

THE USE OF LANGUAGE TEACHING
GAMES AND ACTIVITIES
IN ETHIOPIAN GOVERNMENT ELEMENTARY
SCHOOLS

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A B S T R A C T

In this study an attempt has been made to find out whether or not the use of language teaching games and activities in Ethiopian government elementary schools is more effective in developing communicative ability in speaking English by providing the students an opportunity to use the language effectively.

One hundred and thirty students were divided between an experimental and control group. An experiment was set using the teaching materials specially prepared. One set involved the use of games, the other set involved traditional exercises normally used by primary classes in Ethiopia.

At the end, a test was administered to observe the outcome of the experiment. Thus, any variation in achievement between the two groups observed during the test could be attributed to the use of games. In the scores obtained the experimental group achieved significantly better results than the control group.

On the basis of the findings, it was recommended that language teaching games and activities should be integrated into the present syllabus or a new syllabus developed.

CHAPTER ONE

1. INTRODUCTION

1.1. Statement of the Problem

For many years English has been the medium of instruction in all Ethiopian Junior and Senior Secondary schools and also at a higher level of education. It is, therefore, obviously necessary that the students have a high level of language proficiency if they are to succeed in their academic and therefore social endeavours. However, in practice their proficiency appears to be very low, even at university and college levels. It is believed that this inadequacy of language proficiency is the cause for their not understanding lectures, and therefore, failure in other areas of studies given in English language, and their academic standard suffers a great deal.

Linguists and language teaching experts believe that early language learning plays an important role in the students' later academic and social performance. In Ethiopian government elementary schools, the learning of English as a foreign language starts at grade three through repetition and memorization of the English alphabets and the translation of words. In these schools language learning is traditional with the emphasis on mastery of grammar rules and structures. This method does not allow the students to practise the language itself. Language use is not stressed upon but language usage is the vital part of the teaching-learning process (language use and language usage are Widdowson's terminologies). Because of this stress on language usage

and neglect of language use, learners' motivation to learn the language declines as the process continues resulting in their easily forgetting the language after the lessons are over. It also results in restlessness of students during lessons. This decline in motivation is directly related to their failure to achieve. Even after years of formal language learning students are unable to use the language. They also do not want to use the language and improve their proficiency because they remember the early painful language classes. The situation then becomes what Rivers describes as "Foreign Language cripples with all the necessary muscles and sinews, but unable to walk alone." (Widdowson 1978 3).

Though many methods have been developed by language teaching experts, no Ethiopian government elementary school has tried to keep up with advances in methodology.

In this study an attempt was made to see if communicative language teaching can be more effective than the existing method. One aspect of communicative language teaching, the use of language teaching games and activities was examined. Taking a sample of grade five students the researcher conducted an experiment using an experimental group and a control group. Language teaching games and activities were used with the experimental group for seven weeks. The control group was taught through the usual method.

Then a test was conducted to see:

- 1.1.1. if language teaching games and activities are more effective in teaching English as a foreign language, in elementary schools, than formal instruction on its own.
- 1.1.2. if language teaching games and activities are feasible and applicable in the Ethiopian government elementary schools which have large classes and conservative teachers of limited training and ability.
- 1.1.3. if language teaching games and activities can deal with the restlessness of the children by developing motivation so that the pupils will have a positive attitude towards English lessons as a whole.
- 1.1.4. if language teaching games and activities can reactivate language already learned and develop effective communication strategies among the students.
- 1.1.5. if reducing the position of the teacher as a dominant figure in the language classes and recognizing students as active, intuitive and thoughtful members can help in the development of language learners.

1.2. Significance of the Study

The source of language problems faced by students in high schools and colleges appears to be in the nature of language teaching and learning processes in the primary elementary schools. The decisive methodology used in these elementary schools emphasises structure and grammar based on language usage not on the active use of the language. Speaking and active participation of students, using the target language in any conversational situation has not been seen as important. This is due to the optimistic assumption held by the language teachers: that if the language learners have the knowledge of language usage they can later, use the language. Widdowson opposes this saying, 'The teaching of usage does not appear to guarantee a knowledge of use. The teaching of use, however does seem to guarantee the learning of usage since the latter is represented as a necessary part of the former (Widdowson 1988:8)

This important aspect of language teaching and learning process should be given an immediate consideration. In elementary schools the only way of engaging the students in using the target language in class participation is to use different activities like songs, games and other activities.

In Ethiopia many people consider language teaching games and activities impractical because of the large class sizes and the poor training of language teachers. Therefore, this study also intended to indicate that such activities can be used in Ethiopian elementary schools and that the practical

problems are not insurmountable. This study also hoped to indicate the sort of activities that should be used in any new textbooks and/or could be used as supplementary materials while the present textbooks are in force.

1.3. Delimitations

1.3.1. Due to the limited time available the study stresses only the development of spoken language, that is on production and communication strategies.

1.3.2. The study was restricted to a sample of grade five students for the following reasons.

1.3.2.1. It was believed that language problems start in the early age and stage of students in the elementary schools.

1.3.2.2. Since English language learning in government schools start at grade three, grade five was appropriate for the study.

1.3.2.3. Games are particularly suited to children because they (games) are natural to children. However the researcher believes that they also have a role in language teaching to older learners.

CHAPTER II

2. REVIEW OF RELATED LITERATURE

2.1. Communicative Language Teaching

Grammar based methods declined in 1960's giving way to direct method. The content remained the same but the methods changed dramatically. In the early 1970's, however, their position started to decline too. British applied linguists like Wilkins, Candlin, Widdowson and Christopher Brumfit put forward the theoretical basis for a communicative or functional approach to language teaching. This rapidly spread and was accepted, and applied by teaching specialists and curriculum development centers. Even governments and the Council for Europe started giving prominence to the approach referred to as communicative language teaching or CLT. It had a wide scope and aims to:

- a. develop communicative competence (refer forward to a definition of the term)
- b. develop procedures that acknowledge the interdependence of language and communications (Richards 1986:66)

The basis of this approach is on the theory of language as communication and its goal is 'communication competence' as referred to by Hymes. Hymes' communicative competence includes Chomsky's theory of linguistic competence which emphasised the abstract and recognized ability speakers possess that enables them to produce grammatically correct sentences in a language. Considering such a view sterile Hymes held the view that linguistic theory needs to be seen as part of a more general theory which incorporates

communication and culture. Moreover, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

- "1. Whether (and to what degree) something is formally possible;
 2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;
 3. Whether (and to what degree) something is appropriate in relation to the context in which it is used and evaluated;
 4. Whether (and to what degree) something is in fact done, actually performed and what its doing entails"
- (Hymes 1972:281)

Another theorist frequently cited for his contributions in this approach is H.G. Widdowson, who presents a view of relationships between linguistic systems and their communicative values intents and discourse. He gives primacy and importance to the idea of 'Capacity' rather than language competence saying:

'Competence is taken to be a state of knowledge, stabilized by rules and necessarily an idealized presentation of reality; capacity is conceived of as a dynamic set of procedures for exploiting knowledge for creating meaning which has reference to rules but is not determined by them.' (Widdowson 1986:214)

Rivers' 'skill-getting' and 'skill-using' also tried to differentiate language competence. The skill-getting refers to the acquisition of knowledge and intensive exercise and

skill-using refers to the purposeful conversation exchange. She also states that there is "a constant interplay between skill-getting and skill-using activities" (Vallete 1977:19)

Widdowson on another important instance gave the term 'language usage' to linguistic competence and 'language use' to communicative competence. He also implies that the acquiring of the latter guarantees the acquiring of the former but not vice versa (Widdowson 1988:8)

On discussing the relationship between the competence for use and competence for grammar, Richards states that competence for use is part of the same developmental matrix as competence for grammar. The reason for this can be that there is no straight forward relationship between grammatical categories and functions of language; for example, between category of interrogative and the function of asking questions and requests. This can be due to the fact that a native speaker can elicit information in a number of statement as well as through questions.

Learning to use language appropriately and learning to engage not simply in speech but speech acts (Searle 1970) means, then; mastering more than the language itself, and in the final analysis it also means learning how to behave in certain cultures.

Canale and Swain (1980:50) identified four dimensions of communicative competences.

1. Grammatical competence which is the domain of grammatical and lexical capacity.

2. Sociolinguistic competence, referring to an understanding of the social context in which communication takes place. The shared information of the participants and the communicative purpose for their interaction.
3. Discourse competence referring to the interpretation of individual message elements in terms of their connectedness and of how meaning is presented in relationship to the entire discourse or text.
4. Strategic competence that refers to the coping of strategies that communications employ to imitate, terminate, maintain, repair and redirect communication.

Furthermore teaching should be directed towards developing in learners the ability to achieve their learning objectives which have to do with the use of language for effective communication, either written or spoken. In support of this idea Candlin wrote,

'It would appear that the prerequisite for dynamic and successful language learning is not only a system of typology of exercises and tasks but also a pedagogy which focuses on attitudes to language learning and teaching procedures which link content and teaching style' (Candlin 1981:45)

In language teaching games and activities, therefore language use takes precedence over language practice or grammar use and it is in this way that games help bring the language lessons closer to the real world. For example, role

play, repetition and translation of structures and sentences which are rarely used in real life situation like 'This is a pen' do not help the student in communication situations. But if put in a real-life like situation where a teacher says, pointing to a pen, "In English this thing is called a pen" or "The English word for this is 'pen'" it can help better. Another example can be when a teacher wants to explain the word 'hot', the teacher can bring a hot material for the learners or can explain what causes heat, like by saying "when a pot filled with water is put on fire it becomes hot and it can burn your hand if you put it in." Furthermore it is here that we do act the great difference between traditional and communicative approaches.

Experts in language teaching games and activities imply that games can do more than entertainment. Purkis and Guerin stated that ^{the} game medium works in a number of curriculum areas because

"...it sets specific objectives and limited parameters within which prescribed tasks can be played out in collaborative groups without constant surveillance by the teacher. It is for this reason that the teaching of English also lends itself to a game approach". (Purkis and Guerin 1986:1)

This is especially true, of course, when teaching children since games are a natural part of their real life activity.

2.1.2. Communication Strategies

Among the many internal processes which account for how language learners handle input data and foreign language

resources the most important process involves production and reception strategies and communication strategies. Ellis defines production and reception strategies as "attempts to utilize the existing language knowledge effectively and clearly within minimum efforts (Ellis 1983:165). On defining communication strategies Corder writes:

"Communication strategies are systematic techniques employed by a speaker to express his meaning when faced with some difficulties due to the speaker's inadequate command of the language used in the interaction... (They) are essentially to do with relationship between ends and means" (Corder 1982:103).

Thus they are the learner's contribution to the interactional work in order to overcome a communication problem. (Ellis 1983:181). A fine example for this is when a learner who may want to go to a barber shop and does not know the word 'barber' may say "where can I get my hair cut?"

It is obvious that communication strategies are concerned with L2 production however it must also be noted that they are also used by native speakers though to a lesser degree of frequency. A lesser frequency because in a native speaker the means and ends are assumed to be ideally balanced. As a matter of fact Torone found out that native speakers resort more to some kinds of communication strategies than to others.

Pit Corder classified communication strategies into two macro categories. The first one is called Message adjustment and the second one is called resource expansion strategy.

Corder wrote that they "...are clearly success oriented though risk - running ones" (Corder 1981:103). At one extreme the former has "topic avoidance" which is withdrawal from continuing a discourse due to the feeling of total linguistic inadequacy and at the other extreme there is the least acute "message reduction" which is saying less precisely what one intends to say, for example "I want to drink black hot thing" for "I want to drink coffee". In between these two there are 'message abandonment' trying but giving up e.g. "My friend..." for "My friend is sick", 'semantic avoidance' saying what one may want to say in a slightly different way. e.g. "Where is the place where I can get my hair cut?" "Where is the barber's shop?" (1981:104).

Under the latter macro category, resource expansion strategies are the ones which are used simultaneously and are all risk taking because the learners run the danger of failure resulting in misunderstanding or communication break down. The most common one - 'borrowing' is the use of linguistic resources or items from other than the target language. The extreme form of 'borrowing' is 'switching' to another language and is the most risky interprise. Also risk taking, as suggested by Corder, is to use paraphrase or circumlocation which is not an elegant way but which is successful somehow (Corder 1981:104). This often results in errors which some linguists categorise as first language interference.

How hard one may try varies. This variation can be due to personality and speech situations. Corder has prepared the following 'encoding routine as a hypothesis which can be tested (Refer Page 14).

As to what the role of communication strategies is in second language learning one can mention a number of them. Pit Corder and Rod Ellis have tried to explain some of the roles. The study of communication strategies is concerned with L2 (second language) production. An important issue discussed by Ellis is 'to what extent and in what ways they contribute to L2 learning.

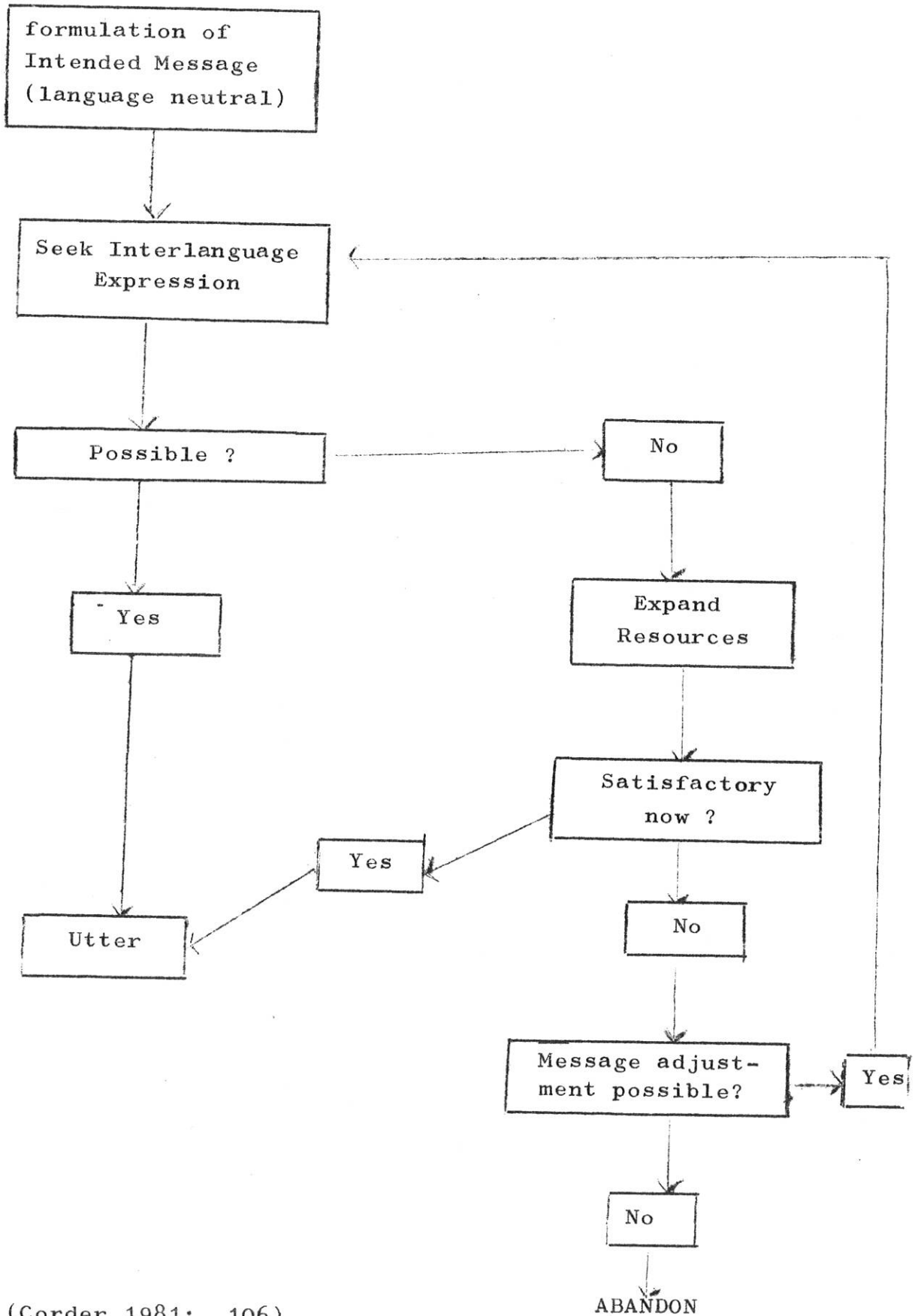
Despite Corder's classification of reduction strategy under 'risk - taking' Fearch and Kasper (1980) argue that they belong to achievement behaviour. This argument is based on the idea that communication strategies have potential learning effects.

These strategies can help to expand resources and to keep the channel open (Ellis 1986:187). This means that if a learner can not have the particular linguistic item or structure he needs to continue communication, he can use a number of other words and structures.

An argument can be presented that communication strategies hinder or prevent acquisition. A learner who uses these strategies regularly is used to making up for inadequacy of linguistic knowledge that he may want to learn more lexical items since communication strategies help in acquiring lexis rather than grammar (Ellis 1986:187). This argument has not yet been investigated thoroughly.

Communication strategies are problem oriented and conscious and emerge when the learners lack access to the linguistic resources required to express an intended meaning.

ENCODING PATHS



In fact Ellis agreed that they are attempts to bridge the **gap** between the linguistic knowledge of L2 learner and the interlocutor in a real situation. Most of these strategies are plans which exist as parts of communicative competence defined as "how to cope in an authentic communicative situation and to keep the communication channel open" (Ellis 1981, 182).

The choice of these strategies can be influenced by personality factors, language proficiency of the learners and situation during speech. Never-the-less the central point of the study is their effectiveness in promoting L2 communication.

The researcher feels that the use of language teaching games and activities will help in developing in the learner these strategies which can be used to reactivate language previously learned in order to bridge present communication **gaps** and overcome linguistic problems and embarrassment. And also prevent giving-up trying to speak or write in the target language.

2.2 Language Teaching Games and Activities

Games may be defined as a form of play or activity governed by certain rules or conventions. Though they are usually meant to be enjoyed, in language teaching they must also contribute to the language proficiency by getting the learners to use the language in the course of the game.

In language teaching, although other kinds of activities (other than games) can achieve this, games have other and equally important virtues or merits. They prevent boredom and therefore make learners willing and eager for the next language lesson (Lee 1979:1).

An important feature of communication games as mentioned by Byrne and Rixon (1970:20) is a built-in disparity of information or opinion amongst the players which needs to be shared in order that they may complete the task or activity. There must exist a need to communicate in order that it can be said that communication has taken place. This gap is called an information gap. (Refer Page 19).

It is difficult to make a marked distinction between games and problem solving activities. Alan Maley under the title "Games and Problem Solving" indicated that both games and problem solving do have goals of some kind. In games the goal is to be a winner or achieve a result, while in problem solving it is a solution. Games more often appeal to the affective part of our consciousness, problem solving to the cognitive part. But still both aim at creating and utilizing information or opinion gaps (Maley 1986: 136).

Maley also differentiates games and problem solving from role play and drama. He explains that in the former the learner is free to be himself (i.e. the language behavior the learner produces varies accordingly without the learner trying to be someone else (1986: 137). What learners say and do are not predicted or programmed before hand. At this point it is worth quoting him as writing,

'They (games and problem solving) facilitate the 'acquisition' of the foreign language rather than its learning - acquisition being characterized as largely unconscious, peripheral, effortless, whole person and deeply rooted, learning as consciously involving effort at the center of the learner's field of concentration central to his personality shallow and relatively easily forgotten (Maley 1986: 137).

Of course games are not real, that is in the sense of their being replicas of the type of situation they may be involved in outside class. However, it is worth noting that activities carried on in the game framework provide genuine language behavior.

2.1.2.1. Code-Control Games

Code control games aim at improving the learner's command of language items. They are competitive and are concerned with accuracy. Their purpose is to reinforce and possibly extend what has already been learned. Such games include a slight tension because the student must guess correctly in order to gain points so as to stay in the game and win. By drawing the learner's attention towards winning, these games help the students' think about the grammatically correct linguistic items or structure being used (Byrne 1986:101)

These games can be played with a whole class of any size because they involve very short utterances. The role of the teacher is to present the game, explain the ways of playing it, monitor the students performances judge who is right who

is wrong, give points and effective feedback so that learners learn both from their mistakes and from their right answers.

Here games which involve variation of items in the same structure, sentence-building and ones which involve variety of structures etc. will best do (Byrne 1986:102). Good examples of such games are the sound discrimination game, usually called 'Ship or Sheep?', spelling games like 'Hangman' etc.

2.1.2.2. Communicative Games

The communicative games provide the learners with the opportunity to use language rather than simply practice it. They are concerned with fluency rather than accuracy. The most frequent devices of involving a players in using the language are providing information which one of the players lack and the other has; and opinion gaps where one of the learners has to persuade the others by stating his point of view effectively. These gaps have to be bridged. There is always more than one way to reach this objective. Here learners normally collaborate rather than compete.

This concern with fluency rather than accuracy should not lead to the impression that these games do not improve correctness because.

1. Language that is too distorted by mistake will fail to communicate anything.

2. The extent of language needed in many of these games can be limited so that students repeat structures many times" (Rixon 1979:26)

They are normally played in small groups. A good example of this type of game cited frequently is 'Describe and Draw' where roles can be exchanged frequently.

The role of a teacher changes from director of activities to a monitor and language informant. He helps out when difficulties arise in the language, and/or observes, notes down points to be discussed after games are over.

Never-the-less these two types of games are not in conflict with each other. Each has its place on a teaching programme. Rixon implies that 'ideally students will be able to use the correct language promoted by the code-control games in the flexible and effective way encouraged by communication game (Rixon 1979:32).

In the following experiment both types of games are used.

2.1.2.3. Information Gap

If communication is to take place then it means that there is something to communicate; there is an idea, opinion or feeling to be communicated or expressed to the others or to be found from others. Communication by means of language involves the use of linguistic rules to enhance the transfer of information or feeling. The success of the transfer is to be

measured by reference to the extent that it satisfies the recipient's requirements for the information (Widdowson 1986:58).

The basic concept of information is useful for extrapolation to comprehension of situations. To this end Rivers wrote:

"If in a given situation any other word would be most unlikely, the word used may be said to give little information but if the range of possibilities is great, then the use of one particular word conveys a great deal of information" (Rivers 1971:137).

For example if a teacher pointing at a blackboard says, "This is a blackboard ", the words convey little information. The possibilities have been reduced by visual and situation as clues which help to delimit the alternatives. On the other hand if a teacher says "I made the blackboard" there is much information conveyed. But, in general, when there is the need to communicate, there is something to be solved or to be satisfied. This communication gap is called information gap. In language teaching games and activities, the learners want to bridge this gap of information. And until they succeed in doing so they want to keep the activity going with the idea that the gap must somehow be filled, which makes students interested. Moreover, unless this is achieved the game fails and the end is not achieved.

In both kinds of language teaching games there is some kind of gap of information at the beginning. Players have to use the language items they possess to bridge this gap, for example, in games like "Waiter" the waiter does not know what

the client in going to ask for and the client does not know whether the waiter has what's being asked for. There is a need to communicate on both sides. This need to communicate, using language behavior, then brings the activity to no completion. In doing so, different language structures and different strategies are used (except 'avoidance') and the choice of words to be used is left up to the students. Normally games that involve such information gaps are cooperative. The students have to collaborate to complete the task.

This concept of information gap is fundamental in the whole area of communicative teaching. Any exercise or procedure which claims to engage the students in communication should be considered in the light of it.

Another type of communication gap is the opinion gap where one side of the players should try to express its feelings and views effectively so as to influence or persuade the other side. Games that involve such communication gaps are competitive because the player had to gain points by persuading the other players of something.

2.1.2.4. Some of the Most Important Uses of L.T.G.A.

Among the numerous uses of language games and activities some are listed below.

Games:-

1. sustain and stimulate interest while affording the learner practice in listening and/or speaking for the purpose of language acquisition.
2. provide fun and relaxation while remaining very much in touch with the framework of language learning.
3. deal effectively with the restlessness of young children maintaining a high level of motivation which is crucial for successful language teaching and learning process.
4. save repetition and learning from being purely mechanical by making clear to the minds of the learners the uses of the utterances.
5. provide an opportunity for learners to try out their newly acquired competence in context where they feel psychologically secure. The learners are less likely to be troubled by the fear of making mistakes.
6. furnish a reality that excites the children.
7. distract the learner's attention from the study of linguistic forms and make them stop thinking and worrying about the language and encourage them,

instead, to use it receptively and productively as a means of considering something else as those with advanced command of the language use it.

8. facilitate total security and provide an experience of the unpredictable in the class room which help the student take the next step using English unprepared in real situation.
9. allow natural learning. It is a likely fact that many aspects of language learning can take place only through natural processes which operate when a person is involved in using the language for communication.
10. create a context which supports learning cognitive activity, provides opportunity for positive personal relationship to develop among learners and between learner and teacher.
11. develop the learners communicative strategies (except avoidance and message abandonment) using what every language the learners has available to him.

2.2. Support From Psychologists

Among the two major contrasting views in psychology, the mentalist and the behaviorist, the former is ultimately rooted in the old philosophical conception of man as a reasoning being who has the will to control his environment rather than

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allowing it to control him. Furthermore, his behavior is governed by rules of principles and is not simply habitual. In this regard, a task such as learning a foreign language is not a conditioning process through which a new network of verbal habits is developed but through, not necessarily always conscious, systems of rules some of which are highly abstract (Rivers 1972:48).

To the behaviorist all the activities of man are based on stimulus and response theory (S-R theory) and speech or the use of language was called verbal behavior by the famous behaviorist, Skinner. He believed that the fundamental learning processes are the same in animals and in men. He also believed that in teaching, the materials must be broken down into its smallest elements (Rivers, 1972:177).

The idea that things are best understood when they are presented in a whole was focussed upon by one group of the mentalist, gestaltists. Though not primarily interested in learning, the gestaltist felt that the laws of organization in perception are applicable to learning. These laws are law of pragnanz (states that psychological organization tends to more in one direction, good gestalt), law of similarity (states that similar thing tend to be grouped in perception), law of proximity (states that object which are close in space and time tend to form a gestalt), law of closure (states that in-complete forms and missing parts, gaps in information are completed or filled by perceiver), and law of good continuity (states that good and complete thing tend to remain in stable and continue to be good). All emphasis on the whole as the most important.

The gestaltist really felt the most significant behavior is lost in the examination of small elements of the whole. Furthermore, whole act has a significance which lends meaning to its parts. Based on their teaching these scientists got their name 'gestalt' which means a form, 'a form which is:

present in a whole which is least when the parts are examined in isolation without reference to their relationship to the whole; because rearranging these parts a different whole, or form can be made.

Relating this idea of whole to language learning Keith Morrow under one of the principles he discussed in his paper "Principles of Communicative Methodology" argues that **one** of the most significant features of communication is that it is a dynamic and/a developing phenomenon. In other words, it can not easily be analysed into component parts without its nature being destroyed in the process. In support of this idea he wrote the following:

"One can not study what somebody in conversation says at length before producing an appropriate reply; the whole process is instantaneous and obviously many users of a foreign language find this extremely difficult and their communicative ability is thus severely hampered." (Johnson and Morrow, 1986: 59).

In preception we tend to complete what is incomplete, just as in behaviour we tend towards a situation which is completed and feeling needy until it has reached some conclusive stage. This is getalists' law of closure. The reduction of this feeling which comes with closure is satisfying, as in reward, for example expressing oneself as in asking for a cup of tea or a piece of bread is the most rewarding type of language behaviour. Whatever the answer may be the questioner is relieved of this purposive feeling. Though the need may or may not be satisfied, the questioner has reduced this purposive feeling and one can also say that he has passed it to the

respondant because he, in any way, has to answer (positively or negatively) using language behavior.

Each behavioral environment is different from the other; each person responds to the environment as he perceived it and as is shaped by his interests, needs and abilities.

Teaching a student or talking to a student about landscapes or about plants would not help him in his social language activities. Between the following two sentences.

- (a) The city of Addis Ababa is found on highland.
- (b) Isn't Addis Ababa a beautiful city?

The second one is found to be much more of social and individual concern than the first one. If analysed from the point of view of general truth, the first one contains a fact which most people know while the second expresses a feeling which no one can know. So using different kinds of speech acts different kinds of needs are satisfied.

Wertheimer, an outstanding figure in this field, made a study on "Productive Thinking" in which he stressed the point of necessity in ^{the} learning of the student to go beyond drill and rote memory to understanding of the structure of the whole and the function of each part in this structure (Rivers 1972: 179-80). When asked a question or two a student should try to analyse what is expected of him rather than what the items of the question or answer are. This analysis and understanding leads the student to an organization of what the student knows so as to answer. In language games these analysis and organization

are the most prominent aims. The student is challenged which makes him motivated. Immediately he tries to answer or to respond and, of course, uses linguistic behaviour. The students must not, as Rivers puts it, blindly follow a formula but must understand what he is doing. Problems must be solved. And problems to be solved are gaps which must be bridged according to the principles of organization at work in the whole (Rivers 1972:179).

In other words, the communicative language teaching and learning is very important in giving learners the opportunity of linking language learning to every day life, that is to see the language situation as a whole and not discrete parts, and interests of learners and their future communicative needs. Moreover, the main objective of language teaching games is to enable the learners to do and perform activities and tasks in the foreign language with interpreting and comprehending as important accompaniments of productive skills linked to whole situation.

Wertheimer also described, in the above mentioned study, many kinds of problem solving. In creative problem solving past experience is organized in a new way. The elements of the problem are structured to form a new gestalt. He also stated that children should be educated to have insights to organize their experience in new ways. This emphasis on the perception and reintegration of relationships within an organized whole is a primary contribution of the gestalt psychology to learning theory.

Another psychologist, George Kotana, in this field, in contrast, indicated that the method of direct practice or repetition drill (which is based on behaviourism) where understanding is not required is effective where specific elements of learning situation will be reproduced in later situations exactly as they have been learned. This included rules learned by rote. The understanding of a principle of the whole and of the relationship between parts, on the other hand, leads to a better application of the learning in situations which are physically different. This is called transposition or transfer of learning. It is concerned with what is transferred to a new situation which is called perceived relationships. All this does not mean that repetition does not help students in learning language or that there is no repetition involved in language games. There are games which involve a great deal of repetition of structures with the reinforcement being the winning of the game. An example can be 'Where is it please?'. It can help in practising "It is ...". There is, of course, repetition of the structure but not a mechanical one. The students repeat the structure to win the game. (RIVERS 1974:178)

Games which include information gaps, having no structural limit, that is including productivity of learners, have their back ground not a repetition but on the productivity and creativity of learners. Learners have to consider the whole situation, and using their communication strategies produce the appropriate sentences or phrases in order to win.

But in both cases the reinforcement is to win the game by bridging the information or opinion gap to practice and improve their language, yet both the practice and improvement are not felt by the students. This means that the use of language games and activities in teaching English as a foreign language is near to a natural way of learning a language or to acquisition.

2.2.1. Motivation

Motivation can be defined as the driving force felt or demonstrated by an individual in carrying out a certain task. In general motivation can be positive or negative or both at the same time.

Negative motivation amounts to the fear of the consequences of not doing what one is supposed to do; the motivating force, then, is the desire to avoid unpleasant consequences like failing in the exam or repeating a course or not being understood or being laughed at. In the case of traditional methods of language teaching, the students wouldn't mind whether or not they have to use the language. They just concentrate on studying their language note books or textbooks and passing the language exams.

Positive motivation, on the other hand, derives from the idea of reward which may be concrete like prizes, or abstract like sheer pleasure of achieving something. In language learning the learner could be passing the exam, completing a course, be understood, being accepted seriously by the language community. And this is what the case should be in language learning especially in language practice.

An interesting matter is that psychologists have tried to classify learning motivation into two basic and broad categories, the intrinsic and the extrinsic motivation. The extrinsic motivation is further divided into two sub-categories, instrumental and integrative motivation.

In intrinsic motivation it is the lessons themselves that are pleasurable rather than their outcome. This pleasurability may evolve due to the pleasant company of a teacher or interesting text or because the learning situation and activities are fun. In extrinsic motivation, the instrumental motivation is concerned with materialistic expected outcome, and the integrative is concerned with social approval within the language society.

There is no reason why a person should not be motivated by both types simultaneously.

As to who is totally responsible for the student's motivation, it is necessary that any teacher understands the fact that the majority of the responsibility falls on him/her, especially the intrinsic motivation. As a clarification to Albright (1977) in his article 'Motivation, the teacher's responsibility?' states that there are many other factors contributing to the motivation of students in language learning process. Among these are class mates, siblings, school organizations and teachers of other subjects. Further more he prepared the following chart to give the reader a clear hint on what he considers the sorts and sources.

SOURCES	SORTS	I N T R I N S I C				E X T R I N S I C							
		English l lessons are fun	I like the language	I like the sound of it	I like Dickens	I like the teacher	Approval	Instrumental		Integrative			
1. School Organization													
2. Head Teachers													
3. The language teacher													
4. Other teachers													
5. Other school children													
6. Class mates													
7. Outside friends													
8. Siblings													
9. Parents													
10. Other relatives													
11. Potential employers													
12. Information agencies													
13. Interentainment agencies													

Sorts and Sources of Motivation (Allwright 1977).

family

In his analysis of sorts and sources Allwright tried to draw attention on the one hand to the complexity of the concepts and on the other hand to the potential collaborators and opponents the language teacher has to take into account if he accepts any responsibility at all for motivating his learners (Allwright 1977).

The instrumental sub-category as Allwright presents it seems to represent a stronger position for the teacher. He claims that this position is "by no means straight forward". Even in the integrative sub category the teacher's power to grant language learner an acceptance by the target language community is obvious". (Allwright 1977)

Coming back to the area of study the researcher feels that the instrumental and intrinsic motivations are more important and decisive in elementary schools of Ethiopia. At this level the learners are too young to think about being accepted by target language community. At the age of 10-14 students' day to day life is fun and achievement in its broad sense.

Language teaching games and activities provide language learners with such opportunities. Students involved in the games and activities are eager to achieve, to win, and to learn how to win a language game which means the mastery of the language. They want the others to understand what they have said or done, that is, their success is its own powerful reward (Gazda and Corsini, 1983:212).

To this end Baddock wrote that the main aim of communicative activities should be to encourage the students to express what they imagine or feel so as to drive the psychological fulfillment as well as the linguistic benefit of using the foreign language affectively. He further wrote:

"After all much of the language we use in the real world is motivated by a desire for self expression as opposed to simply conveying information or getting things done, communicating subjective ideas, personal impressions and imagined situations are creative activities psychologically fulfilling and basic in much human language" (Baddock 1981 : 230).

2.2.2. Mistakes and Corrections

In teaching communicative competence should we allow the learners^{to} make mistakes? If our goal is that the students achieve communicative competence then as Revell wrote we should reassess our attitude towards mistakes.

Of course, we should allow our learners to make mistakes because unless a teacher knows what the level of a students inter-language is the wrong understanding will be fossilized and there will be a point where there is no return. The learner's inter-language should change. It should improve and should proceed towards higher levels of proficiency from time to time. New language items should be taught and wrong ones should be corrected.

Mistakes should be made and some of the students will correct themselves as the learner receives more information about the language and some will be corrected by the teacher or class mates. If the teacher does not allow the making of mistakes the learners will not try to use the language for fear of making mistakes and therefore he will never really come to master the piece of language but only have a partial understanding of it (Revell 1987:7).

Revell writes "Emphasis on correct production at all times can lead to serious inhibitions in the learner" (1987:8). Using Ellis' terms, the student will be uncorsciously led to using the avoidance strategy or message abandonment strategy. This is totally against what is needed in language teaching.

When learners are taught new language items or structures, he can only find out the boundaries of their uses trying them in different contexts. Teachers should give feed back but not by interrupting the learner. Some of the learner's problems during production are the fear of making mistakes and being shouted at or being corrected in front of the others. This can be overcome by avoiding unnecessary correction and/or doing ^{it} /"Obliquely rather than directly so that the learners perceive their mistakes for themselves" (Byrne, 1986: 75).

CHAPTER III

PROCEDURES AND METHODOLOGY

3.1 Sampling

For this experiment a sample of grade five classes was taken. The sampling procedure followed these stages:

- 3.1.1. The personal files of grade five English teachers in Addis Ababa government elementary schools were examined to see if there was any significant difference among the teachers which may result in differences of methodology. It was learned that their level of education was very similar. Most of them were high school graduates and very few were plus one year of teacher training. But their teaching loads differed.
- 3.1.2. The documents of all government elementary schools in Addis Ababa were also examined from the same source. It was found that they were divided into four "ketana's". They all follow the same text book English for New Ethiopia Pupils Book. They all have five English lessons of 40 minutes each per week.
- 3.1.3. The researcher guided by a statistician took the four 'ketanas' under the same chance of being selected.
- 3.1.4. Through random sampling 'Ketana' 4 was selected.

- 3.1.5. Among the 14 government elementary schools in this 'ketana' Minilik II Elementary School was selected.
- 3.1.6. In this school there were four grade five sections in the morning shift and four in the afternoon shift. Again a lot was casted and morning shift was selected. Among the four sections, section 5A and Section 5B were selected by lot. These classes had 65 students each with ages ranging from 10-15 years. Their English teacher was the same. He was an average teacher in the sense that he had completed and 12th grade. two year of teachers training. He had taught 8 years and can speak English in a way that any one can understand. This was a good ground for the experiment because if he could handle the games so could a majority of teachers with some instructions provided. The students' allocation in the different sections was done randomly with out any reference to their academic performances or their age. So since the students had almost the same back ground, the researcher felt that a small sample size can represent all.

3.2. Observation

After the samples were taken, the researcher observed both classes during the English lessons...for two weeks. During this observation time the following situations were noted down.

- 3.2.1. Around 30% of the seats were broken in both classes. On each bench there were at least three students.
- 3.2.2. Less than 45% of 5A pupils and about 90% of 5B pupils had text books.
- 3.2.3. In both classes the teacher dominated the teaching-learning situation. Almost all the activities (reading, writing on the blackboard, etc.) and all the talking was done by the teacher.
- 3.2.4. The explanation of structures and reading passages were in Amharic.
- 3.2.5. The lessons were rote. During all lessons the teacher read the short passages then asked students what certain words meant. Only when the teacher addressed the question to a student did any one answer. Then he translated some words into Amharic. He wrote the words and their Amharic equivalent on the blackboard.
- 3.2.6. When there was any spare time, the students were told to copy down all the exercises after the passage.

Each afternoon during the observation weeks the researcher met the teacher for at least one hour. The communicative language teaching method, with special reference to language games and activities was explained to him. The aim of the research was clearly stated and he was willing to cooperate.

3.3. The Experiment

The materials for the teaching of both control and experiment groups were prepared in accordance with the pedagogical principles of each group. The control group was taught through the traditional approach and the experiment group using the language teaching games and activities. The same content was used in diametrically opposite ways (refer Table 3:1). The experiment lasted for seven weeks.

3.3.1. The Traditional Approach

The traditional approach to language teaching emphasizes the need to master the structures of a language in order to be able to use it, with a strong emphasis on rote repetition of structures. This arises from the theories put forward by structuralists like Robert Lado who defined second language learning as "...acquiring the ability to use its structures within a general vocabulary---" (Lado, 1964:38). Another famous structuralist Francis Mackey described language as "...mainly a matter of interrelated habits..." (Mackey, 1965:257).

In the control group the students were taught in such a way that they followed the exercises dialogues and short passages in their text book and exercises prepared by the researcher. In this approach grammar had a very important place. The exercises and dialogues were used to exemplify usage. Unrelated sentences which do not have any relationship with each other or with the

students immediate real interests or needs were used. To meet the content similarity it was necessary to produce some materials for this group. (Refer Appendix E).

3.3.2. The Communicative Approach

As mentioned in the previous chapter the influence of recent studies in socio-linguistics on language teaching was great. It emphasized teaching the uses to which language is put. Widdowson (1978) made a distinction between linguistic skills referring to usage and communicative abilities referring to use. According to this approach a shift must be made from an emphasis on structures and single sentences to discourse and language functions or uses. The structurally ordered course concentrated its attention on linguistic competence as such but does not effectively indicate how the competence can be drawn upon a communicative resources.

Preparation of teaching materials for the experiment group was, therefore, based on these views and considerations. Language teaching games and activities were prepared as genuine pieces for discourse believing that students will be motivated to respond positively and also bring their previous experiences and

knowledge to bear on the games. The games were selected and prepared by the researcher based on their simplicity, their practicality, and applicability in such large groups. Materials needed to play the games had to be cheap and easily made by any teacher. The time games may take was also important. Since one lesson was only 40 minutes, the games could not take more than 25 minutes. The remaining 15 minutes were used for explanations and discussion at the beginning and at the end.

3.3.3. Language Taught

The language taught to both groups is summarized in Table 3. . The students were taught how to make requests, how to express positions and how to narrate using simple present or simple past tenses. Requests are^a/very important part of discourse which should be learned carefully because different ways of asking for something express different manners. As can be seen from the table group 5A or experiment group was taught through games like 'Waiter' "Where is it please", while group 5B or the control group was taught through dialogues, sentences, produced from boxes and so on. Prepositions of directions and location were also taught to both groups.

Group 5A was taught through games like 'Taxi driver" and group 5B was taught through pictures and exercises (Refer Table 3.2)

Reactivation and revision of previously learned language was also performed in both class with the respective methodologies. Group 5A played 'Information Office" and group 5B had passages and some exercises.

3.3.4. Classroom Teaching Methodology

(a) Control group

The teacher used the materials selected from the book and some prepared by the researcher in the control group. He read the passages as usual, translated some new words or ideas into Amharic, asked the students to try some of the exercises given to him by the researcher. He also asked the students to repeat some sentences and words after him. The instructions for each move were in Amharic. Group exercises or discussions were not encouraged. The teacher did not encourage students to ask questions (a constant factor in his methodology). Therefore most students came out of the English lessons without uttering even a word in English.

Whenever a student answered a question posed by the teacher, attention was focussed on the grammaticality of the answer. For example, for

the question "What is your name? The only answer expected was "My name is Abebe." and not ones like "Abebe" or "I am Abebe" etc.

(b) Experiment Group

Meanwhile in the experiment group, eventhough taught by the same teacher, where language teaching games and activities were used, the classroom atmosphere was different.

During the first three lessons students were introduced to whole class games like 'Zip' and 'What is in the bag? ! This was done by first presenting the necessary language and letting students repeat it. Then the games were explained and demonstrated. After that the students played the games as a class. In the following two lessons when students felt secure and motivated the teacher, assisted by the researcher, introduced the game 'Waiter' to the whole class. The class was divided into three groups. This was done in order to familiarize students with group work. The researcher decided to use the games in a rotating way so that 3 games will be played by 3 groups. This way the students may not try to look at the work of the other group and copy. And also the short time will be used effectively for 3 game.

In the first lesson of the second week when motivation and interest were observed to have increased the game 'Taxi Driver' was introduced to the first group and group 2 and group 3 played 'Zip' and Waiter. In the second lesson of the same week group 1 played 'Describe and draw' and group 2 played 'Taxi driver' and group 3 played 'Waiter'. In the fourth and fifth lessons group one played 'Information office, group 2 played 'Describe and draw' and group 3 played 'Taxi driver'. Waiter was put aside. This system of rotation ensured that one new game could be introduced each lesson and yet the class could be playing up to three games without being confused.

When the games used involved only small groups the large group was divided into subgroups of seven or eight students and they played the same game.

When introducing the games the teacher used English and very rarely Amharic. He used very simple sentences when he gave instructions, for example, 'Divide the cards into equal numbers. Ask your friend a question' and so on. When games limit the structures to be practised (e.g. 'What is in the bag?') The teacher presented the key structures. He did this to both kinds of games,

the whole class games and small group games. During the last five or ten minutes of each lesson the teacher asked the students of each group to repeat one or two sentences using the important structures practised during the games. Most games were used twice by each group.

3.3.5. Evaluation

After the seven weeks of experiment it was necessary to evaluate the students of both groups in order to see if the newly implemented method is more effective than the traditional method. Since the area of assessment was the ability of the students to communicate effectively the test was based on their communicative competence.

Testing communicative language is, of course, very difficult in the sense that the communicatôrs may want to mean different things as they may interpret the situations differently. It is difficult to find out or to explain the internal factors or processes that may take place inside the person who is communicating.

However a somewhat reliable test can be prepared to see whether a person has improved in his communicating abilities or not. In addition, in this study, the researcher has tended to see

whether the motivation to communicate has increased or not .

Among the 130 students, two cross-section samples were taken. The students' semester test results were ranked and from each group 10 students were selected. The selection was made by picking up the names of students at the fifth interval. This was done in order to have both the strong and weak students.

A test was prepared to evaluate the students' ability and motivation to communicate after the experiment. The test items agree with the content. (Refer Table 3.2). After the use of language teaching games and activities can the students in the experiment group use the language learned during the experiment more than the control group? and can these games reactivate the previously learned language more productively and actively ? How freely do the experiment group students speak to answer questions referring to their personal and social affairs? These were questions to be answered / ^{through} the results of the test.

The test was not a long one because it was assumed that a long test would bore and irritate students who may during the test, know that they

were being recorded. The test was recorded and conducted by the researcher because the teacher was not willing to have himself recorded. The students were asked the question one by one. The atmosphere of the test was made as relaxed as possible by conducting it in two rooms; one where the students are examined one by one, and the other for the student waiting to be tested. The students did not know they were being recorded. They were given enough time to think.

Test

Part I. Story Telling

Here are a serious pictures that can make a story. Have a close look at them. Can you tell me what you can see in the pictures ?

Picture 1 ?

Picture 2 ?

Picture 3 ?

Picture 4 ?

Picture 5 ?

Part II . Making request

Here are two cards; something is written on them. Try to ask for the written thing.

Card 1 ?

Card 2 ?

Part III. Look at these pictures, and then answer the question.

Picture 1 - What do you see ?

Picture 2 - What is the boy doing ?

Picture 3 - What can you say about these men ?

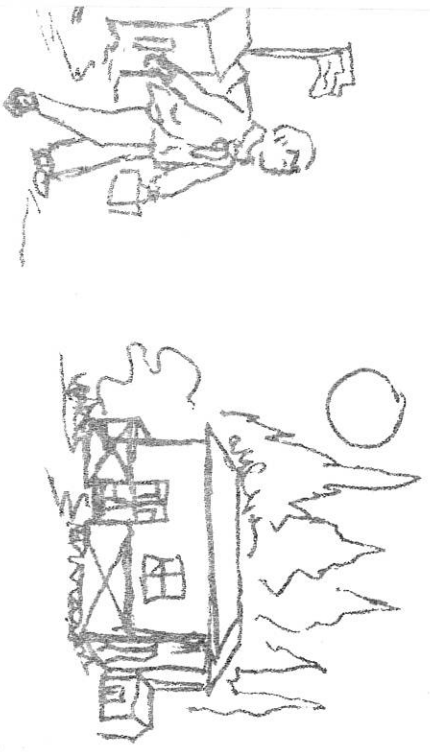
Part IV Again look at these and try to answer the question.

Picture 1 - What can you see?

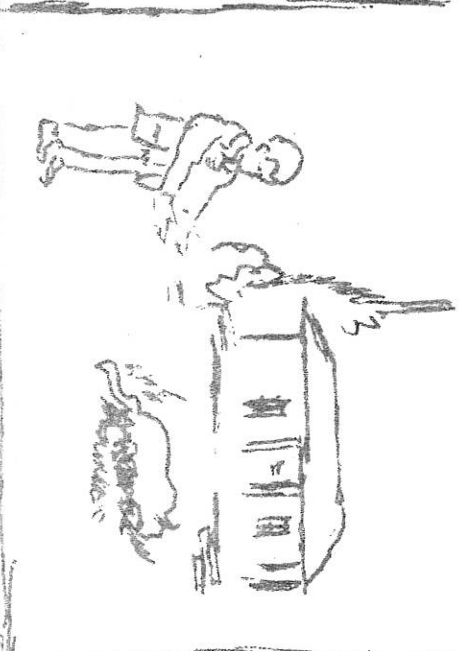
Picture 2 - What is missing in the picture?

Picture 3 - Where is the man ?

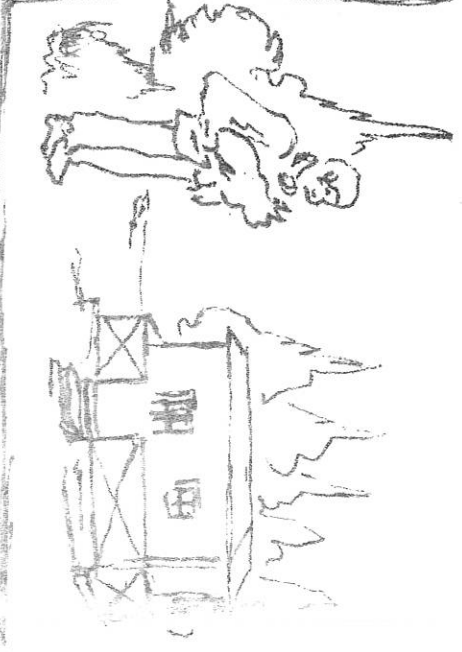
Picture 4 - Where is the man ?



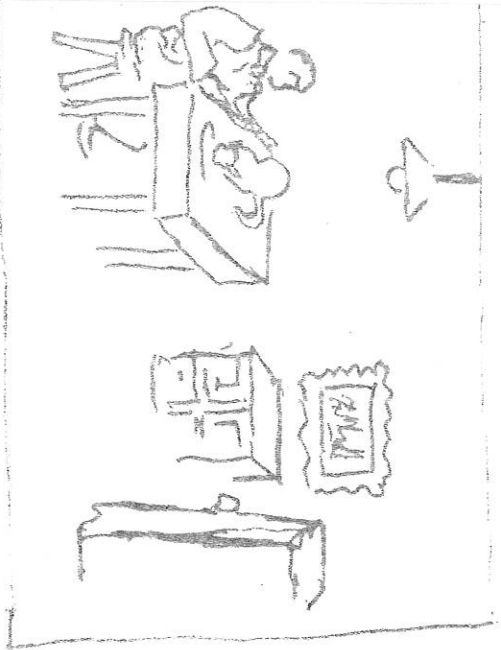
BOY WAS COMING FROM SCHOOL



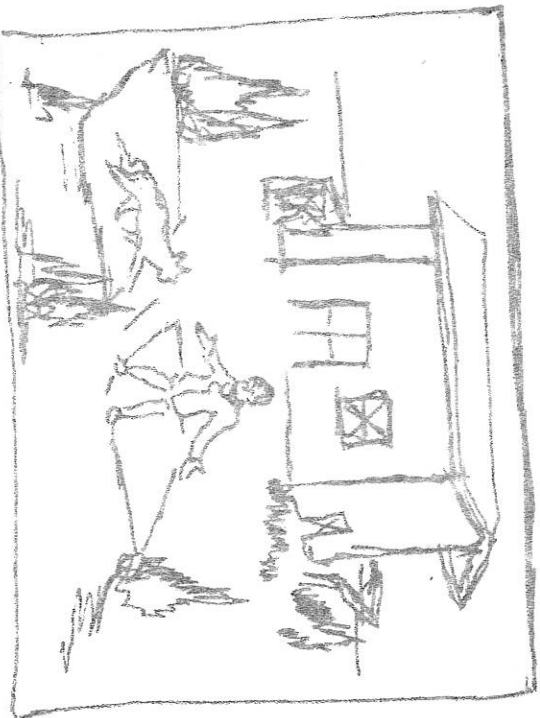
HE SAW A CAT LYING HUNGRY ON THE ROAD



THE BOY WAS VERY SORRY UNHAPPY FOR
TOOK THE CAT TO HIS HOUSE

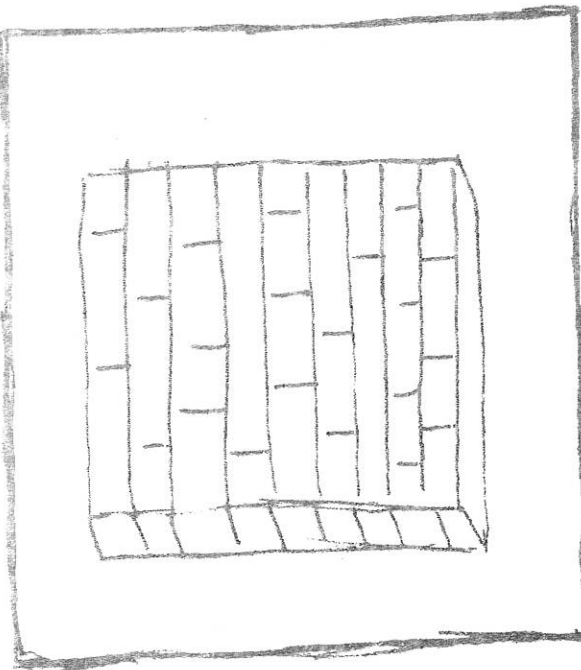


HE ATE IT SOME FOOD

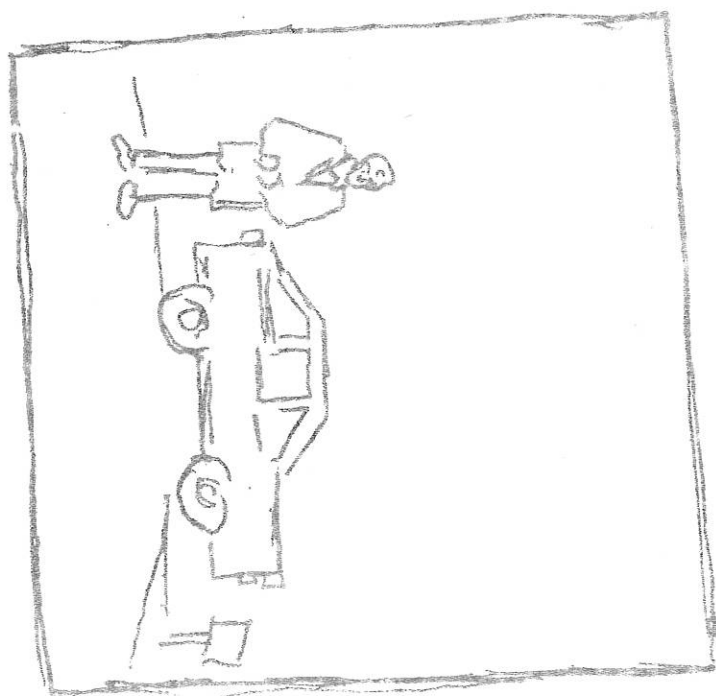
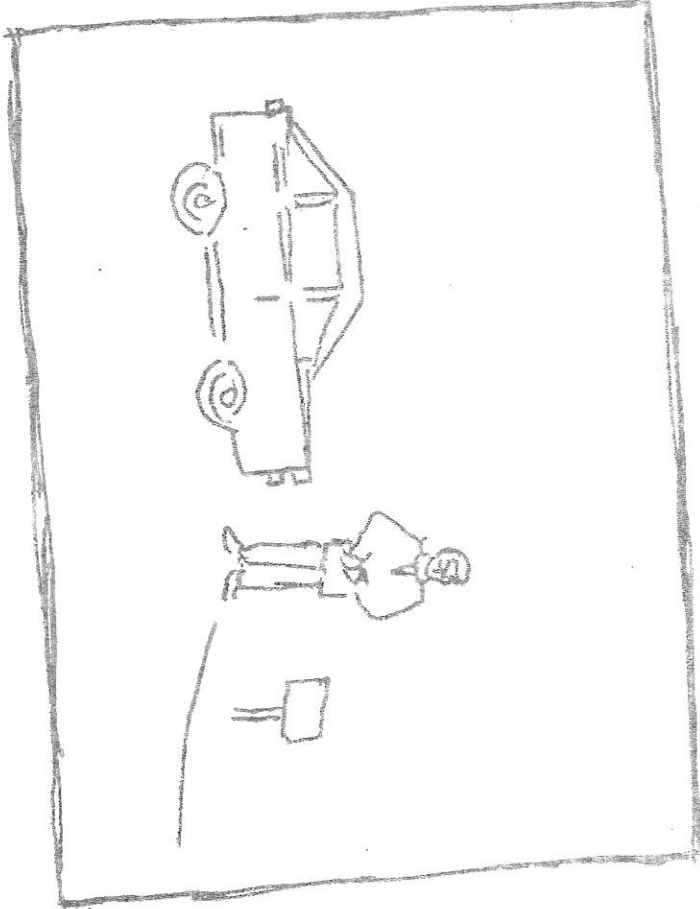
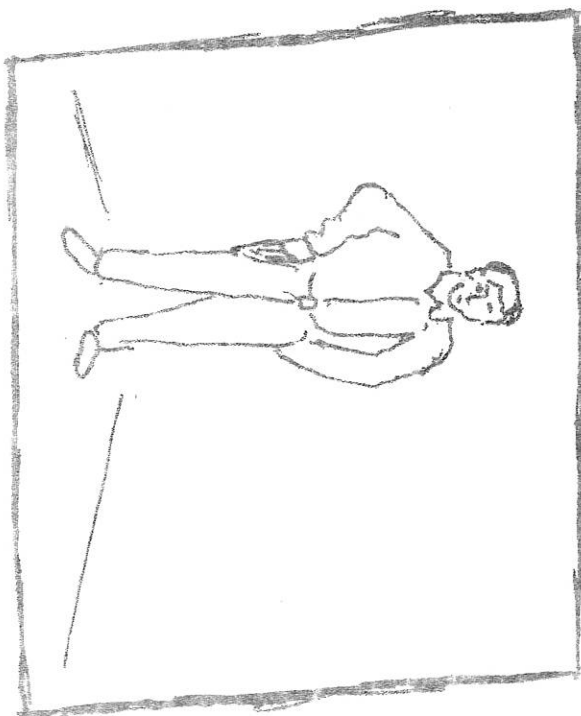


THE CAT THEN BECAME THE BOY'S FRIEND

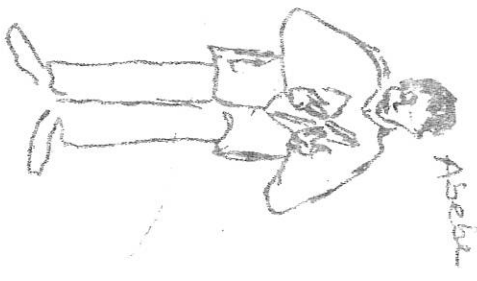
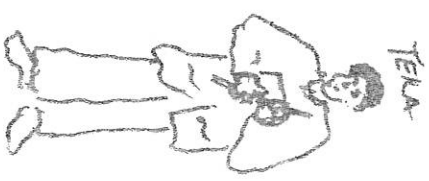
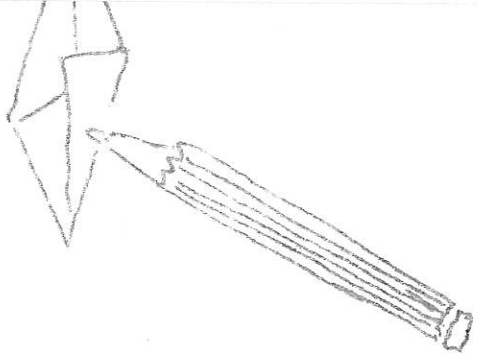
A MALL



ONE EYE MISSING



C VS



Pth

Week No.	Lesson No.	Introduced Games
1.	1-3 4-5	Whole class played 'Zip' and 'What is in the bag ?' 'Waiter' was introduced to the whole class.
2.	1	Group 1 played 'Taxi driver', Group 2 played 'Zip', Group 3 played 'Waiter'.
	2	Group 1 played 'Describe and arrange', Group 2 played 'Taxi driver', Group 3 played 'Water',
	4-5	Group 1 played 'Information officer', Group 2 played 'Describable and arrange', Group 3 played 'Taxi-driver',
Following weeks	7	This system of rotation was used to introduce the rest of the games.

TABLE 3-1. Time-table for introducing games during the 7 weeks of experiment.

Content	Function/Skill	Required Structures
Simple present tense and simple past tense	Expressing habitual actions and past actions	Usually always etc last week yesterday etc. Subject + verb (+ object or complement)
Word-building and Vocabulary expansion	Guessing the meaning of words and developing passive vocabulary into active vocabulary	Not limited; in the realm of adverbs, adjectives and nouns.
Modals	Request	May can could etc +subject + (object + Please complement) Yes, + Subject + modals. No!
Prepositions of direction and location	Expressing direction and location	Subject + verb + prepositional phrases

Table 3.2: Summary of Content, Methodologies and Test items Used in the Experiment

Methodology and exercises used in Group 5B	Methodology used in Group 5A	Test Items
Refer Appendix B	Times of day, Memory Tricks, story games	Part I Story telling,
Refer Appendix B	Dominoes, Zip, Waiter. Words within words, What is in the bag ? What is the difference, Describe and draw. Words	Identifying, pictures
Refer Appendix B	Waiter, Information office	Ask for what is written on the cards
Refer Appendix B	Taxi Driver Where is it please ?. Information Office	Describe or tell the position of the items in a picture

Table 3.2 : Summary of Content, Methodologies and Test items Used in the Experiment.

CHAPTER IV

Observation, Findings, Conclusion and Recommendations

4.1. Observation During the Experiment

At the initial stage the teacher was dismayed because of the incredible number of mistakes made by students and he also found it discouragingly difficult to make the children talk. They were reluctant to talk because the situation was novel to them. They had not been exposed to such freedom in their classrooms before. But gradually their motivation was observed to increase. This was due to the fact that individual learners started to feel secure and their motivation-increased as the teacher let them feel more free.

The games and activities used engaged student's curiosity of enthusiasm. As a result/ this curiosity, students started to get the classroom ready before the teacher arrived. This is also because games are very natural to children.

The teacher didn't stop any student who was talking in order to correct errors though some of the sentences were difficult to understand. He tried to correct them slowly; for example, by repeating the correct form of the sentences and words. Therefore, it is to be stated that an average teacher was, with encouragement, able to use games and activities effectively.

4.2. Findings

After the experiment a test was prepared and conducted and the results were recorded. The test results were classified according to the strategies used as;

1. Message completed without pause and repetition
2. Message completed with repetition and adjustment
3. Message started but abandoned
4. Message totally avoided i.e. silence.
5. Unclear message

It should be noted that the researcher was not interested in grammatical accuracy.

Strategies employed	5 A	5 B
Message completed without pause or repetition	103	32
Message adjusted and completed	31	11
Message abandoned	2	12
Message avoided	3	85
Not clear	1	-

Table 4.1.
Numerical representation of test results.

4.2.1. As can be seen from the above table the students of the experiment group have used more achievement strategies. They have completed the messages either at the first trial or by trying many time and at last completing the task, e.g. In the story telling part they have answered almost all the

question but some by trying and adjusting. The control group has used more risk-taking strategies. They have either tried and abandoned or completely abandoned the message. When compared, the experiment group has used only 2% avoidance strategies, and 1.4% message abandonment strategies while the control group has used 60.7% avoidance strategy and 8.5% message abandonment strategy.

4.2.2. The above figures make it more obvious that encouragement and motivation introduced by the games have improved the students' ability to say something when the need arises. In other words, the figures show that the students in the experiment group were exposed to communicative freedom where students making mistakes are not punished or criticized and trial and error were considered as the natural courses of communication in keeping the channels of communication open.

4.2.3. Language games and activities also are helpful in reactivating the students' previously learned language. They encouraged the students to try to use the previously learned language in order to express new ideas and impression. This can be seen in the different words the students used in order to express or say the same thing. For example, when asked to tell what they see in picture 4 where a boy and a cat are sitting and the cat is eating.

The students in the experiment group gave the following answers.

1. He is feeding the cats
2. The cat is eating food.
3. The boy is the cat feeding.
4. ~~He~~ took it cat eat food.
5. He feeds the cat.
6. The cat is eating food.
7. The cat eat food.
8. The cat the boy took the cat.
9. The boy eat cat food.
10. The boy, the cat some food.

were

Almost all these words/learned prior to the start of the experiment. Some of these words had been used during the games e.g. he, eat, some, etc., but others had not, as far as the researcher is concerned, ever been used in the previous seven weeks of the experiment, e.g. cat, boy, book etc. This shows clearly that games reactivate previously learned language..

4.3. Conclusion

It is quite difficult to give a definite answer to the methodological problems of foreign language teaching. However, through conducting experiments, valid conclusions can be made. Merits and demerits of theories can only be known by testing their applicability and effectiveness or significance. Then a teacher can select techniques that suit his objectives.

Because there are so many variables dealing with language teaching and learning, it is not easy to have perfectly controlled experiments. Thus such research and its results must be considered as suggestive. It can not be conclusive because many variables intervening in the language teaching and learning process can not be completely controlled at the same time. Nevertheless judgment on the relative advantages and disadvantages of the method can be demonstrated.

In this study, the experiment group that was taught through the language teaching games and activities performed better than the group which has taught in the traditional way (Refer Table 4.1).

The study was limited to the teaching of present and past tense, prepositions and making requests. The content for both groups was similar but it could never be identical because a communicative syllabus can not be identical to a structural syllabus. (Refer 1.3.2)

The methodologies used were diametrically opposite. One method stressed language usage while the other stressed language use (Widdowson: 1978). Materials for both groups were prepared and after the experiment a test was given to the cross-section samples of both groups. The result was not corrected as right and wrong but the answers were classified according to the strategies used and the effectiveness of their communication. And from the analysis it can be seen that games were not only more effective in teaching the specific language items specified

in the contents for each course, but they can also teach communication strategies which are useful in the reactivation of previously, learned language. . . . (Refer 4.2.2.). They also develop the motivation of the learners, which is the most important tool in teaching children

In general, if a student's work in the foreign language classroom has caused him to perceive the manipulation of linguistic structures as class exercises unrelated to real life, then these are not likely to spring readily to his mind in real life situations and he will tend to resort to his own language for actual communication or avoid communication even with foreigners. However if in his work in class, he has been taught to perceive the foreign language as a tool for expressing his thoughts and needs, and for other communication purposes, then this will help him to break through the initial barrier of shyness which most individuals have to face when they have the first opportunity to use their classroom experience of language. In addition such situations encourage him to call on all his language resources and items previously learned, now that he has started to develop such strategies as message adjustments.

This can only be done by developing the learner's motivation to learn and by providing the learner's with conducive communicative situations. If a teacher fails to care about the interest and motivation of students, he is neglecting the most important tool of teaching in order to cause learning.

The following point can more or less conclude the results of the experiment.

- 4.3.1. Games do develop communication strategies
(Refer 4.2.1).
- 4.3.2. They can reactivate previously learned language.
(Refer 4.2.3).
- 4.3.3. They increase motivation and interest in the students (Refer 4.2.3).
- 4.3.4. They can be used in large classes.
- 4.3.5. Teachers can cope with them in Ethiopian government elementary schools (Refer 4.1).

4.4. Recommendations

- 4.4.1. The English panel in the department of curriculum should **shift** towards more communicative language teaching in the elementary schools with special reference to language teaching games and activities in order to deal with the restlessness and lack of motivation in the children.
- 4.4.2. A study must be conducted as to how to integrate language games and activities with the purely structural syllabus or change the syllabus as a whole.
- 4.4.3. Teachers should be trained on how to teach students to communicate. In other words teaching should be

directed towards developing in the learners the capacity to use the language. Such training should be a part of any teacher training course whether in T.T I's or in Universities.

- 4.4.4. Teachers should be trained on how to use language teaching games and activities and how to prepare materials for the games. Language workshops can give teachers an effective base in this area.
- 4.4.5. A list of different games appropriate to each grade must be prepared in a booklet form and distributed to the teachers.
- 4.4.6. Schools must be encouraged to have at least one large classroom with movable chairs and desks for this purpose.
- 4.4.7. Teachers should give assignments based on the creativity and productivity of the students not just on structured exercises.
- 4.4.8. Preparing exams and working should be based on the students' ability to communicate. A teacher can evaluate students by giving them a certain task and seeing how they manipulate the language in performing the task. He can evaluate this group by group without the students' knowledge of it.

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Appendix A

Games and Activities Conducted in Group 5A

Story Game

The teacher presents a picture from which a story can be narrated. It can be a picture of animals or people. Then he starts telling a story only by providing a one sentence introduction like 'Once upon a time there was a greedy hyena.' Each of the students adds one sentence to the story and the teacher writes them on the blackboard. One would win by cutting the story (e.g. It died)..

Group size = Whole class or a class
divided into two with one side wining.

Material = a picture

Language aim = the use of past tense

Time = 30-35 minutes.

Taxi Driver

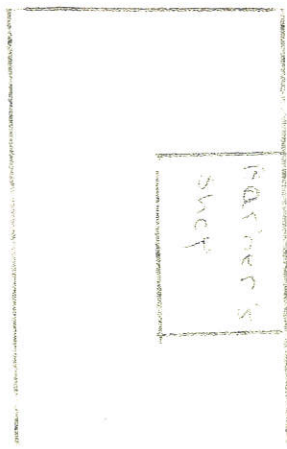
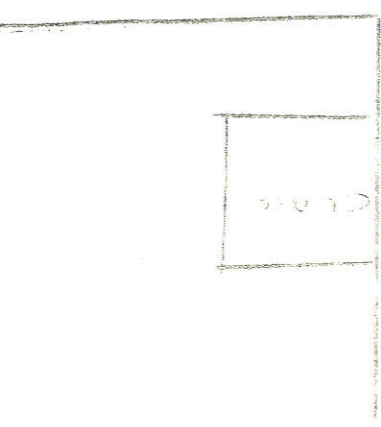
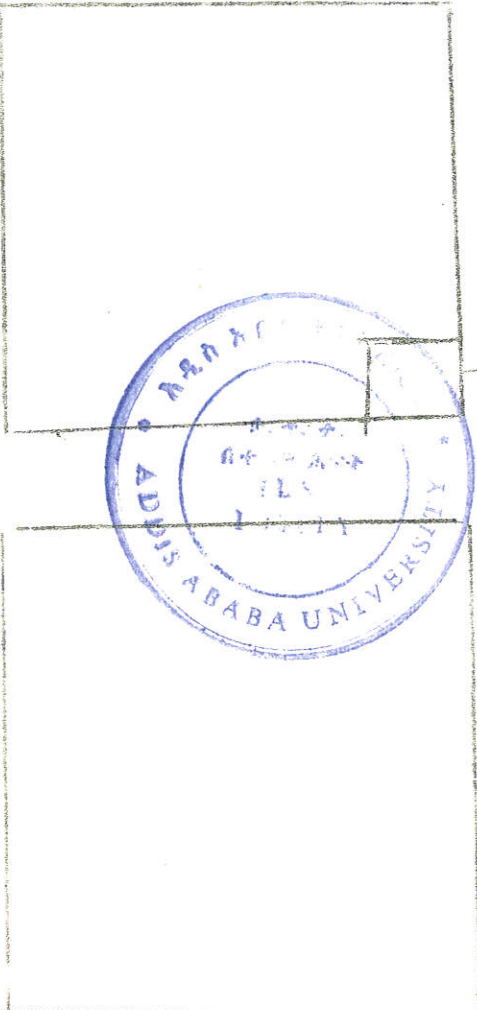
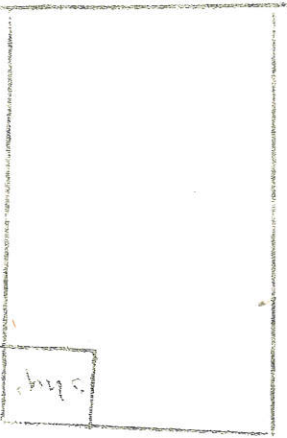
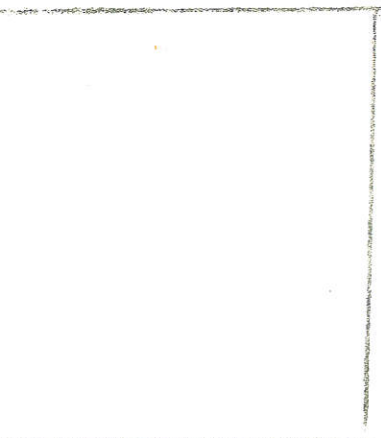
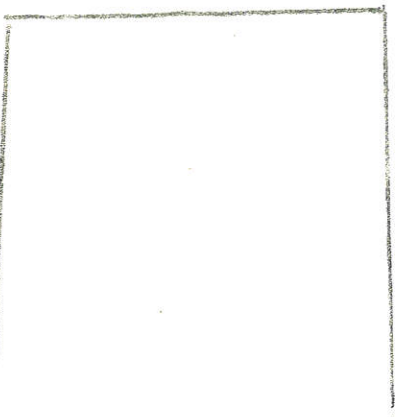
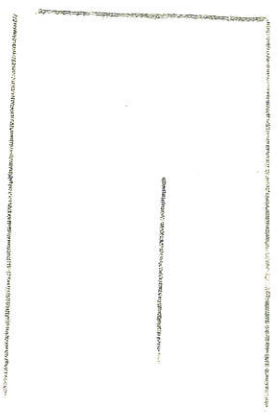
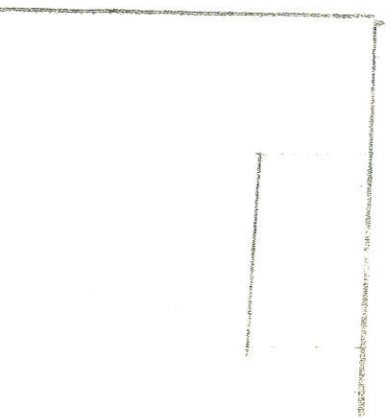
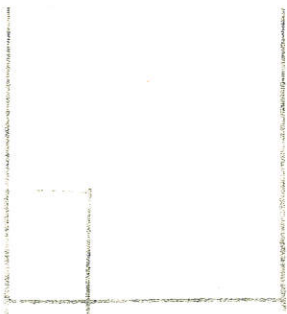
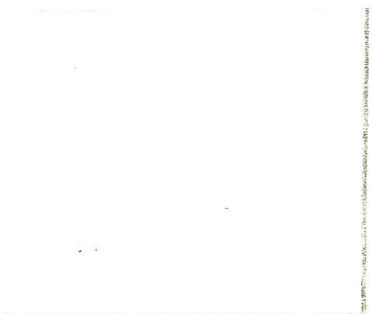
A student is supposed to be 'testing' another student who wants a taxi driving licence. To get this licence the second player must know all the important places. Both have area plans. The examiner with a paper cap 'Officer' on, has an area plan with the names of some places labelled but the second player's area plan does not have this. When the game starts the 'officer' asks "where is...? or/and 'How do you take - to ---'s place ?" and so on. The second player answer is immediately checked by comparing the two plans. Scoring is done by another student. This 'testing' goes on until the 'officer' asks all the members of the group. The student who has the highest score gets the cut-out 'Taxi' as a reward.

Group size = 7 students

Material = Two plans with and without names of places on them.

Language aim = Practise describing and asking about locations and directions for example, near left, right, etc.

Time - 25 - 30 minutes.



class

Zip

Class is divided into 5 groups with 8 students in each. The teacher asks the students in each group to try to elect a leader. Then the teacher gives the leader a topic for example 'bed room' and a list of words which he has to read aloud to the members of the group. Each member of the group would then either say 'Yes' if the mentioned word belongs to the topic word. If not the student should say 'Zip'.

Group size = 8 students

Material = No

Language aim = vocabulary

Time = 20 minutes

Where is it ?

A two - students team is blind - folded. The other member of the group hide a book or a pen and then the team is freed. They have to tell where the material is. They are given only 5 chances. This game ends when every member has a chance of being blind folded.

Group size - 10 students

Materials - Any hidable thing

Language Aim - Practise preposition of location.

Time - 20 minutes

What is the Difference

The class is divided into two groups. Pictures which are very similar but with some difference are put on the blackboard the teacher asks 'what is the difference' Each group lists the differences and the two lists are compared. The group that finds more differences is the winner.

Group size = Whole class or a group of 10 students.

Material = Two similar pictures

Language aim - Expansion of vocabulary and exercise
on the structure, "There is a - but--"

Time: 20 - 25 minutes

(From Lee's Language Teaching Games and Contests)

Information Office

One student with an area plan will be sitting, and the student comes and asks for a place like clinic, barber etc. The first student will give the second one an area map without the names of place and then tells him "You go to the right turn left" etc. by following in the map given to him the second student will find the place he asked for and they will compare their maps. If the second student gets a wrong place the first one loses.

Group size - 3 students

Materials - Two area plans

Language aim - Prepositions of directions

Time - 20 minutes.

What is in the Bag

A small bag containing, pencils, sweets, erasers, a comb etc, is prepared. The teacher says " what is in the bag today ?". The students take turn to mention on item they think is present in the bag. If it is the right item then the student takes it as a winner.

Group size = Whole class and large groups.

Materials - A bag and different small items

Language aim - Develop vocabulary and the structures,
'There is...'" and "It is ..."

Waiter

The class is divided into 3 groups and each group chooses one person as a waiter for that group. Each waiter is given a small box containing cards on which different kinds of foods and drinks and other things are written. He examines the cards and when he is ready to serve the group, members take turns in asking their respective waiter for something he wishes to have, e.g. "Can you give me a cup of tea?" "Give me a piece of bread please?", etc. The waiter answers either by giving and saying "Of course!" "Here you are!", etc., or apologizes saying "I 'm sorry we don't have...". The group whose waiter has served all the members wins.

Group size = Whole class

Materials = Boxes and cards with pictures of foods and drinks.

= Paper cap with "Waiter"
"Waiter" on it

Time: = 30 - 35 minutes.

Dominoes

A group of 6-10 students sit in a circle around a table. Dominoes prepared by the teacher (researcher this time) are shuffled and are distributed to the group members. One player starts by laying down a domino. Then the rest take turn to find a domino which matches one end of the first player's domino.

Teacher goes from group to group helping students when they want to know if a particular match is correct. Here an immediate feedback will be good.

Group size - 6-10 students.

Materials - One set of dominoes for each sub group

Language aim - Word building, prefixes and suffixes
(e.g. tense markers like - ing, - ed.)

Time - 20 - 25 minutes

(Acknowledgement - Adapted from Rinvoluceri's Grammar Games)

69B

DOMINOES

EAT	LOOK	POSSIBLE	COME	FEED	PLAY	WASH
SPEND	ING	ABLE	REST	CREAT	ION	EYE
IM	ED	COMPLETE	BROAD	S	LEAD	CRY
LASH	LESS	NISS	LY	T	IED	by
NECK	LACE	NEAR	IVE	KNOW	UN	NI
EN	BREAK	TEETH	SLOW	PASTE	KEY	LAZY
fy	DOWN	WHITE	IES	IED	BLIND	MANAGE

Moods

A group is divided in to sub-groups of five or six students. Each group chooses a word with the same number of letter as member of their group. Then each member of each subgroup chooses a word which starts with one letter from the choosen word. The teacher then goes around and takes the words on his note book and at the end he writes all the words from each group and all discuss the meanings.

Group size - 6 students

Material - None

Language aim - Vocabulary expansion and spelling
exercise.

Time - 20 - 25 minutes

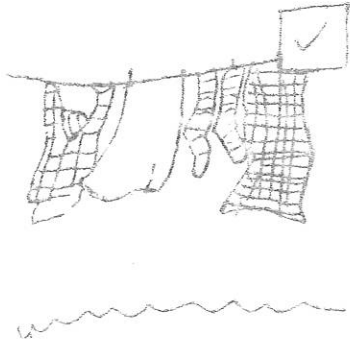
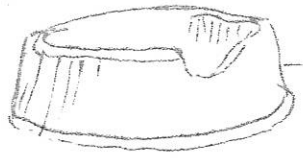
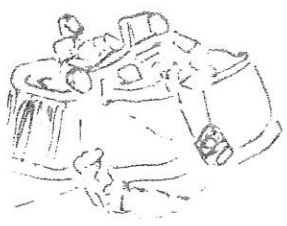
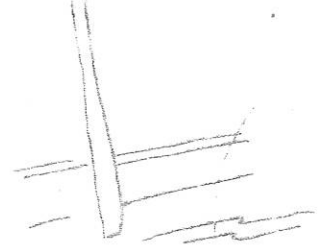
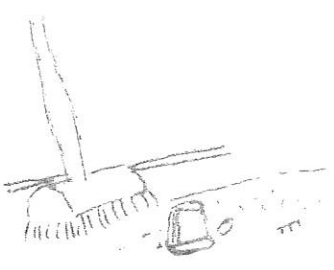
Do me a favour

Pairs of cards are passed around. The students or a group of students are divided into two. The pairs of cards are divided into request + cards, showing and actions that need doing and reply cards that show the completed action. The request cards have question marks on the top right hand; reply cards have a tick .

The member.. of groups having the request cards take it in turns in asking each member of the second group to do them a favour. E.g. - Can/could you - - ?

- Yes, of course/sorry I am busy etc.

- Group size - 8 students (4 each)
- Material - Cards
- Time - 25 minutes
- Language aim - Request



Times of a day

A group of 10 students are given a time grid and a coin. The time grid is explained. Each student takes turn in throwing the coin over the time grid. The student then explains what he/she usually does during that time.

Group size - 10 students

Material - Two time grids and a coin

Language aim - The use of present simple to expressing habitual actions.

Time - 30 minutes.

(From Rinvoluceri's Grammar Games)



Appendix F

Additional exercises Practised by Group 5 B

Part I

A. Choose the correct form to fill in the blanks.

Example
A Bird _____ in a tree yesterday (sit, sat)
A Bird sat in a tree yesterday

1. Yesterday she _____ oranges. (buy, bought)
2. I _____ my book to the classroom yesterday. (bring, brought)
3. Last week she _____ her pencil. (lose, lost)
4. The mouse _____ away when she saw the cat. (ran, run)
5. He _____ some money yesterday (found, find)
6. When the cat saw the bird, she _____ to climb the tree. (begin, began).

B. Fill the blanks with the correct form of the words from the brackets.

Example:
When she is hungry she _____ food. (eat)
When she is hungry she eats food.

1. When he is thirsty he _____ water. (drink)
2. When I am sick, I _____ medicine. (take)
3. When she is tired, she _____ a rest. (take)
4. When he is awake, he _____ a book. (read)
5. When he feels sleepy, he _____ to bed. (go)

C. Berhanu and Ghenet

Berhanu - At what time do you usually wake up, Ghenet ?

Ghenet - I wake up at 7:30. How about you?

Berhanu:- I am very sleepy, I wake up at 8:30. So I am always late for school.

Ghenet: But at 8:45 the first period finishes !!

Berhanu: Yes, I can not help it because I always go to sleep at 11:30 at night.

Ghenet: Then you are right, you can not wake up early if you sleep late. I go to bed at 9:00 or 9:30. That is why I wake up early.

Exercises

Answer the following questions.

1. At what time does Berhanu usually wake up ?
2. Is he always late for school?
3. Is Ghenet always late for school ?
4. At what time does the first period finish ?
5. At what time do you go to school ?
6. Are you always late for school ?

Read

Alganesh and Ayelech

Alganesh wanted to go to Debrezeit to visit her father. She got on a bus. She sat near a young girl. After some time Alganesh was bored. She wanted to talk to the girl. Soon they started talking. Alganesh then asked the girl. "What is your name ?" The girl answered, "My name is Ayelech". Alganesh

had said

then said "My name is Alganesh. I am a student and I am going to Debrezeit to visit my father. His name is Bekele". Then Ayelech was very happy because she was also tired of sitting in the bus. She said, "I am also a student of grade 5. But now the school is closed, I am going to visit my brother. He works in Debrezeit and he lives there. His name is Getachew." Both the girls were very happy to know each other. Then they told each other many stories.

Exercise

Answer the following questions.

1. Who was going to Debrezeit ?
2. Where did Alganesh sit ?
3. What is the name of the girl ?
4. What did Alganesh want to do ?
5. What is the name of Ayelech's brother ?
6. Was Alganesh a student ?
7. What grade was Alganesh in ?
8. What is the name of Alganesh's father ?

Make sentences as in the example below.

Example: I/climb/tree

I can climb the tree.

or I want to climb the tree.

1. Our teacher/correct/ our homework
2. Girma/write/a letter
3. Shitaye/wash/dishes
4. Alemu/clean/blackboard
5. We/listen to/radio

Read

Asfaw: Please give me a pencil Buzunesh,

Buzunesh: Which pencil ?

Asfaw: Your red pencil.

Buzunesh: Here it is. Take it. Would you lend me a blue pen?

Asfaw: Oh yes. Here you are. Take it.

Buzunesh: Thank you.

Answer the following

1. What did Asfaw ask Buzunesh for ?
2. What did Buzunesh ask Asfaw for ?
3. What did Buzunesh say at the end ?
4. Which pen did Buzunesh want ?

* Make as many sentences as possible from the boxes.

Please	give me	a cup of tea?
	can you give me	a book? a piece of bread? a piece of paper?

Fill in the blanks below

1. The boy is _____; he is not short.
2. The tea is _____; it is not cold.
3. Our bag is _____; it is not small.
4. Your work is _____; it is not bad.
5. The vegetables are _____; they are not the same.

Cross Word Puzzle

	1	2	3
1	/	c	/
2	f		t
3		t	
4	t	/	

Across

2. Opposite of "thin"
3. The past tense of 'eat'

Down

2. An animal which always chases a mice.
3. We drink this in the morning or at breakfast.

Look at the pictures in the next page and answer the question.

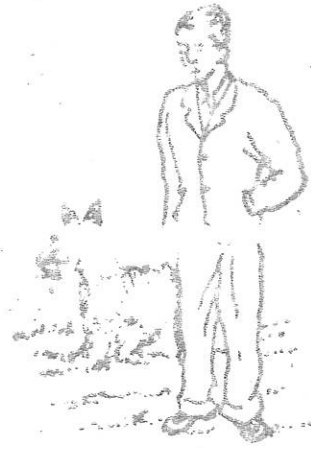
In which pictures do we have the following ?

1. A man behind a dog. Picture _____.
2. A tree near a monkey. Picture _____.
3. A Monkey on a tree. Picture _____.
4. A man in a car. Picture _____.
5. A dog in front of a man. Picture _____.
6. A boy behind a bicycle. Picture _____.
7. A dog behind a man. Picture _____.
8. A Monkey near a tree. Picture _____.
9. A bicycle in front of a boy, Picture _____.

(ENE)



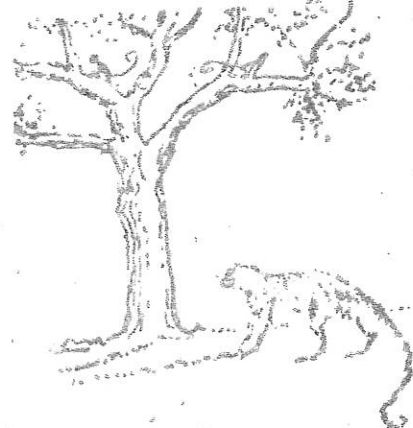
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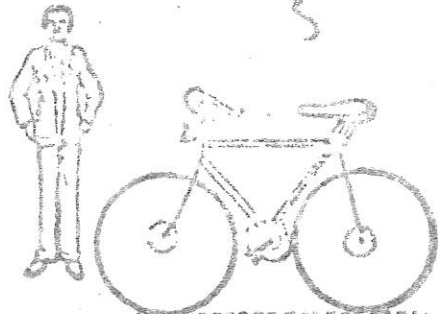
3



4



5



6



Choose the correct word from the brackets

1. In the dark the (stars, men, feet, beds) are shining.
2. The (lorry, aeroplane, roof, train) is flying in the sky.
3. Tuesday is the day (before, after) Wednesday.
4. Thursday is the day (before, after) Wednesday.
5. Friday is the day (after, before) Saturday.
6. Monday is the day (before, after) Sunday.
7. The milk is (in, on) the kettle.

Note - ENE = English for New Ethiopia Pupils book. Grade 5



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APPENDIX C

- My name is Abraham
1. Picture 1 - I seen the boy go to school,
Picture 2 - He saw a cat. He saw a cat,
Picture 3 - He took the cat, he took the cat to his house.
Picture 4 - He is feeding the cat,
Picture 5 - The boys and, The boy and cats playing together.

Card 1 - Can you give me some tea ?
Card 2 - Can you give me some water ?

Picture 1 - I saw, I see a wall.
Picture 2 - He haven't not one eyes.
Picture 3 - The man is infront the car.
Picture 4 - The man is behind from the car.

Picture 1 - I saw a pencil.
Picture 2 - The boy is running quickly,
Picture 3 - Abebe, Abebe is long Teka is short.
 2. My name is Betelihem.

Picture 1 - The boy is going to school from home.
Picture 2 - The boy is see the hungry cat,
Picture 3 - The boy is see the hungry cat.
Picture 4 - The cat is eating food.
Picture 5 - The cat is, the boy is, and the cat friends,

Card 1 - Can I have a piece of bread?
Card 2 - A cup of tea please?

Picture 1 - A wall
Picture 2 - One eye
Picture 3 - (Silence)
Picture 4 - The man is - (Silence)

- Picture 1 - Pencil
- Picture 2 - (Silence)
- Picture 3 - Teka is short Abebe

3. My name is Meseret

- Picture 1 - The boy is. The boy is coming from the school
- Picture 2 - The boy is the hungry cat look
- Picture 3 - The boy is took the cat
- Picture 4 - The boy is the cat feeding
- Picture 5 - The boy is, the boy and the cat are friends

Card 1 - Give a cup give a cup of coffee please?

Card 2 - Give a cup of tea please

Picture 1 - Pencil

Picture 2 - he is very run

Picture 3 - Abebe is taller than Teka

Picture 1 - Wall

Picture 2 - One eye

Picture 3 - With the car

Picture 4 - Back the car

4. My name is Honey

Picture 1 - The boy is going to home

Picture 2 - He saw a hungry cat

Picture 3 - He saw, he saw cat - - (Silence)

Picture 4 - He took it cat eat food

Picture 5 - The boy and the cat are friends

Card 1 - Give me some water please

Card 2 - Give me, give me cup of tea please

Picture 1 - Enail

Picture 2 - Fast

Picture 3 - Abebe is big

- Picture 1 - Wall
- Picture 2 - One eye
- Picture 3 - Before a car
- Picture 4 - Behind the car

5. My name is Yosief

- Picture 1 - The boy is going to his home
- Picture 2 - He looked, he looked the cat
- Picture 3 - He took his home
- Picture 4 - He feed the cat
- Picture 5 - The cat and the boy are good friends.

Card 1 - Can I have a c p of tea please ?

Card 2 - Can I have some bread please ?

Picture 1 - Pencil

Picture 2 - He is very run

Picture 3 - Teka is short Abebe is tall.

Picture 1 - Wall

Picture 2 - One eye

Picture 3 - Before -before a car

Picture 4 - Behind the car.

6. My name is Martha

Picture 1 - The boy is going to school. The boy is going to school.

Picture 2 - The boy is hungry look hungry cat

Picture 3 - The boy is took hungry cat

Picture 4 - The cat is eat food

Picture 5 - The boy and cat friends

Card 1 - Give me some one c:p coffee

Card 2 - Give me some one c p water

Picture 1 - Pencil

Picture 2 - Runing quickly

Picture 3 - Teka is short

Picture 1 - Wall

Picture 2 - One eye

Picture 3 - Before a car

Picture 4 - Back the car

7. My name is Tenaadam

Picture 1 - He is going to home

Picture 2 - The boy is the boy is the cat looking

Picture 3 - The boy is looking, The boy is take the cat

Picture 4 - The cat eat food

Picture 5 - The boy is the cat friends

Card 1 - Give me the coffee please

Card 2 - Give me the water please

Picture 1 - Pencil

Picture 2 - He is running

Picture 3 - Abebe and Teka

Picture 1 - Wall

Picture 2 - One eye

Picture 3 - Before before, before the car

Picture 4 - Before the, before the car

8. My name is Senay

Picture 1 - The boy is going to the school

Picture 2 - He saw, he saw, he saw, a cat

Picture 3 -- The cat, the boy took the cat

Picture 4. - The cat, the cat, the cat, some food

Picture 5 - The boy and the boy and the cat are friends

Card 1 - Give me some water

Card 2 Give me some bread.

Picture 1 - Pencil, pencil

Picture 2 - Quick, quickly

Picture 3 - Teka short Abebe tall

Picture 1 - Wall

Picture 2 - One eye

Picture 3 - Before a car

Picture 4 - Behind the car

9. My name is Haregewoini

Picture 1 - The boy is going to school

Picture 2 - The boy is going to school

Picture 3 - The boy the boy is catch

Picture 4 - The boy eat cat food

Picture 5 - The boy and eat are (pause) playing

Card 1 - Please give me some coffee

Card 2 - Please give me some piece of bread

Picture 1 - Pencil

Picture 2 - Beans running

Picture 3 - Abebe, Teka is short

10. My name is Meseret

Picture 1 - The boy is going to the school

Picture 2 - The cat is hungry

Picture 3 - The boy is catch a cat

Picture 4 - The boy, the cat some food

Picture 5 - The cat and the boy are playing

Card 1 - Bread, bread, Give me bread

Card 2 - Give me c p, give me coffee

Picture 1 - Pencil

Picture 2 - He, he is run

Picture 3 - Abebe, Abebe is a short

Picture 1 - Wall

Picture 2 - One, one, one eye

Picture 3 -- Before car

Picture 4 - Back the car

APPENDIX D

1. My name is Mandefro Daniel

Picture 1 - The boy is running

Picture 2 - The boy running a cat, the boy running a cat

Picture 3 - (Silence)

Picture 4 - The boy feed the cat

Picture 5 - The boy playing the cat

Card 1 - Give water

Card 2 - Give coffee

Picture 1 - (Silence)

Picture 2 - Running quickly

Picture 3 - The tall, the tall boy the short

Picture 1 - Wall

Picture 2 - eye

Picture 3 - (can not be heard)

Picture 4 - man first second car

2. My name is Kidist

Picture 1 - The boy was, the boy was----(Silence).

Picture 2 - The boy was the cat

Picture 3 - The boy was the cat

Picture 4 - The boy was the cat

Picture 5 - The boy was the cat

Card 1 - The bread, the bread

Card 2 - The coffee give

Picture 1 - Pencil

Picture 2 - The boys is quickly

Picture 3 - The boys are, the boys are tall and short

- Picture 1 - Wall
- Picture 2 - The boy, the boy is eye
- Picture 3 - The man is..., the man is the car
- Picture 4 - The man is, the man is car ---

3. My name is Elizabeth

- Picture 1 - He is running
- Picture 2 - He is the cat running
- Picture 3 - He is - - -
- Picture 4 - The man is - - -
- Picture 5 - The cat is, the the house

Card 1 - He is - - -

Card 2 - (Silence)

- Picture 1 - A pencil
- Picture 2 - (Silence)
- Picture 3 - The tall, the tall is short

- Picture 1 - Wall
- Picture 2 - (Silence)
- Picture 3 - The man - - - -
- Picture 4 - The car - - -

4. My name is Abayneh

- Picture 1 - (Silence)
- Picture 2 - (Silence)
- Picture 3 - The boy is ¹ - -
- Picture 4 - The man is - - -
- Picture 5 - (Silence)
- Card 1 - Give me please a coffee
- Card 2 - (Silence)

Picture 1 - (Silence)
 Picture 2 - (Silence)
 Picture 3 - The man - - -

Picture 1 - It is wall
 Picture 2 - (Silence)
 Picture 3 - The man is - - - -
 Picture 4 - (Silence)

5. My name is Amha

Picture 1 - (Silence)
 Picture 2 - (Silence)
 Picture 3 - The man and the cat
 Picture 4 - (Silence)
 Picture 4 - (Silence)

Card 1 - Give water
 Card 2 - (Silence)

Picture 1 (Silence)
 Picture 2 (Silence)
 Picture 3

Picture 1 - (Silence)
 Picture 2 - (Silence)
 Picture 3 - (Silence)
 Picture 4 - (Silence)

6. My name is Zerihun

Picture 1 - (Silence)
 Picture 2 - (Silence)
 Picture 3 - (Silence)
 Picture 4 - (Silence)
 Picture 5 - (Silence)

Card 1 - (Silence)
Card 2 - (Silence)

Picture 1- - (Silence)
Picture 2 - (Silence)
Picture 3 - (Silence)

Picture 1 - Wall, a wall
Picture 2 - (Silence)
Picture 3 - (Silence)
Picture 4 - (Silence)

7. My name is Amsale

Picture 1 - The boy is running
Picture 2 - (Silence)
Picture 3 - The boy was - - -
Picture 4 - (Silence)
Picture 5 - (Silence)

Card 1 - Give water
Card 2 - (Silence)

Picture 1 - Pencil
Picture 2 - (Silence)
Picture 3 - (Silence)

Picture 1 - (Silence)
Picture 2 - (Silence)
Picture 3 - (Silence)
Picture 4 - (Silence)

8. My name is Ghenet.

Picture 1 - The boy is running
Picture 2 - (Silence)
Picture 3 - (Silence)
Picture 4 - (Silence)
Picture 5 - (Silence)

Card 1 - (Silence)

Card 2 - (Silence)

Picture 1 - (Silence)

Picture 2 - (Silence)

Picture 3 - (Silence)

Picture 1 - (Silence)

Picture 2 - (Silence)

Picture 3 - (Silence)

Picture 4 - (Silence)

9. My name is Wasihun.

Picture 1 - (Silence)

Picture 2 - The boy - -

Picture 3 - (Silence)

Picture 4 - (Silence)

Picture 5 - (The boy and the cat - - -

Card 1 - (Silence)

Card 2 - (Silence)

Picture 1 - (Silence)

Picture 2 - (Silence)

Picture 3 - (Silence)

Picture 4 - (Silence)

Picture 5 - (Silence)

Picture 6 - (Silence)

Picture 7 - (Silence)

10. My name is Biruk.

Picture 1 - (Silence)

Picture 2 - The boy - - -

Picture 3 - (Silence)

Picture 4 - (Silence)

Picture 5 - The boy and the cat

Card 1 = (Silence)

Card 2 = (Silence)

Picture 1 = (Silence)

Picture 2 - (Silence)

Picture 3 - (Silence)

Picture 4 - (Silence)



DECLARATION

I, the undersigned declare that this thesis is my work and has not been presented for a degree in any other university.

Name:- Sarah Ogbay

Signature:-  _____