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USAID Reading for Ethiopia's Achievement Developed

Monitoring and Evaluation (READ M&E)

Language Transition Study Report

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Acronyms and Abbreviations

AIR	American Institutes for Research
EGRA	Early Grade Reading Assessment
LC	listening comprehension
LSC	letter-sound correspondence
L1	first language
L2	second language
MoE	Ministry of Education
MOI	medium of instruction
MT	mother tongue
NEAEA	National Educational Assessment and Examinations Agency
NWD	nonsense word decoding
PA	phonological awareness
RC	reading comprehension
READ M&E	Reading for Ethiopia's Achievement Developed Monitoring and Evaluation
RWD	real word decoding
USAID	United States Agency for International Development
UNESCO	United Nations Educational, Scientific and Cultural Organization

Executive Summary

Overview

The Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E) Language Transition study, conducted by the American Institutes for Research (AIR), aims to identify transition thresholds for the effective introduction of literacy instruction in English subsequent to the introduction of mother tongue (MT) literacy instruction in four Ethiopian languages: Afaan-Oromo, Amharic, Berta, and Wolayttatto. These languages represent each of the four language families of Ethiopia: Cushitic, Semitic, Nilo-Saharan, and Omotic, respectively. The research component aims to identify "readiness" for English reading and writing instruction as part of English as a subject. The standards development part of the research led to the development of draft standards for medium of instruction transition (MOI) to English for the four language group regions; however, the MOI transition policies were not determined by this research.

READ M&E's mixed-methods study (2017) on language transition found that there was no existing empirical evidence to guide the development of effective standards or thresholds for bilingual/biliteracy education in Ethiopia—nor are MOI policies implemented consistently. This research study aims to address this gap by identifying if—and when—there is a threshold level of MT reading skills that triggers a boost in English reading acquisition. Identifying this threshold level will enable decision makers to set a standard that signifies a child is ready to benefit from instruction in English and become a successful biliterate. This research builds on a similar study conducted in India (Nakamura & de Hoop, 2014), and the findings will inform more effective MOI policy, as well as biliteracy teaching and assessment strategies and methods in Ethiopia.

Methods

This study tested students' abilities on a series of language and reading subtasks in their MOI and in English. The tasks in this assessment were letter-sound correspondence (LSC), phonological awareness (PA) at both the syllable level (PA-syllable) and the phoneme level (PA-phoneme), real word decoding (RWD) and nonsense word decoding (NWD), listening comprehension (LC), and reading comprehension (RC). The English assessment also included a letter name subtask.

We first analyzed the relationship between MT decoding outcomes and English decoding outcomes by examining the two-dimensional scatterplots between these two variables. The two-dimensional scatter plots indicated whether a threshold value of decoding exists and, if so, how high that threshold value might be. Second, we formally tested for the existence of a threshold value of MT decoding by constructing a test statistic for a structural break without imposing a known break by combining the test statistics computed for each possible break score in MT decoding in the sample. Third, we used linear multivariate regression analysis to determine the linear relationship between MT decoding and English decoding both below and above the break

identified in the second stage. Specifically, we tested whether children who are below and above the break have a different statistical relationship between their MT and English decoding skills.

Findings and Discussions

The findings from this study provided clear evidence of the existence of structural breaks for first language (L1) to second language (L2) decoding transfer in all four languages that were studied. The thresholds identified for each of the four MTs were as follows on a **specifically designed decoding task**:

- Afaan-Oromo and English = 50.00%
- Amharic and English = 81.67%
- Berta and English = 45.00%
- Wolayttatto and English = 73.00%

This is one of the first studies in the Ethiopian context to confirm that the relationship between MT reading scores and English is, in fact, not linear. These percentage numbers indicate the score that a child would need to obtain on a specific decoding (sounding out) test in each MT to achieve the most benefit when introduced to English literacy teaching. We recommend that these numbers be interpreted as estimates, but the results clearly indicate that the relationship linearity is "breaking" or changing, i.e. it is not linear in its nature around these numbers. In other words, the degree to which MT skills support English skills changes significantly at some point of mastery in the MT decoding acquisition process. This change is characterized by a sudden, exponentially higher increase in the English decoding scores for the same increase in MT after the threshold "break." The main implication of these results is that **if you introduce English literacy below the MT decoding threshold levels, a child is unlikely to benefit as much in terms of English reading proficiency as if English literacy instruction is introduced above these MT threshold levels.** In other words, when students begin English as a subject in grade 1, they should be introduced only to *oral English instruction.* It would be most effective to wait until students have achieved this threshold to begin reading and writing instruction in English as part of the subject. The actual MOI transition grade to English would need to be determined after further evidence is collected on how many students in all grades have this threshold, along with oral language proficiency in English. **These findings have implications with respect to the optimization of resources.**

There are three important caveats for utilizing these thresholds in education decision making in Ethiopia:

- First, these thresholds are pertinent only for English reading development and not for broader educational goals. As such, they must be taken into consideration along with English oral language comprehension ability. Although our results did not detect a "structural break" in English oral language and English reading comprehension, there is still a significant relationship between the two.
- Second, while there were clear thresholds detected for the Berta–English and Wolayttatto–English groups, these two were less pronounced than the thresholds detected for Afaan-Oromo–English and Amharic–English. The scores for Berta

MT decoding and Wolayttatto MT decoding were lower than the scores for Afaan-Oromo MT decoding and Amharic MT decoding scores; and the difference between MT and English scores for the Berta and Wolayttatto language groups were much smaller than for the Afaan-Oromo and Amharic language groups. Therefore, the threshold results for the Berta–English and Wolayttatto–English groups need further study.

- Third, these threshold results do not necessarily indicate the level of children's reading achievement in these languages, nor do they translate directly into the grades at which English literacy instruction should be introduced. The only purpose of this study was to detect thresholds (or structural breaks in the linearity of the correlation between L1 and L2 reading skills, and L2 oral language skills and L2 reading skills). In order to determine an effective grade for MOI transition to English, it would be critical to test students in all grades (or at least a reasonable range of grades such as grades 3-9) to see what percentage of students in each grade have achieved the threshold, along with testing for English oral language proficiency levels and other key prerequisites for learning in a new MOI.
- Fourth, there is still a need for several other systemic components to be in place for a child to transition successfully from an MT to English in the Ethiopian context—including, for example, more research on what the child's MT is in different contexts, whether there is a match between teaching language proficiency and the language(s) being taught, quality materials developed for transitioning between languages, and teacher quality for multilingual education.
- Finally, the findings from this study are correlational, and no causal claims can be made.

The findings from this study make a case for **skill-based transitioning** in multilingual education systems in Ethiopia. While it is outside the scope of the study to determine how many children in each grade achieved these threshold levels in each of the languages studied, the research does point to which skills are required to empirically determine that a child is ready to optimally benefit in terms of reading skills gains from high-quality English literacy instruction. Importantly, the threshold can help make the most of limited resources. If the child transitions before the requisite thresholds, they are less likely to learn to read even when English instruction is of high quality; and therefore, it behooves decision makers to pay heed to the available resources – L1 reading skills – especially in contexts of possibly low instructional quality.

Introduction

The Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E) project is a 5-year U.S. Agency for International Development (USAID)-supported activity implemented by AIR. READ M&E is one of the four READ projects on reading launched by USAID Ethiopia. READ M&E focuses on monitoring and evaluating early grade reading as well as on the M&E needs of the overall USAID READ program. The project works closely in partnership with the Ethiopian Ministry of Education (MoE) and the National Educational Assessment and Examinations Agency (NEAEA). The project also works in collaboration with regional state education bureaus (RSEBs) and city administration education bureaus (CAEBs).

READ M&E tracks progress and measures the performance and impact of key interventions supported by USAID through (a) regular monitoring of READ projects to determine whether implementation is on track and whether outputs are leading to desired results and (b) evaluations of READ projects at defined intervals to gauge the results. These efforts provide information to USAID and other stakeholders—including the federal MoE, the NEAEA, RSEBs, and CAEBs—about how combined investments across the READ projects are producing the desired changes and how implementation can be improved.

The objectives of READ M&E are as follows:

- Assess student learning progress by analyzing and synthesizing nationally representative Early Grade Reading Assessment (EGRA) data collected for seven local languages, collect additional EGRA data annually to show reading skill gains for the same seven local languages, and collect nationally representative EGRA baseline data for English;
- Undertake National Learning Assessments (NLAs) at Grades 4 and 8 for reading, comprehension, and writing aligned to the new national reading curriculum developed through Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA) program;
- Support continuous assessment in schools;
- Monitor the performance of USAID's READ projects as well as other key projects related to the READ program, and conduct midterm and final evaluations of the three READ projects and other projects that may supplant or enhance any of the major functions of these READ projects;
- Conduct impact evaluations and research studies on issues aligned with USAID's global- and mission-level learning agendas that relate to the evolving needs of the READ program and related key projects; and
- Build the capacity of the NEAEA of the MoE; provide technical assistance to the MoE, RSEBs, and other development partners whom USAID has designated as key partners; collaborate and coordinate with key partners, including other donors and nongovernmental organizations as well as projects in other sectors that relate to READ; and adapt to the evolving M&E needs and priorities of the READ program.

READ M&E's Language Transition study is one of four policy-relevant research activities designed to support the development of evidence-based recommendations for early grade reading practice and policy in Ethiopia. The Language Transition study aims to identify transition thresholds for the effective introduction of literacy instruction in English after the introduction of mother tongue (MT) literacy instruction in four different languages of Ethiopia: Afaan-Oromo, Amharic, Berta, and Wolayttatto, which represent each of the four language families of Ethiopia—Cushitic, Semitic, Nilo-Saharan, and Omotic, respectively.

Problem Statement

Millions of children in Ethiopia—and across the world—are educated in multilingual contexts. Decades of research and advocacy efforts in the international education community have confirmed that there are multiple benefits to MT-based, multilingual education (United Nations Educational, Scientific and Cultural Organization [UNESCO], 1953; UNESCO, 2003). Examples of these benefits include a higher likelihood of staying enrolled in school (Ball, 2010; Kosonen, 2005); more parental and community involvement in education (Benson, 2005); support for the most marginalized children, including children from rural areas (Hovens, 2002) and girls (Benson, 2005); cognitive benefits, such as abstract reasoning, working memory, selective attention etc., which are required for reading acquisition (Engel de Abreu et al., 2012); a higher likelihood of transferring L1 reading and language skills to the L2 (Koda & Reddy, 2008); and greater cost-effectiveness, when implemented with fidelity (Heugh, 2004).

However, several large-scale reviews have confirmed that language remains a significant obstacle to learning to read in many countries (Alidou, Boly, Brock-utne, Diallo, Heugh, & Wolf, 2006; Kim, Boyle, Simmons Zuilkowski, & Nakamura, 2017; Nag, Chiat, Torgerson, & Snowling, 2014), because children are often required to begin school and literacy instruction in a language(s) they do not speak at home or in their communities (Arnold, Bartlett, Gowani, & Shallwani, 2008; Ouane & Glanz, 2010). The reasons for this are complex, but some of the main explanations include a lack of teaching and learning resources in the MT, a lack of political will to implement education in a local MT, higher correlations between national or global languages and socioeconomic mobility (Azam, Chin, & Prakash, 2010; Coleman, 2011), multiple MTs in one area or school, and limited or no empirical basis for determining optimal linguistic conditions for learning.

This leads to the critical point at which there must be an evidence-based ***reconciliation*** of these two facts: Children learn optimally only in languages they understand and use. There is high demand for languages that children may not understand and use. As such, the goal of any research endeavor to further support decision makers in such richly multilingual contexts should be to develop cost-effective, efficient ways to support ***biliteracy development*** and effective language transition policies.

The challenges of reading acquisition in Ethiopia are exacerbated by the use of two kinds of writing systems—the Fidel and the Latin scripts—each having different cognitive demands and learning trajectories (Nag & Perfetti, 2014; Share & Daniels, 2015). There is limited systematic empirical evidence on how to train educators to teach children effectively in multilingual and

multi-scriptal contexts. In Ethiopia, specifically, medium of instruction (MOI) policy decisions are neither evidence based nor consistently implemented, especially in terms of timing the transition from MT to English MOI.

This research study aims to address this gap by identifying if (and when) there is a threshold level of MT reading skills that triggers a boost in English reading acquisition. Identifying this threshold level will enable decision makers to set a standard that signifies when a child is ready to optimally benefit in terms of reading skills gains from instruction in English and become a successful biliterate.

This research builds on a similar study conducted in India (Nakamura & de Hoop, 2014), and the findings will inform more effective biliteracy teaching and assessment strategies and methods in Ethiopia. The immediate implications of this research will support the following:

- Standards and benchmark setting for MT-to-English transition,
- Reading curriculum development in both the MT and English,
- Reading material development that can highlight appropriate aspects of Fidel versus Latin scripts (such as phonemic vs. syllabic awareness),
- Teacher training methods and resources that focus on biliteracy acquisition in both the MT and English,
- Policymakers who will be able to determine optimal timing for initiation of formal instruction in English and how that instruction might differ in urban and rural schools, and between and among language groups, and,
- Education stakeholders across Ethiopia who are interested in catalyzing the bridge between research and practice by utilizing empirical evidence for multilingual reading programs and policy design.

Background

The READ M&E project, in collaboration with the MoE, produced a research report that examined the current and historical contexts of multilingual education in Ethiopia as well as stakeholders' perspectives on MT-to-English literacy instruction transition. Through in-depth qualitative research with a range of stakeholders and descriptive quantitative analyses of survey data, the READ M&E researchers found the following:

- There are regional differences in when English is introduced as an MOI after the MT, with some regions transitioning at Grade 5, some at Grade 7, and others at Grade 9.
- Most stakeholders are unsure of who makes the decision about the transition and how the transition is done.
- There is wide disagreement from experts in the various regions about when the transition time is appropriate.
- Teachers and parents generally prefer early transition models that identify the best time to start English as an MOI.

- There is consensus among stakeholders that there are inconsistencies concerning when teachers can start using English as an MOI.
- No standards are followed in the regions while making decisions about what grade level the transition should be made in.

The qualitative study showed that although some stakeholders prefer earlier transition times from MT to English, there is widespread disagreement and contention about precise timing. Furthermore, the study shed light on the fact that no empirical evidence is available to guide the development of effective standards or thresholds for bilingual/biliteracy education.

READ M&E proposed to empirically test which skills are required for a child to be cognitively and linguistically ready to optimally transition from MT instruction to English. The AIR study team examined what level of MT reading skills and English oral language skills are required for successful biliteracy acquisition. By determining these language acquisition thresholds, the team aims to support biliteracy outcomes in MT and English and not focus on one language at the cost of another. Multilingualism is a powerful resource—not an obstacle—if evidence is used to amplify available resources.

Historical Context of MOI Policy in Ethiopia

1908–1941

Formal schooling started in Ethiopia in 1908, when Emperor Menelik II opened the first primary school, Ecole Imperial Menelik, in Addis Ababa (Fasika, 2014). According to Pankhrust (1969), schools used foreign languages, such as French, English, and Italian, as MOIs. The aim of schooling was to ensure peace, develop the country, and enable Ethiopia to resist European geopolitical influence (Fasika, 2014).

During the Italian Occupation from 1935 to 1941, Ethiopia officially changed the MOI to the MT (Heugh, Benson, Berhanu, & Yohannes, 2007; Fasika, 2014). The Italians divided Ethiopia into six administrative regions in which the MOI was different in all regions (Pankhrust, 1969). Without a common language across the regions, the Italians created a system in which regions were controlled by local governments and only the elites were able to communicate and thus rule the citizens.

1941–1973

After the Italians withdrew, Emperor Haile Selassie's government chose English as the MOI. The first national curriculum, published in 1947, stated that Amharic should be the MOI. According to Areaya (2008), the first official curriculum (published in 1947) stated that Amharic should be the MOI for all subjects in the first two grades (Grades 1 and 2), with gradual transition to English beginning in the third grade. Both the second curriculum (8-4 system) and the third curriculum (6-2-3 system), which were operating in the pilot schools, were changed to a 6-2-4 system in 1963–64. With this structure (6-2-4), Amharic became the MOI at the elementary level for the first time (Solomon, 2008, pp. 40–45).

In the revised constitution of 1955, Amharic remained the MOI in the elementary schools throughout the country, and English continued to serve as the MOI for the secondary level and above (Heugh et al., 2007, p. 40). In the 1960s, the department of Research and Curriculum Development (RCD) of the Ethiopian MoE conducted a study on the use of MT instruction in Ethiopia. After the study, the RCD recommended Amharic as the MOI for primary schools. The logic was that children should be taught in a language with which they are relatively familiar. It should be noted, however, that a majority of children did not speak Amharic (Heugh et al., 2007).

1974–1991

During the Derge regime (1974–91), "all the reforms and amendments on the curriculum were decided centrally and sent to the schools directly from the MoE" (Areaya, 2008, p. 53). In 1976, the government declared—though only on paper—that nationalities were given the right to use their languages for educational and administrative purposes (Fasika, 2014; Getachew & Derib, 2006; Heugh et al., 2007). After the declaration, 15 Ethiopian local languages (Afaan-Oromo, Wolayttatto, Somali, Hadiya, Kambata, Tigirigna, Sidama, Gedeo, Afar, Kafa, Kefa-Mochigna, Saho, Kunama, Silti, and Amharic) were used for a national literacy campaign (Getachew & Derib, 2006; Katrin & Janine, 2009; Záhořík & Wondwosen, 2009) in nonformal education modes. In formal education, however, Amharic continued as the only "language of instruction and administration" (Heugh et al., 2007, p. 48).

1991–Present

After the fall of the Derge regime, the Ethiopian People's Revolutionary Democratic Front established a decentralized policy that gave regions the right to choose their MOI for Grades 1–8 and the grade level of transition from MT to English. The Education and Training Policy, issued in 1994, has ensured the practical use of the MT as the MOI.

Literature Review

Monolingual, Alphabetic Reading

The ultimate goal of reading is to understand printed information. This complex learning process requires effortless, rapid, and accurate integration of visual (orthographic), sound (phonological), and meaning (semantic) information (e.g., Perfetti, 1985). Importantly, this process progresses in stages, from less complex integration when a child is learning to read to much more complex integration when a child is reading to learn. Chall (1996) presents a commonly used framework for the stages of English reading, in which the primary stages of reading are emergent literacy (birth to Grade 1), decoding (beginning Grade 1), and automatic word recognition and fluency (end of Grades 1–3).

The kinds of teaching approaches and resources necessary to support reading development differ depending on the child's stage of reading. There is ample evidence of the importance of the home literacy environment in supporting emergent literacy skills (e.g., Sénéchal & LeFevre, 2002). Some of the most effective methods for teaching decoding and word recognition are

explicit instruction of sound-symbol correspondence and sight words (those that are frequently used in English but do not have a one-to-one sound-symbol correspondence pattern, such as *you*, *said*, *have*, and *one*) (Snow, Burns, & Griffin, 1998). For fluency and comprehension, repeated exposure to word meanings in multiple contexts and teaching children to use reading comprehension strategies are likely to have the most impact (Shanahan et al., 2010). Thus, each stage is characterized by different cognitive acquisition mechanisms and different teaching approaches that are the most impactful.

Reading development is also a componential process that requires a well-orchestrated set of cognitive and linguistic subskills. According to one well-established model of reading comprehension, the Simple View of Reading, reading is a product of two important subskills: oral language comprehension and decoding ability (Gough & Tunmer, 1986; Joshi & Aaron, 2000). Building on these two main skills, the National Reading Panel (2000) points to five main component skills of reading: phonological awareness, decoding and word recognition, vocabulary knowledge, oral reading fluency, and comprehension. Each of these skills is a complex construct that develops differently. For instance, vocabulary might include receptive oral vocabulary recognition or expressive written vocabulary knowledge—skills that develop over different time periods and require different kinds and intensities of pedagogical support in the classroom (Beck, McKeown, & Kucan, 2013). Thus, reading comprises a set of component skills, each of which requires various amounts of time, resources, and approaches to successfully teach.

Monolingual, Alphasyllabic Reading

Although some universal processes are involved in reading any language, many aspects of the stages and components of reading are language dependent (e.g., Perfetti, 2003). Alphasyllabaries (e.g., Amharic) differ from alphabetic (e.g., English, Spanish, Kiswahili), syllabic (e.g., Japanese Kana), and morphosyllabic (e.g., Chinese or Japanese Kanji) writing systems (e.g., Nag & Perfetti, 2014) in important ways. For example, given the hybrid representation of syllables and phonemes in alphasyllabaries (Vaid & Gupta, 2002), both syllabic and phonemic awareness need to be taught for successful early word reading (e.g., Reddy & Koda, 2013). This contrasts with the "phonics" approach in English and other alphabetic languages, in which it is important to teach the sound of individual phonemes (e.g., Adams, 1990). A second difference is that it takes longer to acquire all the symbol-sound mapping rules in alphasyllabic languages, and thus to acquire a mastery level in decoding (until Grades 4 or 5) (Nag, 2007; Nakamura & Joshi, 2014) compared with learners of alphabetic languages (Grades 1 or 2) (Liberman, Shankweiler, Fischer, & Carter, 1974). A third difference is that alphasyllabic languages are visually more complex and do not represent their symbols in a linear fashion, requiring extra time and practice to acquire (Kandhadai & Sproat, 2010; Nag & Snowling, 2011). Finally, alphasyllabic scripts are transparent; that is, they have a clear, one-to-one correspondence between sounds and symbols. For example, ቂ is always sounded out as /ki/. But in English, "c" can be sounded out as /k/, /s/, /ch/, etc. Consequently, to nurture successful, independent alphasyllabic readers, pedagogical practice should teach sound-symbol rules and patterns (Rao, Vaid, Srinivasan, & Chen, 2011), instead of whole words or sight words.

Thus, even in monolingual learning environments, nonalphabetic languages require pedagogical and assessment methods that differ in terms of the skills taught, as well as the sequence and timing of those skills, when compared with learners of alphabetic languages.

Multilingual Reading

This section briefly reviews the literature on multilingual education and biliteracy acquisition. Language is the foundation of literacy acquisition; thus, there is an inextricable link between multilingual education and biliteracy acquisition research. However, the former tends to focus more heavily on education systems and educational attainment in all subjects, whereas research on the latter deals more closely with literacy development mechanisms in more than one language.

Looking first at multilingual education, ample evidence shows that the language of the schools in many developing countries does not match a child's MT or the language of the home (see Ball, 2010, for a review). There are several reasons for this, including the following:

- Sociopolitical forces that motivate decision makers to maintain or obtain access to power (or thwart access to power) through language policies (Tollefson & Tsui, 2004)
- Demand from families and communities for education in the postcolonial language because of its proven link to socioeconomic mobility (Azam et al., 2010; Coleman, 2011)
- Perceived "global" identity that comes with achievement in a "global" language (e.g., de la Piedra, 2006)
- Difficulty in determining which MT or L1 to teach in many linguistically heterogeneous contexts (Nag et al., 2014)

Despite this demand for education in the postcolonial global language, multiple studies from various low-income countries (e.g., Alidou et al., 2006; Bamgbose, 2000; Heugh et al., 2007) and high-income countries (Genesee, Geva, Dressler, & Kamil, 2006) have demonstrated that education programs that transition from an MT/local language "too early" are likely to lead to poor educational outcomes in both languages, or to children dropping out of the education system altogether.

Studies that further probed these findings in African contexts found that at least 6 to 8 years of local language education are required in high-resource environments for successful bilingual education (Heugh, 2006). Furthermore, there are within-language threshold levels at which a child may be able to benefit from the introduction of literacy instruction, such as ensuring a child understands 95% to 99% of the words in a text in order to benefit from literacy instruction of that text (Hu & Nation, 2000). Evidently, children must understand the language in which they are learning, but determining that language is not a straightforward decision. Furthermore, and most importantly, until now no studies have formally determined a cross-language threshold point below which children fail to acquire a second language reading skills. To the best of the AIR team's knowledge, this study is one of the first to formally and empirically examine and establish such a threshold for the Ethiopian context.

Turning to the processes of biliteracy acquisition, we know that one of the defining characteristics of L2 reading, which differentiates it from L1 and monolingual reading, is dual language involvement in the L2 (Cummins, 1979; Koda, 2007, 2008). In other words, there are several different manifestations of L1 influences on L2 that must be considered when designing bilingual reading programs (for reviews, see August & Shanahan, 2006; Koda & Reddy, 2008). For example, studies have shown that (a) there are significant correlations between L1 and L2 reading subskills, especially metalinguistic awareness, such as phonological awareness; (b) L1 subskills support L2 reading outcomes (e.g., a child who has strong L1 phonological awareness ability is likely to have strong L2 decoding ability in two alphabetic languages); (c) L1 reading subskills and L2 oral language skills jointly predict reading scores in the L2; and (d) transfer depends on the linguistic and script distance between the two languages. Thus, the impacts of L1 on L2 reading are predictable and significant. Understanding such cross-linguistic influences is critical to supporting biliteracy development.

Very few studies have focused on alphasyllabic-alphabetic biliteracy acquisition, but the emerging consensus—in line with other biliteracy studies—is that there are both language-neutral and language-specific acquisition processes (Kim, 2009; Reddy & Koda, 2013). Specifically, certain reading subskills, such as phonemic awareness, are shared across languages and, therefore, do not need to be taught twice. Once developed in one language, these skills will support reading in a new language. In addition to these language-neutral transferable skills, there are also language-specific skills that need particular attention in each language separately, such as oral vocabulary knowledge. Furthermore, the nature of cross-linguistic transfer changes as children progress through the early grades of reading development, with more language-specific skills required after Grade 4 (Nakamura, Koda, & Joshi, 2013). These psycholinguistic studies, therefore, explain some of the mechanisms concerning the necessity of continuing to teach certain subskills of the L1 (versus others) for improving biliteracy impact.

In summary, the main theoretical notion framing this study is that much of cognitively demanding tasks that underlie reading in multilingual children are shareable, transferable, and facilitative across languages. According to the Transfer Facilitation model (Koda, 2007, 2008), the mechanism of biliteracy transfer is as follows: Skills that are required in both languages are shared in the multilingual mind, and through this process, L1 literacy outcomes directly transfer to L2 literacy outcomes. This has two implications. First, learning to read two or more languages is a facilitative—not interruptive—process if it is based on an understanding of how to build on available skills. Second, these teachable skills predict reading success in multilingual learners, even when those learners have limited or no print resources and support in their homes and communities (Reddy, 2011), and these skills must be harnessed for higher impact reading planning in multilingual environments.

Conceptual Framework

To guide the research in Ethiopia, we turn to existing evidence of how children learn to read in bilingual and multilingual countries worldwide. Several studies suggest that L1 reading is one of the most significant predictors of L2 reading (August & Shanahan, 2006; Cummins, 1981; Koda,

2005, 2007, 2008; Koda & Reddy, 2008). Through the transfer of cognitive, metacognitive, linguistic, and metalinguistic resources that are shared between the two languages, L1 reading supports the development of L2 reading. In other words, through the experience of learning to read L1, children develop these resources, and when they have to learn to read a new language, they do not need to relearn any skills that are the same in both languages. However, these skills cannot be efficiently utilized for learning L2 until they are sufficiently developed in the stronger language. This L1-to-L2 reading transfer usually manifests empirically as significant correlations between L1 and L2 reading scores (August & Shanahan, 2006; Koda & Reddy, 2008).

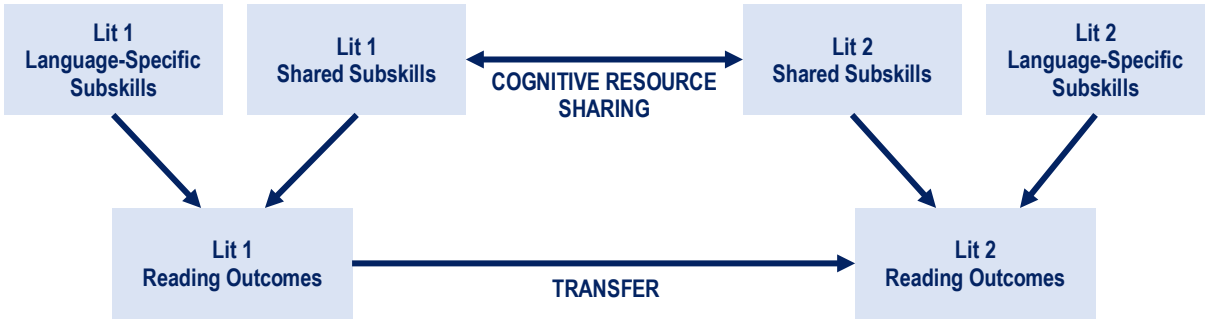
There are some important characteristics in Ethiopia that diverge from the existing research described above. First, the terminology of L1 and L2 is drawn mostly from Western contexts and bears little (if any) resemblance to Ethiopia's rich, multilayered multilingualism. Furthermore, Ethiopia is a multilingual country, and bilingualism may be an inadequate descriptor for educational policy. For instance, some children may speak more than one language at home and therefore already have two L1s, or children may have one language at home (L1), learn a second "mother tongue" in school (L2) because their family is from an area where the language is not the same as that of the school, and then learn English later (L3). There are many permutations and combinations of these multilingual situations, and it is clearly not a linear progression from L1 to L2. To reflect complexity, we will change the terminology to *Lit 1* (for the Ethiopian language being acquired in the school) and *Lit 2* (for English) as the primary and secondary literacy. This is consistent with the terminology and conceptualization by Nakamura and de Hoop (2014) for a biliteracy transfer threshold study in India.

Second, most extant biliteracy studies conducted are done with two alphabetic (Latin/Roman) scripts. However, Ethiopian MTs use either Fidel or Latin, alphasyllabic (sometimes called *abugida*; Share & Daniels, 2015) and alphabetic writing systems, respectively. Although transfer occurs to some extent regardless of the language pairs (Bialystok, 2001; Wang, Park, & Lee, 2006; Wang, Perfetti, & Liu, 2005), the timing of transfer is likely to depend on the two writing systems that have to be acquired (Koda, 2007). There is increasing evidence of literacy acquisition in alphasyllabic writing systems (Nag & Perfetti, 2014; Nakamura, Joshi, & Ji, 2017) that shows some of the differences in learning to read these languages. For example, phonemic awareness is of less importance in alphasyllabaries as it is in alphabetic languages (Nakamura et al., 2017). In terms of transfer, when the L1 and L2 both use alphabets, transfer may be somewhat faster than when the two writing systems differ. In some contexts of Ethiopia, a child learns an alphasyllabic language first (any language that uses the Fidel writing system), followed by English, an alphabetic language. Because of several cognitive and linguistic demands, alphasyllabaries take longer to acquire than alphabetic languages (Nag, 2007; Reddy & Koda, 2013). Thus, we expect the transfer facilitation from alphasyllabic to alphabetic writing systems to be relatively late in primary school, namely when the resources from the local language achieve an adequate level of development to be usable in learning to read the L2.

Based on this literature on transfer and sharing of subskills between languages for biliteracy acquisition, and on Ethiopia's multilingual education context, we present a conceptual model of transfer in biliteracy acquisition in Figure 1. Lit 1 has some language-specific skills (such as oral

vocabulary) that will predict Lit 1 reading outcomes in combination with Lit 1 shared subskills (such as phonological awareness). Those shared subskills (phonological awareness in Lit 1) are "transferred" through cognitive resource sharing to Lit 2 (phonological awareness in Lit 2), which will also predict Lit 2 reading outcomes. In addition to the shared Lit 2 subskills, Lit 2 language-specific subskills (English oral vocabulary) will predict Lit 2 (English) reading outcomes. This study proposes to test how many of these skills are required for successful transfer from MT to English and, as such, successful biliteracy outcomes in both languages in any pair of languages.

Figure 1. Conceptual Model of Transfer in Biliteracy Acquisition



In the literature, the transfer relationship between L1 and L2 has, thus far, been measured as a linear one (August & Shanahan, 2006; Koda & Reddy, 2008). However, as discussed above, conceptual transfer can occur only when sufficient language resources are available to be shared. The relevance of this point to the research questions at hand is that if the relationship between the MT and English in Ethiopia is linear, then there may not be a particular standard or threshold at which the child is ready for English instruction; rather, the case is made that the longer the child is exposed to the MT, the better, leaving the timing and standards of transition to be a subjective rather than an empirical decision.

In addition, transfer is dependent on the oral language proficiency in the L2 (English) (Coady & Huckin, 1997). In low-income communities in Ethiopia, English oral language skills can be expected to be relatively low when a child begins school and will need several years for sufficient development. We hypothesize a nonlinear relationship between L1 and L2 reading skills due to the need for sufficient acquisition of L1 cognitive and linguistic resources and the need for sufficient acquisition of L2 oral language skills. Specifically, we expect the relationship between L1 and L2 skills to be relatively weak below a threshold level of mastery and to increase exponentially above that threshold value. This exponential increase can enable a successful transition from L1 to L2 for biliteracy achievement.

According to the evidence collected from the READ M&E transition study (2017) already conducted, the following findings were presented:

- There are regional differences in when English is introduced as the MOI after the MT.

- Most stakeholders are unsure who makes the decision about the transition—and how they make the decision—and there are different preferences across the board, although there is no empirical evidence regarding the "best" time for learning outcomes in both languages.
- No standards are followed in the regions while making decisions about what grade level the transition should be made in.

Given the evidence that such a research study has not been conducted thus far for the Ethiopian context, and given the relevance it has to education policy dialogue, the AIR research team proposes to answer the following **research questions**:

1. Is there a structural break in the relationship between MT decoding and English decoding?
2. Is there a structural break in the relationship between English listening comprehension and English reading comprehension?

A structural break in the relationship enables us to test whether there is a sudden change in how one variable (MT, for example) relates to another variable (English, for example). If there is a change (a break), then up to a certain point (wherever the break is), an increase in MT reading scores will lead to a small increase in English reading scores. However, above the point of the break (say, 60% for illustrative purposes) on an MT reading test, the same amount of gain in the MT will lead to significantly larger gains in English reading. A finding like this will enable us to determine precise threshold levels for children to transition—and to better benefit from—English literacy instruction.

Methods

Sample

Our study focuses on four specific language pairs:

- Afaan-Oromo and English
- Amharic and English
- Berta and English
- Wolayttatto and English

Afaan-Oromo, Amharic, Berta, and Wolayttatto are languages from all four language families of Ethiopia. Amharic uses Fidel scripts, and the other three languages use the Latin script. To investigate the research questions for a given language pair (i.e., MT–English pair), we sampled approximately 41 schools for each language. Therefore, with four language pairs, the sample included a total of 163 public schools. In this context, public schools are schools owned by the government. A sample of approximately 25 children (a sample of 12 or 13 children in Grade 6, and 12 or 13 children in Grade 7) were tested in each school. Thus, observations were collected for a total of 3,902 students. The sample was balanced by gender and included data collected in

urban and rural schools. Table 1 describes in detail the number of students and schools that are part of the sample.

Table 1. Students Sampled by Language, Grade, Location, and Gender

	Grade		Location		Gender		Total	
Language	6th	7th	Urban	Rural	Female	Male	Students	Schools
Afaan-Oromo	426	402	372	456	417	411	828	39
Amharic	531	530	504	557	528	533	1,061	42
Berta	518	537	111	944	534	521	1,055	42
Wolayttatto	477	480	148	810	480	478	958	40
Total	1,953	1,949	1,135	2,767	1,959	1,943	3,902	163

For power calculations, the AIR study team selected 12 students per grade and 41 schools per language. Also, we set $\alpha = 0.05$, which is related to the level of confidence that we are using to construct the confidence interval. The margin of error (ME), which is the number such that we can be $100(1-\alpha)\%$ confident that an estimate will not differ from the true value, depends partly on the intraclass correlation (ICC). The ICC measures the similarity in reading outcomes among students within (and between) schools. The relationship for estimating a proportion that is representative for a particular language is given by the following formula:

$$\mathrm{ME} = z_{\alpha/2}\sqrt{\frac{1+(m-1)\mathrm{ICC}}{4mJ}}.$$

Based on the formula, we estimated that the ME is 0.07 assuming an ICC of 0.20, which is consistent with actual EGRA data collected for the READ M&E project. That is, based on our sample, we can be 95% certain that the estimate we obtained from the true value of the reading outcomes for a given language will not differ from the true value by more than 0.07.

Each language group has a different transition grade, with Afaan-Oromo transitioning from the MT MOI to English MOI at Grade 9, Amharic at Grade 7, and Berta and Wolayttatto at Grade 5. The instruments (described in the next section) were piloted in Grades 4–7, and due to high zero scores on all reading subtasks in Grades 4 and 5, especially in English, only Grades 6 and 7 were included in the final data collection for all language groups.

Instruments

This study examined students' abilities on a series of language and reading subtasks in their MOI and in English. The tasks in this assessment included letter-sound correspondence (LSC), phonological awareness (PA) at both the syllable level (PA-syllable) and the phoneme level (PA-phoneme), real word decoding (RWD) and nonsense word decoding (NWD), listening comprehension (LC), and reading comprehension (RC). The English assessment also included an assessment of letter name. The tests were all untimed. Table 2 presents a summary of the number of tasks per language.

Table 2. Assessments by Language

Language	No. of Tasks per Language	Tasks
Afaan-Oromo	7	LSC, RWD, NWD, RC, PA-syllable, PA-phoneme, LC
Amharic	6	LSC, RWD, NWD, RC, PA-syllable, LC
Berta	7	LSC, RWD, NWD, RC, PA-syllable, PA-phoneme, LC
Wolayttatto	7	LSC, RWD, NWD, RC, PA-syllable, PA-phoneme, LC
English	8	Letter Naming, LSC, RWD, NWD, RC, PA-syllable, PA-phoneme, LC

Letter Naming

This task, which was conducted in English only, involved assessing the student's ability to identify letter names. Our original instrument design during the pilot did not include a letter-name assessment for English. In English, unlike in the MT languages that we also studied, letter name and letter sound are distinct from each other. Letter-name awareness is a key predictor of early decoding skills in English, but letter-sound correspondence is a far more significant predictor of literacy skills in English (Adams, 1990).

During data collection training, enumerators, made up of teachers and MoE officials, raised concerns that students are taught only letter names given the lack of teacher training in letter-sound correspondence. During data collection, the AIR study team found that students often confused letter-name and letter-sound correspondence and did not understand them as two distinct categories. Additionally, we found that many enumerators were not able to distinguish between letter name and letter sound. Enumerators reported that children who were not able to consistently answer letter-name or letter-sound assessments were still able, in some cases, to attempt and complete some items on the real and nonsense word subtasks. We used the findings from pilot data collection to reorder the letter-name correspondence task from easiest to hardest, as defined by students' performance. In addition, we reduced the number of letters in the assessment from 60 to 30. See Table 3 for the letter naming assessment in English.

Table 3. Letter Naming: English

B	s	a	O	D	m	c	j	b	e
f	L	r	n	p	v	U	E	K	H
R	T	W	q	G	Z	i	Y	Q	x

Letter-Sound Correspondence

The letter-sound correspondence tasks measured students' ability to associate the orthographic symbols, or letters, with their phonological unit (phoneme or syllable). The ability to sound out individual letters is an important step toward sounding out whole words and learning to decode new written words. The AIR study team used the findings from pilot data collection to reorder

the letter-sound correspondence task from easiest to hardest, as defined by students' performance. In addition, we reduced the number of letters in the assessment from 60 to 30. See Table 4 for the letter-sound correspondence assessment in English and Appendices 1 through 4 for letter-sound correspondence in the MT languages.

Table 4. Letter-Sound Correspondence: English

O	d	t	B	f	A	m	C	S	g
v	E	u	D	h	L	j	n	k	p
sh	Y	W	i	CH	Z	r	X	q	TH

Real Word Decoding

Real word decoding measured students' ability to sound out real words. In the pilot data collection, AIR found that students were largely unable to read words longer than three syllables. We reduced the number of words in the assessment from 60 to 30 and reordered them from easiest to hardest based on student performance in the pilot. See Table 5 for the real word decoding assessment in English and Appendices 1-4 for real word decoding in the MT languages.

Table 5. Real Word Decoding—English

man	fat	sad	run	near
sharp	floor	many	goat	jump
deep	cross	student	finger	gravel
slowly	prevent	matter	angle	forest
internal	unhappy	exercise	merchant	understand
umbrella	important	ability	elephant	ambulance

Nonsense Word Decoding

Nonsense word decoding assessed students' ability to sound out nonsense words—pseudo strings of letters that make up orthographically legal words that are not real in the language in which they are being tested. Because students are unable to memorize nonsense words, this assessment tested their ability to use letter-sound correspondence to read unknown words. During the pilot, students scored at floor levels on nonsense words that contained more than three syllables. As a result, the AIR team reduced the number of complex, multisyllabic words and cut the total number of words from 60 to 30. We also reordered the words from easiest to hardest based on student performance in the pilot. See Table 6 for the nonsense word decoding assessment in English and Appendices 1–4 for nonsense word decoding in the MT languages.

Table 6. Nonsense Word Decoding—English

labi	vedo	regish	gaki	kagi
sana	bako	rella	zina	puga
damo	gatra	shocka	nepud	leeti
sijaz	thadilat	wonolu	gorafi	phomisa
fodgora	himmana	althoga	hittano	quesoran
semikuta	ilamandu	tudashema	hadokalum	perolakosta

Reading Comprehension

Reading comprehension assessed students' ability to read, comprehend, and answer questions about two short passages (Figures 2 and 3). During the pilot data collection, the AIR team found that reading comprehension scores were low. Therefore, we made the passages shorter, simpler, and more culturally relevant for the final data collection. In addition, we reduced the number of questions for each reading passage to five and allowed the students to refer to the passage while they answered questions.

Figure 2. Reading Comprehension 1—English

Lemmi is ten years old. He lives with his family in the village near Bishoftu. He is now in grade three. He has one younger sister and two elder brothers. Lemmi's parents are farmers. They own a small farmland. They have two oxen, three cows, one donkey, two goats and two sheep. In their garden, they grow lemon and mango trees.

1. How old is Lemmi? **[ten years old]**
2. Which grade is Lemmi now? **[three]**
3. How many sisters does Lemmi have? **[one]**
4. What type of fruit do Lemmi's parents grow in the garden? **[lemon and mango]**
5. What do Lemmi's parents do? **[farmers]**

Figure 3. Reading Comprehension 2—English

Two weeks ago, ten guests came to our house. They were all friends of my parents. They came to celebrate the Ethiopian New Year with us. They brought us a lot of gifts. The guests and members of our family had a nice time eating, drinking and dancing. Next year, we will celebrate the New Year at one of the guests' house.

1. When did the guests came to our house? **[two weeks ago]**
2. Who were the guests? **[they were all friends of my parents]**
3. What did they bring to the family? **[a lot of gifts]**
4. Why did they come to us? **[to celebrate the Ethiopian New Year]**
5. What do people do during the New Year celebration? **[they eat, drink and dance together]**

Phonological Awareness—Initial Syllable Deletion

The phonological awareness tasks measured students' ability to identify, manipulate, and distinguish aurally presented syllables (the largest sublexical chunk in a phonological unit). This assessment was entirely aural: The syllabic tasks were presented through spoken sounds and words and, therefore, did not test any aspect of writing or orthographic knowledge. This assessment specifically tested a student's ability to manipulate syllables. A syllable is a unit of pronunciation that contains only one vowel sound, preceded or followed by any number of consonants, or standing alone.

In the pilot data collection, the AIR researchers tested for initial and final syllable deletion. For the final data collection, we tested only for initial syllable deletion to reduce the length of the test and lower the level of difficulty. See Table 7 for the phonological awareness—syllable assessment in English and Appendices 1–4 for the PA-syllable assessments in the MT languages.

Table 7. Phonological Awareness—Syllable Deletion: English

paper	per
elbow	bow
active	tive
driver	ver
tiger	ger

mercy	cy
father	ther
delete	lete
clever	ver
support	ort

Phonological Awareness—Initial Phoneme Deletion

The phonological awareness—phoneme assessment measured a student's ability to manipulate phonemes. A phoneme is the smallest possible unit of sound. In the pilot data collection, the AIR study team tested for initial, medial, and final phoneme deletion. To reduce the length of the test and lower the level of difficulty, we modified the assessment to focus on initial phoneme deletion. There is no phoneme deletion assessment for Amharic, because Amharic language experts deemed it not relevant for their language. See Table 8 for the phoneme deletion assessment and Appendices 1, 3, and 4 for the assessment in the MT languages.

Table 8. Phonological Awareness—Phoneme Deletion: English

fit	it
cat	at
row	ow
mud	ud
dig	ig

now	ow
lip	ip
put	ut
get	et
red	ed

Listening Comprehension

The listening comprehension assessment tested students' ability to listen to two passages (Figures 4 and 5) and answer five comprehension questions. See Appendices 1–4 for the listening comprehension assessment in the MT languages.

Figure 4. Listening Comprehension 1—English

Children are happy members of a family. They wash their hands before eating. They also wash after eating. Their school uniforms are always clean. They do not come to school late. They ask and answer questions in class. They do their homework at home every day. Sometimes, they play football with their friends. They love their teachers. They help their parents.

1. Who are the happy members of a family? **[children]**
2. What do children do before and after eating? **[wash their hands]**
3. What do they do in class? **[ask and answer questions]**
4. What do they wear in school? **[school uniform]**
5. What do they do after school? **[do their homework, sometimes play football and help their parents]**

Figure 5. Listening Comprehension 2—English

In Ethiopia, there are many kinds of plants, animals and birds. Elephants, lions and hyenas are examples of wild animals. Cows, donkeys and goats are useful animals at home. There are many kinds of birds in the forest. Most of the animals are very friendly to people. Some of the wild animals can bite people. Trees are used for firewood and for making houses. Their leaves, roots and fruits can be used as food and medicine.

1. What are the names of two wild animals? **[elephants, lions and hyenas**]
2. Where do donkeys live? [**at home**]
3. What type of animals bite people? [**wild animals**]
4. What are trees used for? [**firewood, making houses, food medicine**]
5. What parts of trees are eatable? [**leaves, roots and fruits]**

Data Collection Training

Data collection training took place over the course of 4 days. Most data collectors had also participated in the pilot data collection training. Dr. Pooja Nakamura, the principal investigator, contextualized the study for the data collectors by describing a similar study that was conducted in India and the potential importance of the study for the Ethiopian MoE's language policy rollout. The training covered the logistics of each assessment and collected feedback from enumerators. The study team leveraged the enumerators' expertise to simplify the assessments and make them more culturally relevant. They explained how to use Tangerine software on tablets, data collection logistics, and sampling procedures.

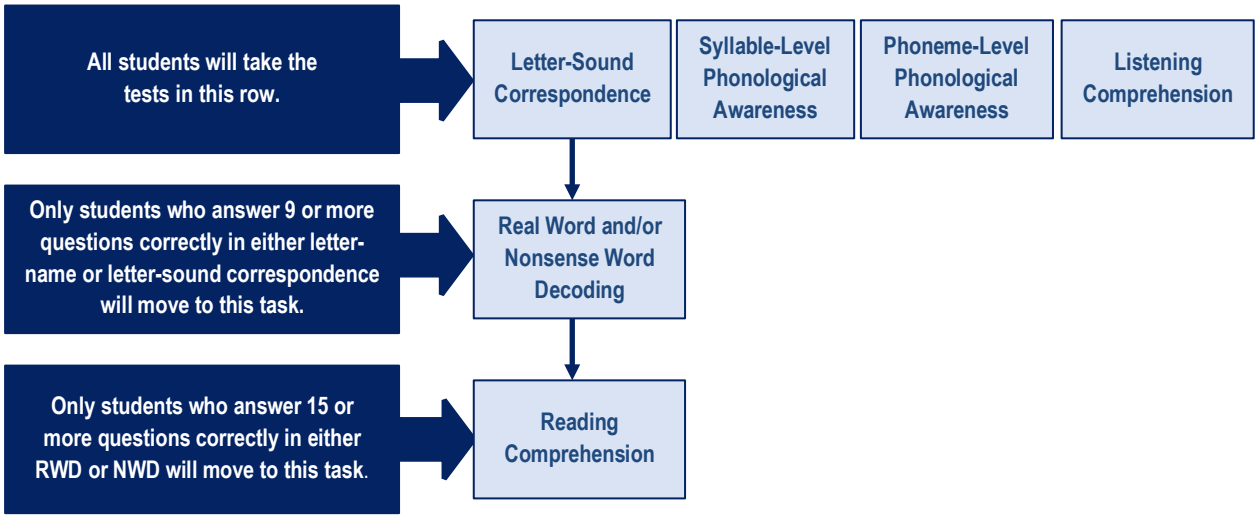
The data collection training emphasized practice and group work. Each assessment was practiced in pairs and role-played in front of the group, and participants were given pop quizzes throughout data collection. See Appendix 6 for the training agenda.

Testing Procedure

The data collection decision tree (see Figure 6) is designed such that students who are unable to complete the easier subtasks do not have to complete the harder subtasks. In order to reduce wastage of testing resources and to minimize student and assessor fatigue, we assumed a logical trajectory of literacy acquisition based on the evidence, and if a child could not identify a letter sound or name, we did not require him or her to attempt reading words or passages.

Each student completed the letter-sound correspondence test (and the letter-name correspondence test for English). If the students answered the first 10 questions incorrectly, they stopped the subtask and moved to the phonological awareness section. If the students answered nine or more questions correctly, then they moved to the real word and nonsense word decoding. If the students answered the first 10 questions incorrectly for real word decoding and nonsense word decoding, they moved to phonological awareness. If the students answered 15 or more questions correctly, they moved to the reading comprehension 1 and 2 tests. All students completed the phonological awareness tasks (syllable and phoneme deletion) and the listening comprehension 1 and 2 tests.

Figure 6. MT Assessments Decision Tree



Results

Analytic Method

The main goal of our conceptual framework was to test whether there is a threshold value of MT decoding at which the child can transfer the MT reading skills to facilitate decoding acquisition in L2 English. After pilot-testing the instruments with Grades 4–7 students, the AIR study team determined that there was not enough variability in the MT and English scores to be able to detect a threshold break, if one existed. As such, we decided to conduct the full data collection with only Grades 6 and 7 students, who spoke one of the following four MTs: Afaan-Oromo, Amharic, Berta, and Wolayttatto. This was mainly to target the grades at which we are most likely to see as close to a "normal" distribution as possible in both languages in each child. As

described earlier, these four MTs were selected to represent the four different language families in Ethiopia. In order to detect levels of sufficiency in the MT necessary to support L2 literacy acquisition, all the students were tested in both their MT and in English.

The underlying premise of our hypothesis is that there might be a point of MT decoding skill mastery (threshold point) after which English decoding skills will improve substantially, even with marginal improvements in the MT decoding skill. In other words, students who *have not* reached this hypothesized level of MT decoding skill "sufficiency" might improve their English decoding skills marginally, even if their MT decoding skills improve substantially. In contrast, students who *have* reached this hypothesized level of MT decoding skill "sufficiency" might improve their English decoding skills substantially, even if their MT decoding skills are increasing only marginally after the threshold point. Based on our conceptual model, the anticipated mechanism is that at a threshold point of MT reading, the skills are mature enough and ready to be transferred to L2 reading development; as such, the association between MT and English decoding skills increases at a much faster rate. We tested this hypothesis by using a three-stage statistical procedure to determine the nonlinearities in the relationship between MT decoding outcomes and English decoding outcomes for students in our sample.

We first analyzed the relationship between MT decoding outcomes and English decoding outcomes by analyzing the two-dimensional scatterplots between the two variables. These two-dimensional scatterplots indicate whether a threshold value of decoding exists and, if so, how high that threshold value might be. The threshold value can be approximated by determining the value of MT decoding above which the correlation of the relationship between MT decoding outcomes and English decoding outcomes increases substantively. This can be examined by a visual analysis of the two-dimensional scatterplots. We also fit univariate, locally weighted regression models for the association between MT decoding and English decoding. This model allows for nonlinearities in the association between MT and English by fitting linear regression models to observations in the neighborhood of a point that is associated with a certain MT decoding skill. In other words, different levels of MT decoding skills are associated with different levels of correlation between MT and English decoding outcomes. The locally weighted regression model enables us to visually establish the existence of potential nonlinearities in the association between MT and English decoding outcomes.

Second, we formally tested for the existence of a threshold value of MT decoding by constructing a test statistic for a structural break without imposing a known break by combining the test statistics computed for each possible break score in MT decoding in the sample. Then we used the maximum of the tests computed at each possible break, known as a *supremum Wald test*, which uses the maximum of the sample tests. The intuition behind these tests is to compare the maximum sample test with what could be expected under the null hypothesis of no break (Quandt, 1960; Andrews, 1993).

Third, we used linear multivariate regression analysis to determine the linear relationship between MT decoding and English decoding both below and above the break identified in the second stage. Specifically, we examined whether children who are below and above the break have a different statistical relationship between their MT and English decoding skills.

To perform this analysis, we defined a variable dummy *D*, which equals 0 for all students whose MT decoding skills are below the identified break and 1 if the MT decoding skills are above the break.

$$D_i = \begin{cases} 1 & if\ MT\ decoding\ score\ greater\ than\ break \\ 0 & Otherwise \end{cases}$$

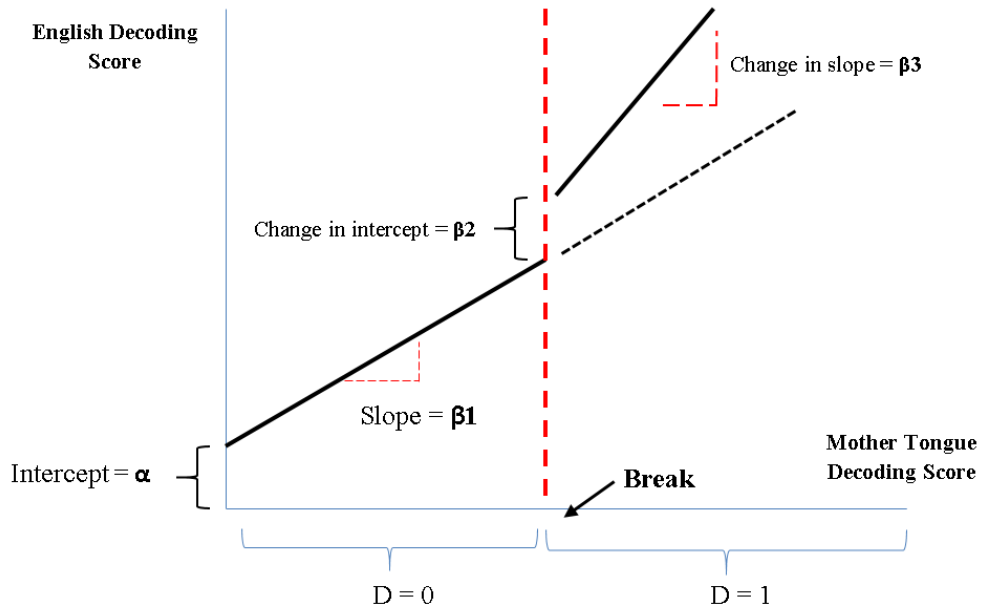
Then we ran the following regression:

$$DEC_{English} = \alpha + \beta_1 DEC_{MT} + \beta_2 D + \beta_3 (D * DEC_{MT}) + \varepsilon$$

The regression enables us to test the linear relationship between MT decoding skills (DEC_{MT}) against English decoding skills ($DEC_{English}$) while allowing for the relationship of these two variables to have a different intercept (β_2) and a different slope (β_3). If any of the β_2 and β_3 coefficients are statistically different from 0, there is evidence of a structural break in the relationship between MT and English decoding skills.

In Figure 7, we provide a graphic representation of the analysis. Note that if β_2 and β_3 were both equal to 0, then the relationship between MT and English decoding skills would be the same on both sides of the break point; that is, the dashed line to the right of the break point would be a continuation of the relationship before the break. However, if at least one of the coefficients β_2 and β_3 were different from 0, there would be evidence that the relationship between MT and decoding skills is different before and after the break.

Figure 7. Graphical Representation of Structural Break



In sum, this analysis enables us to test different components of the transfer model, namely whether children require a minimal skill level in MT decoding proficiency before they can obtain English decoding skills.

Descriptive Results

As part of the initial data cleaning, the AIR study team ensured that all scores that were missing after an auto-stop or skip rule were converted to zero. Please see the Testing Procedure section for details on the testing procedures and all auto-stop and skip patterns employed in testing.

Table 9 presents the descriptive statistics for all the linguistic and cognitive subskills that were measured, including means, standard deviations, and Cronbach's alpha scores, which indicate that the reliability of the instruments for the Ethiopian context was strong.

Table 9. Descriptive Statistics for Linguistic and Cognitive Subskills

Construct	N	Mean	Min	Max	Alpha
Afaan-Oromo					
Decoding – MT	829	42.7	0	60	0.80
Decoding – English	829	21.8	0	60	0.83
Reading Comprehension – MT	829	5.5	0	10	0.81
Reading Comprehension – English	829	1.2	0	10	0.69
Listening Comprehension – English	829	1.0	0	10	0.86
Amharic					
Decoding – MT	1,063	49.3	0	60	0.94
Decoding – English	1,063	22.9	0	60	0.90
Reading Comprehension – MT	1,063	6.0	0	10	0.75
Reading Comprehension – English	1,063	1.5	0	10	0.65
Listening Comprehension – English	1,063	1.3	0	10	0.87
Berta					
Decoding – MT	1,055	17.8	0	60	0.97
Decoding – English	1,055	19.6	0	60	0.97
Reading Comprehension – MT	1,055	2.3	0	10	0.96
Reading Comprehension – English	1,055	1.3	0	10	0.86
Listening Comprehension – English	1,055	1.5	0	10	0.90
Wolayttatto					
Decoding – MT	958	28.0	0	60	0.93
Decoding – English	958	27.4	0	60	0.94
Reading Comprehension – MT	958	4.7	0	10	0.93
Reading Comprehension – English	958	2.3	0	10	0.82
Listening Comprehension – English	958	2.1	0	10	0.88

Structural Break Analyses for MT Decoding Threshold

Our first research question focused on identifying if—and where—a structural break might occur in the relationship between the reading skills in the MT and in English. In other words, we

sought to determine whether there is a point at which the amount of increase in English scores with an equal increase in MT changes significantly.

In the figures that follow, we present the structural break analysis results by language group. In each language pair, the first graph (Figure 8 for Afaan-Oromo, Figure 11 for Amharic, Figure 14 for Berta, and Figure 17 for Wolayttatto) display the scatterplots of the joint locally weighted regression models from the full sample for MT decoding scores predicting English decoding scores. In each language pair, the second graph (Figure 9 for Afaan-Oromo, Figure 12 for Amharic, Figure 15 for Berta, and Figure 18 for Wolayttatto) presents a scatterplot that takes into account the fact that that some combinations of MT decoding and English decoding are more likely to happen. For example, in the Afaan-Oromo graph (Figure 9), the bigger circles at (0,0) and (60,60) indicate that there are concentrations of scores at both of these points. Visual inspection of these scatterplots reveals what appears to be an increase in the steepness of the association between MT decoding scores and English decoding scores at a certain point (for example, around 30 points for Afaan-Oromo).

To reiterate, our main goal was to formally, econometrically evaluate whether—and where—a structural break might occur in the relationship between decoding in the MT and decoding in English decoding.

We present a series of tables below that show the results for each language-pair. **Tables 10, 11, 12, and 13** show the results of this formal test for the structural break in each language pair. The final graphs in each language pair – **Figures 10, 13, 16, and 19** – present the results of fitting linear regressions on both sides of the structural break.

Afaan-Oromo Breakdown

As shown in Figures 8 and 9, the Afaan-Oromo English structural break analysis clearly indicates a significant break in the structure of the relationship between Afaan-Oromo decoding and English decoding at about 30 words decoded accurately out of 60 words.

Figure 8. Afaan-Oromo–English Pair

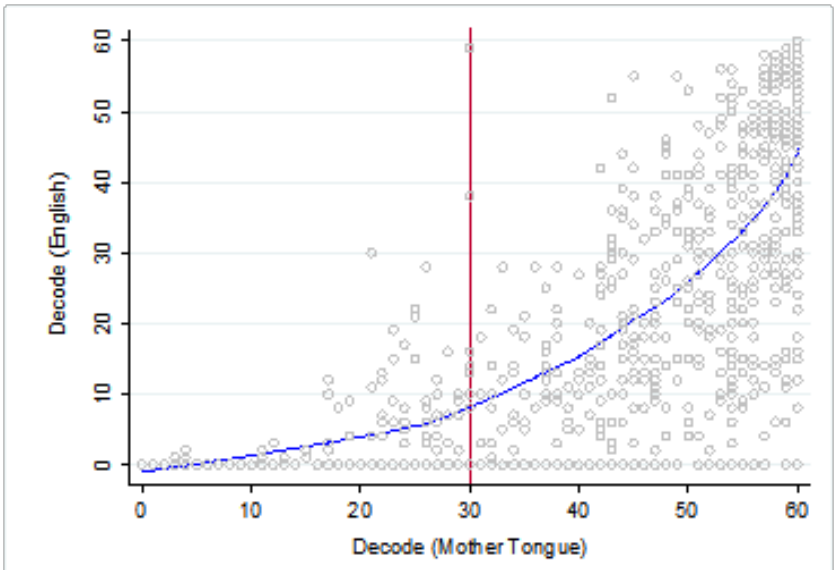


Figure 9. Afaan-Oromo–English Pair

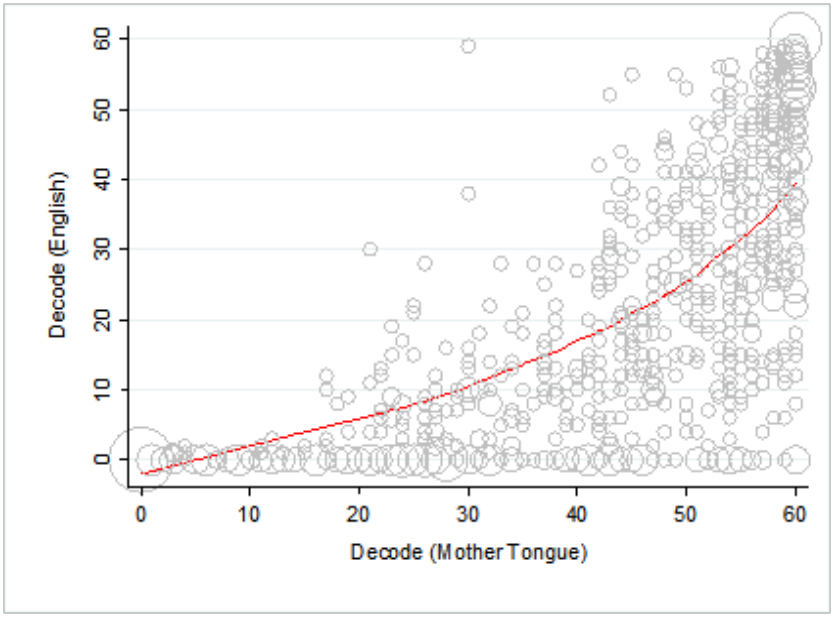
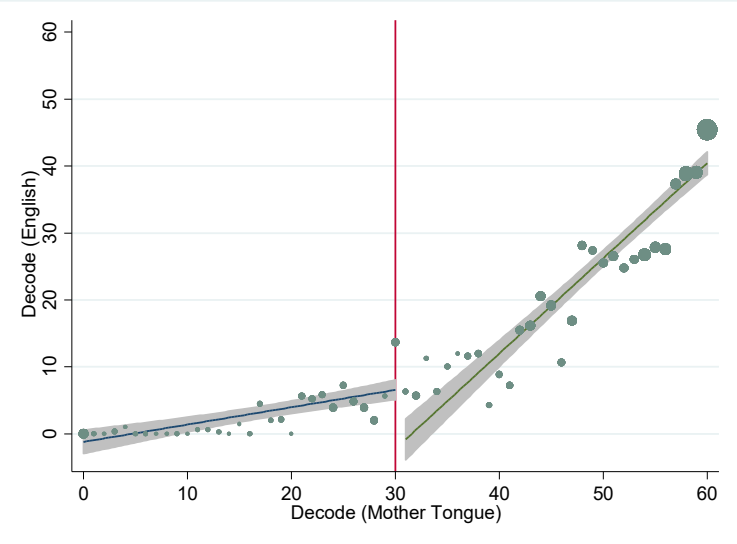


Table 10 presents the results of a supremum Wald test for a structural break with an unknown break. The results indicate that we reject the null hypothesis of no structural break at the 1% significance level (i.e., *p*-value < 0.01) and that the estimated break occurs at a score of 30 in MT decoding (i.e., 50% on the Afaan-Oromo decoding test).

Table 10. Afaan-Oromo English Pair

Number of observations	829
Estimated break in decoding MT	30
Null hypothesis (Ho)	No structural break
Test statistic (supremum Wald)	306.2
***p*-value**	0.00

Figure 10. Afaan-Oromo–English Pair



Amharic Breakdown

Figures 11 and 12 from the Amharic–English structural break analysis indicate a significant break in the structure of the relationship between Amharic and English decoding at about 49 words out of 60 words.

Figure 11. Amharic–English Pair

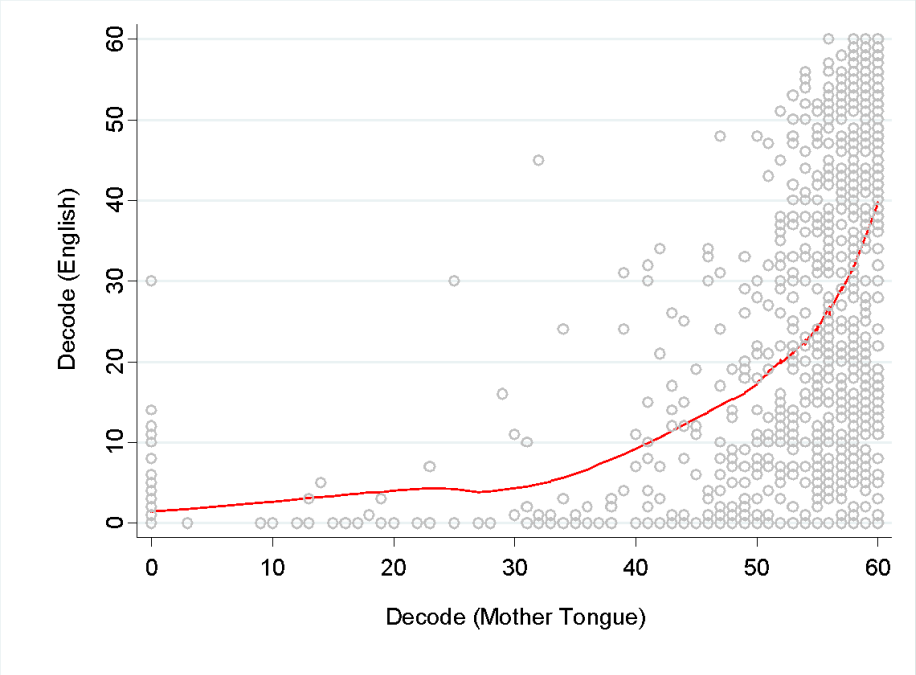


Figure 12. Amharic–English Pair

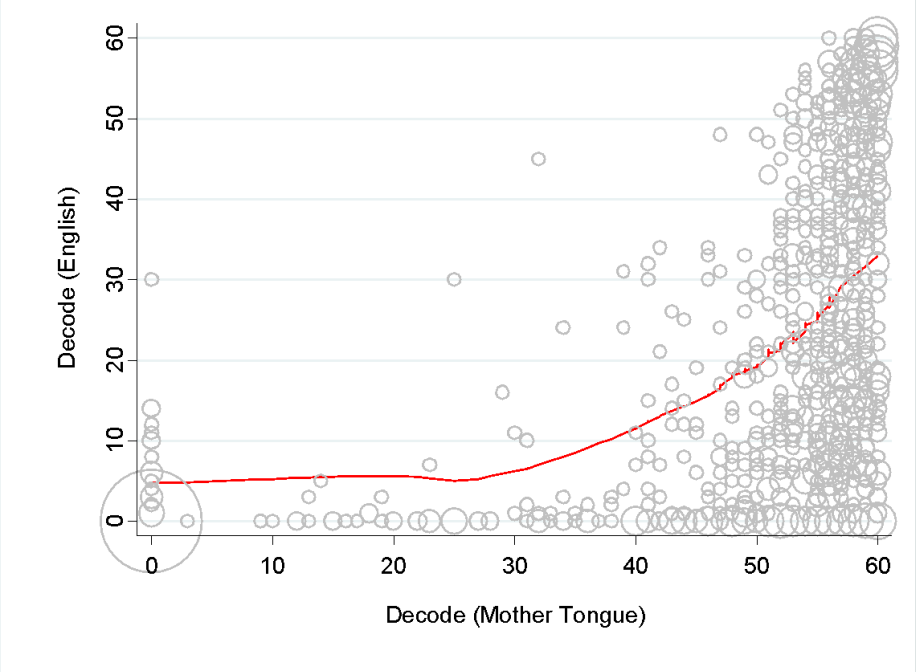


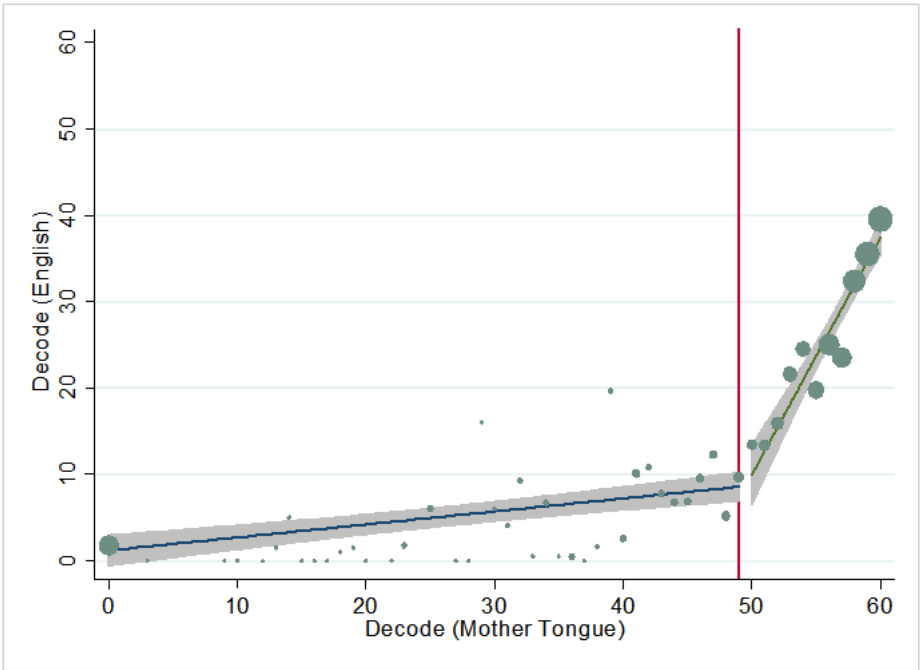
Table 11 shows the results of a supremum Wald test for a structural break with an unknown break. As we saw in the Afaan-Oromo–English pair, the results suggest that we reject the null

hypothesis of no structural break at the 1% significance level (i.e., *p*-value < 0.01) and that the estimated break occurs at a score of 49 in MT decoding (i.e., 81.67% on the Amharic decoding test).

Table 11. Amharic–English Pair

Number of observations	1,063
Estimated break in decoding MT	49
Null hypothesis (Ho)	No structural break
Test statistic (supremum Wald)	293.7
***p*-value**	0.00

Figure 13. Amharic–English Pair



Berta Breakdown

The results for the Berta–English structural break analysis (Figures 14 and 15) also show a significant break in the structure of the relationship between Berta and English decoding. The break in this pair of languages occurs at around 27 words decoded correctly out of 60 words. It is important to note that the relationship in decoding MT and decoding English in the Berta sample is more linear than in the previous two language pairs. Furthermore, the Berta decoding mean score was surprisingly low compared to English decoding, as well as compared to the MT means for the previous two language pairs (Afaan-Oromo and English, and Amharic and English).

Figure 14. Berta–English Pair

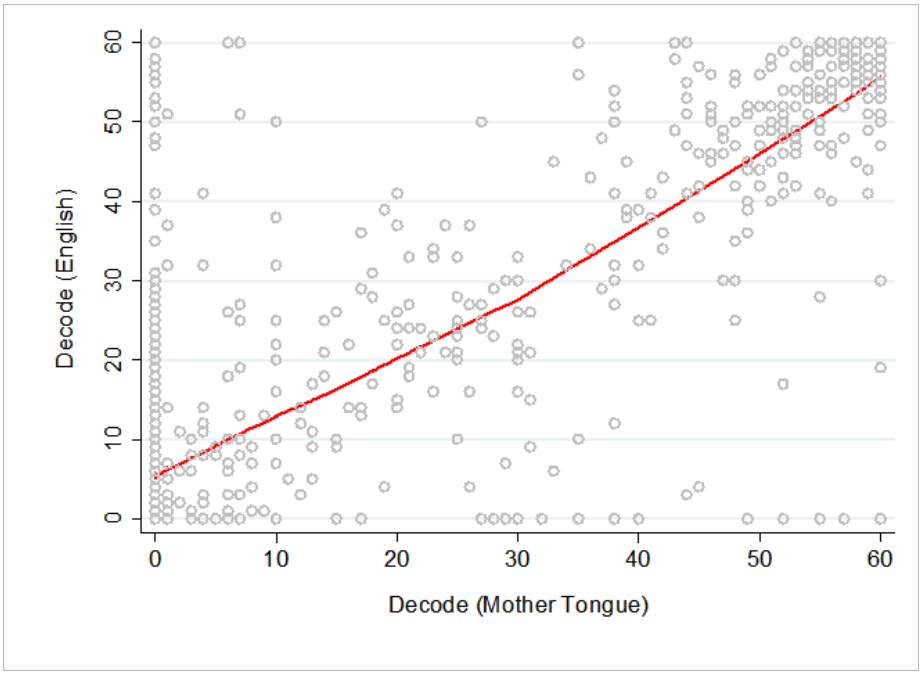


Figure 15. Berta–English Pair

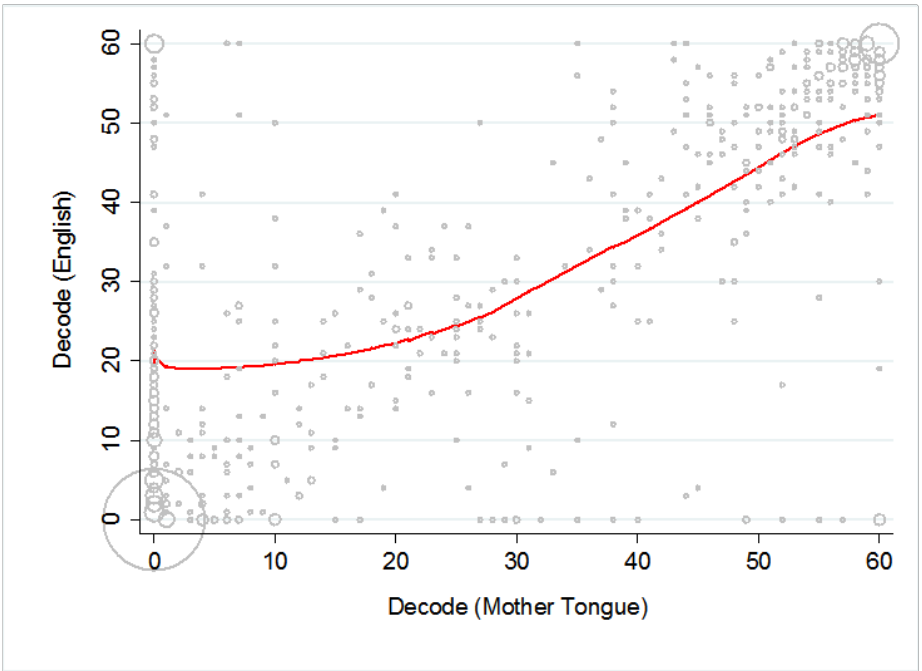
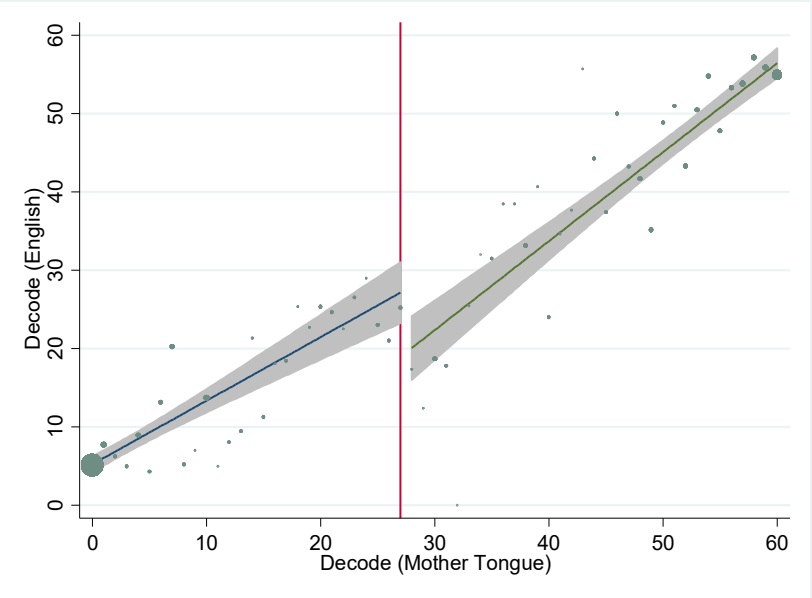


Table 12 presents the results of a supremum Wald test for a structural break with an unknown break. Even in this language pair of Berta and English, the results indicate that we reject the null hypothesis of no structural break at the 1% significance level (i.e., p-value < 0.01) and that the estimated break occurs at a score of 27 in MT decoding (i.e., 45% correct on the Berta decoding task).

Table 12. Berta–English Pair

Number of observations	1,055
Estimated break in Decoding MT	27
Null Hypothesis (Ho)	No structural break
Test statistic (supremum Wald)	14.3
***p*-value**	0.008

Figure 16. Berta–English Pair



Wolayttatto Breakdown

Finally, the Wolayttatto–English biliteracy threshold structural break analysis results (Figures 17 and 18) show that there is again a significant break point at 44 words decoded accurately out of 60 words.

Figure 17. Wolayttatto–English Pair

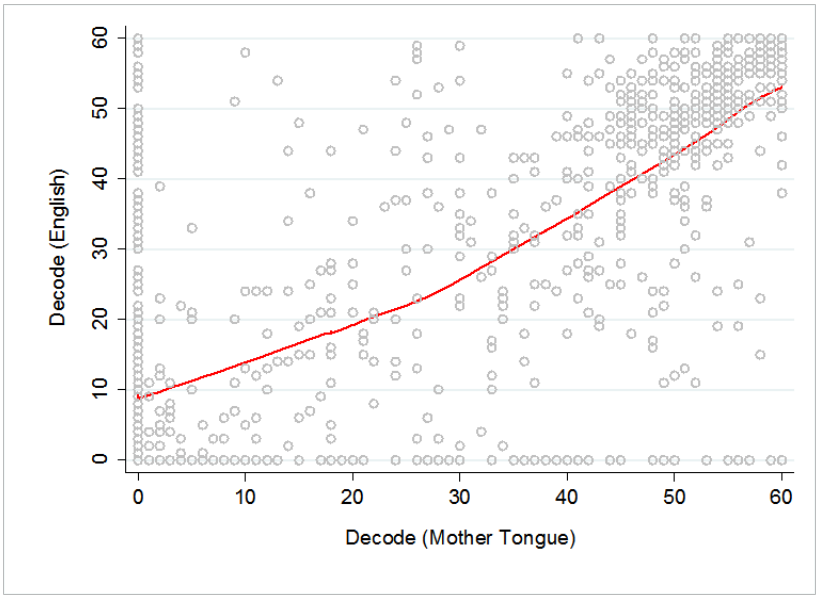
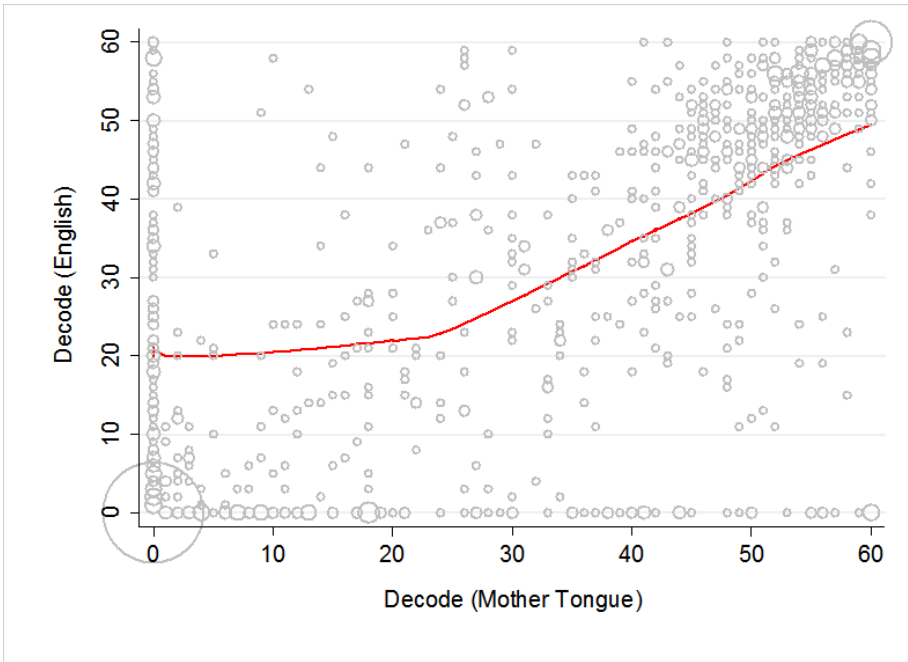


Figure 18. Wolayttatto–English Pair

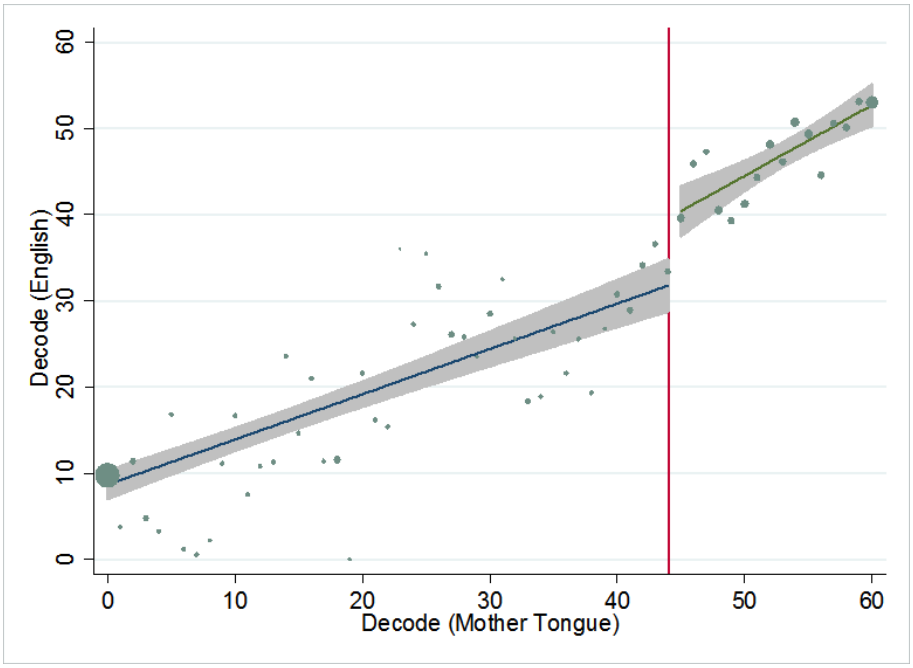


Finally, Table 13 presents the results of a supremum Wald test for a structural break with an unknown break. As with all the other language pairs, the results indicate that we reject the null hypothesis of no structural break at the 1% significance level (i.e., p-value < 0.01) and that the estimated break occurs at a score of 44 in MT decoding (i.e., 73% on the Wolayttatto decoding task). Similar to the results we found for Berta, and for the results we reported in Wolayttatto as well, we see a less pronounced break in the relationship between MT and English decoding scores. Again, importantly, there are considerably lower MT decoding scores than the decoding scores seen for Afaan-Oromo and Amharic; and again, the degree of difference between the MT and English scores is lower for this language group than for the first two tested (Afaan-Oromo and Amharic).

Table 13. Wolayttatto–English Pair

Number of observations	958
Estimated break in decoding MT	44
Null hypothesis (Ho)	No structural break
Test statistic (supremum Wald)	28.6
***p*-value**	0.00

Figure 19. Wolayttatto–English Pair



Structural Break Analyses for English Listening Comprehension Threshold

The second research question of interest was concerned with whether there was a structural break in the relationship between English listening comprehension and English reading comprehension. Our conceptual framework identified two independent predictors of English L2 reading outcomes: MT decoding, which was examined in the previous set of analyses, and English oral language skills. For the purposes of this analysis, English oral language skills were measured as listening comprehension.

The results from the English listening comprehension-to-English reading comprehension threshold analysis did not present a clear threshold break, as we found from the MT decoding–English decoding threshold analysis. Although listening comprehension skills were significant predictors of reading comprehension skills in all language pairs, there was no clear structural break in the relationship. This indicates that the more words and syntactic structures the child knows in English, the better the child is able to read and comprehend English; however, there is no clear point of mastery at which a child can be considered to have "enough" listening comprehension ability. This can be explained in terms of our understanding of the difference between so-called constrained skills and unconstrained skills in reading. The constrained skills can be described as the more finite set of skills and rules that need to be acquired to learn to read, such as all the sounds of the alphabet; whereas the unconstrained skills are all the skills and knowledge that continue to be acquired even through the lifetime of an individual, such as vocabulary knowledge (Snow & Matthews, 2016). Oral language comprehension skills are clearly unconstrained skills and thus less likely to have a specific point on the acquisition trajectory as a point of mastery. In contrast, decoding skills require the mastery of all sound-symbol correspondences, which is more clearly to demarcate as "finished" after all or most of the

letter sounds have been learned. Thus, while the importance of English oral language skills remains critical, the "how much" is still an open question.

It should be noted that this may be an artifact of the extremely low average scores in English listening comprehension and reading comprehension; as such, we cannot rule out the possibility of the existence of structural break. However, it was certainly less pronounced than the MT-to-English reading transfer threshold points.

Discussion and Recommendations

The main goal of this research was to empirically determine optimal "readiness" for English literacy acquisition in the multilingual educational contexts of Ethiopia. We sought to determine such readiness by investigating whether there was a point in the acquisition of MT reading skills that would significantly hasten the development of English success through the transfer of skills from one language to another. Specifically, the AIR study team examined (a) whether there is a point of MT literacy acquisition that can be considered "good enough" for transfer of skills from the MT to optimally benefit from literacy instruction in English in terms of reading skills gains, and (b) whether there is a point of English oral language skills acquisition that can be considered "good enough" to optimally benefit from literacy instruction in English in terms of reading skills gains. The logic behind these hypotheses is based on the Transfer Facilitation model of biliteracy acquisition (Koda, 2008), which postulates that English reading ability is significantly predicted by a combination of L1 reading ability and L2 oral language skills. The question we wanted to answer in this research was precisely "how much" of these two skills was necessary in order to make policy and practice recommendations. In turn, we intend to develop evidence-based standards and benchmarks for transition from MT to English literacy learning for increasing the likelihood of success of learning to read in *both* the MT and English.

The findings from this study provide clear evidence of the existence of structural breaks for L1 to L2 decoding transfer in all four language groups that were studied. This is one of the first studies in the Ethiopian context to confirm that, in fact, the relationship between MT reading scores and English is not linear. In other words, if you introduce English literacy below the MT decoding threshold levels, a child is unlikely to benefit as much in terms of English reading proficiency as if English literacy instruction is introduced above these MT threshold levels. These findings have implications with respect to the optimization of resources. This kind of knowledge is necessary to determine when and how to optimally transition from MT to English in a context in which these decisions, thus far, have been made inconsistently and with little evidence (beyond anecdotal and personal preferences) (READ M&E, 2017) to substantiate how and why the choices for transition timing are made.

To reiterate, the threshold points were identified using an MT and English decoding task, which measured single word reading (or naming or "sounding out" skills). The **thresholds identified for each of the four MTs** were as follows:

- Afaan-Oromo and English = 50%
- Amharic and English = 81.67%

- Berta and English = 45%
- Wolayttatto and English = 73%

These numbers indicate the score that a child would need to get on ***a specific decoding test in each MT*** to benefit the most when introduced to English literacy teaching. In other words, this means that is students get 50% on the 60 word decoding tests in the Afaan-Oromo pair, for example, they are able to transfer their MT reading skills to support their ability to start learning to read in English. We recommend that these numbers be interpreted as estimates; however, the results clearly indicate that the relationship linearity is "breaking" around these numbers, suggesting that this is the point at which literacy transfer is occurring due to a certain degree of mastery of the L1 decoding skills.

Our initial hypotheses suggested that there would be differences in the threshold levels because of the differences in the scripts. Based on the research that alphasyllabaries (Ge'ez script) take longer to acquire than alphabetic scripts (Roman script)—even if they are easier to acquire (Nag & Perfetti, 2014; Asfaha, Kurvers, & Kroon, 2009)—we expected that the Amharic thresholds would be higher than those of the other three languages in this study (Nag, 2007; Asfaha et al., 2009). We were surprised to find the high threshold in Wolayttatto decoding, but hypothesize that this likely may be due to the high level of double consonants in the Wolayttatto orthography, making it harder to acquire and thus transfer skills across languages. This warrants further investigation.

The less pronounced thresholds in Berta and Wolayttatto warrant special discussion. In these two language groups, the MT decoding scores were considerably lower than the MT scores for the two other language groups (Afaan-Oromo and Amharic). The English scores were comparably low across the four MT groups; however, in the Berta and Wolayttatto groups, there was nearly no difference between the MT and English scores. This was also in sharp contrast to the other two language groups, in which the MT was clearly much stronger than the English scores. This would not be surprising given that the Berta and Wolayttatto samples had already transitioned to English as the MOI in Grade 5; whereas the Afaan-Oromo and Amharic samples were still being exposed to the MT MOI until Grades 9 and 7, respectively.

As such, it is possible that less pronounced nonlinearity results from Berta and Wolayttatto are reflective of the low MT achievement level and the lack of a large difference between MT and English scores, making cross-linguistic transfer and cognitive linguistic sharing between the two languages a little more difficult. This makes us less confident in the thresholds for the Berta and Wolayttatto regions, compared to those for the Afaan-Oromo and Amharic regions. While acknowledging this reticence, it remains evident that there was, in fact, a slight nonlinearity that could be detected in the Berta and Wolayttatto language groups as well. In light of this evidence, the research team does caution that the use of the exact threshold value for this language group is exploratory and will require further research—most likely in earlier grades in those two regions where we can see more pronounced differences between the MT and English decoding scores, and thus will be able to detect the transfer threshold with more confidence.

Based on this first set of exploratory results, in Table 14 we provide a graphical representation of the approximate point at which English skills can be introduced in each of these MT groups.

Table 14. L1 Decoding Thresholds for Each Language Group

	40% MT Decoding Ability	50% MT Decoding Ability	60% MT Decoding Ability	70% MT Decoding Ability	80% MT Decoding Ability	90% MT Decoding Ability
Afaan-Oromo						
Amharic						
Berta						
Wolayttatto						

There are three important caveats regarding how these thresholds should be utilized.

First, these thresholds must be taken into consideration **along with oral language comprehension ability**. Although our results did not detect a "structural break" in English oral language and English reading comprehension, there is still a significant relationship between the two. For example, if a child has 50% decoding ability in Afaan-Oromo but does not know any vocabulary or grammar in English, the child is unlikely to succeed in acquiring English literacy skills, regardless of his or her achievement on MT decoding ability. Our research was not able to pinpoint a particular number of words or a specific score on English oral language proficiency; however, previous research has suggested that one most understand at least 95% to 99% of the words in a text to be able to understand the meaning of the text "adequately" (Carver, 1994; Hu & Nation, 2000). This means that the fulfillment of the decoding criteria threshold described earlier is, in and of itself, not enough. It will be useful only if the child also has strong oral language comprehension (oral vocabulary–receptive and expressive, and listening comprehension skills).

Second, **these threshold results do NOT necessarily indicate children's reading achievement level in these regions, nor do they translate directly into the grades at which English literacy instruction should be introduced.** The only purpose of this study was to detect thresholds (or structural breaks in the linearity of the correlation between L1 and L2 reading skills, and L2 oral language skills and L2 reading skills). Therefore, an incorrect conclusion would be that children in the Amharic-speaking regions will have to wait longer to be introduced to English literacy because they have a higher threshold level than the Afaan-Oromo-speaking region, for example. Rather, children in the Amharic-speaking region may, in fact, have achieved the threshold levels in MT decoding in an earlier grade than those in the Afaan-Oromo-speaking region. This study only makes the case for what skills are necessary to transition from one language to another in terms of optimizing reading skills gains, not the grades at which a sufficient proportion of the students have achieved those skills. In order to determine those grades, the next steps would be to trace how many students demonstrate the required skills in each grade, and use that number as a basis for determining the best grade for transition.

The findings from this study make a **case for skill-based transitioning** in multilingual education systems in Ethiopia. While it is outside the scope of the study to determine how many children in each grade have achieved these threshold levels in each of the regions studied, the research does point to which skills are required to empirically determine that a child is ready to optimally benefit from high-quality English literacy instruction in terms of increasing the likelihood of success of learning to read in *both* the MT and English.

Conclusions and Next Steps

Based on the results of this research, we recommend the following next steps in order to shed more light on the evidence base that can support Ethiopia's new multilingual education policy.

1. We **conducted a standards- and benchmark-setting workshop** that took into account the thresholds of L1 literacy required and co-interpreted the findings with key education stakeholders. The sociopolitical and sociolinguistic context of the region may or may not allow for this evidence base to be directly converted into policy discussions. Stakeholders gained a deep understanding of what these numbers tell us and we discussed in detail whether they should be converted into skill-based thresholds for standards and benchmarks—as well as how they should ***not*** be utilized. The workshop was attended by 60 key education stakeholders, including from the Ministry of Education, Regional Bureaus, National Assessment Agency, Addis Ababa University, and other implementing projects such as READ II. Two of the main outcomes of the workshop was a set of detailed content standards for all skills for each linguistic region, including the L1 decoding threshold, leading up to English MOI transition, as well as progression maps of which grades each of these skills should be acquired.
2. An important next step would be to **map the results of this study on the number of students (through a representative sample) in each region who are at the threshold level on the L1 decoding subskills, as well as to obtain a snapshot of children's level of English oral language proficiency in each grade**. These data will enable education policymakers to determine the degree of mismatch (how many children are not at the requisite threshold levels to begin literacy instruction in English, but are already in English MOI schools) they can tolerate and then decide which grade level is the best one to declare as the transition year. Alternatively, students could be grouped in classes according to their threshold levels, and remedial teaching activities could be conducted to help students bridge to the necessary skills in MT decoding and English oral language skills, if they are not at the requisite threshold levels. Recent research is beginning to shed light on the significant, positive impact of grouping students by their proficiency levels on learning outcomes (called the *Teaching at the Right Level* [TaRL] approach) (Banerjee et al., 2016). At the same time, however, the research is highlighting the massive challenges that teachers face in trying to conduct differentiated instruction in limited-resource settings (Carson et al., 2018). Clearly, the importance of oral language skills for literacy acquisition warrants an empirical investigation of English oral language skills in Ethiopia. Anecdotally and initial evidence from the listening comprehension results shows that Ethiopian students' English oral language skills are relatively low which could potential pose a risk for the success to an earlier English medium of instruction transition timing.

3. The findings of this study enable us to design teacher tools that can be used in the classroom—possibly as part of a formative assessment—to determine what proportion of students have the requisite skills for transition. These **"transition screeners"** most likely will include L1 decoding and L2 oral language modules that will quickly and easily support teachers in determining how effective their English literacy instruction will be. As part of the development of transition screeners, it is possible to include a set of recommendations for how to manage classrooms in which some proportion of the students are at the threshold level, while others are not, including, a variety of English oral language support strategies, such as continuous support for teachers through peer exchanges, text message, and other modes; as well as student-level strategies such as phonological games, word maps, word flashcard searches, listening input through various media, listening comprehension monitoring strategies etc.
4. It is important to note that **the results of this study are correlational**. They offer proposals and recommendations for thresholds of biliteracy success; however, they do not point to causality of any factors in determining success in English literacy skills in the Ethiopian context. As such, we recommend **rigorous, continuous monitoring and evaluation of any decisions made to utilize these thresholds** to determine whether they can be attributed to successful biliteracy development in the four language groups of Ethiopia. The results of this study are in line with the previous studies conducted on biliteracy acquisition thresholds in India (Nakamura et al., 2018), and enable us to make the following recommendations for classroom instructional practice to improve reading in *both* languages:
    a. Integration of planning of lesson plans between teachers of the MT and English, so that MT teachers can teach more "transferrable" skills, and English teachers can capitalize more on the skills that children already bring to the classroom in terms of the MT decoding abilities;
    b. Training in some degree of differentiated instruction and universal design for learning that enables teachers to provide students with the skills necessary to gradually bridge into the L2 literacy;
    c. Training on a host of teaching strategies that reflect the most recent research on teaching bilingual and multilingual students, including the use of oral language deepening and bridging activities in English; the harnessing of transferred and shared resources, such as phonological and morphological awareness; some use of translanguaging, teachers' development of their own English language and literacy abilities, and so forth; and
    d. Training teachers and other education stakeholders on their ability to use and act on formative assessments tailored for transition readiness testing.
5. This research also highlights **the need for more evidence grounded in "learning science" theories to help improve learning outcomes.** As we focus attention on improving learning outcomes, it is critical to examine the learning process and mechanisms from varying methodological and disciplinary perspectives in order to determine more effective ingredients for educational programming in multilingual contexts.

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Appendices

Appendix 1—Afaan-Oromo Data Collection Tool

READ M&E Ethiopia Transition Threshold from Mother Tongue to English Medium of Instruction Assessment Tool in Afaan-Oromo May 2019

Qorannoo Afaan Dhaloota irraa Gara Afaan Ingiliziitti Ce'uu

Afaan-Oromoo Caamsa 2011

Qajeelfama Waliigalaa:

Matadureewwan sasalphoofi namatti tolan giddu-galeessa godhachuuniifi waliin dubbii gaggeessuun akkasumas haala bashannansiisu uumuun (fakkenya armaan gadii ilaali) barattootatti haalaan dhiyaachuu barbaachisa. Madaallii armaan gadii ilaalchisee daa'imman hubachuu kan qaban akka waan isaan dhiphisuutti utuu hin taane, akka tapha bashannansiisaatti ta'uu qaba. Birkii sanduuqa keessa jiru qofa sagalee ol kaasanii suutaa fi ifaan dubbisiisuun bu'aa qabeessa.

Akkam bulte/oolte. Maqaan koo _____ jedhama .Kanan jiraadhu _____. Waa'ee koo waanuma xiqqooshee sitti himuun fedha. (Baay'ina fi umrii ijoollee----, beelada leellisan-----, ispoortii -------, kkf)

1. Waa'ee keefi maatii kee xiqqoo natti himuu dandeessaa? [Deebii eeggadhu; barataan deebisuuf yoo boodatti harkifate ykn. yoo dhiise, gaaffii lammaffaa gaafadhu. Garuu yoo dammaqinaan/si'aayinaan kan hirmatu ta'e waliin dubbii itti fufi].

2. Yeroo mana barumsaa ala jirtu maal hojjechuutti gammadda?

Yaada waliin dubbii irratti walii galuu

- Mee har'a maaliif akkan bakka kana dhufen sitti hima. Ani kanan hojjedhu ministeera barnootaa wajjin walta'uuni. Yaalii nuyi goonus barattoonni akkamitti dubbisuu akka barataa jiran hubachuu dha. Ati akka carraa filatamte jechuu dha.
- Dhimma kanarratti gargaarsa kee barbaanna. Garuu fedhii hin qabdu taanaan qooda fudhachuu dhiisuu dandeessa.
- Tapha dubbisuu tokko waliin taphachuuf jenna. Qubeewwan, jechootaafi seenaa gabaabaa sagalee kee ol kaastee akka dubbistun sigaafadha.
- Sa'aatii yeroo to'attu kanatti gargaarameen dubbisuudhaaf yeroo hagamii akka sitti fudhatu baruun barbaada.
- Kuni qabxii kee mana barumsaa irratti dhiibbaa kan qabu miti.
- Dabalees dhimma maatii kee ilaallatu irratti gaaffiin sii dhiyeessu qaba. Fakkeenyaaf, afaan maatiin kee manatti itti gargaaramuufi wantoota maatiin kee qabu.
- Maqaa kee waanan hin barreessineef, ati deebii kennuu kee namni beeku hinjiru.
- Ammallee hirmaachuu hin barbaaddu taanaan itti hindhiphatiin. Gaaffiis hin deebistu taanaan dhiisuu dandeessa.
- Gaaffii qabdaa? Jalqabuuf qophoofteettaa?

Yoo yaadaan walii galameera ta'e, sanduuqa kana keessa mallattoo kaa'uun agarsiisi Eeyyee ○

Birkii 1. Qubee Sagaleessuu

Gabatee qubeewwanii daa'imatti agarsiisiiti akkas jedhii qajeelchi:

As ilaali kunoo gabateen kuni qubee Afaan-Oromoo qaba. Mee qubeewwan kana hanga dandeessu sagalee isaanii natti himi.

Fkn., qubee kuni ["M"tti quba qabi] maqaan isaa "ma" dha; garuu, sagaleen isaa jechoota (muka, miira) keessatti "m" jedhama.

Amma haa shaakallu: Mee qubee kana sagaleessi ["sh"tti quba qabi].

- *Yoo daa'imni sirriitti sagaleesse, "Gaarii dha" jedhii jaji.*
- *Yoo daa'imni sirriitti jechuu baate, ofii keetii sagaleessii akka daa'imni booda kee jedhu taasisi.*
- *Amma gara biraa yaali. Mee qubee kanaa sagaleessi ["C"tti quba qabi].*
- *Yoo daa'imni sirriitti deebise, gaarii dha jedhi.*
- *Yoo daa'imni sirriitti sagaleessuu baate, ofii keetii sagaleessi. Daa'imnis sii wajjin haa jedhu.*
- *Maal hojjechuuf akka deemtu hubattee?*

Yommuu ani jalqabi siin jedhu, mee saffisaafi ofeeggannoon qubeewwan kanneen sagaleessi. Asii jalqabiitii haaluma kanaan itti fufi. *[Toora qubee sarara jalqabaa keessaa qubee isa jalqabaatti quba kee qabi. Erga fakkeenya kennitee booda, sarara jalqabaarratti quba kee asiifi achi deemsisuun agarsiisi].* Yoo qubee ati hinbeeknetti dhufte, ani sittan hima. Ta'uu baannaan, calliseen si dhaggeeffadha. Qophooftee? Jalqabi.

*Yommuu daa'imni qubee jalqabaa dubbisu, qubee dogoggorame sirriitti muraa irra dibuun mirkaneessi. Of-sirreessa daa'imichaas akka sirriitti lakkaa'i. Isa daa'imni of-sirreesse akka sirrii hin taanetti fudhatteetta yoo ta'e, qubee sanatti mariitii itti fufi. Yoo deebii akka armaan gadiitti kenne malee callisiitii turi: yoo daa'imichi sokondii sadiif mamee/shakkee ture, sagalee qubee sanaa itti himi; qubee isatti aanuttis quba kee qabiitii **"mee itti fufi"** jedhi. Qubee dogoggoradha jettee barataatti himtutti mallattoo godhadhu. Yoo daa'imni maqaa qubee sanaa sitti hime, akkuma shaakal keessatti ilaaltetti **"Mee sagalee isaa qubee sanaa natti himi"**] jedhi. Yeroo shaakalaa yaaliin akkasii tarii kan kennamu al-tokko qofaa dha.*

*Qubee dhumarra dubbifame irra mallattoo hammattuu kaa'i ([]). **Seera dursanii dhaabsisuu**: Yoo daa'imichi deebii sirrii sarara duraa irratti tokkollee hin kennine ta'e, "**Galatoomi**!"jedhiitii shaakala kana dhaabi.*

Fakkeenya: M Sh C

a	I	n	U	e
o	D	k	b	f
w	Q	c	ph	ny
t	R	m	H	s
L	G	y	J	dh
Sh	i	Y	Ph	z

Birkii 2. Qaama Jechaa isa jalqabaa Hir'isuu Task 2. Initial Syllable Deletion

Kun shaakala yeroo kenname keessatti hojjetamuufi daa'imnis kan shiittiidhaan kennamu miti. Tokkoo jechaa sagalee kee ol kaasiitii si'a lama dubbisi. Daa'imni jechootuma kana akka sagaleessu taasisi. Jechoonni qulqullinaan dubbifamuu ykn. sagaleeffamuu qabu.

Ammas itti fufiitii jecha xiyyeeffannoo kana irra deebi'ii yeroo lammaffaaf sagaleessi. Yoo daa'imni sokondii 3 booda deebii kennuu baate, deebiin hin jiru jedhii galmeessiitii isattaanutti darbi. Sirriitti sagaleessi malee haala barbaadamuu olitti sagalee jalqaba jechaa irratti akka malee xiyyeeffannoo kennuu hin barbaachisu.

Seera dursanii dhaabsisuu*: Yoo daa'imni deebii dogoggoraa jechoota shanan jalqabaaf kenneera ta'e, "**galatoomi**" jedhiitii shaakalicha dhaabi. Itti aansuun sanduuqa gajjallaa fuula kanaa irra jiru mirkaneessiitii shaakala itti aanutti darbi.*

Kuni shaakala jecha sagaleelee ykn birsaga isa jalqabaa haqanii isa hafe dubbisuuti. Jecha tokko sagaleelee/birsaga jalqabaa haqame akka dubbistun barbaada. Fakkeenyaaf, jecha "deegaa" jedhamurraa birsagni ykn sagaleen jalqaba /dee/ haqamu "gaa" ta'a.

Mee haashaakallu: Jecha bule jedhu kutaa jechaa /bu/ irraa yoo haqne kan hafu maaliidha? Deebii: le

- ***Yoo daa'imni kutaa jechaa birsaga isa jalqabaahaqame dhiisee dubbise, 'baay'ee gaarii dha' jechuun jaji.***
- ***Yoo daa'imni sirriitti hin jenne, ofii kee jecha "bule" jedhurraa/bu/ haqiiti dubbisiitii akka inni sibooda jedhu taasisi.***

Amma immoo mee bakke biraa haa yaallu. Jecha muraasa kutaa jechaa/mu/ yoo irraa haqne raasa Kan jedhutu hafa

- ***Yoo daa'imni kutaa jechaa isa gidduu malee jedhe, 'baay'ee gaarii dha' jechuun jaji.***
- ***Yoo daa'imni sirriitti hin jenne, ofii kee jecha "muraasa" jedhurraa /mu/ haqiiti dubbisuun akka inni sibooda jedhu taasisi.***

Maal hojjechuuf akka deemtu bartee?

[Yoo daa'imni lakki jedhe akkas jedhi: yaadadhu kutaa jechaa isa jalqabaa malee jecha jedhuu dha. Hanga dandeessu yaali.]

Fakkeenya: deegaa bule muraasa

cimaa	-maa	O sirrii	O dogoggora	O deebii hinkennine
mataa	-taa	O sirrii	O dogoggora	O deebii hinkennine
haala	-la	O sirrii	O dogoggora	O deebii hinkennine
guutuu	-tuu	O sirrii	O dogoggora	O deebii hinkennine
qabdu	-du	O sirrii	O dogoggora	O deebii hinkennine
dhufe	-fe	O sirrii	O dogoggora	O deebii hinkennine
aanaa	-naa	O sirrii	O dogoggora	O deebii hinkennine
arge	-ge	O sirrii	O dogoggora	O deebii hinkennine
ilma	-ma	O sirrii	O dogoggora	O deebii hinkennine
marqaa	-qaa	O sirrii	O dogoggora	O deebii hinkennine

Birkii 3. Qubee Jalqabaa Hir'isuu Task 3. Initial Phoneme Deletion

Kun shaakala yeroo kenname keessatti hojjetamuufi barataafis kan shiittiidhaan kenamu miti. Tokkoo jechaa sagalee kee ol kaasiitii yeroo lama dubbisi. Daa'imni jechootuma kana akka sagaleessu taasisi. Sagaleeleen qulqullinaan dubbifamuu ykn. sagaleeffamuu qabu.

*Kuni shaakala jecha kennamerraa qubee jalqabaa haqanii dubbisuuti. Jecha tokko qubee jalqabaa malee akka ati dubbistun barbaada. Fakkeenyaaf, jecha **"hoolaa"** jedhamurra qubee inni jalqaba /h/ yoo haqame **"oolaa"** ta'a.*

Mee haa shaakallu: Jecha "tole" jedhu irraa yemmuu qubeen jalqabaa haqamu maaltu hafaa? *Deebii:* ole

- *Yoo daa'imni deebii sirrii kenne, 'baay'ee gaarii dha' jechuun jaji.*
- *Yoo daa'imni sirriitti hin dubbisne garuu, ofii kee "tole" jedhii akka inni sibooda dubbisu taasisi.*

Amma immoo mee bakka biraa haa yaallu. Jecha "diimaa"jedhamurraa yemmuu qubee /d/ haqamu maaltu hafaa? *Deebii: "iimaa"*

- *Yoo daa'imni qubeen jalqabaa haqamee "iimaa" jedhee dubbise, 'baay'ee gaarii dha' jechuun jaji.*
- *Yoo daa'imni sirriitti hin jenne, ofii kee "iimaa" jedhii dubbisii akka inni sibooda jedhu taasisi.*

Maal hojjechuuf akka deemtu bartee?

[Yoo daa'imni lakki jedhe akkas jedhi: yaadadhu qubee jalqabaa jecha jedhuu dha. Hanga dandeessu yaali.]

Ammas itti fufiitii jecha xiyyeeffannoo kana irra deebi'ii yeroo lammaffaaf sagaleessi. Yoo daa'imni sokondii 3 booda deebii kennuu baate, "deebiin hinkennamne" jedhii galmeessiitii

isattaanutti darbi. Sirriitti sagaleessi malee haala barbaadamuu olitti sagaleessun xiyyeeffannoo kennuu hin barbaachisu.

Seera dursanii dhaabsisuu*: Yoo daa'imni deebii dogoggoraa jechoota shanan jalqabaaf kenneera ta'e, "**galatoomi**" jedhiitii shaakalicha dhaabi. Itti aansuun sanduuqa gajjallaa fuula kanaa irra jiru mirkaneessiitii shaakala itti aanutti darbi.*

Qubee jalqaba haquudhaan qaama jechaa hafe dubbisi.

Fakkeenya: maseena tole diimaa

Bishaan	-ishaan	O sirrii	O dogoggora	O deebii hinkennine
morma	-ormaa	O sirrii	O dogoggora	O deebii hinkennine
fedhii	-edhii	O sirrii	O dogoggora	O deebii hinkennine
mooraa	-ooraa	O sirrii	O dogoggora	O deebii hinkennine
kutaa	-utaa	O sirrii	O dogoggora	O deebii hinkennine
mirga	-irga	O sirrii	O dogoggora	O deebii hinkennine
sirna	-irna	O sirrii	O dogoggora	O deebii hinkennine
qooduu	-ooduu	O sirrii	O dogoggora	O deebii hinkennine
durba	-urba	O sirrii	O dogoggora	O deebii hinkennine
seera	-eera	O sirrii	O dogoggora	O deebii hinkennine

Birkii 4. Jechoota hiika qaban (Beekamoo) Dubbisuu Task 4. Reading Real Words

Gabatee jechoota beekamoo daa'imnitti agarsiisiitii, akkas jedhi:

Jechoonni beekamoon hangi tokko kunoo ti. Mee jechoota hanga dandeessu dubbisi. (Jechoota kana qubeessuu hinqabdu; dubbisuu malee).

Fakkeenyaaf, jechi kun "saree" dha.

Mee haa shaakallu: Mee jecha kana dubbisii [jecha "fufurdaa" jedhutti quba qabi].

- *Yoo daa'imni sirriitti deebiseera ta'e, "gaarii dha" jedhi.*
- *Yoo daa'imni sirriitti hindeebisne ta'e, jechi kun **"fufurdaa"** jedhi.*

Mee amma immoo kan biraa yaali, jecha "raatuu " jedhutti quba qabi.

- *Yoo daa'imni sirriitti deebiseera ta'e, gaarii dha jedhi.*
- *Yoo daa'imni sirriitti hindeebisne ta'e, jechi kun "raatuu" dha jedhi.*

Yommuu ani jalqabi siin jedhu, jechoota kanneen saffisaafi ofeeggannoon hanga dandeessu dubbisi. Sarara jalqabaa irraa kaasiitii dalga dubbisi. Ani calliseetuman sidhaggeeffadha; [yoo gargaarsa sibarbaachisa ta'e malee]. Maal hojjechuuf akka deemtu hubattee? Qophooftee? Jalqabi.

*Yommuu daa'imni jecha jalqabaa dubbisu, qubeessaa kee qabadhuutii, qubee dogoggorame sirriitti muraa irra dibuun mirkaneessi. Of-sirreessa daa'imaniis akka sirriitti lakkaa'i. Isa daa'imni of-sirreesse akka sirrii hin taanetti fudhatteetta yoo ta'e, qubee sanatti mariitii itti fufi. Yoo akka armaan gadiitti deebii kenne malee callisiitii turi: yoo daa'imman sakandii 3sadiif mamee ture, jecha sanadubbisiifi; jecha itti aanutti quba kee qabiitii **"maaloo itti fufi"** jedhi. Jecha dogoggoradha jettee barataatti himtutti mallattoo godhadhu. Jecha dhumarra dubbifame irra mallattoo hammattuu kaa'i (fakkeenyaaf, jecha jabanaa jedhuuf, [jabanaa] jedhanii kaa'uu jechuudha.*

*Yoo daa'imni deebii sirrii sarara duraa irratti tokkollee hin kennine ta'e, **"Galatoomi**!"jedhiitii shaakala kana dhaabi.Sanduuqa xiyyoo gara gadii jiru mirkaneeffadhuutii shaakala itti aanutti darbi.*

Fakkeenya: saree raatuu fufurdaa

bara	soba	hima	roga	mala
maqaa	hiika	tuuta	fuula	seera
ganama	barataa	sagalee	gabatee	dabtara
jechoota	bilbila	galgala	sagantaa	boronqii
kitaabilee	hoolaa	sarara	bareedina	gabaabina
Bitootessa	kumaatama	sagalaffaa	gilgaalota	torbaatama

Birkii 5. Jechoota hiika hinqabne (Uumaman) Dubbisuu Task 5. Reading Nonsense Words

Jechoonni armaan gadii jechoota uumamani dha. Hanga dandeessu akka dubbistun sigaafadha. Jechoota kanneen dubbisuu malee akka qubeessitu hinbarbaachisu. Fakkeenyaaf, jechi " dalfa " jedhu kun kan uumame dha.

Mee haashaakallu: Mee jecha kana dubbisi [jecha **'canqara'** jedhutti quba qabi].

- *Yoo daa'imni '**canqara'** jedhe, baay'ee gaarii dha; "'**canqara'** " jedhi.*
- *Yoo daa'imni sirriitti jechuu baate, jechi uumame kun "**canqara**" jedhama jedhi.*

Mee ammas kan biraa yaali. Mee jecha kana dubbisi. [jechicha itti aanutti quba qabi: **xilda**]

- *Yoo daa'imnichi "**xilda**" jedhe, baay'ee gaarii dha jedhitii, jechi kun " **xilda** " jedhama jedhi.*
- *Yoo daa'imni sirriitti " **xilda** " jedhee hin deebisne ta'e, jechi uumame kun " **xilda** " jedhama jedhi.*

Yommuu ani jalqabi siin jedhu, jechoota kanneen saffisaafi ofeeggannoon hanga dandeessu dubbisi. Sarara jalqabarraa kaasiitii jechoota fuula sanarra jiran dubbisi. Ani calliseetuman sidhaggeeffadha; [yoo gargaarsa sibarbaachisa ta'e malee]. Maal hojjechuuf akka deemtu hubattee? Qophooftee? Jalqabi.

Gabatee jechoota beekamoo hinta'iin daa'imanitti agarsiisiitii, akkas jedhi:

*Yommuu daa'imni jecha jalqabaa dubbisu, atis jecha sirriitti hordofuun mirkaneessi. Of-sirreessa daa'imichaas akka sirriitti lakkaa'i. Isa daa'imni of-sirreesse akka sirrii hin taanetti fudhatteetta yoo ta'e, qubee sanatti mariitii itti fufi. Yoo deebii akka armaan gadiitti kenne malee callisiitii turi: yoo daa'imichi sokondii sadiif mamee ture, jecha sana dubbisiifi; jecha itti aanutti quba kee qabiitii "**maaloo itti fufi**" jedhi. Jecha dogoggoradha jettee barataatti himtutti mallattoo godhadhu.*

*Jecha dhumarra dubbifame irra mallattoo hammattuun itti marii. Yoo daa'imni deebii sirrii sarara duraa irratti tokkollee hin kennine ta'e, "**Galatoomi**!"jedhiitii shaakala kana dhaabi.Sanduuqa xiyyoo gara gadii jiru mirkaneeffadhuutii shaakala itti aanutti darbi.*

Fakkeenya: dalfa calqa xilda

riba	besa	dami	naro	lara
maata	yaaki	Taduu	nyafuu	nalaa
matana	tamaraa	Lelagaa	teedhaba	yamagaa
tefooja	lagilbi	Yabarga	cagansaa	xorongii
sinaatota	bajaatota	Sadatoota	rareefina	yaseedina
gitoosseta	sumaamata	magandasa	silgaaxora	torgaamata

Birkii 6. Hubannoon Caqasuu **Task 6. Listening Comprehension**

Kun gilgaala yeroon kennameefii dalagamuu miti; sababnisaa, waraqaan shaakala waan hin jirreefi. Dubbisa armaan gadii sagalee olkaasuufi suutaan daa'imaaf al tokko qofa dubbisi (jecha tokko sokondii tokkotti).Sanaan booda, tokkoo gaaffiif sokondii 15 kenniif). Akkasis jedhi:

Amma seenaa tokko sagalee ol kaasee altokko qofaa siif dubbisuufan jedha. Achiin booda, gaaffilee muraasan sigaafadha.Hanga dandeessetti sirriitti caqasuun gaaffiilee kana deebisi. Amma maal gochuuf akka jirtu hubattee?

Ayyaantuun barattuu qaxaleedha. Mana barumsaa keessatti amala gaariidhaan beekamti.Gaaf tokko qormaata qoramuuf yemmuu jettu qalama ishee barbaaddee dhabde. Achumaan waan gootu wallaaltee, callistee teesse. Barsiisaan ishees, "Maaliif teessaa?" jedhee ishee gaafate. Isheenis boo'uu eegalte. Ammas sossobaa gaafaannaan. "Waanan ittiin barreessun dhabe," jette. Barsiisichis gaddeefii, "Natti himuu dhiistee boossaa?" jedhe. Kanumaan qalama kan mataasaa fuudhee kenneef.Isheenis boo'icha dhiiftee hojii ishee itti fufte.

1. Ayyaantuun maaliin beekamti? [Amala gaariidhaan]
2. Ayyaantuun maaliif boosse? [kobbee dhabde]
3. Barsiisaan ishee "Maaliif teessa?" jedhee wayita ishee gaafate, Ayyaantuun maal goote? [Niboosse]
4. Ayyaantuun qalama eessaa argatte? [barsiisaa isheerraa]

5. Ayyaantuun qalama ishee baduu barsiisaatti himuu dhiistee maaliif callistee teesse? [Waan barsiisaa sodaatteef /waan naateef/, waan ittiin hojjettu dhabdee/daree jeequu waan isheetti fakkateef]

Yaalii gaarii! Birkii itti aanutti haadabarru

Birkii 7. Hubannoon Caqasuu **Task 7. Listening Comprehension**

Kun gilgaala yeroon kennameefii dalagamuu miti; sababnisaa, waraqaan shaakala waan hin jirreefi. Dubbisa armaan gadii sagalee olkaasuufi suutaan daa'imaaf al tokko qofa dubbisi (jecha tokko sokondii tokkotti).Sanaan booda, tokkoo tokkoo gaaffiif sokondii 15 kenniif).Akkasis jedhi:

Amma seenaa tokko sagalee ol kaasee altokko qofaa siif dubbisuufan jedha. Achiin booda, gaaffilee muraasan sigaafadha.Hanga dandeessetti sirriitti caqasuun gaaffiilee kana deebisi. Amma maal gochuuf akka jirtu hubattee?

Dargaggoota lamatu garmalee waljaallatu turan. Isaanis Waaqoofi Caalaa jedhamu. Maatiin Waaqoo harka qalleeyyiidha. Kan Caalaa immoo sooreyyiidha.Caalaan barumsatti cimaadha. Waaqoonis waan maatiin isaa harka qalleeyyii ta'aniif malee barumsatti qaxaleedha. Ciree utuu hinnyaatiin yeroo inni itti mana barumsaa dhaqu hedduu ture. Kanarraan kan ka'e, boqonnaa booda utuu baratuu muga.Caalaan rakkina isaa waan beekuuf, yeroo baayyee shaayeefi daabboo bitaaf. Akkasumas, qarshii maatiin kennuuf irraa waan rakkaterra akka oolfatuuf Waaqoof qoodee kenna.

Gaaf tokko, Caalaan dhukkubsatee yemmuu mana barumsaa hafu, Waaqoon hedduu gadde. Sababni isaa namni isa gargaaru Caalaa qofadha. Akka Caalaan hin miidhamneef, barumsa sirriitti hordofee barreessee geesseef.Caalaanis isa duriirra Waaqoo jaalate. Gara mana isaatti fudhatee galee warrasaatti hime.Kanumaan maatiin Caalaa hanga inni ofdanda'utti Waaqoo gargaaruuf murteeffatan.

1. Maatiin Caalaa maatii akkamiiti? **[Sooreyyii/gara laafeyyii]**
2. Dargaggoonni lamaanuu barumsatti akkam turanii? **[Qaxaloota/ciccimoo]**
3. Waaqoof Waaqoof maal godhaaf? [Shaayeefi daabboo bitaaf / qarshii kennaaf]
4. Waaqoon Caalaaf maal isa fayyadee beeka? [Gaafa inni dhukkubsate isa baratee barreessee geesseeraaf]
5. "Hamma inni ofdanda'utti isa gargaaruuf murteeffatan," yemmuu jedhu maal ta'uu danda'a jettee yaadda? **[barumsa xumuree hojii qabachuusaa/galii mataasaa hanga qabaatutti/]**

Hubannoo Dubbisaa

Barataatti seenaa gabaabaa barreffame agarsiisitii akkas jedhi.

Armaan gaditti seenaa gabaabaan tokko ni argama. dubbisicha of-eeggannoon callistee akka ati dubbistun barbaada. Yommuu xumurtu waa'ee dhimma dubbiste sanaa gaaffilee tokko tokkon

sigaafadha. Maal hojjechuuf akka deemtu hubattee? Yommuun ani eegali jedhu, seenicha hanga dandeessu dubbisi. Ani calliseetuman sidhaggeeffadha; yoo ati gargaarsa barbaadda ta'e malee. Qophooftee? Jalqabi.

Yeroo daa'imichi dubbisicha dubbisee fixu, barreeffamicha barataa fuula duraa kaasiitii gaaffii jalqabaa kanaa gadii gaafadhu.

Daa'imichi gaaffii akka deebisu yoo baay'ate sekondii 3 kenni. Deebii barataa galmeessiitii, gaaffii itti aanutti tari.

Gaaffilee sarara tokko tokkorraa bahan kan hanga hammattuutti jiraniifi eddoo barataan dubbisuu dhaaberraatti argaman dubbisiif.

Birkii 8. Hubannoo Dubbisaa Dubbisa 1ffaa

Tolaan kutaa shan barata ture. Gaaf tokko, utuu barachaa jiru mobaayilii tuttuqaa ture. Garuu hiriyaan isaa, “Dhiisi gaarii miti,” jedhe. Yeroo kana barsiisaan lamaan isaanii arge. Ittaansees, “Maaliif haasoftuu?” jedhee isaan gaafate. Tolaan, “Isatu dura natti haasa’e,” jedhee deebiseef. Hiriyyaan isaa immoo “Ati maaliif mobaayilii tuttuqxaree?” jedhe. Barsiisichis, “Lammata deebitanii daree keessatti akka hin haasofne; mobaayiliis akkaa hinqaqqabanne,” jedhee cimse isaan gorse.

1. Tolaan kutaa meeqa barata ture? **[kutaa shan**]
2. Barsiisaan sun maal arge? **[Barattoota haasa’an**]
3. Gaaffiin barsiisichi barattootaaf dhiyeesse maal jedha**? [Maaliif haasoftu?]**
4. “Isatu dura natti haasa’e” kan jedhee dubbate eenyu? **[Tolaa]**
5. Barsiisaan daree keessatti akka hin haasofne maaliif isaan akkeekkachiise?

[Barumsarratti jeequmsa waan uumuuf /Barattoonnii waan jeeqamaniif /Waan barsiisaan jedhu waan isaan darbuuf.]

Birkii 9. Dubbisa Dubbisuu 2ffaa **Task 9. Passage Reading**

Barataatti seenaa gabaabaa barreffame agarsiisitii akkas jedhi.

Armaan gaditti seenaa gabaabaan tokko ni argama. dubbisicha of-eeggannoon callisaan akka ati dubbistun barbaada. Yommuu xumurtu waa'ee dhimma dubbiste sanaa gaaffilee tokko tokkon sigaafadha. Maal hojjechuuf akka deemtu hubattee? Yommuun ani eegali jedhu, seenicha hanga dandeessu dubbisi. Ani calliseetuman sidhaggeeffadha; yoo ati gargaarsa barbaadda ta'e malee. Qophooftee? Jalqabi.

Yeroo daa'imichi dubbisicha dubbisee fixu, barreeffamicha barataa fuula duraa kaasiitii gaaffii jalqabaa kanaa gadii gaafadhu.

Daa'imichi gaaffii akka deebisu yoo baay'ate sekondii kenni. Deebii barataa galmeessiitii, gaaffii itti aanutti tari.

Gaaffilee sarara tokko tokkorraa bahan kan hanga hammattuutti jiraniifi eddoo barataan dubbisuu dhaaberraatti argaman dubbisiif.

Roobaan abbaafi haadha hinqabu ture.Mana barsiisaa tokkoo taa'eee barata.Barumsa isaattis baayyee cimaa ture.Barsiisaan hoj-manee yemmuu kennuuf utuu hinhojjetiin mana barumsaa hindeemuu. Garuu, haati manaa barsiisichaa qo'achuu isaa hinjaalattu.Kanaafuu,, hojii mana keessaa erga xumuree booda yeroo hunda dhokatee qo'ata.

Haaluma kanaan kutaa kudha lama xumuree yuunivarsitii gale. Yuunivarsitii yemmuu deemu, barsiisichi miindaan isaa xiqqoo waan tureef qarshii gahaa hinkennineef [58]. Haati manaa isaa akkuma kennamuufiyuuu hinbarbanne. Dabalataanis, hiriyyooni isaa deeggaranii gara yuunivarsitiitti isa ergan.Gargaarsuma namaatiin barumsa yuunivarsitii qaphxii gaariin xumuree achumatti barsiisaa ta'ee ramadame.

Hatii manaa barsiisichaa maatiriikii dabartee akka carraa yuunivarsiticha galte.Roobaanis barsiisaa ishee ta'e.Yeroo kana baayyee rifatte.Roobaan, haloo itti qabachuurra gargaaree xumursiise. "Yoo namani hamaa nama irratti raawwate, dhiisanii gaarii raawwachuu Rabbi tu jaalata," jedha.

Amma seenaa dubbiste keessaa gaaffilee muraasa sigaafadha. Hanga dandeessu deebisuuf yaali.

1. Roobaan maal hinqabu ture? **[Haadhaafi abbaa]**
2. Roobaan Yeroo akkamii qo'ata? [Erga hojii mana keessaa xumuree]
3. Roobaan yemmuu yuunivarsitii deemu ,barsiisichi maaliif qarshii gahaa kennuufii dhiise? **[Mindaansaa xiqqaa waan tureef]**
4. Roobaan yuunivarsitii keessatti maaliif ramadame? **[Waan qaxalee tureef/ qabxii gaarii waanfideef]**
5. Haati manaa barsiisichaa maaliif Roobaa argitee rifatte? [Duraan waan isa miitee turteef Roobaan namiidha jettee/ haaloo nabaha jettee]

Appendix 2—Amharic Data Collection Tool

READ M&E Ethiopia
Transition Threshold from Mother Tongue to English Medium of Instruction Assessment Tool in Amharic
May 2019

ይህ መጠይቅ በስድስት ዋና ዋና ክፍሎች ውስጥ የተካተቱ የተለያዩ የንባብ ንዑሳን ክሂሎችን ለመገምገም ታስቦ የተዘጋጀ ነው። ተማሪዎችን በትክክል ለመመዘን ይቻል ዘንድ መረጃ ሰብሳቢው ከዚህ ቀጥሎ ያለውን አጠቃላይ መመሪያና ለእያንዳንዱ ክፍልና ንዑስ ክፍል የተሰጡትን የአፈጻጸም መመሪያዎች በጥሞና ማንበብና ግምገማውን በተሰጡት መመሪያዎች መሰረት መፈጸም እጅግ አስፈላጊ መሆኑን አስቀድመን ለማሳሰብ እንወዳለን።

አጠቃላይ መመሪያ፣ በቅደሚያ ተማሪው[1] ከሚወዳቸው ርዕሰ ጉዳዮች ውስጥ በመምረጥ የማነቃቂያ/የመነሻ ውይይት በማድረግ (ለምሳሌ ቀጥሎ በሳጥን ውስጥ ያለውን ይመልከቱ) ከሚገመግሙት ተማሪ ጋር ጨዋታ አዘልና አዝናኝ ግንኙነት መመሥረት በጣም አስፈላጊ ነው።

ትውውቅና ስምምነት

እንደምን አደርክ እኔ ስሜ-----ይባላል። የምኖረውም---- ውስጥ ነው። ስለራሴ ጥቂት ነገር ልነግርህ እፈልጋለሁ።
[የልጆች ቁጥርና ዕድሜ፣ ስለለማዳ የቤት እንስሳት፣ ስለስፖርት ዓይነቶች ወዘተ. መነጋገር ይቻላል።
1. ስለአንተና ስለቤተሰብህ ልትነግረኝ ትችላለህ; (ምላሹን መጠበቅ፣ ተማሪው የሚያመነታ ከሆነ ጥያቄ 2 ን መጠየቅ)
2. ከትምህርት ቤት ውጪ ምን መሥራት ትወዳለህ; ...

- ዛሬ ለምን እዚህ እንደመጣሁ ልንገርህ/ሽ። እኔ የምሰራው ከትምህርት ሚኒስቴር ጋር በመተባበር ነው። ህፃናት ማንበብን እንዴት እንደሚማሩ ለመረዳት ጥረት እያደረግን ነው። አንተም ለዚሁ ተግባር የተመረጥከው በዕጣ ነው።
- አሁን ያንተን ትብብር እንፈልጋለን። ነገር ግን ፈቃደኛ ካልሆንክ አለመሳተፍ ትችላለህ።
- እሺ፣ አሁን የንባብ ጨዋታ አብረን እንጫወታለን። ከዚህ በመቀጠል ፊደሎችን፣ ቃሎችንና አጭር ታሪክ እንድታነብ እጠይቅሃለሁ።
- መረጃውን የምመዘግበው በዚህ ታብሌት ነው።
- ይኼ ፈተና አይደለም። በትምህርት ቤት ከምታገኘውም ውጤት ጋር ግንኙነት የለውም።
- አሁንም በድጋሚ የምግልጽልህ ፍላጎት ከሌለህ መሳተፍ የለብህም፤ በተጨማሪም የሚቀርቡልህን ጥያቄዎች ባትመልስ አትፍራ፣ ምንም ችግር የለም።
- ጥያቄዎች አሉህ; ለመጀመር ተዘጋጅተሃል;

ቃላዊ ስምምነቱ ከተገኘ በሳጥኑ ውስጥ ምልክት አድርጉ፤ ☐ **አዎ**

(ምናልባት ቃላዊ ስምምነቱ ካልተገኘ ተማሪውን አመሰግነው በተመሳሳይ ሁኔታ ወደሚቀጥለው ተማሪ ይሸጋገሩ።)

[1] በዚህ መጠይቅ ውስጥ አላስፈላጊ ድግግሞሽን ለማስቀረት ሲባል በተባእታይ ጾታ ብቻ ገልጸናል። መጠይቁ በሥራ ላይ በሚውልበት ወቅት መረጃ ሰብሳቢው እንደየሁኔታው ጾታውን በማስተካከል በተግባር ላይ እንደሚያውሉት እምነታችን ነው።

ክፍል 1. የፊደል እና የድምጽ (የቀለም) ግንኙነት ግንዛቤ *(Letter-sound correspondence knowledge)*

ውድ መረጃ ሰብሳቢ፣ ይህ ክፍል ተማሪው አሁን ባለበት ደረጃ የአማርኛ ፊደላትን የመለየትና በትክክል የመጥራት ግንዛቤው ምን ያህል እንደሆነ ለመፈተሽ የተዘጋጀ ነው። ስለዚህ ተማሪው ለዚህ ተግባር የተዘጋጁትን ፊደላት በማየት ፊደላቱን ይጠራል ማለት ነው። ወደዋናው መረጃ የመሰብሰብ ተግባር ከመግባትዎ በፊት ተማሪው ስለ አተገባበሩ እንዲያውቅ እንደሚከተለው ማለማመድ ያስፈልጋል።

ከመጽሐፉ ውስጥ የአማርኛን የፊደል ገበታ ማሳየትና የሚከተሉትን ተግባራት ከተማሪው ጋር መፈጸም፤ እነዚህ የአማርኛ ፊደሎች ናቸው። እስቲ የፊደሎቹን ስም ንገረኝ፤ ለምሳሌ ይህ ፊደል (ወደ ፊደል ቸ እያመለከቱ] **ቸ** ነው። እስቲ እንለማመድ፣ ይህን ፊደል ንገረኝ። *ወደ ፊደል* **ኩ** *ያመልክቱ*። ተማሪው በትክክል ከመለሰ ጥሩ ነው ይበሉ። ተማሪው በትክክል ካልመለሰ የዚህ ፊደል ስም **ኩ** ነው ይበሉ። አሁን ደግሞ ሌላ እንሞክር። ይህ ፊደል ማን ነው *ወደፊደል* **ጉ** *ያመልክቱ*፣ ተማሪው በትክክል ከመለሰ *ጎበዝ ይበሉ*። ተማሪው በትክክል ካልመለሰ ይህ ፊደል **ጉ** ነው ይበሉ። አሁን ምን እንድምትሰራ ገባህ; ጀምር ስልህ ፊደሉን በተቻለ ፍጥነትና በጥንቃቄ ትጠራለህ። አሁን ከዚህ ትጀምራለህ ሰንጠረዥ ውስጥ ወደ መጀመሪያው ፊደል ያመለከቱ ። ከዚያ በዚህ ዓይነት ትቀጥላለህ (በመስመር ወደጎን በመሄድ ፊደሎቹን እያመለከቱ) እኔ ዝም ብየ አዳምጥሃለሁ። ተዘጋጀህ; አሺ፣ ጀምር።

- በትክክል ያላነበበው ፊደል ካለ ቃሉን አንድ ጊዜ በመጫን ሰረዝ ምልክት ያድርጉ።
- በዚህ ሂደት ተማሪው ወዲያውኑ በራሱ አስተካክሎ ያነበባቸውን እንደትክክል አድርገው ይውሰዱ። ይሁንና ተማሪው በራሱ አስተካክሎ ያነበባቸውን ቃላት እንደስህተት ወስደው ምልክት ካደረጉበት ቃሉን በድጋሚ አንድ ጊዜ በመጫን ወደነበረበት ይመልሱት።
- ተማሪው በሚያነብበት ጊዜ አንዱን ፊደል ለማንበብ ለሶስት ሰከንድ ያህል ካመነታ ወደ ሚቀጥለው ፊደል በማመልከት *እሺ ቀጥል)* ከማለት በስተቀር ምንም ነገር አይናገሩ።
- በትክክል ሊያነብ ባለመቻሉ የተዘለለውን ፊደል እንደ ስህተት በመውሰድ አንድ ጊዜ በመጫን ምልክት ማድረግ አለብዎት።

ምሳሌ፡ ቸ ኩ ጉ

በ	ስ	ሾ	ኩ	ሎ	ኚ	አ	ዜ	ኧ	ጣ
ህ	ጁ	ፊ	ን	ጧ	ሬ	ዮ	ር	ቆ	ማ
ቋ	ዓ	ፉ	ዶ	ጵ	ት	ጊ	ጭ	ኗ	ቫ

ክፍል 2. በቀለም ደረጃ ያለ የንግግር ድምጽ ግንዛቤ *(Syllable Level Phonological Awareness)*

ውድ መረጃ ሰብሳቢ፡ *ይህ ክፍል ተማሪዎች ቃላትን በማዳመጥ በቃላቱ ውስጥ የሚገኙትን የንግግር ድምጾች ለይቶ የመናገር ክሂላቸው ምን ያህል እንደሆነ ለመለካት የተዘጋጀ ነው። ስለዚህ ምዘናው ሙሉ በሙሉ በቃል የሚከናወን ነው ማለት ነው። በዚህ መጠይቅ ውስጥ* ***የንግግር ድምጽ*** *የምንለው በአንድ የአማርኛ ሥርዓተ ጽህፈታዊ ምልክት (ፊደል) የሚወከልን አንድ የተናባቢና የአናባቢ ቅንጅት ነው። ስለዚህ ተማሪው ለይቶ እንዲናገር የሚፈለገው* ***በቀለም*** *ደረጃ ያለ የንግግር ድምጽን ነው ማለት ነው።*

የምዘናው አተገባበር ማብራሪያና መለማመጃ፡ *ይህ ምዘና ተማሪው በአንድ ቃል ውስጥ ከሚገኙ የንግግር ድምጾች መካከል በቃሉ መነሻ ወይም በቃሉ መካከል ያለን ድምጽ ቢገደፍ ቀሪው ድምጽ ወይም ቀሪዎቹ ደምጾች እነማን እንደሆኑ ድምጾች ለይቶ እንዲናገር የምናደርግበት ነው። አፈጻጸሙ እንደሚከተለው ነው።*

የቃል መነሻ ድምጽን በመግደፍ ተማሪው የቃል መድረሻ ድምጽን እንዲናገር ማድረግ፤

መለማመጃ: እስቲ አንድ ጊዜ አድምጠኝ፤ **ጊዜ** ከሚለው ቃል ውስጥ **ጊ** ቢጠፋ የትኛው ድምጽ ይቀራል; (ተማሪው የሚናገረው የቃል መድረሻ ድምጽ መሆኑን ልብ ይሏል)፤ ተማሪው መልስ እንዲሰጥ ዕድል ይሰጡታል፤ ተማሪው የሰጠው መልስ **ዜ** ከሆነ (**በጣም ጥሩ**) በማለት ያበረታቱታል፤ ተማሪው ካልመለሰ መልሱ **ዜ** መሆኑን ይነግሩታል፤

ቢሮ ከሚለው ቃል ውስጥ **ቢ** ቢጠፋ የትኛው ድምጽ ይቀራል; ተማሪው መልስ እንዲሰጥ ዕድል ይሰጡታል፤ ተማሪው የሰጠው መልስ **ሮ** ከሆነ (**በጣም ጥሩ**) በማለት ያበረታቱታል፤ ተማሪው አሰራሩን መረዳቱን ካረጋገጡ በኋላ ወደሚከተሉት ጥያቄዎች ይለፉ።

1	(**ውሃ**) ከሚለው ቃል ውስጥ (**ው**) ቢጠፋ የትኛው ድምጽ ይቀራል;	(**ሃ**)	○ትክክል	○ስህተት	○ULi ¾KU
2	(**ጋሪ**) ከሚለው ቃል ውስጥ (**ጋ**) ቢጠፋ የትኛው ድምጽ ይቀራል;	(**ሪ**)	○ትክክል	○ስህተት	○ULi ¾KU
3	(**ቦታ**) ከሚለው ቃል ውስጥ (**ቦ**) ቢጠፋ የትኛው ድምጽ ይቀራል;	(**ታ**)	○ትክክል	○ስህተት	○ULi ¾KU
4	(**ጆሮ**) ከሚለው ቃል ውስጥ (**ጆ**) ቢጠፋ የትኛው ድምጽ ይቀራል;	(**ሮ**)	○ትክክል	○ስህተት	○ULi ¾KU
5	(**ገዢ**) ከሚለው ቃል ውስጥ (**ገ**) ቢጠፋ የትኛው ድምጽ ይቀራል;	(**ዢ**)	○ትክክል	○ስህተት	○ULi ¾KU
6	(**ማዶ**) ከሚለው ቃል ውስጥ (**ማ**) ቢጠፋ የትኛው ድምጽ ይቀራል;	(**ዶ**)	○ትክክል	○ስህተት	○ULi ¾KU
7	(**እኔ**) ከሚለው ቃል ውስጥ (**እ**) ቢጠፋ የትኛው ድምጽ ይቅራል;	(**ኔ**)	○ትክክል	○ስህተት	○ULi ¾KU
8	(**ሊቁ**) ከሚለው ቃል ውስጥ (**ሊ**) ቢጠፋ የትኛው ድምጽ ይቀራል;	(**ቁ**)	○ትክክል	○ስህተት	○ULi ¾KU
9	(**ስሚ**) ከሚለው ቃል ውስጥ (**ስ**) ቢጠፋ የትኛው ድምጽ ይቀራል;	(**ሚ**)	○ትክክል	○ስህተት	○ULi ¾KU
10	(**ዋጋ**) ከሚለው ቃል ውስጥ (**ዋ**) ቢጠፋ የትኛው ድምጽ ይቀራል;	(**ጋ**)	○ትክክል	○ስህተት	○ULi ¾KU

ክፍል 3. የህልው ቃላት ንባብ *(Real Words Reading)*

ውድ መረጃ ሰብሳቢ፤ *ይህ ክፍል ተማሪው በተናጠል የቆሙ (የተጻፉ) ህልው ቃላትን በመመልከት ድምጹን ከፍ አድርጎ የማንበብ ክሂሉ ምን ያህል እንደሆነ የምንመዝንበት ነው። ህልው ቃላት ሰንል በቋንቋው ውስጥ የሚገኙ ትርጉም ያላቸው ቃላት ማለታችን ነው።* ወደ ዋናው ተግባር ከመግባታችን በፊት ተማሪው ስለ ተግባሩ አፈጻጸም በደንብ እንዲረዳ ማድረግ ስለሚያስፈልግ የሚከተለውን ማለማመጃ ከተማሪው ጋር እንዲሰሩ ይጠየቃሉ።

ከዚህ ቀጥሎ አንድ በአንድ እንድታነባቸው የቀረቡልህ ቃላት አሉ። በምታነብበት ጊዜ የቃላቱን ፊደላት ነጣጥለህ በመጥራት ሳይሆን ፊደሎቹን አያይዘህ ታነብባለህ፤

ለምሳሌ ይህ ቃል (**ሜዳ**) ተብሎ ይነበባል። እስቲ እንለማመድ፤ የሚከተለውን ቃል አንብብ፦ (**መራ**) ወደሚለው ቃል ያመልክቱ ፤ ተማሪው በትክክል ከመለሰ (ጎበዝ!) ይበሉ። ተማሪው በትክክለ ካልመለሰ ይህ ቃል (መራ) ነው ይበሉ።

> አሁን ደግሞ ሌላ እንሞክር። አስቲ ይህን ቃል አንብብ (**እህት**) *ወደሚለው ቃል ያመልክቱ* ተማሪው በትክክል ከመለሰ ጎበዝ ይበሉ። ተማሪው በትክክል ካልመለሰ ይህ ቃል (**እህት**) ነው ይበሉ።

ጀምር ስልህ ቃላቱን በፍጥነትና በጥንቃቄ ታነባለህ። በገጹ ላይ የተሰጡትን ቃላት ከመጀመሪያው ረድፍ በመጀመር ከግራ ወደቀኝ አንብብ። እኔ ዝም ብዬ ነው የማዳምጥህ። ምን እንደምትሠራ አወቅህ; ተዘጋጀህ; እሺ፣ ጀምር ስልህ ትጀምራለህ። በዚህ ሂደት ተማሪው ወዲያውኑ በራሱ አስተካክሎ ያነበባቸውን እንደትክክል አድርገው ይውሰዱ። ይሁንና ተማሪው በራሱ አስተካክሎ ያነበባቸውን ቃላት እንደስህተት ወስደው ምልክት ካደረጉበት ቃሉን በድጋሚ አንድ ጊዜ በመጫን ወደነበረበት ይመልሱት። ልጁ በሚያነብበት ጊዜ አንዱን ቃል ለማንበብ ለሶስት ሰከንድ ያህል ካመነታ ወደ ሚቀጥለውን በማመልከት **እሺ ቀጥል** ከሚሉ በስተቀር ምንም ነገር አይናገሩ። በትክክል ሊያነብ ባለመቻሉ የተዘለለውን ቃል እንደ ስህተት በመውሰድ በመሳሪያው ላይ አንድ ጊዜ በመጫን ምልክት ማድረግ አለብዎ።

ምሳሌ፡ **ሜዳ** **መራ** **እህት**

ሲኒ	ለካ	ቢጫ	ሞላ	ጋቢ
ሌባ	ማሳ	ኩሬ	ሄደ	ጻፈ
ፈተና	ገነባ	ጨረቃ	ተማሪ	ሞከረ
ቆረጠ	ጉማሬ	ትልቁ	ረገጠ	ቀጭኔ
መሰላሉ	መሰከረ	ሰማያዊ	ዘነዘና	ጠረጴዛ
መቆፈሪያ	ዘረገፈ	ፈረሶቹ	ቀላወጠ	ፍራፍሬ

ክፍል 4. የፍች አልባ (ፍብርክ) ቃላት ንባብ *(Invented Words Reading)*

ውድ መረጃ ሰብሳቢ፣ በዚህ ክፍል የሚከናወነው ተግባር ከላይ እንደተከናወነው ተግባር ሁሉ ተማሪው በተናጠል የተጻፉ ቃላትን በመመልከት ድምጹን ከፍ አድርጎ የማንበብ ክሂሉ ምን ያህል እንደሆነ የምንመዝንበት ነው። ፍች አልባ (ፍብርክ) ቃላት ትርጉም አልባ ቃላት ናቸው። በቅርጻቸው ግን ህልው ቃላትን ሊመስሉ ይችላሉ።

ከዚህ ቀጥሎ ጥቂት የፈጠራ ቃላት ታነብልኛለህ። ስታነብ የቃላቱን ፊደል በተናጠል መጥራት ሳይሆን ፊደሎቹን አያይዘህ ነው። ለምሳሌ ይህ ቃል (**ረነተ**) ተብሎ ይነበባል። እስቲ እንለማመድ፣ ይህንን (**ለደወ**) ወደሚለው ቃል እያመለከቱ ይህንን ቃል አንብብ ይበሉ። ተማሪው በትክክል ከመለሰ ጎበዝ ይበሉ። ተማሪው በትክክል ካልመለሰ ይህ ቃል (**ለደወ**) ነው ይበሉ።
አሁን ደግሞ ሌላ እንሞክር። አስቲ ይህን ቃል አንብብ (**ጃገሰ**) ወደሚለው ቃል ያመልክቱ& ተማሪው በትክክል ከመለሰ ጥሩ ነው ይበሉ። ተማሪው በትክክል ካልመለሰ ይህ ቃል (**ጃገሰ**) ነው ይበሉ። ከዚያም ወደዋናው ተግባር ይሸጋገሩ።
ጀምር ስልህ የምትችለውን ያህል ቃላቱን በፍጥነትና በጥንቃቄ ታነባለህ። በገጹ ላይ የተሰጡትን ቃላት ከመጀመሪያው በመጀመር ከግራ ወደቀኝ አንብብ። እኔ ዝም ብዬ ነው የማዳምጥህ። ምን እንደምትሠራ አወቅህ? ተዘጋጀህ? እሺ፣ ጀምር።
በዚህ ሂደት ተማሪው ወዲያውኑ በራሱ አስተካክሎ ያነበባቸውን እንደትክክል አድርገው ይውሰዱ። ይሁንና ተማሪው በራሱ አስተካክሎ ያነበባቸውን ቃላት እንደስህተት ወስደው ምልክት ካደረጉበት ቃሉን በድጋሚ አንድ ጊዜ በመጫን ወደነበረበት ይመልሱት። ተማሪው በሚያነብበት ጊዜ አንዱን ቃል ለማንበብ ለሶስት ሰከንድ ያህል ካመነታ ወደ ሚቀጥለውን በማመልከት **እሺ ቀጥል** ከሚሉ በስተቀር ምንም ነገር አይናገሩ። በትክክል ሊያነብ ባለመቻሉ የተዘለለውን ቃል እንደ ስህተት በመውሰድ አንድ ጊዜ በመጫን ምልክት ማድረግ አለብዎት።

ምሳሌ፡ ረነተ ለደወ ጃገሰ

ኩዛ	ቶደ	መኝ	ጤኸ	ጉዛ
ሮቻ	ዘኘ	ቆጻ	ዌጨ	ለቾ
ለወደ	ዶከሩ	ቻዛሚ	ጎጨኩ	ጉቢኛ
ቱከፋ	ቋገነ	ሶለፈ	ዋቸቃ	ኑባጌ
መቻከሸ	ወፈነዘ	አኳለከ	ጁፋኪሱ	መላከዘ
ሀሉጃቢ	በራዘከ	ኩቻዞቹ	መዳሻሊ	ክናዚጤ

ክፍል 5. አድምጦ መረዳት፣ ደረጃ *(Listening Comprehension-Level 1)*

በዚህ ምዘና ወቅት ለተማሪው የሚሰጥ ጽሁፍ የለም። እርስዎ ምንባቡን ጮክ ብለው **ለአንድ ጊዜ ብቻ** እንደሚያነቡለትና ከዚያም ጥያቄዎችን እንደሚጠይቁት ለተማሪው ይንገሩት። እያንዳንዱን ጥያቄ ለመመለስ ለተማሪው 15 ሰከንድ እንዲሰጡት ይጠየቃሉ። ምንባቡን ለተማሪው ማንበብ ከመጀመርዎ በፊት የሚከተለውን የአተገባበር መመሪያ ይስጡት።

አንድ አጭር ታሪክ ጮክ ብዬ አንድ ጊዜ ብቻ አነብልሃለሁ። ከዚያም አንዳንድ ጥያቄዎች እጠይቅሃለሁ። በጥንቃቄ አዳምጥ፤ ከዚያም የቻልከውን መልስ። አሁን ምን እንድምትሰራ ገባህ?

አስቴር የስድስተኛ ክፍል ተማሪ ነች። በጣም የምትወደው ውሻ አላት። አስቴር ውሻውን ትንከባከበዋለች። የሚያድርበትን ቦታ በየቀኑ ማጽዳት አይሰለቻትም። የሚመገበውን ምግብ የምታቀርብለት ራሷ ናት። ውሻው ምግብ የሚቀርብለት ጠዋት እና ማታ ነው። አንድ ሰኞ ቀን አስቴር አርፍዳ ተነሳች። የትምህርት ቤት ሰዓት ስለረፈደባት ቁርሷን እንኳን ሳትበላ። በፍጥነት ቦርሳዋን ይዛ እየሮጠች ሄደች። ለውሻዋ ምግብ አልሰጠችውም ነበር። በእረፍት ሰዓት ውሻዋ ትዝ አላትና አለቀሰች።

1. አስቴር የስንተኛ ክፍል ተማሪ ናት; **(የስድስተኛ)**
2. ውሻው ምግብ የሚቀርብለት በምን ሰዓት ነው; **(ጠዋትና ማታ)**
3. አስቴር አርፍዳ የተነሳችው መቼ ነው; **(አንድ ሰኞ ቀን)**
4. ለውሻው ምግብ የሚያቀርብለት ማን ነው; **(አስቴር)**
5. አስቴር የውሻዋን ማደሪያ ማጽዳት ለምን አይሰለቻትም; **(ውሻዋን በጣም ስለምትወደው)**

ክፍል 6. አድምጦ መረዳት ደረጃ 2 (Listening Comprehension, Level 2)

*በዚህ ምዘና ወቅት ለተማሪው የሚሰጥ ጽሁፍ የለም። እርስዎ ምንባቡን ጮክ ብለው **አንድ ጊዜ ብቻ** እንደሚያነቡለትና ከዚያም ጥያቄዎችን እንደሚጠይቁት ለተማሪው ይንገሩት። እያንዳንዱ ጥያቄ ለመመለስ ለተማሪው 15 ሰከንድ እንዲሰሚሰጡትም መረጃ ይስጡት። ምንባቡን ለተማሪው ማንበብ ከመጀመርዎ በፊት የሚከተለውን የአተገባበር መመሪያ ያንብቡለት።*

አንድ አጭር ታሪክ ጮክ ብዬ አንድ ጊዜ ብቻ አነብልሃለሁ። ከዚያም አንዳንድ ጥያቄዎች እጠይቅሃለሁ። በጥንቃቄ አዳምጥ፤ ከዚያም የቻልከውን መልስ። አሁን ምን እንድምትሰራ ገባህ;

ፋንቱ ጎበዝ ሯጭ ናት። በአምስት ኪሎ ሜትር ብዙ ውድድሮችን አሸንፋለች። በአንድ ወር ጊዜ ውስጥ ውጭ ሃገር ለሚካሄድ ውድድር ተመርጣለች። ሰሞኑን በጠንካራ ልምምድ ላይ ናት። ሁል ጊዜ ከልምምድ በኋላ ከገብስ ዱቄት የተሰራ ገንፎ ትመገባለች። የፋንቱ እረፍት እሁድ ብቻ ነው። እሁድ እሁድ ቤተሰቦቿን ለመጠየቅ ትሄዳለች። በተሰቦቿ የሚኖሩት ከምትኖርበት ከተማ ወጣ ብሎ በሚገኝ የገጠር መንደር ነው። የፋንቱ እናት እና አባት የፋንቱን ሯጭ መሆን አይፈልጉም ነበር። በኋላ ግን እያሸነፈች ስትመጣ ሯጭ መሆኗን ወደዱት። ወንድሟ ግን ከመጀመሪያ ጀምሮ ይደግፋት ነበር። የስፖርት ልብስ እና የሚያስፈልጋትን ወጪ የሚያሟላላት እሱ ነው። በቅርብ ቀን የኦሎምፒክ ሜዳሊያ ማሸነፍሽ አይቀርም እያለ ያበረታታታል። ዛሬ ዕለቱ ቤተሰቦቿን የምትጠይቅበት ቀን ስለሆነ በጣም ደስ ብሏታል።

1. ፋንቱ ብዙ ውድድሮች ያሸነፈችው በስንት ኪሎሜትር ነው? **(በአምስት ኪሎ ሜትር)**
2. ፋንቱ ከልምምድ በኋላ ምን ትመገባለች? **(የገብስ ገንፎ፣ ገንፎ)**
3. ፋንቱ በሳምንት ስንት ቀን ትለማመዳለች? **(ስድስት ቀን)**
4. የፋንቱን የስፖርት ልብስና ሌሎች ወጭዎችን **የሚያሟላላት** ማን ነው?**(ወንድሟ)**
5. ፋንቱ በጣም ደስ የሚላት ቀን መቼ ነው? **(እሁድ)**

ክፍል 7. አንብቦ መረዳት፡ ደረጃ 1 *(Reading Comprehension-Level 1)*

በዚህ ክፍል የቀረበው አንብቦ የመረዳት ተግባር ነው። ተማሪው ንባቡን እንደጨረሰ ምንባቡን ከተማሪው ፊት ያንሱት። ቀጥሎም በምንባቡ ላይ ተመስርተው ከወጡት ጥያቄዎች የመጀመሪያውን ይጠይቁት። መልሱን ለመመለስ ለተማሪው ቢበዛ 15 ሰከንድ ይስጡ። ተማሪው የሰጠውን መልስ በሠንጠረዡ ውስጥ ከተሰጡት አማራጮች መካከል ባንዱ ላይ ምልክት ያድርጉ። ይህን ሲጨርሱ በየተራ ወደሚቀጥሉት ጥያቄዎች በማለፍ ተመሳሰይ ተግባራትን ያከናውኑ።

ቀኑ ቅዳሜ ነው። አልማዝ ልብስ የምታጥብበት ቀን ነው። ከጧት ጀምራ ብዙ ልብሶች አጠበች። እናቷ ወይዘሮ ትርፌ ይደክምሻል ትንሽ አረፍ በይ አሏት። አልማዝ ያጠበችውን ልብስ ገመድ ላይ አሰጣች። ከዚያም ለማረፍ ወደ ቤት ገባች። ንፋሱ የተሰጡትን ልብሶች ወዲህ እና ወዲያ ያደርጋቸዋል። ትንሽ ቆይቶ ንፋሱ የተሰጡትን ልብሶች መሬት ላይ ጣላቸው። ጎረቤቷ አልማዝ አልማዝ እያለች
ተጣራች። አልማዝም ደንግጣ እየሮጠች ወጣች። ልብሶቹን ቆሽሸው ስታይ አዘነች።

አሁን ያነበብከውን ታሪክ አስመልክቶ ጥቂት ጥያቄዎችን ልጠይቅህ ነው። ለጥያቄዎቹ በምትችለው መጠን መልስ ለመስጠት ሞክር።

ጥያቄዎች እና መልሶቻቸው (በደማቁ የተጻፉትን ይመለከቷል)

1. አልማዝ ልብስ የምታጥብበት ቀን መቼ ነው; *(ቅዳሜ)*
2. የአልማዝ እናት ማን ይባላሉ; *(ወይዘሮ ትርፌ/ትርፌ)*
3. አልማዝ ለምን ወደ ቤት ገባች; *(ስለደከማት ለማረፍ/ለማረፍ)*
4. ልብሶቹን መሬት ላይ የጣላቸው ምንድን ነው; *(ንፋሱ)*
5. ጎረቤቷ አልማዝን የጠራቻት ለምንድን ነው; *(ልብሶቹ ስለወደቁ ነው። ልብሶቹ መውደቃቸውን ልትነግራት ነው።)*

ክፍል 8. አንብቦ መረዳት ደረጃ 2 *(Reading Comprehension-Level 2)*

በዚህ ክፍል የቀረበው አንብቦ የመረዳት ተግባር ነው። ምንባቡን የሚያነብበው ተማሪው ራሱ ነው። ሰለሆነም የሚከተለውን ምንባብ እንዲያንብ ይሰጡታል። ተማሪው ንባቡን እንደጨረሰ ምንባቡን ከተማሪው ፊት ያነሱታል። ከዚያም ከዚህ በታች ካሉት ጥያቄዎች የመጀመሪያውን ጥያቄ ይጠይቁታል። ተማሪው መልስ ይሰጥ ዘንድ ቢበዛ 15 ሰከንድ ይሰጡታል። የተማሪውን መልስ በሠንጠረዡ ውስጥ ከተሰጡት ምላሾች ውስጥ ባንዱ ላይ ምልክት ያድርጉ። ይህን ሲጨርሱ በየተራ ወደሚቀጥሉት ጥያቄዎች በማለፍ ተመሳሰይ ተግባራትን ያከናውኑ።

ደመረ መጻህፍት ማንበብ ይወዳል። በተለይ ለታሪክ መጻህፍት ልዩ ፍቅር አለው። በማንኛውም ጊዜ መጽሐፍ ከእጁ አይጠፋም። የሚያነባቸው መጻህፍት በሙሉ በጠንካራ ነጭ መሸፈኛ የተሸፈኑ ናቸው። ማንም ሰው መጻሕፍቱን እንዲያቆሽሽበት አይፈልግም። ደመረ መጻሕፍቱን ለምን እንደሚሸፍናቸው ሲጠየቅ "መጻህፍት የእውቀት ምንጭ በመሆናቸው መቆሸሽ የለባቸውም በማለት ይመልሳል።" ሆኖም ደመረ መጻህፍትን ማዋስ ይወዳል። ነገር ግን መጻህፍቱ በሚመለሱበት ወቅት ምንም አይነት ቆሻሻ ማየት አይፈልግም። ስለዚህ መጻህፍት ለሚዋሱት ሰዎች እንዳያቆሽሹ ያስጠነቅቃቸዋል። ሰዎች ግን ይህንን ባህሪውን አይረዱለትም። ለመጻህፍት ንጽህና መቆርቆሩን እንደ ጭቅጭቅ ይቆጥሩበታል። በዚህ ምክንያት ብዙ ጓደኞች የሉትም። እሱም ከሰው ጋር ቁጭ ብሎ ከሚያወራ መጽሐፍ ማንበብ ስለሚመርጥ ለጓደኛ ግድ የለውም። ዛሬ ግን አንድ ልዩ ነገር ተፈጥሯል። ደመረ ከሰዎች ጋር ሲያወራ ታየ። ሰዎች ጉዳዩን ለማወቅ ደመረን ከበውት ቆሙ ። ምን ተፈጥሮ ይሆን?

ጥያቄዎችና መልሶቻቸው

1. ደመረ የትኞቹን መጻህፍት ይወዳል? **(የታሪክ መጻህፍትን)**
2. ሰዎች ደመረን ለምን እንደጨቅጫቃ ይቆጥሩታል? **(መጻህፍቱ እንዳይቆሽሹ ስለሚጠነቅቅ)**
3. ደመረ መጻህፍቱን በምን አይነት መሸፈኛ ይሸፍናቸዋል? **(በጠንካራ/ ነጭ ሽፋን)**
4. ደመረ መጻሕፍትን ከማንበብ በተጨማሪ ምን ይወዳል? **(መጻሕፍትን ማዋስ)**
5. የደመረ ከሰው ጋር ሲያወራ መታየት ለምን ልዩ ሆነ? **(ከሰው ጋር ስለማያወራ / ሰዎች ስለማይቀርቡት)**

Appendix 3—Berta Data Collection Tool

READ M&E Ethiopia
Transition Threshold from Mother Tongue to English Medium of Instruction
Assessment Tool in Bertegna
May 2019

Alwazíirá Álgirayó Mbá Itiópqia
Gíñ pqerlá algúdúrá géédí gárraqíqi tháñ tha addárájá álgirayó mbá álqawalú
Gíñ daa thoñor mba múfílá birotokólí móóthá geedú tháñ 2011 (2018/19) – Ndú Álbartó

Ndu dqokqothálé maíyu buá sítta mbá garraó ashan shúgo, á máábá buri alhábar alú wálla maabá dqokqothiñi gadí gárraqí áné gárra ndu daadó kqíllíñ ma pqishí ashan áné fágada shambá shákqalnáne.

Ndu dadó kqíllíñ

Áwali álé mádiña gadíe rootha alú gíñ híbbané (mbá ápqishiñné) álé ápqishiñagá añ shá áné móótha dqokqothá ma daadó náfaqí míllañ shá áné féthiña gadiqi u áné moothéqí.

Maadua u attifáág

Attifáágá ndú

Assalám alékum sháñine ihóñó? Shambá sqúllágí _____. Aañá gúdílí _____ Aafédqí shá pqulá ñgó boolóñkqo baalá shúgo. (Alqádadá geedú, alqúmúrá máre, gíñ buushú thaayu, ariáda… adí mílañ)

1. Ñgó gádari ñgó púláge alhábaráqa u mbá ábuñoathéya? [álé dqííña moothá kqedqe baalá shúgo. Ma shiliñí wálla walá ma fédqíné shá áné móótha álé gúúdqa dqokqotha 2néqi]
2. Náñ pqishi ñgóqí shá ñgó gia bárra min tha almádarasú?

- Áámádiña ñgó gíñ adógálí thálé shókqóñ. Aashákqalí tha alwizáárá álgirayóle. Hatháñ fédqí shá áñ fágada shambá állama géédí garra. Ñgó ma azalá tha alqúd ashúkqúláleqí.
- Hássai aafédqí shá ñgó pqaadagi. Lakín walá ma fédqíñó, gádarñó shá ñgó bakqá.
- Hássi añ íila aqiilí garraó. Baqad mbálé aadqokqothiñi ñgó shá ñgó gárragé alhurúf, rootha u sqasqariña.
- Alhábaráqa sájjallí thá tabilétalé.
- Walá alú dqooshánné. Walá huluqi tha annatííjáqale mbá almadarasó.
- Ma shari ma mbálé, aadqokqothiñi ñgó shambá zíí ábuñoathá. Másal, ándi ndú rothihá thaayú, gíñgú gídíhá thaayú … adí mílañ dqokqothiñlí ñgógú.
- Aafédqí áqákkada ñgóqí físh sha walá ma zíí ñgó thá bishi gádargañó ñgó ákqithuyú. Bakqá hibíñó añ ma ñgó shola mootha. Walá kqali gíñmáñ.

- Gíñ dqokqothiññóyú zíqíá? Añ bádaqayá?

Attifáágá ndú ma thikquoqí sáhha assandúkqáléyú Hiíñ ○

(Má maqarúf attifáág walá ma thiqkuoqí, shákara gadílo u ñgó dqáfára gadímáñeqí)

Buá 1: Booloyú Álhurufú Fagada (Letter sound- Correspondence Knowledge)

Maabá buri alhábar alú:

Gíñ kqábílá gadí gárraqíthi thálé, áné fágada alhurúfí ndú Álbartó . Ashan shúgo, thálé ñgó dqokqothiña gadi áné pqúliña ñgó alhurúfí ndú Álbartó mbá holígú tha assandúkqú áné sqúlá ñgó hugú.

Mádiña gadíe alhurúfí mín thá alwárgayú. Kqala gíñ zíí thá bulúeqí.

- Alhurúfí ndú Álbartónnégú. Pqulágégú shambá sqúlláne.
  - Másal alhárífálé [mádiña alhárif "i"qi tháábá alú] "i" ñinéñ mané.
  - Añ jarabiña. Pqulágé alhárifále. [Mádiña alhárif "M"qi tháábá alú] Ma maadáné moothá, kqala ñinéqí sha pqishí míllañ. Alhárífálé "M" ñinéñ maané. Walá ma maadáné moothá pqulá ñinéqí sha "M" ñinéñ sqúlláne.
  - Añ járaba físh mánáñ. Náñ sqúllá alhárífálé? [Mádiña "A" qi tháábá alú].
  - Ma maadáné kqalagá, ñgó bádqi áre "A" ñinéñ maané. Walá ma maadáné pqulá ñinéqí sha "A" ñinéñ sqúlláne.
  - Hássi ñgó fágádá gíñ giiñayá?
  - Ma kqálálí ñgó sha bádaqa ñgó sqúágé alhurúfi hugú mandañ mandáñ shambá gádargañóne. Bádaqa mín thálé u ñgó adá tháñ shambálo.
- Má álé gárrané ñgóqí, ma sholané ñgó pqúa hu.
- Ma muusqáné thá boolókqedqe, álé hásqúla ñineqí míthil gíñ maadóné.
- Gadi ma hasqúla áktar min taláta sekóndi shá áné sqúlá alhárif hu tháñ ñgó mádiñagá alhárífá madqíne gundi ñgó kqalagá, wáásala.
- Roothálo baró álé hasqúla ma gíñ shólóné garrá álé pqúa hu sha ma alkqálatq.

Alkqaanúná shúruñgalá hu gubal azzáman: Alhurúfí holí tha arróká álqawalúyú walá ma maadáné dqukqúnúñ, ñgó kqalagá shúkuran u ñgó áshuruña hu.

[Mádiña alhurúfí álqawalúqi tháábá alú ñgó adá tháñ thá théeleyeqí. **Ááshíñ tháma ñgóqi thá ile lé assáqá wássalñó aañá zíí álhúrúfí walá madiñó.] Ñgó jáhazeyá? Halás bádaqa.**

Másal: i M A

a	d	B	E	f	D	h	i	j	K
g	Ñ	t	K	A	s	e	w	F	R
g	F	y	Q	s	t	a	L	G	th

Buá 2. Booloyú Fagada/ Booloyú Alú Fiifí (Phonological Awareness)

Maabá buri alhábar alú:

Alú dqooshálé mbá ile thamthamú ñinéñ maané. Alhádáfá kqedqe, shá álé fágada algúdúrá geedú tháñ shambá fágadi máré booloyú roothó u mbá pqúliñi máréneqi. Lázim ñgó fágada sha ile thamthám ñinéñ maané u ñgó dqokqothiña gadi shambálo. Ñgó sqúlá gádíe rootha hu u ñgó fish fia booloyú dqukqúnúñ alú á gádí shíñ sqúlá hu mbá gáshí.

Shambá Giilá Iqabarále u Iqallama

Iqabarálé giilá shá álé fágada gadí gárraqí tháñ ma gádari shá áné haala roothá sqúllá ñiné hu u áné fágada na booloyú holne thayú. Ñgó daagá almásálá holígú ma pqishí u ñgó áqallamiña ñine ma pqishí.

2.a Akqithó roothó (Syllable) Akqithó roothó alqawalú alú fiifí (Initial syllable deletion)

Iiroothuá bádaqaláne tháñ:

- Tháma ile áásqulá ñgó rootha hu.
- Áafish fia booloyú dqukqúnúñ alú mbá alqawalú ñgó pqúliñagé mbá gáshí.
- Pqishí añ járaba.

Másal: "**fú**le" [le] ma fiálá alú áné gia "le"

- Ñgó fish dqokqotha gadi thálé, roothá kqalí sha fúle, ma maabí fia 'fu' alú gíñ gashí.
- Ma kqáláné ñgóqí sha 'lé' ñinéñ gáshí, ñgó kqala ñineqí, hiíñ maadáñó.
- Walá ma maadáné moothá shíñ ñgó pqúliña ñineqí u ñgó baró bádaqa dqokqotha.

Dqokqotha	Mootha	Moothá geedú		
Roothá kqalí sha **"bu**li" 'bu' ma fiala alú náñ gashí?	li	O Maadáne	O Sholané	O walá dáá mootha
Roothá kqalí sha **"thá**ma" 'thá' ma fiala alú náñ gashí?	ma	O Maadáne	O Sholané	O walá dáá mootha
Roothá kqalí sha **"shú**ní" 'shu' ma fiala alú náñ gashí?	ní	O Maadáne	O Sholané	O walá dáá mootha
Roothá kqalí sha **"laa**ña" **'la'** ma fiala alú náñ gashí?	ña	O Maadáne	O Sholané	O walá dáá mootha
Roothá kqalí sha **"sqoo**ro" 'sqoo ' ma fiala alú náñ gashí?	ro	O Maadáne	O Sholané	O walá dáá mootha
Roothá kqalí sha **"líí**da " 'lií' ma fiala alú náñ gashí?	da	O Maadáne	O Sholané	O walá dáá mootha
Roothá kqalí sha **"ni**mira" **'ni'** ma fiala alú náñ gashí?	mira	O Maadáne	O Sholané	O walá dáá mootha
Roothá kqalí sha **"th**abá" **'tha'** ma fiala alú náñ gashí?	abá	O Maadáne	O Sholané	O walá dáá mootha
Roothá kqalí sha **"mú**thu" **'mu'** ma fiala alú náñ gashí?	thu	O Maadáne	O Sholané	O walá dáá mootha
Roothá kqalí sha **"shíí**la" **'shíí'** ma fiala alú náñ gashí?	la	O Maadáne	O Sholané	O walá dáá mootha

3. Booloyú/ Phoneme

3.a Booloyú alqawalú alú fiifí (Initial phoneme deletion)

Iiroothuá bádaqaláne tháñ:

- Tháma ile áásqulá ñgó rootha hu.
- Áafísh fia booloyú dqukqúnúñ alú mbá alqawalú ñgó pqúliñagé mbá gáshí.
- Pqishí añ járaba.

(Maabá dqokqothiñí: min roothá holí tha assandúkqú booloyú maa hú pquupqú ñinéñ fiiñó alú.)

Másal:

- Ñgó dqokqothiña gadi sha roothá kqali "**b**er" [b] ma fiálá alú náñ gashí?
- Ma kqáláné ñgóqí sha "er" ñgó kqala ñinéqí, Pqishí míllañ maadáñó.
- Walá ma maadáné shíñ, ñgó pqúlá ñinéqí sha ber ma maabí fía [b] alú áné gashá na 'er'
- Ñgó dqokqothiña ñine shambálo shambálo na roothágú holí thá bulúeqí.

Dqokqotha	Mootha	Moothá geedú		
Roothá kqalí sha **"g**áy**" 'g'** ma fiala alú náñ gashí?	áy	○ Maadáne	○ Sholané	○ walá dáá mootha
Roothá kqalí sha **"th**úf" 'th' ma fiala alú náñ gashí?	úf	○ Maadáne	○ Sholané	○ walá dáá mootha
Roothá kqalí sha **"sh**or" 'sh' ma fiala alú náñ gashí?	or	○ Maadáne	○ Sholané	○ walá dáá mootha
Roothá kqalí sha **"m**ug**ú**" 'm' ma fiala alú náñ gashí?	ugu	○ Maadáne	○ Sholané	○ walá dáá mootha
Roothá kqalí sha **"dq**oñ**" 'dq'** ma fiala alú náñ gashí?	oñ	○ Maadáne	○ Sholané	○ walá dáá mootha
Roothá kqalí sha **"a**múr" 'a' ma fiala alú náñ gashí?	múr	○ Maadáne	○ Sholané	○ walá dáá mootha
Roothá kqalí sha **"r**abazí" 'r' ma fiala alú náñ gashí?	abazí	○ Maadáne	○ Sholané	○ walá dáá mootha
Roothá kqalí sha **"i**rma" 'i' ma fiala alú náñ gashí?	rma	○ Maadáne	○ Sholané	○ walá dáá mootha
Roothá kqalí sha **"tq**orí**" 'tq'** ma fiala alú náñ gashí?	orí	○ Maadáne	○ Sholané	○ walá dáá mootha
Roothá kqalí sha **"m**íhi" "m" ma fiala alú náñ gashí?	íhi	○ Maadáne	○ Sholané	○ walá dáá mootha

Buá 4: Roothá ma Assé garra (Real Word reading)

Maabá buri alhábar alú:

Tha mbáleyú gíñ kqábílá gadithi áné gárra roothá ma katabá ma fafaruñu gundi ñinéñ maané. Álé kqala gadíeqí áné gárra rootha ma halíyu shambá gádarganáne.

Gubal álé bádaqa ashúkqul álé ágiithiña gadi gíñ zíí thá bulúeqí.

- Rootha biilóñgúnuñgú ma daadó thále. Billá gárra shambá gádargañóne.
    - Walá ñgó sqúlá alhurúfí hu ílla ñgó ádamuqi ñgó gárra ma pqishí. Másal Roothálé gárralá sha "kqolo" .
    - Añ járabishú. Gárrashú mbále. [mádiña roothá kqalíqi sha 'ia' tháábá alú]
    - Ma maadáné garrá kqalagá ñgó bádqi áre roothále ia ñinéñ maané.
    - Walá ma maadáne garrá kqala ñinéqí sha 'ia' ñinéñ maané
    - Añ járaba físh mánáñ Gárrashú roothále [Mádiña roothá kqalíqi sha 'shúní" tháábá alú.] Ma maadáné garrá kqalagá ñgó bádqi áre Roothále 'shúni' ñinéñ maané.
    - Walá ma maadáne garrá kqala ñinéqí sha 'shúní' ñinéñ maané.
- Ma kqálálí ngó sha bádaqa, ñgó gárra mandáñ mandáñ shambá gádargañóne. Roothálegú holí tha alwárga gundílé gárra madáñ mandáñ shambá gádargañóne mín tháábá gambí tháábá pqiishíeqí. Walá ma ñgó kqaba pqaada, aathámi ñgóqi thá ile bás. Ñgó fágádá gíñ giiñóa? Ñgó jáhazéá? Pqishí añ bádaqa.
- Ma gadi shola rootha garrá u ma mathí muusqáné thá booló kqedqe, álé hasqúla míthil gíñ maadóné garrá u álé muusqa ñinéqí sha maadóne. Lakín gadi shíñ ma támtámáqi áktar min taláta marrát shá áné gárra rootha dqukqúnúñ álé kqalagá, wáásala u ñgó pqúa hu sha sholóné ñgó baró dqafára mánañeqí.

Másal: kqolo ia shúní

ndu	Fará	tqará	maaba	mááda
mol	Dqoosha	kqáfa	shimiñ	rootha
háraba	Galábé	hámushe	irbiza	shaaróqí
shibila	Lakqásha	daburú	buthági	squrgunúñ
adagané	Ndúmiilí	ahaapqúne	alqarabía	alqitnén
múliñaqi	almuhááfaza	agudíné	almiráya	ágarrañí

Buá 5: Roothá shargá álmaqabna (Nonsense words)

Maabá buri alhábar alú:

Tha mbáleyú gíñ kqábílá gadithi áné gárra roothá ma katabá ma fafaruñu gundi ñinéñ maané. Álé kqala gadíeqí áné gárra rootha ma halíyu shambágádarganáne.

- Gubal álé bádaqa ashúkqul álé ágiithiña gadi gíñ zíí thá bulúeqí.

- Roothá walá gídi almáqanagú ma daadó thálé. Billá gárra mbá gádargañó. (Walá ñgó squlá hu na alhurúf íllá ñgó ádamuqi ñgó gárraMásal roothálé gárralá sha “rash”
- Añ járabishú. Gárrashú roothále. Mádiña roothá kqalíqi sha “aage” tháába alú.
- Ma maadáné garrá ma pqishí kqalagá sha ñgó bádqi áre. Roothálé “aage” ñinéñ maané.
- Ma sholané garrá pqulá ñineqí sha aage” ñinéñ maané.
- Hássi físh añ járaba mánáñ. Gárrashú roothále. [Mádiña roothá kqalíqi sha “kudom” tháábá alú.]
- Ma maadáné garrá kqala ñinéqí sha pqishí. Roothálé kudom ñinéñ maané.
- Ma sholané garrá pqulá ñineqí sha kudom” ñinéñ maané.
- Ma kqálálí ñgó sha bádaqa gárra shambá gádargañóne mandáñ mandáñ. gárra roothálegú mín tháábá gambí tháábá pqiishíeqí. Walá ma ñgó kqab pqaad aathámi ñgóqi thá ile bás. ñgó fágadá góñ giñoá? Ñgó jáhazéá? Bádaqa.

- Ma zíí mbá shólné garrá, ñgó muláqi tháábá alú ñgó pqúa hu. Ma muusqáné garrá thá bolókqedqe ñgó hasqúla míhil gíñ maadóné garrá u ñgó muláqi físh tháábá álú ñgó ásheheraqi nah u pquupqú ñgó móótha aañá zióneqí.
- Gadi walá ma gádárá rootha garrá le taláta sekóndí ñgó mádiñagá roothá ithigunéqi tháábá alú u ñgó kqalagá **Pqishí wáásala** u bakqá kqalñó gíñ máñ. Guda sqíí sha walá maadóné garrá ñgó hasqúla ma alkqálatq u ñgó pqúa hu ma ñgó álé dqafári. Má álé gárrané ñgóqí, ma sholané ñgó pqúa hu u ma muusqáné thá boolókqedqe, álé hásqúla ñneqí míthil gíñ maadóné.

Másal: aage, kudom

gushe	Mósqo	digúr	ñudqa	lemú
líshu	Atúlkqa	reefa	shótqa	gúújha
móshera	Fátquga	dalafa	shólguné	tqimásqa
fúshesqa	Ñotqúra	dqóbóshe	mipqío	híruta
dadatho	Jókqula	dqodathiña	fúfúgado	lísholakqú
ashúrille	Liifígugané	gáfenawo	hódólaathá	gaadeqíme

Buá 6: Ile thamthám u fagada addáraja 1 (Listening Comprehension- Level 1)

Tha mbáléyú gíñ daalá gadíeqí mbá gárrané walá zíqí. Ñgó bás gárragá ma álé shíñ thámi ile na ñine. Mín mbá gárrañóne mbá kqódíñoneqi, ñgó baró dqokqothiña dqokqothálégú holí thá bulúeqí.

Garra	Dqokqotha	Moothá geedú		
		Maadáné	Sholané	walá dáá mootha
Hamís faasqá alburtukána hasqúloné mín thá gafú tha agoñú. Múnzúmáñ áné adága shá áné fúúra. Áné thíkqa ma fúúrá ágortheqi. Áné kqabá maabá fúúró alburtukááni. Áné thíkqa haashí ee mia. Áné dqokqothagú ndá fúúró gé alburtuklááni. Á hááshi kqala ñinéqí sha maré maadó maamánáñi ma álé adí tha assúgueqí. Áné madqá gundi áné wássalá tha assúgú. Áné ámufiña albolís.	1. Wááné faasqólá Hamís Alburtukán? **Tha agoñú**	○	○	○
	2. Mín wááné hasqúlóólá Hámís alburtukáán? **Mín thá gáfú**	○	○	○
	3. Sháñ thíkqálá Hámís Alburtukáán? **Ma fúúráláqi**	○	○	○
	4. Ndá maadá hááshíqí má álé ádí tha assúgúeqí? **Maamánáñ**	○	○	○
	5. Náñ madqagalá Hámís agorthé gundi? **Shá áné ámúúfiña albolís.**	○	○	○

Buá 7: Ile thamthám addáraja 2 (Listening comprehension- lebvel 2)

Tha mbáléyú gíñ daalá gadíeqí mbá gárrané walá zíqí. Ñgó bás gárragá ma álé shíñ thámi ile na ñine. Mín mbá gárrañóne mbá kqódíñoneqi, ñgó baró dqokqothiña dqokqothálégú holí thá bulúeqí.

Garra	Dqokqotha	Moothá geedú		
		Maadáné	Sholané	Walá dáá mootha
Ró shúúní míllañ ñinéñ bidóqí tha eshole tha Ahanshá hábíthañiyú kqíllíñ. Lé bubaaní shúúní ñinéñ gíídóné lakín walá gíídó ashardida. Fútqíñá shúli alúgú mbá gúdí fámíili thayú u mbá gúdí gíñ búúshu thayú. Kullu sána márra wálla marratéén ñinéñ bídíné na ró zíí shúgo. Ma bidé áné shápqútha shúli u múnzuñgunúñ áné fútqiña shúli alú wálla áné barbada alú. Mbá hábíthάñálé na ró mín alqásur ñinéñ gióné alháwa ma shúní. Maabí alhillógú hiba añ kqíllíñ. Áné bádaqa biibíd alqísha u áné bidá lé assúbu. Walá maamánáñ gádáró shá áné hía thuutha. Shambá sqara áñ á máábí buura alúgú máré shaawaruqi shambá adí gii máré tha arethéqi. Maabí dqoñondígú máré daa arráy. Áhir baró máré taafagu shá máré gia shúli bádqiqí u máré féésqa.	1. Shúlí ndaló fútqíñó ró alú tha Ahanshá? **Mbá famiilu u mbá gíñ búúshu**	○	○	○
	2. Ró bidóqí tha Ahanshá hábíthañiyú thá námbálole bidóné? **Thá bubaanile u thá eshole**	○	○	○
	3. Náñ hibaga máábí álhilló añ? **Hiba sha ró shapqúthi shúli wálla dqakqiné alú**	○	○	○
	4. Náñ walá gádárógá máábí shá máré dqeetha thuutha? **Ashan ró bidí míllañ**	○	○	○
	5. Maabí buurá alú náñ taafaguoga máre? **Taafaguoqígú shá máré gia shúlí bádqiqí**	○	○	○

Buá 8: Garra u fagada addáraja 1 (Reading Comprehension- level 1)

Tha Ashúkqúláleyú garra zííqí mbá gárra gádi u áné móótha dqokqothá daalá ñinéqí. Mádiña gadíe garrá gárrané u ñgó kqala gíñ zíí thá bulúeqí. Walá garra bás ñinéñ gídíné lakín lé ile thamthám ñinéñ zííne thayú.

Garra baalá dqúgurinné. Gárragéqi ma halíyu mandáñ mandáñ u ma pqishí. Ma gárráñó ma kqóódáñóqi aadqokqothiñi ñgó. Ñgó fágádá gíñ giiñóa? Ma ali kqála ñgóqí sha bádaqá, gárragé shambá gádargañóne kqíllíñ. Alí shíñ ááthάma ñgóqi thá ile bás. Ñgó jáhazéa? Bádaqa.

Daa gadíe garrá mbá gárrané áné gárra lémina áné kqóódaqi ñgó hasqúla ñinethi. Mín mbá gárranáne, ñgó baró daagá dqokqothá móthíné.

Hássi tháma ile áádqokqothiña ñgó dqokqotháñgúnuñ min garrá gárraóñó. Ñgó móóthageqí shambá gádargañóne.

Garra	Dqokqotha	Moothá geedú		
		Maadáné	Sholané	walá dáá mootha
Halíma maré abúné ñinéñ gúdi. Pqishiga áñ áné pqaada abúné. Áné gia abúne thiñthíñ áné adá tha almádarasúeqí. Áné tháma hárañ thá múyú. Áné feetha añ áné baró adá tha almádarasúeqí. Abuné shíñ pqálí tha agoñú Ma ñine álé guuzu tha ashúkqullé á azzámáná álmadarasó dqafára alú. Á máábá ágarrañí kqala abúnéqí sha áné áhathaqi bádiri u bakqá áshakqaliñnáne míllañ.	1. Halíma maré ndálo gúdi? **Maré abúné**	○	○	○
	2. Náñ giilá Halíma abúnéqí gubal áné adá tha almádarasú? **Thiñthíñ**	○	○	○
	3. Hálímá abúné náñ shákqalné? **Pqálí tha agoñú.**	○	○	○
	4. Náñ gíálá Halíma mbá dqáfáragane ázzaman alú? **Guuzu tha ashúkqulle**	○	○	○
	5. Náñ kqálaga máábá ágarrañí shá Halíma ahátha bádiri? **Sha bakqá dqáfárne álmadaras alú.**	○	○	○

Buá 9: Garra u fagada Addáraja 2 (Reading Comprehension – Level 2)

Daa gadíé garrá mbá gárrané áné gárra lémina áné kqóódaqi ñgó baró hasqúla ñinethi. Mín mbá gárranáne, ñgó baró daagá dqokqothá móthíné.

Garra	Dqokqotha	Moothá geedú		
		Maadáné	Sholané	walá dáá mootha
Núrááthá maré Músa gárraqígú. Maré ñinéñ thárí hu tha almádarasayúeqí. Mín mbá wássali máre tha almádarasú máré hía tha alfásilúeqí máré muusqa alkúrsi, atqarabéza u máré gúsha assabúra are. Gíñlégú kqíllíñ gii máre gubalá géédí wássalo tha almádarasú. Mín mbá wássali géédiñgunúñ tha almádarasú máré roothagágú shá máré shúruña assáf ma pqishí. Mín mbá físh dqethi máre tha alfásilúeqí máré kqala geedíeqí shá máré muusqa dqoñoshá. Ma geedí holígú mbá walá shákqáló ashúkqúlá thaayu máré farága shimiñ. Máré físh roothugáqi thá geedíle shá máré feetha alfásiliyú. Gíñ kqal márthé máábí ágarrañí gii máre kqíllíñ. Núrááthá ma álégú mathí thaayúeqí mín tha almádarasú ma thíkqa gíñ shápqúthi maabí hu máré ásheheraqi mín thá thoñorú. Geedí gárralá Núrááthá tháñgú kqíllíñ múúfa atqábaqá máre.	1. Náñ giilá Núrááthá mín mbá wássali máré tha almádarasú? **[Máré hía tha alfásilúeqí máré muusqa alkúrsi u atqarabéza]**	○	○	○
	2. Náñ giilá Núrááthá geedí walá shákqálóó ashúkqúlá thaayugú? **[Fárgá máré shimiñ]**	○	○	○
	3. Shañíne ásqarlá Núrááthá alfásiliyú? **[Fethi máréyú thá geedíle.]**	○	○	○
	4. Náñ ásheregalá Núraathá huñhudqi mín thá thoñorú? **[Sha bakqá dúrranémaabí]**	○	○	○
	5. Náñ múúfaga géédí atqábaqá Núrááthá? **[Sha atqábaqá pqiishí ñinéñ maané.]**	○	○	○

Appendix 4—Wolayttatto Data Collection Tool

READ M&E Ethiopia
Transition Threshold from Mother Tongue to English Medium of Instruction
Assessment Tool in Wolayttatto
May 2019
Wolayttattuwappe Ingiliizettuwakko Aadhdhiyo Zawaa Yiggiyo Miishshaa
Wolayttatto, 2019

Xaaxi waaxo Kaaletuwa

Koyrottidi luxiyagee woykko luxiyara dosiyobaa doori ekkidi pashkki giidi haasayissite. Leemisuwassi ha yigettaa luxiyagaara woykko luxiyariira denttettiyanne miichchi ekkiya haasaya haasayissiyogee keehippe koshshiyaaba.

Koyro gaytotettaa

Kaalliya nibaabiya naatussi qoncciyan nabbaba:

Lo''o aqadii? Taani _____ geetettays. Taani de'iyo sohoy _____. Hegaappe simmada tabaappe amaridabaa neeyyo odana koyays. (Ta naatu qoodaa, eta layttaa, So mehetubaa, urzziyabaa, h.h.m.)

1. ***Nebaanne intte soo asaabaa tawu odanawu danddayay? Luxiyagee zaarikko zaarees; ixxikko kaalliya oyshawu pinnana koshshees.***
2. ***Luxetta keettaappe kare kiya simmada ay oottanawu koyyay? Hayyanna! Galatays.***

- **Taani hachchi awuppe yidaakko neeyyo odoo? Ero! Taani _____ yaas. Taani yiido gaasoykka ne mala luxiyageeti nabbabuwa luxidi eriyakkonne erennaakko be'anaassa. Neenikka doorettidoy saamaana. Hegawu neeni keehippe ufayttana koshshees.**
- **Ane yaakko nabbabuwa kaassaa issippe kaa'oos. Ha''i neeni cenggurssata, qaalatanne qantta taariketa nabbabanawu giiga.**
- **Neeni nabbabiyo wode woysu wode ekkiyakkonne eranawu taani saatiya oyqqays.**
- **Hagee nabbaboy neessi luxetta keettay immiyo paace mala gidenna. Qassi kase neessi luxetta keettan de'iya markkiya mooriyabakka gidenna**
- **Issi issi oyshata taani nena oychchana danddayiyo gishshawu zaaruwa immaydda aynne yayyoppa**
- **Zaaruwa suure zaarana xaykkokka aynne baawa.**
- **Neeni oychchiyobi de'ii? Doommanawu giigettadii?**

Gaytotettay giigidioogaa akeeki simmidi ha zaqaa giddon 'Ee', malaatite ☐ (☐).

1ro Shaahuwa: Cenggurssaa Akeekaa **Task 1: Letter Sound Correspondance**

Luxiyagaassi/Luxiyarissi cenggurssaa luxiyo maxaafaappe kessidi bessite. Yaati simmidi kaallidi de'iyagaa xeesite.

Hageeti Wolayttatto cenggurssata. Ane ha cenggurssatu sunttaa xeesa. Leemisuwassi cenggurssaakko malaatiiddi ha cenggurssay “b” geetettees. Ha"ikka gujjidi meezetoos. Ha cenggurssaa xeesa. Cenggurssaakko malaatiiddi (Luxiyagee/Luxiyara) gamma zaaribeennaba gidikko ha cenggurssay “b” geetettees giite. Ha"ikka gujjidi meezetoos.

Cenggurssaakko malaatiiddi: ha cenggurssaa “N” woygi xeesiyo? Goobay/goobiya) *giite*. Luxiyagee/Luxiyara gamma zaaribeennabaa gidikko ha cenggurssay “N” geetettes giite.

Ha"i neeni ay oottanawu de'iyakko eray? ”

Erennabaa gidikko: taani nena ha cenggurssaa “Z” eesuwaninne akeekada xeesa giyo wode xeesanawu de'aasa. *Ero simi:* ha"i hagaappe doommaasa. Doomma simmannee hara cenggurssatakka hegaadan xeesaasa.

Koyro cenggurssaakko malaatada maaraa oyttada hara cenggurssatukkokka malaata. Neeni maaraa oyttada xeesaydda biishin xeessawu metiya cenggurssay de'ikko taani neeyyo xeesana. Neeni cenggurssaa erada xeesiyabaa gidikko ne xeesiyo wode taani co'u gaada siyana. Hayyana! Ha"i giigadii? Ane doomma.

Leemisuwa: b N Z

a	y	G	I	nh	m	T	zh	d	H
x	sh	c	p	ph	'	V	Z	i	S
L	Ch	W	K	ts	X	Sh	s	P	dh

2. Doometta Kureta Xayssidi Meezetiyogaa (Intial Syllable Deletion)

Hageekka ezgguwa meeziya. Issi issi qaalaa neeni xeesanaadan koyays. Leemisuwassi maxa giya qaalaa doometta kuriya /ma/ xayssikko attiya kuree /xa/. Ha meeziyan issi issi qaalaa doometta kuriya taani xayssiyo wode neeni attiya kuriya odanaadan koyays. Issi issi qaalaa taani neeyyo naa"uto xeesana. Taani xeesiyo wode loyttada ezgga. Hegaappe simmada taani doometta kuriya xayssiyo wode attiya kuriya ubbata loyttada akeeka.

Ane ha"i meezetoos. gaxa giya qaalaa doometta kuriya /ga/ xayssikko attiya kuree oonee? /xa/.

Luxiyagee/luxiyara gamma zaaridaba gidikko “Daro lo"o” giidi nashshite. gaxaara giya qaalaa doometta kuriya /ga/ xayssiyo wode attiyageeti /xaa/ nne /ra/.

Luxiyagee/luxiyara gamma zaarana xayikko: Ane zaarettada ezgga. “saxxa” giya qaala doometta kuriya /sa/ xayssikko attiya kuree /xxa/ giyaga giite. Ha"i neeni ay oottanawu de'iyaakko gelidee?

Luxiyagee/luxiyara tawu gelibeenna giikko: ane ha"i neeni ezggada siyido qaalaa doometta cenggurssaa xayssin attiya kuriya xeesa.

3. Doometta Cenggurssaa Xaysuwa Meeziya (Intial Sound Deletion)

Hagee ezgguwa meeziya. Issi issi qaalaa neeni xeesanaadan koyays. Leemisuwassi eha giya qaalaa doometta cenggurssaa xayssikko attiyay /ha/ gidees. Ha meeziyan issi issi qaalaa doometta cenggurssaa taani xayssiyo wode neeni attiya cenggurssata odanaadan koyays. Issi issi qaalaa taani neeyyoo naa"utoo xeesana. Taani xeesiyo wode loyttada ezgga. Hegaappe simmada taani doometta cenggurssaa xayssiyo wode attiya cenggurssata loyttada akeeka.

Ane ha"i meezetoos. ixo giya qaalaa doomettan de'iya /i/ cenggurssaa xayssikko attiyay oonee? /xo/.

Luxiyagee/luxiyara gamma zaaridaba gidikko “Daro lo"o” giidi nashshite. ixo giya qaalaa doometta cenggurssaa xayssiyo wode attiyagee /xo/.

Luxiyagee/luxiyara gamma zaarana xayikko: Ane zaarettada ezgga. “ero” giya qaala doometta cengurssaa /e/ xayssikko attiyay /ro/ giyagaa giite. Ha"i neeni ay oottanawu de'iyaakko gelidee?

Luxiyagee/luxiyara tawu gelibeenna giikko: ane ha"i neeni ezggada siyido qaalaa doometta cenggurssaa xayssin attiya cenggurssata oda.

Qaalaa nabbabite. Ha'ikka naa"anttuwa nabbabite. Luxiyagee/Luxiyara gamma zaaridogaa xalaalaa ekkite. Luxiyagee/Luxiyara cenggurssata xeesanawu heezzu sekkondde gidiya wodiya xeesanawu mammotikko zaaroy baa giya sohuwan malaatite.

Leemisuwa: **ixo** **xo**

oto	to	◯ gamma	◯ bala	◯ zaaroy baa
ola	la	◯ gamma	◯ bala	◯ zaaroy baa
yan	an	◯ gamma	◯ bala	◯ zaaroy baa
ira	ra	◯ gamma	◯ bala	◯ zaaroy baa
ulo	lo	◯ gamma	◯ bala	◯ zaaroy baa
gede	ede	◯ gamma	◯ bala	◯ zaaroy baa
saro	aro	◯ gamma	◯ bala	◯ zaaroy baa
doga	oga	◯ gamma	◯ bala	◯ zaaroy baa
kawo	owo	◯ gamma	◯ bala	◯ zaaroy baa
dere	Ere	◯ gamma	◯ bala	◯ zaaroy baa

4: Shaahuwa: Meeze qaalatu nabbabuwa Task 4: Familiar Words Reading

Luxiyagee/Luxiyara maxaafaa giddon xeesidi meezetido qaalata bessi simmidI kaallidi de'iya kaaletuwa maaran oottite.

Hagaani issi guutta qaalati de'oosona, Ane neeni xeesanawu danddayiyogeeta xeesa. Nabbabayidda qaalaa giddon de'iya cenggurssaa issuwa issuwa xeesiyogaa gidennan cenggurssata maaraa oyttada nabbaba. Leemisuwassi ha qaalay “bule” geetettidi nabbabettees. Ane ha qaalaa xeesi xeesidi meezetoos. Kaalliyaa qaalaa nabbaba. “keha” giya qaalaakko malaata.

Luxiyagee/Luxiyara *gamma nabbabidoba gidikko:* hayyana “minoy/miniya” giidi keehippe nashshite. Hara qaalaa “oda” giyagaa bessiiddi xeesanaaadan oyichchite.

Luxiyagee/Luxiyara *gamma zaarana xaykkokka*: ha qaalay “oda” geetettees giite. Ha"i qassi haraa meezetoos. Ane ha qaalaa “eha” nabbaba. [eha giya qaalaakko malaatite]

Luxiyagee/Luxiyara *gamma zaaridaba gidikko:* “hayyana minoy/iya” giidi nashshite.

Zaaridikka “cora” giya qaalaa bessiiddi nabbabanaadan oottite.

Luxiyagee/Luxiyara *gamma zaarana xayikkokka*: ha qaalay “cora” geetettees giite. Ha"i taani nena ne danddayido keenan qaalata eesuwaaninne akeekan nabbabissanawu haniyo gishshawu giiga. Hayyanna! Ane ha sinttan de'iya qaalata haddirssa baggappe doommada ushachchi zaarada nabbaba. *Neessi zemppo koshshennabaa gidikko*: taani sirphphi gaada ne nabbabiyogaa ezggana. Ha"i neeni ay oottanawu de'iyakko eradii? Ero! Ane nabbabuwa doomma.

Leemisuwa: qola hemeta

kara	hiixxa	wogga	qofa	cimma
zeeriis	mara	woxa	kushe	gede
baqulo	kureta	qohota	xalala	badala
bawuta	poluwa	dagama	misile	camuwa
mattata	tololayo	ollaara	godatidi	eesuwara
qashuwara	milatiyaba	shenetana	palamiya	wocamidi

5: Shaahuwa: Qaala malatissidi medhdhido qaalatu nabbabuwa (Invented Words Reading)

Qaala malatissidi medhdhido qaalata: Luxiyagaa/Luxiyaro *bessi simmidi kaallidi de'iya kaaletuwa giite.* Hagaani medhdhi ekkidi qaala kessido guutta qaalati de'oosona. Ane ha qaalatu cenggurssaa dumma dumma xeesennan aggada cenggurssata maaraa oyttada nabbaba. Leemisuwaassi:

Ha qaalay “baxu” geetettidi nabbabettees. Ane xeesi xeesi meezetoos. Kaallidi de'iya qaalaa nabbaba. [“yuqa” giya qaalaakko malaatiiddi]

: Luxiyagee/Luxiyara *gamma zaarikko:* “Hayyana miniya woykko minoy” giite. Ha qaalay “bureta” geetettees.

: Luxiyagee/Luxiyara *gamma zaarana xayikkokka:* ha qaalay “bureta” geetettees giite.

Ero, simi ha"i taani nena “nabbabuwa doomma” giyo wode neeni nabbabanawu danddayiyo qaalata eesuwaaninne akeekan nabbabanawu de'iyo gishshawu giiga. Hayya! Ane maxaafaa sinttan de'iya qaalata haddirssappe doommada ushachchi zaarada eesuwaninne akeekan nabbaba. Neessi zemppo koshshennaba gidikko neeni nabbabiyo wode taani sirphphi gaada ezggana. Hagaappe simmin neeni ay oottanawu de'iyakko eradii ? Ero ! Ane gigadii? Doomma.

Leemisuwa: gera masiba pulumata

doqqa	yisa	gowa	qagga	dima
nomi	xara	choxaa	bushe	meede
qabulo	tuuketa	hoqota	laxxala	sasala
wabuta	lopuwa	gadama	simile	macuka
lasettiya	calolayo	qalanawu	hodatidi	jeluwara

6tta Shaahuwa: Ezggo Nabbabuwa (Level 1 – Listening Comprhension)

Issi qanttaa taarikiyaa cenggurssaa xoqqu oottada issitoo xalla taani neeyyoo nabbabana. Simmada issi issi oyshata oychchana. Hegaassi loyttada ezgga. Neeni danddayido keenaa zaara. Ha"i neeni ay oottanawu de'iyaakko geliis gidennee? Yaakko ane ezgga.

Nu heeran issi Daana giyo oyddantta kifile luxanchchay de'ees. Issi gallassi Daani luxetta keettaa biiddi issi genessay sinttaara yiyagaa be'iis Daani genessay bana dom"ees giidi yayyiis. Daani, “genessaappe waana kantto” giidi qoppiis. Daani yaa haa xeellidi, gatimay de'iyagaa demmidi ekkiis. Daani genessaa shocanawu gatimaa dentti ekkidi genessaakko shiiqiis. Genessay guppidi daran gelin Daani, “Laa taani minottenne! ” giiddi luxetta keettaa biis.

1. Daani aappuntta kifiliyan luxanchchee? Oyddantta
2. Daani luxetta keettaa biiddi ay be'idee? Issi genessaa
3. Daani ayssi yayyidee? Genessay dom"ees giidi.
4. Daani yaa haa xeellidi ay demmidee? Gatimaa
5. Daani ayssi “Laa taani minottenne! ”giiddee? Genessay baqatidoogan; Genessaa yedettidoogan

7tta Shaahuwa: Ezggo Akeekaa (Level 2-Listening Comprehension)

Issi qanttaa taarikiyaa cenggurssaa xoqqu oottada issitoo xalla taani neeyyoo nabbabana. Simmada issi issi oyshata oychchana. Hegaassi loyttada ezgga. Neeni danddayido keenaa zaara. Ha"i neeni ay oottanawu de'iyaakko geliis gidennee? Yaakko ane ezgga.

Nu heeran Gantta geetettiya goshshanchchay de'ees. A keettayee sunttay Talggooro. Etawu heezzu naati de'oosona, Eta sunttaykka, bayray Bakkaala, kaaloy Anjjulla, heezzanttiya Muruto geetettawusu. Ha heezzatussi aawaynne aayyiya eta oosuwa oosuwa battidi immidosona. Hegaa maaran luxetta keettaappe yiidi simmine Bakkaaloy miizzaa heemmees. Muruta mittaa mixawusu. Anjjulloy qassi so giddo oosuwa ba aayyiyo maaddaees. Hegaadan de'ishin bantta

oosuwaa oosuwaa wurssi simmidi xinaatiya xanna'oosona. Eti hegaadan handi de'ishainkka Bakkaala issi ufayssennabay de'ees. Hegeekka aybee giiko iray bukkiyo wode eta keettay aattiyoogaa. Bakkaaloy ufayttennaagaa be'ida aaway, “Bakkaaloo tanawu! Ayanne baa. Hachchi ufayttenna neeni ufayttiyo gallassay yaana. Hegee qassi waani yii giikko intte ubbay intte luxettaa ushachcha kushiyan mintti oyqqin, taanne Talggoora minni oottin, keetta keexxanaagee aynne metenna. Hegaassi ane minnoos! ” Giidi Bakkaala minttettis.

1. Gantta keettayee sunttay oonee? [**Talggooro**]
2. Ganttassinne Talggoorissi aappun naati de'iyonaa? [**Heezzu naati**]
3. Luxetta keettaappe yiidi Bakkaaloy aybaa oottii? [**Miizzaa heemmees**]
4. Bakkaaloy, Murutanne Anjjulloy ayssi bntta soo asaa maaddi simmidi xann'iyoonaa? [**So asaa maaddana koshshiyo gishshawu**]
5. Bakkaalonttassi sinttappe sa'ay waananawu de'ii? **Kehanawu de'ees; Duretanawu de'oosona**

8tta Shaahuwa: 7 Shaahuwa: Sissi Nabbabuwa (Level 1-Reading Comprehension)

Hagee qantta taarike. Ane ne cenggurssaa xoqqu oottada eesuwaaninne gamma nabbaba. Neeni nabbabada wurssa simmin taani nena oyshata oychchanawu de'ays. Ha"i neeni ay oottanaakkonne niyo gelidee? Ane yaakko taarikiya nabbaba. Neeni nabbabiyo wode nena zemppo koshshennaba gidikko taani sirphphi gaada neeni nabbabiyo wode ezggo xallaa ezggiyooga era. Giigadii? Hekko hode doomma.

Kana Sarbbi keehi gooba. Asi A bochchikko coo yeddenna. A bochchenna ay asaaranne lo"o lagge. Qamminne gallassi keettaa loyttidi naagees.

Kana Sarbbi meqettaakka keehi dosees. Yaanishin issitoo Kana Sarbbi xayigiis. So asay koyi xayidi soo simmishin wora giddon bocettaa siyidosona.

Woxxidi biidi wora giddon de'iya miiriqaa olla giddo xeelliyo wode Kana Sarbbi meqettaara warettees. Yaatiyagaa wodoruwa qachchidi kessidi so ekkidi yiidosona.

Ha"i neeni nabbabido taarikiyaappe guutta oyshata taani oychchana haniyo gishshawu zaaranawu giiga

1. Keehi goobay oonee? **Kana Sarbba**
2. Kana Sarbbi ay naagii? **Keettaaa**
3. Kana Sarbbi ay dosii? **Meqettaa**
4. Xayiday oonee? **Kana Sarbba**
5. Kana Sarbbi olla giddon aybissi gelidee? **meqettaa maana giidi; meqettaa koyiiddi**

9tta Shaahuwa: Sissi Nabbabuwa (Level 2-Reading Comprehesion)

Hagee qantta taarike. Ane ne cenggurssaa xoqqu oottada eesuwaaninne gamma nabbaba. Neeni nabbabada wurssa simmin taani nena oyshata oychchanawu de'ays. Ha"i neeni ay oottanaakkonne niyo gelidee? Ane yaakko taarikiya nabbaba. Neeni nabbabiyo wode nena zemppo koshshennaba gidikko taani sirphphi gaada neeni nabbabiyo wode ezggo xallaa ezggiyooga era. Giigadii? Hekko hode doomma.

Issi Dosa giyo na'ay de'ees. Dosi kaassaa keehi dosees. Issitoo issitoo I kaa'ishin sa'ay qammiigees. Luxetta keettaakka kaa'iiddi darotoo poo'issees. Kiitettikkokka ogiyan kaa'iiddi dogiigees. A kaassaa dosuwa aaway dosibeenna. Yaatidaagee A kaassaa dosuwa duuttiyo ogiya qoppiis. Yaatidaagee issitoo, “Asi yiikko tana eesuwan xeesa” giidi gade biis. Dosikka “Ero” giidi naagees. Yaanishin A laggeti kaa'iyageeta be'iis. Yaatidaagee guutta kaa'ada simmana giidi biis. Dosikka kaa'iiddi aawaa kiitaa dogiigiis. I kaa'ishin yiida imattay xeesii xeesidi asi xayin guyye simmiis. Aawaykka Dosi kaa'iiddi doganaagaa eriyagee gadeppe yiidi Dosa xeesiis. “Ta na'awu yiidi guyye simmidaagee neessi taani shammido maayuwa ekkidi yiis. Be'a kaassaa dosoy nena ne maayuwappe ashshiis. Hegaadan daroban qohiyo gishshawu agga,” giis. Dosikka bari aawaa zoriya ekkidi he gallassaappe doommidi kaassaa dosiyogaa essiigiis.

1. Kaassaa keehi dosiyay oonee? **[Dosa]**
2. Dosa aaway ay dosibeennee? **[Dosa kaassaa dosuwa]**
3. Dosi ay oottiiddi aawaa kiitaa dogidee? **[Kaa''iiddi]**
4. Dosa kaassaa dosoy aybippe ashshidee? **[Maayuwappe]**
5. Dosa kaassaa dosuwa aaway aybissi duuttana koyidee? [**A qohiyo gishshawu; luxettan, kiitettiyo wode, oosuwa**]

Appendix 5—English Data Collection Tool

READ M&E Ethiopia
Transition Threshold from Mother Tongue to English Medium of Instruction
Assessment Tool in English May 2019

General Instructions

It is important to establish a relaxed attitude through some simple conversation of interest to the child. The child should perceive the assessment more as a game than a formal assessment. Note that the instructions can be given in a language in which the child is more comfortable.

My name is_____. I am working for _____. Now I want to tell you something about myself. (Number of my children, their age, domestic animals, sport, etc.)

1. Would you tell me something about yourself and your family? It is good if the child answers. Otherwise proceed to the next question.

2. What is your hobby after school? Bravo! Thank you!

Verbal Consent

Read the text in the box to the child:

- We are trying to understand how children learn to read. You were picked up by chance like a raffle or lottery.
- I am going to ask you to sound out letters, and read words and short story out loud, and then may ask a few questions about the story you read.
- This is not a test and it will not affect your grade at school.
- I will not write down your name so no one will know that these are your answers.
- You do not have to participate if you do not want to. Also, once we begin, if you would not be interested to answer, that is all right.
- Any question? Can we start?

Tick in the box if verbal consent is obtained (☐). ☐

(If verbal consent is not obtained, thank the child and move on to the next child).

Task 1: Letter-Name Identification

This is a page full of letters of the English alphabet. Please tell me the **names** of as many letters as you can. For example, the **name** of this letter *(point to b)* is B. Let us practice again. Tell me the **name** of this letter (*point to N*). The name of this letter is N. Let's practice one more time.Tell me the name of this letter (point to Z). The name of this letter is Z.

Have you understood what you are going to do now? You are going to name the letters as accurately as you can. **Tell me the names of the letters, starting here and continue this way** (*point to the first letter on the row after the examples, moving from left to right*). **If you come to a letter name you do not know, please continue to the others**. Ok, now we are ready to begin! Are you ready? Begin.

Examples: b N Z

B	s	a	O	D	m	c	j	b	e
f	L	r	N	p	v	U	E	K	H
R	T	W	Q	G	Z	i	Y	Q	x

Strike a line through a letter that the learner names incorrectly, or cannot name at all, or if they sound out the letter instead of naming the letter. Please remain quiet but positive in your demeanor as the child attempts each letter. If the learner stops for more than 5 seconds, tell the learner to go on and strike a line through the letter. Please do not let them see that you are striking out the letter. Continue to encourage them as they move forward. If the learner corrects himself/herself once, accept it as correct. If a strike has already been made on the letter, touch the letter agin.

Early Stop Rule

If the child does not provide a single correct response for the first ten letters, mark the remaining letters as incorrect. To easily mark the row as incorrect use the star at the right end in each row. *In this event, say, "Thank you!" and go on the next subtask as per decision tree for testing procedures presented above.*

Task 2. Letter-Sound Correspondence

Show the child the chart of letters and let her/him sound out the letters.

This is a page full of letters of the English alphabet. Please tell me the sounds of as many letters as you can; not the **names** of the letters, but the **sounds**. For example, the sound of this letter (*point to b*) is "**b**" as in "**BLACK**". Let us practice again. Tell me the sound of this letter (*point to N*).

- If the child sounds correctly say: **Good**, the sound of this letter is "**N**" as in "**NET**" .
- If the child sounds out the letter incorrectly say: The sound of this letter is "**N**" as in "**NET**".

Let us practice one more time again. Tell me the sound of this letter (*point to Z*).

- If the child sounds correctly say: **Good**, the sound of this letter is "**Z**" as in "**ZEBRA**".
- If the child sounds out the letter incorrectly say: The sound of this letter is "**Z**" as in "**ZEBRA**".

Have you understood what you are going to do now? You are going to sound out the letters as accurately and quickly as you can. **Tell me the sound of the letters, starting here and continue this way** (*point to the first letter on the row after the examples, moving from left to right*). **If you come to a letter sound you do not know, please continue to the others**. Ok, now we are ready to begin! Are you ready? Begin.

Follow along your tablet screen and mark any letter that the learner sounds incorrectly or cannot sound at all by touching that letter on the screen. If the learner stops for more than 5seconds, tell the learner to go on and mark the letter as incorrect. Mark self-corrections as correct by retouching the letter again.

Examples: b N Z

O	d	t	B	f	A	m	C	S	g
v	E	u	D	h	L	j	n	k	p
sh	Y	W	I	CH	Z	r	X	q	TH

Task 5. Real Word Decoding

This task is meant to better understand how well children can sound out (read out) the words they are familiar with from their textbooks. It is not timed, but please note there are some parameters below for reasonable timing for each word.

Show the child the real words in the chart below and proceed according to the instructions above. Follow along your tablet screen and mark any incorrect word by touching that word on the screen. Mark self-corrections as correct by retouching the word. Please remain quiet, but be positive and encouraging in your demeanor.

If the child does not provide a single correct response for the first 5 consecutive words stop administering this subtask. In this event, say, "Thank you" and discontinue this subtask then go onto the next subtask.

Here are some words. I would like you to read aloud as many familiar words as you can. Let's read aloud this word together (*point to the first example word gold*). This word is **gold.** Let the child say /**gold**/ along with you if he/she can. Let us practice again. Let's read aloud this word (*point to the word gold*).

- If the child reads aloud the word correctly say: **Very Good**, the word is **gold**.
- If the child reads aloud incorrectly, tell him/her that the word is read as **gold**.

Let us practice one more time again. *Pointing to the second example word pen*. How could you read aloud this word? **Allow the child up to about 7-8 seconds to attempt reading out the word**.

- If the child reads aloud the word correctly say: **Very Good**, the word is **pen**.
- If the child reads aloud incorrectly, tell him/her the word is **pen**.

Have you understood what you are going to do now?

If the child doesn't understand read aloud the third example word (*point to the word pad***)** accurately and tell him/her to do the same. Ok! **Read the words, starting here and continue this way** (point to the first word in the row moving from left to right). **If you come to a word you do not know, please continue to the others**. **Ok, now we are ready to begin. Are you ready? Begin.**

Examples: **gold** **pen** **pad**

man	fat	sad	run	near
sharp	floor	many	goat	jump
deep	cross	student	finger	gravel
slowly	prevent	matter	angle	forest
internal	unhappy	exercise	merchant	understand
umbrella	important	ability	elephant	ambulance

Task 6. Nonsense Word Decoding

Show the child the nonsense words in the chart below and proceed according to the instructions above. The following task is meant to understand how children can sound out nonsense words by applying the letter-sound correspondence rules. It is not timed, but please note there are some parameters below for reasonable timing for each word.

If the child does not provide a single correct response for the first 5 consecutive nonsense words stop administering this subtask. In this event, say, "Thank you" and discontinue this subtask then go onto the next subtask.

Follow along your tablet screen and mark any incorrect nonsense word by touching that nonsense word on the screen. Mark self-corrections as correct by retouching the nonsense word. If the child hesitates for 5-8 seconds, point to the next word and say, "Please go on." Mark the skipped word as incorrect.

Now we are going to do something interesting and see if you can read out loud nonsense, unfamiliar words. They are words that have no meaning, so don't worry. They are supposed to be funny words that are not familiar to you but make interesting sounds. I would like you to read aloud as many unfamiliar words as you can as accurately as you can. Read aloud this nonsense word (*point to the word kol*). This word is **kol**.

- If the child reads aloud the nonsense word correctly say: **Very Good**, the nonsense word is **kol**.
- If the child reads aloud the nonsense word incorrectly, tell him/her that the nonsense word is **kol**.

Let us practice one more time again. Read aloud this nonsense word (*point to the word elso*). How could you read aloud this nonsense word?

- If the child reads aloud the nonsense word correctly say: Very Good, the nonsense word is **elso**.
- If the child reads aloud the non word incorrectly, tell him/her that the nonsense word is **elso**.

Have you understood what you are going to do now?

If the child doesn't understand, read aloud the third example word (*point to the word splad*) accurately and tell him/her to do the same. Ok! **Read the nonsense words, starting here and continue this way** (point to the first word in the row moving from left to right). **If you come to a word you do not know, please continue to the others**. **Ok, now we are ready to begin. Are you ready? Begin.**

Example: **kol elso splad**

labi	vedo	regish	gaki	kagi
sana	bako	rella	zina	puga
damo	gatra	shocka	nepud	leeti
sijaz	thadilat	wonolu	gorafi	phomisa
fodgora	himmana	althoga	hittano	quesoran
semikuta	ilamandu	tudashema	hadokalum	perolakosta

Reading Comprehension

Show the child the passage chart and work according to the instructions below. If the child says they cannot read the first passage and do not attempt to answer any questions, please do not conduct the test with the second passage as it is a harder level. Please tell the children that if they read the first passage, they will get a chance to do a second, even more difficult, but interesting story.

Task 9. Reading Passage 1

Now I am going to ask you to read this story in your mind. If you get stuck, skip the word and keep on reading. I will next ask you some questions about what you have just read, so try to remember the story you have just read. You can guess the answer too! You can take up to 10 minutes to read the story, so take your time. Are you ready? Begin.

Lemmi is ten years old. He lives with his family in the village near Bishoftu. He is now in grade three. He has one younger sister and two elder brothers. Lemmi's parents are farmers. They own a small farmland. They have two oxen, three cows, one donkey, two goats and two sheep. In their garden, they grow lemon and mango trees.

1. How old is Lemmi? [**ten years old**]
2. Which grade is Lemmi now? [**three**]
3. How many sisters does Lemmi have? [**one**]
4. What type of fruit do Lemmi's parents grow in the garden? [**lemon and mango**]
5. What do Lemmi's parents do? [**farmers**]

Task 10. Reading Passage 2

Now I am going to ask you to read this story in your mind. If you get stuck, skip the word and keep on reading. I will next ask you some questions about what you have just read, so try to remember the story you have just read. You can guess the answer too! You can take up to 10 minutes to read the story, so take your time. Are you ready? Begin.

Two weeks ago, ten guests came to our house. They were all friends of my parents. They came to celebrate the Ethiopian New Year with us. They brought us a lot of gifts. The guests and members of our family had a nice time eating, drinking and dancing. Next year, we will celebrate the New Year at one of the guests' house.

1. When did the guests came to our house? [**two weeks ago**]
2. Who were the guests? [**they were all friends of my parents**]
3. What did they bring to the family? **[a lot of gifts]**
4. Why did they come to us? [**to celebrate the Ethiopian New Year**]
5. What do people do during New Year celebration? **[they eat, drink and dance together]**

Phonological Awareness

This is not a timed exercise and there is no student sheet. Read aloud each word twice and have the student to say the word removing a sound of a given word. If the child gets 5 consecutive initial syllable items wrong, stop entire phonological awareness test. No need to continue with middle syllable or phoneme items. If the child continues until the phoneme awareness section,

and scores the first 5 consecutively wrong, please stop the remaining phoneme awareness tasks. Please mark that you have applied the forced stop rule.

Pronounce each word twice, slowly. Follow along your tablet screen and mark any correct or incorrect word part or sound as well as any nonresponse by marking correct or incorrect on the screen. Mark self-corrections as correct by pressing correct button on the screen.

This is a listening game in which we will play with words. In this game, you will be allowed to listen to a full word twice and then asked to say the same word after a sound is removed. You are like a detective searching for the exact remaining or leftover sound after part of the word's sound is removed. The sound can be removed from the beginning or middle or end of the word. Let's see how closely you can detect the remaining sounds after the deletion! Don't worry if you don't understand just yet. We will practice and proceed with the game only when you feel comfortable understanding what you need to do.

Task 3a. Initial Syllable Deletion Items

Listen carefully when I say each word twice. After saying the word, I will remove a big sound found at the beginning of the word and ask you to say the rest of the word. For example, let's say /**kitchen/.** *Allow the child to say /home/.* Now let's remove the big sound /**ho/**. What's left? Isn't it /**me/** when we remove the big sound **/kitch/?** Can you say it? *Allow the child to say /en/.* I'll do one more with you. Let's say /**motor/.** *Allow the child to say /work/.* Let's remove /**wo**/ from this word. What's left? Isn't it /**rk/?** *Allow the child to say /rk/.*

Say, "Okay, shall we start?" For each item, please proceed exactly how the above instructions are written. Let us say the word /**paper/.** Okay, when we remove the big sound /**pa/**, what sound is left? Repeat for all items. Provide consistent positive reinforcement in your demeanor.

paper	/per/	◯ correct	◯ incorrect	◯ no response
elbow	/bow/	◯ correct	◯ incorrect	◯ no response
active	/tive/	◯ correct	◯ incorrect	◯ no response
driver	/ver/	◯ correct	◯ incorrect	◯ no response
tiger	/ger/	◯ correct	◯ incorrect	◯ no response
mercy	/cy/	◯ correct	◯ incorrect	◯ no response
father	/ther/	◯ correct	◯ incorrect	◯ no response
delete	/lete/	◯ correct	◯ incorrect	◯ no response
clever	/ver/	◯ correct	◯ incorrect	◯ no response
support	/port/	◯ correct	◯ incorrect	◯ no response

Task 4a. Initial Phoneme Deletion Items

Listen carefully when I say each word twice. After saying the word, I will remove a sound found at the beginning of the word and ask you to say the rest of the word. For example, let's say /**big/.** *Allow the child to say /big/***.** Now let's remove the first sound /**b/**. What's left? Isn't it /**ig/** when we remove the first sound **/b/?** Can you say it? *Allow the child to say /ig/.* I'll do one more with

you. Let's say /**gold/.** *Allow the child to say /gold/.* Let's remove /**g**/ from this word. What's left? Isn't it /**old/?** *Allow the child to say /old/.*

Let us practice. Say the word **pot** twice. Now ask the child to say the same word without /**p/**.

- If the child responds correctly and says /**ot/**, say: **Very good!** When we remove **/p/** from the word **pot**, the rest of the word is /**ot/**.
- If the child does not respond correctly, say: When we remove the /**p/** of the word **pot**, the remaining sound will be /**ot/.**

Say, "Okay, now we are going to remove smaller sounds." For each item, please proceed exactly how the above instructions are written. Let us say the word /**far/.** Okay, if we remove the sound /**f/**, what sound is left? Repeat for all items. Provide consistent positive reinforcement in your demeanor.

fit	/it/	◯ correct	◯ incorrect	◯ no response
cat	/at/	◯ correct	◯ incorrect	◯ no response
row	/ow/	◯ correct	◯ incorrect	◯ no response
mud	/ud/	◯ correct	◯ incorrect	◯ no response
dig	/ig/	◯ correct	◯ incorrect	◯ no response
now	/ow/	◯ correct	◯ incorrect	◯ no response
lip	/ip/	◯ correct	◯ incorrect	◯ no response
put	/ut/	◯ correct	◯ incorrect	◯ no response
god	/od/	◯ correct	◯ incorrect	◯ no response
red	/ed/	◯ correct	◯ incorrect	◯ no response

Listening Comprehension

This is not a timed exercise and there is no student sheet. Read the following passage to the child only once, slowly (about one word per second). Then read out each question to the child. Take your time reading the story and questions. Make sure the child does not need to read anything by themselves.

Task 7. Listening Passage 1

I am going to read you a short story aloud once and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what you are to do?

Children are happy members of a family. They wash their hands before eating. They also wash after eating. Their school uniforms are always clean. They do not come to school late. They ask and answer questions in class. They do their home-work at home every day. Sometimes, they play football with their friends. They love their teachers. They help their parents.

1. Who are the happy members of a family? [**children**]
2. What do children do before and after eating? [**wash their hands**]

3. What do they do in class? [**ask and answer questions**]
4. What do they wear in school? [**school uniform**]
5. What do they do after school? [**do their homework, sometimes play football and help their parents**]

Task 8. Listening Passage 2

I am going to read you a short story aloud once and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what you are to do?

In Ethiopia, there are many kinds of plants, animals and birds. Elephants, lions and hyenas are examples of wild animals. Cows, donkeys and goats are useful animals at home. There are many kinds of birds in the forest. Most of the animals are very friendly to people. Some of the wild animals can bite people. Trees are used for firewood and for making houses. Their leaves, roots and fruits can be used as food and medicine.

1. Tell me the names of two wild animals? [**elephants, lions, and hyenas**]
2. Where do donkeys live? [**At home**]
3. What type of animals bite people? [**Wild animals**]
4. What are trees used for? [**Firewood, making houses, food, medicine**]
5. What parts of trees are eatable? [**leaves, roots, and fruits**]

Appendix 6—Data Collection Training Agenda

Agenda for MT Threshold Study Data Collectors Training
Bishoftu, May 1–4, 2019

Date	Activity	Facilitator
Day One – May 1, 2019		
8:30 – 9:00 am	Registration	READ M&E
9:00 – 9:15 am	Introduction	Dr. Solomon
9:15 – 9:45 am	Overview of language transition study (rational, purpose) and introduction of the tools	Dr. Pooja
9:45 – 10:00 am	What did we learn from piloting the tool? ● What changes were made to the tool?	Kelsye / Belen
10:00 – 10:30 am	***Coffee Break***	
10:30 – 11:15 am	Presentation of tools: LSC, LN, RWD, and NWD ● What is letter sound correspondence and why is it important? ● Why is nonsense word decoding important?	Dr. Pooja / Dr. Zelalem
11:15 – 12:15 pm	Practice LSC, RWD, and NWD in pairs (English and MT) and LN (English)	Data collectors
12:15 – 12:30pm	Feedback on LSC, LN, RWD, and NWD practice	READ M&E
12:30 – 1:30 pm	***Lunch Break***	
1:30 – 2:00 pm	Presentation of tools: Phonological awareness (syllable and phoneme deletion) ● What is phonological awareness ● What is a syllable? ● What is a phoneme?	Dr. Pooja/ Dr. Zelalem
2:00 – 3:00 pm	Practice syllable and phoneme deletion in pairs (English and MT)	Data collectors
3:00 – 3:15pm	Feedback on syllable and phoneme deletion practice	READ M&E
3:15 – 3:45 pm	***Coffee Break***	
3:45 – 4:30 pm	Presentation of Tools: RC 1 and 2; LC1 and LC2 ● How to read to children?	Dr. Pooja/ Dr. Zelalem
4:30 – 5:00	Practice RC1 and 2 in pairs (English and MT) (15 mins) Practice LC1 and LC2 in pairs (English and MT) (15 mins)	Data collectors
5:00 – 5:15	Feedback on LC1 and LC2 practice	READ M&E
5:15 – 5:30	Any additional concerns or questions on the tools	Data collectors and READ M&E

Date	Activity	Facilitator
Day Two – May 2, 2019		
8:30 – 9:00 am	Review of Day 1	Belen
9:00 – 10:30 am	Student Testing Procedure ● Testing environment ● Counterbalancing ● Skip patterns ● Auto stop rules	Belen
10:30 – 11:00 am	***Coffee Break***	
11:00 – 12:30 am	Overview of tablet functions and data uploading procedures	Zewdu
12:30 – 1:30 pm	***Lunch Break***	
1:30 – 3:30 pm	Practice the tools using the tablet in pairs	Data collectors
3:30 – 3:45 pm	***Coffee Break***	
3:45 – 4:15 pm	Feedback on tablet practice	READ M&E
4:15 – 4:45pm	Discussion on the tablets and tools ● Does the tablet match the tool? ● Are all the skip patterns working? ● Any technology issues?	Data collectors and READ M&E