

**AN ANALYSIS OF LEARNER LANGUAGE
WITH REFERENCE TO
SPOKEN ENGLISH**

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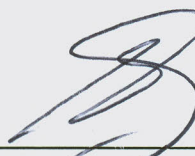
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ABSTRACT

In this study a group of first year university students were asked to comment on their own recorded oral texts which they had produced by performing tasks that involved face-to-face interactions in the L2. Transcribed, the texts and comments were described, analyzed, interpreted and compared in terms of form and content. The aim of the study was to identify important discourse level and system specific features of the processes of the interactions. Analyses of the learners' language show that some loan words which were borrowed by the L1 from the L2 with semantic modifications appeared in the learners' L2 with the same modifications. They also show that whole moves were wasted maybe because listeners failed to attend when they were deeply engrossed planning more responses to earlier moves made by speakers. Where three languages spoken by a learner, L1, L2 and L3 were concerned, equivalent errors made in the learner's L2 and L3 were hypothesized to have a common source in the learners L1. This could be done even when the researcher did not know the learner's L1. Considering the co-operative nature of face-to-face interaction, Grice's Co-operative Principle has been suggested as an alternative guide for marking student texts.

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CHAPTER I

INTRODUCTION

1.1 Statement of the Problem

This study attempts to answer the following research questions.

1. How do learners cope with the constraints created when they communicate in the L2 which they insufficiently command?
2. What are the relevant aspects of the context of language use which, as perceived by the users, influence classroom peer interaction in the L2?
3. Do learners use certain L2 lexical items differently from the way they are used in the predominant L2 conventions ? How ? And why?

Besides, it has been claimed that:

In helping learners manage their insights into the target language we should be conscious that our starting point is the learner's grammar of the language (Willis 1994:56) (Original emphasis).

Nevertheless, in the Ethiopian context, no study that uses contextual information and involves learners in the analysis of their own language has been conducted to find out how learners use grammatical and lexical items during face-to-face interaction in the L2. Although the use of tasks that generate small group or pair talk in the L2 has received a lot of support (Long and Porter, 1985), in our context, factors that may cause miscommunication conflict or lack of involvement during group and pair work have not been identified through research. In short, the process of learner- learner interaction in the L2 has not been sufficiently studied. We do not know either if there are recurrent themes

that learners raise when they are allowed to talk about important events in their lives. Although what learners bring into the learning situation in terms of sociocultural knowledge, linguistic and educational background and strategies is widely agreed to be important (Hall, 1995; Cook, 1994, Ellis 1994),we actually have little research-based information about what this actually is and how it is practically reflected in the way English is used by Ethiopian students.

1.2 The Purpose of the Study

The aim of this study is to generate hypotheses about learners' language use on the basis of what analyses, from various perspectives, of the oral texts elicited for this study reveal. The study is guided by what Jaszczolt (1995:9) based on Fillmore (1984:134) suggests about the targets of a pragmatic study of learner language:

[It] seems that with the 'small' pragmatic principles and practices that language learners need to know, the elements of their description require one to pay attention to essentially all of the ingredients of ... context : speaker's attitude, speaker /hearer relationships, discourse purposes, institutional setting ... and all the rest.

1.3 Importance of the Study

The sociohistorical approach to language use (see chapter 2) claims that people (re)create their worlds i.e. their identities their relationships, their ideologies etc. in talk (Hall, 1995). Research that aims to explore learners' worlds can serve as a kind of needs analysis (Tarone, 1994). It can help us to understand what learners already know in terms of language and strategies and what they need to know. This study may be useful in

indicating directions for multiple-case studies conducted for the same purpose. It also provides data base and hypotheses for future research.

1.4 Limitations

There is no claim made, in this study, to external validity. This is mainly due to the kind of research design selected. Guba and Lincoln (1981), quoted in Merriam (1988:33) say case studies are limited in that "... they tend to masquerade as a whole when in fact they are but a part - a slice of life". Some of the hypotheses are produced on the basis of a single observation of a single instance of interaction. It would be very important if teachers' and other professionals' comments on the student texts were collected. Students should also be given more time to thoroughly study their own outputs. It would also be informative if the learners were given a chance to talk to international speakers to see cross-cultural differences. In fact, studies of this kind would yield better results if conducted jointly with an insider and an outsider to the culture to obtain both perspectives. The study is also 'artificial' for two main reasons : in 'normal' group and pair work activities students have a chance to revert to a local language when the teacher is away. Secondly, the tasks were not chosen by the subjects. Consequently the interaction lacks the unpredictability of everyday conversation during which learners may be less self - conscious. If learners were made co- researchers, they would be able to obtain recordings of informal, free discussions made by other learners. They may also be able to understand aspects of learner language use that the researcher may find it difficult to grasp.

1.5 Definition of Terms

Context:- includes

1. co-text
2. paralinguistic features

3. Other texts (i.e. 'intertext,)

4. The social and cultural situation

5. Interlocutors and their schemata...(Cook, 1994: 24-25)

Co-text:- "... (knowledge of) other parts of the text under consideration... (Cook, 1994:24)

Learners: participants => students => the subjects studied by this research

Culture- "... a system of ideas that underlies and gives meaning to behavior in society" (Schiffrin 1994:138).

Discourse:- " Communicative events involving language in context" (Nunan 1993:118).Nunan also defines a communicative event as "A piece of oral or written interaction, which contains a complete message" (Nunan 1993:117).

Genre:- "A particular type of oral or written communication such as a narrative..." (Nunan ,1993:120).

Speech act:- "The functional intention of an utterance" (Nunan,1993:124).

Task: "... a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning (Nunan 1989: 10 quoted in kumaravadivelu. 1993:70).

Text:- "...the linguistic forms in a stretch of language, and those interpretations of them which do not vary with context" (Cook, 1994:24).

Topic " the subject matter of a text" (Nunan ,1993:125)

T-unit: “One main clause plus whatever subordinate clauses happen to be attached or embedded within it”(Hunt 1996:735 quoted in Crookes, 1990:184).

Turn:- “...one or more streams of speech bounded by speech of another, usually an interlocutor” (Crookes, 1990:185).

Utterance: “ ...an utterance (is) defined as a stream of speech with at least one of the following characteristics:

(1) under one intonation contour

(2) bounded by pauses, and

(3) constituting a single semantic unit (Crookes, 1990:187).

“The function performed by an utterance” is its illocutionary function (Nunan, 1993:120).

CHAPTER II

LITERATURE REVIEW

2. Approaches to Face-to-face Interaction

This study views face-to-face conversation from various perspectives. Taking multiple perspectives may help us to focus on areas that can be left out if the analysis were conducted from a single perspective only: "...no single level of analysis will ever be able to say all there is to say about a conversation..." (Stubbs, 1983:175). All the perspectives reviewed here are discussed in relation to the sociohistorical approach (Hall, 1995).

2.1 The Sociohistorical Approach

The sociohistorical approach (figure 2.1) takes into account the predominant conventional meanings embedded in the L2 and its generic uses, the moment-by-moment effort made by interactants to maintain or transform L2 conventions to meet immediate interactive purposes and the sociocultural and cognitive identities of the interactants. The learner has to both know the conventions and be able to manipulate them to serve immediate goals. A study of face-to-face interaction that is based on contextual information about learners social, linguistic and cognitive identities may reveal the level of their knowledge of L2 conventions, the efforts they make to create context specific meanings and maintain or promote social relationships, their world views and the relationships they form with co-interactants during face-to-face conversation (Hall, 1995).

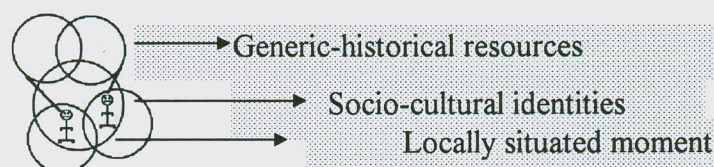


Figure 2.1 Object of study of the sociohistorical approach (Hall, 1995:211).

Various approaches to language use focus on one or more of the components shown in figure 2.1. Interactional sociolinguistics (IS) the ethnography of communication (EOC) and conversation analysis (CA) categorized here as the sociocultural approach focus on the relationship between sociocultural factors and language use (Schiffrin, 1994; Hall 1995). Pragmatics, defined as : “... the study of the relation of signs to interpreters” (Schiffrin, 1994:191), deals with the context specific meanings created during interaction. Learners level of command of the L2 conventions can be studied through error analysis. Contrastive and transfer analyses focus on the relationship between the learners’ sociocultural background and their use of the L2 resources. Both variation and contextual analyses focus on the choices made by language users from alternative forms in the generic resources.

2.11 The Sociocultural Approach

The approaches categorized here as sociocultural i.e. IS, EOC and CA (section 2.1) have important similarities. They are similar in that, unlike pragmatics, they all:

...down play the role of speaker intention by constructing more sociogenic explanations for human behavior (Schiffrin, 1994:410).

Thus they all take an inter-organism rather than intra-organism perspective: they are more concerned with perlocutionary than illocutionary constraints (Aston, 1993). They are

also similar in that they all view communicative meaning "... as inherently contextualized and contextualizing" (Schiffrin, 1994:410). In other words, utterances relate to the context and help to define or create a context. IS addresses "...the intersection of language and social phenomena" (Tannen, 1996:5). An important topic raised by IS "face". Face is defined as "... an image of self delineated in terms of approved social attributes" (Goffman, 1967:5).

People normally strive to project a positive self-image and any act that harms this is considered to be face-threatening. In other words, during face-to-face interactions we normally try to promote our own face and give face to others. Duran (1994:54) says that "...most individuals ...attempt to deliberately avoid embarrassing others, unless... some motivation such as blatant hostility is at work." Interaction in an L2 can result in loss of face specially when interactants' incompetence is made public (Hatch, 1992).

The ethnography of communication (EOC) studies speaking as "... a cultural system, cross-culturally variable in organization (Bauman and Sherzer 1989: xi). EOC has provided us with a frame of reference which can be used to describe the context of an utterance (Schiffrin, 1994). For convenience, the components of the frame (as shown below) are represented by the acronym SPEAKING (Hymes, 1964).

S Setting physical circumstances

Scene subjective definition of an occasion

P Participants speaker/hearer

E Ends purpose and goals

A Act sequence message form and content

K Key tone, manner

I Instrumentalities channel (verbal, nonverbal, physical)

N Norms of interaction and interpretation specific properties attached to speaking interpretation of norms within cultural belief system

G Genre textual categories

Conversation analysis (CA) is defined as "... a structural methodology for the analysis of talk (Schiffrin, 1994:341). Conversation analysts have discovered a number of recurrent structural patterns within stretches of interaction. One of these structural units is the adjacency pair. An adjacency pair is an ordered mutually dependent pair of utterances each produced by a different speaker (McCarthy, 1991). For example, a question and its answer form an adjacency pair. McCarthy (1991:119) says, "... a question predicts an answer, and ... an answer presupposes a question." For example if A asks, "How far is Nazareth from here?" and B responds "100 kms." The question is a first-pair part and the answer is a second pair- part .

A first pair-part can at times be followed by a delayed or no second pair-part but it always sets up a conditional relevance for a second pair part, that is, in other words, "...given a first part of a pair, a second part is immediately relevant and expectable" (Levinson, 1983:306 referring to Schegloff, 1972). If the second pair-part does not occur the interaction becomes marked (Levinson, 1983).

Another structural unit reported in Coulthard (1985) is the exchange. An exchange is made up of three functional parts called moves. The moves are called initiation (I), response (R) and follow-up (F) according to their function within the exchange (Nunan, 1993).

The following example of an exchange unit is taken from McCarthy (1991).

Teacher: What time is it, P? (I)

Pupil: Five past six (R)

Teacher: Very good! (F)

I, R, and F stand for initiation, response and follow-up in that order.

McCarthy (1991) observes that the rigid use of the IRF exchange structure where learners are limited to the responding move alone denies them of the opportunity to practice follow-up moves. Consequently in learners' follow-up moves:

...we may get a range of vocalizations or 'noises' that can be 'culturally peculiar' to the English ear (McCarthy) 1991:123).

Follow up moves in English can be realized by phrases such as "Oh, dear" and "how nice".

Yet another structural unit identified by conversation analysts is the repair system. Nunan (1993:124) defines repair as "The correction or clarification of a speaker's utterance, either by the speaker (self-correction) or by another person (other-correction). Coulthard (1985) claims that interlocutors prefer self-correction to other correction. Listeners use repair initiators to encourage speakers to self-correct. These include pauses, return question and mitigated other corrections (Hatch, 1992). Long and Porter (1985) argue that conversational devices like clarification requests, confirmation checks, and comprehension checks which assist in repairing communication breakdowns may promote learning.

2.12 Pragmatics

The area of pragmatics employed for this study is the Co-operative Principle (Grice, 1975 cited in Schiffrin, 1994:194). The Co-operative Principle and its maxims are presented here as follows:

The principle:

Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.

The maxims:**I. Quantity:**

- a. Make your contribution as informative as is required (for the current purposes of the exchange).
- b. Do not make your contribution more informative than is required.

II. Quality: Try to make your contribution one that is true..

- a. Do not say what you believe to be false
- b. Do not say that for which you lack adequate evidence

III. Relation: Be relevant**IV. Manner:** Be perspicuous

- a. avoid obscurity of expression.
- b. avoid ambiguity
- c. Be brief (avoid unnecessary prolixity)
- d. Be orderly (Schiffirin, 1994:194).

The Co-operative Principle (CP)

Schiffirin (1994) has applied the CP and the maxims of quantity and relation to explain how referring terms (expressions speakers use to refer to an entity in their 'mental discourse model') are used in a narrative. The part of the CP which seems to be most relevant to this

study is: "Make your conversational contribution such as is required, at the stage at which it occurs.... Referring terms can be definite or indefinite and explicit or implicit:

Referring terms that are definite are noun phrases with the definite article the, possessives, pronouns, names, titles; those that are indefinite include noun phrases with the indefinite article a, with quantifiers, and with numerals (Schiffrin, 1994:198)

The stage at which reference is made in a stretch of conversation is important:

Referents are often introduced into discourse with terms that are indefinite and explicit (e.g. a woman I work with) and continued with terms that are definite and implicit (e.g. she) (Schiffrin 1994:198) (original emphasis).

Referring terms are also related to topic continuity (Odlin, 1989). If we take entities referred to in a stretch of discourse as topics, we can say that topics differ in the frequency with which they are mentioned. The more frequently an entity is mentioned by the speaker and understood by the listener the more predictable or continuous it becomes. When a highly predictable entity or topic is omitted because it has become highly predictable or continuous we have zero anaphora, that is the topic is understood even without being mentioned. Topics can also be dislocated to the right (right dislocation) or to the left (left dislocation) of their normal grammatical position depending on whether the topic is more or less predictable. Odlin (1989:91) has placed these syntactic devices which signal predictability/unpredictability of a topic on a scale of topic continuity as follows:

Most continuous topic

zero anaphora

Unstressed pronoun

Right dislocation

Neutral order

Left dislocation

Least continuous topic

The speaker should strive to make the topic sufficiently predictable for the hearer.

Beaugrande and Dressler (1981) stress the importance of discourse goals in the application of the CP. Participants in discourse make their contributions on the basis of their goals and the assumption that their co-participants will be co-operative. This may help us to understand cases of conventional or intentional flouting of the maxims. In such cases we may say participants exploit the maxims for different purposes or goals. The very absence of a CP requirement becomes foregrounded and meaningful as far as the participants recognize it as purposeful. This is why Beaugrande and Dressler (1981:118) claim that the maxims "...are merely strategies and precepts not 'rules' ...". Cook (1989) also says that the maxims can be deliberately violated for some effect. Deliberate violation of a maxim can, for example, be seen in the use of metaphors. Literally interpreted metaphors become violations of the maxim of quality. Otherwise they become a forceful means of expression.

The Maxim of Manner

Obscurity of expression as noted by Beaugrande and Dressler (1981) can lead to miscommunication or failure to attain one's goal. They also say that obscurity can be deliberate "... a text producer might have motives for obscurity, such as the attempt to appear learned (Beaugrande and Dressler (1981: 120).

Miscommunication may arise as a consequence of failing to obey one of Goffman's, (Goffman, 1976 discussed in Hatch, 1992), system constraints believed to operate in all types of human communication. Four of the eight system constraints are discussed below.

One of these system constraints is ~~are~~ called back channel signals (BCS). BCS are vocalizations like "mmhmm" , "uhhuh" etc. and short words like **yeah, no, sure** etc. by means of which the listener, without taking the turn away from the speaker, indicates that she or he is attending to the message. They are feedback signals that assure the speaker that the message is getting through. BCS may overlap or differ across cultures (Hatch, 1992, McCarthy 1991).

Givon (1984: 128 quoted in Odlin 1989 : 88) says:

If one has difficulty establishing a new topic, or if one suspects that the hearer is likely to experience such difficulty, the most sensible strategy is first to make sure that the topic is firmly established and only then to come up with the new information.

Hatch (1992:76) referring to Tao and Thomson (1991) who have contrasted back channel signals in Mandarin and English says that Mandarin signals " ... are used most frequently to show understanding, confirmation or acknowledgment of agreement rather than to urge the speaker to continue. " The absence of back channel signals, namely silence can be interpreted as a polite request for a repair (Hatch, 1992).

Another system constraint is the need for acoustically adequate and interpretable messages. This requires that messages be both audible and intelligible that is, they should be audible and transparent (Hatch, 1992). Speech perception can be facilitated through familiarity with topics and interactive resources. The more familiar the generic resources

used the clearer the message. Listening is based on acoustic data and guided by expectations i.e. relevance (Hatch, 1992). Another source of misunderstanding is what Rost (1990) calls mishearings. Mishearings hamper the maxim of manner. They are caused by a miscue of similar sounds. 'Nitrate' (closed juncture), for example, can be confused with 'night rate' (open juncture) (Pei, 1966:136).

To prevent miscommunication that results from problems in the 'Manner' area learners use communication strategies. Ellis (1994) reports a study conducted by Poulisse (1989) in which 15 Dutch learners of L2 English performed various tasks to see lexical strategies used by the learners. The study made the following classification of the strategies (Ellis 1994 :402).

-
- | | |
|----------------------|---|
| I. conceptual | 1. analytic (circumlocution, description and
paraphrase,
2. holistic (the use of a superordinate, or subordinate term) |
|----------------------|---|
-
- | | |
|-----------------------|---|
| II. Linguistic | 1. Transfer (borrowing, foreignizing and literal
translation)
2. Morphological creativity |
|-----------------------|---|
-

2.13. Variation Analysis

A detailed discussion of variation in learner language is found in Ellis (1994) . Ellis uses the word "variability. Here "variation" (Schiffrin, 1994) and "variability" are used interchangeably to refer to the use of variants for a single underlying form or category.

Ellis (1994:121) point out that:

...because learner language is a natural language, the types of variability that it manifests are not unique. All natural languages will manifest variable forms that have two or more variants. (original emphasis).

There are three types of variation identified on the basis of this theory; inter-speaker variation, intra-speaker variation and free variation. Inter-speaker variation occurs when "some speakers may have access to one variety and others to other varieties ..." (Ellis 1994:126). Intra-speaker variation occurs when the same speaker uses different varieties in different contexts. Free variation is observed when two or more forms are interchangeably used in identical contexts (Ellis, 1994).

2.14 Contextual Analysis

An approach that closely resembles variation analysis is contextual analysis (Hatch, 1992). Contextual analysis combines syntactic, pragmatic and context analyses to find out how certain linguistic features are used in discourse. Contextual analysis is, therefore, an essentially form-function analysis which combines various approaches. It is a deductive approach in which an interesting question about the use of an interactive resource is asked and its answer sought in texts.

Concerning the benefits of such an analysis, Hatch (1992:270) says that:

Information on how students from various first language backgrounds or from proficiency levels use a particular structure would ...be extremely valuable for pedagogical purposes.

2.15. Contrastive, Error and Transfer Analyses

Contrastive analysis (CA) can be conducted in combination with error analysis (EA), and transfer analysis (TA). James (1994:180) says:

Some features of IL are explained by comparing L1, with L2 : this is predictive CA. Others are identified by comparing IL with L2; this is EA yet other features are identified by comparing IL with L1: this is Transfer Analysis...

Together CA, EA and TA focus on the common area between interactants, their sociocultural identity and the L2 interactive resources (figure 2.1). IL refers to learner language. The study of learner language begins with EA(Ellis, 1994). Corder (1967) has suggested that the learner plays an active role in internalizing a second language as she or he attempts to make sense of the L2 data she or he is exposed to. The problem with conducting EA is the difficulty of identifying errors (Lennon, 1991). If we relied on the joint judgment of the researcher and the learner's teachers even when the teachers happen to be non-native, the identification of errors would be less problematic.

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CHAPTER III

RESEARCH DESIGN

3.1. Type of the Study

This study shares some features of naturalistic case studies in that:

- (1) it seeks to produce a holistic description and explanation of the learners' oral language use
- (2) it seeks to make context based interpretations of the learners' perceptions and experiences;
- (3) it is inductive, data-grounded;
- (4) it focuses on processes.;
- (5) it is conducted in a natural setting and
- (6) it attempts to find out how the context and the experiences within it are viewed by the subjects (*Merriam 1988*).

The study also shares features of qualitative methods of analyzing learner language discussed by Tarone (1994). Tarone (1994:676) says that this type of methodology is:

. . . typified by an ethnographic study in which one or a small number of learners are observed in communicative interactions with those around them, and patterns in their language use (at any level of language) are systematically described.

The methodology also includes an ethnographic description of aspects of the context of language use. The learners were also allowed to reflect, after the event, on their own and their co-interactants texts. This means, the conversations were recorded and played back to the participants so that they could comment on them (Tannen, 1996).The comments

themselves were recorded and used as additional learner language data. A naturalistic case study design was chosen because the research questions are better addressed through a holistic study.

3.2 The tasks

Green and Hecht (1989) have proposed the following criteria for the selection of tasks used to study learner language.

- (1) The tasks should be designed to elicit both oral and written texts. They should be capable of bringing out the subjects narrative and transactional competence
- (2) The tasks should not be totally new to the subjects. Subjects should know how to do them.
- (3) The tasks must have a likelihood of being performed in real life.
- (4) The tasks should, more or less, generate "common message content" to facilitate comparison across subjects and
- (5) The tasks should be suitable to carry out during a single lesson

In this study, based on Yeoman (1996), the quality of the task to elicit the subjects' salient experiences and lead to communication at the affective level have been emphasized. The tasks selected for this study include personal story telling, picture story telling, retrospective interviews and personal life interviews.

An important next step after the learners have done the tasks would be to play the recordings to concerned panel's of people, for example teachers or cultural experts to solicit their comments (Fairclough, 1994). It would still be appropriate to return the researcher's analysis of the texts to the producers for further comments(Tannen, 1996). The problem with these procedures is that they can be too lengthy and expensive. One way of limiting material for analysis is to focus on spots of trouble within the texts:

One selection strategy which has much to recommend it is to focus on 'Cruces' and 'moments' of crises'. These are moments in the discourse where there is evidence that things are going wrong... (Fairclough, 1994:230).

3.3 Sampling Strategy

The sampling strategy used for this research is purposive sampling. Learners who had gone to the most privileged high schools in Addis and had an unusually high command of the spoken form of the language were excluded. They were actually few in number. It was also attempted to include students from various L1 backgrounds. Participation in the research was voluntary. The purpose of the study was explained to the learners.

3.4 The Methods

Merriam (1988:3) says that:

Naturalistic inquiry, which focuses on meaning in context, requires a data collection instrument sensitive to underlying meaning when gathering and interpreting data. Humans are best when using methods that make use of human sensibilities such as interviewing, observing, and analyzing.

Analyzing, interviewing observing and retrospective interviewing were the methods used for this study. The following are the main questions asked after the story telling questions were done.

1. Do you have any comments to make about the conversation? Would you like to say something about how it was conducted?
2. Did you face any problem as you tried to tell this story? How did you try to overcome it?
3. How did you arrive at 'x'? Did you want to say it in another way also? (Cohen, 1996:260)
4. What do you mean by 'x'? Is there any other way of saying that?

5. Do you have anything to say about your interlocutor's English? What is good about his or her English? Have you just learned anything from her/him? Is there anything you would like her or him to improve?
6. If you were asked to do the task again what aspects would you improve?

For native speakers:

7. From your experience of talking to Ethiopians in English could you tell me anything that strikes you as peculiar and that teachers of spoken English should focus on?

The analyses were conducted from various discourse perspectives as explained in chapter two. Another method that was used for this study is direct observation of pairs of learners engaged in face-to-face interaction. This kind of observation can be holistic or focus on a specific aspect of communication such as eye contact.

Some of the questions raised on the basis of the analyses of the learners' oral texts were put to whole classes of students for further checks. If it is conducted more systematically, this technique may help us to check internal validity against external validity. It is also important to note here that, as is occasionally done, during this study, insider researchers can benefit from their experiences as learners of the L2.

CHAPTER IV

DATA ANALYSIS

4.1 The Context

'R' (the researcher) and 15 first year university students from the Sidist kilo campus have participated in this study. 'R' was teaching Freshman English to the students when they took part in the study. The context is analyzed using Hyme's (1994) frame of analysis: the SPEAKING grid. SPEAKING is an acronym which stands for factors believed to be potentially possible units of communication and is used to discover the relevant units that make up a specific instance of communication.

Setting:- The personal narratives recorded and studied during the research were part of an actual lesson. They are based on the task given in Atkins, et al (1996:17). Some of them were recorded during a regular lesson. The other tasks were done in R's office and at various spots on the campus.

Direct observation of the subjects while they interacted in small groups and in pairs and information obtained from them through informal interviews suggest that even when the physical setting changed the scene or "...the abstract psychological setting" (Wardhaugh, 1992 :245) remained nearly the same provided that the participants and the act sequence were the same. The students have reported that as far as the teacher is present and is helping them to learn English the actual place where this takes place does not make much difference. From the students' point of view the teacher is one who sets tests, evaluates them, gives them grades and eventually decides their survival at university. If the learners think that the teacher, in this case also researcher, is the most relevant part of the speech occasion, so it is because it is the learners' language or their speech that is being studied.

The temporal setting is important that is why the tasks ^{were} ~~are~~ done when the exams are safely away. When the exams approach the students say they would be under much stress. The fact that the physical setting, the classroom, is less relevant than the other factors of the context can be seen from the different norms required in the same classroom with the same participants but during different occasions, for example during a regular class day and on a final exam day.

The Participants: the participants as mentioned above are their teacher, 'R', (researcher) and the 15 students.

Tad is male: his L1 is Amharic; he doesn't know any other local language. The only foreign language he speaks is English. He is in his early twenties.

Sash is in her twenties; she is sightless and speaks the Gurage language, Amharic and English. Her L1 is the Gurage language.

SD: is male, 20.; his L1 is Amharic.

Sab: is 19; male; he speaks Oromo, Amharic and English.

ST: is 21; he speaks Oromo, Amharic and English.

SA: is 20; he speaks Oromo, Amharic and English.

SK: is 19; he speaks Gurage, Amharic and English.

SAD: is 21; his L1 is Tigrigna; he also speaks Amharic.

SEN: is 19; his L1 is Amharic and he speaks no other local language.

SKEF: speaks Amharic and English only; Skef is female.

SUN: speaks Oromo, Amharic and English. He is in his early twenties.

Ban: is male, 19 and he speaks Oromo, Amharic and English. His L1 is Oromo.

SZ: is in his early twenties; he speaks Tigrigna, Amharic and English; his L1 is Tigrigna.

Ends: In the story (re) telling tasks, goals were externally built into the tasks. That is, the learners didn't choose to tell or listen to the stories. They were told to. The ends were, therefore, artificial, externally induced. It is also possible that the learners had their own covert personal goals Wardhaugh (1992) such as showing the teacher 'R' that they are competent, that they are better than others. These goals cannot be different from conventionalized goals in regular tasks performed in classrooms as parts of lessons because the most relevant aspects of the context, that is, all the participants were present. The personal goals might have been different if the researcher was not also the learners' teacher.

Act sequence:- "...refers to the actual form and content of what is said...(Wardhaugh, 1992:245). The analyses of the texts mainly focus on the act sequence.

Key:- "...refers to the tone, manner, or spirit in which a particular message is conveyed... (Wardhaugh, 1992:246). A disadvantage of transcribed texts is that they don't sufficiently show the key but no pronounced aspects which would change the meaning the actual words used were observed.

Instrumentalities:- The aim of the study was to let each learner do the same task in the L2, and in the L1, both in writing and speaking but some of the tasks were done only in the L2. As can be seen in some of the texts, there were also instances of code mixing.

Norms: some participants have blamed their co-interactants for code-mixing; using too many pause fillers; fidgeting; lack of eye contact; talking too much and laughing at them.

Genre:- The major genre performed is the narrative.

4.2 Story-retelling

In this task the story tellers read a simplified version of the short story called "The Gift of the **M**agi" by O. Henry (Appendix B). The short story is taken from Abbs and Freebairn (1991:123). The participants had not read the story before they did this task. The full text in which ST narrates "The Gift of the Magi" to SA is found in Appendix B2. SD's narration of "The Gift of the Magi" is in Appendix B3 and is followed by retrospective comments on it by SD himself and by his listener SK in Appendix B4.

St's Narration of "The Gift of the Magi" to SA: Analysis

The major cause of miscommunication in this story retelling interaction (Appendix B2) between 'ST' and 'SA' is the simple mishearing of the open juncture "watch chain "as "watch" or, more precisely as "watchi "? But more interesting than the simple mishearing is the negotiation that results to clear up the miscommunication. A closer study of the text shows that there are also several factors, other than the simple mishearing that contribute to the misunderstanding.

Before telling it to SA, ST first had read the short story and discussed it with 'R'. Then he told it to 'R' for practice. 'R' has recorded the discussion conducted while ST was trying to understand the story. Sometime during the retelling 'R' had gone out of the room while ST and SA continued recreating the story that was being recorded throughout.

As the text shows, the narration ends before SA understands the story. The 'negotiation' was not recycled because the students were late for lunch and had to go.

A Pragmatic Analysis of Selected Referring Terms

Some of the referring terms selected for this analysis from ST's narration of "The Gift of the Magi" are shown in the following table.

No	Referent	First mention and equivalents	First and Subsequent mentions
1	"Della"	a wife	a wife-Della-She the wife
2	"Madam Sophronie"	The shopkeeper The shopper	The shopkeeper- She
3	"Watch chain"	a watch chain	a watch chain- this one-the watch chain-watch chain-watch chain- chain watch- watch chain- watch chain- watch chain-
4	"Watch"	gold watch watch a gold watch a watch	a gold watch- his gold watch- his watch- that gold watch- his watch- his watch-his watch-his watch- only one watch
5	"Method"	one method	one method
6	"box"	that box	the box-a box in their home-the box

Table 4.1 ST'S Use of Referring Terms

In line 7, ST refers to the shopkeeper as "She" before providing the necessary information that the shopkeeper is female. Consequently, "She saw her hair and pleased very much" (lines 5-7) could, to the listener, mean that Della saw her own hair and was happy. The speaker's intention, as the co-text aids us to understand, was to mean that Madam Sophronie saw Della's hair and was glad to get the valuable commodity. Our knowledge of the story i.e. the intertext can help us to infer this meaning. In using the inexplicit term "She" when he should have used the relatively explicit "the shopkeeper" or "the shopper" the speaker breaks the maxim of quantity because he has not provided the listener with information that would help him to identify the gender of the shopkeeper. As a result, the listener refers to the shopkeeper as "the shopman" (line 115). In doing so, he, inadvertently violates the maxim of quality. The speaker's use of the pronoun "she" to refer to the shopkeeper also presupposes topic continuity which actually has not been created for the listener which shows topic continuity that exists for the speaker only does not promote communication. It is important only if seen from an inter-organism perspective.

The watch chain is introduced into the narrative with the indefinite but explicit referring term "a watch chain" and it is mentioned again as "this one" which ST uses as a definite inexplicit referring term. Confused, SA asks "which one?" (Line 33). Before the first mention of "watch chain" and this one several referring terms have been used. Thus "watch chain" lacks recency. Therefore it should have been referred to with an explicit referring term. In other words, inexplicit reference is made to the "watch chain" without making it sufficiently predictable which again shows that only if predictability is mutual can communication succeed. This, again, is related to the maxim of quantity because it is by providing sufficient information that we make a referent sufficiently predictable.

Spots of Trouble in ST's Narration of "the Gift of the Magi"

The main source of misunderstanding in ST's narration of "The Gift of the Magi" starts in the following exchange (lines 9-10):

ST:...she bought a watch chain +

SA: watch?

ST: watch chain

SA's watch? is a confirmation request and may show that in ST's pronunciation of "watch chain", there is something that sounded like "watch" to SA, but is not at the same time exactly 'watch'. The speaker's response to SA's request, on the other hand, is ambiguous. it could mean "yes, watch chain "or No, watchchain".

It is very difficult to tell whether ST's response "watch chain" is "Yes or "No". However, A negative response is likely to be expanded or followed by some kind of hesitation or disfluency markers. Thus if St's answer was 'No'. you are not right', we would expect it to be expanded with explanations of the word "watch chain" or something of that kind. An affirmative answer would, on the other hand, mean that ST himself mishears SA's "watch" as "watch chain". Thus, in that case, the speaker presupposes that the listener knows the meaning of "watch chain" and mishears "watchi "as "watch chain".

One may also argue that the speaker is deliberately being unco-operative. The fact that the speaker did not choose to tell this story, that he was told to tell it, supports this argument. But we can also see that ST was, throughout the time trying to explain things including the meaning of "watch chain" for example in lines 11-13 he says" Her husband had a gold watch.... for that... she bought a watch chain". In line 86 also ST assures SA that there is only one watch. In line 69, he reverses "watch chain" into chain watch. It is difficult to conclude that there is deliberate unco-operativeness on the part of ST.

Another possibility is that the speaker fakes being understood. This can happen if the speaker does not know how to explain the word in English and does not want to explain it in Amharic or using non-verbal means to save face. It can also happen if the speaker simply hopes the listener would eventually understand the story using contextual information and in spite of "watch chain". This may be possible considering the problems of "face" and the rivalry among students.

R's question in line 14, "Is that clear?" does not help him to find the source of the misunderstanding between ST and SA. General questions like "Is that clear?" and "Do you understand?" (line 100) are of little use in pinpointing the actual source of trouble. They only provoke the listener into face saving measures. Thus although SA's long silence (line 13) may show that he is confused, when asked if the narration was clear to him, he responds 'yeah.'

In line 21, SA asks, "ihim?" which is a transferred clarification request that shows total incomprehension. Thus it points to what has gone before and there is no way of continuing without first answering this question if smooth communication is intended. Unfortunately, however, the speaker forgoes the question and keeps on with the narration: "And then..." (line 22). Therefore, this is a spot where a first pair part is not provided with a proper second pair-part.

A Comparison of ST's and SD's Narrations of "The Gift of the Magi"

The relative success of SD's narration of "The Gift of the Magi" can be explained in terms of the maxim of quantity and manner. SD exploits the maxim of quantity in providing seemingly redundant details especially in the orientation section to help SK understand the story. In the 'orientation' part of his version of the story, SD provides more information about the same referents also mentioned by ST. SD also used different terms to express the

same referent, that is, he uses synonymous expressions. He also includes details which would seem extremely trivial if the narration was in the L1.

In the orientation section, SD uses 11 T-units while ~~SD~~ST uses only six T-units. Thus SD maximizes the background information to facilitate comprehension. ST, however, rushes to reach the surprising end. SD uses redundant expressions like "She Della"; "at that place, in New York"; "She screamed she shouted" ; " at the hair selling place that means at the hair buyers in the shop of the hair buyer". In contrast, ST leaves too much to be inferred by the listener or fails to give essential information. In line 7, for example ST says, "...she saw her hair +" the listener is not told that the shopkeeper is female and that she had cut off Della's hair before she gave her the money.

In the orientation section, that is in the section of the story where background information is provided, SD uses, "subject + be + complement" constructions where the subject is known information and the complement expresses new information. The known part, that is the topic, does not need textual information relevant to the understanding of the story. Here are examples:

1. The name of the husband is Della.
2. The family is called in one.
3. The couples are poor.

ST has fewer of these constructions in the orientation part.

SD also uses strategies that ST does not. SD uses non-verbal strategies like touching his hair to express what he means and miming out the act of combing. He also picks up and uses his listeners words including those offered as repair. This indicates that he values his listener's contributions. SD is also not afraid of borrowing Amharic words which he says is good "for elaboration" although it is not clear what he means by "elaboration".

Furthermore, SD imposes his own, perhaps culturally influenced order on the narrative. It is not mentioned in the original text that the husband should give the present first. But SD says that "...in the whites...tradition...the husband first give the present to the wife" (Line 118). This statement violates the maxim of quality but enhances that of manner and facilitates comprehension.

SD and ST also differ in the way they used referring terms. The following table contains selected referring terms used by SD.

No	Referent	First mention and equivalents	First and subsequent mentions
1	"Madam Sophronie"	hair buyers	Madam Sophronie-Madam Sophronie-the hair buyer
2	"Watch-chain"	a gold watch chain a watch chain	The watch chain-the present-the watch chain

Table 2 SD's Use of Referring Terms

SD's use of referring terms shows more regularity in its transition from indefinite\explicit to definite\implicit than ST's which has more inconsistency. One of the difficulties the students faced in understanding "The Gift of the Magi" is that Jim and Della

were commonly called Dillinghams also. Family names and surprise Christmas gifts looked odd to the students.

Areas of Conflict in ST's and SD's Narrations of "The Gift of the Magi"

There are "fragments of talk" which in the narrations and the retrospection indicate conflict between participants. These points where crisis ensues are important in indicating factors that may negatively affect co-operative learning. In ST's narration of "The Gift of the Magi" to SA, ST says, "didn't understand the story" and SA responds "Me?" (line 112-113). Here SA takes a defensive position because admitting that one does not understand specially in the presence of one's teacher is a threat to one's face. That may also be why SA says "yeah" (line 15) when asked by R if he understood and when it is clear from the context that he actually did not understand the story and knew he did not.

In SD's narration of "The Gift of the Magi" SD says to SK "Hair means, "and touches his head to show him what hair means (line9). The illocutionary force of this might be "You don't understand things easily". In the retrospection SK accuses SD of laughing at him and making a mistake. These instances of conflict may indicate the fierce competition that is commonly observed among freshman students.

In this last instance of conflict between SD and SK, there is an example of how the turn taking system is exploited by the speaker. Anticipating objections from SD, SK tries to hold the turn against him by speaking fast and aloud. For that fraction of time at least, SK was successful because SD had failed to interrupt him. This shows that the turn taking system itself favours the current speaker (lines 40-41) (Hall 1995).

This is specially so in L2 communication where the listener's lack L2 turn taking devices and are afraid to use L1 devices because doing so would be stigmatized as a sign of incompetence although when they are focused on meaning learners can still unconsciously

use L1 devices. For example SK uses The Amhaire turn taking device K'O "wait" (line 87). Turn taking devices are short and so often used. Because they are formulas, they do not take time to plan. This is a huge advantage because the listener can put the short automatic device in the short pauses within the speaker's utterance, get the turn and plan his move with ease. In cases where L2 learners cannot use their L1 devices while communicating in the L2 because this is taken as weakness and where they haven't yet learned L2 turn taking devices, participation becomes difficult. Speakers who do not know the devices may have to use long utterances, that is whole moves as turn taking devices. But because these are too long for that purpose and take time to plan, they may have to keep quiet while the other speaker may continue talking. Planning long utterances also works against attentive involvement and can leave whole moves made by the speaker unattended to.

4.3 Picture stories

The picture stories were photocopied from various ELT course books. The narrators were given 3-5 minutes to study the pictures and make stories out of them so that they could tell them to a listener who was also told to listen carefully to be able to retell the story to yet another listener. The same stories were also told in the L1 and prepared in a written form later on. "Stop thief" is in Appendix C1; "If You hadn't" is in Appendix D1; "The Boy Who Cried" is in Appendix E1 and "Last Saturday..." is in Appendix F1.

Analysis of SZ's Retrospective Comments on his Narration of "Stop Thief".

The retrospective interview with SZ on his narration of 'stop thief' contains a lot of questions from 'R', the researcher, that lead the interviewee into specific answers. It also contains questions like "which word did you learn first?" (line 63) which is nearly impossible to answer. But some of the problems SZ reports to have faced are interesting. The derivation of "applicare" from "application" shows the student's use of a linguistic

strategy of morphological creativity. It is important to note here that ST also uses ‘applicate’ in the same way. It is difficult to know whether a student has learned a word through morphological creativity or from L2 input except when the creativity results in error and becomes consequently visible.

SZ’s use of “to direct” to mean “to apply” also seems to be an instance of transfer because in Amharic the direct translation of “to direct” is also used to mean to apply “Mamelket”. Transfer is also a linguistic strategy (see chapter two) because the student is trying to manipulate the language to make it express his meaning.

Transfer Analysis in “Stop Thief!” by ST to ‘R’

The word focused on here is “a police”. Both in the oral narration of the picture story and in the retrospective interview ‘ST’ uses ‘police’ as a singular countable noun. It is argued here that this is a special case of transfer. In both picture stories, “Stop Thief! (Hall and Foley 1990:38) and “Last Saturday morning” (Read and Matthews 1991:40) a policeman happens to be one of the characters and more than half of the narrators used “the police” or “a police” to refer to a policeman. The same happened when the narrators told the same stories to other narratees in Amharic. That is, they used Amharic phrases equivalent to “a police” or “the police”.

Then a whole class of Freshman students including the subjects were asked to make their own sentences using the phrase “the police” and 27 out of 36 that is 75% of the students used it as a singular countable noun.

The word “police” was borrowed by Amharic probably, from English. But in Amharic it is used as a singular countable noun. The use of “police” as a singular countable noun in the learners’ English may, therefore, may be an instance of transfer from Amharic.

In the retrospective interview with ST on "Stop Thief" (Appendix B), 'R' tries to repeatedly model "police man" but ST persistently says "police". This could be due to ST's focus on meaning. In lines (39) also ST doesn't say anything about R's comment, "Yeah... the thief who stole... not "theft" the car ". Instead he provides an utterance which is irrelevant to the question which comes immediately before it. ST's "No anybody the police and the thief itself" is irrelevant at the stage at which it occurs and violates the CP. It is possible that ST may not have listened to R's "Yeah... the thief who stole not "theft" the car" because he was too absorbed planning an additional answer to R's earlier question, "why do you say "itself"?" (line 35). The same happens in his narration of "The Gift of the Magi". He doesn't, for example, respond to SA's "ihim?" in line 21. Instead he continues with the narration, "and then..."

Although there is no other recorded and transcribed evidence that can be presented here, 'R' has observed several other instances in which in conversations conducted in L2 English in which 'R' himself has participated, some moves were wasted simply because 'R' himself, too much absorbed planning a response to an earlier move, failed to listen to what the other interlocutor had said.

The students' oral versions of "Stop Thief" share several features with the written native speaker version of the same. First, the students' oral narration is sentential rather than clausal or phrasal. That is, the narratives are composed of complete sentences joined with "and", "and then", "then after", or with a clause. Secondly the students oral versions like the native version have less features of involvement like evaluation or feedback signals. Thirdly the students use more formal vocabulary as in the written narration. The only similarity between the oral native and non-native versions is that we find in both repair markers. The hesitation markers used are vowel lengthening and "ehm". One of the L2

English narrators used “Umm” and “eh..eh..” the other did not utter any hesitation marker. Many of the subjects reported that they did not like too many hesitation markers like eh...eh.. etc.

Regarding the choice of words, the oral native speaker narration of “stop thief” contains strong ~~transitive~~ verbs like “pops in”, “rushes down” and “off she goes” while the native written and the students’ version contain neutral and a little bit more formal verbs like “enter” and “go”. The native written and the non-native oral versions are told in the past while the native oral version is narrated in the present and the past tense. ~~while the rest is in the present tense.~~

At the end of the oral narration, “R” has asked the native speakers if they have noticed anything peculiar in the way Ethiopians speak English. They have agreed that it is the pause fillers and follow up formulas which make it peculiar. The fillers or the back channel signals that sounded extremely odd to them are the in--breaths (‘hh) which as they humorously remarked, gave them the impression that the listener was choking on something. The follow-up formula they heard being used and which amused them very much is the Amharic “Ende” which roughly translated into English means “How come!”.

The problem with the use of back channel signals (BCS) and pause fillers is that they are so automatic that it is very difficult not to transfer them when we talk in a foreign language. Another problem is that there are so many of them with numerous functions.

“If you hadn’t” (Analysis)

An important aspect of Tad’s narration of the picture story “If you hadn’t” is his interpretation of it. Tad thinks the woman is to blame because she has made her husband work in the kitchen. The native speaker, on the contrary, thinks the man is to blame.

In line 8, Sash uses “stop it” as a turn taking device. If this device was used when she is talking to a native speaker, it would be differently interpreted. For Tad “stop it” may be just a normal turn taking formula.

Another interesting grammatical feature (line 25) is “Yes I don’t” . It is a common experience that L2 English students whose L1 is Amharic quite often use “Yes” to agree to a negative assertion. This has been observed to be a frequent source of confusion when Ethiopian students communicate in English with native speakers. It is argued here, on the basis of Stubbs (1983), that the use of ‘Yes’ to express agreement to a negative assertion is a case of transfer from Amharic.

Let us see the following ‘introspective’ data:

I. A: You won’t go, will you?

B: No

‘B’ uses ‘No’ as an elliptic form (Stubbs 1983), that is, as a short form for “No, I won’t.”

Let us now look at the Amharic translation of the same:

II. A: አንተ አትሄድም አይደል?

B: አዎ "Yes"

B’s ‘yes’ in II uttered in Amharic shows agreement with A’s statement. It means “yes I agree to what you have stated”. In “you won’t go, will you?” It is only the statement part which is negative, not obviously the tag question part. Because “awo” or ‘yes’ is used to show agreement with what has gone before and the response is processed before the tag part is attended to students respond by saying ‘yes’ even when the statement is negative. ‘Awo’ thus is used, here, to make an assertion and means “true” or “you are right.”

The Boy who Cried 'Wolf' (Analysis)

SAD's narration of "The Boy Who Cried 'Wolf'" shows a special kind of transfer which may be called 'genre transfer'. Both SAD and SK use words like "falsify", "topic" and "negative sign" which seem to be transferred from their academic areas into their narration of the fable. "SEN" says the shepherd "speaks a false statement" and another student who participated in this study has, describing his father, written "He is 90% identical to my structural appearance". SAD himself, in a personal narrative he told for this study but which is not presented for lack of space, says about his lover that "she has got one-fifth of the beauty of our mother saint Mary". This single metaphor, in addition to its use as an example of "genre transfer", can be used to infer so many things about SAD, his religion the culture from which he comes etc. The learners' use of other texts to build up their English is encouraging because it shows us that if the input contained oral texts they might in the same way have used it to develop their spoken English.

SAD's narration has also got some evidence that, as they interact students can learn vocabulary from each other. In line 20 "SK" lets "SAD" use "shepherds" instead of sheepkeeper and in line 27, sad explains the meaning of 'wolf' using a conceptual strategy. Their discussion of the meaning of 'wolf' is an example of a side sequence. Because the side sequence is not in tandem with the "accepted purpose or direction of the talk" as provided by the CP, SAD doesn't take enough time to expand his explanation of 'wolf'. Because he had to stay on the main track, he couldn't risk prolonged detouring. In lines 46 also sad improves "he hurted" into "he hurted himself".

An exception to this is the adjacency pair in lines 18-19. Here, although SAD fails to provide the word he has been searching during the long pause, SK responds "ih...ih" to show that he understands what sad has intended to say although he hasn't actually said it.

The co-text has provided them both with the meaning; they could do without its surface representation.

SAD's use of cohesive devices is more similar to that of the native speaker's (oral version) than Skef's. The native speaker has used 'and', 'but' and "so" to link utterances. Skef's use of "at this time" to introduce an event and "at that time" to close it is interesting.

The use of 'at this time' is parallel with the Amharic "Beziyangize". SEN also uses "at that time" in a similar way. The use of "at this time" as a temporal conjunction can also be seen in SD's narration of "Last Saturday Morning" (Appendix F3).

"Last Saturday Morning Picture story" (Immediate Retrospection)

This interview (see Appendix F2 lines 5-8) follows a typical IRF structure. There are also some interesting features in it. Let us Examine the following exchange:

R: Nine ++

SZ: They caught to the thief

R : They didn't catch the thief

SZ: yeah

R's "They didn't catch to the thief "serves both as a feedback and a challenge. Because a challenge predicts a rejection or an acceptance, it is a first-pair part; it initiates some kind of response i.e. a rejection or an acceptance.

Is SZ's last move in this exchange a rejection or an acceptance? This can partly be explained from a conversational analytic perspective. Let us assume SZ's "Yeah" was a rejection. If it was a rejection, then it would also be a counter challenge and would predict a response from 'R. R doesn't respond; he initiates a new exchange instead. This shows that SZ'S "yeah" was an acceptance, not a rejection. Learners quite commonly use "Yes" to agree to a negative assertion perhaps because of the influence of Amharic. If SZ'S "Yeah"

was a rejection, it would also be socially marked because rarely do students reject their teachers views so bluntly. But this last argument would not be supported by conversation analysts because conversation analysis does not accept explanations based on factors which are external to the conversation.

It is interesting to note that SZ uses the preposition "to" in the same grammatical position in all the three languages: Amharic, his L1. Trgrigna and English (lines 24-30). When he uses 'to' in this way in Amharic and English he makes an error. SZ's use of 'to' in this way might be an instance of transfer from the L1 . This might provide us with a methodological clue for researchers who do not speak the learners L1 . This is a situation where the learner knows three languages: L1 , L2 and L3 and where the researcher speaks L2 and L3 only. We can see that the researcher might be able to get clues as to the influence of L1, on L3 through L2. This may happen when L1 is the learners dominant language and L2 and L3 are imperfectly learned. Comparable errors committed by the learner in L2 and L3 might be traced back to the L1 .

4.4. A "Personal Life" Interviews (R interviews Ban)

N.B. For lack of space, only part of the interview is presented here.

- 1 R: what does your father teach?
- 2 Ban: There are ++ erm ++ He teaches English, Math's ++ erm handicrafts and Agriculture
- 3 R: So it's ++ it's all subjects ++ =
- 4 Ban: Different //subjects// mostly
- 5 R:= //different subjects//
- 6 Ban: = elementary students to teach different subjects
- 7 R: Didn't he take the ESLCE ?

- 8 Ban: He will take the ESLCE by this year + with my little brother.. with my younger brother
- 9 R: ah
- 10 R: Is he taking it for the first time or + +
- 11 Ban: yeah for the first time
- 12 R: For the first time + I see + so he + + perhaps + +
- 13 Ban: Before this time he didn't get an opportunity to taking even though he intended to take the ESLCE
- 14 R: Where did he ... s... s... Did he + + Did he withdraw.. did he + + drop out of grade ten?
- 15 Ban: He didn't drop +
- 16 R: Then how did he fail to take the ESLCE before?
- 17 Ban : + + +
- 18 R: How did he fail to take the ESLCE ?
- 19 Ban: + +... ehr... After he has completed grade twelve in order to take ESLCE as a private + he didn't got opportunity because he was too busy + he do also other =
- 20 R: ihm +
- 21 Ban: = activities like farming

A personal life Interview (Analysis)

In lines 5 and 6, 'R' makes a "world knowledge" error " all subjects" and Ban, 'R's student, corrects the error "different subjects". 'R' accepts the repair offered and continues the interview. This is "an event" because normally repairs come from teachers, not from

students. If the repair was offered during a lock-step class, it would not be so easy for the teacher to accept it because it is face threatening. There is a resistance to change built into the lock-step system itself. Dyadic interaction is less face-threatening and has the promise of change. (Hall 1995).

Another interesting feature of this interview is how linguistic transfer can lead to miscommunication even among non-native speakers who share the same culture and speak the same language(s). The words 'drop' and 'fall' (confused here with 'fail') can both be translated using the Amharic word "Mewdek" which can mean "to be unsuccessful in an exam". For Ban both 'drop out' and 'fail' mean "Fail an exam" That is why he insists his father did not 'drop' by which he means his father didn't fail the exams; he only quit school.

4.5 Personal stories

To do the "personal story" task, the class was divided into small groups and in each small group every member was given a chance to tell his or her story to the rest of the group. At the end each group chose a member who spoke the best story and all the best stories were told to the whole class by their originators. After the stories were told they were asked if they could retell the stories, they responded they couldn't because they didn't quite understand. Observation made during the story telling was going on, however, shows that most group members were actually not sufficiently attentive. That is, not as attentive as when the teacher, 'R', joins their groups. The selected story tellers also admitted that they had told only a highly trimmed version of their stories in their small groups because the other members did not care to listen.

On the basis of this and similar other observations the following hypothesis has been suggested: when the teacher cannot listen to much of what participants say because of large

classes, learners might lack sufficient involvement in classroom group discussions. The following are some of the possible aspects of the context which might be related to lack of involvement:

1. The subjects may not sufficiently respect contribution to their education that comes from fellow students because traditionally the teacher is considered as the sole source of knowledge
2. The subjects think that to survive at university they have to compete with other students and excel in their academic achievements. Thus they consider the other students of the same batch as potential rivals. Co-operative work is not given much value. More than 90% of the total marks for evaluation are accounted for by tests taken individually. This aspect of the institutional setting may create a situation in which the other student is viewed as an interlocutor of little significance.

4.6. A Personal story (by Sun)

1 I am going to tell you some story what face when I was grade 7 student Ehr...Near
 2 My school there is one river which is called Gusha and in that river ehr...country side
 3 students prepare a dam that which served for swimming ehr.. because you know that these
 4 countryside students haven't a lunch... at lunch time they didn't go anywhere and they pass
 5 their there that ehr... damp area for swimming Ehr... and most of the time students want
 6 that area when the teacher absent from the class and they swam + + Ehr...for this things Ehr
 7 the school director once upon a time collect the student and give rewarding that nobody
 8 went to that area starting from... that... from his giving warning eh... for all schools students
 9+ But unfortunately once upon a time we have a sport class or physical education class and
 10 my instru... my teacher gave us football and he returned to his office. But we left the ball

there and we went to that swimming ehr... damp or swimming area + As soon as we reached there we put off all clothes and even some of us our pants and =

Audience: (laughter)

Sun: = We enter that river and start swimming Ehr... but the teachers he saw us ii... by hiding himself and ... ii... he came in our backsides and we didn't saw him but he collect all of our clothes and he returned to the school (laughs) As We =

Audience : (laughter)

Sun: = ehr... got from that river + + no clothes at all even some of the students haven't a pant. Then... we haven't ehr ... + + any means ehr... the city is near to that school + The city is near to the river + The only possible way or the only near ...area to that area is the school + We assured that as that as the teacher took this things and we haven't any way that is our Possibility is following him + and we went to the school + As soon as we reached the school the students on line and he told us for the students and he saw + + before we reaching them he show our clothes for all the students and he told us ehr... as we + + did these things and as we reached there all students laughed at us + No way out we face it + Lastly he gave our clothes and we took some punishment and that is ...ii ... no thing to tell the punishment but I face this interesting story in my life.

ANALYSIS

'R' has listened to "unforgettable experience personal stories told by 35 regular students. SUN'S story is just one of them. The "unforgettable experience" personal stories told by boys were mostly love stories and school experience stories. Those told by girls were school experience and domestic life stories. SUN's story was told to the whole class and consists of most of the important structural components of stories of this kind. The opening statement of the story is the abstract. The main body of the story, "the complicating

action” begins with “...The school director once upon a time(lines 7-8). The orientation is between this and the abstract. (it begins with “near my school (line 2). In the orientation section SUN introduces the setting and the students, who are a major character. The story has also a coda” I face this ~~is~~ interesting story in my life” which is also an evaluation.

SUN’s oral text like that of the others, shows a lot of variability. This can, for example, be seen in his use of definite and indefinite articles. The indefinite article has the variants ‘a’ and “one”. The definite article has “the”, “that” and “those” as variants. The following examples of definite and indefinite referring terms are taken out of the text. They are presented, here, in the order in which they appear in the text.

my school	the school
the school	the school
that school	the school
one river	that river
that river	the river
that river	
a dam	that area
the damp area	that swimming damp
that area	

The use of “one” as an article parallels a similar use in Amharic. SUN is not the only one who used “one man” for “a man”. ST, for example, uses “one method” to say “a method”. A strikingly similar variability can also be seen in SD’s narration of “last Saturday morning”(Appendix F3)

A character, for example a man, is likely to be introduced as “a man”, “a certain man” or “one man”. Another variant of the indefinite article is the zero article. In ST’s narration

of “The Gift of the Magi” we have “Before he has watch” (line 13). “Watch” is used without an article. In Amharic, and in Oromo definiteness is shown morphologically. It may be difficult for students who had learned one or more of these languages before they studied English at school, to learn the articles fast. It may also be because of this that some of these learners overuse demonstratives.

In the above list of referring terms, the demonstratives can be replaced by definite articles.

Variability in SUN’s language is also seen in his use of past and present forms of verbs. Most of the verbs used in the orientation part of the story are in the present while most in the ‘complicating action’ part are in the past tense.

SUN shows inconsistency in his use of past and present forms. The same can be said for all the other texts analyzed so far.

SUN confuses similar sounding words such as (want, went) (warning, rewarding) (dam/damp), Sad and SK also use “hungry” for “angry”. This kind of “mixing -up” of similar sounding words is not an uncommon feature in learner language. Teachers can note down such words as they find them in their students’ language and build up a bank of words that sound the same to their students.

Done in cooperation with other teachers this can be a useful resource on which material preparation can be based.

SUN uses “pants” to mean underpants. “Pants” has been borrowed into informal educated Amharic with the modified meaning of underpants. Thus when it was borrowed, like “the police”, it was also localized and this local meaning influences their English. These words are used in the learners’ language in the same way they are used in their L1s. It is important to know that there are a number of English words which have local meanings.

Some of which are common in the language of some of the learners studied for this research are the following: "hand" means "arm;" "to correct exam papers" means; to mark them; "to enter a class" means to go into a classroom. "A coat" is a jacket ; "an exercise book" is a note book.

Thus as we understand from the co-text when SUN says "even some of the students haven't a pant" when they were swimming (line 18-19), he doesn't mean that the other students were swimming with their pants on.

4.7 Summary

This chapter has analyzed the language of freshman students obtained by letting them participate in face-to -face interactions in L2 English. It has been found out that the most relevant factors of the context are the participants the act sequence and intertext. The study has compared both successful and unsuccessful cases of interaction. In the successful ones speakers maximized background information and used a variety of strategies. In the unsuccessful ones that is in those that resulted in miscommunication, speakers failed to obey the maxim of quantity and make referents sufficiently predictable. Another source of miscommunication or even conflict is the competition that exists among participants. The texts also show that miscommunication results not only when speakers fail to express what they mean but also when they fail to carefully attend to listeners' needs and provide information accordingly.

An important aspect of learner language, shown by the texts, is variability. It seems to be more important to find out what variants of the same underlying form learners use and in what frequency than to simply concentrate on what specific feature they have used at a certain point in a text.

In figure 2.1, Hall (1995) doesn't link sociocultural identity to generic resources. But this study shows that she should have done so. Foreign words frequently take on local meanings. That is, in Hall's (1995) words they are invested with local history. There is, thus, again to use Hall's words a contest between local and foreign meanings as the student attempts to approximate the conventional meanings of the L2 words.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The analyses of the oral texts produced by the learners who participated in this study show that competence in the L2 includes the ability to predict and satisfy the communicative needs of one's interlocutor. Comparison of successful and unsuccessful instances of communication included by the analyses reveals that successful speakers maximized background information, involved listeners, used more strategies and exploited intertext. Unsuccessful speakers left too much to be inferred by their listeners and failed to pay attention to feedback from them. Unsuccessful speakers also dwelt on relatively irrelevant details.

Interpretation of the texts also shows that asymmetrical teacher-learner role relationships can be relaxed in dyadic interaction than in the traditional lock-step system which is more face-threatening. The testing system which the subjects think compares one student against the other and mainly measures individual achievement rather than cooperative effort has created fierce competition among students. The subjects seem to view the teacher as someone who is always there not only to teach them but also to judge their performance. This situation may not be a great support for cooperative learning.

The study also indicates that tasks that let learners freely talk about important events in their lives can generate themes related to students' lives. They can also let us know more about learners and the culture of their origin. The themes raised when the study was going on were family experiences, school experiences and true love stories.

5.2 Recommendations

In light of the problems encountered during this study and the emergent findings the following recommendations are suggested.

- 1 A study of learner language may be more fruitful if conducted by a team of researchers. Multiple-case study by a team of researchers is recommended.
- 2 It is important to seriously consider the effects of testing on teaching. Tests that give more value to co-operative effort are recommended.

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The Gift

One dollar and eighty-seven cents. That was all. Three times Della counted it. And tomorrow was Christmas. She sat down on the old sofa and burst into tears. She had saved every penny for months and this was the result. Twenty dollars a week doesn't go far. Only \$1.87 to buy a present for Jim. Her Jim. She had spent hours planning to buy something nice for him.

She went to the mirror and let down her hair. She let it fall to its full length, below her knees.

There were two possessions of which the Dillinghams were very proud. One was Jim's gold watch, which had been his grandfather's. The other was Della's hair.

She put her hair up again nervously and cried a little again. Then she put on her old brown jacket, her old brown hat and went down the stairs to the street.

She stopped at a sign which read: 'Madame Sofronie. Hair Goods of All Kinds'. She ran up the stairs.

'Will you buy my hair?' asked Della.

'Take your hat off,' said Madame Sofronie, 'and let me look at it.' She let her hair down.

'Twenty dollars,' said Madame.

'Give it to me quickly,' said Della and the woman began to cut off Della's beautiful long hair.

For the next two hours Della searched for a present for Jim. Then she found it. It was a platinum chain for Jim's watch. As soon as she saw it, she knew it was right for Jim. It was like him. Quiet and valuable. It cost \$21.

When Della got home, she started to curl her hair. After half an hour, her head was covered in small curls.

At seven o'clock the front door opened and Jim came in. Della whispered to herself: 'Please God, make him think I am still pretty.' Jim looked thin and serious. Poor Jim! He was only twenty-two! His eyes fixed upon Della and there was an expression on his face which frightened her.

'Jim, darling, don't look at me like that. My hair will grow again. I cut it off and sold it because I wanted to buy you a present. I've got a beautiful present for you.'

'You've cut off your hair,' said Jim slowly.

'Yes, but I'm still me without my hair, aren't I?'

'Your hair is gone,' he said again, almost like an idiot.

He took a package from his coat pocket and threw it on the table. Della tore at the string and paper. First, an ecstatic scream. Then, hysterical tears.

For there lay the combs - the set of beautiful, tortoiseshell hair combs which she had wanted for so long. She knew they were expensive.

She hugged them closely and said: 'My hair grows very fast, Jim.'

Then she jumped up and gave him her present. The platinum watchchain flashed in the light.

'Isn't it beautiful, Jim? Give me your watch. I want to see how it looks on it.'

Jim sat down on the sofa and smiled. 'Dell,' he said, 'let's put our Christmas presents away and keep them for a while. They're too nice to use at present. I sold the watch to buy your combs. Now let's have supper.'

The wise men invented the art of giving Christmas presents. This was the story of two foolish young people who sacrificed for each other their most important possessions. But of all who give presents, these two were the wisest.

Before y

When do
What is

1 READ

Read th

- 1 What
- Dilling
- 2 How r
- Christ
- 3 How c
- presen
- 4 What
- 5 What
- 6 How c

2 Read

- 1 How l
- place?
- 2 How c
- were p
- 3 How l
- marrie
- 4 Do yo

GRAM

Verbs a
prepos
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Some p
When t
places.
after it.

- 1 She
- 2 She

Howev
can onl
She let

Find f
phras
Look f

put

What c

Appendix A

Guide to Transcription

The symbols of transcription used in this study are taken from Hatch (1992:6-7). But the transcription here is less accurate: the pauses are not timed and some features of writing such as quotation marks are used. The symbols used are the following.

// → overlaps

= → shows that there is no gap between utterances.

+ → a short pause

++ → a long pause

+++ → a very long pause

:: → long syllable

... → rephrases

FULL CAPITAL → Shows something spoken aloud and fast

(o) → softly spoken

˙hh → in-breath

(()) → Researcher is unsure of what is said.

Appendix B2

“The Gift of the Magi” Retold by “ST” to “SA”

ST= Narrator SA= listener R=Researcher

1. ST: It is an amazing story + Eh... there is a christmas gift culturally between eh husband and wife + Eh ...a wife + her name is ++ Della wanted to gave gift to her husband but she couldn't get enough money= + \ (°)hh
2. SA:
3. ST= she has only one dollar and 27 cents + Mmm... therefore she couldn't buy =
4. SA: ii
5. ST: = gift to her husband + Now she thought one method + ih... + she wanted to sell her hair + He hair is very beautiful hair and she got ++ she went to a shop and asked to sell her hair + Just as she asked the shop keeper also the eh... the oum... +++ shopper wanted to buy and said “Put off your hat +” She put off her hat just as she ordered and she saw her hair =
6. SA: ii
7. St: = and pleased very much + she gave to her 24 Birr + just as she got 24=,
8. SA: (0)hh
9. ST:= Birr + she bought a watch chain +
10. SA: watchi?
11. ST: watch chain + Her husband had a gold watch+
12. SA: Gold watch?
13. ST: Yes ++ For that... for his gold watch+she bought eeeh... a watch chain +++
14. R: Is that clear?
15. SA: (0) Yeah
16. ST: and she wanted to her home + she started to prepare dinner +
17. SA: prepared what?
18. ST: dinner
19. SA: dinner?
20. ST: yes +++ (coughs) as she started preparing dinner + her husband had come to home... his home + He entered home and eh... unfamiliarly he looked to her + she afraid of him + “Why do you look me like this?” She said to him eh... she didn't spoke anything +HE... he didn't spoke anything + and he sat down + ih...++ I sold my hair she said to him+“why do you sold your hair? He said to her + Hihh++ she sad very much and also he sad very much for that she sold her hair
21. SA: ihm?
22. SA: and then hihh+ “Open that box” + she said to him + he opened the box + a box in their home +
23. SA: Hi him+
24. ST: Just as the box opened + she saw two combs... two hair combs in the box +
25. SA: Ihm
26. ST: That combs are bought by her husband to her + also he had sold his watch to =
27. SA: ehm
28. ST=:... to buy ++ thes combs to her + gift +

29. SA: Heeh?
30. ST: HE HAD SOLD HIS WATCH+
31. SA: The watch that is bought +//for her//
32. ST: yes//that// gold watch to bought ... to buy for her gifts + she sad very much and she saw the combs + Eh ... imm ... "Why do buy this one?" He said to her +
33. SA: which one?
34. ST: The ++ watch chain+
35. SA: The watchi?
36. ST: Yes + also he sad very much and also "I had sold my watch to buy for you this combs" + he said + and finally + both of them become unvalid (laughs)
37. R: (laughs) Did you understand?
38. SA: I don't understand++
39. R: What is the problem? ++ where do you ++
40. SA: The watch ++ ii ++ he said that ++ imm ++ ... said that ++
41. R: imm? imm?
42. SA: He said the watch † The mans ++ sells=
43. R: imm?
44. SA: = the watch
45. R: imm
46. ST: yes
47. R: Hi him? What's the problem there?
48. SA: And ++ eer ... uh ... ok continue from that's ... that one +
49. ST: She didn't know ih ... his selling that watch but she bought watch chain for his watch
50. SA: Yeah
51. ST: Do you understand?
52. SA: yes
53. ST: Also he bought ++ watching... selling his watch he bought for her hair combs ... she sold her hair and bought watch chain for him
54. SA: yeah
55. ST: But +
56. SA: //But she didn't// take it for him
57. ST: //she didn't ... she didn't // know =
58. SA: I hih?
59. ST: = his watching ... selling his watch
60. SA: aha ::i she ... psi ... she simply put the wach in the box
61. ST: No
62. SA: Iha?
63. ST: She think + his watch is present but +=
64. SA: ih ? ih ?
65. ST: = he has sold his watch ++ to buy for her + gifts ih ... also she had sold =
66. SA: ih?
67. ST: = her watch ... her hair to buy for him gifts +++ As he come to his home
68. SA: (0)hh
69. ST: = Mmm... she gave him his chain watch +

- 112.ST: didn't understand the story
- 113.SA: Me ?
- 114.R: Let ... let him finish ... ih ? Let him finish.
- 115.SA: and she asked the +++ the shop man to sell her hair and the man agreed to her and to bought it hair after that the man gave her 24 Birrs and she bought a ++ watch and she give me for the husband but the husband ... but the husband sell it the watch
- 116.R: Why do you say ... where did he miss the point?
- 117.Which p Di ...d...d...d did he understand ... he? Did he ... Has he understood you?
- 118.ST: He didn't understand.
119. R: Yeah + where is the problem?
- 120.ST: I don't know (all laugh) Simply he didn't understand the story
- 121.R: Eh... Yes +why? Where do you think the problem is? Which point is wrong?
- 122.ST: All in all they didn't ++ ih.. refuse each other to live together
- 123.SA: There are agreement
- 124.ST: There is no refusal + eh... Between Them +
- 125.SA: (°) hh.
- 126.ST: There is love between them but THEY COULDN'T BUY FOR EACH OTHER A GIFT +
- 127.SA: Aha::: i
- 128.ST: FOR THE LACK OF MONEY FOR EACH OF THEM +
- 129.SA: (°) hh
- 130.ST: The wife must give gift for her husband from where? And the husband also must give for her a gift + now she doesn't have any Money + =
- 131.SA:(°) hh
- 132.ST: = for buy ++
- 133.SA: for buy that gift +
- 134.ST: Yes that gift + Also he doesn't have enough money to buy that gift Do you Understand?
- 135.R: Do you understand now?
- 136.SA: I understand
- 137.R: Yeah + Can you tell us again?
- 138.SA: There ii ++ there are two husband and Wifes ii + In + culturally + in their culture there is a gift between them + One ++ ii the husband also give me iii a gift for her husband and he also that one + But ++ the husband ... the wife didn't have a money to give him a ... to buy him a gift and she ++ because of shortage of money + she taking off to sell her hair and she as go to the shop man and tell me the reason +After that the an... than shop have agreed to her and she sells her hair in 24 Birr and you ... i... gi ...i bought a watch for her husband for a gift +
139. R: That's the end? ++
- 140.SA: Yeah + Then ... after this she put ++ he also bought a watch for her
141. R: I hm:: not a watch + Did he buy a watch?
- 142.ST: comb
- 143.SA: // comb//
- 144.ST: // comb//
- 145.SA: Yeah + He bought a comb

Appendix B3

" The Gift of the Magi" retold by "SD" to "SK"

SD = storry teller Sk = listener R: researcher

1. SD: Now I am going to tell you + (click)...Um ... concerning the chrima... the
2. Christmas gift + between two couples ++ The name of the husband is Jim ++ and the name of the wife + is Della ++ And as the Ferenjis or the whites tradition + the family + is called in one ++ The name of the family is Dillinghams ++ And She :: Della + has only + one eighty-seven ... one a ... and eighty- seven dollar...one point eighty-seven dollar. i ..i...+and + she is very poor fi ... the ... the couples are poor + they +... they have two things + that they are proud of + these are + the hair of ++ Della + and the gold watch of + Jim ++ the ::: gold wa...ii ...the gold wa::: tch of Jim +
3. Sk: Who has you repeat it again + (o) don't understand.
4. SD:Ok + They have two things + They::the:::they are very poor + They::have two + =
5. Sk: hh
6. SD: =things ++ at which they are pride 00...proud of. These two things are + the hair of Della and the gold watch of Jim ++
- 7.
8. SK: sh sh (click)
9. SD: Hair means ... ii ... (touches his head):=
10. Sk: Yeah + (o) understand.
11. SD: aaa ... and the hair is ++ at that + ... ii i ... the ::: at that place in New York + hair is sold + // in // the ++ ... a shop +
12. SK: In //the:://
13. SD: Della went to + the hair buyers ++ namley + Madam Sophronie + and ++ (click)ii ... ii ... asked to t... s... to sell her hair +Madam Sophronie bau...i... bought + that hair + for 20 dollars+
14. SK. For what means? from the:: ... i...++ ehr ...Ja... James.
15. SD: From Della +
16. Sk: FROM DELLA
17. SD: Aw ++ the female (o) ii
18. SK; THE FEMALE IS DELLA + THE MALE=
19. SD: Yes
20. SK: = IS JAMES +
21. SD: Yes +And by adding that one dollar + =
22. SK: hh
23. SD: = ii ... by 21 dollar + she buy + a ... iii ... a ... ii ... a...ii ... a gold watch chain + for her +... her husband + for Jim +
24. SK: watch?
25. SD: Eh ... watch chain +
26. Sk: (o) watch chain ?
27. SD: = chain means + (shows his wrist and smiles)
28. SK: Yeah (smiles) ... Yeah + ih

29. SD: And + ii ... imm ... after she bought it + she
30. went to home + and + she looked herself in the mirror + when she ... s ..eh.. she saw her hair it was very short +because it was cut + and when Della ca ... intin ... when James ca..... came at seven + ... Jim came at seven =
31. SK o'clock
32. SD:= o'clock ++ i hh ... he said... he... he...sai...he she said i hh ... O! God + make him think + me pretty + that means as the prefa ... the previous beautifulness of + =
33. Sk: hh
34. SD: = her ++ and Jim + was serious and thin + at that time + and +ii ... sai ... iih... and "Where is your hair? " + aii ... he said +
35. Sk: ((ASK)) for ... for ++ the ++ Della
36. SD: Yes
37. Sk: Ihh
38. SD: Della ... i+ answer + (click) ... iii ... I have cut it + it will grow + soon + she said ++ and Jim + ii + ... a ... after that + =
39. Sk: hh
40. SD: = ... ii ... she saw the present + that + ...ii ... she bought for him + that was ++ the :: chain the :: the watch chain +++NO ... ii ... I'm mistaken here (smiles) ...I am sorry ++ not I ... ii ... at ... ii ...a...p =
41. SK: hh
42. SD: ... previously + the husband + that means Jim + Jii ... Jim + ... i ... gi ... gave + eh ...Jim said + S ... show + the ... p ... ii... gi ...ga ... gave her the present + that + he + brought + he bought + the present he bought was + combs ++
43. SK: iii
44. SD: He put + the combs + on the table when + she + saw + that comb ++ she screamed + She shouted + and also tears dropped =
45. SK: ii
46. SD: = from her hair + sorry from her eyes ++
47. Sk: for in what case ?
48. SD: Because + the case is that + she lost her hair +
49. Sk: iih
50. SD: The combs came + just ++ to ++ for the beaum ... just to make (laughs) + (mimes out 'combing' using his hand as a comb)
51. SK: bolden + I think +
52. SD: // Ah ... just // for the use of the heads + =
53. SK: // ((?)) // hh
54. SD: = And she + became sorry + (click) after that + iii h... ih... in the whites' tradition + first + the male ... the husband+ give + the present ... iih ... that is the reason why Jim first ++ give ... gave her the combs + second + at last + the female + show =
55. SK: aha
56. SD: = + iih ... iih ... the ++ the female show = ... ii ...the ++ present + that ... Z ... he bought ...the pre ... she saw the watch chain +But originally + his sold + his watch + to buy her a comb + The combs were bought ++ by + ... ii ... by the + money + which is obtained +

57. SK: From the sold of the hair
58. SD: Yes (o) from the sold of the hai ... Not + FROM THE SOLD OF THE WATCH ... HIS WATCH + His watch?
59. SD: Yes + he sold his watch =
60. SK: yeah means the ::: James + sold his watch + and buy + the comb +
61. SD: Yes i yeah + she bought + the + chain of be ... their watch +
62. SK: That means + consider with + DELLA + Yeah + =
63. SD: awa yes
64. SK: Yeah +
65. SD: Yes
66. SK: hh
67. SD: Wha ... ii ... she ::: she told her hair + and =
68. SK: hh
69. SD: = bought a watch chain + but he sold hiw ... his =
70. SK: hh
71. SD: = watch + and bought a comb +
72. SK: hh a comb ... ii ...
73. SD: But this is + just the reverse+ that =
74. Sk: iiih
75. SD = Means +
76. Sk: iha (smile)
77. SD: Bii ... that means + and finally ... iih since he he has no watch + when she giv ... she gave me + the watch chain + he ...he just say her + "Let's put them away " ++ why he said this ? Because + originally +he sold the watch +++ where ... how can he use the watch chain + if there is no watch + so just not to disturb her + ii... ii ... " Just we put them away +++ the presents " Have you understood ?
78. SK: At some extent I understand you
79. SD: OK the ... i ... id ... let's repeat the last thing
80. Sk : Yeah + Is the latter + Yeah
81. SD: The ::: in first + in the Whites de ... =
82. SK: hh
83. SD: = tradition + the husband first give the present to +the wife when he :::
84. SK: ih
85. SD: = he brin ... he give ... he put ++ the combs on the table + and when she ... s... s...
86. she saw it + just +
87. SK: OK'O i ... ii ... ai ... I have a question for you + that means + ... i ... before ++ ... iii ...Della ... DELLA means I think a male ... eei ... a female + James is a male + DELLA ... eh ... before ... iii ... before James bought a couple + he ... p ... purchased
88. ... eh ... eh ... he ++ selled he your watch I think + first he ++ ... eh ... sell your watch or sold your watch + and then + buy ... ii ... bought ... ehh ++ a comb +
89. SD: comb
90. SD: Don't + ... ii ... they may sell the two things + =
91. SK: ihh
92. SD: = at the same time but at different places =

93. SK: at different places + yeah
94. SD: They selled ... they ... they shell ... they sold the hair at+the hair selling places+
=
95. SK: °hh yeah
- 96.
- 97.
98. SD: = that means at the hair + buyers +in the shop of the hair buyer +
99. SK: Are exist it
100. SD: And assume they ... he also sold at the at other place his watch + just to buy +
present + to + his wife ++ to buy the =
101. SK: °hh
102. SD: = combs + But +++ buy the combs ++
103. SK: instead of + ... ihh ... he /:/: sold/
104. SD: /Not he wa .../ when iii... why it is ... when Christmas
+ or or Christmas came + you can buy + what you think + to your wife + (o) that
means +
105. SK: ii iiih
106. SD: Or the wife also + to buy + // what // she =
107. SK: // Whatever//
108. SD: = She thinks + good for the husband ++that is + the reason ++ since + he
assumed that she has a good hair + he bought =
109. SK: °hh
110. SD = a comb + she ... by selling his watch +
111. SK: °hh by selling + yeah + Ishi ... hh
112. SD: And + since she assumed that + he had a good watch ++ she sold her hair + =
113. SK: ii
114. SD: = and bought a watch chain +
115. SK: I hi ... a watch?
116. SD: Ch/ain/
117. SK: /chain/ + yeah
118. SD: And finally + as the tradition of the whites + First + the male + eh ... puts or
gives the present + and then the female + first + eh ... =
119. SK: ihh ii
120. SD: = When he came + he became thin and serious + when she see ... she saw + that
her hair was cut + and then + (click) ... eh ... don't ii ... that means + they will grow
+ so he put the combs + on the table + when she ++ ii she (click) ++ opens from the
... p ... she opens and see + the + combs + she screamed ... she shouted + and tears
dropped from her + eyes + because + she lost + ... ii ...she originally sold her hair +
so the combs are used to + comb the hair + but she lost ... since she lost the hair +
they are of no use +
121. SK: °hh
122. SD: secon ... eh ... when next + ex ... (click) ... she ... she + by her keeping her turn
+ she try to give the present to her ... her ... wa ... to her husband +
123. Sk: °hh

124. SD: The present was ++ eh ... the pren ... that she bought was + a watch chain + that ii ...
 125. SK: ii
 126. SD: When she give the watch chain + it was flashing + it was flashing just since it is golden + it was flashing + when he see that flashing watch chain + he become +++ he became sorry + He ::: =
 127. SK: sorry
 128. SD: = that means + sorry in his heart ++ and he + just said + ... ii ... "Let's put the presents away " Because ... why ... ii ... why he said this because he originally lost his watch + they are of no use now + this is the story about the Christmas gift (laughs)
 129. SK (laughs)
 130. R: Is it clear now?
 131. SK: yeah + very good +

APPENDIX B4

Retrospective Comments Regarding Problems Faced when "the Gift of the Magi" was Being Retold

SD = story teller SK = listener R= researcher

1. R ; what is the most difficult problem you faced, SD?
2. SD : I fa ... f.. awo... aw ... the most important problem here is ++ that ++ eh...i... at first + there is not ispeech concerning the present they bought ... the kind of presents ++ If ++
3. R : ih? (o) you mean at the beginning of the story?
4. SD: A ...aa...ii ...aai...f before going to buy ++ that ..ii =
5. R ihm?
6. SD: If they were con ... if they were in consult ++ before they went to buy the presents ++ they would =
7. R ihm?
8. SD: = not make such surprising mistake.
9. I ihm. yeah. I mean ... ii ...my... my question is ++ ih ++ ahaa ++ what is the problem you ... you faced when you tried to tell it ? ii?
10. SD: The problem I faced is ++
11. R yeah when you tried to tell the story to ++ =
12. SD: = The problem I faced is + just first I want to keep + grammatical rule. The second is I have +=
13. R ihm
14. SD: = word deficiency just I know wo... words but I can't ... ii..++ use immediately + just bringing them in the process of speaking.

15. R ihm? ihm.what for example ? Is there any specific problem you remember?
16. SD: specific remember that ++ I ... iz ih... point that I remember for example ++ is when (click) +++ when nn... ++ I want ++ plusti(0) ... when ++ plus I want to + explain ++
17. R : ((inaudible))
18. SD: WHEN I WANT TO EXPLAIN for example some simple words + I used ++ + unnecessary words.
19. For example?
20. SD: For example ++ what I remember ++ just ++ I said +++
21. SK: Ferenjes?
22. SD: Iii ... It is good +just + it is for elaboration. +
23. SK: ihm?
24. SD: but ++ the mistake is ++ when I use ++ WHEN FOR EXAMPLE " THE COMBS + SHE COMB + HER HAIR + WITH THE COMBS." (general laughter) The problem is ++ (laughs) that means using two similar words at the same time (laughs)=
25. R ihm
26. SK: ihm
27. SD: = as a noun and verb I remember this ... and there also ihm ++
28. (laughing) can you rember another one?
29. SD: aa ... another? I can I ... ih (laughs) I can ++ a lot of ++ problems + I faced but + ii since ... i ...also (laughs) I didn't gave ... give attention + I can ... I couldn't remember=
30. R ihm
31. SD: = all the problems
32. R ihm
33. SD: Although +
34. You may just think and (To SK) Did you face any problem to understand him ? what is the most difficult problem you faced to understand him?
35. SK: I think there is no + problem but + eh its some extent eh ... there is ... eh ... eh ... a mistake about for you that means + eh ... when you want to speak about for something ++ and + ew ... eh some + eh ... things eh ... MISTAKE Aaa... ARE MADE + but ... II ... simply IT LAUGH I think =
36. R ihm ...
- SK: =one of +
37. R He laughs?
38. Sk: Awo ... ii // he laughs // yeah ... he =
39. //Do you ... do you...//
40. SK: laughs yeah ... he laughs . eeh ... means + some mistakes + //YOU MADE //THE MISTAKE eh ..eh.. eh.. =
41. SD: // Did I laugh. //
42. SK: = instead of + correct it. ++
43. SD: I said + I am sorry + and I correct it + I think +(laughter)
44. Yeah + but is there any +thing which was very difficult for you to understand?

45. SK: ihh (shakes his head)
46. R: No problem?
47. SK: Yeah.
48. Yeah. You you ... used the word 'female' for example =
SD: Yes
49. R: is there a better word //for that?//
50. SD: //No it was// no but 'wife' is ++ preferable (laughs) + (o) at that time (general laughter)
51. How about the hai ... "the hair of Della"?
52. SD: The hai ...
53. R: Is there another way of saying it?
54. SD: It was curled + short.
55. R: No + This phrase: "// the hair of Della//" ...ehh the =//
56. SD: //Della's hair//
57. =watch of Jim
58. SD: Jim's watch.
59. R: ~~uh~~ which one is better?
60. SD: It is better to use + Jim's the ++ by ... by using apostrophe.
61. R: Do you think so ?
62. SD: I think so.
63. R: i hm. But why do you use ++ ... 'of' ?
64. SD: For example ++ since I don't + give attention =
65. ihm.
66. SD: at the ...that is + the reason ++ but I know that for non-living things it it better to use of ++
67. SK: apostrophe?
68. apostrophe?
69. SD: Not ... ii ... by using 'of' + the for example eh ...
70. R: Yeah. But living things?
71. SD: 'of' ih ... intin apostrophe... by using apostrophes:
Jim's watch ... Della's hair (o) but ih ... I done an ++
72. SK: You made a mistake?
73. SD: (laughing) (o) a ... mistake because I didn't give deep attention (general laughter)

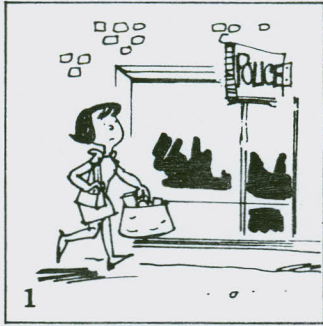
(Appendix C2)
Stop Their ST to R

1. There was a women + one day she was Umm+ cooking her food in her home+as she started cooking her food + she wanted a thing on a shelf + but she couldn't get it + and she started to go to the supermarket + she entered her car and continued going
2. to the market + she reach the market and get off her car and enter to the supermarket + she bought all the thing she wanted + Just as she come out of the market + she saw a man in her car + Just as she saw him + she started to chase him +++ but + she couldn't catch up with him((cough)) + didn't reach him + then she got back to the market and collected all the materials she has bought and she paid

Stop thief!

Past simple or past continuous?

A ANALYSIS



- 1 Complete the captions for the story with suitable verbs in the past simple tense. The pictures are not in the correct order.
 - a It was pouring with rain one day and Penny was bored. She _____ to bake some cakes but _____ that her cupboard was empty, so she _____ to go to the shop.
 - b She _____ into her car and _____ to the shop.
 - c She _____ the car and _____ into the shop, but she _____ to lock the car door.
 - d As she was waiting to pay for her shopping, she _____ out of the window. Someone was trying to steal her car!
 - e She _____ out of the shop but her car was already disappearing down the road.
 - f She _____ for her shopping and _____ to the police station.
 - g She was waiting to talk to a police officer at the desk and she was looking out of the window, when she _____ her car arrive.
 - h A policeman _____ into the station with a young man and said, 'I almost crashed into him while he was driving at seventy through the High Street! I think it's a stolen car!'

- 2 Now put the pictures and captions in the correct order.

a _____ b _____ c _____ d _____

e _____ f _____ g _____ h _____

- 3 Go through the story and underline all the verbs in the past continuous tense (*was -ing*).
- 4 The completed story shows a number of different uses of the past simple and the past continuous. Complete the chart like the examples given.

	examples	<i>past simple</i>	<i>past cont.</i>
Sequence of events in the past.	got, drove	✓	
Background information to a narrative.	was pouring		✓
An action which interrupts another.			
An action which is interrupted by another.			
Two actions taking place at the same time.			

Which words can introduce an interrupted action? _____

Which word can introduce an interrupting action? _____

the price for the materials she bought ++ then after +++ ((cough)) then after + she took all the materials she bought + and she go to the police station to ++ applicate the theft of her car + Just as she reach the police station she saw her car with a man ++ and she surprised +++ she surprised very much + her car is ++ her car was was with a police and with a driver + Then she got her car and she is + she was happy very much.

APPENDIX C3
Stop Theif by "ST" to "R"
Immediate Retrospection

1. R: yeah + Finished? Yeah + how ++ did she get ++ how did she get the car ? what helped // her to get her car ? //
2. ST: // she got her car at the police station // yeah + who bought the + her car?
3. R: A police yeah + ehh mm + and there's somebody with the police man?
4. ST: Yes
5. R: Who could this be? Ehhmm... who do yo think ++ // is the man? //
6. ST: // He was a theif itself //
7. R: The theif + yeah + The theif + caught by =
8. ST: yes
9. R: the ++ policeman
10. ST: police
11. R: How did he get into the ++ how did he get into the car in the first place? The theif +++ how did the theif get into the car in the first place?
12. ST: Before she go to the supermarket + she had left their car unlocked +
13. R: Yeah + that's right + Yeah that's + that's.. you like this story? Do you like it? Yeah + =
14. ST: ←————— yes
15. R: but you didn't say about the weather?
16. ST: What?
17. R: The weather that day +
18. ST: Yes + It is the rainy + I t was the rainy day +
19. R: It was a rainy day + yeah + Good +++ Anything else? +++ Did you face any problem as you tried to tell this story?
20. ST: Yes
21. R: What?
22. ST: Imm ++ it is not clear for me the way how the police can got the car +
23. R: Yeah + Yeah it is not clear +++ imm ++ it's... it's... it's... not clear how he +++ perhaps this... the theif was driving too fast and the policeman suspected him because of that +++ ih ? this could be One of the explanations ++ is there anything you wanted to say but found difficult to express because of lack of words?
24. ST: No

25. R: No + Ok + “She wanted a thing on her shelf” What do you mean” a thing “? She wanted a thing on her shelf + What does that mean? “ Wanted”? What do you mean “ Wanted”?
26. ST: Look for
27. R: look for + Ok +++ “the day was a rainy day” + But “day” is repeated can you correct that ?
28. ST: It should be “It was a rainy day +”
29. R: yeah + It was a rainy day + you say
30. ST: “She couldn’t catch him for that he was by car +
31. R: What do you mean when you say "for that"
32. ST: Because he was
33. R: You mean “because he was by car”
34. ST: “For that” means “for the reason that”
35. R: Why do you say “ itself”? “ The thief itself”?
36. ST: I use it because I don’t know whether the thief is male or Female +
37. R: Because you don’t know the gender of the thief +
38. ST: Yes ++ The car ++ who theft the car
39. R: yeah + The thief who stole + not “ theft” + the car +
40. ST: No anybody the police and the thief itself
41. R: Yeah + Good + why do you say no anybody ? Yesterday we said + " no anybody ?" is wrong + yeah? Didn’t we say that ? Didn’t we say/
42. R: “No any man” We said “ no any man” is wrong “no anybody”
43. R: Yeah + no (laughter) NO ANY BODY
44. ST: Nobody
45. R: “Nobody” very good.

Appendix C3

Stop Thief written Version by ST

ST was asked to produce a written version of “Stop Thief” after he had narrated it orally. He was allowed to use a dictionary if he wanted to but he didn’t .The written version is reproduced as follows:

Stop Thief !

There was a woman .One day when she was cooking her food + She wanted to a thing on her shelf but she couldn’t get it. Then she entered her to go to the supermarket. She left her car unlocked and went into the supermarket. She bought all the materials she wanted and just as she approached her car, she saw a man in her car. She put down her goods and chased him but she couldn’t catch him for that he was by car and she was on foot. She was sad very much. She went to the police station. There she found her car coming to the station. Surprised. There was a police in her car with the thief itself. She got her car at the police station and she was happy.

Appendix C4

Stop Thief Orally Narrated by a Native Speaker.

The narrator is a British lady from Lancaster .She teaches English in Ethiopia.

Stop Thief !

Ehm... Mary was a very proud housewife and was absolutely ashamed when she opened her kitchen cupboard and found there was nothing in the cupboard so it was obviously time to go to the supermarket to see:: to.. to to restock her kitchen so:: and She:: had a car available so :: she :: gets all that's necessary and pops in her car and rushes down to the supermarket leaving her car in the parking lot outside ehm + while in the supermarket + she sees something extremely strange there's her car but she could see through the window and somebody is getting into it + A thief is stealing her car WOW! + What to do about that + she is near the door way so she rushed out and tried to chase stop thief! Stop thief! She is yelling but obviously the thief is not listening to her and off he goes in her car ehm there is not an awful lot she can do about so:: She :: pays for her things at the supermarket counter and off she goes to the local police station + while at the police station + reporting it to the officer she sees her car drive past and recognizing it immediately she alerts the police to this fact there is my car somebody's stolen it and the police are able to chase after him and bring the culprit into the police station where he is arrested for car theft. Ehm:: interpretation ehm: it must be a very stupid thief who drives a stolen car past a police station ehm but that's not to say that some thieves are particularly stupid ehm... and ... and she was lucky ... she was lucky... unlucky in the ... the car was stolen in the first place very lucky the thief had to drive past when she was reporting it to the police If she'd locked he car door it wouldn't have been stolen in the first place and, perhaps, there is a moral here when you go to a supermarket make sure your car is locked + Ehm:: it won't be stolen ehm I notice it's a male police... policeman not a female policeman.. policewoman so we could've had a policewoman there but I also notice the thief himself is male not a female thief but she is an independent woman + she lives on her own she has her own car ehm she sorts out her own life + OK ?

Appendix C5

Stop Thief

by "SZ" to "R"

(Oral)

There was a woman in her house + she cooked her food + she wanted to take something ++ from her shelf + In the shelf + there is no what she want + and then + she want to Go to the market + she went to his ++ her car to the market ++ and fro ++ to his ++ to his ++ she ++ and she reach from the supermarket + At the shop she ++ bought something and front the cashier + suddenly she looked to the mirror her ++ in her car something or some person enters to her ca ... eh ... eht...t enters to her car + she left that and she went to her car but the thief took her car fast +++ and she cannot ++ she did not reach to the car + And she went to the ++ police station and she direct to the police station +

As soon as she ++ in the police station + the car ++ with ++ her um ++ the thief came to the Police station + And she surprised and she get her car.

Appendix C6

Stop Thief!

by 'SZ'

Immediate Retrospection

1. R: Yeah + Good + i : : mmm ++ how did ++ yeah how did the thief get into the car?
2. SZ : Because the ++ she did not ++ locked the ++ she did not locked ++ she did not lock the off ++ she did not lock the ++ enter +
3. Good + i : : mmm ++ Now tell us about the weather
4. SZ: The weather condition was foggy and rainy +
5. R : It was raining + yeah ++ do you like the story? Is it ++
6. SZ : Yes + It is good +
7. R: Yeah + (laughs) ++ Now what ++ tell me about this story + did you ++ did you find ehh ++ any language problems when you tried to tell the story?
8. SZ : Yes + There is the car door ++ it is difficult to ++
9. R : yeah + There is the car door + Did you want to say it +
10. SZ : Yes + but ++ I did not get the ++ meaning of the door +
11. R : Yeah + but did you just want to say it and then ++ + did you want to use the word "door"?
12. SZ: yeah
13. Imm + and then you changed your mind?
14. SZ: Yeah
15. why?
16. SZ : Because of eh: : ++ I don't know ++ the ++ door of the ++ this + the car +
17. R : You thought "door" cannot be used + is this case
18. SZ : yes / yeah
19. R : But we can say "car door" ++ + what else Any other problem?
20. SZ : yes ++ to ++ direct the police station or to apply ++ to apply
21. R : to apply ?
22. SZ : yes ++ to the secretary to the police station
23. R : I mmm ++ yeah + you want to say immm ++ she went to the police station to ++ ++
24. SZ : to applicate
25. R : to applicate ++ but you ++ you used which word ? what did you say ? you said 'direct'?
26. SZ : yeah
27. R : to direct
28. SZ : yeah
29. R : Immm + so direct means ++ when you use the word direct you meant ++ apply ++ applicate
30. SZ : yeah
31. R : Ihh ++ I see ++ but they are not the same + are they ?

32. SZ : No+no
33. R : direct?
34. SZ : No + no + To direct means to show
35. R : But how did you choose that word? + + + Now + you think it is not right? Not the right choice
36. SZ : yes
37. so you have to say ++
38. SZ: make application or ++
39. Imm ? or to applicate ?
40. SZ: Yeah to applicate ++ to the police station
41. R : Have you come across any difficulties ? for example + is there something you wanted to say but for lack of words you just + +
42. SZ : Yes + to enter to + + her + + in her car
43. R : Ih'im ?
44. SZ : It is difficult to me
45. R : Why ? How is it difficult ?
46. SZ : I am not say this + + word is correct
47. R : Ih'im + why ?
48. SZ : Because "get in" is preferrable than enter
49. R : Good + but you know "get in"also +
50. SZ : Yes + but I am not + + I did not use this word +
51. R : Why ? why not ? + + + you forgot it ?
52. SZ : yes
53. R : Ehh ... yeah + Any other problem ? + +
54. SZ : Any other problem + +
55. R : That's all ?
56. sz : There is no problem ?
57. R : yeah + + How about the word 'applicate' ? How did you get it? 'Applicate' where did you + + applicate + + where did you get this word first? + + +
58. SZ : Applicate
59. R : what's it ? ++
60. SZ : The meaning ?
61. R : yeah + Grammatically what's it derived from?
62. sz : applicate from application
63. R : Application + yeah + which word did you learn first ? "application" or "applicate"
64. sz : application
65. R : so from application + applicate like from indication + indicate
66. sz : yes
67. R : But it doesn't exist in the dictionary + It is not applicate but it should be apply+

Appendix C7
stop Thief
Native Written Version
Based on Hall and Foley (1990: 38)

It was pouring one day and penny was bored. She started / decided to bake some cakes but noticed / saw that her cupboard was empty so she decided to go to the shop. she got into her car and drove to the shop. she parked the car and then / went to the shop but she forgot to lock the door. As she was waiting to pay for her shopping, she looked out of the window. someone was trying to steal her car! she ran out of the shop but her car was already disappearing down the road. She paid for her shopping and went to the police station she was waiting to talk to a police officer at the desk and she was looking out of the window, when she saw / noticed her car arrive. A policeman came / walked into the station with a young man and said "I almost crashed into him while he was driving at seventy through the high street I think it is a stolen car!"

Appendix D2
“ If you hadn’t ”
(Picture story)

Story teller=Tad Listener=Sash

1. Tad: OK I starts here + iii + first I introduce myself + my name is Tad + and the teacher's + ii ... ii ... ordered me + to analyze the picture + iii + here + there is a picture + which is + I analyze something + that is ... eh ... + about the :: + wife and + the wife and the husband +
ih =
2. Sash: ih
3. Tad = the husband is sleeping in the :: bed + and ...eh... the wife is stands in front of him + and he ... she wakes up him + to prepare ...ii ...the breakfast + =
4. Sash: ih
5. Tad: for :: ... the ... them + and ... h ... sh ... he ... he ask .. ee ... aa ... accepted her order + and he starts + to prepare the food for them + ...eee ... on that time + ... ii ... at that time + ... ii ... at that time ... eh ... she ... ii ... since he is not experienced on that + that means preparing ... i ... food is not + ... i ... the work or + the job of the men's + so that he :: unfortunately lose + the bottle + on the floor ... ii ... when + ... i ... the wife + ... i ... hears this sound + she comes from the :: ... eh ... from the outside to the :: home + and + she :: ... ii ... + she strikes the + bottle and =
ih
6. Sash:
7. Tad: = the :: she bleeds + because + ... i... she ... since he is very +... ii... very + very bad + ...ii... she bleeds + and ... ee ... the :: her husba ... her husband + starts to + take him ...+ take her + to the hospital + // when the //
8. Sash : // Stop it //+ what you mean... the=
9. Tad : ih?

10. Sash: + meaning of strike?
11. Tad: ... ii ... she strike the :: bottle + that means + she stands on the bottle + that that is ... ii ... fell on the :: floor + she bleeds + because of +
12. Sash: ih
13. Tad: = this + Do you understand ?
14. Sash: hh
+ yeah
15. Tad : ok + at that time + ... ii ... shince ... since she is bleed + ... he ... ii ... intend to :: ... ii ... go to the hospital + to trea ... for the treatment + when =
16. sash: ii
17. Tad : = go to the :: hospital with their car + ... i ... they :: the wife + she ... her ... the wife see the cat + on the :: road + ans ... f ... she ... sa ... she =
18. sash: ih
19. Tad: = ... i... s ... shout + and + ... i ... the husband + ... ii ... strikes or take ... take off the car + and the since the car at ... + there is another car + that comes behind on them + and + ... ii ... them collides + with ... i... with them + ... ii... They ... there there is a crash here + that means the ... there ... there is ... the accident is happen here + Do you understand ? The accident is happen because there is a collision of cars + with the :: with another car + and + ... i... the husband is injured because of this accident + ... ee ... i ... =
20. sash: ih
21. Tad: = and they ... they regret that + because she ... ii ... she asked to prepare the food for them + and + and + ... iii ... it is not the job of women's + they regret on them + when ... ew... for wha ... ii ... they regret because + it is not the job of men ... preparing food is not the job of men + and ... ii ... it is the final + they regret and + they intend to ... to not do anything + that means the means a ... th ... at that time + after that + ... i ... don ... don't ... i ... make anything + with ... i ... the exception of his job + that means ... ii ... preparing food is is not ... i ... the job of mens + and ... ii ... men a ... th ... ee ... after that her ... she's husband or her don't order this type of order + + this is what the :: picture analyses + I think +
22. R : why do you say " I think" ?
23. Tad : ... i...i... g ... f ... because when you laugh + I think + I make mistake
24. you didn't ... you didn't find it difficult did you ?
25. Tad: yes + I don't
26. R: (To sash) have you understood ?
27. Sash: Yes + Thank you.

Appendix D3 "If you hadn't" (Native oral)

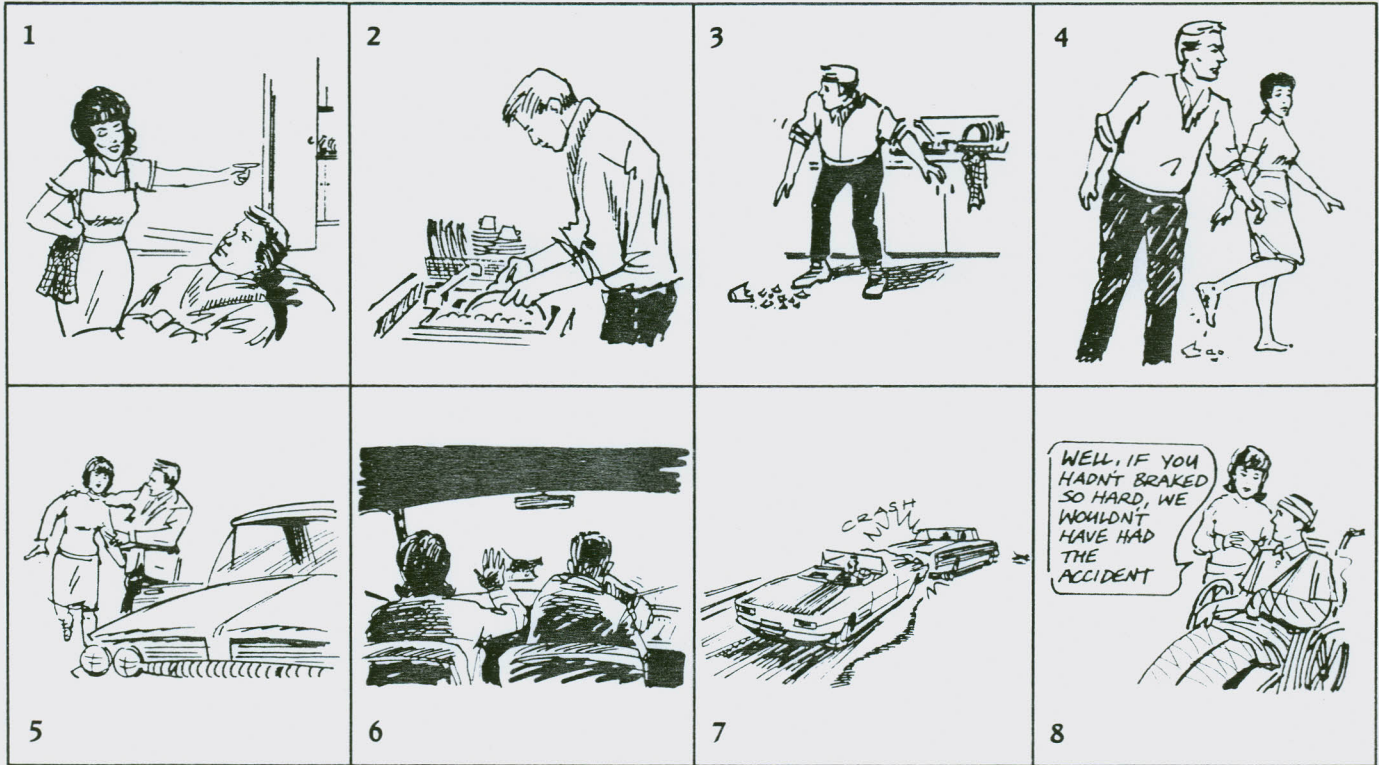
The narrator is a young man form London (M).

M: A man is sitting at home with his wife and she tells him to get up and do some work so he does some washing up + Then he drops a glass on the floor and she b .. hurts her foot she tr... steps on it so he takes her into the car to go to to the hospital and as they are driving there suddenly is an animal is on the road and the car crashes into another car and he ends

If you hadn't ...

Third conditional

A ANALYSIS



1 Complete the sentences with one of the verbs below, then put them into order according to the pictures.

brake ask tread rush drop hit shout

- a Sally ran into the kitchen and _____ on a piece of glass.
- b She _____ him to do the washing up.
- c Sally saw a cat run across the road and _____ at Fred to stop.
- d One day Fred was sleeping when his wife woke him up.
- e Her foot was badly cut so Fred _____ her to the hospital.
- f As he was washing up he _____ a glass and it broke.
- g He _____ hard and the car behind _____ them.
- h Fred broke several bones and had to stay in hospital.

2 Look at Sally's words in the last picture and decide whether the statements below are true (T) or false (F).

- a Fred braked hard.
- b Fred didn't brake hard.
- c They had an accident.
- d They didn't have an accident.

3 Look at the four sentences below and complete the chart.

- A If John had come, it would have been a good party.
- B If John had come, it wouldn't have been a good party.
- C If John hadn't come, it would have been a good party.
- D If John hadn't come, it wouldn't have been a good party.

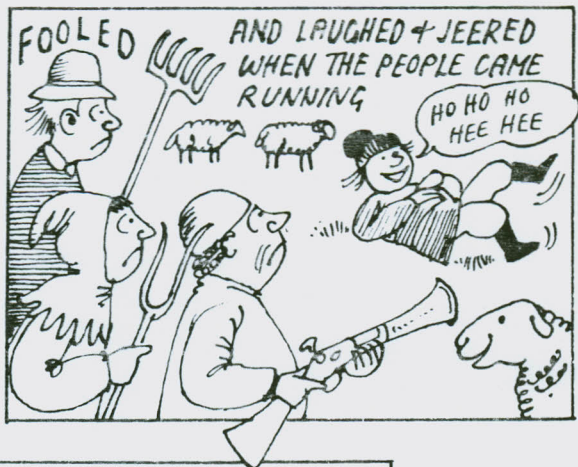
true facts	A	B	C	D
John came.				
John didn't come.				
It was a good party.				
It wasn't a good party.				

up with more injuries than she has ... is that OK? R: Whose mistake do you think... M:
Oh his because he drops the glass maybe he is driving too quickly yeah (laughs)OK

THE BOY WHO CRIED 'WOLF'



ONE DAY A SHEPHERD BOY, BORED WITLESS, DECIDED TO AMUSE HIMSELF BY CALLING



HE PLAYED THIS TRICK AGAIN AND AGAIN UNTIL EVERYONE WAS THOROUGHLY SICK OF IT.

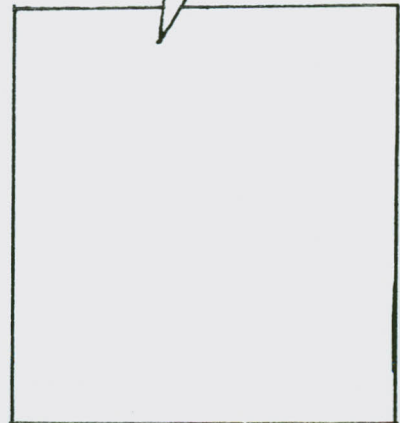
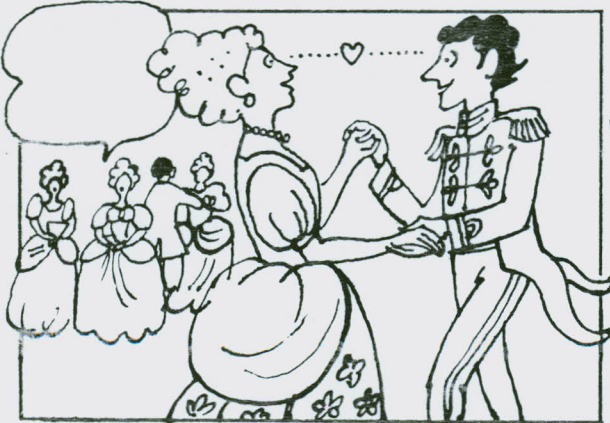


EVENTUALLY A WOLF REALLY DID TURN UP THE BOY CALLED WOLF AS LOUDLY AS HE COULD



MORAL:
Identify the emergency service you require

CINDERELLA



Appendix E2

The Boy Who cried' Wolf' A Picture Story Told by SAD to SK.

1. Sad: Once upon a time there was a sheepkeeper + and he keeps + sheeps outside + in the + the domestic + and + ... i ... i...i...i... he was boring and he wanted to say something + that means + he wanted to do something + because + he has no any ... +... he was free of anything + so + he decided + to cry or + to call somebody else by falsifying or saying anything which is irrelevant to the topic + and going a ... being away from the sheeps + he said for himself... ihh ... ++ he :: try to call anybody else by saying oh! Oh! oh! something like that to +++
2. SK ih...ih
SAD: wolf ! wolf ! wolf ! he said + in ... 0... to=
3. SK: hh
4. SAD: = in order to + capture persons to aid him + because +... eh... he imagine that the wolf is come on him in order to capture the sheeps + so + persons are come from the village + in order to help him + =
5. SK ih
6. SAD: = but when they come + they get nothing + that means + he was falsified them +
SK: ihim
7. SAD: so he +... eh ... + he was very anxious about them and he feel + what you call ++ he laughs on them +
8. SK: ih
9. SAD //and + ih ::// yeah + because + ... ih ... he is=
10. SK: // by their people//
11. SAD: = he's simply his calling is simply irrelevant to the topic + Wolf! they he said that wolf! wolf! but wolf was not present there + so the people's come there and they =
12. SK: hh
13. SAD: = didn't get anything ... i... there +
14. SK : OK when we made ... when he made this ... eh ... + trick by the people ++ eh ... =
15. SAD : yeah
16. SK : = what is has ... wants they trick?
17. SAD: He simply to falsify the peoples + in ord... by saying that wolf! wolf ! wolf ! that means the wolf is coming + to capture the sheeps + he is ... he is a + =
18. SK:... ii
19. SAD: yeah
20. SAD: = sheepkeeper so + yeah + shepherds + =
21. SK : shepherds
22. SAD: = though.... he said wolf ! wolf ! wolf ! but wolf was not present there+and the SK:hh
23. SAD: = peoples come + ... ih ... to help him + but they did ... they did ... they did get nothing there + and the people + // ge ... they ...they did ...// they get nothing there +
24. SK: // They did ... they did ... they get nothing ? // their loaf ?

25. SAD: yeah + wolf he + // was not present there +//
26. SK: // yeah... yeah... yeah + // wolf means ... ih... fox?
27. SAD : something in the :: which is against the sheep +
28. SK: hh
29. SAD: I ieh... the people ... when the people comes there + he laughs on them + =
30. SK: iih
31. SAD: = and the ... the people getting angry about the condition they returned back +
32. SK yeah... yeah... yeah +
33. SAD : I ech ... in the another of ...another time ++ eh... he sai... he repeat it wo ... again and wolf ! wolf ! he said but they came and they did no ... they did get nothing + O ... on the third time + the wolf is come +
34. SK : The wolf with the people ? Pardon + The people also are hungry about that +
35. SAD: yeah + They got hungry about the condition + and ... ii... on the third occasion + ... ii ... eh ... the wolf is come + and he said + wolf ! wolf ! wolf ! + =
36. SK: hh
37. SAD: = but the people + ... eh ... know that he =
38. SK: yeah
39. SAD: = is doing that + he is doing that falsified them and ... eh ... they didn't get + arrive in the place + and the wolf eat the =
40. SK: ih yeah
41. SAD: = sheep and (o) he get angry // about the condition //
42. SK: // This story I know // before ... eh... you told this + It's very interesting story +
43. SAD: ih?
44. Sk: This is ... i eeh ... negative sign of the of the shepherds because of they simply... always they are trick + they love it + =
45. SAD: ii
46. S K: + and last he :::: (click) he hurted +++ // ((?)) //
47. SAD: // yeah he // hurted himself +
48. S K : yeah

Appendix E3 The Boy who cried wolf (Native written)

One day a shepherd boy, bored and witless, decided to amuse himself by calling wolf ! and laughed and jeered when the people came running . He played this trick again and again until everyone was thoroughly sick of it. eventually a wolf really did turn up. The boy cried wolf ! as loudly as he could but nobody came and the wolf devoured the sheep. (Had field and Hadfield, 1990:27).

Appendix E4 The boy who cried wolf (native oral)

The speaker is a young British lady from London.

OK + well + there is a little boy looking after the sheep and he gets bored because he does it day after day + and so he decides to be quite funny to cry wolf ! and see all the farmers come running + so they do and he finds it hysterical and end up rolling round on the floor laughing + but then one day a real wolf comes and he cries wolf + and not again he is only joking and he eats the sheep and he gets in trouble.

40 LAST SATURDAY MORNING

You and your partner have each got half the pictures to make a complete story. Describe your pictures to your partner and work out the correct order of events. Write the numbers in the spaces provided. Then tell the story together in your own words. Begin *Last Saturday morning ...*

A



You and your partner have each got half the pictures to make a complete story. Describe your pictures to your partner and work out the correct order of events. Write the numbers in the spaces provided. Then tell the story together in your own words. Begin *Last Saturday morning ...*

B



Appendix F2

Last Saturday Morning (picture story)_Immediate Restrospection (R interviews SZ)

This is just a small part of SZ's comments about the problems he faced while telling "Last Saturday Morning" (Read and Matthews, 1991 : 40). Number 8 in part 'c' of the picture.

1. Number 8+++
2. SZ: In number eight, the ++ police blow the whistle
3. yeah + why is he blowing the whistle?
4. SZ: To +++ to stop the thief
5. yeah + to stop the thief+ Good + nine ++
6. SZ: They caught to the thief
7. They didn't catch the thief
8. SZ: Yeah
9. what are they doing?
10. SZ: They are running to the ++ thief
11. Yeah + They are running to catch the thief ++
12. SZ yes
13. after the thief +
14. SZ: yes R: How many of them are running after the thief?
15. SZ: Three
16. Three of them + who are they?
17. SZ: The police + the woman and the ++ man=
18. iihih? I hi + Good + How about the lady?
19. SZ: she is looking toward the thief R: to do what?
20. SZ: The old woman hit to the thief and the thief stopped +
21. The old woman hit To the thief ++ What does 'to'... 'to' show?
22. SZ: To shows the ++ ~~to~~
23. can you tell me in Amharic?
24. ሺ፬፮SZ: ለሌባዋ
25. R ለሌባዋ
26. SZ: ሽማግሌዋ : ለ ++
27. R አሮጊቷ
28. ሺ፮፮SZ: አሮጊቷ ለሌባዋ መትታው አስቆመችው.
29. ሺ፱፱R: እስቲ በትግርኛ በለው.
30. SZ: አረጊታ ለሰራጅታ ዘብጣታ

Appendix F4 Last Saturday Morning (Native speaker)

The speaker is a young British lady.

Ns = Native speaker R= Researcher Ns:

OK one day when a man and woman out shopping the woman gets her purse stolen and what while the thief is trying to escape she gets confronted with a granny who knows [(tycondo)] ... ehm... so the granny... return... takes the purse from the thief and returns it to its rightful owner +

R: That's all?

Ns : I him?

R: (laughs) Ns: well, that's the whole story. you want it longer ? or ?

R: A bit longer

Ns: A little bit longer?

R: yeah

Ns: OK Y... Yeah... ehm... shall I start again ?


R: yes, Please

Ns: OK so a man and a woman are out shopping and the man sees something and the man sees something that he wants to buy so they go into the shop and as they are coming out + ehm... the woman gets her purse stolen by a pick pocket and while the thief is trying to escape she... is being chased by the man and the woman and the policeman and she is confronted with an old lady who.. knows how to fight (laughs) so she.. takes the purse from the thief and returns it to the lady.

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of the materials used for the thesis are duly acknowledged.

Name: MEKONNEN LEMMA

Signature: 

Addis Ababa University, Addis Ababa

Date of Submission: 23rd May, 1997