



Enhancing Writing Bi-literacy for Practical Purposes through Translanguaging

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This study investigated the potentialities of dual language instruction to overcome the deficiency of conventional approaches to the teaching of English for specific purposes (ESP). The study employed a mixed study design in which experimental treatment and qualitative exploration are combined. A sample of 60 student from a population of third year law school students (150) were drawn through stratified sampling techniques. Written tests on practical communicative purposes were used to generate quantitative data. Document analysis and In-depth interview were employed to collect qualitative data complementing evidences from the test. The study employed an independent sample t-test and multiple regression to analyse the data from the written tests. Thematic analysis was used to interpret the evidences from the in-depth interview and the documents. The results of the study showed that the pedagogical techniques of translanguaging has the potential to foster dual language skills for practical purposes, thereby overcoming the deficiency of conventional teaching of English for specific purposes (ESP). Unlike the case in conventional ESP instructional process, it enhances knowledge of relevant lexis, syntax and genre moves evidenced by successful writing goal attainment in in academic and workplace writing. Further, the intervention raises motivation and cognitive engagement on the part of students.

Keywords: translanguaging, cross genre transfer, linguistic interdependence, content-driven input, legal writing, cognitive engagement, ESP

INTRODUCTION

The forces of the communication dynamic continue to influence communication ecologies across societies today. Citizens in many parts of the world find themselves in situations where some level of proficiency, at least in two languages, is a necessity. Ethiopians, as citizens of this globalised world, face the necessity of developing bilingual proficiency for real-life ends (Johnston 1989; Romaine 1995).

Children in this country need L₁ literacy to master science at a lower level of learning. These same populations of children need proficiency in the English language to explore the world of science and technology in greater depth later in their university learning.

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Yet after graduation, these citizens will find themselves in working conditions where a language other than English or their mother tongue is used as a medium of communication (Midega 2011; Alemu 2015).

Looking into the language educational policy and practice in Ethiopia, one could see that these needs are overlooked. Justifying the role of the English language in the global and academic lives of citizens, Ethiopia invested a lot in the teaching of the English language from grade one to university level. Universities across this country offer English language courses to all students across faculties. The courses target general language skills and specialised language skills. Yet, all this is made with no focus on literacy in the Ethiopian languages or another foreign language needed in the lives of students (Bamgbose 2000; Alemu 2015; Chemid 2018).

This lack of effort to target literacy in local languages is a prevailing policy deficiency in many African and Asian educational systems (Legère, K. 2001; Coleman 2002). According to these writers, governments in different countries mainly attribute such neglect of local language literacy mainly to economic capacity and a lack of manpower (FDRGE, 1994; Alemu, 2015). Likewise, the emphasis on the English language (at the cost of local languages) is justified by principle of prioritising educational ends in which developing English language skills gain precedence over home language competences (FDRGE 1994).

While this is inevitable in policy making and realization, it is important to look into ways to address needs that fall outside of the ambit of educational policy priorities. This paper investigates possible ways to address this gap within the existing educational processes in place in this country.

The study

This study in this paper experimented with pedagogical ways to attain bi-literacy in English and other Ethiopian languages for practical life purposes. The investigation began with a critical examination of specialized English language courses offered in Ethiopian universities. These English language courses, which come under the umbrella name 'English for Lawyers', are largely meant to equip learners with the language skills needed for their academic purposes during their stay in universities and in their professional lives after graduation. The time of practice in the course is divided equally between the two goals: (1) developing EFL competence for legal academic purposes and (2) equipping learners with language competence for workplace legal practice. The contents of the courses require the engagement of students in language practices such as speaking and writing for academic purposes and work-place English language use. The content and task design of the courses were made by the federal government and policymakers.

Yet this position of the policymakers needs a critical eye. Particularly, it is imperative to critically examine these goals vis-à-vis the existing realities in the communication ecology in this country. Looking at the first goal of the course in this light, one can justify the English language practices envisaged in the syllabus. Learner population in Ethiopian law schools learn every course in English, and academic achievement in these

courses has much to do with mastery of the English language. Also, their lives later in their graduate-level learning require higher-level academic English in speaking and writing. So, this component of the courses is sound, given the instrumental role of language skills at different points in the students' academic lives.

However, moving on to the next goal, one would find it unconvincing. The practice world for lawyers in this country requires competence in local working languages rather than English. For example, language skills for tribunal interaction, courtroom argument, writing of suits, memos, and appellate briefs require the use of customers' native language to the level enabling the professional to deliver his or her service (Ivans 2007; Erastus 2013; Alemu 2015).

While the need for this competence in the local language is largely undisputed, it is overlooked in the instructional process and is a missing element in professional practice in the country. It is particularly important to point out that language educators and planners fail to draw insights from bilingual educational theory and research such as Translanguaging (Garcia 2015), the interdependence hypothesis (Cummins 2000), and cross genre transfer (Cook 2000) as a way to foster such bilingual competence for specific purposes. The insights on these models of education are discussed in theoretical frameworks of the study later.

Substantial insights that would productively inform bilingual education are available in these models of instruction. Yet the issue of developing L1 competence along with L2 for practical purposes has been least unaddressed. This neglect of the local language in the instructional process is causing a significant challenge in the clinical legal writing practice (which students carry out in Amharic in their final year of their law school training). The students face challenges of (1) composing legal documents in Amharic (the working language of legal institutions in Ethiopia) for their practicum purposes and (2) a significant barrier in the workplace communication process later in their professional practice.

Further, several studies (Alemu 2015; Chemid 2018) have reported that lawyers tend to code-mix English and local Ethiopian languages in their oral and written interactions with the locals. Particularly, the Ethiopian university law school classes (like the rest of the classes) are linguistically diverse and the students are not proficient enough in the lexis and syntax of Ethiopian languages other than their mother tongue. A case in point is Amharic. Hundreds of students in these classes have limited exposure to writing practices in this language. They use it only for oral communication in social settings. Yet Amharic is a court language at the federal level and in some regions of Ethiopia where these law school students would be employed, regardless of their level of proficiency in this language. Further, legal documents in this country are required to have an Amharic version, and legal professionals largely translate documents from other Ethiopian languages into Amharic (Bamgbose 2000; Amlaku 2016; Chemid 2018).

Composing and translating legal documents in Amharic requires mastering the lexis, syntax, and discourse features of the legal language, which are largely differentiated from the everyday Amharic these students would find in social settings. Differing from

social language use, legal Amharic is highly formal, solemn, archaic, and delicately connected to legislative meaning. The writing texts follow strict rhetorical structures and internal thought moves (Midaga 2011). All these features of language use are highly ritualized by practitioners and institutions in the legal profession. Studies in similar settings (Connor 1996; Coulson 2009) showed that socializing students (future legal practitioners) into such community of practice takes a longer period of time. To this end, law school classes are expected to be the starting point for this process. Particularly, a workable pedagogical framework for acculturation into a working language needs to be in place in the training process.

Apart from such a deficiency in the linguistic competence of a working language (Amharic), students demonstrate a low level of engagement in English as a foreign language (EFL) writing practice, which involves the use of English with no deliberate utilisation of the L_1 along with the composing processes of legal academic texts. In the process of writing an academic legal text in the course (English for lawyers), students, among others, seriously complain that they do not have the English equivalent of the legal concepts and percepts even though they understand their meanings in Amharic. Also, they ask for an Amharic (L_1) version of the scenario based on which they are supposed to base their writing.

Thus, it has become imperative to experiment with pedagogical mechanisms that could address this deficiency in ESP course policy, instructional processes, and learning outcomes. As a move towards this effort, the study explores how a combination of these instructional approaches could help foster writing competence in English and other local languages for practical purposes. In doing so, this investigation attempted to clear up the issues associated with this process. Particularly, it investigates learners' reactions to the instructional processes.

The study has the following research questions:

- Does a combined use of translanguaging and content-based instruction significantly foster English legal academic writing?
- Does a combined use of translanguaging and content-based instruction significantly foster Amharic legal workplace writing in Amharic?
- Is there a clear synergistic effect between L_1 and L_2 learning processes in the use of these instructional processes?
- How will the instructional processes affect the engagement of learners in the learning tasks?

Theoretical Framework

The study takes translanguaging, interdependence hypothesis, content-based instruction, and cross-genre transfer as the theoretical bases for the inquiry. Translanguaging refers to a deliberate pedagogical action that enable bilinguals to select and use features in their linguistic repertoire for selective purposes (Velasco & García 2014). Particularly, it involves the use of L_1 and L_2 resources synergistically with clear learning ends. For

example, in an EFL class, students may use English (L₂) to process input through reading or listening. Yet drawing on their reading or listening reservoir, the students may compose a written text in L₁ for a defined purpose. A practical example could be students figuring out the main ideas in a scientific research article written in English and constructing a summary of the findings in an L₁ for public readership.

Further, this framework opens a space for synergistic utilisation of L₁ and L₂ cognitive processes. To this end, the use of L₁ in the input processing will substantially facilitate clarity of comprehension, deeper processing, and conceptual connections. Subsequently, it serves as a viable transition from L₁ to L₂ learning (Cummins 2007). The interdependence between the two L₁ and L₂ cognitive processes is widely discussed, evidencing that L₁ contributes to the learner's cognitive and socio-professional development (Cummins 1991; Paradowski 2008). At the cognitive level, L₁ prepares and stimulates the learner's schema to perceive and relate new knowledge to prior knowledge, with the aim of activating that prior knowledge (Paradowski 2008; Caine & Caine 1999; Auerbach 1993; Evans 2011).

Complementing the tenets of translanguaging, cross-genre transfer presupposes that knowledge of writing genres transfers from L₁ to L₂ (or vice versa) in writing practice. This happens in situations where learners make sense of the connection between classroom learning practices and workplace tasks. Further, this transfer is facilitated through an integrated practice of L₂ and L₁ writing for practical purposes (Connor 1996; Dias et al. 1999; Coulos 2009). As the students practice L₂ writing (in this case legal writing for academic purposes) and L₁ writing (workplace legal writing), they discover the interplay between purpose, text, and context in writing. Academic legal writing inherently involves solving legal problems involving disputes and conflicts of interest between parties. The L₁ work place legal writing, on the other hand, involves composing texts and making analyses that set the stage for institutional resolution of the legal problem. At the core of the two types of writing (academic and workplace legal writing) is problem-solving. Thus, students have much to transfer from the L₂ academic legal writing to the workplace L₁ writing. As a way to emphasise this transfer, teachers may make learners write the two types of writings from a scenario about the same legal problem.

A continuous practice of these writings will particularly help students internalise metadiscoursal tools to compose texts that involve resolving legal problems. This, according to Bourdieu and Wacquant (1992), develops into a *habitual*, durable process of socializing students into the norm of communicative conventions of communities and institutions. As such, the impact of the socialization process manifests as a *cognitive fluency* in which the students demonstrate a capacity to draw on content knowledge, linguistic, and discourse resources with optimal fluidity and flexibility to carry out a task in academic and professional settings.

This model can be complemented by insights from content-based instruction (CBI) to achieve these ends. CBI involves the use of academic content from disciplines (e.g., economics, political science, medicine, law, agriculture, etc.) as a raw material for language practice in L₁ and L₂. It seeks to engage learners in language practice, where

they manipulate academic content to make meaningful utilization and communication of scientific ideas for a defined purpose (Snow, 1997; Stoller, 2000; Marsh, 2000; Palupi, Subiyantoro, Rukayah & Triyanto 2020).

Several studies demonstrate that this instructional technique has the potential to attain educational goals in a teaching of English for academic and professional purposes. Particularly, it fosters discipline-specific vocabulary, knowledge of writing genres, and the socialization of learners into language use in the discourse community of disciplines (Dias 1994; Dupy 2000; Wubalem 2013). Looking into the explanations behind the results reported in these studies, we could see two principal reasons for it. First, this language practice respects the principle of purposeful language use as a driving force for language learning. Learners manipulate the content themes in the CBI instructional process, primarily not for language practice purposes per se, but for the purpose of knowing, analysing, or reporting what they have learned. The input which the students process is rich in these linguistic resources required by the life of the students both in the short term (e.g academiclife) and the long term(e.g professional life).

This study, uses a combination of these insights from bilingual education, genre studies and content-based instruction as a guide to the inquiry and as a scientific lens to explain the process and outcomes in the course of the study

METHOD

Research Design

This study employed a mixed of quasi-experimental design and qualitative inquiry. In the operationalization of the study which two classes of students received two different instructional processes : an L1-L2 integrated writing practice (for experimental group learners) and conventional EAP writing practice for legal academic purposes (for control group learners) . Further, the treatment group of students were introspected as a way to explore the affective components and Metacognitive processes in target practices.

Population and sampling

The sample subjects were drawn from a population of law students in their third year of university training. Out of this population, a sample of 60 students was drawn using stratified sampling techniques. The population of students was stratified into ten groups of bilinguals. The stratification is made to ensure sound representation of the available linguistic background among the student population. An equal proportion of students from ten linguistic backgrounds were drawn for the study. The students are labeled as bilinguals because they use Amharic largely for oral communication than writing at the point where this study was carried out. Yet they were made to use their respective mother tongue as a written medium in their early years of learning. So the stratification is made based on the current role of Amharic in the lives of students and their linguistic background in their early years of learning. Once the stratification is made, a selection of students from each group was made using quota sampling in such a way that the representation of each linguistic group is maintained in the sample. The sample subjects were divided into control and experimental groups with 30 students each.

Procedures for the Operationalization of Instructions

The students were pretested on their English (L₂) and Amharic (L₁) writing competence for practical purposes of communication. In their English writing, they were tested on their competence to write in response to legal problems assigned by law professors. The assessment rubric for academic legal writing consists of 4 performance indicators on lexical tools and 7 on syntactic and discourse tools. Also, in their Amharic writing, they were pretested on their skills in writing law suits, statements of defense, and appellate briefs. The Study considers lexical gains, grammatical improvement, rhetorical and discourse tools as performance indicators for both writings (legal academic and workplace legal writing).

In both tests, the rate of performance was assessed using a rubric consists of four levels: (0/4) - not appropriate and contributes nothing to the communicative goal at hand; (1/4) - only fairly appropriate; (2/4) - moderately appropriate; (3/4) - sufficient to communicate the intended meaning; (4/4) perfectly appropriate and remarkably contribute to the attainment of the desired communicative end.

Using this rubric, students were assessed on six lexical and grammatical performance indicators for legal academic writing. Thus, the maximum points for this category of assessment is 24 points. Similarly, the performance indicators on rhetorical and discourse performance for L₂ academic writing consists of six points with a maximum of 24 points for a best performance.

The assessment of legal workplace writing follows a closely similar pattern with six performance indicators for lexical gains and five for rhetorical and discourse improvements. The maximum points for the two categories (lexical and discourse competence) are 24 and 20 points respectively. The assessment tools underwent a validity test and found strongly consistent ($r, 0.8$).

Finally, it is important to note that these assessment schemes were employed both in the pretest and post-test,

Based on the pretest results, a group equivalence between control and experimental groups was made. As shown in Table 1, the independent sample t-test results on the performance of the two groups indicated that they were at equal level of writing competence for the desired purposes both in L₁ workplace writing and L₂ legal academic writing (mean difference, 2.5%; $t, 10, p, 0.328$ for L₁) and (Mean difference, 2.25; $t, 14, p, 0.511$ for L₂ writing performance).

Table 1

Pre-intervention group equivalence between control and experimental groups

Groups	Intervention group N= 30	Control group N=30	Mean difference	t	df	Sig
Performance rate in L1 writing	4(16%)	13.5(30%)	9.5	10	58	0.418
Performance rate in L2 writing	11(23%)	9.25(20%)	2.25	14	58	0.511

Procedures of language practice for intervention (experimental) group and control group

In the study, different operational procedures were used for the intervention (experimental) and control group learner.

I. Instructional processes for the control group

The instructional procedures for the control group is much about using pedagogical techniques, language input, and steps of writing practice suggested in the course (*English for Lawyer*). This course takes the assumption that it is possible to develop language skills for academic purposes and workplace ends by engaging learners in English language practice for specific (legal) purposes. Attaining objectives of the writing section (which is relevant for this study) requires the following procedures and are followed for the instructional process of the control group.

1. Students are given explanations on general argumentative writing moves and techniques on how to achieve ends of an argumentative writing.
2. They are made to pass through composing argumentative writing on contentious legal issues such as the constitutionality of the terrorism proclamation, regional constitutions, municipal land directives, abortion etc. This was made through a process approach to essay writing.
3. The students were given explanations on how to write in response to a legal problem.
4. Students were made to compose texts in which they elaborate the legal rights and legal grounds of legal parties in three regimes of law (Family law, contract law and criminal law).
5. Finally, it is important to note that the students, as per the suggestion in the course syllabus, were made to write only in English. The use of Amharic, though not officially banned, is not encouraged or allowed in the instructional processes of the writing practice.

II. The following procedures were followed to carry out instructions for the intervention group :

1. A scenario of a legal problem is provided to learners, and they are made to read it cooperatively to understand facts underlying it. In this process of collaborative reading involving individual reading, sharing ideas from reading, and reflecting on meanings interactively. In these processes, the students were encouraged to use English and Amharic to attain their goals optimally.
2. They were given bilingual legislation (with English and Amharic versions) where they can find vocabulary construing the legal concepts regulating the legal problem given.
3. They were guided to combine the facts of the legal scenario and the rules regulating the legal problem.

4. As they analyze the facts, interpret the rules, and synthesize the two as an input for the writing, the students are guided to ensure that they have accurate lexical vocabulary and phrasing in English and Amharic for each legal issue at hand.
5. They were given a model legal problem-solution essay (in English) written in response to a specific legal
6. Also, they were given a statement of claim, a statement of defense, and an appellate brief written based on the same scenario.
7. In all of these processes, students were guided, encouraged, and prompted to use both languages (English and Amharic) to ensure that they have a clear meaning of each legal concept in the two languages and to test and strengthen this vocabulary knowledge in the two languages through sharing thoughts in their discussions and reflections.
8. The scaffold was made by the ESP teacher and a direct provision of bilingual legislations in which students could discover the L₁ equivalents of legal concepts in English.
9. Students were provided with court judgments written in Amharic and rendered by cassation courts (highest level courts in the legal system of the country). The judgments were made based on their relevance to the case at hand for the translanguaging practice.
10. Finally, they were made to produce (1) a problem-solution essay in English and (2) a statement of claim, a statement of defense, and a hypothetical appellate brief in Amharic based on the scenario given. Following these procedures of translanguaging writing practices, they carried out seven writing on different hypothetical legal cases.

Below is of the legal cases(hypothetical scenario) on which the students were made to work on.

A lady named Namgi (pseudonym) was employed by NAgZ private limited Company(pseudonym) in 1998 . The lady signed a contractual agreement to manage a weaving machine operating through electro mechanical tools. Namgi (the woman) had mild neuropathy(nerve problems with symptoms of pain, tingling, numbness, and weakness). The employing company did not know much about her health related to her nerve conditions. Yet she told the manager that she casually gets sick for conditions she mostly does not know. Four years and eight months years after her date of employment she fell in front of the machine and told her immediate junior manager that she experienced electric shock and she fell down because of that. She further told the general manager to find a solution for the problem with the machine.

The manager told one of the electricians of the company to examine the machine and fix problems with it. The electrician examined the machine and took some actions which he did not report to the manager. Yet he told Namgi (the woman) that there were minor problems with the electric system of the machine. Also, he told her he fixed it .

However, in his explanations, the electrician was not clear whether the problem could cause an electric shock.

Based on what he told her, Namgi restarted her work. Yet she got collapsed once again while she was managing the machine. This happened four years and ten months after her date of employment. She told the manager orally that she experienced a serious electric shock and is forced to stop managing the weaving machine. She further told him that she would not go back to her work unless the problem is fixed permanently. She also told the manager to help her get medical examinations regarding the problem (the illness she claimed to have sustained following the shock). The manager (with a casual tone) told her he would try to do that. Once she reported the last event to the manager she did not appear in her regular work for ten days.

Following her absence from her regular work, the company dismissed her from her job. Yet Namgi complained against the actions of the company contending that it acted against the pertinent laws regulating the relationship between her and the company.

Writing Tasks :

Based on the scenario given above, do the following.

1. Discuss (in English) the legal rights and grounds available for Namgi (the woman)
2. Assume that Namgi approached to serve her as a lawyer. Write (in Amharic) a statement of claim on behalf of the lady and hypothetical statement of defense on behalf of the Company and a judgment that could resolve the dispute. Finally, write an appellate brief for a party aggrieved by the judgment.

Instruments of Data Collection

The data in this study were generated through written tests, document analysis and in-depth interviews. The written test, both for legal academic writing and workplace writing, was assessed using assessment rubrics tailored to the respective purposes. The rubrics in both cases consider lexical and grammatical accuracy, relevance of vocabulary, lexical richness, lexical completeness, lexical cohesion, syntactic cohesion, rhetorical moves, and overall attainment of communicative goals. These items are reflected in Tables 2-5 of the result section.

In the in-depth interview students from the intervention group were made to make free and rich reflection on contents and relevance of the practices. Also, these same group of learners were asked on their level of interest in the tasks, what values the practice would have in their future lives, how they would compare this kind of writing practice with one they had before etc. Finally, they were deeply introspected over the cognitive processes taking place in the input processing and composition stages.

Methods of Data Analysis

The study employed quantitative and qualitative data analyses. The quantitative data from the writing tests were analyzed using two sample t-test and regression analyses. The two sample t-test is employed to check whether the pedagogical intervention has a

significant impact on learners' writing competence in both languages (L₁ and L₂) for their respective purposes. Further, the regression analysis is run to see the causal relationship between the writing practices of the languages. Finally, the complementary evidences from the interview of learners, the classroom observation and text analysis were coded, categorized, and thematically analysed.

FINDINGS

The findings in this study respond to three major research questions about the impact of (1) the intervention package on the participants' competence in Amharic legal writing practice and (2) the gain in EFL writing competence for academic purposes in this same process, and (3) changes over learners' cognitive and affective engagement. Accordingly, the data in the study is presented following these major learning constructs as organizing elements for this section.

Table 2

Task Achievement in Academic Legal Writing - use of rhetorical tools and analysis of content

Performance indicators	Group	N	Performance rate	Mean difference	t	Sig.	Effect size(r)
Framing legal issue	Intervention group	30	74	54	2.14	0.020	0.09
	Control group	30	20				
Describing facts	Intervention group	30	81	63	2.78	0.002	0.25
	Control group	30	18				
Analysis on application of rules to facts	Intervention group	30	72	57	2.03	0.017	0.8
	Control group	30	15				
Lexical and Syntactic cohesion	Intervention group	30	70	33	7.09	0.046	0.18
	Control group	30	37				
Resolution of problem	Control Group	30	26	48	2.14	0.006	0.21
	Intervention group	30	74				

As shown in Table 2 above, the legal writing practice of the intervention group of students benefited from the L1-L2 integrated writing practice. This is evident from the marked improvement in their use of the rhetorical tools required for the accomplishment of the academic writing task and the relevance of the contents in the written texts. The students in this group, unlike their counterparts in the control group, clearly frame the legal issue, set an analysis of the framework for resolving it, and follow an organization structure (issue, facts, analysis, and conclusion) to attain the goal of the writing. Further, the participants demonstrated relevant content in each of the sections. The issue is framed with sufficient clarity and depth. Facts are stated with an appropriate level of relevance and accuracy. As an extension of this, a relevant analysis of the interactional effect of the facts and the laws has been made. Finally, they concluded their analysis with relevant points establishing the grounds for resolving the legal problem.

Illustration 1

The issue at stake in this case is whether the lady can be reinstated to her work. To resolve the issue, three important facts should be considered from the narration given. First, the termination of the contract is initiated by the employer (not by a joint

agreement of the two contracting parties). secondly, the other contracting party (the worker) did not commit any substantial mistake or default of meeting her contractual obligations . She was doing all the daily activities required from her until the time when the problem occurred. When the problem occurred, she reported the incident following the procedures required

When we see these facts in combination, they do not fulfill the criteria of mistakes, actions and evidences given in Article 27 of proclamation 377/2003 that sets out the grounds for termination of contract by employers without the agreement of a worker. The only disputing point which the employer would raise is the fact that she was absent from work for ten consecutive days (more than five days stated in Article 27(1)(b) of the proclamation). However from the facts of the case , we can see that she was absent mainly because the authorities of the company did not respond to her questions in due time. Thus, the lady has the right to get reinstated to her work.

Table 3
Gains in English grammatical accuracy and legal lexis

Performance indicators	Group	N	Performance rate	Mean difference	t	sig	Effect size
Grammatical accuracy	Intervention group	30	18(74%)	13	2.14	0.023	0.38
	Control group	30	5(21%)				
Syntactic complexity	Intervention group	30	20(83%)	11	3.67	0.038	0.36
	Control group	30	9(38%)				
Legal Lexical accuracy	Intervention group	30	19.4(81%)	15.5	2.78	0.018	0.61
	Control group	30	4.5(18%)				
Lexical richness	Intervention group	30	17(72%)	11	2.03	0.023	0.34
	Control group	30	4(15%)				
Lexical Complexity	Intervention Group	30	19 (79%)	14	4.08	0.03	0.65
	Control group	30	5(21%)				
Lexical cohesion	Intervention Group	30	20(83%)	10	3.02	0.04	0.16
	Control group	30	10(42%)				

These sets of data in Table 3 present gains in vocabulary and grammar tools relevant to task achievement. The assessment of academic vocabulary knowledge and gain in domain-specific vocabulary that carries meanings, making up the taxonomy of lexical knowledge in this subject area (Chung & Nation, 2004). The grammatical gain is also

concerned with the relevance, accuracy, and level of complexity of the syntactic tools employed in to attain the communicative goals of the writing tasks.

The results show that the participants made marked improvements in their use of domain-specific lexical tools, with significant precision and completeness of the word use.

In one of a testimonial written outputs on the legislative rights of a lady¹ dismissed from her job, a student wrote:

*The lady has a right to be **reinstated** to her regular work. Because the company terminated her contract of employment **unlawfully**. First, the employer could not terminate the contract and dismiss her except **on grounds** given in Article 24, Article 27 and Article 32 of **Proclamation 377/2003**. The employer **terminated her contract of employment** and dismissed her from her work by its own understanding of her faults. Employers can do such kind of **termination of contracts** with out giving **notice of warning** when conditions in Article 27 of the proclamation are fulfilled. When we see the facts of the case, it impossible to **find grounds** that give right to the employer to terminate and dismiss the worker from her work. For example, The fact do no show the **worker's commission** of any of the **unfavorable acts** listed from Article 27(1) (c-K). Of course, she was absent from work for 10 consecutive days . But that is because the employer does not fulfill his obligation mentioned in Article **12(1)(b)(4)** of the labor proclamation. Therefore, because of these grounds she has the right to **be reinstated** to her work*

Table 4
Gains in lexical and syntactic tools for workplace legal writing competence

Performance indicators	Group	N	Performance rate	Man difference	t	sig	Effect size (r)
Grammatical accuracy	Intervention group	30	18(83%)	14.5	2.14	0.023	0.38
	Control group	30	4.5 (20%)				
Syntactic complexity	Intervention group	30	22(92%)	7	11.23	0.048	0.12
	Control group	30	15(63%)				
Lexical accuracy	Intervention group	30	21(88%)	13	1.78	0.013	0.71
	Control group	30	8(33%)				
Lexical richness	Intervention group	30	20(83%)	11	2.42	0.032	0.42
	Control group	30	9(38%)				
Lexical Complexity	Intervention Group	30	23	52	2.08	0.006	0.65
	Control group	30					

The results in Table 4 reflect the gains in lexical and grammatical tools instrumentally important for a work place legal writing. Students demonstrated this evidences by using lexical items in Amharic that capture legal meanings closely approximating the meanings construed by lawmakers. They do this in their writing of statement of claims, statements of defense, appellate briefs, and hypothetical judgments. In their move to attain the communicative ends of such texts, the students make effectively choice of words that designate legal effects of facts at hand. This use of the words is evident

¹ the hypothetical scenario for the lady is given in the methods section of this paper.

to the impact of their use of the bilingual legislative documents which gives them a clear representation of the legal meanings with their Amharic equivalents. Further, the students employ phrases of legal discursive that the procedural laws require in claiming rights and obligations of contending parties in legal cases. This is demonstrated in the accuracy and variety of phrases used.

This particularly suggests that the dual language use in analyzing the input, in interacting over it, and in the different processes of composing the written text – gives them the chance to acquire an accurate representation of the legal concepts with accurate L1(Amharic) and L2 (English) equivalents. Apart from the improvements in accuracy and completeness, the lexical competence of the participants has shown significant changes in the level of complexity. This is particularly evidenced by students' salient uses of attributive adjectives, pre-modifying nouns, post-modifying prepositional phrases, appositive noun phrases, and nominalizations.

In the one of his statements of Claim, a student wrote :

... እኔ አመልካች ኒንግኝን **ሽጽዝ** በተባለ ሃላፊነቱ የተወሰነ የግል ድርጅት ውስጥ በቁጣሪ ሰራተኛ መደብ 1998 ዓ.ም ጀምሮ የምሰራ ሲሆን ተመድቤ የምሰራበት ሥራ ሞተሮች በቂ የኤሌክትሪክ መከላከያ የሌላቸው በመሆኑ ይህም በባለሙያ በቀን 23/03/2003 ዓ.ም ተረጋገጦ አኦዲስተካከል ምክረሃሳብ ተሰጥቷል፡፡ አስከሰተካከልም አደጋ በመሸሽ ለአምስት የሰራ ቀናት ስራ ለማቆም ተገድቻለሁ፡፡ ከነዚህ ቀናት በኋላ ድርጅቱም ማስተካከያ አድርጌዋለሁ በማለት ስራውን እንደሰራ ተነግሮኝ ስራዬን የቀጠለኩ ሲሆን በወሩ መጨረሻ ደግሞ በግማሽ ተቀንሶ ተከፈሉኝና፡፡ ይህንን በመቀጠልም ማመልከቻ በማስገባት ስራውን እየሰራሁ ባልሁበት ሂደት ከፍተኛ የሆነ የኤሌክትሪክ ንዝረት በቀኝ እጅ ላይ ተሰምቶኝ አራሴን ስቸ የወደቀኩ ሲሆን የኤሌክትሪክ አደጋ ተጋላጭነት አሁንም እንዳለና የደረሰብኝን ጉዳት በሃኪም እንዲመረመር ማመልከቻ በማስገባት የማመልከቻውን ምላሽ እስኪመጣ ስራውን ለአሰር ቀን አቆሚአለሁ፡፡ እአምስት ቀናት በኋላ የምርምራ ወጣቴ የመጣ ሲሆን የተሰጠውም ለድርጅቱ ነው፡፡ ነገር ግን ድርጅቱ የምርመራውን ወጣቴ ለኔ ከማሳወቅ ይልቅ ስራውን እንደለቅ አዞኛል፡፡

Table 5

Gains in organization, analysis, and discourse tools of workplace legal writing

Performance indicators	Group	N	Performance rate	Man difference	t	sig	Effect size (r)
Overall rhetorical organization	Intervention group	30	16(80%)	9	2.14	P, 0.023;	0.38
	Control group	30	7(35%)				
Discourse cohesion	Intervention group	30	18(90%)	9	2.78	0.038	0.61
	Control group	30	7(35%)				
Genre moves for the communicative goal at hand (statement of Claim, Defense, appeal, court judgments)	Intervention group	30	19(95%)	13	4.09	0.013	0.78
	Control group	30	6(30%)				
Legal reasoning (depth of analysis, synthesis and cognitive fluency)	Intervention group	30	17(85%)	10	2.03	0.033	0.34
	Control group	30	7(35%)				
Setting the stage for the resolution of a legal problem	Intervention group	30	17(85%)	12	3.75	0.019	0.79
	Control group	30	5(25%)				

The results in Table 5 above cover task accomplishment scores of workplaces legal writing (statement of claim, statement of defense, appellate plea, and judgment writing). The results show that the intervention substantially (P, 0.006 ; r, 0.465) benefited the development of the writing competence of participants for these professional purposes.

The treatment group students, unlike their pre-intervention level of performance, demonstrated knowledge of writing moves typical of such writings. In the plea of claim, they framed the caption with a tone that clearly sets the purpose of the text. They clearly explained the relevant facts that would give rise to the dispute at hand. Finally, they stated the relief sought with reasonable legislative grounds.

Illustration III

ቀን 12/2/2004

ለ ሽድግ ወረዳ ፍርድ ቤት

ባህር ዳር

የክስ ርዕስ :- ወደ መደበኛ የስራ ቦታዬ ለመመለስ ይፈቀድልኝ

ከሳሽ :- ሚኒስቴር ሚኒስቴር ሚኒስቴር ከተማ ቀበሌ 11

ተከሳሽ:- ሽጊዝ ሃላፊነቱ የተወሰነ የግል ድርጅት አድራሻ ባህር ዳር ከተማ ቀበሌ 14

ከሳሽ የሀገር ችሎታ አለኝ

ጉዳዩን የማቀርበው በተወካይ ጠበቃ ነው

ፍርድ ቤቱ ጉዳዩን የማይገባ ስልታን አለው

ክሱ በፍ/ሰ/ሰ/ቁ 222 መሰረት ተሟልቶ የቀረበ ነው

የክሱ ዝርዝር

እኔ አመልካች ሚኒስቴር ሚኒስቴር በተባለ ሃላፊነቱ የግል ድርጅት ውስጥ በቁጥጥ ስራተኛ መደብ 1998 ዓ.ም ጀምሮ የምሰራ ሲሆን ተመድቤ የምሰራበት ሥራ ሞተርቼ በቂ የኤሌክትሪክ መከላከያ የሌለኝው በመሆኑ ይህም በባለሙያ በቀን 23/03/2003 ዓ.ም ተረጋገጠ አክሲዮኒስታዊ ምክረሃሳብ ተሰጥቷል፡፡ እስከስተካከልም አደጋ በመሸሸ ለአምስት ወር ቀናት ስራ ለማቆም ተገድቻለሁ፡፡ ከነዚህ ቀናት በኋላ ድርጅቱም ማስተካከያ አድርጎብኋል፡፡ በማለት ስራውን አንድሰራ ተነግሮኝ ስራዬን የቀጠለኩ ሲሆን በወሩ መጨረሻ ደግሞ በግማሽ ተቀንሶ ተከፈለኝ፡፡ ይህንን በመቀዋወም ማመልከቻ በማሰገባት ስራውን እየሰራሁ ባልሁበት ሂደት ከፍተኛ የሆነ የኤሌክትሪክ ንዝረት በቀኝ እጅ ላይ ተሰምቶኝ አራሴን ሰቸ የወደቀኩ ሲሆን የኤሌክትሪክ አደጋ ተጋላጭነት አሁንም እጃለሁና የደረሰብኝን ጉዳት በሃኪም

እንዲመረመር ማመልከቻ በማሰገባት የማመልከቻውን ምላሽ እስኪመጣ ስራውን ለአስር ቀን አቁሟለሁ፡፡ እኔምስት ቀናት በኋላ የምርምራ ወጤቱ የመጣ ሲሆን የተሰጠውም ለድርጅቱ ነው፡፡ ነገር ግን ድርጅቱ የምርመራውን ወጤት ለኔ ከማሳወቅ ይልቅ ስራውን እንደለቅ አዞኛል፡፡

Also, in the statement of defense, the participants in the intervention group successfully set the tone of the plea in the form of a response to legal action instituted against the party. As part of their move in composing this text, they carefully identify the allegations that can be admissible and inadmissible. Accordingly, they responded to the allegations by denying some of them and admitting to the commission of the remaining others.

አመልካች በሰጠው መልስ አመልካች ከስራ የተሰናበተችው ከ20/9/2011 ዓ.ም ጀምሮ በተከታታይ ለአምስት ወር ቀናት ከስራ የጠፋች ስለሆነ ምክንያቱና ማስረጃውን በወቅቱ ባለማቅረቧ በአዋጅ ቁጥር 377/96 እንቅፅ 27/1/11 የስራ ውል ማቋረጥ ሕጋዊ ነው፡፡ የስራ ስንብት ከፍተኛ አይመለከታትም በአዲሱ ድርጅትም 5 አመት አላገለገለችም፡፡ የማስጠንቀቂያ ክፍያም አይገባትም የቀረ ደመወዝ የላትም፡፡ በአንፃሩ ማስጠንቀቂያ ሳይሰጣት ከስራ በመቅረቷ በዚህም ከስራ በመሰናበቷ የአንድ ወር ደመወዝ በካሳ መልክ እንዲከፈላት፡፡

A similar level of task accomplishment is observed in the appellate plea, where they accurately outline the points and grounds of appeal in the dispute at hand. They detail the history of the case in the lower courts, with details of the errors of the last court. As an extension of these moves, they could obtain the relief sought in the appeal.

Finally, it is important to note that the writing moves made by the intervention group students are largely in conformity with the procedural laws laid down in relevant procedural legislative documents.

Table 6
Nexus between L1 and L2 writing gains

Outcomes (gain in academic legal writing in English)	Predictors (performance in work place legal writing in Amharic)	r	R	Adjusted R squared	t	F	Sig.
Grammatical accuracy	Syntactic apprapraicy	0.75			12	8.54	0.034
Legal lexical accuracy	Lexical choice	0.84			43	0.76	0.012
Syntactic complexity	Syntactic depth	0.81			9.87	12.11	0.013
Legal vocabulary complexity	Level of lexical abstraction	0.78			8.12	8.75	0.036
Discourse cohesion	Discourse cohesion	0.88	0.88	0.65	6.54	21	0.011
Generic moves	Generic moves	0.76			8.00	11	0.021
Leal reasoning and conceptual fluency	Legal reasoning and cognitive fluency	0.83			11	32	0.018
Level of academic writing goal attainment	Level of goal attainment in work place legal writing	0.78	0.86	0.64	2.18	12	0.023
Level of goal attainment in work place legal writing	Level of legal academic writing goal attainment	0.88	0.88	0.65	3.28	5.88	0.019

Predictor variables 2 - Writing competence indicators of workplace legal writing
Dependent variable(outcome variable) 1- overall goal attainment of legal writing
Dependent variable (outcome variable) 2 - Overall goal attainment of work place
legal writing

The figures in Table 6 above account for the bi-directional link between EFL academic writing and workplace legal writing practices. This is clearly evidenced by through the varying categories of scores. A high level of correlation ($r > 0.75$; $p < 0.05$) is observed across indicators of legal academic writing and workplace legal writing.

Further, the variance (R^2), which essentially determines the degree to which the predictor variables (combined) impact the outcome variable, evidenced this strong link between the L1-L2 integrated writing practices. This score (R^2 , 0.61) indicates that more than 61% of the improvement in L1 workplace legal writing can be accounted for by the improvement across sub-skills of academic legal writing and integrated writing practice. A closely similar pattern of evidence is also observed in the link between EFL academic legal writing and indicators of L1 workplace legal writing. Evidencing this, the variance score (R^2 , 0.77) suggests that 77% of the EFL academic writing performance could be attributed to the improvement in L1 workplace legal writing.

DISCUSSION

The evidence on the impact of the intervention largely supports the theoretical expectations of cross-genre transfer. They strongly suggest that the integrated practice of L1-L2 writing practice for practical purposes provides a space for making connections between classroom learning practice and workplace tasks. They particularly see that legal writing, both in the academic environment and in professional practice, involves moves to solve problems occurring in the form of conflicts of interests. Further, it is inherent to the process of legal writing to compose texts by combining

facts and legal rules. Such understanding of the features of legal writing, in turn, facilitates the reciprocal transfer of metadiscourse tools between the L1 and L2 writing processes. As the students practice L2 writing (legal writing for academic purposes) and L1 writing (workplace legal writing), they discover that the inherent purpose of legal writing, is to make workable reasoning between combining facts and legal rules. Further, they came to see that such meta-movements are framed into different texts depending on the communicative context (academic milieu and institutional setting), between the purpose of legal writing in institutions, text, and context in writing. Academic legal writing inherently involves solving legal problems involving disputes and conflicts of interest between/among parties.

The L1 work place legal writing, on the other hand, involves composing texts and making analyses that set the stage for institutional resolution of the legal problem. At the core of the two types of writing (academic and workplace legal writing) is problem-solving. Thus, students have much to transfer from the L2 academic legal writing to the workplace L1 writing. As a way to emphasize this transfer, teachers may make learners write the two types of writings about from a same legal problem.

A continuous practice of these writings will particularly help them internalize metadiscoursal tools to compose texts that involve resolving legal problems. This, according to Bourdieu & Wacquant (1992) develops into a *habitual*, durable process of socializing students into the norm of communicative conventions of communities and institutions to which these students will be members. As such, the impact of the socialization process manifests as a *cognitive fluency* in which the students demonstrate a capacity to draw on content knowledge, linguistic, and discourse resources with optimal fluidity and flexibility to carry out a task in academic and professional settings.

Apart from the discourse-level achievement, the biliteracy changes in lexical and syntactic domains are consistent with the theoretical claims of lexicon studies. Writers such as Levelt(1992), Cummins (2000), Coasta (2005) Kavaliauskiene & Kaminskiene (2007 and Pavlenko (2009) maintain that the integrated practice of L1 and L2 writing strengthens the association between a word in L1 and its L2 equivalent. This is mainly because these words are realizations of the same concept. As the students manipulate and express it in L1 and L2 writing, they strengthen the connection between that concept and the realizations in both languages. This in turn helps students automate the use of lexical tools with an optimal level of accuracy. Further, the results suggest that the package of integrated practice helped learners enrich their vocabulary stock for the desired purpose. As the students moved through the steps leading to the production of the final texts in the two languages, they were engaged in intensive input processing that involved rich group and pair interaction. In this process students were made free to use L1 and L2 to process the input and carry out composing processes. This, arguably, enriched their lexical power in both languages. Further, the findings are substantially consistent with those reported by other researchers such as Ckrocker (2018) and Chirobocea (2018), suggesting that credible insights are accumulating for pedagogical and policy consumptions

Finally, the pedagogical package impacted the engagement of learners positively. To assess such an impact, a self-report questionnaire, an interview schedule, and an observation protocol were employed. The data from these sources clearly shows that the intervention package raised the engagement and motivation of the learners. It was visible in the classroom that the learners enjoyed the dual language writing practices. This emanates primarily from the fact that the L1-L2 integrated practice in a resource-rich and goal-directed context respects meaningful language practice. The students find themselves in a learning environment embedded within a context rich in resources and learning materials to develop writing biliteracy, which they will have to apply in the academic and workplace environments.

Evidencing this fact, one of the participants reported:

I enjoyed what we were doing in those writing activities, and I participated actively in the writing processes as I was eager to learn the legal language. The material and the guidance given to us by the teacher were useful in learning the language of law (vocabulary, grammar, and writing style).

A complementary testimony was stated by another participant, who remarked:

As I tried to express the legal concepts, it was difficult for me in the beginning, but the codes [bilingual legislation] and the legal dictionary and the sample writings given to us helped me to get out of that difficulty. The codes and the glossary of legal terms helped me find the exact word for any legal concept. This again gives me the confidence to express that concept both in Amharic and English.

The teacher [trainer] also guided and encouraged us to use our knowledge of English and Amharic, Amharic along with the materials, to do the writing. He also told us to follow some steps: First, we understand the scenario. Then we discuss it in Amharic [their L1]. Thirdly, we use the codes, the dictionary, and sample writings to find the appropriate legal words, phrases, and writing styles used by legal drafters and judges. Then we start writing. This way, we gained much knowledge of legal writing in English and Amharic. Because of the nature of the activities, I was always eager to go to those sessions where we practiced writing.

Apart from the linguistic input and the instructional guide provided, the nature of the tasks affected their cognitive and emotional engagement. No language learning task in the process was designed merely for the sake of language learning; almost all of the tasks are equally meant to make students learn law by solving real-life legal problems. Hence, these richly textured activities make students engage in the learning with higher enthusiasm, investing themselves with an intrinsic drive to carry out their language learning activities.

Reflecting on his enthusiasm for his learning in this context, one of the students remarked:

“What I did in those sessions is more relevant and more real to me... I feel like a lawyer—rather than — just a student.

The other student also stated, “I usually forget that I’m in a language classroom because all the language exercises are related to our field [law] and future career. That gives me the motivation to speak and write about those legal issues.

These reflections of the students are consistent with the research findings on the link between engagement, translation, motivation, and content-based instruction in professional literature. Research findings in such contexts report that motivation and interest arise from the recognition that learning is indeed occurring and that the learning of challenging information justifies the effort. Further, considerable research argues that students who are more motivated, who develop an interest in curricular learning goals and activities, and who perceive themselves as successful and capable students learn more and do better in school (Alexander, Kulikowich, & Jetton 1994; Krapp, Hidi & Renninger 1992; Tobias, 1994; Turner 1993; Nowacek 2011). Evidencing this, most of the students in this study pointed out that they joined law school with a high expectation of learning new things, and the activities in the CLIL class gave them a language learning environment different from the one they knew in their high school foreign language classes. This, in turn, gave them the impetus to get engaged in the tasks with genuine interest and eagerness.

CONCLUSION

This study originates out of the deficiency of Conventional ESP instruction in local educational needs. The experimental evidence from it demonstrates that the instructional techniques of translanguaging and content-based instruction provide promising possibilities to address this gap. As such, the integrated practice of EFL academic and L1 workplace legal writing practices clearly targets the language skills practically in need in the academic and professional lives of students. Also, the pedagogical approach brings the EFL and L1 writing practice in tandem, where the L1 use reinforces L2 lexical and syntactic gains and the L2 writing paves the way for the transfer of writing genre knowledge and use.

It is also important to note that such gains in lexis, syntax, and discourse are possible because of the content-based input rich in relevant legal vocabulary, grammatical tools, and writing genres. Apart from the gains in dual language writing competence, the use of such input for dual language writing practice substantially enhances the motivation and engagement of the students.

These evidences lend valuable insights on language curriculum design and material writing and running dual-language programs. As language use needs become more diverse, conventional ESP materials and instructional packages fail to meet these demands. Thus, the future is about teaching different languages for their respective purposes rather than only English for specific purposes. While teaching two or more languages separately for their specific purposes is demanding in many ways, this package of dual language instructional approaches gives a space for developing materials and instructional techniques through which language skills of two languages can be practiced and develop synergistically. Finally, policy makers and educational planners need to consider such pedagogical models as a way to attain goals of

bilingual educational practice and meeting needs of communities across professional practices requiring specific language competence for practical purposes.

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APPANDEX

English versions chunks in Amharic

Statement of Claim (p.15)

Date: February 19, 2012 (Equivalent of 12/2/2004 Ethiopian Calendar)

To: Shedgeg Woreda Court, Bahir Dar

Subject of Claim: Application for Permission to Return to My Regular Workplace

Claimant: Muansnel, Bahir Dar City, Kebele 11

Defendant: Shn'yaz Halafintu Private Limited Company, Address: Bahir Dar City, Kebele 14

Jurisdiction:

- The Claimant has the legal capacity to bring this claim.
- The Claimant is represented by a legal counsel.
- This court has jurisdiction to hear this matter.
- This claim is presented in accordance with Civil Procedure Code Article 222.

Details of the Claim:

1.I, the Claimant, Muansnel, have been a permanent employee of the Defendant, Shn'yaz Halafintu Private Limited Company, since 2005 (Equivalent of 1998 Ethiopian Calendar).

2.My work assignment involved operating machines that lacked adequate electrical protection. On March 31, 2011 (Equivalent of 23/03/2003 Ethiopian Calendar), a professional assessment confirmed this deficiency and recommended immediate rectification.

3.Due to the hazardous situation, I was forced to suspend work for five (5) working days to avoid potential accidents, pending the required repairs.

4.After this period, the Defendant informed me that the repairs were completed, and I resumed my duties. However, at the end of that month, my salary was reduced by half.

5.While continuing to work while protesting this decision, I experienced a severe electrical shock in my right hand, causing me to lose consciousness and fall.

6.Given the continuing exposure to the risk of electrical hazards and the injury I sustained, I submitted a request to undergo a medical examination. I then stopped working for ten (10) days pending the outcome of this medical investigation.

7.Five (5) days later, the results of the medical examination were provided to the Defendant; However, the defendant has not shared the results with me. Instead, they terminated my employment.

Relief Sought:

The Claimant respectfully requests that this Honorable Court grant the following relief:

- An order permitting the Claimant to return to his regular workplace.
- Any additional relief that this Honorable Court deems just and equitable.

Defendant's Respons (p.16)

In response to the Claimant's statement, the Defendant asserts that the Claimant's termination was lawful. The Claimant was dismissed because she was absent from work for five consecutive working days, starting on September 30, 2019 (Equivalent of 20/9/2011 Ethiopian Calendar), and failed to provide a reason or supporting evidence for her absence in a timely manner. This termination is consistent with the provisions of Proclamation No. 377/96, Article 27(1)(b), regarding the legal termination of an employment contract.

Therefore, the Claimant is not entitled to severance pay, as she has not served for five years at the new company. Furthermore, the Claimant is also not entitled to notice pay and no salary payment is due. On the contrary, as she failed to provide notice before being absent and this is a basis for dismissal, the Claimant is required to pay one month's salary to the company by way of compensation.