent enough in using the language.

Canale and Swain (1980), Littlewood (1981) and Brown (1987) summarize four broad domains of skill which make up a person's communicative competence that must be recognized in teaching a foreign language:

1. He must attain as high degree as possible of linguistic competence.
2. He must distinguish between the forms which he has mastered as part of his linguistic competence and communicative functions that they perform; discourse competence.
3. He must become aware of the social meaning of language forms; sociolinguistic competence.

4. He must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations; strategic competence or Communication strategies.

The focus of this research is the essence of the last point, i.e. communication strategies. The term is defined by different scholars in different ways.

According to Faerch and kasper (1984) and Littlewood (1984), Communication strategy is defined as a technique that a speaker uses to find an alternative way of getting message across when his current language encounters difficulty in communicating meaning.

Corder(1981) defines the term as a technique that is adapted by a speaker when he finds that his interlocutor's language competence is deficient to understand him.

Tarone (1980) and Ellis (1985) define Communication strategies as mental phenomena that are used by individuals, communicators, to solve communication problems. This is to mean that strategic competence is a mutual attempt that is utilized to solve communication problems encountered during an interaction.

To Brown (1987) communication strategies are not mere techniques that are manifested while a speaker is in difficulty to express his meaning but they are also helpful ways that would help to maintain communication where there is lack of shared knowledge between communicators. They are, therefore, techniques which a speaker uses with the awareness of the total context of communication (cognitive, affective and linguistic set of the hearer).

From these definitions what we can draw is that communication strategies can be seen from different perspectives. On the one hand the strategies are employed when the speaker is deficient in his language and try to get out of the trouble he is in, and make the

message across. On the other hand, the strategies are utilized when the interlocutor or hearer is deficient in his language to comprehend what has been said by the speaker. Here, the speaker adjusts his language to the level of the hearer and transfer the message he has.

Moreover, in some situations a quite able speaker might not be able to retrieve an appropriate language (word or expression) on the spot that fits into what he intends to say and instead he uses an alternative way of saying it. It is referred as communication strategy.

Consequently, teachers who are teaching English in whatever level it may be, find themselves in one of the mentioned situations where they need to utilize effective communication strategies. It is with cautious implementation of the strategies that they can effectively impart the lessons to their students. The strategies are so vital vehicles through which message from the teachers are transmitted to the learners. The teachers use various strategies when their students are not able to understand them. They also employ a number of strategies when they are in trouble in retrieving what they want to communicate.

Therefore, communication strategies are among the major techniques primary school English language teachers are expected to be armed with. This is because these teachers are supposed to teach students who are more deficient than secondary or tertiary level students. The teachers should employ a number of strategies to help students understand them. Thus, training institutes can play major roles in equipping candidates with necessary knowledge and in encouraging them to employ varieties of strategies during teaching practices. Frequent classroom observations and peer-teachings made by the trainees in their stay at the training institutes are favorable grounds to cultivate the candidates' language proficiency which is manifested through the utilization of effective communication strategies. It appears that it is at this stage that trainees' competence in future teaching can well be predicted, and whether the trainees overall future success could be forecasted. It is also here that their defect in

teaching practice, if any, can be corrected to shape them to be promising teachers in general, and good language teachers in particular.

In fact, being a multi-discipline (self-contained) teacher as with the case of primary school teachers, in Southern Nations and Nationalities, is quite difficult. One may not be comfortable at teaching different subjects. However, still the future needs of students must be emphasized. Primary level students in Southern Nations of Ethiopia take all subjects beginning from grade five, except Amharic and other local languages, in English. Hence, the teaching- learning endeavor needs to be geared towards the target. This does not mean that the present practice in which students are taught in their own mother tongue is unimportant but it is to mean that as English is the medium of instruction after grade five, it should be given much attention.

I personally believe that in a country like Ethiopia, where English language is a medium of instruction for secondary and tertiary level, it should have been offered by trained English language teachers starting from the beginning level. However, the present status shows that the language for beginners is taught by self-contained teachers who teach more than five subjects in the same class.

If teaching English by trained teachers for beginners is not possible, due to multiple factors in the Ethiopian context, at least the self-contained teachers should have been offered special training on how to teach English. I think English language teaching in the first cycle (1-4 grades) appears to have been neglected. For example, the project that is designed by the Ethiopian government in collaboration with Leeds Metropolitan University does not even seem to pay attention to beginning level teachers. It only, as to my knowledge, focuses on trained subject teachers. However, the first cycle of primary school is so basic and students can easily be cultivated to learn English but it looks disregarded.

## **1.2 Statement of the problem**

When we look at the teaching-learning endeavor in some primary schools (Grade 1-4) in Arbaminch, a number of teachers (10+1 graduates) are seen to be in trouble to utilize different communication techniques that would enable them to get meaning or their lessons across to their students. Trainee-teachers are also seen to have the same problem during their teaching practice. They quite often resort to their-mother tongue in teaching English language. It seems that they, the teachers as well as the trainee-teachers, are trained to teach English in their vernacular. This, by no means, is advisable in Second/Foreign language teaching though the teachers are not specially trained to teach the English language. There are, of course, times when teachers may code switch to make instructions clearer or to show equivalent terms or expressions in students' own language. It is the researcher's belief that at any level, be it primary or secondary, English has to be taught in English. More importantly, students in the beginning level, like other levels, ought to be helped to learn the language by using the language.

Unless teachers at this level are capable of handling classes in English, learners, undoubtedly, face with great challenges when they join grade five. Every subject, starting this grade level, is offered in English in the SNNP. If they are not at the expected level which is supposed to be achieved at the end of grade four, they could hold back the teaching- learning process. Their teachers may be forced to look for alternative way out, i.e. teaching their lessons in students' vernacular. That, finally, would result in a negative effect which hampers students from relying on themselves in their future academic development.

Thus, teachers at primary level have to be well aware of these because teaching English language could not be set aside for trained teachers. Provided that primary school teachers are trained to teach a number

of subjects including English, they are expected to discharge their responsibilities genuinely. It should also be recognized that language learning is not an overnight process; it is like a bricklaying task in which learners develop their language ability through day-to-day practices, and it begins on the first day of learning it. The blame attributed to students in higher level with regard to their English language deficiency do not seem to be curbed unless the problem of teaching English properly to the grassroot level is well addressed.

The issue of English language teaching at primary school level and at training institutes which graduate primary school teachers should be given proper attention. It is here that any corrective measure could possibly be taken. That is why the researcher embarked on the topic “Communication Strategies Utilized by OMO TTI Trainees of Amharic and Gamo Department in Oral Production of English” and wanted to discover the present status of the future primary school teachers. Thus, the study is expected to attain the following objectives.

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

#### **1.3.1 General Objectives**

The project is aimed to investigate Communication Strategies utilized by OMO Teachers’ Training Institute (TTI) trainees of Amharic and Gamo Department in oral production of English.

#### **1.3.2 Specific Objectives**

The research is assumed to look for answers for the following questions:

1. What communication strategies do the teacher-trainees utilize in oral production of English?
2. Are they effective in using the communication strategies?
3. Do task types have any bearing on the strategies they prefer?

4. Is there relationship between effectiveness in utilizing communication strategies and accuracy in language?
5. What are the possible factors that contributed to the effectiveness of the strategies?

#### **1.4 Significance of the study**

It is not debatable that teachers are central in helping students develop their language competence. A novel teaching method would not bear fruit without individual efforts of teachers. Therefore, providing all necessary assistances to teachers seems an inescapable fact. It is also desirable to recognize what support they need. One of the best ways to find out the area where teachers should be helped is obviously through making research. This research, hence, is intended to provide valuable information about the effectiveness of primary school trainee-teachers in utilizing communication strategies which are the manifestations of communicative ability in teaching English during teaching practice. By doing so, it can play its own role in informing the training institute and those pertinent bodies that accredit the overall efficacy of the institute about what the present status of the trainees' strategic competence is like and what professional support should be rendered.

Furthermore, the study is assumed to instigate other researchers to investigate the area in a wider setting and come up with findings that would have much contribution to the development of English language teaching in regional or national level.

#### **1.5 Scope of the study**

The study is conducted in Arbaminch OMO Teachers Training Institute (TTI). OMO TTI is the only institute these days, which train primary school teachers in both Amharic and Gamo language. It is this institute's graduates who are assigned to different 'woredas' of

Gamogofa zone to teach in primary schools. Hence, the study is intended to investigate communication strategies of trainee-teachers of both Amharic and Gamo Departement.

## **1.6 Limitations of the Study**

Time was one of the limitations of the study. The time allotted to conduct the study was not adequate to involve more subjects and gather more data. If additional subjects had been involved, it would have taken much time to collect and analyze the data. Moreover, it was also not possible to provide lots of tasks that would enable to illicit more information from the subjects. On the other hand, monetary problem was a challenge to cover all the expenses needed for the study, i.e. for video-recording, expenses for the subjects, and the like.

## **1.7 Definitions of Terms**

### **1. Effectiveness**

- ❖ The ability ... to produce agreed upon educational effects in a given situation or context (Biddle, 1964).
- ❖ It is a measure of the extent to which instructors realize their responsibilities, that is, the instructors' abilities in performing their intended activities or duties (what is expected of them) successfully (Tatto, 1997).

### **2. Trainee-teachers**

- ❖ In this study, it refers to young people who are being trained in Teachers' Training Institutes (TTI) after completing high school (grade 10).

### **3. Inerlanguage**

- ❖ It is an invented language system of L<sub>2</sub> learners (Selinker, 1972).

- ❖ It refers to the structured system which the learner [L<sub>2</sub> learner] constructs at any given stage in his language development (Ellis, 1985).

#### **4. Ungrammatical**

- ❖ It refers to structure of a sentence which does not conform to the canons of the standard language (Crystal, 1997).

#### **5. Fragment**

- ❖ It refers to a group of words which lack either subject or verb or a subordinate clause taken as a complete sentence (Strong, 1996).

## Chapter Two

### 2. Review of Related Literature

#### 2.1 Communicative Competence

Brown (1987) states that Hymes (1967) is the first person who coined the term 'communicative competence'. Hymes (1971:14) listed four sectors of communicative competence. The first is noted as formal *possibility* of a sentence. It deals with the acceptability of a sentence because it is grammatically well formed or the rejection of the sentence because it is ungrammatical. The second sector of communicative competence deals with *feasibility*.

*A sentence like 'the mouse the cat the dog the man the woman married beat chased ate had a white tail' is grammatically possible, but is hardly feasible. Because of our restricted powers of processing, such a sentence can not in any real sense be said to form part of our competence (Hymes, 1971: 14).*

The third sector, according to Hymes, is the *appropriateness* of an utterance to the *context*. He noted that the speaker-listener's underlying competence includes 'rules of appropriateness' and a sentence can be grammatically possible, feasible but inappropriate. The last sector of communicative competence is concerned with *accepted usage*.

Canale and Swain (1980) on their part classified communicative competence into four subcategories as *linguistic competence*, or *grammatical competence*, *sociolinguistic competence*, *discourse competence*, and *strategic competence*.

In Canale and Swain, communicative competence was understood as the underlying system of knowledge and skill required for communication. For example, the knowledge of vocabulary and skill in

using the sociolinguistic conventions for a given language is considered to be the communicative competence of a language user.

## **2.2. Components of Communicative Competence**

In this part, the four minimal components of communicative competence as dealt by Canale and Swain (1980) will be discussed. The purpose is to sketch briefly the contents and boundaries of these four areas of competence and to deal thoroughly with communication strategies.

### **2.2.1. Grammatical Competence**

Grammatical competence is concerned with mastery of the language code. This includes the features and rules of the language that are considered to be salient in the mastery of the language. Knowledge of vocabulary, word formation, sentence formation, pronunciation, and spelling are among the chief features of the language to be assimilated. Grammatical competence focuses more on the knowledge and skill required to understand and express accurately the literal meaning of utterances.

### **2.2.2. Sociolinguistic Competence**

This competence embraces both socio-cultural rules of use and rules of discourse. Sociolinguistic competence is referred to as the extent to which utterances are produced and understood *appropriately* in various sociolinguistic contexts. The context depends on the status of participants, purpose of the interaction, and norms or conventions of interaction.

Appropriateness of utterance is a significant issue in sociolinguistic competence. It is concerned with both appropriateness of meaning and form. The first deals with appropriateness of the utterance to particular functions.

The function could be commanding, complaining, inviting and the like. It is also concerned with appropriateness of attitudes which includes politeness and formality.

Appropriateness of form which is the second concern of sociolinguistic competence is concerned with the grammaticality of the utterance that is proper in a given sociolinguistic context.

### **2.2.3. Discourse Competence**

Discourse competence concerns with mastery of how to combine grammatical forms and meanings in context. Having the general definition of communicative competence forwarded by Canale and Swain (1980) as ‘the underlying systems of knowledge and skill required for communication in mind,’ I think it is possible to discuss discourse competence from different angles. For example, Cook (1989: 7) noted that the concern of discourse competence is the matter of conformity between rules and communication functions in which the receiver recognizes as coherent. Moreover, Harmer (1991: 15) described discourse competence as the competence of a language user in using language in context. The factors that are capsulated within the confines of context in discourse competence are viewed as the setting where the communicators are when they interact, the situation they are in, the purpose of communication, the channel (spoken, writer) and the topics.

### **2.2.4. Strategic Competence**

It refers to the mastery of verbal and non-verbal communication strategies. Due to the fact that the main concern of this paper is on ‘communication strategies,’ a detail discussion is desirable so that a clear picture of the topic will be formulated.

The term communication strategies was, first, used by Selinker (1972) to one of the categories of learner's systematic errors or inter-language that is detected in the process of second language learning (Corder 1981: 103).

Selinker (1972, 1973) suggested five principal processes operated in inter-language (i.e. invented language system of L<sub>2</sub> learner). One of which was communication strategies. These were:

1. *Language transfer (L<sub>1</sub> transfer);*
2. *Overgeneralization of target language rules;*
3. *Transfer of training, i.e. a rule enters the learner's system as a result of instruction;*
4. *Strategies of L<sub>2</sub> learning, and*
5. *Strategies of communication, i.e. identifiable approach by the learner to communicate with native speaker.*

*(Ellis 1985: 48)*

Moreover, Brown (1987:173) summarized this transitional competence, as named by Corder (1971), into four major sources of systematic errors that an L<sub>2</sub> learner experience in the process of learning an L<sub>2</sub> language. The category of the errors is almost similar to Selinker's classification, but 'transfer of training' and 'strategies of L<sub>2</sub> learning' are combined into 'context of learning'.

Brown (1987: 173) claims that enumerating all the possible sources of second language learning errors is impossible. However, the major sources of errors can be outlined and one of these errors was communication strategies.

These are:

1. Interlingual transfer, i.e. a negative transfer from first language.
2. Intralingual transfer, i.e. incorrect generalization of rules of the target language.

3. Context of learning that includes: classroom with a teacher, material, classroom learning or social situation.
4. *Communication strategies* which overlaps with both interlingual and intralingual transfer as well as context of learning.

It looks after a thorough scholastic investigation into the chief obstacles of learning second language that Selinker had come to refer the term “communication Strategies” to one of the systematic errors. Before he used the term in that sense, contrastive analysis and error analysis were the means through which the chief obstacles that hinder second language learning could be found out (Kleinmann, 1977: 93).

Accordingly, contrastive analysts argue that second language learning is difficult because of the transformation of old habits ( $L_1$ ) into the new habit ( $L_2$ ) (Ellis 1985). As a result, the analysts come to the conclusion that the difference between the learners’ first language and second language are the major causes of the problems that learners confront in learning the new language. Therefore, learning a second language was assumed to overcome the observable differences that prevailed between the two languages (Littlewood, 1983: 17). Second language learning, hence, until 1960’s was framed according to what contrastive analysis suggested (Long and Sato 1984).

However, some research into second language learning depicted that contrastive analysis was not adequate to explain the problems of learning second language. Rather, Long and Sato (1984) citing Jackson (1972) and Wode (1987) expressed that not only differences between first language and second language, but also similarities between the two can cause problems in learning the target language. Moreover, researchers agree that language learning can also be influenced by the context where the language is taught and by the

learner himself. Such uncertainties were not settled in contrastive analysis, but led to another approach.

The next approach which was employed to find out the problems in learning second language was error analysis. In this approach, student's errors were analyzed based on the actual performance. By doing so, the errors made both in spoken and written language were analyzed to describe the causes of the errors and how students developed approximative system (interlanguage) (Corder 1967). Error analysis appeared as an alternative to contrastive analysis to account for errors which learners made but which were thought not to be the result of interference or transfer from native language. Sources of error, in error-analyses, were analyzed in terms of four major sources as intralingual transfer, interlingual transfer, and context of learning and communication strategies (Brown 1987).

Despite the fact that communication strategies were early assumed to refer to one of the categories of learner's errors, at present it is not perceived in the same sense. It subsumes different techniques that are adopted during communication.

It is also understood that all language users adopt various strategies to convey meaning. Communication strategies, on the one hand, are employed when the speaker is poor in his language but strives to communicate with the deficient language. They, on the other hand, are utilized when an interlocutor's language is deficient but still there is no other means to communicate or it may be more important than using other language. In general communication strategies are techniques with which an L<sub>2</sub> language user's communicative competence is realized. As to Corder (1981), the strategies are used by all language users but he claims that the utilization of the strategies is clearly observed when the speaker is not a native language user. To make the concept communication strategies clearer, the views are overviewed here under.

## **2.3. Views on Communication Strategies**

Tarone, (1980), Faerch and Kasper (1984) and Poulisee (1990) viewed communication strategies in three general aspects. Firstly, the strategies are seen as mutual attempts made to solve second/Foreign language communication problems by communicators. Secondly, they are viewed as individual solutions to psychological problems of second/Foreign language processing. Thirdly, the strategies are perceived as ways of filling vocabulary gaps in the first or second/Foreign language.

### **2.3.1. Communication Strategies as Social Interaction**

The view on communication strategies as social interaction or mutual attempt to solve communication problems refers to the mutual effort made by a speaker and his interlocutor in order to make the meaning understandable (Tarone 1980)

They are also seen as mental phenomena that are used by communicators to solve communication problems (Ellis 1985); these scholars viewed the strategies as the social aspect of communication. They perceived communication strategies as techniques by which participants, speaker and listener, are trying to overcome their lack of shared meaning.

For Tarone, for example, communication strategies are the means by which communicators come out of any communication trouble that happened during interaction. This shows that both participants try to devise strategies to get out of communication difficulties that are caused due to language deficiency or lack of shared knowledge. These strategies that are identified by different scholars are outlined underneath (please see the summary of the strategies on page 30). However, in most of the strategies, except “appeal for help” (it will be discussed later), the role of interlocutor is not clearly identified. The

cooperation effort made by the interlocutor seems to be implied rather than stated. It is merely an assumption that the listener can understand the speaker's meaning.

### **2.3.1.1. Paraphrase**

Paraphrase is a broad term incorporates various strategies like approximation, word coinage and circumlocution (Tarone 1980).

#### **i. Approximation/Generalization**

Approximation or generalization is a technique which a speaker employs when he is unable to find out the actual word that tells what he intends to say. In this strategy, a speaker looks for a word or an expression that shares some semantic features with the word that exactly expresses the meaning.

For instance, the speaker might use the word *animal* to say *horse*. The superordinate term 'animal' is used with a presupposition that the listener could be able to deduce the meaning from the context (Tarone, 1980).

#### **ii. Word Coinage**

It refers to a creative intention in which the speaker brings forth or substitutes for unknown word. For example, a speaker who does not know the word *balloon* may create the word *airball* Taron (1980); Cohen (1990); Faerch and Kasper (1983).

#### **iii. Circumlocution**

A second language user in some situations circumlocates or describes the meaning he intends to communicate in other words because he is not able to retrieve the words he wanted to utter. For example, a speaker who is troubled in recalling the word *Kettle* might say *the thing that you boil water in* (Littlewood, 1984: 85). Similarly an L2 user talks his way round the word as *when you make a container for pottery* or he might say *green things* to say *vegetables* (Cook 2001: 107-8).

### **2.3.1.2. Literal Translation /Transliteration from L<sub>1</sub>**

This is a strategy in which a speaker uses his first language structure or first language word that is translated into second language. For example, a German English learner might say *make the door shut* to say *shut the door*.

Here he is using his native language structure which is not common in English language (Cook 2001: 107). I would also like to add some examples that I observed. An Ethiopian student is heard when he says *my shoes number is forty*. This is Amharic language structure whose English equivalent is *my shoe size is forty*. Moreover, English language users, here in Ethiopia, are observed when they say *I washed my leg*. *AIDS caught him*. To mean *I washed my feet* and *He caught AIDS* respectively.

### **2.3.1.3. Language Switch**

Language switch is one form of technique that a speaker resorts to his mother tongue when he is unable to recall a word that expresses his idea. For instance, a speaker might say *that is a nice tirtil*. The speaker used a German word *tirtil* to mean *caterpillar* (Cook 2001: 107).

### **2.3.1.4. Code Switching**

Code switching refers to the use of an L<sub>1</sub> word or phrase when both the communicators know the language from which a word, phrase or an expression is taken, and used as a strategy to compensate language deficiency.

This strategy sometimes is taken as appropriate technique in classroom situation where the students know the speaker's native language. The strategy, as suggested by Littlewood (1984: 86), is an expected strategy that is commonly used when learner's first language and second language share significant number of words through

common origins or borrowing. My personal observation in code switching is that an English language learner of an Ethiopian student is observed saying *she drank Ambo Wuha* to mean *she drank mineral water*.

Some scholars claim that “code switching” is an inevitable situation or strategy provided that the speaker is a bilingual. It is also considered to be not harmful in second language teaching as long as both the speaker and the listener have common native language. There are circumstances which make code switching more important.

For instance, it is employed when the concept under discussion is very important and needs to be understood by all the students. Furthermore, it is important when the teacher assumes that unless the idea is made clear for all the learners, they might get perplexed, or when the learners are given decisive instructions for examinations. However, it is believed that code switching can be appropriate only if the students and the teacher share the same L<sub>1</sub> (Cook 2001). I also perceive that there are circumstances in which L<sub>1</sub> word is used where there is not an equivalent word, phrase or expression in an L<sub>2</sub>. For example, the word “injera” may not have equivalent term in English, and it is used as it is. In general, code switching appears to be an inevitable strategy between communicators who have the same L<sub>1</sub>.

The difference between *language switch* and *code switching* is that the former refers to the use of an L<sub>1</sub> word or phrase in a situation where the speaker and his interlocutor do not have common L<sub>1</sub> or shared language other than T<sub>L</sub>, whereas the latter refers to the use of an L<sub>1</sub> word, phrase or expression in a situation where both speaker and his interlocutor have shared language other than T<sub>L</sub> (Cook 2001).

### **2.3.1.5. Appeal for Assistance**

It is a strategy that a speaker invokes the co-operation of the listener by signaling that he is in a difficulty. The speaker appeals for help either by directly asking the interlocutor question like:

- *What is this?*
- *What do you call ... in English? Or*

Indirectly by pausing or hesitating with the expectation that the interlocutor can come in with help (Trosborg, 1982: 120; Littlewood 1984: 86; Cook 2001: 107).

### **2.3.1.6. Mime (Non-linguistic strategies)**

Mime is a non-linguistic strategy that is used when a communicator is in difficulty to express the meaning he wants to communicate. Thus, the speaker may use mime, gesture or sound imitation in order to communicate meaning (Faerch and Kasper, 1983). For example, non-English speaking child succeeded in getting a candle from a shop by singing *Happy Birthday* in English and miming blowing out candles (Cook 2001: 107).

### **2.3.1.7. Avoidance**

This is a strategy which deals with the speaker's decision to omit either the whole topic (risk avoidance) or individual words. The speaker may come up with this decision because he may not be confident enough at constructing the target language structure or he may not feel at ease in using appropriate word (Tarone, 1983).

In conclusion the types of strategy enumerated above are thought to be important for teachers who are aiming to teach some form of social interaction to their students (Cook 2001: 108). The strategies are thought to be helpful for students to succeed in conversing with other

people, say a native speaker, in second language. Cook suggests that the teachers have to teach the strategies rather than letting them come out of the students themselves.

The investigator too feels that at least some of the strategies can be taught in the classroom. For example, the strategy of generalization or approximation might be taught even to extend students' vocabulary. It is one of the principles of organizing words in lexical set (McCarthy 1990). By doing so a teacher could create awareness in the minds of his students to use words, which share some semantic features, when they are unable to recall the appropriate word. A student can also be encouraged to say words in other ways, i.e. paraphrasing. They can be given words and requested to find out similar words or phrases which are to mean the given words.

These and more activities could help students to look for alternative ways or strategies to communicate meaning when they are facing communication problems due to lack of words.

### **2.3.2. Communication Strategies as Psychological Problem-solving**

Faerch and Kasper (1984) described communication strategies with reference to psychological problem-solving dimension. The strategic competence as psychological problem-solving is viewed as a resort to techniques that are assumed to help to communicate meaning across to interlocutor when the speaker encounters a hitch in retrieving meaning he wants to forward. Consequently, the strategies that are assumed to be utilized by the speaker during communication are classified into two groups. According to Faerch and Kasper (1984) the first group of strategies is called "Achievement strategy". The same strategies are also named "Risk taking strategies" by Corder (1983).

Corder calls them 'Risk taking' because the speaker is striving to realize his communicative goal by using the possible means at his

disposal. The second group of strategies refers to avoidance of either the form or function of the TL.

### **2.3.2.1. Achievement Strategies**

Achievement strategies, according to Cook (2001), are subdivided into cooperative strategies which refer to the strategies entertained by Tarone (1983) as *appeal for help* and other *non-cooperative strategies* in which a speaker attempts to solve communication problems without recourse to others.

However, since most of the strategies like *code switching*, *approximation*, *circumlocution* and *word coinage* listed by Faerch and Kasper above are almost alike to Tarone's list of strategies, only distinct ones are provided.

#### **i. Foreignisation**

Foreignisation is a strategy in which a speaker gives the pronunciation of TL to an L<sub>1</sub> word. For example, an Ethiopian English language user might pronounce the word "Tikur" in "Tikur Ambesa Hospital" as /tikur/ rather than using the Amharic pronunciation "ጥቁር" which is to mean 'black'. This word is an Amharic word and the phrase itself refers to a name of a certain hospital in Addis Ababa.

#### **ii. Exemplification**

A speaker in some situations gives examples to clarify an idea or a word. This strategy seems different from Tarone's *Approximation* in which a superordinate term is used instead of the actual word which the speaker is unable to retrieve. In exemplification, the speaker uses the hyponym or co-hyponym rather than the superordinate term that is needed to utter. For instance, a speaker who is in difficulty to say *transportation problem* might say *car problem* (Faerch and Kasper, 1984).

### 2.3.2.2. Avoidance Strategies

Avoidance strategies, according to Faerch and Kasper (1984), are divided into formal avoidance that is referred to by Brown (1987) as syntactic or lexical avoidance, and functional avoidance. It was also referred to Restructuring by Cook (2001).

#### i. Adjust the Message

It refers to pauses and restructuring a message when a speaker fails to complete what he intends to communicate due to language shortage or hesitation in the use of the structure. As a result the speaker makes another attempt to restructure the sentence as in “struggling to find the word ‘sibling’: ‘I have two ----’ ‘I have one sister and one brother’(Faerch and Kasper in Cook,2001).

#### ii. Formal Avoidance

It deals with speaker's avoidance of certain linguistic form because he does not feel comfortable in using it. A speaker may resort to this strategy lest he could make errors in grammar. For example, in the following personal observation the speaker being unsure of the past tense of *wear*, he restructured the verbs into present as in 'b' below.

- (a) When a novel teaching method *faded* away, the result it yields *wearded* off.
- (b) ---I mean 'when a novel teaching method *fades* away, the result it yields *wears* off.

In the following example too, the speaker avoids the first structure and uttered the second as he felt comfortable with the second syntactic form.

- (a) I lost my way
- (b) I got lost

(Brown 1987: 178)

### **iii. Message Abandonment**

It refers to the situation where a speaker gives up communicating in mid-sentences because of language difficulty. This strategy is equivalent to topic avoidance in which the speaker avoids the whole topic as he is not comfortable with it. An interlocutor also avoids the topic pretending not to understand or simply not respond when the idea becomes difficult to pursue (Brown 1987: 179).

### **2.3.3 Compensatory Strategies**

Compensatory strategies are proposed with the assumption that the common factor to all communication strategies which are enumerated under the two broad categories of Tarone's (1983) and Faerch and Kasper's (1984) is lack of key vocabulary that is crucial to the interaction Kellerman, et. al (1987) in Cook (2001: 109) claimed that Tarone's list of strategies as well as Faerch and Kasper's strategies are very long and confusing. Consequently, they suggested that the list should be simplified. It seems as a result of this assumption that Poulisee (1990) made an experiment in which Dutch learners of English had to carry out tasks like retelling stories and describing geometrical shapes. Then, she came up with a new division of communication strategies called Archistrategies which subdivides into conceptual archistrategy and linguistic archistrategy (Cook 2001: 109/10).

#### **2.3.3.1. Conceptual Archistrategy**

The strategy involves looking for solutions to word problems a speaker encounters by attempting to convey it in another way. The strategies are classified into analytic and holistic.

##### **i. Analytic Strategy**

It refers to the breaking of the meaning to a word, which a speaker is unable to retrieve or remember, into parts and saying the parts separately. For example, to say *parrot* the speaker might say, *a bird*

*that talks*, or if, in other situation, he does not remember the word *key* he might say *the thing you open doors with*. This strategy is almost akin to 'word coinage' and 'circumlocution' in Tarone's list of communication strategies discussed.

### **ii. Holistic Strategy**

These communication strategies involve the concept of taking similar features between two different things and say one in the name of the other. For example, '*table*' and '*desk*' have some common features like- both can be made of wood or/and steel, both can have legs, and so forth. Hence by taking their common features, a speaker particularly a beginning learner might say '*table*' to mean '*desk*' (Poulisee 1990). In this strategy the speaker tries to use a word that is the closest approximation.

### **2.3.3.2. Linguistic Archistrategy**

Here a speaker uses his prior-knowledge of the target language to create the possible way out or he uses his native language with the assumption that it works in the TL. The strategies are of two types:

#### **i. Morphological Creativity**

##### **(Prefabricated Pattern)**

The speaker makes up a word using his grammar knowledge hoping it works. For example, trying to describe the act of '*ironning*', he might come up with *ironize*.

#### **ii. L<sub>1</sub> Transfer**

An L<sub>2</sub> speaker transfers words from his language with the assumption that the word exists in the target language. L<sub>1</sub> transfer in the previous discussion is different from L<sub>1</sub> transfer here. The former refers to insertion of an L<sub>1</sub> word because the speaker does not know the actual word in an L<sub>2</sub> whereas the latter refers to the inclusion of an L<sub>1</sub> word with the intention that the word exists in an L<sub>2</sub>. In this strategy, for

example, Poulisee (1990) identified a Dutch student trying to say *middle* to mean *waist*. This is because the Dutch word for 'waist' is 'middle', and he thought that the same is true with the TL.

As can be seen from the discussions above, different authors classified communication strategies in various ways. They described them in the way that they viewed them to be serving in communication. Faerch and Kasper (1984), for instance, described the strategies from psychological dimension in which they are utilized by a speaker when he is getting in trouble to express meaning due to language deficiency.

Tarone (1981) in her part has taken the strategies as a mutual effort which a speaker and an interlocutor employ while they are interacting. For Poulisee (1990) communication strategies are compensatory means which plugs gaps during lack of vocabulary.

In spite of the fact that the authors viewed communication strategies in various ways on the bases of various assumptions, the naming to some of the strategies looks overlapping. Labeling of some strategies seem almost similar in meaning.

**Table 1:** Different Labels of similar concepts by Tarone, Faerch and Kasper

<b>Strategies labeled by Tarone (1981)</b>		<b>Similar strategies labeled by Faerch and Kasper (1984)</b>
1	Approximation	Substitution
2	Circumlocution	Description
3	Appeal for help	Cooperative strategy

**Table 2:** Different Labels of similar concepts by Tarone and Poulisee

<b>Labels given by Tarone (1981)</b>		<b>Labels given by Poulisee (1990)</b>
1	Language switch	L <sub>1</sub> transfer
2	Approximation	Holistic strategy
3	Circumlocution	Approximation (Holistic strategy)

As can be seen from the two tables above, the same concepts are described in different names. Moreover, in the second table, Tarone's approximation and circumlocution are subsumed in Poulisee's holistic strategy. The strategies, according to the above discussion, can be summarized into three divisions.

I. Strategies utilized by an L<sub>2</sub> speaker when he is deficient in an L<sub>2</sub>

- \* Appeal for assistance
- \* Foreignisation
- \* Holistic strategy
- \* Language switching
- \* Morphological creativity  
(Prefabricated pattern)
- \* Word coinage
- \* Code switching
- \* Formal reduction
- \* L<sub>1</sub> transfer
- \* Message abandonment
- \* Nonlinguistic strategy

II. Strategies utilized by an L<sub>2</sub> speaker when his interlocutor is deficient and the speaker tries to make his language suitable to the interlocutor:

- ⇒ Circumlocution
- ⇒ Exemplification
- ⇒ Restructuring /meaning adjustment

III. Strategies utilized by an L<sub>2</sub> speaker when he is unable to recall a word or expression.

Generalization/approximation

- Appeal for assistance
- Restructuring
- Circumlocution
- Exemplification

The writer of this paper has taken Faerch and Kasper's (1984) taxonomy of strategies as a check list in the study. The main reasons why their classification is used is that the taxonomy subsumes almost

all of the strategies described by other authors though the naming is different. Moreover, different ways of labeling similar strategies with different names have been given common meaning and I think that minimizes the confusion which might arise in labeling similar concepts with different names.

Apart from this, Corder's (1981) classification of strategies into *Risk Taking* and *Risk Avoidance* which are referred by Faerch and Kasper's (1983) as to *Achievement Strategies* and *Avoidance Strategies* respectively are employed. This is due to the fact that these labels could avoid the confusion that could be raised because of Cook's (2001) naming of Tarone's (1980) list of strategies under "*communication strategies as social interaction*" which overlaps with his naming of Faerch and Kasper's list of strategies under "*communication strategies as psychological problem-solving*" and Poulisees's Compensatory strategies.

The list of communication strategies summarized below could also make a distinction between strategies that are closer to L<sub>1</sub> and L<sub>2</sub>. This implies that strategies nearest to an L<sub>1</sub> means the speaker is less proficient than a speaker who uses an L<sub>2</sub> based strategies which are supposed to be employed even by native speakers of the language (Tarone, 1977; Ellis 1983).

**Table 3:** Summary of communication strategies

<b>Types of strategies</b>	<b>Specific strategies</b>		<b>Remark</b>
Achievement strategies (Risk-Taking)	L <sub>1</sub> based strategies	1. Literal translation 2. Foreignerization 3. Language switch 4. Code switching Morphological creativity	Proficient language users are employing these strategies (Tarone 1977; Ellis 1985)
	L <sub>2</sub> based strategies	1. Approximation 2. Paraphrase 3. Exemplification 4. Restructuring 5. Word coinages	
	Cooperative strategies	Appeal for assistance	
	Non-linguistic strategies	1. mime 2. gesture 3. sound imitation	
Reduction strategies (Risk-avoidance)	1. Syntactic or lexical avoidance 2. Topic avoidance 3. Message abandonment		

## **2.4. Teacher's Language Competence**

A language teacher is a responsible person who is deployed to produce responsible citizens. His role in the teaching-learning process, particularly in non-native setting, is very great and challenging. In the first place, he needs to have adequate knowledge of the language he teaches. He is also expected to have competence to use the language intelligibly in the manner that the language operates. Therefore, a non-native English teacher is supposed to use the language almost like the way that native speakers use. As a result his linguistic competence as well as functional competence has paramount importance to help his students be effective users of the language.

Leech (1994:118) states that a language teacher needs to have the following language competence:

*A teacher should:*

- a) be capable of putting across a sense of how grammar interacts with the lexicon as a communication system;*
- b) be able to analyze the grammatical problems that learners encounter;*
- c) have the ability and confidence to evaluate the use of grammar, especially by learners, against criteria of accuracy, appropriateness and expressiveness;*
- d) be aware of the contrastive relation between native language and foreign language;*
- e) understand and implement the process of simplification by which overt knowledge of grammar can best be presented to learners at different stages of learning.*

I think a teacher who is supposed to teach English in any context needs to possess this competence and needs to balance them.

#### **2.4.1 The Need to Balance Grammatical and Functional Competence**

Stevens (1978:113) claims that the balance between linguistic and functional competence are desirable in language teaching. He says:

*Under the heading of communicative competence two sorts of knowledge can be included. The first, the traditional competence, is the knowledge of the structure and formal properties of language, including referential meaning, while the second includes all types of knowledge necessary for the real world.*

Thus, the fruitfulness of an English course is highly dependent on the teacher. Branen (1961: 7) claims "the validity of any course depends on the personality, character, knowledge and training of the teacher." It is the teachers' role to relate the real world with the classroom situation and the materials used for the smooth running to the programme. It is he who shows the students, particularly in an L<sub>2</sub> context, how language functions.

An English teacher in second or foreign language context is charged with a great responsibility. He must be a better user of the language;

otherwise if his grasp of the language is inadequate for his job, it becomes an impediment to his students' learning (Stevens, (1977: 3). In general a language teacher must have an adequate command of language. He must not suffer from hesitation and uncertainties in his control of the language that is recognized as such by his learners (Ibid). It is with this intelligible command of language the teacher can better carry out his job in the classroom.

Though this study is concerned with the would be primary school teachers who will be assigned to handle self-contained classes, they should have at least noticeable error-free language to help students during English classes. Unless they are feeling comfortable with the language while teaching English, they might not well facilitate students learning. Since they need language to perform the following functions, their language has to be helpful for their students.

#### **2.4.2 Classroom Language Functions**

Teacher's use of language in the classroom is summarized by Sinclair (1975) to four main functions:

##### **1. Telling things to pupil**

Teachers use language to do lots of activities in the classroom. Some of the functions include giving information, describing things, explaining process, demonstrating experiments and effects.

##### **2. Getting pupils to do things**

This activity needs a teacher to use language to order students to do tasks, to instruct them how to do things and to organize them in groups.

##### **3. Getting pupils to say things**

The teacher uses language to activities like asking and probing for answers, stimulating various kinds of talk, involving pupils by getting them to commit themselves.

#### **4. Evaluating things pupils do**

The teacher acknowledges students' responses and gives them indications of their progress and achievement. Thus, a teacher who is supposed to teach English has to be competent enough to perform such functions. In other words, language teaching involves the use of language for the actualization of these functions.

It is clear that the teacher's knowledge to the language system and function of it might not be an end by itself. The teacher ought to help his learners use the language (Brown, 1987). What Bygate (1987: 4) says is a suitable motto here: "knowledge itself is not enough; knowledge has to be used in action".

As a manifestation of teaching competence, communicative competence is core to a teacher. Particularly, primary school teachers need to develop strategic competence as they are confronting with learners who are more deficient in an L<sub>2</sub> than other grade levels. Therefore, they have to develop competence in utilization of different types of communication strategies that are suitable to the level of their learners.

Bachman (1990) strengthens this idea as saying "strategic competence is seen as performing assessment, planning and execution functions in determining the most effective means to achieving a communicative goal" (PP. 107-8).

## **2.5. Overviews of Some of the Studies on Communication Strategies**

### **2.5.1. Studies Conducted Abroad**

Studies on communication strategies with different focuses have been conducted since the concept was forwarded by Selinker (1972). Literature on the area shows that Varadi (1973) was the first person to research into the issue. He investigated second language learners who

did not grasp the adequate native language competence. His intention seemed to challenge the theory of Error Analysis that states one of the sources of error is an L<sub>1</sub> transfer into an L<sub>2</sub>. He studied Hungarian learners of English and came up with how they strive to solve language problems during their attempt to communicate with the inadequate knowledge of both an L<sub>1</sub> and L<sub>2</sub>.

In fact how certain he was in saying the learners had not had the necessary knowledge of an L<sub>1</sub> is doubtful and it was not well explained. As a result, the writer could not say much about the issue except introducing Varadi to have been the first person to make empirical research on communication strategies as a problem solving techniques.

As shown in Tarone (1979), she conducted a research on the relationship between L<sub>1</sub> background and strategy preference, and she came up with the result indicating L<sub>1</sub> background did not influence the choice of specific strategies. Rather, the type of task, and their proficiency level as well as their personality were found to be influential factors.

Ervin (1979) studied American learners of Russian with the aim to find out the types of communication strategies students prefer to use. As a result topic avoidance, approximation, circumlocution and description were found to be the major types of strategies utilized by the students.

Bialystock and Frohlich (1980) investigated:

1. proficiency level and strategy preference;
2. Task type and strategy choice, and
3. Communication effectiveness and specific strategy use.

Their findings show that:

1. proficiency level determined strategy choice either in L<sub>1</sub> based or L<sub>2</sub> based strategies;
2. Task type determined strategy preference i.e. more proficient students used more L<sub>2</sub> based strategies than less proficient students, and
3. They found no positive correlation between the absolute number of strategy used and subjects' proficiency level.

Haastrup and Phillipson (1983) studied eight Danes who had been learning English for five years. Their purpose was:

1. To identify the strategies utilized by learners;
2. To see if there was any link between strategies used and the type of school learners attended, and
3. To test the hypothesis that some achievement strategies are effective

Finally they found out:

1. The most widely used strategies were literal translation, paraphrasing and non-linguistic strategies;
2. There was no link between strategy preference and school students attended, and
3. L<sub>2</sub> based strategies were more effective for communication than L<sub>1</sub> based strategies.

Fakhri (1981) studied American learner of Arabic. The purpose was to find out the link between the strategies used and the components of the narrative discourse. The result indicated strategy preference was influenced by the narrative discourse.

Paribakhat (1984) and Chen (1990) studied the link between proficiency level and strategy preference and they found out the same result as that of Bialystock and Frohlich (1980). Paribakhat studied

two groups of Iranian learners of English with different proficiency levels. Chen investigated two groups of Chinese learners of English.

Poulisee (1990) had conducted an experimental study on Dutch learners of English. Her focus was to find out the type of strategies learners employ when they are deficient in vocabulary of the target language. She, finally, came up with new divisions of strategies called Conceptual Archistrategy (Analytical Strategy and Holistic Strategy) and Linguistic Archistrategy.

### **2.5.2 Local Study**

Fassil Demssie (1992) in his M.A. thesis entitled "Communication Strategies Employed by Senior High School Students in Oral Production of English" ,studied students of grade ten and grade twelve with the intention to investigate the types of communication strategies adapted by students when they face language problems and to sort out whether or not the strategies are influenced by students' proficiency level. Finally he came up with the result that showed Achievement Strategies and Reduction Strategies were employed depending on the types of task they were provided. Moreover, selection of specific strategies is determined by proficiency level, and task types.

However, this investigation is different from the above studies on two major points. In the first case, this study focuses on investigating of communication strategies utilized by Trainee-teachers who are supposed to be primary school (grades 1 - 4) teachers. Secondly, the study wants to investigate the effectiveness of the strategies employed by the trainees.

## **Chapter – Three**

### **3. Research Method**

#### **3.1 Subjects**

The study involved eight trainees of Arba Minch OMO TTI. The trainees were selected from both Amharic and Gamo Department. The trainees have joined the institute for a year-long training of teaching. They have completed grade ten, but were unable to join in preparatory schools. After they have taken courses for ten months in the institute, they will be deployed to teach grades 1-4. These candidates are expected to handle self-contained classes when they are recruited as teachers. During their stay in the training institute, they are assigned to Amharic Department in which they are offered all courses in Amharic except pedagogy and psychology and Gamo Department in which they are offered all courses in Gamo except pedagogy and psychology. Though the reason is not obvious, trainees of Amharic Department are taking English course as a five contact hour per week whereas trainees of Gamo Department are taking English course as a four contact hour(Please, see Appendix-IV no.4).

In line with the selection of trainees a great care had been taken not to include a trainee who had taken any special English language course except school English courses that were common to all the candidates. It was also assured that all the subjects were in similar status both in high schools and in the institute. These groups are selected with the intention that they will be recruited as teachers after a month and their competence in utilizing effective communication strategies when they conduct English classes is so vital both for themselves as well as for their students. It is helpful for them because they develop confidence in imparting their lessons by adjusting their language to the level of the students. It is also helpful for their

students in that they imitate them and promote their language ability. The number of subjects that were engaged in the project was eight: four of them were from Gamo Department and the other four were from Amharic Department. Half of them in each stream are females. They were selected based on their first semester scores and their willingness to participate in the study.

### **3.2. Method of Data Collection**

Data was collected mainly through observation. Observation was the chief tool that was used to collect information from subjects. It was preferred with the intention that it could provide reliable data as the subjects were observed in the actual performance of various tasks. As a result, each candidate was observed for three periods (120 minutes) of teaching activity. In addition to this, they were observed while they were doing the remaining two tasks. The observations were video-recorded so that the analysis would be manageable and easy.

The overall analysis was made on two perspectives. On the one hand, the effectiveness of the trainees in using communication strategies was evaluated on the basis of how the learners and the expatriates did the tasks which were provided for them to do. On the other hand, the effectiveness of the trainees was evaluated on the basis of the strategies they employed.

### **3.3. Data Collecting Procedure**

Each trainee was given three lessons from grade four textbook and asked to teach to the same grade students for three periods (120 minutes) in three different days. The lessons were chosen from the units that were not covered by the classroom teacher and the topics were assumed to require the trainees much explanations and exemplifications. The selection was made purposefully with the assumption that the lessons demand the candidates to talk a lot and

use a number of communication strategies to help students understand the lessons. Moreover, grade four students were engaged in the project to investigate the effectiveness of the teaching through their performance: class work. These students were chosen with the intention that they could better understand the teachers than other grade levels (1-3), and a negative outcome may not totally be attributed to the deficiency of the learners on a relative basis. The students were also selected on the basis of their first semester English language results, and they were assigned to three levels:

1. Below achievers
2. Average achievers
3. High achievers

This was done by taking the highest and the least score and divided it by three.

Thus, the effectiveness of communication strategies in the teaching activity was evaluated by investigating the performance of the students. Students were given pre and post tests. The purpose of the tests was to explore what students know about the lesson before they learn, prior-knowledge, and compare the results with their answers after they learn. This was assumed to attribute the difference to be the result of using effective communication strategies by the teacher-trainees.

Here, it should be clear that the focus of the research was not on how to teach the lessons rather on communication strategies utilized in the teaching.

Apart from the teaching activity, candidates were provided with two other tasks. The first task was that the trainees were asked to describe their home village to native speakers. A candidate, thus, was oriented to tell the story for two expatriates separately. This was done to minimize the possible happening in that an expatriate might miss

the message due to poor pronunciation of the speaker or due to inattentiveness or any other barriers. Then, the expatriates were instructed to take note while they were listening to the description (please see appendix- IG for the note outline). Next the expatriates were requested to reproduce the story. Finally, the whole communication strategies used by each trainee were analyzed in terms of whether they were understood by the native speakers or not.

The rationale behind this task is that when the trainees graduate, they are expected to do similar activities in their teaching career. For instance, they are supposed to rehearse some stories and speak to the students to practise listening comprehension. Moreover, there are times that teachers tell stories to students to motivate them and draw their attention to a lesson. This can be confirmed from the activities in the students' textbooks. Therefore, it seems logical to investigate communication strategies through such practical tasks. The process appears to be compatible with what Green and Hecht (1990) claim as tasks that subjects are asked to perform should resemble what they actually do with the language they learn.

Similar tasks were also performed by different scholars. For instance, Haastrup and Phillipson (1983) used a task in which the subjects were narrating about their lives and experiences to a TL speaker who did not know the subjects' native language, and their strategies used in narrating the story were analyzed.

The second task was that each trainee was provided with a story about "glow worms" to explain to the expatriates. Each expatriate was instructed to pay attention to and retell the explanation (please see Appendix-III). Then the effectiveness of communication strategies was evaluated on the basis of whether the expatriates were able to retell the story about "glow worms". Moreover, the understandability of each strategy was analyzed. The logic behind this task was also the same to the story telling activity in that the teachers are assumed to make

explanation about classroom objects, people, scenes, and processes to students. Consequently, making an investigation through such tasks to see the effectiveness of strategic competence of trainees appears appealing.

In order to familiarize the subjects and help them to get prepared themselves with the topics model examples were provided to them (please see Appendices-IA, IB, IG and IH). However, they were oriented not to read any of these materials and their own materials during presentation. They were told to assimilate and present to the listeners in their own language. This was done because if they read the materials or retell as they are (rote-memorize) it is assumed to have an impact in communicating creatively.

### **3.4. Method of Data Analysis**

Data was analysed qualitatively. First, the performance of the teacher-trainees in the five tasks was recorded. Then, it was transcribed and analysed accordingly.

## **Chapter Four**

### **4. Discussion**

#### **4.1. Types of Communication Strategies Used by the Subjects in Various Tasks**

One of the objectives of the study was to investigate the types of communication strategies utilized by the subjects. Consequently, the utterances of the trainees were transcribed (please see Appendix IIB). On the basis of the transcription, the strategies that are employed in the five tasks which subjects carried out are presented.

The following table shows the total number of communication strategies utilized by the subjects and their frequencies under each category. The remaining three tables present detail analysis of strategy types in relation to task types.

**Table 4: Total number of communication strategies used by the subjects**

Types of Communication Strategies	Specific Communication Strategies	Frequency	Percent %	
Achievement strategies	L <sub>1</sub> based strategies	1. Literal translation	24	6.76
		2. Foreignisation	6	1.69
		3. Language switch	-	-
		4. Code switching	9	2.53
		<b>Total</b>	<b>39</b>	<b>10.98</b>
	L <sub>2</sub> based strategies	5. Morphological creativity (prefabricated pattern)	33	9.29
		6. Generalization	1	0.28
		7. Approximation	39	10.98
		8. Circumlocution	3	0.84
		9. Restructuring	19	5.35
		10. Rephrasing*	9	2.53
		11. Word coinage	-	-
		12. Rote memorization*	70	19.17
	13. Reading from a note*	60	16.90	
		<b>Total</b>	<b>234</b>	<b>65.91</b>
	Cooperative strategies	14. Appeal for assistance	-	-
		<b>Total</b>		
	Non-linguistic strategies	15. Mime	-	-
16. Displaying*		36	10.14	
17. Sound imitation		-	-	
18. Gesture		26	7.32	
	<b>Total</b>	<b>62</b>	<b>17.46</b>	
Reduction strategies	19. Syntactic avoidance	-	-	
	20. Lexical avoidance	-	-	
	21. Topic avoidance	3	0.84	
	22. Message abandonment	17	4.78	
	<b>Total</b>	<b>20</b>	<b>5.63</b>	
	<b>Grand Total</b>	<b>355</b>	<b>100</b>	

**NB:** The strategies that are marked by asterisk are not found in any source but they are discerned from the present study.

As can be seen from Table-4, fifteen types of communication strategies were employed. Among which four of the strategies (Please, see those marked with asterisk) are sorted out as new strategies which were not depicted in any literature that the investigator reviewed. These strategies might have appeared due to the fact that the study is a bit different from previous studies conducted by other researchers.

In the previous studies, the authors were interested in investigating the types of strategies used by L2 learners of primary and secondary

schools, but the present study focused on non-native primary school teacher-trainees.

Thus the subjects were found to use “Rote-memorization” as a technique. This strategy here refers to a regurgitation of a material that is produced on the topic at hand. For instance, the first task that the subjects were assumed to present was about ‘punctuation’. They got prepared themselves to teach to students in the classroom. Then, during their oral presentation, they were found to repeat the material without any modification. It is recognized by comparing the materials produced on the topic and the transcription of the oral presentation.

Moreover, the subjects were “Reading from the notes” they were provided to familiarize themselves with the tasks and the materials they produced.

“Rephrasing” was also used as a strategy. The strategy refers to modification of a phrase. For instance, an individual subject begins to say “put your pen on direction (pause)” and rephrases like “... on letter “A”. This strategy is different from “Restructuring”. Restructuring is concerned with the modification of verb patterns, tense or sentence types.

“Displaying” technique was observed to be used in many situations. The strategy refers to showing a picture or a letter and the like.

As it has been mentioned in the review chapter, communication strategies are employed, on the one hand, if the speaker lacks adequate language to proceed with his talk and looks for other ways of compensating his deficiency. On the other hand, they are techniques that are utilized in order to communicate with a deficient interlocutor and make the language suitable to his level of understanding (Tarone 1980; Faerch and Kasper, 1984; and Poulisee, 1990).

Thus, the strategies are classified into two major groups on the basis of speaker's behaviors. These are achievement strategies in which the speaker continues communicating the message with the available means, and reduction strategies in which the speaker interrupts communication due to language shortage.

Under these two broad divisions, table-4 presented a number of specific strategies. Among the strategies, L<sub>2</sub> based was widely used by the subjects. It took about 66 percent of the total number.

“Rote-memorization” and “Reading from a note”, as labeled by the investigator, were among an L<sub>2</sub> based strategies which took the largest frequency. They were about 20 and 17 percent respectively. “Rote memorization” was discerned by comparing the transcript and the original texts or models which the subjects were provided to get themselves familiarized with the tasks. Furthermore, the subjects were reading from the notes they had with them. These strategies, as to me, could not be utilized in spontaneous speech or communication. They might only serve in a situation where the speaker has an opportunity to get himself prepared before any talk or presentation. Hence, they could be applicable for teachers as they organize their lessons before they appear to classes. Therefore, these strategies could be taken as techniques that are only employed in pre-planned presentations. However, all the rest of the techniques would possibly be utilized both in preplanned talks and at any circumstances that communicators engage in interaction. The strategies may not help a speaker (teacher) to promote his language ability unless they are used in compelling situations. Language, by its very nature, is for spontaneous communication in which communicators pursue their interaction depending on contextual factors (Harmer, 1991). It is also believed to be used “in a process of thinking, discovering, classifying, and manipulating, and this process demands active use, not passive reflection” (Strevens, 1978).

On the contrary, it is believed that 'generalization and approximation' are useful techniques both for communication and learning effect (Faerch and Kasper, 1983: 54). As can be seen from table 4, these strategies are the next widely used techniques after "Rote-memorization" and "Reading from a note". They took about 11 percent of the total strategies used.

In general L<sub>2</sub> based strategies are claimed to be more effective for communication than L<sub>1</sub> based strategies. They are also assumed to be employed by more proficient speakers than L<sub>1</sub> based strategies and reduction strategies (Haastrup and Phillipson, 1983; Ellis 1985).

The table that comes next illustrates the strategy types and their frequency in each task types.

**Table 5: A comparison between strategy types and frequency for each task type**

Strategy type		Frequency for each task type											
		Task 1	%	Task 2	%	Task 3	%	Task 4	%	Task 5	%	Total	%
L <sub>1</sub> based strategies	Literal translation	6	1.69	6	1.69	3	0.84	6	1.69	3	0.84	24	6.76
	Foreignisation	2	0.56	-	-	1	0.28	2	0.56	1	0.28	6	1.69
	Code switch	-	-	3	0.84	1	0.28	5	1.4	-	-	9	2.53
L <sub>2</sub> based strategies	Morphological creativity (prefabricated pattern)	-	-	4	1.12	12	3.38	7	1.97	10	2.81	33	9.29
	Generalization	1	0.28	-	-	-	-	-	-	-	-	1	0.28
	Approximation	4	1.12	6	1.69	14	3.94	3	0.84	12	3.38	39	10.98
	Circumlocution	-	-	-	-	2	0.56	-	-	1	0.28	3	0.84
	Restructuring	5	1.40	2	0.56	8	2.25	3	0.84	1	0.28	19	5.35
	Rephrasing*	1	0.28	2	0.56	6	1.69	-	-	-	-	9	2.53
	Rote memorization*	32	9.01	31	8.73	5	1.4	-	-	2	0.56	70	19.71
Reading from a note*	4	1.12	23	6.47	9	2.53	11	3.09	13	3.66	60	16.90	
Non-linguistic strategies	Displaying*	2	0.56	2	0.56	32	9.01	-	-	-	-	36	10.14
	Gesture	-	-	2	0.56	24	6.76	-	-	-	-	26	7.32
Reduction strategies	Topic avoidance	-	-	2	0.56	1	0.28	-	-	-	-	3	0.84
	Message abandonment	6	1.69	9	2.53	1	0.28	1	0.28	-	-	17	4.78
<b>Total</b>		<b>63</b>	<b>17.74</b>	<b>92</b>	<b>25.91</b>	<b>119</b>	<b>33.52</b>	<b>38</b>	<b>10.70</b>	<b>43</b>	<b>12.11</b>	<b>355</b>	<b>100</b>

Table 5, above displays the frequency of each strategy used against the type of tasks. The types of tasks are of various sorts. The first task is a grammar lesson which the subjects were expected to teach in classrooms. It was adapted from grade four text books. The subjects were given the lesson and a note that incorporated examples and explanations (please see Appendices "IA and IB"). The second task was a vocabulary lesson which was supposed to be presented by the subjects. The third activity was "showing direction". The remaining two activities were designed to be presented to expatriates. The contents of the tasks were "describing home village" and "explaining glow-worms". In order to familiarize the subjects with these tasks, model examples were given. However, they were oriented not to read any of these materials as well as their own materials during presentation. They were told to assimilate them and present to their listeners in their own language. This was done because the purpose of the study was to investigate the utilization of the subjects' communication strategies.

In spite of the fact that all the subjects were provided with notes, models and maps for showing direction, they were strongly advised not to use any of these materials, except the map, during their oral presentation. They were advised to use their own examples, notes and other means to supplement the tasks. However, the explanation about "glow-worm" was the only task subjects were allowed to rehearse and present orally to the expatriates. The purpose of providing the subjects with the notes and model examples were for two reasons.

The first reason was that as the subjects were trainees, they might not be at ease and may not be cooperative in the project for fear of the burden in non-payable job. Therefore, I had thought that it reduces the feeling if they were provided with notes and model examples instead of letting the subjects prepare everything by themselves. The second reason was that these texts could serve as guidelines to prepare their own notes and model examples.

When we come to the strategies used by the subjects in those tasks, it was observed that task-3 required them to employ the largest number of strategies i.e. 14 out of 15 and they were compelled to use them more frequently, i.e. 119 times out of the total frequency of 335, or 34 percent of the total frequency. In this task, the subjects were showing three different directions to the learners. The next task which required a large number of strategies was task-2. Here 12 out of 15 strategies were employed. In addition to that, subjects had used these strategies for 92 times or 26 percent of the total frequency. This task dealt with vocabulary extension. It included ten words whose meanings were expected to be explained by the subjects. The task that required the least frequent strategies was task-4. It was about "describing home village". It involved eight strategies with a frequency of 38, i.e. 11 percent of the total frequency.

When we compare the number of strategies used by the subjects in the first three tasks (classroom teaching) and the second two tasks (talking to expatriates), subjects have used hardly any non-linguistic and reduction strategies in the second two tasks. This seems because of the subjects' pre-supposition of the expatriates' knowledge of the language.

From all that have been observed it could be possible to infer that:

- (i) Types of tasks could determine the nature of strategies used ( $L_1$  based,  $L_2$  based, non-linguistic and reduction) and their frequency.
- (ii) Types of interlocutor (deficient or able) determine the type of strategy to be used.
- (iii) The more unfamiliar the topic is the more strategies are employed. For example, describing home village seems more familiar than showing direction. As a result, subjects were compelled to use larger number of strategies in other tasks than in task-4, (village description)

This fact is consistent with the factors which Tarone and Yule (1989: 106) proposed. They stated that "...the range of expressions available to any

individual, whether learner or native speaker, will prove to be dependent upon a minimum of three factors:

- (i) The speaker's knowledge of the language;
- (ii) The speaker's knowledge of the world, and
- (iii) The speaker's assessment of the listener's knowledge of the world and language."

When we compare the strategy use of subjects of Gamo and Amharic Departments, we can see some variations. Table 6, below depicts the figure.

**Table 6:** A comparison between the total number of strategies used by subjects of Gamo and Amharic Department

	Communication Strategies	Gamo										Amharic									
		Frequency of each strategy used by each subject(s)										Frequency of each strategy used by each subject(s)									
		S <sub>1</sub>	%	S <sub>2</sub>	%	S <sub>3</sub>	%	S <sub>4</sub>	%	Total	%	S <sub>1</sub>	%	S <sub>2</sub>	%	S <sub>3</sub>	%	S <sub>4</sub>	%	Total	%
L <sub>1</sub> based strategies	Literal translation	-	-	5	1.40	10	2.81			15	4.22	2	0.56	2	0.56	3	0.84	2	0.56	9	2.53
	Foreignization	-				3	0.84	2	0.56	5	1.40							1	0.28	1	0.28
	Code switching	-				5	1.40			5	1.40	2	0.56	2	0.56					4	1.12
										<b>25</b>	<b>7.04</b>									<b>14</b>	<b>3.94</b>
L <sub>2</sub> based strategies	Morphological creativity (prefabricated pattern)	1	0.28	9	2.53	7	1.97	2	0.56	19	5.35	1	0.28	4	1.12	2	0.56	7	1.94	14	6.76
	Generalization	1	0.28							1	0.28										
	Approximation	8	2.25	1	0.28	11	3.09	2	0.56	22	6.19	8	2.25	5	1.40	3	0.84	1	0.28	17	4.78
	Circumlocution	-												1	0.28	2	0.56			3	0.84
	Restructuring	9	2.53	5	1.40	1	0.28			15	4.22	3	0.84			1	0.28			4	1.12
	Rephrasing*	1	0.28	4	1.12	2	0.56			7	1.97					2	0.56			2	0.56
	Rote memorization *	13	3.66	11	3.09	8	2.25	6	1.69	38	10.70	7	1.97	7	1.97	14	6.76	4	1.12	32	9.01
Reading from a note*	3	0.84	7	1.97			10	2.81	20	5.63	2	0.56	12	3.38	4	1.12	22	6.19	40	11.26	
										<b>122</b>	<b>36.41</b>									<b>112</b>	<b>31.54</b>
Non-linguistic strategy	Displaying *	11	3.09	4	1.12	8	2.25			23	6.47	9	2.53	3	0.84	1	0.28			13	3.66
	Gesture	11	3.09	2	0.46	2	0.56			15	4.22	6	1.69			5	1.40			11	3.09
										<b>15</b>	<b>4.22</b>									<b>24</b>	<b>6.76</b>
Reduction strategies	Topic avoidance	-		3	0.84					3	0.84										
	Message abandonment	-				7	1.97	2	0.56	9	2.53	2	0.56	1	0.28			5	1.40	8	2.25
										<b>12</b>	<b>3.38</b>									<b>8</b>	<b>2.25</b>
<b>Grand Total</b>		58	16.33	51	14.36	64	18.02	24	6.76	197	55.49	42	11.83	37	10.42	37	10.42	42	11.83	158	44.50

In the table above the total number of strategies used by both subjects of Gamo and Amharic Department is organized. Accordingly, a large frequency of strategy use is shown by subjects of Gamo Department. It accounts for 55 % (fifty-five percent) of the total frequency.

As can be seen from other writers such as Tarone (1977) and Ellis (1985) it is believed that less proficient speakers use L<sub>1</sub> based and reduction strategies. In line with this, subject of Gamo Department used more L<sub>1</sub> based and reduction strategies. L<sub>1</sub> based strategies were used in a frequency of 25 i.e. 7.04 percent of the total frequency. It exceeds strategies used by subjects of Amharic Department by about 4% (four percent). Reduction strategies were also used more by subjects of Gamo than by subjects of Amharic Department. The former used in a frequency of 12, i.e. 3.4 percent whereas the latter used in a frequency of 8, i.e. 2.3 percent of the total frequency of strategies used. The difference seems to have its own implication, that is, subjects of Gamo Department were somehow less proficient than subjects of Amharic Department. Scholars like Tarone (1977), Hasstrup and Phillipson (1983) Bialystok and Frohlich (1980) state that “code switching” is the more frequent L<sub>1</sub> based strategy. Thus, we can see that both subjects of Gamo and Amharic Department employed this strategy without much difference. They used in a frequency of 5, i.e. 1.4 percent and 4, i.e. 1.12 percent respectively.

On the other hand L<sub>2</sub> based strategies, which are considered to be utilized by proficient language users, were employed more by subjects of Gamo Department than by subjects of Amharic Department. The first subjects used these strategies in a frequency of 122, i.e. about 36 percent. The second subjects used them in a frequency of 112, i.e. about 32 percent. It shows a difference of 4 percent. Furthermore this difference seems to contradict with the assumption that is stated by Tarone (1977) and Ellis (1985) in that less proficient speakers rely on L<sub>1</sub> based strategies or they use reduction strategies. The difference that is observed in strategy use of subjects of the two Departments seems inconsistent. Subjects of Gamo Department, though the difference is not much, employed more L<sub>1</sub> based

and reduction strategies than subjects of Amharic Department. In contrast, subjects of Gamo Department also employed more L<sub>2</sub> based strategies than Amharic Department. However, Faerch and Kasper (1983:54) confirm that “Generalization or approximation” is believed to be a very useful strategy both for communication and for learning. Therefore, if we see the frequency in light of this, the use of ‘generalization and approximation’ accounts for about 5.6 percent by subject of Amharic Department whereas the frequency is about 6.4 percent by subjects of Gamo Department. The difference is about 0.84 percent. This implies that the difference is not much and that reveals subjects of Gamo Department and Amharic Department do not seem to have considerable difference in the most important L<sub>2</sub> based strategy use and strategy preference.

Moreover, the discussion on types of strategies used in different types of tasks below, shows distinction between the two groups of subjects.

**Table 7:** A comparison between types of strategies used and types of tasks carried out by subjects of Gamo and Amharic Department

	Communicatio n Strategies	Task - 1				Task - 2				Task - 3				Task - 4				Task - 5				Total	%	
		Gamo Department		Amharic Department		Gamo Department		Amharic Department		Gamo Department		Amharic Department		Gamo Department		Amharic Department		Gamo Department		Amharic Department				
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%			
L <sub>1</sub> based strategies	Literal translation	5	1.40	1	0.28	6	1.69					3	0.84	3	0.84	3	0.84	3	0.84			24	6.76	
	Foreignization	2	0.5									1	0.28	2	0.56					1	0.28	6	1.69	
	Code switch					2	0.56	1	0.28			1	0.28	3	0.84	2	0.56					9	2.53	
L <sub>2</sub> based strategies	Morphological creativity (prefabricated pattern)					1	0.28	3	0.84	11	3.09	1	0.28	3	0.84	4	1.12	5	1.40	5	1.40	33	9.29	
	Generalization	1	0.28																			1	0.28	
	Approximation	3	0.84	1	0.28	4	1.12	2	0.56	6	1.69	8	2.25	2	0.56	1	0.28	6	1.69	6	1.69	39	10.98	
	Circumlocution											2	0.56								1	0.28	3	0.84
	Restructuring	4	1.12	1	0.28	1	0.28	1	0.28	6	1.69	2	0.56	3	0.84			1	0.28			19	5.35	
	Rephrasing *	1	0.28			1	0.28	1	0.28	4	1.12	2	0.56									9	2.53	
	Rote memorization *	17	4.78	15	4.22	15	4.22	16	4.5	5	1.40							1	0.28	1	0.28	70	19.71	
Reading from a note*	2	0.56	2	0.56	10	2.81	13	3.66	7	1.97	2	0.56	1	0.28	10	2.81			13	3.66	60	16.90		
Non-linguistic strategy	Displaying *	2	0.56			1	0.28	1	0.28	20	5.63	12	3.38									36	10.14	
	Gesture					1	0.28	1	0.28	14	6.76	10	2.81									26	7.32	
Reduction strategies	Topic Avoidance					2	0.56			1	0.28											3	0.84	
	Message Abandonment	5	1.40	1	0.28	3	0.84	6	1.69			1	0.28	1	0.28							17	4.78	
		42	11.83	21	5.9	47	13.23	45	12.67	74	20.8	45	12.67	18	5.07	20	5.63	16	4.50	27	7.60	3.35	100	

Table 7 above shows the types of strategies used in different tasks. In the previous discussion, it was confirmed that a large number of strategies in a high degree of frequency is used more by subjects of Gamo Department than by subjects of Amharic Department, i.e. 55 against 45 percent of the total strategy used. Thus, as is shown in table-7, the strategy use is affected by task types. For instance, subjects of both groups were compelled to use more strategies in tasks 3, 2, and 1, respectively than in tasks 4 and 5. In the first three tasks subjects of Gamo Department used strategies in frequency of 74 (21 percent), 47(13 percent) and 42(12 percent) respectively against subjects of Amharic Department who used strategies in a frequency of 45(13 percent), 45 (13 percent) and 21(6 percent) respectively.

Despite the fact that difference in task type calls for difference in strategy type and frequency of strategies, there is no evidence from available sources that confirms the relationship between the number of strategies used and the proficiency level of a speaker. It is recognized from the data presented in the above four tables (4-7) that variation in task types has an impact on the preference and frequency of strategy use. The other important inference from the data is that there is no considerable variation between subjects of Gamo Department and Amharic Department in preference of specific strategy, but there is difference in frequency of strategy use in different tasks.

#### **4.2 Effectiveness of Communication Strategies Used by the Subjects**

One of the objectives of this study was to investigate effectiveness of communication strategies used by the subjects. Hence, this section is devoted to present and discuss data that is pertinent to assess the effectiveness of communication strategies employed by the subjects. For this reason the following data is provided to show the performance of the subjects in actual classroom teaching practice. Table 8, below, displays the

scores of grade four students who were taught by the subjects. There were totally eight groups and each group comprised of nine students.

Each group of students had sat for pre-test and post test (please see the test items in Appendices IC and ID). Pre-test had been administered before the beginning of each lesson from which the test items were prepared. Then, immediately after the test, students were taught by the subjects. However, since task – 3 was about showing direction, pre-test was not conducted. Finally, post-test was administered. Here care had been taken not to get students who took pre-test and post-test together. The place where students first placed and where they were sent after test was prepared. This was done due to the fact that those who were taught first might talk about the nature of the test and even tell answers. It was also impossible for the eight subjects (teacher-trainees) to teach at the same time as video-recording and personal observation was impracticable.

Finally, the mean value of pre-test and post-test was compared so that the effectiveness of the subjects would be assessed. This was also supplemented by the responses of the expatriates to task – 4 and task -5.

**Table 8:** Effectiveness of the subjects in transmitting the message

Group	Number of learners	Pretest mean value of each task			Post test mean value of each task			Subjects	
		Task 1	Task 2	Task 3	Task 1	Task 2	Task 3	Department	Code
<b>A</b>	9	2.6	1.3		5	4.6	0.6	Gamo	S <sub>1</sub>
<b>B</b>	9	3.3	1.3		4.3	1.6	0	“	S <sub>2</sub>
<b>C</b>	9	3.5	1		5.3	3.3	0	“	S <sub>3</sub>
<b>D</b>	9	3.6	3		5	3	0	“	S <sub>4</sub>
<b>E</b>	9	4	0.6		5.3	2.3	0.3	Amharic	S <sub>1</sub>
<b>F</b>	9	3	1		5.3	0.6	1	“	S <sub>2</sub>
<b>G</b>	9	3.3	1		4.3	2	1	“	S <sub>3</sub>
<b>H</b>	9	2.3	0.6		5.3	0.6	0	“	S <sub>4</sub>

**N.B.** The sequence of the departments and the codes of the subjects correspond to the order of the subjects in the video record

As can be seen from table-8 above, the mean values of all the scores in task-1 showed progress.

Moreover, the value depicted observable progress in task - 2 except in groups "F" and "H". In group "F" the value declined from 1 to 0.6.

It happened due to the fact that three students' scores declined from 1 to 0, and one student's score declined from 2 to 0 (please, see Appendix "IF"). This implies that the students had guessed the answers during pre-test and they were unable to remember what they did in the first test. In group "H" it was observed that there was no change between the mean score of the first test and the last test. Nevertheless, when individual scores are inspected, there are inconsistencies between pre-test and post-test scores. For example, a student's score declined from '2' to '1', and another student's score went down from 2 to 0. There are also two students whose scores were

constant in both tests. Therefore, it looks possible to conclude that the results of group "F" and "H" with regard to task - 2 were not reliable.

The performance of students in task - 3 is different from the two tasks. Each student's score was evaluated on the basis of a single activity. Hence, groups "A", "E", "F" and "G" were found to be better than the rest. Few students in these groups identified at least one place which was directed by the subject (trainee-teacher) whereas students in groups "B", "C", "D" and "H" did not find any place that was described.

Hence, from table - 8, it was possible to draw these:

- (i) Subjects had been effective in utilizing communication strategies to impart the first and the second lessons.
- (ii) Subjects of Gamo Department had been more effective than subjects of Amharic Department in the first two lessons, but subjects of Amharic stream were better than their counterparts in task - 3. Nevertheless, both groups were not so effective in task-3

as with task-1 and 2. This implies that the subjects were not effective in activities which demand much explanation.

Furthermore, the subjects had been effective in presenting the tasks (task 4 and 5) to the expatriates. Both the expatriates were able to perform the expected activities.

In both tasks, the expatriates were instructed to listen to the subjects and retell what they have heard. The first task (task – 4) was about "describing home village" and the second task (task – 5) was explanation about "Glow worms". In the first task, the listeners were given a note-outline in which they were supposed to fill in the necessary information when each subject narrates (please, see Appendix IG). The result showed that the expatriates were able to fill the necessary data as explained by the subjects.

In the second task, each subject was invited to talk about "Glow worms" to the expatriates (please, see Appendix IH). The talk was recorded and the expatriates were asked to retell what they heard and they were able to retell the description. However, they had explained that they were in trouble to understand the explanations given by the subjects of Gamo Department, particularly by S2 and S4.

### **4.3 Relationship between Effectiveness in Communication Strategies and Language Accuracy**

Tarone and Yule (1989:105) claim that "individuals may be able to successfully communicate their intended meanings without necessarily demonstrating accuracy in the linguistic form of the target language."

To ensure whether or not the claim holds true in this study, the investigator rated language errors made by the subjects. The following table uncovers the situation.

**Table 9:** A comparison between frequency of language errors made by each subject and frequency of error-free sentences

Error types	Gamo Department										Amharic Department										Grand Total	Percentile (%)
	Frequency of errors made by each subject										Frequency of errors made by each subject											
	S1	%	S2	%	S3	%	S4	%	Total	%	S1	%	S2	%	S3	%	S4	%	Total	%		
Ungrammatical expression (UG)	18	8.53	25	11.84	33	15.63	38	18	114	54.02	31	14.69	22	10.42	25	11.84	19	9.0	97	45.97	211	60.28
Fragment (FR)			21	16.27	16	12.40	32	24.8	69	53.48	8	6.2	25	19.37	6	4.65	21	16.27	60	46.51	129	36.85
Wrong pronunciation (WP)			1	10	5	50			6	60							4	40	4	40	10	2.85
									189	54									161	46	350	100
Error-free sentences	Gamo Department										Amharic Department											
	Frequency of correct sentences made by each subject										Frequency of correct sentences made by each subject											
	S1	%	S2	%	S3	%	S4	%	Total	%	S1	%	S2	%	S3	%	S4	%	Total	%		
	57	32.25	44	25.14	59	33.71	15	8.57	175	100	41	27.89	32	21.76	35	23.80	39	26.53	147	100		
	Total time of interaction 358 (100%) Frequency of errors 183(51%) Frequency of error-free sentences 175(49%)										Total time of interaction 304 (100%) Frequency of errors 157(52%) Frequency of error-free sentences 147(48%)											

**NB.**

1. Error types are sorted out in the transcription of subjects' utterances (please see Appendix IIB)
2. Ungrammatical expressions refer to a phrase or a clause or a sentence which is not well formed.
3. Fragment refers to stretch of words which are not meaningfully conjoined. They are disconnected and broken
4. Wrong pronunciation refers to the pronunciation of terms that is extremely far from Received Pronunciation (RP)

Table – 9 above depicts language errors made by the subjects and frequency of error free expressions. Accordingly subjects of both departments had frequently made language errors. It accounts for 350 times out of a total interaction of 662. They made 211 times or 60 percent of grammatical errors. Moreover, they made 129 times or 37 percent fragments, and 10 times or 3 percent pronunciation errors. For example the word “neighbor” was pronounced as /nigabori/ (please see the transcript in Appendix IIB).

When we contrast the total frequency of strategies used against the total language errors, the former accounts a frequency of 355 and the later 350. This shows that the frequency of errors made by the subjects were almost equivalent to the strategies they used. Moreover, when we contrast the total frequency of error-free expressions against erroneous expressions, we can see that the former accounts 322 and the latter accounts 340. This shows that the subjects made more errors than error-free sentences. On the other hand when we contrast errors made by the subjects of the two departments, we can observe the following. Subjects of Amharic Department made more errors, i.e. a frequency of 157 or 52 percent than error-free sentences, i.e. a frequency of 147 or 48 percent. And subjects of Gamo Department also made more errors, i.e. a frequency of 183 or 51 percent than error-free sentences, i.e. a frequency of 175 or 49 percent.

This implies that effectiveness in communication strategies does not guarantee accuracy in language, but the reverse might hold true.

However, Stevens (1977:31) says:

*[A teacher] must have an adequate command of language he is teaching ... If he lacks the command of the language in the form he needs for classroom use, if he suffers from hesitation and uncertainties in his control of the language that is recognized as such by his learners, if he makes errors on usage, then his grasp of the language is inadequate for his job and it becomes an impediment to the learning of his pupil.*

Though effectiveness in utilizing communication strategies to achieve an intended goal has paramount importance in teaching, making lots of

language errors in teaching English could hamper the teaching – learning endeavor. Howatt (1984:91) says “... although communicative language teaching has played a dominant role in English as a Foreign Language Teaching (CLT) techniques, the grammar served as a nucleus of the language.”

It is believed that one of the major sources of error that is made by L<sub>2</sub> learners is an error made by transfer of training (Ellis 1985:48). It is to mean that learners imitate faulty language structures, pronunciation or words from their teachers.

### **Factors that Contributed to Effectiveness of Communication Strategies**

When we examine closely at the strategies used both in teaching practice as well as in presenting the tasks to the expatriates, the subjects were successful in achieving the desired communicative goals. However, almost all of the subjects were not competent enough in their linguistic ability (grammatical competence). When we inspect the actual performance of the subjects, they had employed a number of strategies. Some of the strategies were non-linguistic. For example, they had been using “displaying” or showing technique, which I labeled, because of two reasons. In the first place some of them were using it as they were not able to utter out what they wanted to say and they compensated for their language deficiencies by showing a figure which they produced on the blackboard. The others were using this technique to help the learners understand the lesson as a supplement to oral presentation. The same is true with gesture. The subjects had displayed a considerable frequency of gesture. In general, about 17 percent of the total strategies count non-linguistic.

Therefore, non-linguistic features along with other strategies have played great role in helping the subjects to be effective in meeting the desired goal, i.e. imparting the lessons.

On the other hand, the subjects had been effective in transmitting the message to the expatriates. It is confirmed from the expatriate that they had been focusing on the theme rather than the language of the subjects. This implies that it was not only the efforts of the subjects but also the efforts of the expatriates which enabled to construct meaning.

## Chapter Five

### 5. Conclusions and Recommendations

This study was intended to investigate Arba Minch Omo TTI Teacher – trainees’ utilization of communication strategies in oral production of English. Consequently, the following questions were raised:

1. What communication strategies do the teacher-trainees utilize in oral production of English?
2. Are they effective in using the communication strategies?
3. Do task types have any bearing on the strategies they prefer?
4. Is there relationship between effectiveness in utilizing communication strategies and accuracy in language?
5. What are the possible factors that contributed to the effectiveness of the strategies?

To this end, eight trainee-teachers from Amharic and Gamo Department were selected. They were provided with five tasks to perform. The first three tasks were teaching lessons. The lessons were extracted from grade four textbooks and the subjects (trainee-teachers) were oriented to teach grade four students.

The remaining two tasks were about “description of their village” and explanation about “glow worms”. These tasks were selected to be presented to two native English speakers. The purposes of the tasks were to investigate the types of strategies used by the subjects. Moreover, to present the first two tasks (teaching punctuation and teaching vocabulary), grade four students were selected and they were given pre-test, and post-test. The purpose of the pre-test was to examine whether or not they have prior-knowledge about the lessons, and to compare the changes made after the lessons. For this purpose eight groups consisted of nine students each were selected to be taught by each subject.

Thus, the subjects were observed while they were teaching the lessons. The first three activities (teaching practice) were video-recorded, but the second two tasks were tape-recorded. Finally, the presentations were transcribed and analyzed. Accordingly, the following conclusion is drawn:

## **5.1 Conclusions**

1. The teacher-trainees have employed fifteen types of communication strategies at a frequency of 355 times. Four of the strategies were known to have been strange which were not observed in other studies which the investigator explored. These are “Rote-memorization”, “Reading from a note”, “Rephrasing” and “Displaying”. The former two accounts for 37 percents of the total frequency. In general, the subjects have used more L<sub>2</sub> based strategies than other strategies. However, “generalization” and “approximation” which are considered to be the best among achievement strategies take about 11 percent out of 66 percent of L<sub>2</sub> based strategies.
2. In general, trainee-teachers of Omo TTI seem to be effective in utilizing communication strategies in transmitting message to native language users.
3. In particular, Amharic trainees are found to be more effective than Gamo trainees in using communication strategies to teach language elements (punctuation and vocabulary) to beginning level learners whereas Gamo trainees were effective in teaching punctuation. But they were not able to teach the vocabulary lesson which demands lots of explanations and exemplifications.
4. Both groups of trainee-teachers were not able to utilize effective communication strategies in the task that demands much explanation i.e. showing direction.
5. It is observed that task-types determine the preference of strategy and number of frequency. Unfamiliar tasks required the subjects to

employ large number of strategies with a large number of frequencies.

6. Accuracy in language and effectiveness in using communication strategies are found not to have direct relationship. For example, the teacher-trainees have made 350 language errors in the five tasks in which they interacted 662 times, but they are still able to transmit the message.
7. The integration of non-verbal and verbal communication strategies are recognized to have been helpful techniques to help primary level students to learn English.
8. In general, the language of the trainee – teachers is not to the level that is required for their job.

Furthermore, the following factors were identified to have played their own roles.

1. Focus on fluency: almost all the subjects were not worrying about their language accuracy rather they were focusing on the meaning they wanted to communicate.
2. Non-linguistic strategies and other paralinguistic features like facial expression were among the factors that were considered to be effective to teach English to beginning level learners.
3. The ability of the native speakers in identifying the message in disconnected discourse is one of the factors that helped the trainee-teachers to be understood.

## **5.2 Recommendations**

Based on the findings of the study, the following recommendations are forwarded:

1. English language syllabus designers of primary school teachers training institutes have to devise mechanisms to balance fluency and accuracy based activities in English language syllabus. It could promote students' as well as teacher-trainees' error-free communication strategies.
2. English language teachers in training institutes as well as in high schools need to help their learners to develop both linguistic and functional competence. They need to understand the purpose of teaching language. The ultimate aim of language teaching must be to teach the learner to use the language fluently without totally ignoring accuracy. Particularly trainee-teachers must be helped to avoid errors on usage that might be reflected in their future career.
3. The Training Institute (Omo TTI) has to devise a scheme that would equally benefit both trainees of Gamo and Amharic Department in learning English. The present situation shows that trainees of Gamo Department take English language as a four credit hour course (128 hours per year) but trainees of Amharic stream take as a five credit hours course (160 hours per year) (please see Appendix IV, general information about the institute).
4. English language teachers who are teaching in training institutes can adapt communication strategies listed in this study to evaluate their trainees' communication strategies and language.

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## Appendix - IA

### Task - 1

#### Lesson-1 (Trainee's note)

##### Punctuation

Punctuation deals about the right use of different marks like the full stop (.), the comma (,) the semi-colon (;), the colon (:), quotation marks (“ ”) and the like.

It also deals with the right use of capital letters in writing.

Thus:

1. Always begin a sentence with capital letter.

Example: a) he did not come to school. b) He did not come to School.

The second sentence began with capital letter but the first began with small letter.

Therefore the second is right but the first is wrong.

2. Always end a statement with a period or full stop (.)

Example: a) I can swim b) I can swim.

The second sentence ended with a full stop but the first did not end with full stop.

3. Always end a question with question mark (?)

Example: a) Can you tell me your name? b) Can you tell me your name

The first sentence is right because it ended with question mark but the second did not end with question mark.

4. Always capitalize the first letter of names of people and places

##### Example

A) girma and abera are friends. They live in Addis Ababa.

B) Girma and Abera are friends. They are live in Addis Ababa.

The names \_\_\_\_\_ Girma } names of people  
                                  Abera }  
                                  Addis Ababa } name of place

In the first sentence the names are not capitalized but in the second sentence all the names are capitalized.

Adapted from *Supplement your English*

for grade four By Askale Gerehiwot

## Appendix - IB

### Task 2 ( Trainees note)

#### Vocabulary Extension

1. Neighbour → a person living next to or near another

E.g Wizero Alemitu lives next door to wizero Beletu. They are neighbours.

→ A country or thing that is next to or near another.

2. Neighbours → People living next to each other

→ Countries living next to each other

3. Far → remot ; opposite to near

Eg. \* Addis Ababa is very far from ArbaMinch. It is 505 km.

\* Addis Abab is near to Nazreth. It is 100 km.

4. Take → Use

Eg. \*I always take a chair to sit in my class.

\* Almaz takes a city-bus to go to work.

5. Get up → raise up from sleep, or bed.

Eg. My sister gets up earlier than me. She gets up at 6o'clock in the morning but I get up at 7 o'clock in the morning.

6. Compound → an area enclosed by a fence in which a house, factory or other building stands.

Eg. This school has a large compound. It is fenced with barbed wire.

7. Carpenter → a person whose job is making or repairing wooden objects and structures.

Eg. Tamirat is a carpenter. He makes tables and chairs.

8. locksmith → a person who makes locks, keys and the like.

9. Air hostess → a woman who provides people with food and drink on a plane.

10. Cheap → low in price; costing little money

→ Opposite to expensive

## Appendix – IC

## Activity-I

### Punctuation

(To be done by learners)

*Objective:*

**At the end of the lesson at least half of the learners will be able to answer each item correctly.**

**Roll Number \_\_\_\_\_**

**Circle the letter of the sentence that is correctly punctuated.**

1. A) Ethiopia is found in africa.  
B) Ethiopia is found in Africa?  
C) ethiopia is found in Africa.
2. A) is hailu your teacher?  
B) Is hailu your teacher.  
C) Is Hailu your teacher?
3. A) april is the fourth month of a year?  
B) April is the fourth month of a year.  
C) april is the Fourth Month of a Year.
4. A) if people are sick, they go to Hospital.  
B) if people are sick, they go to hospital?  
C) If people are sick, they go to hospital.
5. A) I was born in Awassa  
B) I was born in Awassa.  
C) i was born in Awassa.
6. A) Has natnael gone to addis ababa?  
B) Has natnael gone to Addis Ababa.  
C) Has Natnael gone to Addis Ababa?
7. A) my friend does not know English.  
B) My friend does not know English?  
C) My friend does not know English.
8. A) please stand up?

- B) please stand up.
  - C) Please Stand Up.
9. A) do you know how to dance?  
B) Do you know how to dance.  
C) Do you know how to dance?
10. A) Is tuesday the second day of a week.  
B) Is Tuesday the second day of a week.  
C) Is Tuesday the second day of a week

Adapted from *Supplement your English* for grade four.

By Askale Gerehiwot

## Task 2 Vocabulary extension

(To be done by the learners)

**Objective:**

At the end of the lesson at least half of the learners will be able to answer each item correctly.

Choose a word that completes the sentence.

- |              |              |                |
|--------------|--------------|----------------|
| A) Neighbour | E) get up    | H) neighbours  |
| B) Far       | F) compound  | I) locksmith   |
| C) Takes     | G) carpenter | J) air hostess |
| D) Cheap     |              |                |

1. My home is not \_\_\_\_\_ from school. It is five minutes walk from the school.
2. Ato Megerssa lives next to our house. He is our \_\_\_\_\_.
3. My father always \_\_\_\_\_ a taxi to his working place. He spends two hundred Birr per month for taxi.
4. We grow flowers in our \_\_\_\_\_. It is very large and we plant a lot of vegetables too.
5. I always \_\_\_\_\_ in the morning and I wash my face.
6. Fikru's father makes chairs and tables. He is a \_\_\_\_\_.
7. Kenya and Ethiopia are \_\_\_\_\_.
8. Atnafu lost his keys so he went to find a \_\_\_\_\_ to open the door.
9. Abeba is an \_\_\_\_\_. She works on a plane. She takes food and drink to the people on the plane.
10. Banana is \_\_\_\_\_ in Arbaminch. You can buy a kilo of bananas for two birr ,but it is expensive in Addis Ababa. It is four birr a kilo there.

Adapted from: *English for Ethiopia*, grade four text book.

## Showing Direction

### 1.3 Showing places

(To be done by the learners)

Objective:

After the description given by the teacher-trainees the learners are expected to mark the three places described.



### Students' Scores

Group	Serial No.	Pre-test			Post-test		
		Task 1 (10%)	Task 2 (10%)	Task 3 (3%)	Task 1 (10%)	Task 2 (10%)	Task 3 (3%)
<b>A</b>	1	1	1		3	4	2
	2	4	2		7	4	0
	3	3	1		5	6	0
	4	4	2		6	5	1
	5	2	1		4	6	0
	6	4	1		3	7	0
	7	2	2		5	4	2
	8	2	1		6	3	0
	9	2	1		6	3	1
Mean Value		2.6	1.3		5	4.6	0.6
<b>B</b>	1	3	2		3	2	0
	2	3	0		5	2	0
	3	4	2		5	1	0
	4	3	1		4	2	0
	5	2	2		5	3	0
	6	4	0		3	1	0
	7	4	2		4	2	0
	8	3	1		5	1	0
	9	4	2		5	1	0
Mean Value		3.3	1.3		4.3	1.6	0

Group	Serial No.	Pre-test			Post-test		
		Task 1 (10%)	Task 2 (10%)	Task 3 (3%)	Task 1 (10%)	Task 2 (10%)	Task 3 (3%)
C	1	4	0		6	3	0
	2	2	3		4	3	0
	3	4	0		6	4	0
	4	2	1		5	2	0
	5	4	3		4	1	0
	6	5	0		6	4	0
	7	3	1		7	5	0
	8	4	0		5	4	0
	9	4	1		5	4	0
Mean Value		3.55	1		5.3	3.3	0
D	1	4	3		4	3	0
	2	4	2		5	2	0
	3	3	4		6	4	0
	4	4	4		7	3	0
	5	4	3		6	4	0
	6	3	2		5	2	0
	7	4	3		4	2	0
	8	3	4		5	4	0
	9	4	2		3	3	0
Mean Value		3.6	3		5	3	0

Group	Serial No.	Pre-test			Post-test		
		Task 1 (10%)	Task 2 (10%)	Task 3 (3%)	Task 1 (10%)	Task 2 (10%)	Task 3 (3%)
<b>E</b>	1	4	1		5	2	0
	2	3	0		6	3	0
	3	5	1		5	2	1
	4	4	0		6	3	0
	5	5	1		4	3	0
	6	3	1		7	2	1
	7	4	0		5	3	0
	8	5	1		4	1	1
	9	3	1		6	2	0
Mean Value		4	0.6		5.3	2.3	0.3
<b>F</b>	1	4	1		6	0	1
	2	4	1		6	0	0
	3	1	1		4	2	2
	4	3	0		5	0	0
	5	2	2		4	0	1
	6	4	1		6	1	2
	7	2	1		7	2	1
	8	4	1		5	0	0
	9	3	1		5	1	2
Mean Value		3	1		5.3	0.6	1

Group	Serial No.	Pre-test			Post-test		
		Task 1 (10%)	Task 2 (10%)	Task 3 (3%)	Task 1 (10%)	Task 2 (10%)	Task 3 (3%)
G	1	5	2		6	3	0
	2	3	1		3	1	3
	3	2	0		4	2	0
	4	4	1		5	4	1
	5	3	0		7	2	0
	6	5	2		6	3	0
	7	2	1		2	1	2
	8	3	1		3	1	2
	9	3	1		3	1	1
Mean Value		3.3	1		4.3	2	1
H	1	2	0		6	1	0
	2	1	2		3	1	0
	3	4	0		7	0	0
	4	3	1		5	1	0
	5	2	2		4	0	0
	6	1	0		6	1	0
	7	4	0		5	0	0
	8	2	1		6	1	0
	9	2	0		6	1	0
Mean Value		2.3	0.6		5.3	0.6	0
Grand Mean		3.22	1.22		4.97	2.25	0.44

N.B. The first two tasks (Task 1 and 2) were marked out of 10% each whereas the third task (Task – 3) was marked out of 3%.

## Appendix – IG

### Task 4: Describing home village

(Checklist for the expatriates)

#### Objectives:

After the description given by the trainees, the expatriates are expected to-

- 1) Complete the outline accordingly.
- 2) Understand each strategy of communication utilized by the trainees.

Please fill in the note outline on the basis of the trainee's description. If you find any thing not clear while the trainee is describing, please, leave the space unfilled.

1. Name: \_\_\_\_\_
2. Birth day: \_\_\_\_\_
3. Number of family : \_\_\_\_\_
4. Birth place: \_\_\_\_\_
5. Distance from Arbaminch : \_\_\_\_\_
6. Topography of the village: \_\_\_\_\_
7. Available infrastructure : \_\_\_\_\_
8. unavailable infrastructure: \_\_\_\_\_
9. climate: \_\_\_\_\_
10. Type of produce: \_\_\_\_\_

## Appendix – IH

### Task 5: Explanation about Glow-worms

#### Objectives:

After the explanation given by the trainees, the expatriates are expected to-

- 1) re-explain about Glow-worms.
- 2) understand each strategy of communication utilized by the trainees.

#### **The Insect which shines in the Dark**

Glow – worms are, in fact, not worms at all: they are a kind of beetle. Glow– worms rest during the day and move about at night. The male has wings and can fly, but as the female is wingless, she remains on the ground. You would expect it to be very difficult for them to find each other. However, the female can make the back part of her body glow brightly like a lamp shining in the darkness. When the male, flying above, sees the light, he comes down and finds her. This makes it possible for them to meet and reproduce.

Taken from: *English for Ethiopia* Grade –Nine students' text book . p.102\_(Book -2)

## **Appendix-IIA**

### **1. Symbols for Communication Strategies and Language Errors**

In this section the types of communication strategies are presented. To make a reference to the transcription of trainees' talks easy, symbols are assigned to each strategy and language errors. As a result the following symbols denote the corresponding meaning. However, those strategies which are marked by asterisk are not cited in any literature, as far as my knowledge is concerned, but they are discerned from the present investigation.

NB. (This list was used as a checklist during observation)

#### **Symbols for Communication Strategies**

<b>Symbols</b>	<b>Meaning</b>	<b>Symbols</b>	<b>Meaning</b>
1	Literal translation	12	Rote memorization *
2	Foreignisation	13	Reading from a note *
3	Language switch	14	Appeal for assistance
4	Code switch	15	Mime
5	Morphological Creativity (Prefabricated pattern)	16	Displaying *
		17	Sound imitation
6	Generalization	18	Gesture
7	Approximation	19	Syntactic avoidance
8	Circumlocution	20	lexical avoidance
9	Restructuring	21	Topic avoidance
10	Rephrasing *	22	Message abandonment
11	Word coinage		

## **Symbols for Language Elements**

UG	Ungrammatical expression
FR	Fragment
WP	Wrong pronunciation
( )	Explanation of the investigator
—	Pause

## **Appendix-IIB**

### **Transcriptions of Trainees' Presentation**

#### **Gamo Department**

#### **Trainee -1(S1)**

#### **Task - 1(Punctuation)**

Punctuation refers to \_\_\_\_\_ Punctuation refers to the right or the correct use of different marks like full stop question mark, comma(12)\_\_\_\_\_always start a sentence with capital letter(12) *Example:* I am a tall (UG)\_\_\_we write the first letter 'I' in capital and we end with full stop (16)\_\_\_always end a question \_\_\_\_\_ with \_\_\_\_\_ question \_\_\_\_\_ mark (12)\_\_\_always\_\_\_always\_\_\_start\_\_\_begin\_\_\_always\_\_\_start\_\_\_begin always end\_\_\_no I mean that \_\_\_\_\_ always end a sentence with full stop or a period (7) (12)\_\_\_ at the end of a sentence(6) we use a full stop(To mean at the end of a statement)\_\_\_always capitalize\_\_\_always capitalize the first letter of the names of letter\_\_\_person or places\_\_\_ have you understand what I have tell you or what I have teach you(UG)

#### **Task - 2(Vocabulary)**

*Neighbor*\_\_\_ a person who lives next to another person (12)\_\_\_*Example:* Ato Gashaw and Ato Alemu are neighbors\_\_\_Kenya and Djibouti are countries\_\_\_for this reason they are *Neighbors*\_\_\_*Far* means remote or the antonym form of near (12)\_\_\_*Take* means use (12)\_\_\_*Compound* is an area which is enclosed by a fence in which a house and building material are found (12/13)\_\_\_*A carpenter* is a person whose job is making or repairing wooden objects and structure (12/13)  
*Air hostess* deals to us (UG)\_\_\_ a woman who provides people with food and drink on a plane (12/13)\_\_\_*Cheap* means low in price or costing little money (12/13)\_\_\_*Cheap* is also the antonym of expensive (13)

### **Task – 3(Showing Direction)**

put your pen on direction\_\_on direction \_\_ on letter 'A' (10) \_\_\_\_go straight (16/18) \_\_\_\_ pass the road\_\_\_\_pass (16/18) \_\_\_\_have you got the cross road? \_\_\_\_ go in front of you or go is you come to the Hospital (UG) (to mean till you come to the Hospital) \_\_\_\_ then turn right (16/18) \_\_\_\_until you'll find(UG) another turning on your left (16/18)\_\_\_\_ go until you come to the crossroad \_\_\_\_ I mean that go\_\_ you come to the round or the circle(FR) (7) \_\_\_\_ pass the circle up (16/18) \_\_\_\_ go until you come to the turning on your left direction (16/18)\_\_\_\_ go past you and will find(UG)\_\_another turning an in front of you (UG)\_\_there is\_\_you will also go straight (9) you will find supper market\_\_it will find under you (UG) (7) \_\_\_\_going until \_\_\_\_ I mean that go up to(9) three minutes \_\_\_\_ have you got the hospital (to mean the blank space in which the word 'Hospital' will be written) \_\_\_\_ go through this road (16) \_\_\_\_you will find the turning and pass it (18) \_\_\_\_ and turn right (18) until you come to a round about or the circle(7)\_\_\_\_ turn up(5) (18)\_\_\_\_ write Flamingo Hotel in that place or in that box (7)

### **Task – 4(Describing Home village)**

I was born in 1982 in Ethiopians (UG) calendar\_\_\_\_ I have a father and mother (UG) \_\_\_\_ it takes one half hour with foot \_\_on foot (10) \_\_\_\_ the maize, the sugar cane, the banana, the mango and avocado grows (UG) in that village \_\_\_\_ there is also three churches (UG) \_\_\_\_ there was\_\_ there is (9)also the main road or the high way(7)\_\_\_\_ I have finished my life history \_\_\_\_ I thanks you (UG)

### **Task – 5(Describing Glow worms)**

I shall refer \_\_ I express (9) about glow worms (13)\_\_\_\_ glow worms are not \_\_\_\_ a type of caterpillar (7) \_\_\_\_they are a kind of beetle \_\_\_\_ they are two in their sex which are included the male glow worms and the female glow worms(UG)\_\_\_\_ the male glow worms have wings for this reason he can fly(UG) \_\_\_\_ when they wish to reproduce, the female glow worms light her back part of (6) and the male glow worms fly on the air and he finds the

light and he comes down to her(7) \_\_\_ and they mate \_\_\_ and he finds her and reproduce like that (7)

## **Gamo Department**

### **Trainee -2(S2)**

#### **Task - 1(Punctuation)**

Punctuation deals about different marks like full stop\_\_\_ comma, semicolon, colon and so on (12) \_\_\_ the end of the lesson\_\_\_ the end of the sentence put full stop (10/13) \_\_\_ always begin a sentence with capital letter; for example, Abebe is a students (UG) \_\_\_A is capital letters (UG) (13) \_\_\_ always end a sentence with full stop \_\_\_he is a student \_\_\_ then after the sentence I will put full stop(FR)(13) \_\_\_ always end a sentence\_\_\_a sentence end with a question end with question marks (UG) What is your name? (13) \_\_\_ the end of the sentence \_\_\_ end with question mark \_\_\_ always capital the names of people and places (12) \_\_\_ Abebe and Aster are students \_\_\_Abebe is a person name (1) and Almaz is a person name (1) A begin a sentence with capital letters and Abebe also capital letter (UG) \_\_\_ Place is it beginning with capital letter (UG) fore example, Arbaminch \_\_\_ 'A' is capital letter \_\_\_ Girma and Abebe are one place peoples(UG)\_\_\_Girma is capital letter and Abebe is capital letter \_\_\_ Kenya and Djibouti \_\_\_ Kenya 'K' is capital letter and Djibouti - 'G' is capital letter

#### **Task - 2(Vocabulary)**

Today learn about vocabulary extension(UG)\_\_\_vocabulary words \_\_\_vocabulary means\_\_\_the same words for example(UG)\_\_\_*Neighbor* /naibars/ (WP) (as it read by the trainee) means\_\_\_see students \_\_\_see blackboard\_\_\_ neighbor is a person next to each others (UG)(12) for example country *neighbors* /naibars/(FR) Ethiopia is neighbor of Kenya\_\_\_Kenya and Djibouti are neighbors of Ethiopia. That is neighbors examples(UG) \_\_\_*Far* is opposite of near \_\_\_ that means Addis Ababa is \_\_\_Arbaminch is far from A.A\_\_\_it founds 505Kms (UG) (12)\_\_\_*Take* means use (12) \_\_\_now listen students carefully again I give you different vocabulary words\_\_\_listen students\_\_\_ now see the blackboard \_\_\_ *Get up* means \_\_\_raise up or raise (12) \_\_\_example students my sister is get

up earlier than me(UG) or I am get up earlier than my brother(UG) \_\_\_  
 again students listen carefully see the blackboard \_\_\_ *Compound* \_\_\_  
 compound an are closed(5) \_\_\_ or compound means \_\_\_ for example  
 University is compound than Secha (UG) (one of the sub cities of  
 Arabaminch) and Shara (suburb village of Arbaminch) and Limat (a place  
 near Arbaminch town) \_\_\_ compound means \_\_\_ students \_\_\_ listen  
 student the school has large compound \_\_\_ again student listen \_\_\_ *Cheap*  
 is a low price /preis/(WP) (as she read it) or costing a little money  
 \_\_\_ example \_\_\_ cheap means the opposite of expensive \_\_\_ example listen  
 students \_\_\_ teff is very expensive and maize is cheap (12) \_\_\_ and now  
 today learning vocabulary extension is enough (UG) \_\_\_ you understand  
 \_\_\_ so you understand \_\_\_ ok \_\_\_ what you understand (UG/9) \_\_\_  
*Carpenter* (21) \_\_\_ *Locksmith*(21) \_\_\_ *Air hostess* (21) do exercise \_\_\_ do  
 exercise \_\_\_ ok now \_\_\_

### **Task 3(Showing Direction)**

See position "c" \_\_\_ ok see position 'c'? ok \_\_\_ you \_\_\_ see \_\_\_ go (10/16) \_\_\_  
 straight \_\_\_ position "c" \_\_\_ ok students see position 'A' (13) \_\_\_ now  
 where is supermarket? Ok listen \_\_\_ see carefully (13) \_\_\_ go ar \_\_\_ go \_\_\_  
 ar \_\_\_ go straight aroundabout(5) (to mean a roundabout) then turn your  
 right ok students where is supermarket? \_\_\_ Ok students I going to (UG)  
 position 'A' ok \_\_\_ You put peculiar pen(5) \_\_\_ see better I go straight see  
 (16/13) the traffic \_\_\_ traffic lights and secondary schools (only one school)  
 \_\_\_ go aroundabout (to mean roundabout), then you right (FR) and walk  
 for about five or ten minutes then you see bus station and bank \_\_\_ big road  
 is bus station and bank (13) \_\_\_ see students now go past it big road  
 (UG/13) then you see park \_\_\_ and butchery /batry/ (WP) (as she red it)  
 buthery /batr/ \_\_\_ butchery /batri/ see park and go past big road  
 \_\_\_ supermarket is adjacent of Mulu Hotel and post office \_\_\_ you remark  
 (5) (to mean you write the word supermarket in the empty box) \_\_\_ now  
 position 'A' is enough \_\_\_ now position 'C' \_\_\_ where is Hospital? from  
 position 'C' where is Hospital \_\_\_ go straight along road (18/16/13) and  
 see Bulbula Hotel /balba hotel/(WP) (as she read) and go straight to see  
 Bulbula Hotel and see traffic police(5) and super market and go straight 20

or 15 minutes then go straight \_\_\_ you turn \_\_\_ you go (9) you see traffic police and in front be supermarket (UG/13) and again turn right Hospital is between petroleum station and post office \_\_\_ now on students that is right you keep in marks (5) \_\_\_ now see Flamingo Hotel from position 'B' where is Flamingo Hotel? \_\_\_ Flamingo Hotel is go straight (UG) you turn \_\_\_ you go(9) \_\_\_ you saw traffic police (to mean traffic lights) \_\_\_ you see a river(9) \_\_\_ you see primary school \_\_\_ do you mark(5) \_\_\_ please, write "Flamingo Hotel"

#### **Task - 4(Describing Home village)**

The life history is \_\_ I am \_\_ I was born (8/20) \_\_\_ I have five families (UG)\_\_\_ my house village is Arba Minch\_\_\_Arba Minch limat \_\_ limat is near of University and the middle of Sikela (1/UG) (one of the sub cites of Arbaminch) and University \_\_\_ now my village is my producer (5) \_\_\_ my village is sometimes hot and sometimes cold(1)\_\_\_ winter time hot \_\_\_ summer time cold(1)\_\_\_ now this time my reason is hot \_\_\_ my village is two elementary schools (UG)\_\_\_this is very near for University\_\_\_ three secondary schools bus station(FR)\_\_\_ my big roads that was come from Addis Ababa (UG) \_\_\_ different types of countries come in Arabaminch (to mean people/visitors from different countries) \_\_\_ that is big road water supply health station market, ha (FR) \_\_\_ market is little far not more (1) (UG)

#### **Task - 5(Describing Glow worms)**

Today I'll tell you different types of insects (FR)\_\_\_I tell only one insects (UG)\_different\_\_\_I tell today (UG) day day (1) the insects which shines in the darks \_\_ today I tell Ethiopian different people different insects in my countries(UG) \_\_\_ now today only me that is glow warms \_\_\_ glow warms shine in dark\_\_ glow warms is two (UG) two sexes male and female glow warms is day time rest and night time go to or food success(UG) (5) male is wings(UG) \_\_\_ male is flying\_\_\_female is wingless that time male is go (UG) and different areas female is ground \_\_producer \_\_\_ producing time (5) \_\_\_ male is\_\_ male is \_\_\_male is flying\_\_\_ female is down side (7/18/) then come and he give different (UG) \_\_\_ he give shines that time(UG) \_\_\_he can produced (UG)

## **Gamo Department**

### **Trainee –3(S3)**

#### **Task – 1(Punctuation)**

The use and symbol of punctuation\_\_\_\_(Showing symbol of punctuation and capital letters) (16) \_\_\_ The right use of (FR) \_\_\_ the right use of by that time (FR) \_\_\_ Punctuation is used to(FR) (22) \_\_\_ at that time when I say I'm a teachers by that (UG) time by the end put full stop \_\_\_ the another thing punctuation is (1/22) \_\_\_always \_\_\_ always \_\_\_ always end a sentence with full stop (12) \_\_\_ the another thing is(1/22)\_\_\_always end a sentence with a period or question mark (12)\_\_\_*Example:* where are you come?(UG)\_\_\_ I use also for presenting places\_\_\_ towns like capital cities and so many things like\_\_ (22) \_\_\_ Chenchä (2) /čenča/\_\_\_ “Kenenisa” (2) \_\_\_ the letter “Q” should be capitalized (to mean the letter “K”) \_\_\_ I'll give information or introduction about(7) (FR) or what we are learning \_\_\_ when we use the full stop, the full stop then after at the end put the full stop (FR) \_\_\_ at the end \_\_\_ at the sentence of (10) (FR) \_\_\_ at the end of the sentence \_\_\_ we use a letter capitalized (UG)

#### **Task – 2(Vocabulary)**

we'll \_\_\_ we'll \_\_\_ we'll talk about lesson- 2 \_\_\_ the first vocabulary extension is *neighbour* /nigabori/ (WP) (as he pronounced)\_\_\_ Neighbour /nigabori/ is a person living with me (12) \_\_\_ the teacher is next to my home \_\_\_ the teacher home (UG) is next to my home \_\_\_ my teachers and me are *neighbours* /nigaboris/\_\_\_the second vocabulary word is neighbours /nigaboris/\_\_\_ Neighbours /nigaboris/ is a people living next to me (UG) (12)\_\_\_me and my friend are the neighbours /nigaboris/ of the \_\_\_church(UG). The church is neighbours (UG) /nigaboris/ to us \_\_\_ the another thing (1/UG)\_\_\_*Far* is the opposite of near (12)\_\_\_ the near thing (1/UG) is \_\_\_ Medhanialem church and Gamo garage are nearest (UG) \_\_\_ this is the separation (7) between far and near \_\_\_ the another thing (1) is *take* \_\_\_ take means by this time (7) is use \_\_\_ to use something\_\_\_I always use a water (UG) to wash my face\_\_\_ the another thing (1) is *get up* the time is to rose on (UG)\_\_\_When I'll present at the bed

the night is finished and the day is come(1), I'll wake up from my bed \_\_\_\_ by that time I'll come school from my friends(UG) I'll wake \_\_\_\_ the time to stand (FR) \_\_\_\_ When my friends wake up from the bed at 3 o'clock or any else (22) \_\_\_\_ *Compound* is \_\_\_\_ which is presented or circumscribed (5) with different things አጥር (4) (fence) in Amharic \_\_\_\_ the compound is builded by different things(UG) \_\_\_\_ this all about (FR) \_\_\_\_ by blocks (FR) \_\_\_\_ the \_\_\_\_ Carpenter is a man who does different kinds of things ;example, the builder, the constructor who make the home at the every place (UG) \_\_\_\_ the another thing (1) is *locksmith* (looksmiz/ (WP) (as he read it) locksmith /looksmiz/ is a person who can penetrate (5) or who can do it different metals with different things like gold, birr(4) aluminum and so many jewelry \_\_\_\_ I think by my idea (UG) (1/8) \_\_ *airhostess* is a woman she prepare (UG) the lunch or everything to the airplane workers \_\_\_\_ when someone works at home he use(UG) \_\_\_\_ to use \_\_\_\_ to cook 'bitintibs' (Amharic word which means fried meat) \_\_ He use \_\_\_\_ water (UG) \_\_\_\_ water \_\_\_\_ or else something vegetables like cabbage \_\_ this the example of air hostess(FR) *Cheap* \_\_\_\_ is a thing which is very less price. The opposite of cheap is ex\_\_pen\_\_ sive (12) the gold and aluminum \_\_\_\_ the cheapest one is that aluminum is the cheapest and the expensive gold thing is (UG)

### **Task – 3(Showing Direction)**

When \_\_ we sketch the placed hospital (UG) \_\_\_\_ do you get position "A"? \_\_\_\_ go ahead straight (18/16) \_\_\_\_ do you get traffic light? (16) \_\_\_\_ you will get some box empty in your position \_\_\_\_ do you get petroleum stations? (16) \_\_\_\_ Please write/rit/ (WP) (as he said) it \_\_\_\_ do you see the circle? \_\_\_\_ sketch (5) supermarket (18/16) \_\_\_\_ are you get? (UG) \_\_\_\_ at the in front of (UG) the post office \_\_\_\_ you get the empty box \_\_ this the way to sketch up to Hospital (FR) \_\_\_\_ go straight and you'll return (5) at left \_\_\_\_ go to position 'C' (16) \_\_\_\_ at the top of the road you will got the Hospital(UG) \_\_\_\_ to sketch (5) Flamingo Hotel \_\_ do you get the cross road?(16)

### **Task – 4(Describing Home village)**

I'll come to from Chenchä (UG) (2) \_\_\_\_ in our village there are so many trees present(UG) like the fruits \_\_\_\_ apple is present. The another fruit is

nothing in our village(UG). The fruit which is present in our village are(UG) (22) \_\_\_ my father is a farmer and will be a weaver (UG)\_\_\_ there is also a kebele \_\_\_we use a gas or petroleum(UG)\_\_\_\_\_ the water \_\_\_ or the water fall(FR) (7) or there is a water fall (to mean river) I have two brothers. They present at there (1) they are go to the school (UG) there is no \_\_\_ there is no \_\_\_ what I call it \_\_\_\_\_ there is no transformation thing(5) is our village \_\_\_ in our village thing that is “Enset” (FR)\_(4) (false banana)\_the so many things are prepare from “Enset”(UG)\_\_\_they are\_\_\_I do not know about in English(9)\_\_\_ there is “uncha (4) itima” (4) and so many\_\_\_the climate (FR) the weather condition is very cool at the September and at the October but at the May(UG) \_\_\_ at the May season very hot(FR). We prepare our food \_\_\_ or we combine (7) our food at the September.

### **Task – 5(Describing Glow worms)**

Glow worm is a king of an insect (UG)\_\_\_ it is present at the sky and at the earth \_\_ which the sky present(1)is the male but at the earth present(1) is the female \_\_\_ the male has a wing but the female glow worm has \_\_\_ has not(9) a wing than she present at the ground(UG) or at the earth(UG). When they will be reproduce (UG) \_\_\_ the female sit at the floor or at the ground(7)\_\_\_when he can sketch (5) at her, then they will reproduced(UG). This is all about the way of reproduction(5) of glow warm

### **Gamo Department**

#### **Trainee – 4(S4)**

#### **Task – 1(Punctuation)**

Today we'll teach about punctuation \_\_\_ punctuation is\_\_\_excuse me\_\_\_listen \_\_\_ punctuation \_\_\_punctuation is deals (UG) about different marks\_\_these are full stop, question marks, comma, semi-colon, exclamation mark(12) \_\_\_these all are punctuation \_\_\_\_\_ the first of for examples of (FR)\_\_\_always /always/ (as she read) begin a sentence with capital city (to mean capital letter)\_\_\_\_\_ the capital city of examples of (FR) Abebe has student the first of ‘A’ is capital the end of full stop (UG) \_\_\_ always end sentences with full stop(12) the examples of he is \_\_\_ he has student(9). The first of he is capital\_\_\_the end of full stop (FR)

\_\_\_always\_\_\_step three question marks (FR) \_\_\_question marks from examples of the end of question marks(FR) \_\_\_ the step four of always capital first names of capital (FR)\_\_\_Abebe and Alemitu are students\_\_ the first of Abebe is capital the second letters of Alemitu is capital the end of points then (FR) examples for capital names \_\_\_ Addis Ababa \_\_\_ the first of 'A' is capital\_\_\_the end of full stop (FR)\_\_\_then examples of chench /čenča/ (WP) and Doko (name of place) all are punctuation\_\_for questions from ask you students(UG)\_\_\_do you question no questions? (UG)\_\_\_then one exercise for give(FR)

### **Task – 2(Vocabulary)**

Vocabulary /Vokabulori/ (WP) (as she read it) the first one of new words(FR) *neighbour* /nebor/ (WP) neighbour – next to another\_\_\_then Alemitu for examples of Alemitu and Kebebush \_\_then Alemitu and Kebebush the negihbour /nebor/ examples(FR/13) \_\_\_then the steps two nears\_\_\_near is people living next in another(UG) then\_\_for examples of nears Arbaminch is capital town this then for Addis Ababa is capital city of Ethiopia(FR/13)\_\_\_this is nears(UG) \_\_\_the third is far\_\_far remote(FR) \_\_\_the far is opposite of nears(UG) the examples for Addis Ababa neighbour from Arbaminch(FR)\_\_\_For example of far is Arba Minch is capital city of Gamogofa. This is far for examples (UG)\_\_\_the fourth steps of *takes* \_\_\_ takes nears use (FR/13) then examples of my friends takes my pencils(UG)\_\_\_ of the text examples for my friend for books takes(UG)\_\_\_ this is takes for examples(UG)\_\_\_the fifth one is *get up*\_\_\_get up\_\_raise up sleep or bed (13/FR) then examples for my brother gets up early than me\_\_\_ then he ups (UG)\_\_\_ he gets ups of 8o'clock(UG)\_\_\_this means for examples of gets ups (UG)\_\_\_then step six *compounds*\_\_ compounds an areas enclosed by fence /fensis/ (as she read) at which house (13/FR)\_\_\_forexamples of compounds Addis Ababa large is compounds(UG)\_\_\_then for compounds examples for Chench is small town. There two examples of compounds(FR)\_\_\_ the step seven is *carpenters* /čarpantrs/(WP) (as she reads) then carpenter /čarpantrs/ a person who job make or raining objects or structures (FR)\_\_\_then for examples of carpenter is Alemitu is a carpenter\_\_then he makes

tables(UG)and chairs\_\_\_this two are carpenter examples(UG)\_\_\_the\_\_\_step eight is *locksmith*/klusma/(WP)\_\_\_locksmith /klusmas/ is a person makes locks /looks/, key and the example of who makes look Kenya (FR) (12) \_\_\_then step one is *airhostess*\_\_\_ then who\_\_\_a woman who provides peoples with food and drink on a plane\_\_\_the step ten is *cheaps* \_\_\_ the oppost of cheaps is (22) Cheap is low in price /pirs/ (WP) costing ex-pensive \_\_\_ little /laitly/ (WP) money /mony/(WP) then all are vocabulary words \_\_\_ have you questions\_\_\_\_\_ no questions\_ok\_students\_\_then\_\_\_next time we learning about directions(UG)

### **Task 3(Showing Direction)**

Position 'A' with about an supermarket(FR) \_\_\_have you go?(UG) then go straight position 'A' with about (FR) an supermarket \_\_\_have you go students?(UG)\_\_\_position \_\_ go straight you come to around(UG/7) then turn you right then\_\_then\_\_then\_\_ok\_\_ok students\_\_then turn to rights an around\_\_then banks\_\_\_have you banks?(UG)\_\_\_have you banks?\_\_\_then so straight traffic lines\_\_\_have you traffic lines? (UG) ok students then go to five minutes for around (5) then from go to supper markets \_\_\_ have you supper markets? (UG) \_\_\_ have you blanks? (UG) then go to straight line to supper markets\_\_\_do you super market ? (UG)

### **Task – 4(Describing Home village)**

My name is Abaynesh Katesho\_\_\_\_\_ I'm 1979 year olds(UG)\_\_\_My wife is three females (UG)\_\_\_My father is a police man and my mother husband (UG) \_\_\_ my sister is students (UG) \_\_\_ then my brother is \_\_\_ Village is Dita Wordea (FR)\_\_\_It is founds it founds (9) (UG)\_\_\_ it founds in \_\_\_ it founds 70km from Arbaminch \_\_\_\_\_ my village there is three elementary schools(UG) \_\_\_ one high school (FR) \_\_\_ then there is telephone \_\_\_ there is telephone and water supply (13) \_\_\_ there is \_\_\_ then there is healthy education(UG) then there is market \_\_\_ for then the climate is cold then potatoes and Ensets (4) (false banana) are common \_\_\_ common \_\_\_

potato and Ensets are common fruits (7)\_\_\_ then all are my life histories for this

### **Task – 5(Describing Glow worms)**

Glow worms definitions of this (FR)\_\_\_\_\_ what is glow worms?(UG) an worms of at all means (FR) \_\_\_ glow worms is a kind of beetles(UG) then glow worms an rest during day of night(FR)\_\_\_ then glow worms is more than beetles(UG) \_\_\_\_\_ then two glow worms(FR)\_\_\_ however the glow worms(FR)\_\_\_females makes for wing then male is wingless(FR) \_\_\_glow worms is(FR) \_\_\_ male is wings (UG) and females is wingless(UG)and females wife is flies (UG) /pleis/ (WP) (as she read)\_\_\_male not flies (UG) /pleis/ \_\_\_ then these all are glow worms definition(UG) \_\_\_\_\_females is not wings (UG) male is wings then (UG) females is night(UG) night then males is flying (FR) from place for these all are glow worms then \_\_\_\_\_ today discussion this tank you(FR)

### **Amharic Department**

#### **Trainee-1(S1)**

#### **Task – 1(Punctuation)**

Lesson one deals with punctuation /pančan/ (WP) (as he pronounced it)\_\_\_deals with comma, full stop, semicolon /samikomn/ (WP) (as he said it) and question mark (12) \_\_\_ when we see to the explanation of the punctuation\_\_\_when we go to full stop(9), we put full stop at the end(22) (FR) \_\_\_ now full stop is when we the example of full stop(FR) “I am going to school” \_\_\_ we put full stop at the end of the sentence. We make ‘I’ capital \_\_\_ when we going to question mark(UG) “how are you?” at the end of question sentence (UG) we put question mark\_\_\_ then always end a sentence with period or full stop, sorry, I repeat the first topic (7) (13) \_\_\_ always capitalize the first letters of names of people and place (12);example, Abebe\_\_\_we capitalize the letter ‘A’\_\_\_ when we go to the place Addis Ababa \_\_\_ we capitalize the first two double ‘A’ (UG) \_\_\_ and when go to the last point always begin a sentence with capital letter (UG) When we write sentence we write by capital letter \_\_\_ this is our today’s lesson.

## Task – 2(Vocabulary)

Neighbour\_\_means a person lives next to another(12)*Example:* Desalegn lives next to Debebe. That means Desalegn is the neighbour of Debebe\_\_when we go to the word “neighbours” \_\_ is the plural form of “neighbour”. “Neighbours” means people living next to each other (13)\_\_ that means peoples two or more than two peoples living to another(UG)\_\_*Example:* Abebe, Kebede and Ayele are neighbours \_\_ when we go to vocabulary three \_\_ “far” \_\_ means remote or the opposite of near(12) When I give you the examples for “far”\_\_Arbaminch is far from Addis Ababa\_\_that means 505 km far from Arbaminch(FR) \_\_ when we go to the vocabulary four \_\_ we say “take” ‘Take’ means use (13) When I give you examples for take \_\_ “I take a money from my father (UG) \_\_ when we go to the vocabulary five \_\_ it say (UG) “get up” \_\_ means raise up from bed(12)\_\_now I give the example \_\_ “get up” \_\_ means raise up from a bed. “I get up at 12 O’clock and my father get up (UG) at 1 o’clock. Why because my father is old(UG) \_\_ when we go to vocabulary six “compound”\_\_means an area enclosed by \_\_ in Amharic “አጥር” (4) (to mean fence) \_\_ example by the word compound (FR) \_\_ “Kebede lives near our compound” \_\_ when we go to vocabulary seven it says “Carpenter” carpenter means a man who works table, chairs, and windows and so on \_\_ when I give you example for carpenter \_\_ “I am a carpenter and my father is a carpenter,” and so on \_\_ when we go to vocabulary eight it says “locksmith” /looksmiz/ (WP) (as he read) \_\_ means a man who\_\_a person who makes a doorsand another and so on(UG) (9). Example, my brother is a locksmith\_\_my grandfather is locksmith \_\_ when we go to the vocabulary word “airhostess” \_\_ means a woman who works with airoplane(UG)(5) and who gives food for the airoplane worker \_\_ Example \_\_ Abebe is airhostess (UG) \_\_ when we go to the last point\_\_ the vocabulary word\_\_“Cheap”\_\_means a something which has a little cost(UG)\_\_Example \_\_ pencil is cheaper than pen and chair is cheaper than gold\_\_that means gold is expensive than chair (UG) \_\_ this is our today’s\_\_this is the end of lesson two. If you have question, suggestion you are well come.

### **Task – 3(Showing Direction)**

Showing place or direction. Now students put your pen and pencil on position “A” and I tell you where you go \_\_\_ you go \_\_\_ you start from ‘A’ and (9/16) go supper market. Now put your pen and pencil on position ‘A’ \_\_\_ now start go straight line (UG) until you reach to (UG) a cross \_\_\_ ማለት (4) (I mean) \_\_\_ sorry you reach to round about \_\_\_ that means circle(16/7)\_\_\_when you reach to round about turn right and go about 150 km(meter) \_\_\_ when you reach to post office, now continue going when you go a little minute or some minute when you get in front of a cross road(FR) \_\_\_ now cross it and turn left (18) now at the right there is a blank write “a supper market” on the blank space (16/18)\_\_\_ now students put your pen on position “C” go straight up to round about \_\_\_ that means circle(7)\_\_\_and cross the circle \_\_\_ when you cross the circle, you got a main road (UG) \_\_\_ now turn left, and go for five minutes and now stop (1) when you stop, at the right (16/18) there is a bar \_\_\_ going continuously up to a past-t-ry (UG) \_\_\_ when you got a pastry now stop(UG)(18)\_\_\_when you stop at the left there is a blank space \_\_\_ write the word “Hospital” on the blank space \_\_\_ now at the last we go to position “C” (16) \_\_\_ that means we start from position “B” and we reach to “Flamingo Hotel” \_\_\_ now put your pen on Position “B” \_\_\_ now go straight up to you reach to (UG) traffic light \_\_\_ when you reach traffic light turn right \_\_\_ until you reaches to round about (UG) \_\_\_ that means circle(7) \_\_\_ then you reach to circle \_\_\_ turn left (UG) \_\_\_ when you turn left, now go \_\_\_ going (9) until you reach to a cross road about (UG) \_\_\_ now when you reach to a cross road, now turn right (18) \_\_\_ when you turn right there is a blank space or a box (7) (18) \_\_\_ now write a “Flamingo Hotel” in the box \_\_\_ now our lesson is end(UG) \_\_\_ If you have question you are well come \_\_\_ other wise I check the work(7) you write in the blank space.

### **Task – 4(Describing Home village)**

Now I tell you my life history. My name is Desalegn Lemita \_\_\_ I was born in 1981 E.C \_\_\_ we are six in number in family \_\_\_ my village is a situated(UG) in highland and there is no telephone \_\_\_ electricity \_\_\_ water supply or health station \_\_\_ and my mother is a housewife and my mother

is farmer \_\_\_ there is a one elementary school in my village and \_\_\_ there is no high school in my village \_\_\_ my village is cold and the main production of our village is wheat \_\_\_ barley \_\_\_ pea and bean \_\_\_ at the last my village is 28km far from Arbaminch and it is far from my special Woreda 23km\_\_\_thank you for listen to me(UG).

### **Task – 5(Describing Glow worms)**

Listen me(UG). I tell you history of glow warm. Glow warm are(UG)\_\_\_in fact\_\_\_they are not warm(UG)\_\_\_ they are beetles \_\_\_\_ Glow warms are rest at day – during day and move during night (UG) and the male glow warm has wings and it can fly\_\_\_ and the female glow warm has wingless or hasn't wing and she(9) (UG) rest on ground \_\_\_\_ when is they found (UG) or they wish meeting or production(7) (UG) the female shines or lights(7) her light \_\_\_ that means she has at the back a light or glow (7) and she light the light(UG) \_\_\_\_ when she lights the light\_\_\_ the male see the light find that means (UG) he – he – he go (UG) from the air to the earth and find her(UG)\_\_\_then he get (UG) her in that time he meet (UG) with her and that help (UG) them to sex that means meet and reproduce(7)\_\_\_\_\_ this is the history of glow warm\_\_\_ thank you for listen to me (UG)

### **Amharic Department**

#### **Trainee – 2(S2)**

#### **Task –1(Punctuation)**

A different uses(UG) of different marks like full stop, a comma, colon, semicolon question mark and so on\_\_\_the first lesson\_\_\_always begin a sentence which capital letter(UG) Example: I am going to school\_\_\_ 'I' is capital letter \_\_\_the second always end a sentence with period or full stop (12) *Example:* Abebe is drink tella(UG). Abebe - 'A' capital letter\_\_\_ the third use always end question with question mark (12) \_\_\_ For example, what is your name\_\_\_at the end question mark \_\_\_ the four – number four always capital letter the first of names of place(FR) (13) \_\_\_For example\_\_\_Abebe, Ayele,and Alemitu\_\_\_this is the people names(UG)\_\_\_ the first\_\_\_ the names of the first letter capital letter \_\_\_ Ok students have you any question? No – ok-ok- do some exercise(UG). **Task - 2(Vocabulary)**

Number one “neighbour” /naibars/ (WP) (as she read it) – the person living next to or near another (13) For example, Mulu lives next to Almaz they are neighbours \_\_\_\_ number three “far” \_\_\_\_ is opposite of near (13) For example, Addis Ababa is very far from Gidole. It is 514 \_\_\_\_ number four – take – means use (12) For example, I always take a chair – a bed to sleep in the house (FR) \_\_\_\_ number five “get up” \_\_\_\_ means raise up from sleep or bed (12) For example, my brother get up early \_\_\_\_ earlier. My brother get up earlier than me (UG) \_\_\_\_ He get up (UG) at 5 o'clock in morning \_\_\_\_ number six “compound” – means an area closed by (7)(20) \_\_\_\_ compound means an area closed \_\_\_\_ by fence in which a house, factory or building stand (13) For example, this school has a large compound \_\_\_\_ number seven \_\_\_\_ carpenter \_\_\_\_ this is “carpenter” means a person who job making or \_\_\_\_ carpenter means a person who job is makes bed, table (UG) (13) \_\_\_\_ number eight “locksmith” \_\_\_\_ means a person who makes locks /looks/ (as she pronounced it) \_\_\_\_ key and something (13) \_\_\_\_ number nine “airhostess” \_\_\_\_ is a woman who provides people with food and drink airplane (12) \_\_\_\_ number ten – “cheap” – is the opposite of expensive (13) \_\_\_\_ ok students vocabulary (FR) \_\_\_\_ at the end of this question or suggestion (FR)

### **Task – 3 (Showing Direction)**

I will show direction ‘A’ up to supper market \_\_\_\_ ok go straight and cross road the right side (UG) and five minutes then bus station (FR) cross the road bank and then cross bars (FR) \_\_\_\_ Axum bar go round up side (UG) and cross road traffic police (FR) and the traffic police the traffic light (FR) and walk five minutes (FR) three minutes up to five minutes (FR) then then cross the left side and the left side (FR) and the rectangle space (FR) then there is super market \_\_\_\_ ok rectangle (FR) there is empty space ok students write there space super market (UG) \_\_\_\_ shall you write students? \_\_\_\_ I will show position ‘C’ going to Hospital (UG) \_\_\_\_ ok go up straight line round about \_\_\_\_ roundabout \_\_\_\_ round means circle (7) and go straight turn to go straight and turn to left side (UG) and walk five minutes and cross the bar cross road (FR) the bar and then going five minutes

supermarket up to “Mulu Hotel” (UG)\_\_\_then “Mulu Hotel” next to post office go starting post office up to the empty space two minutes(FR)\_\_\_then that empty space(FR) \_\_\_\_\_ write “Hospital” Write Hospital?(UG) Shall you write Hospital?(UG) Ok students \_\_\_\_\_ the third position\_\_\_position ‘B’ I will show \_\_\_ go “Flamingo Hotel”(9)\_\_\_\_\_ ok go starting up side up to the crossroad and across to right side up to road (UG)\_\_\_\_\_ then up side and walk turn-up to fifteen minutes up side return right side(UG) and the you will see empty space there space you will write ”Flamingo Hotel”(UG)\_\_\_ok students. Shall you write “Flamingo Hotel”?(UG) I will check it.

### **Task – 4(Describing Home village)**

My name is Frehiwot Getahun \_\_\_\_\_ I was born 1982 E.C\_\_\_\_\_ my father name is Getahun (UG) \_\_\_\_\_ my mother name is Bizunesh (UG) \_\_\_\_\_ I will \_\_\_\_\_ we are six family(9) (UG) my home village is Sikela, Selam Sefer \_\_\_\_\_ the village the right side the Hospital (FR) the left side the church (FR)\_\_\_the church name is Sikela Kidus (4) (to mean Saint Gebrel)\_\_\_then \_\_\_\_\_ we are my house up to the asphalts road 100 meters(UG)\_\_\_\_\_then the asphalts across the muslim religion the ‘Meskids’ (4)(FR) (to mean mosque) \_\_\_\_\_ my village a climate is hot (UG) it produce banana(UG) mango and sometimes orange\_\_\_apple marked (UG)(5) the healthy station(FR) \_\_\_\_\_ some healthy station here are Selam poly clinic and what a pure water(FR)\_\_\_ telephone, and electric supply (FR) \_\_\_ ok \_\_\_\_\_ finished my home village(FR) \_\_\_\_\_ thank you.

### **Task – 5(Describing Glow worms)**

I introduce glow warm \_\_\_\_\_ glow warm are in fact not warms at all (UG/13) \_\_\_they are a kind of beetle (UG/13)\_\_\_glow warms rest during day and move at night \_\_\_\_\_ (13) the male is \_\_\_\_\_ the male\_\_\_\_\_ the male is wings but eh female is wingless (13/UG)\_\_\_the female glow warms are not wingless (UG/13)\_\_\_then the male fly at night in air(UG) (7) \_\_\_ air space \_\_\_\_\_ then the male the female on the ground(FR) \_\_\_\_\_ then the female body a back brightly lamp shine and the up (FR) \_\_\_the male down on the ground\_\_\_then this\_\_\_this option (5) reproduce the glow warm (UG)

### **Amharic Department**

#### **Trainee – 3(S3)**

#### **Task – 1(Punctuation)**

punctuation deals about the right use of different marks like full stop \_\_\_ question mark \_\_\_ quotation mark and so on (12) \_\_\_ always begin a sentence with capital letter (12) \_\_\_ *I going to no two* (UG) \_\_\_ always end a sentence with a period or full stop (12) (the topic and the example never coincide) \_\_\_ Example: He comes to school \_\_\_ the first 'H' is capital letter \_\_\_ always end a question with question mark (12) \_\_\_ always capital the first letter of names of people and places (12) \_\_\_ Mulu and Senait are sisters \_\_\_ they live in Arbanminch \_\_\_ Mulu and Senait *is the names of the persons* (UG) \_\_\_ Arbanminch *is the names of the place* (UG)

### **Task – 2(Vocabulary)**

This is lesson -2 \_\_\_ this is lesson – 2 Vocabulary the first vocabulary is neighbor \_\_\_ neighbor means a person is living to another (12) \_\_\_ the person living next to another (9) \_\_\_ Alemnesh lives next to Senait \_\_\_ they are neighbours (18) \_\_\_ neighbors – the people living next to each other or the countries living next to each other (12) far – remote or opposite to near (12) (FR) \_\_\_ Example: Arbanminch is very far from Konso \_\_\_ It is 87 km (Km) \_\_\_ it is \_\_\_ 87 km.

take means use (12) Example: I take \_\_\_ I take always pen writing the note (UG) \_\_\_ get up means raise up from sleeping or bed (12) \_\_\_ my mother gets up 7 o'clock and I gets up (UG) 8 o'clock \_\_\_ Compound – means an area closed (7) by fence (18) *For example:* this school has large compound. It is \_\_\_ *this school has very compound.* (UG) it fence about \_\_\_ it fence with *barden wire* (5) \_\_\_ Locksmith (12) /looksmiz/ (as she read) – a person makes locks/looks/ and key (12/16) \_\_\_ airhostess – the woman *provided* food in air (7) \_\_\_ cheap – means low in price not exp-expensive (12) \_\_\_ Ok students \_\_\_ ok students have you question?

### **Task – 3(Showing Direction)**

Ok students \_\_\_ first I will run to (7) supper market. Put your pencil in position 'A' \_\_\_ go straight ahead until (20) \_\_\_ go straight ahead until come the round about (UG) \_\_\_ Round about means the circle \_\_\_ turn the right (16/18) and go straight five minute and you will see the first turning in the left \_\_\_ next to in you see post office (UG) \_\_\_ the post office next to Mulu

Hotel (FR) \_\_\_ you will pass it and you see the turning \_\_\_ you turning your left (18/UG) \_\_\_ and you turning your left you see the main road and that place you see the bracket (UG) you write supper market \_\_\_ put your pencil in position 'C' in Hospital. Ok in position 'C' I'll show hospital. Go along in round (7) until \_\_\_ go starting until round(UG) \_\_\_ round about \_\_\_ round about means a circle(7) \_\_\_ go starting ahead until round about and you turn in the left (UG) \_\_\_ turn in the left until traffic light and go and go straight (1) 100km \_\_\_ you see the first turning that pass through about (UG) and so straight - and turn your left and turn you left you see the bracket, and write hospital \_\_\_ position 'B' I show supper market (10) \_\_\_ I show flamingo Hotel \_\_\_ go straight ahead until traffic light \_\_\_ and pass through about the main road(UG) \_\_\_ and turn your right \_\_\_ turn your right a few minutes and again turn \_\_\_ turn (1) (18) \_\_\_ turn your right and go a few minute and go 100 km(Meter) turn your left and go 100km(meter) and you turn in the right and come to school the river that place(UG) \_\_\_ place in bracket (FR) \_\_\_ You will unite Flamingo hotel.

#### **Task – 4(Describing Home village)**

My name is Muluken Aklilu \_\_\_ I was born in July 1982 E.C \_\_\_ in Arabaminch \_\_\_ we are four in my family(13) \_\_\_ my father is lawyer and my mother does in textile manufacturing office (UG) \_\_\_ all my family live in Christianity (1) \_\_\_ In my village Arbainch the smallest town of Secha (FR) \_\_\_ In my village there are(20) (FR) \_\_\_ it founds 100km away from wolaiyta (UG) \_\_\_ In my village there are two colleges \_\_\_ the name of college Omo College and Mandella College and clinic(FR) \_\_\_ the clinic name is nechsar clinic(UG) \_\_\_ the other (1) is \_\_\_ insurance corporation and there are also so many shops and hotel(UG) \_\_\_ In the \_\_\_ the climate is hot \_\_\_ maize, banana, mango, cabbage is produce in my village and marketed (UG) \_\_\_ in my village there are use telephone \_\_\_ electricity and pure water and so on (UG) ok thank you.

#### **Task – 5(Describing Glow worms)**

Ok introduce glow warm(FR) \_\_\_ In glow warm are in fact not warms at all (13) \_\_\_ there are kinds of beetle (UG) \_\_\_ glow warm rests during in day and

moving about at night (UG) the male has wings (UG) and can fly but the female has wingless (UG) it remains in the ground you will expect to difficult about find each other (UG) (13) however however however – the female makes the back part of her body slowly like *lamb* (5) (UG) shining the darkness he male flying above (UG) and see the light he become down (UG) and find her (UG) and then makes possible and reproduce (7) (FR) thank you.

## **Amharic Department**

### **Trainee – 4(S4)**

#### **Task – 1(Punctuation)**

Today lesson is punctuation that deals about the right of different marks (UG) the rule like the full stop, the comma, the semicolon /siklon/ (WP) (as he read) question mark and the like (FR) it also deals with the right use of capital letters in frigate this (5) (FR) always a sentence with capital letter (FR) (13) For example, “he always ask for contribution” (UG) From this sentence ‘he’ is letter “h” is capitalized according to the rule (UG) due to this the first sentence is right but the second is wrong or true Example: he always ask for contribution (UG) he always ask for contributor always end a sentence (6) with period or full stop (13) For example: *I can write.* *I can write* the first sentence ended with full stop but the second without full stop so the first sentence is right what is your name? question mark what is your name the first sentence with question mark (FR) but the second sentence did not ended with question mark (UG). For that case the first sentence is correct *aberash and tadelech* are friends they live in Arbaminch (13) *Aberash and Tadelech* are friends the first sentence are (UG) not capitalized but the second sentence are capitalized (UG) has rest the second sentence are right (UG).

#### **Task – 2 (Vocabulary)**

Neighbour /neigbar/ (WP) (as he read) is a person /parson/ (WP) (as he read) living next to or near to another (12) Example: W/roYenenesh

lives next to W/ro Tadelech \_\_\_ they are neighbours (13) \_\_\_ neighbours /neighbars/ (as he read)is a people living next to each other(UG/13). Example, Eritrea and Kenya neighoubrs to Ethiopia \_\_\_ far – means remote\_\_\_opposite to near (12) example: Mirab Abaya is very far from Arbaminch\_\_\_ it is 45kms \_\_\_ get up /get af/\_\_\_ raise form sleep or bed (13) Example, my brother get up (UG) /get af/ (WP) real than me \_\_\_ he get up(UG) at 3 o'clock in the morning but I get up /get af/ at 4 O'clock in the morning \_\_\_\_\_compound(22), carpenter(22), locksmith(22), airhostess(22), and cheap (22) -(escaped the words because he was not comfortable with)

### **Task – 3(Showing Direction)**

Hospital from position 'A' (FR)\_\_\_Have you go to position 'A' students? (UG) Ok students \_\_\_ go starting along this high way(UG) (16)\_\_\_Then reach to (UG) the circle \_\_\_ take the right side way and pass the tration station (5)\_\_\_we\_\_you will be reach to the Hospital(UG)\_\_\_\_\_ have you go to hospital? (UG) Ok students \_\_\_ Flamingo Hotels(FR). From position 'B' \_\_\_ have you go to position 'B', students? Ok students \_\_\_ go to the long straight way (1/16)\_\_\_Turn to the right side across the primary schools \_\_\_\_\_ then go to starting to the petrol station(UG) \_\_\_ then walk on foot for three kms \_\_\_ enter to "Flamingo Hotels" \_\_\_ have you go to Flaming Hotels?(UG) \_\_\_from position "C" supper market(FR)\_\_\_\_\_ from position 'C' have you go to position "C" students(UG)\_\_\_Go straight the way to the circle (13)\_\_\_Turn to left side to *across* (5) the traffic police but not to go the starting(UG) you will be reach the\_\_the supper market (UG) ok students.

### **Task – 4(Describing Home village)**

I was born in 1981 E.C \_\_\_ we are six in my family(13) \_\_\_ my father need is teachers (UG) and my mother is a houseful (5)\_\_\_ my village is Chenchaworeda – it is found 42km away from Arbaminch \_\_\_ it is *stitish* (5) in low land \_\_\_ in my village there is three elementary schools \_\_\_and high schools (UG) there is telephone service in my village(13) \_\_\_\_\_there is also a healthy – station(13) \_\_\_ however (5) there is \_\_\_electric and water service\_\_the climate is clod apple, cabbage and orange etc(UG) this is a common produce that is market(UG)

### **Task – 5(Describing Glow worms)**

Glow worms are in fact (UG/13) not worms at all they are a kind of beetle(UG)\_\_\_Glow worms rest during the day and move about at night (13)\_\_\_ the male has wings can fly but has the female (UG)\_-he wingless (FR) \_\_\_\_\_ she remains on the ground \_\_\_\_\_ you – will – except every difference for them to find each others (13) \_\_\_\_\_ however, the female make the back part her body glow briefly like a lamp she link (UG/7) in the drinks(5) \_\_\_\_\_ we the\_the male flying aboy (5) says the night \_\_\_\_ he comes down and friends (5) (13) \_\_\_\_ this (13) makes it possible (5) for them to meet and reproders (5) (13).

### **Appendix-III**

#### **Interview with Expatriates**

This interview was conducted immediately after the subjects have presented task – 4 and tasks-5. Before the interview, the expatriates were given an opportunity to listen to the presentation once again so that they would respond to the questions which were set soon after the first present. Nevertheless, it should be clear that the expatriates had retold the two tasks which were presented by the subjects before this interview.

1. As it was observed, it had been troublesome to identify what the first two presenters (Gamo S<sub>4</sub> and S<sub>2</sub>) talked about in the

second topic (task -5). What do you think that the reason(s) may be?

2. However, it was possible to retell the life histories (task – 4) of the same people. What do you think that this is easier than the second one?
3. It was not difficult to speak out what the second two presenters (Amharic S4 and S2) talked about in both the first and the second presentation (Task – 4 and Task - 5). What do you think is the reason?

### **Summary of Responses given by the expatriates**

NB. (The interview is available as audio record)

1. The reasons are:

- (i) The speakers were anxious and were not able to control themselves. As a result they were not able to say what they wanted to say.
- (ii) Their language is difficult to understand as they seem to be not familiar with the topic they speak about. Hence, they look as if they are in hurry to finish their talk. Still the theme is clear.

2. Their speech in narrating their life history look better in sequence and they were able to utter some *important* words correctly. This is because the topic is more familiar than the other.
3. These people seem better organized and confident. They speak *important* words properly. That helps to understand without much difficulty.

## **Appendix-IV**

### **General Information about Omo TTI**

This information is gathered from the institute through document inspection as well as information given by the dean of the institute.

1. According to the regulation of the institute, students (trainees) are admitted to one of the streams (Gamo or Amharic) with the requirement of 1.6 GPA of grade 10 National Examination. Moreover, a trainee is required to have a transcript (Grade 9 – 10 or Grade 9 –

12) with a minimum average of 50%. Here, any interested applicant who was educated in the old curriculum (before 2000 G.C.) or in the new curriculum (after 2000 G.C.) is accepted. It is also known that trainees who are unsuccessful in preparatory education (grade 11 and 12) are able to join Omo TTI as long as they fulfill the requirements of the institute.

2. All academic trainers are known to be first degree holders, but most of them are inexperienced. English language teachers are among inexperienced ones.
3. English course book is designed by the regional government education bureau. It focuses on two aspects of language. One of the construct of the course book is on proficiency or language development of the trainees. The other focus of the book is on how trainees are able to provide lessons (pedagogical aspect) with learners.
4. The weight (credit hours) assigned to the two streams is not identical. For example, Amharic trainees are taking English course five hours per week whereas Gamo trainees are taking it four hours per week. This means, Amharic students take English course as a total of 160hours per year whereas Gamo students take the course as a total of 128hours.