

COMMUNICATION STRATEGIES EMPLOYED BY
SENIOR HIGH SCHOOL STUDENTS IN ORAL
PRODUCTION OF ENGLISH

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Contént	Page
Acknowledgement	
Abstract	
Chapter 1	
Introduction	1
Statement of the problem	1
Significance of the study	2
Limitations of the problem	2
Chapter 2	
Review of related literature	3
The Genesis of studi#s in CSs ?	3
Contrstive analysis	3
Error analysis	4
Emergence of studies in Css ?	6
Two views on communication strategies	7
Findings of studies in) CSs	12
The relation between the use of CSs and language learning	16
Chapter 3	
Research methoddology and procedure of the study	21
Subjects	21
Data elicitation techniques	21
Rationale for the selection of elicitation techniques	22
Method of data analysis	23
Chapter 4	
Results and discussions	29
Results	29
Discussion	32
Description of CSs used by subjects	32
The relationship between proficiency level and CS: use	38

Chapter 5	Conclusions and recommendations	42
	Conclusions	44
	Recommendations	44
	Bibliography	46
	Appendices	49
	Appendix A The stories used in Task One	40
	First Story	49
	Second Story	50
	Appendix B Transcription of subjects' utterances	
	Symbols and codes used in the transcriptions	51
	The transcription and classification	52
	- 12 th grade subjects	52
	- 10 th grade subjects	68



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Abstract.

The purpose of this study was to describe the types of procedures (communication strategies) students adopt when faced with communication problems due to language shortage and to see if these procedures are influenced by students' proficiency level. The interlanguage produced by the subjects was classified using a slightly modified version of the taxonomy produced by Faerch and Kasper (1983). The frequency count of the strategies showed that the choice of specific strategies was largely determined by the task type. Thus it was found that subjects used more reduction strategies than achievement strategies in the story retelling task but in picture description and giving directions, they used more achievement strategies than reduction strategies.

In order to see the effect of proficiency level on the choice of communication strategies, subjects were selected from two different grade levels-grade 10 and grade 12. The total number of strategies used by each group was added up and it was found that the less proficient group (those from 10th grade) used more communication strategies than the more proficient group. A comparison between the strategy preferences of the two groups showed that the less proficient group used more reduction strategies and achievement strategies based on L₁ than the more proficient group. These two findings are in line with the findings of most other studies on learners' use of communication strategies. However, when considering the specific types of reduction strategies that were employed by the two groups, it was found that the less proficient group used more formal reduction strategies than the more proficient group while the more proficient group used the strategies of topic avoidance and message abandonment more frequently than the less proficient group. This greater preoccupation with the form of the language at the expense of the meaning of the message, on the part of the more proficient group, is hypothesized as being the result of personality factors, that is, the more proficient group, because of their higher age and hence seniority may have been more afraid of making mistakes in front of people and thus avoided

language forms which they were not sure about while the less proficient group, because of their lower age, were less inhibited and were more free in their use of the language.

Chapter One

I N T R O D U C T I O N

Statement Of The Problem

Students in Ethiopian government schools start studying English beginning from grade three and from grade seven onwards, it is the official medium of instruction for most subjects. However, in most high school classrooms (both English and other subjects) classroom interaction between teachers and learners, and learners with their peers (except for the written mode) is conducted through the local language. This practice may have a short term benefit in that it may help the students to understand the topic under discussion better. However, it has a negative impact on the learners development of the foreign language since by not using the language, learners miss the chance of (1) testing the hypothesis they have formed about the foreign language, (2) receiving more comprehensible input from their interlocutors, both of which are necessary for learning the new language (Ellis, 1985:13). In classrooms where the teachers are expatriates or where the teachers insist on the use of English for all classroom interaction, students mostly keep quiet even when they have questions which they would like to have answers for. This practice is probably the result of learners' fear of making mistakes in front of their peers and their erroneous belief that they can not be understood unless they use correct language.

In many classrooms, we find a few students who try to communicate (ask or answer questions, express their ideas) with their teachers by using their inadequate knowledge of the foreign language. Such students usually employ some techniques like mime and gesture, word for word translation from the mother tongue, or they may use paraphrases in place of unknown terms or ask their teachers to help them, to compensate their low knowledge of the FL. And in most cases teachers do understand the meanings they want to encode.

The purpose of this study is to answer the following two questions:

1. What techniques (communication strategies) do learners at the senior high school level use when they do not have the necessary knowledge of English for communicating their ideas to their teachers orally?
2. Does the proficiency level of the learners have any bearing on the communication strategies (CSs) they prefer to use ?

Significance Of The Study

The findings of this research may help English teachers and syllabus designers to gain some insight into the nature of the techniques (communication strategies) used by language learners when they face shortage of language knowledge. It may also offer some guidance on how learners could overcome this shortcoming. The ability to compensate for one's shortage of language knowledge by the use of communication strategies is essential for learners like those in our country who are following their studies in a language in which they are far from proficient.,

Limitations Of The Problem

The study will only focus on the oral CSs used by tenth and twelfth grade students. Due to time and financial constraints the number of subjects who took part in the experiment is too few to make any generalization about the whole high school students.. In addition, the data for the study was collected not when the subjects were engaged in free conversation but when they were performing some controlled tasks in non-classroom conditions. Hence, it may ^{not} be fully representative of their actual classroom behaviour.

REVIEW OF RELATED LITERATURE

The Genesis of Studies in Communication Strategies

Since the late 1940's researchers in the field of applied linguistics have been analysing what the major difficulties are in learning a new language. In order to find a solution to this problem two major approaches, namely, contrastive analysis and error analysis have been employed (Kleinmann, 1977; 93).

Contrastive Analysis

The Contrastive analysis hypothesis was based on transfer theory which argued that learning difficulty was the result of interference from old habits in the learning of new habits (Ellis, 1985). Proponents of this approach assume that the differences between the learners' native language and the target language are the main causes of the difficulties learners face in acquiring a new language.

Contrastive analysis (CA), which was closely associated with the audiolingual method of language teaching, was used extensively in the preparation of teaching materials until the end of the 1960's. The audiolingual method was based on behaviourist psychology which considered language acquisition as a process of habit formation. The proponents of this method produced teaching materials based on contrastive studies of the learners' native language and the target language. Those elements of the target language (phonology, morphology and syntax) which were not found in the learners' native language were given the most class time since they were assumed to be the causes of most of the learners' difficulties (Lado, 1957 as quoted in Little wood 1983). This learning a second language according to this view consisted above all in overcoming the differences between the native language and the target language (Little wood, 1983:17).

Until the end of the 1960's most of the studies in second language acquisition were conducted within the framework of contrastive analysis (Long and sato, 1984:253) and it was taken as a sound predictor of what must be learned based on the differences between any two languages.

Beginning from the mid sixties, researchers in the field of second language acquisition began to question the claim that CA can give an adequate explanations of learning outcomes. Research done in the 1970's (e.g Richards, 1974, Selinker, 1972, Dulay and Burt, 1974) showed that language learning difficulties or learners' errors were not only the results of differences between the native and the target language. In fact, some of the research findings showed that similarities between the languages were the causes of the greatest problems (Jackson, 1972 and Wode, 1978 as quoted in Long and Sato, 1984:254).

Today most researchers agree that language learning can not be described by CA alone. Language learning is influenced not only by the language to be learnt but also by the learning context and the learner himself. Long and Sato (1984) write, 'Contrastive analysis sought to explain a psycholinguistic phenomenon (second language acquisition) by exclusively linguistic means description and comparison of languages. However, this does not mean that all contrastive analyses are rejected that is, they can be used for describing (though not predicting) learners' errors (van Els et al, 1984). In addition, contrastive analysis is indispensable in linguistic studies for describing the systems of a language (Wode 1984:183).

Error Analysis

The second major approach developed to study second language acquisition was error analysis. Error analysis is distinguished from contrastive analysis in that it is based on the actual performance of learners rather than on the description of the language to be studied. Learners' errors in the written or spoken performance are analysed to describe not only the causes of the errors but also how learners' develop their interlanguage. Corder (1967) writes, 'A learner's ^{errors} are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or approaches the learner is employing in the discovery of the language.'

Error analysis (EA) has two major aims: (1) to provide data on the language learning process, and (2) to indicate to teachers and curriculum developers which aspects of the target language students have the most difficulty in producing correctly and which error types detract most from a learner's ability to communicate effectively (Dulay, Burt and Krashen 1982: 138).

EA first emerged as an alternative to CA to account for those errors learners made, but which were thought not to be the result of interference or transfer from the native language. The rationale for the EA approach was derived from Chomskyan generative linguistics and first language acquisition research (Brown 1980, Richards, 1985).

- Transformational generative grammar assumes that the ability to learn a language is innate because of the presence of a language acquisition device (LAD) which enables the child to make hypotheses about the structure of language in general and about the structure of the language he/she is learning in particular (van Els et.al. 1984:28).

- Studies in first language acquisition, which were carried out in the 1960's and 70's have also helped to shape the views of error analysts. Behaviourist psychologists argued that children learn to speak their first language (L_1) through imitation and stimulus response reactions. Cognitive psychology which began to grow in influence in the 1960's gives most of the credit for the learning, to the child's own mental operations, that is, the child constantly forms hypotheses and tests them in his speech and comprehensions and thus develops his linguistic system (Brown, 1980:23). In addition, the child's language, though it may seem erroneous from the adults' point of view, is taken as a legitimate, rule governed, consistent system (Brown 1980:24)
- Those deviations from the adult norm are considered to be inevitable, necessary and systematic stages in the language learning process (van Els et.al. 1984:48). In the same manner, error analysis considers that the errors second language learners make are also systematic and are clear indications of their stages of developing systems. The data for EA; which is obtained from learners' performance is believed to provide evidence about learners' learning strategies and processes

and can therefore be used in the formulation of a comprehensive theory of second and foreign language learning (Richards, 1985: 63). EA has thus been a more successful research tool than CA in describing learners' language and the nature of language learning. However, like CA, it has some weaknesses which act as impediments in reaching its objective. The usual practice of studies in error analysis involves taking the interlanguage produced by learners and comparing it with the target language norm. Any deviation from the target norm is picked out as an error and the cause for such a deviation is explained. Such a method, however, has the following shortcomings:

1. Since the focus is only on the errors or deviations, it says little or nothing about what learners can do and thus fails to give a full picture of learners' interlanguage (Brown, 1980; Van Els et al., 1984; Long and Sato, 1984).
2. Since the comparison is between the learners' language and the standard native speakers' version, error analysis does not explain how learners at different stages use different forms or how second language is acquired (Wagner, 1983; Long and Sato, 1984).
3. The systematic errors (Corder 1967) which are the focus of most EA studies do not take into account inappropriateness (which is the result of language deficiency) like learners' overelaborations which are not native like but which are grammatically correct (Tarone et al. 1983).
4. The errors that are identified can not give full information about learners' inabilities. When learners face difficulties in expressing their meanings due to language shortage, they may change or reduce their meanings intentionally so as not to commit errors. However, since the analysis only considers the errors that were produced it cannot explain the errors that would have been made had the learner tried to express his real intentions (Brown 1980; Long and Sato, 1981; Varadi, 1983; Van Els, 1984).

Emergence of studies in Communication Strategies.

As shown above, avoidance behaviours and inappropriateness in learners' language couldn't be accounted for by EA. In order to overcome these two drawbacks of EA, a new field of study developed in the 1970's.



The term that was used to refer to these specific language learner behaviours was communication strategies. The term was taken from Selinker (1972) who used it to refer to one of the categories of learners' systematic errors which were caused by language deficiency. At present, however, the study of communication strategies (CSs) is not concerned with what errors language learners make or what causes them. Instead, it only studies what techniques or procedures language learners employ when they find themselves in situations where their language knowledge is inadequate for expressing the meanings they want to encode. The following hypothetical situation may help to clarify this point. Suppose a learner produces the statement.

'The man signed a beautiful song'

without being aware of the fact that the past tense of the verb 'sing' is not 'singed', the error analyst would explain this deviation from the target norm as 'overgeneralization of target language rules'. On the other hand, a researcher who is studying learners' use of CSs would ignore this deviation if there was no sign of the speaker facing a problem or being unsure when producing the error (e.g. by pausing, self repair etc. since, in the analysis of speech for identifying CSs, language problems are usually indicated by pauses, drawls, repeats, self repair or appeal for help (Faerch and kasper, 1983; Green and Hecht, 1990). If, however, the learner knew that 'singed' was not the correct form but used it nevertheless believing it could be understood by his/ her interlocutor (this could be established by noting the speaker's uncertainty before producing the word or confirmed by retrospective analysis technique), then this would be taken as a use of a CS and it would be classified as 'word coinage'.

Two views on Communication strategies

CSs have been defined in different ways by researchers. The definitions can be grouped under two headings, 'psycholinguistic' and 'interactional'. According to the former, CSs are mental phenomena in that they refer to the procedures individual language users adopt in order to solve communication problems (Ellis, 1985: 181).

That is CSs are looked at only from the point of the speaker or writer who is having language problems. One such definition formulated by Faerch and Kasper (1983) goes as follows:

CSs are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.

(Faerch and Kasper 1983:36)

According to this definition, a language user has a communicative goal which he/she wants to accomplish by speaking or writing. In order to reach the goal he/she selects the language form that he/she thinks can most successfully communicate his/her meaning. According to Faerch and Kasper (1983), this may be described as the planning process. The plan that is formed is then transformed into action in the form of speech or writing. However, language users may feel that they have not got the necessary form for communicating their intended meaning during the planning process or, after the plan has been carried out, they may understand that the already produced language has not been successful in attaining their goal. In such a situation language users employ CSs and this may involve the speaker or writer modifying his or her communicative goal and starting the planning process again or giving up his/her communicative goal altogether.

The main alternative definition which takes an interactional view was originally formulated by Tarone (1980) who defines CSs as follows:

CSs relate to a mutual attempt of two interlocutors where requisite meaning structures do not seem to be shared (meaning structures include both linguistic and sociolinguistic structures).

(Tarone 1980 : 420)

According to this definition, the negotiation of meaning as a joint effort is central to the concept of CSs (Faerch and Kasper 1983:51). Thus, in order for any utterance or action to be recognized as a CS, the fact that a difficulty is being faced by one of the speakers must be realized by the other discourse participant. If one of the discourse participants does not realize that his/her partner is facing a language problem

r, if the person who is facing the language problem tries to solve it without his/her interlocuter being aware of it, what the person is using will be described by Tarone not as a communication strategy but as a production strategy.

Tarone (1980) therefore puts forward the following criteria to define CSs:

1. a speaker desires to communicate meaning 'x' to a listener;
2. the speaker believes the linguistic or sociolinguistic structures desired to communicate meaning 'x' is unavailable, or is not shared with the listener;
3. the speaker chooses to:
 - a) avoid-not attempt to communicate meaning 'x'; or
 - b) attempt alternate means to communicate meaning 'x'.

The speaker stops trying alternatives when it seems clear to the speakers that there is shared meaning.

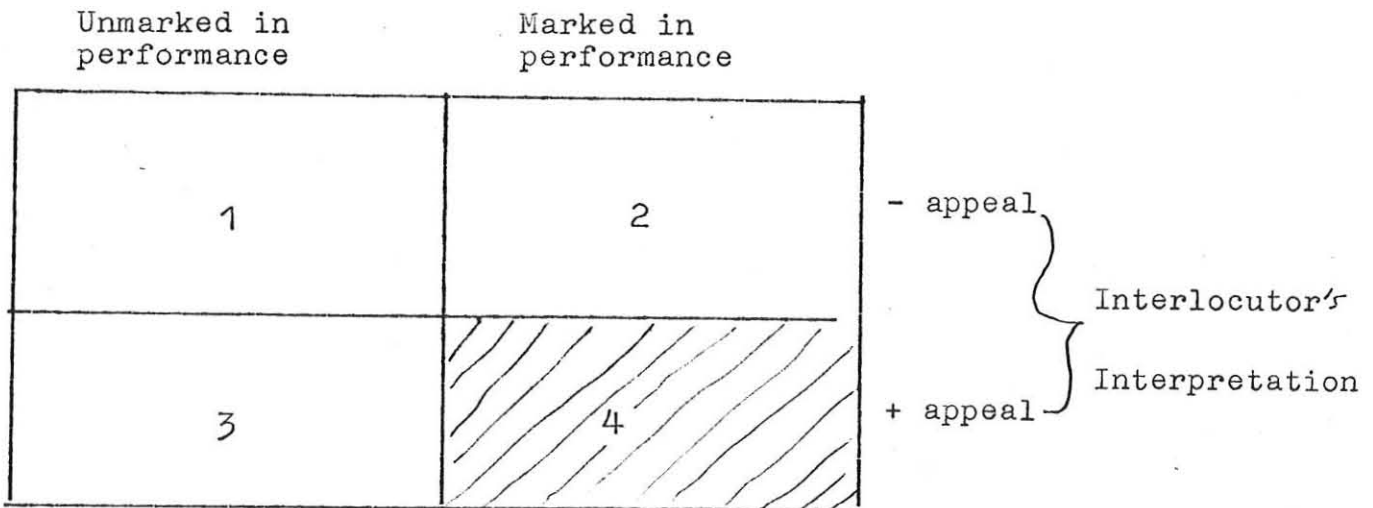
(Tarone 1980:)

In order for a procedure to be identified as a CS, it must fulfill all the above criteria. If criteria 3(b) is absent, that is, if there is^{no} negotiation of meaning between the discourse participants, the procedure will be identified as a production strategy which she defines as 'an attempt to use this linguistic system efficiently and clearly, with a minimum of effort' (Tarone 1983:73).

In the case of avoidance (criteria 3(a)) Tarone considers message abandonment (where a speaker starts to communicate a meaning and stops in the middle due to language deficiency) as a CS, since the listener often tries to fill in and suggest alternative means of expressing what the speaker wants to say' (Tarone 1983:68). However, she argues that topic avoidance can either be a CS or a production strategy according to the motive of the speaker (Tarone 1983:68). This is to say, if the speaker chooses not to bring up a topic wishing to simplify the speaking effort, we get a production strategy but if the speaker wishes to communicate a meaning and then avoids it because the meaning structure necessary for that communication is not shared, we get a CS (Tarone 1983:68).

- Faerch and kasper (1983); (1984) argue that the interactional definition of CSs (that of Tarone), delimits what are truly CSs. They consider that the negotiation of meaning or the realization of the problem by the discourse participant is not a necessary
- criterion for defining a CS. Faerch and kasper(1984) contrast the two definitions with the following diagram.

P
P R R O B L E M



The four areas have the following characteristics:

- Area '1' = the problem the learner is facing is not accompanied by signs of uncertainty (e.g. pauses, repetitions, self corrections etc.) and the interlocutor believes that the learner does not wish to be helped.
- Area '2' = the problem the learner is facing is evident from his performance (e.g. the presence of signs of uncertainty) but the interlocutor believes that the learner wants to solve it by him-self /herself and so refrains from giving any help.

Area '3' = The problem the learner is facing is not accompanied by signs of uncertainty; however, the interlocutor thinks that the learner wishes to be helped and may supply the necessary help

- Area '4' = The problem the learner is facing is evident because of the prerence of problem indicators or the direct appeal he/she makes and the interlocutor acts in a cooperative manner and help the learner communicate his/her intended message (Faerch and Kasper 1983). According to the psycholinguistic definition all examples of learners' performance which are carried out to solve communication problems are taken as CSs.



Thus all the four conditions indicated by the diagram can be taken as providing instances of CS use. The interactional definition, however, considers only the hatched area (4') as an instance of CS use (Faerch and Kasper 1984:60).

Faerch and kasper (1984) present the following justifications to show the inadequacy of the interactional definition:

1. discourse participants who have a better command of the language do not always help learners out even when it is clear that they are having communication problems;
2. learners do not always ask for help; they may want to solve the problem by themselves;
3. the language problems advanced learners face may not be spotted by the interlocutor since they may be able to solve them beforehand as part of the normal planning process.

(Faerch and kasper 1984:60-61)

The two definitions, however, agree on two points which are crucial for the identification of CSs; they both recognize that:

1. CSs are used when there is a problem in communication
2. they are employed as problem solving procedures and are potentially conscious.

In the present study the data that is analysed comes only from the subjects. The interlocutors act as listeners or carry out non verbal actions (identify pictures and show them to subjects). Since there is no verbal interaction between the subjects and their interlocutors, the data can only be analysed if one adopts the psycholinguistic perspective. This, however does not mean that the interactional definition is without merit. For example, in a free conversation between a teacher and a learner, the nature of the CSs used by a learner is greatly affected by the kind and amount of help or feedback one receives from the interlocutor (Trosborg 1982). In such conditions the interactional analysis may have some value.

Findings of studies on CSs

Most of the research done on CSs has been descriptive, that is , the aim of these studies was to identify the types of CSs used by learners in different learning conditions. Other aspects which have been investigated include the relationship between language proficiency level and strategy preference, and the relationship between communicative effectiveness and specific strategy use. Some of these studies will now be reviewed.

The first empirical research on learners' use of CSs was carried out by Tamas Varadi in 1973. The purpose of his study was to investigate learners' performance in conditions where they have neither the necessary knowledge of the TL nor the native language forms that can be transferred. He proposed a framework for this new line of research because he believed that error analysis could only describe overt errors but not covert errors or learners' performance which was the result of gaps in their knowledge (Varadi, 1983 : 80). He studied Hungarian learners of English and showed how they adjust their meanings when they face language problems. Varadi reported that his subjects did one of the following when there was a gap between their language competence and the meanings they wanted to communicate :

1. They modified their meanings so as to bring them within their encoding capabilities,
e.g. " air ball " or "toy" for "balloon "
2. They reduced a part or the whole of their message deliberately,
e.g. actual message - " The cat is going "
optimal message - "Even the cat dashes off,
who has so far watched the events from the
corner "
3. They shifted or replaced the meanings
e.g. " Ankel Georg " for " ghost "

(Varadi 1983)

- Tarone (1977 as reported in Tarone, 1979 and Faerch 1984) investigated the relationship between L₁ background and strategy preference. Her subjects were Spanish, Turkish and Chinese who were all learning English. She found that the learners' L₁ background did not influence their choice of specific strategies; what determined learners' preferences for certain strategies were the following: learners' proficiency level, their personality and the type of task they performed.
- Ervin (1979) studied American students of Russian at intermediate level with the aim of finding out the types of CSs that learners chose to use. The following were the most widely used strategies: topic avoidance-36% (of all strategy uses); approximation - 25%; circumlocution and description - 16%. However, due to the nature of the task and method of data collection, cooperative strategies (appeal for help) and nonverbal strategies were not recorded.
- Haastrup and Phillipson (1983) studied eight Danes who had been learning English for five years. The purposes of their study were
 - 1) to identify the strategies that were employed by learners
 - 2) to see if there was any link between strategy use and the type of school learners attended;
 - 3) to test the hypothesis that some achievement strategies are inherently of greater communicative potential than others.
- Their findings showed that: (1) the most widely used strategies were anglicizing, literal translation; paraphrase, mime and gesture; (2) there was no link between strategy preference and type of school and (3) L2 based strategies were more effective for communication than L₁ based strategies.
- Fakhri (1984) studied the use of CSs in the narrative discourse of one American learner of Arabic. The purpose of his study was to find out if there was any link between the strategies that were used and the components of the narration. The results showed that his subject's choice of specific strategy was influenced by the narrative discourse feature, that is, in the 'orientation component (where the time place and participants are reported),

the subject used circumlocution, lexical borrowing and appeal for help evenly. In the 'episodic component' (where the events are reported); lexical borrowing was the most widely used strategy while in the 'evaluation component' (where attitude towards participants and incidents are recounted), formulaic speech (prefabricated patters) was widely used.

Bialystok and Frohlich (1980) studied the CSs used by three groups of Danish learners of French: adults, grade twelve advanced students and grade twelve regular students. The purpose of their study was to see the relationship between the following : (1) proficiency level and strategy preference, (2) task type and strategy choice, (3) communicative effectiveness and specific strategy use. Their findings showed that proficiency level determined whether the strategies subjects prefer to use are L₁ based or L₂ based but the specific strategy that was selected was determined by the task type. Their more proficient subjects used more L₂ based strategies and these were found to be more effective for communication than the L₁ based strategies which were preferred by the less proficient subjects. However, they could find no positive correlation between the absolute number of strategy uses and subjects' proficiency level.

Other studies which investigated the relationship between proficiency levels and strategy preference include Paribakht (1985) and Chen (1990).

Paribakht (1985) studying two groups of Iranian learners of English with different proficiency levels found, like Bialystok and Frohlich (1980), that her less proficient learners relied more heavily on L₁ based strategy (transliteration) while the more proficient learners relied more heavily, on L₂- based strategies.

Chen (1990) studying two groups of Chinese learners of English also found that proficiency level affected strategy choice. However, neither his more proficient nor his less proficient subjects used L₁ based strategies. He attributed this to the language distance between Chinese and English. In addition, contrary to Bialystok and Frohlich (1980), he found that the total number of strategies used by the less proficient learners was much greater in number than that used by the more proficient learners (148 against 72)

As noted by Faerch (1984), it is very difficult to compare the results of many of the studies on CSs. The problems arise from two sources: the taxonomies and the task types.

The taxonomy:- Different taxonomies have been formulated for describing CSs. In some of these taxonomies, similar procedures or learner behaviors are given different names. For example, Tarone (1977) lists 'paraphrase' as one major category and she categorizes the strategies of 'approximation, word coinage and 'circumlocation' under this. Faerch and Kasper (1983) on the other hand label this category as L2 based and include in it the strategies of 'paraphrase', 'generalisation', 'restructuring' and 'word coinage. In addition, as can be seen from the above list of strategies, some language user behaviours are described as strategy uses in some taxonomies while not in others.

Task type:- The nature of the task which learners are asked to perform and the conditions under which they perform them have a decisive influence on the **strategies that** are employed (Tarone, 1979; Faerch 1984). Researchers studying learners' use of CSs have used different experimental designs ranging from very controlled word description tasks to free conversations. As a result it is virtually impossible to compare the findings of different researchers. The task types that were used in the studies reviewed above will now be described briefly.

Experimental designs which were very controlled were used by Paribakht (1985) and Chen (1990). In both studies subjects were asked to describe concepts in the TL whose L₁ and TL names were provided.

Varadi (1973) Tarone (1977) and Gerald (1979) used picture stories to elicit data from their subjects.



Varadi (1973) studied subjects L₁ and TL written narrations of a picture story and compared them with subsequent translations. The discrepancies between the two versions were then analysed to explain how learners adjusted their meanings when their language competence was inadequate to communicate in the TL (Varadi 1983). Tarone (1977) investigating the relationship between L₁ background and strategy preference, and Ervin (1979) who was investigating the types of strategies that learners employed used similar procedures to that of Varadi (1973), except that the narration was done orally.

Bialystok and Frohlich (1980) used two tasks: picture reconstruction and picture discription. In the picture reconstruction task, the subjects were asked to describe a picture so that native speakers of the TL could accurately reconstruct it without looking at the picture. The picture description task was added to see if different tasks called for different strategy uses. In this task subjects were asked to describe a picture in as much detail as possible,

A rather less controlled experimental design was developed by Haastrup and Phillipson (1983) and Fakhri (1984). The former collected their data while subjects were talking about their lives and experiences to interlocutors who did not speak the subjects' native language. The latter collected his data of some narrative stories over a four week period during the daily casual coversation he had with his one subject.

The Relation Between the Use of CSs and Language Learning

The grammatical approach to language teaching (which most teachers in Ethiopian high schools use) focusses mostly on teaching the grammar and vocabulary of the language. This traditional approach is based largely on the assumption that if learners learn the form of the TL (vocabulary and grammar) in the classroom, 'they will learn how to do things with this knowledge on their own' (Widdowson 1990:160), that is, acquisition and use will come naturally later.

The communicative approach to language teaching, on the other hand, may be described as operating on a continuum with two extreme versions. The proponents of the strong version argue that the teaching should primarily be based on activities in which the learners use the language to mediate meaning for a purpose and to do things which resemble what they do with their own language in real life. Knowledge of the grammar and vocabulary then comes about by itself without the teacher having to draw explicit attention to it (Widdowson 1990:160). However the weaker version of the communicative approach synthesises both the traditional and communicative principles (Nunan 1988:26) in that it allows for the incorporation of both the formal and the language use (function) aspects in aiming to develop grammatical and sociolinguistic competence.

If one accepts that the aim of FL teaching is to enable learners to use the FL, it follows that the teaching should be directed to facilitating the development of all the components of what Canale and Swain (1980) call 'communicative competence', the components of which are: (1) grammatical competence (or linguistic competence) which includes knowledge of grammar, vocabulary, pronunciation and spelling; (2) sociolinguistic competence which includes sociocultural rules and rules of discourse; and (3) strategic competence (the theme of this paper) which is the ability to use communication strategies.

Most syllabuses and courses nowadays are aimed at facilitating the development of grammatical and sociolinguistic competence but tend to neglect the development of strategic competence. However, it has been argued that this component, like the other two, can be of value if taught to learners (Littlewood, 1983; Rivers, 1983; Pattison, 1987; Smith 1989; Tarone and Yule 1989). It is said that the ability to use a variety of CSs gives learners greater confidence to interact with their peers and teachers in the classroom by just using their limited knowledge of the FL (Saiz, M. 1990:23-24). It is also argued that when learners interact spontaneously using the FL, they develop their knowledge of that language since firstly it gives them the opportunity to test hypotheses they have formed

about the FL and secondly, it results in further input from their interlocutors which are both necessary for language acquisition (Saiz 1990:23-24). In addition, as learners have more opportunities for productive language use, their grammatical awareness increases because unlike in reading and listening, where learners may be concerned about the meaning of the text as a whole, in production, learners are forced to think about both the meaning and the form-meaning relationship (Rutherford, 1987:179).

There is some disagreement among researchers, however, on the degree of contribution different strategies make to learning. Corder (1978 as quoted in Saiz, 1990) considers that only achievement strategies facilitate language learning. Faerch and Kasper (1983) accept this assertion generally but make distinctions between learning and automatization of the TL. According to them in order for a strategy to have a potential learning effect, the use of the strategy must lead the learner to hypothesis formation. Faerch and Kasper (1983) argue that some achievement strategies (code switching, nonlinguistic strategies, paraphrase and restructuring) do not lead the learner to form hypotheses about the TL and so do not help the learner to enlarge his/her linguistic repertoire (Faerch and Kasper 1983: 54). But the use of two of these achievement strategies (i.e. paraphrase and restructuring) make the learners practice with the TL they already have at their disposal and so lead to automatization of the TL only (Faerch and Kasper 1983:54-55).

Trosborg (1982) accepts Faerch and Kasper's claim, but attaches certain conditions to it. According to her if the learner is engaged in one way communication, where feedback is not coming from the able speaker, their criterion for a strategy to have a potential learning effect (i.e. it must lead to hypothesis formation) is acceptable. But in conditions where there is feedback coming from the other interactant (e.g. teacher or native speaker of the TL), the criterion needs modifications. The reason that Trosborg gives for this is that, when a learner attempts to convey his/her message by using a strategy, for

example, paraphrase, it is frequently followed by the able speaker supplying the unknown TL form and thus filling the gap in the learner's vocabulary. Thus, since the learner can retain this supplied word for future use, a strategy, even if it does not lead to hypothesis formation, it can facilitate learning (Trosbarg, 1982:131).

Tarone (1983), on the other hand, claims that it is the motive behind the use of certain strategy, rather than the type of strategy, that can determine whether it has a potential learning effect or not. If the motive behind the use of a certain strategy is to learn, the strategy use (whether it is achievement or reduction) will result in learning. For example, when the learner uses the strategy of 'message abandonment', the interlocutor will supply the missing language and if the learner has the intention of learning it, he/she may focus on the form of that language supplied by the interlocutor and internalize it (e.g. by repetition) (Tarone 1983:)

James, C. (1990), on the contrary, believes that encouraging learners to use CSs actually has a negative effect on their learning the TL. He writes:

This stance (encouraging learners' use of CSs) has two consequences: the first is that learners get credit for having not learnt, when they use the avoidance, coinage or paraphrase strategies to conceal their ignorance of the TL forms they might otherwise have learnt; the second is that errors are explained as mere superficial manifestations of underlying good language learner behaviour.

(James, 1990:209)

In conclusion, in order to say a) whether teaching CSs has a positive or negative effect on learning and (b) whether it is valuable to encourage learners to use a greater number of CSs, we must agree upon the factors that enhance language learning. Most researchers agree that learners' verbal output and the input they receive are two of the factors that are essential for language learning. The ability to use CSs, as

has been stated earlier, gives learners the confidence to use the language productively. And since their verbal output can bring forth more input from their interlocutors, I believe that it can facilitate language learning. In addition, teachers feedback (positive or negative) which is useful for the learners' development of the TL, can only come when learners use the language productively.

Finally, when we consider the Ethiopian context, English is not only taught as a subject but it is also the medium of instruction for most subjects starting from grade seven. As a result the ability to use CSs can have an effect on the learning of the other school subjects knowledge of the use of the appropriate strategies (i.e. achievement) can help students to be more confident in communicating with their subject teachers. For example, it can help them to ask more questions (e.g. for clarification) . In my opinion, this by itself (even disregarding its potential for language learning) is a sufficient reason why we should teach or encourage learners to use the appropriate CSs.

Chapter Three

RESEARCH METHODOLOGY AND PROCEDURE OF THE STUDY

Subjects.

The subjects of this study are six tenth grade and six twelfth grade students. They all come from Kokebe Tsibah Comprehensive Secondary School, which is one of the government schools in Addis Ababa. They were selected from one section in the twelfth grade and two sections from tenth grade. The only criterion used in the selection was willingness to volunteer on the part of the subjects. Since the classes from which both grade ten and grade twelve groups were selected are reserved for students with high academic achievements, it was assumed that the proficiency levels of the two groups would be different, since there was a difference of two years experience of school between the groups.

Data Elicitation Techniques.

Subjects were given three types of tasks on which they worked individually. To facilitate comparison between subjects, they were all given the same tasks. The tasks were the following:

Task one. Each subject was given two stories (about seven lines long each) written in Amharic to read. After reading each story the subjects retold the story first in Amharic to an Ethiopian interlocutor and next in English to an expatriate interlocutor. Subjects were given pictures to accompany the stories to make sure that they did not omit any essential detail due to memory lapse (look at appendix A for the stories).

Task two- Each subject was asked to describe pictures of two people to the expatriate interlocutor so that the interlocutor could identify the picture from a group of pictures he had got. The interlocutor was instructed not to look at the pictures in the subjects' hand but only to use their descriptions. The subjects were instructed to give descriptions until their interlocutor was able to identify the pictures.

Task three- Subjects were given a road map and they were instructed to give descriptions to the expatriate interlocutor on how to travel to different points on the map.

Rationale for the Selection of elicitation techniques.

The purpose of research in education is generally to facilitate the learning process. Hence, in order for the results of a research to be transferable to the population in mind, the tasks that subjects are asked to perform should resemble what learners actually do with the language they are learning (Green and Hecht, 1990:114). The language functions which subjects performed when carrying out the tasks are believed to be similar to those learners actually do inside their classrooms. In the first task, students were asked to retell a story. Such tasks are common in real classroom situations where learners are asked to discuss incidents, for example, in their history classes. In the second task subjects were asked to describe pictures of people. Although learners are usually asked to describe objects rather than people in their classrooms, the two have similarities, for example, in both instances one needs to talk about size and shape. In the third task subjects gave directions. The chance of our students giving directions to foreigners may be rare; however, they may perform similar tasks, for example, when they give sequences of instructions in their science laboratories and when they describe maps in their geography classes.

It is believed that the best data for second language acquisition study is speech that is produced in an informal situation or spontaneous speech (Tarone, 1979), especially one in which there is interaction between the subject and the interactant (Trosborg 1982:112). However, these conditions could not be met in this study because of the following two reasons.

1. The purpose of this study was to investigate students' performance only. Hence, the data had to be collected in a situation where all the talking was done by the subjects only. Had the data been collected while subjects were having informal talks with their expatriate teachers, the discourse would have been dominated by the teachers as is usually done in real classrooms. Such practice may obscure learners' capabilities to stretch their communicative potential (Trosborg 1982)
2. The data in this study was collected outside the classroom while subjects were working on some controlled tasks. This decision was taken because getting enough data for analysis in an actual classroom situation would take a very long time.

Method of Data Analysis.

Subjects' performance on the three tasks was video recorded and their utterances were then transcribed. Based on the transcription, ^{the} strategies that were employed by each subject were identified. To make the identification of the CSs more reliable, the analysis was supplemented with retrospective technique, that is, after each subject watch^{ed} his performance on a task replayed, he was asked to talk about the problems he faced (due to language shortage), and to clarify some of the statements which I found too difficult to understand. This additional information was then used to modify the classification that was made based only on the transcription.

In order to classify CSs, different taxonomies have been proposed by researchers (e.g. Tarone, 1977; Bialystok and Frohlich, 1980; paribakht, 1985; Faerch and Kasper, 1983). In this study, the taxonomy that was formulated by Faerch and Kasper (1983) was used. But a slight modification was made based on the data that was collected. The categories of this modified taxonomy will now be discussed.

I. Achievement Strategies.

When learners face communication problems due to language deficiency, they may try to overcome these problems by employing different procedures. Corder (1983) calls these procedures 'risk taking strategies' because learners, by using any possible means, are trying to realize their communicative intentions. Achievement strategies may be either L1-based, L2 based or interactional/non linguistic strategies.

1. L1-based strategies

When learners' knowledge of L2 becomes inadequate to communicate their intended meaning, they may fall back on their knowledge of their L1 either wholly or in combination with the TL. These strategies include 'code switching', 'literal translation' and 'foreignizing'.

- A. Code Switching:- This strategy refers to the learners' switching from the TL by inserting a word or a phrase from their native or any other language. When the correct TL is not known or hard to retrieve. This strategy is common in classrooms where Learners and teachers share the same L1 or when the language distance between the L1 and the TL is close (Blum and Levenston, 1983).
- B. Literal translation:- This refers to the use of L2 word and structure to create a (usually non-existent) word-for-word translation of an L1 item or phrase (Bialistok and Frohlich 1980:11).

Example '... he déides-to-to make er-sport'

(N.B. the examples at the end of the description of each category come from the present study)

- C. Foreignizing:- This is taking an L₁ or any other language word and giving it the target language pronunciation (Johnstone 1989: 81-82).

2. L2 based Strategies

When learners are faced with communication problems due to lack of language knowledge, they may not only rely on their knowledge of their native language but also use the target language itself to overcome their problems. The communication strategies that are included in this category are 'generalization', 'paraphrase', 'restructuring', 'word coinage' and 'prefabricated speech'.

- A. generalization:- This strategy refers to the learners' trying to communicate their intended meaning by using words which share some semantic features (in common) with the unknown TL item. For example, if a learner does not know the word 'vulture', he may use a super ordinate term and refer to it as 'bird' or use approximation and refer to it as 'hawk'. When a learner uses the strategy of generalization, he does not try to change or reduce his communicative goal but he uses this strategy assuming that he can reach his communicative goal by using a more generalized interlanguage item (Faerch and Kasper 1983:48).

Example '... the way was ~ mountainous' (to mean 'hilly')

- B. Paraphrase:- When a learner does not know a lexical item in the TL which he needs for communicating his message, he tries to make his interlocutors understand his intended meaning by giving a description, an example or the function of the unknown item. Bialstok and Frohlich (1980) classify this strategy under three subcategories, namely: general physical properties (e.g. colour, size, material and shape), specific distinguishing features (what it has e.g. it has four legs' for 'chair') and functional characteristics (e.g. 'it is used for ...')

Example '... and go-goway-go a long way from his house' (L₁ = 'far')



- C. Restructuring:- When a language user realizes that he can not complete a plan which he has already begun due to language shortage, ^{he} he pauses and then restructures his message saying what he wants to say in a different way (Faerch and Kasper 1983:50).

Example ' it becomes-er// can't/ couldn't move'

- D. Word coinage:- This refers to the creative construction of a new interlanguage word when the designed lexical item is not known (Tarone, Cohen and Dumas 1983:11; Faerch and Kasper 1983:50)

Example ' She has a deep looking'. (to mean 'she is staring')

- E. Prefabricated pattern:- This refers to partly memorised (unanalysed) and partly creative whole utterances (Krashen and Scarcella 1972:283).

Example ' he was very angry and-he as well as he annoyed'

3 Cooperative Strategies (appeal for help)

When the learner faces a communication problem due to inadequate knowledge of the L2, he may signal to his interlocutor that he has a problem and that he needs help. Appeal for help can be direct as when the learner asks 'What do you call _____ in English?' or it can be indirect like an admission of ignorance or a pause expecting the interlocutor come in with help (Trosborg 1982=120).

4. Non linguistic Strategies

When a target language item is not known or difficult to retrieve, learners may use mime, gesture, or sound imitation to express their meanings (Faerch and Kasper 1983:52).

Example 'and-and go to school by this way' (pointing at the map)

II Reduction Strategies

When learners find it difficult to communicate their meaning due to language deficiency, they may give up a part or all of their desired meaning rather than risk making errors or being not understood. The strategies that are included in this major category are 'formal reduction' 'meaning replacement', 'message abandonment' and 'topic avoidance'.

1. Formal reduction

This strategy refers to learners' avoiding the use of a particular target language item or rule because of uncertainty about its correctness. Learners resort to these strategies in order to avoid making errors and/or to increase their fluency (Faerch and Kasper 1983:40). For example when narrating a past event learners may prefer to use present tense forms of the verbs rather than use past tense forms and risk making errors.

Example- L₁ version (translation) 'One day he went far from his house'

L₂ version 'One day he ride his bicycle and go far away'

2. Meaning replacement

When the learner is faced with a difficulty to communicate an intended meaning, he may refer to it by means of a more general expression without abandoning the topic altogether (Faerch and Kasper 1983:44).

Example (L₁ version) 'after he had covered half of the road he became tired'

L₂ version 'while he was returning to his home he felt tired'

3. Message abandonment

This strategy refers to learners giving up their communicative intentions in mid sentences because of language difficul-

ties.

Example ' and this-this// her chick ---

(intended to mention the dimples on her chicks)

4. Topic avoidance

This strategy refers to the learner's decision to totally evade communication about a topic whose constructions will require the use of TL forms which he or she does not yet feel confident in using (Tarone et.al. 1983:10).



Chapter Four

RESULTS AND DISCUSSIONS

Results

One of the aims of this study was to describe the types of communication strategies employed by senior high school students. To this end, the utterances of the subjects were analysed and the strategies employed were classified using the taxonomy that was discussed in the last chapter.

Table one gives the total number of CSs used by the subjects under each category.

Table One

		<u>Strategy type</u>	<u>Frequency</u>
Achievement Strategies	L ₁ based	foreignizing	-
		language switch	-
		transliteration	72
	L ₂ based	paraphrase	31
		generalization	74
		restructuring	55
		word coinage	8
		prefabricated patterns	7
		appeal for assistance	21
		non linguistic	21
Reduction Strategies		formal reduction	187
		meaning replacement	78
		message abandonment	14
		topic avoidance	24

The types of CSs employed and their frequency had been greatly affected by the task types. That is, some CSs were employed more often in one type of task than in others. Table two gives the total number of CSs used under each category for each task.

Table Two

Strategy Type	Task Type		
	1	2	3
Foreignizing	-	-	-
Language switch	-	-	-
Transliteration	26	23	23
Paraphrase	12	15	4
Generalization	44	21	9
Restructuring	31	11	13
Word coinage	2	5	1
Prefabricated pattern	4	3	-
Appeal for assistance	-	-	-
Non linguistic	4	-	17
Formal reduction	187	-	-
Meaning replacement	77	1	-
Message abandonment	5	9	-
Topic avoidance	11	13	-

The second aim of this study was to make a comparative analysis of the CSs used by the tenth and twelfth grade subjects to examine the relationship between proficiency level and strategy preference. 'Table three' gives the total number of CSs employed by each group under each category.

Table Three

Strategy Type	Frequency of use	
	10th	12th
Foreignizing	-	-
Language switch	-	-
Transliteration	46	26
Paraphrase	15	16
Generalization	41	33
Restructuring	29	26
Word coinage	4	4
Prefabricated pattern	2	5
Appeal for assistance	-	-
Non linguistic	12	9
Formal reduction	118	69
Meaning replacement	41	37
Message abandonment	5	9
Topic avoidance	9	15

The difference between the two groups in their strategy preference was not consistent throughout the tasks. For example, in 'task one' and 'two' the strategy of generalization was used more often by the 10th grade subjects than by the 12th grade subjects whereas in 'task three' the same strategy is used more often by the 12th grade subjects than by the 10th grade subjects.

'Table four' gives the total number of CSs used by each group, on each task and under each category.

Table Four

Strategy Type	Frequency for each task type					
	Task one 10th	Task one 12th	Task two 10th	Task two 12th	Task three 10th	Task three 12th
Foreignizing	—	—	—	—	—	—
Language switch	—	—	—	—	—	—
Transliteration	15	11	17	6	14	9
Paraphrase	9	3	6	9	—	4
Generalization	25	19	14	7	2	7
Restructuring	16	15	5	6	8	5
Word coinage	1	1	3	2	—	1
Prefabricated pattern	1	3	1	2	—	—
Appeal for assistance	—	—	—	—	—	—
Non linguistic	4	—	—	—	8	9
Formal reduction	118	69	—	—	—	—
Meaning replacement	40	37	1	—	—	—
Message abandonment	3	2	2	7	—	—
Topic avoidance	1	10	8	5	—	—

Finally " table five " shows the preferences of the two groups in terms of the major categories of CSs. It gives the frequency of the type of behaviour (achievement or reduction) subjects adopt when they are faced with language problems and the sources of knowledge which they use (L₁ based or L₂ based) in order to overcome their problems.

Table Five

		Task 1			Task 2			Task 3			Total			
		10 th	12 th	T	10 th	12 th	T	10 th	12 th	T	10 th	%	12 th	%
Types of behavior	Achievement	70	52	122	46	32	78	32	35	67	148	46	119	48
	Reduction	162	118	280	11	12	23	-	-	-	173	54	130	52
Source of knowledge	L ₁ based	15	11	26	17	6	23	14	9	23	46	34	26	24
	L ₂ based	52	41	93	29	26	55	10	17	27	91	66	84	76

Discussion

The discussion has two parts. The first part will look at the types of CSs used by the subjects in general. The second part focuses on the differences between the two groups in their strategy preferences.

Description of CSs used by subjects

The taxonomy of communication strategies used in this study has two major classes, namely, achievement strategies and reduction strategies. The distinction between the two classes is based on: the type of behaviour learners adopt when they face communication problems due to language deficiency, that is , whether they try to keep to their original communicative goal by compensating their shortcomings using different means (achievement strategies) or whether they try to tailor their communicative goals to fit their linguistic competence (reduction strategies).

When we look at the data from this angle (Table one), we find that the subjects in general used more reduction strategies than achievement strategies (303 against 267). But in order to get a clear picture of the subjects' performances, one should understand which elements of the meanings they were forced to reduce,.

The most widely used CS in this study was 'formal reduction'-

- 183 instances of this strategy uses were recorded only in 'Task one' (it was difficult to identify this strategy in the other two tasks).
- In this particular task, subjects had to narrate first in Amharic and then in English. In the Amharic version, almost all their sentences were in the past tense. However, when they retold the same story in English, many of the verb forms (especially the irregular ones) were in the present tense. As confirmed by the subjects themselves on the subsequent interview, subjects resorted to the use of the present tense, not because they did not know that they had to use the past tense forms but it was because they were uncertain about the past tense forms of the verbs or because they were more difficult to retrieve than the present tense forms. And learners usually consider that the elimination of such formal elements does not interfere with the transmission of meaning (Varadi 1983). In addition, although subjects avoided taking risks by not using past tense forms, the act of using a language form which one knows to be incorrect rather than avoid the topic or reduce the meaning should be seen as an achievement behaviour.

- If we disregard the number of formal reductions used by the subjects, we find that the total number of achievement strategies greatly outnumber the reduction strategies.

Another reduction strategy which was also widely used was meaning replacement. This communication strategy, as explained earlier, involves the reduction of certain meanings by the language user due to language deficiency. However, the topic is not avoided all together.

In fact, the learners may say almost what they want to say about a given topic (Faerch and Kasper 1983 : 4) , and that was what actually happened in most of the utterances where this strategy was used. The subjects avoided using causal relationship markers between the events in the stories after having used them in the Amharic version.

E.g. The Amharic version (translation)

since the vulture was clever, it started running around the tree.

Actual language used :

The eagle was so wise , he flies around the tree.

Two possible explanations can be given for the reduction of these causal relationship markers (i.e. conjunctions like "because", "as a result" , "but" etc.) by the subjects. The first one could be the manner in which they organize their utterances. In the Amharic version, subjects were largely using long complex sentences. Since translating these long sentences into English was a demanding task for the subjects, they first broke them into their constituent simple sentences and then translated them into English. During this operation, the markers that had been present in the Amharic version were left due to uncertainty about the form to be used or the position they should take. And in place of these causal relationship markers they used chronological or addition markers mostly, hoping that the listener would get the desired meaning.

The second reason could be the result of the difference between Amharic and English clause structures. In Amharic, it is possible to show causal relationships with only affixes embedded in the verb phrase, whereas in English these markers are independent words or phrases. As a result, when subjects were translating their ideas from Amharic into English, these causal relationship markers were reduced because their attention was on the meanings of the core words. The fact that many Amharic causal relationship markers were affixes with no independent meanings of their own could have encouraged subjects to underestimate the importance of their meanings.

However, many of the utterances in which the presence of the strategies of formal reduction and meaning replacement had been indicated may not have any communication strategies at all. They could have been the result of wrong interpretation on the investigator's part due to the manner in which the data was analysed. Unlike the achievement strategies where problem makers were used as indicators of the presence of the use of CSs (at least most of the time), the reduction strategies were identified only by comparing the Amharic version of their utterance with the English version (task one) or by retrospective technique (task two). In 'task one', where most of the reduction strategies were employed, the number of instances in which the verb forms were changed into the present, and where the discourse markers were either left out or changed (in the L₂ version) was very much. As a result, it was virtually impossible to confirm through retrospective technique whether all the discrepancies between the two versions (which were identified as reduction strategies in this study) were made by the subjects purposely due to language shortage. Hence, many of the utterances which were labeled as reduction strategies could have been just errors caused by different reasons (e.g. overgeneralization of TL rules, transfer from L₁, etc.) or they could have been caused by memory lapse.

In general, the subjects tried to compensate their lexical shortcomings of content words by using achievement strategies mostly and they resorted to reduction strategies when it involved the grammar of the language (e.g. tenses, discourse markers). This could be an indication that the rules which they had studied in their language classrooms were not automatized yet due to lack of practice in using the language communicatively (Ellis, 1985: 175).

Achievement strategies (except for non linguistic strategies) are based on one's native language knowledge and target language knowledge. When we look into the data from this angle we see that the majority of the achievement strategies used by the subjects were L₂ based (175 again of 72). These L₂ based

strategies are believed to be more effective for communication than L₁ based strategies (Haastrup and Phillipson 1983).

Among the achievement strategies, the most frequently used communication strategy was generalization and this strategy is believed to be very useful not only for communication but also for its potential learning effect (Faerch and Kasper 1983:54).

The taxonomy shows that L₁-based strategies are made up of transliteration, 'foreignizing' and 'language switch'. In this study, transliteration was the only L₁ based strategy that was employed by subjects. The literature on learners' use of CSs, however, states that foreignizing and 'language switch' are frequently employed by learners (e.g. Tarone, 1977; Bialystok and Frohlich, 1980; Haastrup and Phillipson, 1983). The absence of these two strategies in this study could be ascribed to the following two reasons.

1. The language distance between Amharic and English-learners employ these two strategies when the native language and the target language are cognates, that is, when they share many words in common (Blum and Levenston 1983:134).
2. The identity of their interlocutors - in classrooms where the teachers and the learners share the same native language, the use of the strategy of language switch is a common practice not only by learners but also by teachers (Blum and Levenston, 1983). When ever learners find it difficult to communicate in English, they switch to Amharic. In this study, however, their interlocutors were expatriates who did not speak Amharic. As a result, the strategy of language switch has no use for them.

Transliteration, on the other hand, was the second most frequently used achievement strategy in this study. This strategy is usually employed when learners first think in their mother

tongue and then try to translate this into the target language thereby assuming that for every word in the mother tongue there is a single translation equivalent in the target language (Blum and Lemmon, 1983:132). The manner in which they are taught vocabulary (teachers usually giving L₁ equivalents) could also have contributed to this effect.

As can be seen from 'Table two', the task types did influence subjects' choice of CSs. Most of the CSs which are given in 'Table one' were used while subjects were performing the first task (402 out of 570). Since what was discussed so far was largely the result of the data obtained from 'task one', we will only look at the other two tasks now.

In the picture description task, the achievement strategies employed were much more in number than the reduction strategies (78 against 23). However when we look at the sub categories we find that topic avoidance, which is one of the reduction strategies, was one of the most widely used strategies. The fact that more than half of all the topic avoidances employed in the study were recorded in this particular task (13 out of 24) should be attributed to the nature of the data elicitation technique. In this task subjects had to give descriptions of pictures until their interlocutors were able to identify them from a set of pictures. As a result, the subjects had a chance of successfully enabling their interlocutors identify the pictures without giving descriptions of all the features they notice. In fact, on all occasions but one, they were successful. If the interlocutors had not been able to identify the pictures, subjects could have tried to give additional descriptions of those features which they had decided to avoid till then due to lexical shortcomings, by employing more achievement strategies. The identification of this strategy in this task was solely based on subjects retrospective comments.

Another feature which distinguishes this task from the others was the presence of the strategy of word coinage. This shows that the subjects did sometimes take chances by using their

interlanguage knowledge creatively in forming new expressions of their own.

In the third task all of the strategies used by the subjects were achievement strategies. One of the most widely used strategies in this task were non-linguistic CSs, which were only used scarcely in the other two tasks. The relative ease to show directions by using non-verbal CSs (by pointing at the map) must have been why subjects did not use reduction strategies.

The Relationship Between Proficiency Level and CS use

The subjects in this study had a difference of two grade levels and hence, it was assumed that there would be a marked difference between the two groups in their proficiency level. The difference in proficiency level, in turn, was expected to bring a difference between the two groups in their use of CSs.

As has already been stated in the literature review, learners employ CSs when they face communication problems due to language shortage. Since the two groups were asked to perform similar tasks, it was expected that the 10th grade subjects would face more problems than the 12th grade subjects and thus use more CSs. As expected, the total number of CSs used by the 10th grade subjects was more than those used by the 12th grade subjects (321 against 249).

The proficiency levels of learners are assumed to influence not only the frequency of CSs that are used but also their types. Many studies have reported that learners who are more proficient use more achievement strategies than those who are less proficient and less proficient learners use more reduction strategies than more proficient learners (e.g. Tarone, 1977 and Ellis, 1983 as quoted in Ellis, 1985:183). When we look at 'table 5' we find that the number of achievement strategies used by the 10th grade subjects

was more than those used by the 12th grade subjects. This, however, does not contradict the findings of the studies cited above since the total number of CSs employed by the 10th grade subjects ^{was more than those used by the 12th grade subjects.} (see the percentage on the table). When we look at the major categories within the achievement strategies the ratio between the uses of L₁-based and L₂-based strategies (see table five) shows that the 12th grade subjects used more L₂-based strategies than the 10th grade subjects and the 10th grade subjects used more L₁-based strategies than the 12th grade subjects. This shows that as their proficiency level increases their reliance on their native language decreases. This finding is in line with those of Haastrup and Phillipson (1983); Bialystok (1983); and Paribakht (1985).

The major category that has created the greatest and unexpected difference between the two groups was the class of reduction strategies. When we look at the total number of reduction strategies used by each group (table 5), we find that the 10th grade subjects used more reduction strategies than the 12th grade subjects and this is in agreement with most studies (e.g. Tarone, 1977 as quoted in Faerch, 1984; Ellis, 1985; Plus the sources quoted in the last paragraph). This difference, however, was mainly the over use of one type of reduction strategy namely, formal reduction by the 10th grade subjects. The 10th grade subjects used ^{almost} twice as many formal reduction as the 12th grade subjects. When we consider the gaps between the two groups on the other strategy types (both achievement and reduction), it seems unlikely that this vast difference was the result of proficiency level alone. In addition, the data given for the two groups for the strategies of topic avoidance and message abandonment (Table 3) does not correspond with this because the 12th grade subjects who are assumed to be more proficient than the 10th grade subjects used these two strategies more often than the 10th grade subjects. These results contradict each other if one considers proficiency level as the only factor that can influence strategy choice.



The possible explanation for this contradiction is that it was caused by variables which had not been controlled. Strategy preferences are influenced, in addition to proficiency level, by the following: learners' ages, their personalities, learning situations and task types (Faerch, 1984; Ellis, 1985). The learning situations and the task types for the two groups were similar. Therefore, the variables that caused this imbalance could have been personality factors which were the result of the differences in age.

The 10th grade subjects were younger than the 12th grade subjects by an average of three years. This fact may have made them less inhibited than the 12th grade subjects. The 10th grade subjects were more concerned about the speed or fluency of their utterances than the accuracy of the language they were using. The 10th grade subjects preferred to take risks by using forms which they knew were incorrect rather than avoid the topic or take long pauses to retrieve the items. As a result, they used many more formal reduction strategies than the 12th grade subjects. It is argued that learners' preoccupation only with fluency and the under use of the internal monitor leads to more structural and lexical inaccuracy (Johnstone 1989:147).

The 12th grade subjects, on the other hand, because of their higher age and grade level were more conscious about the grammar of the language they were using than the 10th grade subjects. The fear of making mistakes in front of people was greater on their part and so they were monitoring their utterances more carefully. As a result, they used many fewer formal reduction strategies than the 10th grade subjects.

This preoccupation with the correctness of language, on the part of the 12th grade subjects, could explain why they used more topic avoidance and message abandonment than the 10th grade subjects. Since their desire to avoid errors was great, they did not want to take risks by using forms whose correctness they were not sure about. Instead they preferred to avoid the topics altogether or gave up their utterances in mid sentences and this assumption is in agreement with Smith

=41=

and Kellerman (1986) who state that the use of the strategy of avoidance presupposes that the learner is to some extent aware of what the target structure must be like.

Chapter five

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The objectives of this study were (1) to find out the types of CSs which were frequently used by Ethiopian high school students and (2) to see what effects their proficiency level had on their choice of CSs. However, since the number of subjects who took part in the experiment was very few and because of the nature of the tasks they were asked to perform (i.e. their being controlled), it would be wrong to conclude that what was observed in this study could be representative of the performance of all senior high school students in and out of classrooms. Nevertheless, based on the limited data that was obtained, the following conclusions were reached.

1. On the type of CSs students use in general:

1.1 The choice of specific strategies appears to be constrained by the task type, that is, some strategies are likely to be used in carrying out some tasks more often than in others.

1.1.1 In narrating the story students used more reduction strategies than achievement strategies. They mostly resorted to reduction strategies when the problem was caused by shortage of grammar knowledge but when the problem was caused by lexical shortcomings of content words, they used achievement strategies mostly.

1.1.2 In describing pictures they used more achievement strategies than reduction strategies. The reduction strategies were the result of lexical shortcomings of content words.

1.1.3 When giving directions, they used only achievement strategies. They compensated for their lexical shortcomings by using non-linguistic strategies.

It is hypothesized that the above comments may be true when ever these types of task are employed.

- 1.2 Senior high school students prefer to use L_2 -based strategies more often than L_1 -based strategies and the most frequently used L_2 -based strategies are generalization and restructuring.
 - 1.3 Transliteration is the only L_1 -based strategy which Ethiopian high school students use when speaking to a foreigner who does not speak the local language. The strategies of language switch and foreignizing are not used in such situations.
2. On the relationship between level of language proficiency and strategy preference:
 - 2.1 The choice of specific strategies is influenced by one's proficiency level. However, this is constrained by the following factors:
 - 2.1.1 the type of task - some strategies are employed more often by less proficient students on some tasks while these same strategies may be used more often by more proficient students on other tasks;
 - 2.1.2 personality factors - inhibition or greater self awareness can lead to greater use of avoidance strategies.
 - 2.2 Students who are less proficient are likely to use more CSs than students who are more proficient.
 - 2.3 As their proficiency level increases students are more likely to use achievement strategies than reduction strategies.
 - 2.4 Students who are less proficient rely more on L_1 -based strategies than students who are more proficient.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. The teaching of English in schools should be directed not only at promoting accuracy (as is presently done) but also fluency. This can be done by incorporating tasks which are communicative in the text books like role plays, games and information gap activities and raising the awareness of teachers as to the purpose and value of such tasks. Such practice, in which the focus of the lesson is not on the formal correctness of the language, can give learners greater awareness of the effectiveness of specific strategies for enabling communication to take place.
2. The language tests that are given in schools focus mostly on formal correctness. Such great emphasis on this aspect only can lead students to wrongly assume that they can only be understood when they are using correct forms. It would be very useful to also give oral tests (e.g. short interviews between teacher and student or between students) in which students are given credit not only for formal correctness but also for their ability to successfully communicate with their teachers or classmates.
3. Teachers should teach their students some of the possible ways in which they can overcome their communication problems that are caused by language shortage (e.g. how to use paraphrase, mime and gesture ^{place} in/of unknown foreign language items.
4. Students should be highly encouraged to use English in classroom situations. And when learners are trying to communicate their ideas in the class, teachers should disregard the errors that the students make (at least they should refrain from interrupting them in the middle

of their speech to give corrections). In addition, they should never laugh at students' errors, however absurd the errors may seem. Such behaviour is likely to inhibit students and to frustrate their desire to communicate in future. Instead, teachers should be more concerned about the meanings that the students are trying to communicate. And if teachers fail to understand what their students are trying to communicate, they should give their students more chances to make their messages understood such as by asking them to give more clarifications. Such practice can encourage learners to use more effective CSs and thus encourage them to communicate their ideas more confidently through English in the future.

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Appendix A

1. The stories for task one

a) First story

.The Amharic version

አንድ በጣም ወፍራም ሰው ክብደቱን ለመቀነስ ስለፈለገ እስፖርታዊ እንቅስቃሴዎችን ማድረግ ወሰነ ለዚህም ብሎ አንድ ቢክሌት በ600 ብር ገዛ በጫቀጥለው ቀን ቢክሌቱን እየነፃ ከቤቱ በጣም ርቀ ሂደ ከዚያም ወደ ቤቱ መመለስ ጀመረ ወደ ቤቱ የሚወሰደው መንገድ በጣም ዳገታማ ነበር ገጣሽ መንገዱን እንደሄደ በጣም ደከመው ቢክሌቱንም መንገዱን አቋቋሙ ቢክሌት በመጓዣው በጣም ተናደደ መለሰ ለመሸጥም ወሰነና ወደ አንድ ሱቅ ገብቶ አንድ ወረቀት ገዛ ወረቀቱን ላይ የሚሸጥ ብሎ ጻፈና በቢክሌቱ ላይ አገጠለጠለ በመጨረሻም አጻጻፍ ሰው ቢክሌቱን በ300 ብር ገዛው ከዚያም 300 ብር በመክሰሩ እየተሰሰ ወደ ቤቱ በታክሲ ተመለሰ፡፡

Translation (by the investigator) of the Amharic version

One very fat man wanting to decrease his weight decided to do physical exercise. For this purpose he bought a bicycle for 600birr. The next day he went far from his house riding his bicycle and then started going back. The road to his home was very hilly and after he went half way, he became very tired and was unable to ride his bicycle. He felt angry about buying the bicycle and decided to sell it back, He then went into a shop and bought a piece of paper. After writing " For sale " on the paper he put it on the bicycle . At last a man bought the bicycle for 300 birr. Then the man returned to his home by taxi feeling angry about the loss of 300 birr.

b. The second story

The Amharic version

አንዲት ወሻ በዛፍ ስር ተሰራ ምግብ እየበላች ሲሆን አንድ ትልቅ አዎራ ያያትና ምግቧን ለመብላት ወደ ወሻዋ ዘንድ መጣ ወሻዋ አዎራውን ስታይ በጣም ትቀጣና እሱን ለመብላት ወደ እሱ ትሄዳለች ሆኖም አዎራው ብላጥ ስለነበር ወሻዋ በታሰረችበት ዛፍ ዙሪያ ይበር ደመር ወሻዋ አዎራውን ለመያዝ እሱን በመከተል በዛፈ ዙሪያ ስትዞር የታሰረችበት ገመድ እያጠረ መጣ በመጨረሻም ገመዱ በዛፈ ዙሪያ ተጠምጥቶ ምንም ወንቀሳቀስ ሲቻል ያቀታት አዎራው የወሻውን ምግብ በላቶ ሄደ።

Translation (by the investigator) of the Amharic version

While a dog which was tied to a tree was eating food a vulture saw it and came towards it to eat the food. When the dog saw the vulture, it became veryy angry and went towrds the vulture in order to eat it. However, because the vulture was clever, it started flying around the tree which the dog was tied to. And the dog, while it was going around the tree following the vulture, the rope with which it was tied became shorter and shorter. Finally the rope was wound around the tree and the dog couldn't move. At this moment, the vulture ate the Dog's food and left.

Appendix B

In this section the utterances of the subjects are transcribed in full. In addition the CSs that were employed are classified and explanations (where necessary) are provided.

The symbols and abbreviations in the transcription denote the following

_____ = pauses

/ = self corrections

// = restructuring

[] = interlocutors utterances

() = explanations or clarifications by the investigator

L₁ = Subject's Amharic version

R.D.= according to the retrospective analysis

I.M.= what the subject intended to say

(int. mean.)

The codes for the communication strategies are the following

1 = transliteration

2 = paraphrase

3 = generalization

4 = restructuring

5 = word coinage

6 = prefabricated speech

7 = non linguistic

8 = formal reduction

9 = meaning replacement

10 = message abandonment

11 = topic avoidance



Subject no.1

ሰውየው ወፍረቱን ለመቀነስ ፈለገና የተለያዩ የሰፈርት እንቅስቃሴዎችን ለማድረግ ወሰነና ቢከሊት ገዛ በ600 ብር አሁን ደገዎ ቢከሊት እየነጻ ራቅ ወጻለ በታ ሂደ አሁን ሰውለስ መንገዱ ዳገታማ ነበር አሁን ገማሽ መንገዱ ላይ አቃተው መንገዱን ቢከሊትን አሁን ታዳ እንትን አለና ለመሸጥ ፈለገ ቢከሊትን ከዛ አሁን ደዎ ወደ ሱቅ ሄደና የሚሸጥ ብሎ ወረቀት ገዝቶ እዚ ላይ ለመፈ ቢከሊት ላይ አሁን እንደ ሰውየ መጣና በ300 ብር ገዛው ጣለት 300 ብር ከሰረ ጣለት ነው አሁን ዘዛ 300 ብር ስለከሰረ በጣም ተናዶ እየተሰሰ በታከሲ ሂደ ወደ ቤቱላ

There is a man who wants to lose some weight- and he-started towards physical activity

9 (L₁= he decided to do some physical activities) 8,8
he bought a bicycle- he bought a bicycle which cost 600 birr

9 (L₁= for the purpose of decreasing his weight...)
then he went- very far place

9 (L₁= one day he went far from his house) and 1
while he was returning to his home he felt tired

9 (L₁= after he had covered half of the road...)

11 (L₁=the road to his home was hilly)
he can't/ couldn't ride the bicycle more than that

he went to the - to th shop and bought a paper and he write on the paper/he wrote on the paper 'for sale'

9 (L₁= ... and he put it on the bicycle)
and somebody came and bought his bike with 300 birr- and the fat man was disappointed because he bought the - the bicycle with 600 birr but now he sold it with 300 birr

2 (L₁= because he lost 300 birr)
then he went to home - very disappointed

9 (L₁= as a result he...)

Subject no.2

አንድ በጣም ወፍረም ሰውየ ነበር የሰውየ ክብደቱን ለመቀነስ ፈለገ እነዚህን ስለፈለገ ም ቢከሊት መገዛት ወሰነ ብስክሊት በ600 ብር ይገዛል ብስክሊትንም ከ-ገዛ በኋላ የሆነ ሩ ቅ በታ ለመ ሂደ ፈለገ አሁን ሂደ እንጻለ የተወሰነ በታ ላይ ከደረሰ በኋላ ወደቤቱ ለመመለስ ፈለገ ያ ሰውየ በጣም የደከመው የተነሳ ወደ ቤቱ ሰውለስ ደገዎ መንገዱ ዳገታማ ስለነበር ደ ከመው በጣም ሲደክም በጣም ይናደጻል ቢከሊትን መንገዱን ስላልገኘ የገዱ ወርዶ በእገሩ ይ ሄዳ ለ አሁን ቤቱ ከደረሰ በኋላ በጣም ተሰሰው ቢከሊትን ለመሸጥ ይፈልጋል አሁን አንድ ሱቅ ይ ገባና ወረቀት ይጠይቃል ወረቀት ገዝቶ ወረቀት ላይ የሚሸጥ ብሎ ይጻፍበታል ያንን የሚሸጥ ብ ሎ ይዞ ሲሄድ የሆነ ሰው ይጠይቀዋል ብስክሊትን በ300ብር ይገዛዋል የብስክሊት 300 ብር ስለከሰረ እንገዳህ ሰውየው በጣም ይናደጻል ከዛ 300 ብር ተቀብሎ ወደ ቤቱ ሂደ::

A fat person - and for that matter and he wanted to buy a bicycle
 1 and 9 (L₁= in order to decrease his weight)
 and he had bought a bicycle for 600 birr - and one day he wanted to
 ride a bicycle and go - remote area
 he went to a very far area and - return back
 9 (L₁= ... and wanted to return back)
 for the way // his way to his house
 6 and 4
 the way was - mountainous and difficult to go
 3 (L₁=hilly) 9 (L₁=ride the bicycle)
 and he tried to ...
 er - ¹⁰tired- too much tired
 9 (L₁=he became very tired)
 and can not even // at that time he was not able to ride the bicycle
 4 and 11 (L₁= he wanted to sell the bicycle)
 - he- couldn't ride the bicycle and then and went on his foot and
 there was a shop ⁶ there and go to it and entered the shop and asked
 the piece of paper ⁸ - on that paper he wrote the word 'for sale'
 9 (L₁= after he had bought the paper...
 and he couldn't ride the bicycle and the man he asked to buy the
 bicycle and he sold the bicycle for 300 birr and he was sorrow/sorry
 for that he lost 300 birr and he sold his bicycle for 300 birr
 9 (L₁= no causal relationship)
 and was sorry for that matter

1

Subject No. 3

አንድ ሰው ነበር እና ክብደቱን ለመቀነስ እሰገርት ለመሰራት ፈለገ እና እና ለክ
 ብደቱ ለመቀነስ አንድ ብስክሌት በ600 ብር ገዛ እና ብስክሌቱን እየነጻ ከቤቱ ርቀ ሂደ
 እፍ ሲሞላስ ገጣሽ መንገድ አንደኛው በጣም ስለደከመው እና የቤቱ መንገድ በጣም ዳገታማ
 ስለነበር መላስ ስለአቻተው ደከመውና ቢስክሌቱን ቢስክሌቱ ላይ የጣሽጥ ብሎ ለመፈበት ዘ
 ዛ አንድ ሰው መጥቶ 300 ብር ገዛው 300 ብር በመክሰሩ እየተናደደ ወደቤቱ በታከሲ
 ሂደ::

There was a man who wants to decrease his weight

9 (L₁= by doing physical exercise), 8

and he bought a bicycle

9 (no causal relationship)

the next day he goes far from his house in his bicycle - and when he wanted - to come back to his house

2 (L₁= return) , 8

he felt tired and he can't ride the bicycle

9 (L₁= after he had covered half of the road...), 8

- because of the - because of the - way

9 (L₁= because the road was hilly)

and he wrote 'for sale' in the paper and he put in front of the bicycle- there was a man / er- there is a man who wants to buy this bicycle- and they have agreement with the bicycle

9 (L₁= int. mean. ' they bargained about the price of the bicycle- R.D)

and he sell 300 birr to the -to - that man -and he and- and the man is very angry about this - he- lose 300 birr.

Subject No. 4

አንድ ሰው ነበረ ያዎ ሰውየ ክብደቱን ለመቀነስ ፈለገ ያን ክብደቱንም በእስፖርት ለመቀነስ ብሎ ለዚህ አንገዳህ ብስክሌት ገዛ ብስክሌቱንም የገዛው በ600 ብር ነው መሰለን ከዚያ ያን ብስክሌት ከገዛ በኋላ ይወጣል ከቤቱ መንገድ ይወጣል ከቤቱ ርቀ ከሄደ በኋላ ሲመለስ ለመመለስ ወስኖ በጭለሰበት ጊዜ መንገዱ በጣም ዳገታ ነበር ያንንም ዳገት መሃል አካባቢ ሲደርስ በጣም ደከመውና በጣም ተናደደ ከዚያ ከተናደደ በኋላ ቢስክሌቱን ለመሸጥ ይወስንና ወደ አንድ ሱቅ ገብቶ ወረቀት ይገዛና ያንን ወረቀት ላይ የሚሸጥ ብሎ ይጻፍበትና ከዚያም አንድ ሰው መጥቶ ያንን ቢስክሌት በ300 ብር ይገዛል ከዚያ በዚህም ከሸጠ በኋላ ሰውየው በጣም ተናደደ እና 300 ብር በመክሰሩ በጣም ተናደደ በታክሲ ወደ ቤቱ ሄደ::

There was a fat person who wants to buy bicycle for 600 birr

8, 11 (L₁= he wanted to decrease his weight)

in that extent // the next day he went on a trip far from his house

4

and when he return home the / he was // when he was falf of the way/ the road was uphill

4 and 3 (L₁= 'reached')

and he was very angry and he decide to sell it back

8, 11 (L₁ = he became very tired)

and he entered the shop and buy a piece of paper - er write on the paper for-for-sale- and someone bought- bought cycle for 300 birr- when he bought// when he sell the bicycle he was very angry

4, 8

and - he as well as he annoyed he lost 300 birr

6

and he started to his house with great angry

1

and he was very angry with himself

Subject No. 5

ከምንገቡ አንደ ተረዳሁት ከሆነ አንድ ሰው የሰውነቱን ክብደት በአስፖርት እን ቀስቃሷ ለመቀነስ ወሰነና ከዚያም በኋላ አንድ ብስክሌት ለመገዛት ወስኖ በ600 ብር አንድ ብስክሌት ይገዛል ብስክሌቱንም ከገዛ በኋላ አንድ ቀን ገዢ ሊያደርግ ይፈልጋል ገዢ ከደረገ በኋላ ሲመለስ ወደ ቤቱ የሚወስደው መንገድ በጣም ዳገታማ ስ ለሆነ ገጣሽ መንገድ ላይ ደከመው ሲደከሙ ለምን ብስክሌቱን ገዛው ብሎ ተበሳጭ ለራሱ ብስክሌቱን ለመሸጥ ወሰነና ወደ አንድ ሱቅ ሄዶ አንድ ሱቅ ከደረሰ በኋላ በ300 ብር እንዲገዛው ጠየቀውና በ300 ብር ገዛው ከዚያም በ300 መክሰሩ ሲያይ ተበሳጩና ወደቤቱ በታክሲ ተመለሰ::

There is a man who wants to decrease his weight by doing sports

3 (L₁ = physical exercise)

and he decided to buy a bicycle

9 (L₁ = no causal relationship)

then he bought a bicycle with 600 birr - then he to a -trip -he went to a trip with his bicycle

9 (L₁ = by riding his bicycle)

when he is returning from the trip, the road tht takes to home is very hilly-and^{8, 8} when he went to the road is half going is very tired

1, 8, 8

and is very angry he bought / boughting the bicycle

8, 5

then he went to the shop to buy / to sell his bicycle with 300 birr

9 (L₁ = he asked the shop keeper to buy...)

and the shop keeper agreed with 300 birr

he sell by /to/ with 300 birr- then again he is very angry that-that
he left with 300 birr

8, 8, 3 and 9 (L₁= when he saw that he had lost 300 birr..
and he goes home by taxi. 8

Subject No. 6

ያ ወፍራም ሰው ያለውን ክብደት በጊዜ ወይ ትን ለመቀነስ እስፖርት ለመስራት ፈለገ
እና ለስፖርትም አንድ ብስክሌት ገዛና በዚያ ብስክሌት ላይ እና በገዛው
ም ላይ ገዛው ሲመለስ ቤቱ ሲመለስ ዳገታ ስለሆነ እንትኑ መንገዱ ደከመውና አቋረጠ
ከዚያ በኋላ ብስክሌቱን እንትን ለመሸጥ ፈለገ አሁን አንድ ሰቅ ውስጥ ሄደና

ወረቀት ገዛ ወረቀት ላይ ፍር ሲሰጥ ለሌላ ሰው ለመፈ እና ወረቀቱን ብስክሌት ላይ
ለጥፍ አሁን ስድስት መቶ ብር ነበር ያንን ብስክሌት የገዛው መጀመሪያ አሁን
አንድ ሰው 300 ብር ነው የገዛው እና 300 ብር ለዝ በደደሁት በመክሰሩ ተናደደ::

There was one man- one man / one fat man - he wants to reduce
his body weight- and he wants do some exercise- sport

8, 9 (no causal relationship)

and he buys/ bought a bicycle and went for a trip

9 (no causal relationship)

then when he returns from the trip the road was shilly and very tired

8, 11 (L₁= he stopped riding)

and wants to sell the bicycle that he bought - and he went to a
shop and he bought some paper from there and write on the paper-
on the paper for sale- and someone comes and he was //the fat man
was bought that bicycle 600 birr

and he sells 300 birr so he / lose 300 birr - because he lose 300
birr he goes very angry

8

Story Retelling Task- 2nd Story

Subject No.1

ሰለ አንዲት ወሻና አንዲት አዎራ ነበር ወሻዋ አንድ አዛዥ ስር ታሰራ ነበረ አሁን ምግብ እየበላች ነበር በዚህን ጊዜ አዎራ ያይና ምግብ ለመበላት ወሻው ይመጣል አሁን ወሻው ልክ አዎራውን ሲያይ በጣም ትናደግለች አሁን አሱን ለመበላት ስትጥር አዎራው በጣም ብልጥ ነበር አሁን ዛፏን ይዘረው ደመር ወሻውም አሱን እየተከተለች ስትዘር ገመቶ አያጠረ አያጠረ መጣ አሁን መጨረሻ ላይ ወሻዋ መንቀሳቀስ አልቻለችም ምክንያቱም ገመቶ በጣም አጠረ በዚያን ጊዜ አዎራው ምግቡን በላት ሄደ::

The story is about a dog and an eagle - the dog was tied under the tree and was eating food - then the eagle saw the dog eating the food - and he went // wanted to eat that food

4

then he -he flew low

9 (L₁= he came towards the dog)

then when he tried to eat that food the dog was very angry and tried to catch the eagle - then the eagle started to - round the tree

11 (L₁= the vulture was clever)

and the dog followed the - the eagle

9 (L₁= the dog also went around the tree following..)

- and the - tie which the dog was tied became shorter and shorter

3 (L₁= rope)

by while the dog was trying to catch the thief - finally the tie already became very short- and the dog can't - catch the //can't follow the eagle any more

4, 8

then the eagle ate that food and flew.

Subject No.2

አንዲት ወሻ በዛፍ ስር ታሰራ ነበር ለዛዥ ወሻም ምግብ ተሰጠ አሁን የሀኑ አዎራ ደግሞ ዛፍ ላይ ቀጥቶ ነበር ያንን የተሰጣትን ምግብ ለመበላት ፈለገ እና ወደ ወሻዋ ሲመጣ እና ወሻዋ አዎራውን ስታይ አዎራውን ለመበላት ወይንት ሄደች አዎራው ብልህ ነበርና ከዛፍ ዙሪያ ይዘረል አሁን ወሻዋ አሱን አሱን ለመያዝ በምትዘርበት ጊዜ ገመቷ አያጠረ ሄደ መጨረሻ ላይ ምንም መንቀሳቀስ ሲያቀታት አዎራው የወሻውን ምግብ በላት ሄደ::

Once upon a time a dog was tied under a tree with a rope and there was // food was given o to it

4

and there was a bird under - on the tree

and the bird wanted to get the food and came to the food -
while the dog saw the bird/the dog wanted to eat the bird itself-
when the // at that time the bird was to see to want

4

and this bird is - rotating around the tree

8, 3 and 11 (L₁ = the vulture was clever)

and the dog // while the dog was rotating around the tree

4 and 9 (L₁ = to catch the vulture)

the rope was too short

3 (L₁ = ... got shorter and shorter)

and the dog itself can't rotate- more than that

8, 3 (L₁ = move) 3 (L₁ = at all)

and it can't move more than that and at that time the bird
came and ate food

2 (L₁ = when the dog couldn't move itself
any more...)

Subject No. 3

አንድ ወንድም ነበረች ዛፍ ስር ታጋራ ምግብ እየበላች ነበር ዘዛ ለገዳ አዎራ
ያያትና ያንን ምግብ ለመብላት ወደቧ ይመጣል አሁን ወንድም አዎራው በሞገጠበት ጊዜ ወንድም
ለመከላከል አዎራውን ለመብላት ወደ አዎራው እየሄደች በዚህ ጊዜ አዎራው ብልጥ ነበርና
በዛፍ ዙሪያ ይዘራል ሲዘር ወንድም አዎራውን በምትከታተልበት ጊዜ ገጭ ይመጣልና ዛፍ
ላይ መንቀሳቀስ ያቅታል በዚህ ጊዜ አዎራው የወንድም ምግብ ይበላና
ይሄዳል::

There was a dog around a tree tied - tied to a tree and eating food
there is also a-a- eagle on the tree

8, 3 (L₁ = vulture) 9 (L₁ = a vulture saw the dog)

and he intended to eat the food and came to the dog - the dog
tried to eat the eagle and follow him

9 (L₁ = the dog wanted to eat the vulture to protect
(the food) and went towards the vulture)

when she / when the dog follows the eagle he goes around the tree

8, 8, 11 (L₁ = the vulture is clever)

and in that respect the dog barked around the tree

3, and 3 (L₁ = the dog follows the vulture and

and the dog can't move

8, 11 (L₁ = the rope was wound around the tree and
became short)

and the eagle eats the dog's food 8

Subject No. 4

አንድ ወንበይ በዛፍ ስር በገመዱ ታሰራ ምግብ ትበላ ነበር ከዚያም ጭንጥ ምግብ ለመብላት አንድ አዎራ ፈለገ እና ወንበይን አዎራውን በምታይበት ጊዜ በባም ተቆጣቸ እና ወንበይን ወደ አዎራው ርጠቸና አዎራውን በባም ብልጥ ስለነበር በዛፍ ዙሪያ እየዘረ አን ተን ይዘር ነበር እና ወንበይን በምትዘርበት ጊዜ ገመዱ አጠረና በመጨረሻ ያጥራል ገመዱ አጠረና መንቀሳቀስ አቋቋታ በዚህ አዎራው ምግቡን በላቶ ሄደ::

There is a dog tied under a tree and the dog eats its own food and there is a vulture // there is an eagle who wants to eat the dog's food

8, 8, 3 (L₁ = vulture)

and the // when the dog saw an eagle the dog feels angry

4, 8

and he runs with // to him // with the eagle

8, 3 (L₁ = towards the vulture)

and the eagle was so wise

9 (L₁ = since the vulture....) 3 (L₁ = clever)

he flies around the tree - the dog- the dog- the dog runs around the tree

8, 8, 9 (L₁ = when the dog also runs around the tree)

and he ...

10 (L₁ = the dog was unable to move)

the rope was too short - and lastly the eagle // an eagle eats the dogs's food and goes to his house

Sub. no. 5 አንድ ቀን አንድ ወንበይ በዛፍ ስር ታሰራ ነበር ወንበይ ምግብ እየበላ ነበር አንድ አዎራ የወንበይን ምግብ እይቶ ለመብላት መጣ ነገር ገን ወንበይን አዎራውን ሲያይ ለመብላት አዎራውን ርጣ ወደ አዎራው አዎራው ገን በባም ብልጥ ነበር እና በዛፍ ዙሪያ መዘር ጀመረ በዛፍ ዙሪያ ሲዘር የወንበይ ገመዱ የታሰረበት ማጠር ጀመረ መጨረሻ ላይ አዎራው ምግቡን መብላት ችላቸ::

There was a dog tied under a tree- she is eating food - a-hawk sees that - the dog is eating food and wanted to eat the food

8, 8, 3 (L₁ = vulture) 3 (L₁ = came)

but a hawk going to the dog

9 (L₁ = the vulture went towards the dog to eat its food)

but the dog saw that the hawk- was coming to him and started to shout

1

but the hawk is very wise

8, 11 (L₁ = the dog ran towards the vulture in order to eat it)

and the hawk started to to round the tree // to go to the tree
around the tree

1 and 4

Then the rope - tieing the dog is shortened

8, 9 (L₁ = when the dog goes around the tree...)

finally the hawk can eat the food of the dog

Subject No.6

አንድ ወሻ ነበረች እና በዛፍ ስር ታሰራ ነበር እና ምግብ አለ አጠገቧ ያንን ምግብ ለመብላት አንድ አዎራ ሰመጣ ዛፏ ላይ አዎራው ምግቡን ጭጭላት ረሰገለና አዎራው ምግቡን እንዲት አርጎ እና በዚህን ጊዜ አዎራው ወሻው ወደ አዎራው መርጥ ጀመረች እና አዎራው ምግቡን ለመብላት በዛፏ ዙሪያ መዞር ጀመር በሚዘርበት ጊዜ ወሻው የታሰረበት ሰንሰለት እያጠረ እያጠረ እና በሚያጥርበት ጊዜ አዎራው ምግቡን በአጭሩ ለማግኘት ይቸላል እና ምግቡን በቀላሉ ማግኘት ይቸላል::

There was a dog and he was tied to a tree and an eagle comes
a tree - he swas the dog and there was food with the dog

3 (L₁= near)

and the eagle wants to eat that food

8, 9 (L₁= ... and came to where the dog was tied)

and he was decide how to eat that dog`s food

3 (i.m. "made a plan " - R.D.)

the eagle // when the dog sees the eagle, he barks and run eagle

8, 8, 4 and 9 (L₁= ... began to run towards the vulture)

and the eagle - surrounded the // the eagle went around ~~the~~ the tree

1 and 4

when the eagle went around the tree the dog also barks to it /
the eagle and wents around the tree

1

by this time the rope that the dog was tied becomes short and
short and the eagle can easily eat the food / the dog`s food.

T A S K T W O (Picture Description)

Subject No. 3

1. She is crying -her hair just - make...

10

and she try to dry her tears with a handkerchief

[This one]

yes

2. She is laughing face - and this - this -// her chick...

4 and 10 (i.m.=!she has dimples on her chickS.!!R.D.)

She is extremely happy - her hair is frizz- his nose open is
// I can see his nose opening

4 and 2

You see her face is circle face - circle face- frizz

2

[Is this the one]

is he frizz?

[This]

yes

Subjectt No. 2

1. There is a woman having a long hair- and the long // the hair
is a split / a split hair

4, 1

and she seems nice woman turning her - lips to the left

3 and 2

having - angry face and has a long nose- nose

2

and - er- big face- attractive face

[You mean this]

no, it is not - yes it is it

2. Now there is a man - he is angry and - whose face seems some-
cruel man and having - beard on his face and short nose - he
seems a cruel man

His - with Indian hair // it seems his hair seems an Indian
hair

2 and 4

he has - small face - he seems _____. the man seems angry with
something - he has short nose- his left ear is hidden and
the man seems black - his hair seems an Indian hair - he seems

a cruel man - having short face and the man is an old man for his - skin is - shrink - his old appearance

[Is this the one]

Yes

Subject No. 4

1. He is happiness / he is happy - and I can't see his nostril and his left ear is not // is half seen

4

his hair is frizz

[Is this the one]

yes

11, 11 (the subject avoided talking about the age- that he is young and the way the hair was combed - R.D.)

2. As I see picture this person is a lady and - she seems angry -angry- angry

3 (i.m. "is depressed" - R.D)

and she looks - deeply

2 (i-m- "is staring " -R.D.)

I can't see her teeth

[Is this the picture]

No

[How about this]

Yes, this is the picture that I told you

11 (avoided talking about the way the hair was combed - R.D.)

Subject No. 1

1. It is a girl - in the picture I can realize that is a girl

3 (i.m. `see`- R.D.)

she looks - happy and I think she is looking to ones sided

6

and - her^{hair} is something like - round hair

2

and the face is almost - circle like

2

and her right - ear is - I think it is covered with hair and - her left ear is almost covered - she looks happy but she is

not smiling - her face - something bright

2

[Is this the one]

Yes

2. This picture is a man - picture. I think he is - looking something and is very // I think he is afraid

4

because of his fear I think he opens his mouth and - the upper - jaw / his teeth can be seen

3

and - he is looking something - his hair covered / almost covered his forehead and ...

10 (the subject could not describe how the hair was combed - R.D.)

[Is this the one]

Yes

Subject No.5

1. The picture that I am going to tell you is a picture of a female she has a long hair and - sleeps to - to her ears

1

she has a - deep looking

5 (i.m. "staring " R.D.)

her ear is covered by hair - I can see her nostril- nostril- she opened her mouth deeply.

- 3 (i.m. "wide" R.D.)

[This one]

Yes

2. And the second picture is a man - he is a man and he opened his mouth - but his only upper teeth is shown - to me - and it seems that he is laughing - and his hair is sleeping to his head / to his forehead

1

I can see her ears - ears - it is not properly but I can see it

3 (i.m. " fully" - R.D.)

his eyes are wrinkled just like _____

[This one]

No, it seems he is looking - angles /angle

5

[This]

No, I think it seems he is shouting - he is shouting to somebody and I can see his nostrils and I can see his tongue and _____ shrink

[Is this the one?]
yes

Subject No. 6

1. The picture is about // it is a male

4

his hair is sleeping

1

he has - a well - seen - eyelash

1 and 3 (i.m. "eyebrow " R.D.)

his neck is - seen to me - that is all

[This]

Yes

11, 11 (subject was unable to describe his facial expression and his being young-R.D.)

2. The picture I have seen now is - the female picture and she has...

10 (wanted to describe the wrinkles- R.D.)

She is very angry at- she _ _ _

10 (

I can not see both of her ears - and her mouth is _ _ _

10 (i.m. "twisted" - R.D.)

that is all - she is very angry - I can not see both of her ears - she has sleepy hair

1

her teeth is seen partially- that is all

I can not identify it

she is - - -

10 (was unable to tell that the lady was middle aged- R.D.)

[This]

No

(the subject then gave up trying)

T A S K T H R E E (Giving Direction)

Subject No.3

There is a man and he is a worker in the bank - he want to go down the cinema - and first he has to buy benzene and he drive service station and then he has to / he had to pick his children from the school and from his // from the bank he went to service station

4

and after that he return and come to the - avenue

3

and he to the school and pick his children as well as his wife from beauty salon- and he went to the cinema with // the cinema the road - the avenue of the church

4 and 1

and he return to - return on the - left

3 (i.m. "turn left " R.D.)

and he went to the cinema

Subject No.1

First the man has to go to the service station - and first - he goes straight up and turn to the left to this road.

7

then after he gets what he needs he just come down to this road to the school

2 and 7

and then he - can pick his child and then through this road he can pick his wife in the beauty salon

7

then through this road // he can go through this

7 , 4, 7

and then he can get the cinema

Subject No.2

A person works at the bank office and the person want to feel fuel

1

and there is a fuel station to the left of the bank- and after he feel- the fuel he goes down - to the south part and he - returns to the - still to the bank office

3 (i.m. "again" R.D.)

first he goes to the _____ to the right side - still he wants to go to his wife who is found at the beauty salon down to downward from the bank

1

and after he reaches the beauty salon he pick, up his wife and after that he wants to pick his children from the school - the school is to the left side of the beauty salon- and after he picked the / his students from the cinema he goes up or to the northern part of the school

1

which is / which the // where the cinema is located

4

and he enters to the cinema which is found from the - northern part of the school

1

Subject No.4

As the picture shows there is a man who works inn bank and er- he want to go to cinema but Before he go to cinema he must take his wife from er the beauty salon and er his childrens from school but er lastly _____ the man er goes to the fuel station- straight but er before before he go to the square

3, 3 (i.m. " until he reaches the square"R.D)

and after - er fuel station he go - straight and bend left to his children

1

and after he takes- after he takes his children he goes to er- his wife wife er by going er straight and er- bending return back return left

2

lastily he goes to - he goes to the cinema - straight/ in: straight and er returns left- lastily he goes to the cinema

Subject No.5

There is a man who works at the bank station

5

then he wants to go to the cinema- but Before he wants to go to the cinema he must do something - that is to pick his wife from the beauty salon and his son/ his children to the / from the school and the way to take to the beauty salon is straight down- straight

down / straight from the bank

1

but before the bank there is a police station - that means
infront of infront of the police station there is a road that
takes to the beauty salon

2 (paraphrase of the above statement)

then he takes his wife and his children to the left and go - then
he takes his children and back to the beauty salon infront of the
police station street

1 (i.m. " turns back in the direction
of the beauty salon " R.D.)

then he went to half way

1

then he goes to the cinema - that is mission

Subject No.6

There is a man - works in the bank and he wants to go to cinema
but before he wants to // went to the cinema

4

he have to go to the fuel station er this direction

7

and after - he fulfils his desire here he will return to the bank

2 and 7

and - he will drive - down street - then- after he drives here

3 (when he reaches here) and 7

he will pick his wife from the beauty salon - and - he - bends to
the school - then here he picked his childs

1 and 7

he will go to the cinema straight

and he bought a paper from the shop and - he wrote something on the paper

³
that was thing was - er- to sell

²
and he put it on the bicycle

³ (L₁= hanged)

because you see he was very tired as I told you and he was angered and eager to sell the bicycle and he write "for sale" and put on the bicycle. And ⁸ - someone come and bought the bicycle for three ⁸ hundred birr. As you can understand he bought the bicycle for three hundred birr but now he sell the bicycle - er - for three ⁸ undre hundred birr. So he ⁸ lost his three hundred birr.

Subject No. 2

አንድ ሰው የ አንድ በጣም ወፍራም ሰው የ ነበር አሁን ወፍረ ተን ለመቀነስ አስፈሪት በመሰረት ለመቀነስ ፈለገ አሁን አስፈሪት ለመሰረት ወሰነ ቢስክሌት በ600 ብር ቢስክሌት ገዝቶ ጭሁን ያንን ቢስክሌት አየነፃ ከቤቱ አሁን ወደ ቤቱ ሰውለስ መጀመሪያ ላይ ለአንድ ቀለቀለት ነበር መለስ አሁን ገን ዳገት ስለሆነ በጣም ከበደው ያንን ቢስክሌት መንፃት አቻተው እና አንድ ሰቀ ገባና አንድ ወረቀት ገዛና አዚያ ለገፍ በሚሄዱ በት ገዛ አንድ ሰው የ ይመይ ቀዋል አሁን መጣና 300 ብር ለገዛህ አለው እና እሱ መጀመሪያ የገዛው 600 ብር ነበር አሁን 300ብር ኪሣ ራ ተገኘበት ያ ሰው የ ተናደ ወደ ቤቱ ተመለሰ::

^SThere was a fat man who wants to lose his body weight by doing physical exercise. And he wants - to buy a bike and he bought a bike and he bought a bike ⁸ for 600 birr.

⁹ (no causal relationship marks)

and he - drives his // on the way of driving his bcycle from his house

^{8, 4}

he went - away and when he come up the roads are hilly

^{8, 8, 3} (to mean far - R.D.) ⁹ (L₁= while he was returning...)

and he can't / couldn't drive that bicycle and become tired

^{8, 9} (no causal relationship marker)

and he go to shop and bought paper. And on that paper he writes-er-

^{8, 8}
this is for sale

²

after that when he drives to his house one man came and bought his bicycle - with a profit of 300 birr.

9 (L₁ = one man asked to buy the bicycle and he told him that he would buy it for 300 birr)

and the man - became angered because he get a loss of 300 birr.

8

Subject No. 3

አንድ በጣም ወፍራም የሆነ ሰው ከብድ ተን ወቀነስ ስለፈለገ ባይስክላ ሳይክላ ባይክላት ለመገዛት ፈለገ ሲሰክላት ለመገዛት ፈለገ 600 ብር የሚያወጣ ሲሰክላት ገዛ በሚቀጥለው ቀን ሳይክላን እየነጻ ከቤት በጣም ርቀ ሂደ ከመዞር በኋላ ለመሰለስ ወደ ቤቱ ፈለገ ገጣሽ መንገድ እንደተጓዘ ደከመው ሳይክላንም መንጻት አቋቋሙ ከዚያ በኋላ ሳይክላን በመገዛት በጣም ተናደደ እንደምንም ብሎ ለመሄድ ሂደና ሳይክላን ለመሸጥ ፈለገ አሁን ወደ አንድ ሱቅ ገብቶ ወረቀት ገዛና ሳይ ሳይ የሚገኝ ብሎ ከጻፈ በኋላ ሳይክላ ሳይ ሰቀለና ቀጥ አረገው አሁን በመጨረሻ አንድ ሰው 300 ብድ ገዛው ከዚያ በኋላ 300 ብር በመክሰሩ በጣም ተናደ ወደ ቤቱ ተመለሰ ሂደ::

- A very fat/^{and} a very fat person wants to decrease his weight and he decides to make physical exercise

8, 8, 9 (no causal relationship between the two clauses) and 1

Then he wants // he goes to a shop and buy bicycle which costs 600 birr

8, 8, 4 and 9 (no causal relationship)

Then - the next day he - he went to a far - a far place - far from his house.

9 (L₁ = ... by riding his bicycle)

After his journey he wants to return to his home. And when he - reach to the - half of the road from his house, he became tired.

- 3 (L₁ = traveled) and 1 and he can't er- // he ¹unable to ride his bicycle

4, 8

Then he became very angry of - buying the bicycle

9 (no causal relation ship)

At last he wants - to-to sell the bicycle

8, 9 (no causal relationship)

and go to a shop and buy a paper. He hunged the paper on the bicycle after writing ^{8, 8} 'for sale' . Then a person buy by three hundred birr. Then he / the very fat person became very angry of lost/of losing 300 birr.

5

And after that he went to his house by taxi.

Subject No. 4

አንድ ሰው ነበረ በጣም ወፍራም ስለነበረ አሁን ክብደቱን ለመቀነስ ፈለገ ከዚያ በኋላ ሰፖርታዊ እንቅስቃሴ ለማድረግ ፈለገ ከዚያም ለዚህ እንዲህ ይባላል ብሎ አንድ ብስክሌት በ600 ብር ገዛ ከዚያም አንድ ቀን ከቤቱ ብስክሌቱን አየነ። ከቤቱ በጣም ርቀው ሄደው ላይ ወደ ቤቱ ሲመለስ ሰለጠን ማህተም ላይ ማህተም ነበር ማህተም ስለሆነ ማህተም በጣም ደክመው ገጣሚ ማህተም አንድ ሄደው በጣም ደክመውና ብስክሌቱን ስለገዛ በጣም ተናደደ ለምን ገዛሁ በማለት ከዚያም መልሶ ለመሸጥ ፈለገ ወሰነ ከዚያም አንድ ሰው ገባና ወረቀት ገዛና ወቅቀት ላይ የሚሸጥ ብሎ ጻፈና ቢስክሌት ላይ አን ጠለጠለው ከዚያም አንድ ሰው መጥቶ በ300 ብር ገዛው ሰው የውጭ 300 ብር ስለከሰረ በጣም አየተናደደ ወደቤቱ በታክሲ ሄደ::

Once there was a man. So he wants to - diminish his weight

8, 3 and 9 (L = because he was very fat ...) and 3 and he wants to make sports

8, 9 (L₁ = no causal relationship) and 1

For this purpose he buy bicycle in 600 birr. One day he ride his bicycle and go ^{8,8} far away from his house. When return to his house the road was - hilly and he was tired - when he go half-he became tired.

And so he became very angry because he buy the bicycle and he decided to sell the - bicycle - again.

3 (L₁ = back), 8

and he go to one shop and buy one paper and he write on it -seld

after that he put it on the bicycle and someone came and buy the bicycle with 300 birr and finally the man became very angry because he lose 300 birr. 8

Subject No. 5

አንድ ወፍራም ሰው አሁን ክብደቱን ለመቀነስ ፈለገ ወፍራም ሰው ክብደቱን ለመቀነስ ወሰነና ከቤቱ ርቀው ወደ ገባ ቢስክሌት ለመገዛት ከቤቱ ርቀው ወደ ገባ ላይ ከሄደበትም ገባ ሲመለስ ቢስክሌት በጣም ደክብደዋል ቢስክሌቱን መንጻት ያቀተዋል በዚህ ወቅት ቢስክሌት በመገዛት በጣም ይናደዳል ትንሽ መንገድ ገጣሚ ማህተም አንድ ተጋዘ ብስክሌቱን አቋ መሄድ ያቀተዋል በዚህም ጊዜ ቢስክሌቱን ለመሸጥ ይወስንና አንድ ሰው ገባ ተወረቀት ይገዛል ወረቀቱም ላይ የሚሸጥ ብሎ ይጻፍበታል ያንን ክጻፈበት በኋላ ቢስክሌት ላይ አደረገ በመጨረሻም አንድ ሰው መጣና ቢስክሌቱን ይገዛል ሰው የውጭ ቢስክሌት ሰው የውጭ ቢስክሌትን በብስክሌት ምክንያት 300 ብር በመክሰሩ አየተናደደ በታክሲ ተሰፍሮ ወደ ቤቱ ተላለ::

A man / A fat man who wants to - decrease his weight decides to/
he decides -to- ^{8,8} to make er sport/ sports/ practical sports

1 and 2

and then-he buys a bicycle

8, 9 (no causal relationship)

and go - go away - go a long way from his house

8, 2 (L_1 = far)

after - he reverses to his house

8, 3 and 9 (L_1 = while he was returning from where
he had gone)

he -he became tired and his bicycle - can't go

8, 9 (L_1 = he could not ride his bicycle)

then he -became angry with - his buying the bicycle and he decides-
to sell the bicycle - when he decide he went to shop and buys paper
On the paper he write -'sells bicycle' and put on the bicycle

1, 8

finally one person came and sold that bicycle 300 birr but he buy
the bicycle 600 birr- he become ⁸ angry - with- his lost 300 birr

2

and went to his home by taxi

Subject No.6ከዕለታት አንድ ቀን አንድ ሰው ያ አንድ ወፍራም የሆነ ሰው ያ ነበር ይህ ወፍራም ሰው ወፍረ ተን ለመቀነስ ወሰነ በስፖርት ታዲያ እንቅስቃሴ ወፍረ ተን ለመቀነስ ስለ ፈለገ እስፖርት ለመሥራት አስቦ በ600 ብር ቢከፈልን ገዛ ከዚያ በኋላ በጣም ጣም ቀን ቢከፈልን እየነፃ ከቤት በጣም ርቀ ሄደ ከዚያ በኋላ እየነፃ ሲሄድ አንደገና ለመለስ አንደጀመረ ደከመው በዚያ ጊዜ መንገዱ በጣም ዳገታማ ስለነበረ ደከመው ስለደ ከመው በስክሎትን መንገድ አልቻለም በዚያ ጊዜ በዚህ ጊዜ ቢከፈልን በመገዛት በጣም ተናደደ ስለዚህም ወደ ሱቅ ሄደና ወረቀት ገዛ ወረቀት ከገዛም በኋላ ወረቀት ላይ የጣሽጥ ብሎ ዳፈና ቢከፈልን ላይ አንጠለጠለው ዘዚያ በኋላ ወደ ወደ አንጠለጠሉ ሄደ በዚህም ጊዜ አንድ ሰው ያ በ300 ብር ገዛው ስለዚህም በ300 ብር ኪሃራ በጣም ተናደደ::

A fat man who wants to - decrease his fatness- by means of gymnastic
9 (L_1 = once upon a time there was a fat man and
he decided to decrease) and 3

For this purpose he buys a bicycle with the expense of 600 birr
and then - he buy- and on the next day he go far from his house by
riding bicycle

1

after - riding his bicycle he started to return to his house- and when he returned to his house he way to his house was very hilly- so he became very - exhaus/ exhausted and then can't -ride his bicycle so he became very angry with his expense of 600 birr

9 (L₁ = ... about the purchase of ^{the} bicycle)

so he went to a shop and buys paper and writes on the paper-that can be sold

2 and 11 (L₁ = a man bought his bicycle with 300 birr) 8, 8 so he became very angry with his 300 birr which is

10

The second story

Subject No. 1

Sub. 1

በአንድ ወቅት አንድ ወሻ በዛፍ አካባቢ ታሰራ ምግብ በመብላት ላይ እያለች እና ምግብ በምትበላበት ሰዓት አንድ አዎራ ከሩቅ በመብረር ላይ ሆኖ ይመለከትና ያንን ምግብ ሲያይ ለመብላት ይፈልጋል አዎራው እና ለመብላት በሚፈልግበት ጊዜ ወደሷ እየበረረ ይመጣና አጠገቧ ሲደርስ ወሻዋ ታያለች ቀኖብላ ስታይ አዎራው ይመጣል በጣም ትቆጣለች በጣም በቃ እሱን ለማጥቃት በመሯሯጥ ላይ ባላቸበት ሁኔታ ተጠራጠራ ወደ አዎራው በምትጠራበት ጊዜ አዎራው በጣም አክቲቭ ብላጥ ስለነበረ በዛፋ ዙሪያ እየተሸከረከረ ይበር ነበር:: በዛፋ ዙሪያ ሲሸከረከር ወሻዋም እየተከተለች እየሮጠች በምትሸከረከርበት ጊዜ ያ ገመድ እንግዲህ በዛፋ ላይ እየተጠቀለለ እያጠረ ይመጣል ያ ገመድ እያጠረ ሲመጣ መጨረሻ ላይ ወሻዋ መንቀሳቀስ እየተቻለበት ደረጃ ላይ ስትደርስ አዎራው ያለምንም ችግር ያንን ምግብ ይበላና በር ይሄዳል ማለት ልው::

A dog - which tied -er- on the tree and eating food// er when the dog eating food

4, 3

and a/an - eagle see the dog that he was eating food

8, 3 and 9 (L₁ = a vulture flying at a distance...)

er- and- the eagle want to eat the food the eagle come to the dog

8, 9 (no causal relationship)

and the dog / when the dog sees the eagle

8, 9 (L₁ = when the dog looked up and saw the eagle..)

you see he become - eager to attack the eagle

8, 3

and he become angry very angry and just try to - attack the eagle

9(L₁ = it barks and runs towards the vulture in order to attack it)

and the eagle was so active and wise

3 (L₁ = 'clever')

he become / flew around the tree

4 and 7

and when the dog follows the eagle to attack by running the rope become to rewind

8, 8, 7 and 9 (L₁ = the rope become shorter and shorter because it was wound around the tree)

er- you see the dog // the rope of the dog is the dog tied becomes to shorten

8, 8 4 and 7

and it is the - the - it is the some more..

10, 8

You see- the active of er- but the ability of the eagle to eat the food the eagle do this

8, 3, 4 and 1

flew around the tree in order to shorten the rope - and at last when the dog ran around the tree the - length of the rope becomes very short and the dog can not move freely

8, 8, 9 (L₁ = when the dog reached the stage where it could not move anymore)

at that time and at that moment the eagle can ate food without problem and flew away.

Subject No. 2

አንድ ወንበይ በዚያ ስር ታሰራ ምግብ ስትበላ ነበር አሁን ምግብ በምትበላበት ጊዜ አንድ አዎራ ይበር ይመጣና ምግቡን ለመበላት ፈለገ
አሁን ወንበዩን አዎራውን በምትይሰት ጊዜ በጣም ተናደደቸና አሁን ለመበላት ወደ አዎራ ወይም ርጠቸ በምትርጥበት ጊዜ አሁን ያ አዎራ ብልጥ ነበረና በዚህ ዙሪያ ማንዝበብ ደ መረ በሚያንዝበብበት ጊዜ አሁን ወንበዩን ተዘራለቸ ከአዎራው ጋር ተከትላ በምትዘርበት ጊዜ ገመዱ እያጠረ የታሰረቸበት ገመዱ እያጠረ ሲመጣ አሁን ከዚህ ምንም መነቃነቅ አልቻለቸም ያው ቁጥ ለሲ አዎራው ቁሁን መጣና ምግቡን በሰቸባት ሂደት።

There was a dog which is tied under a tree and asking for a food at that moment - the one flying object -er-eagle is come

8, 2 and 3

and wants to eat the dog's food- at that moment the dog- angered

8, 9 (L₁ = when the dog saw the vulture...)

and er- wants to catch that and eat that eagle

8, 9 (L₁ = the dog ran towards the vulture in order to eat it)

at this moment the eagle - er- was -very wise

9 and 3 (L₁ = because the vulture was clever)

and started flying around the tree under which the dog is tied - at that moment -the - dog....

10 (intended meaning the dog ran around the tree following the vulture - R.D.)

the dog // the rope which is tied to the dog is shorten and become shorten

8, 8, 8, 4 and 9 (no causal relationship)

and the dog can not move any more-and - and at that moment -er the flying / the eagle eats the dogs food and fly away.

8, 8, 8

Sub 3

Subject No. 3

አንድ ወንበይ በዘፍ ስር ታሰራ ምግብ ስትበላ ነበር ከዚያም አንድ አዎራ ሲበር ተሰለክቷትና ምግቧን ለመበላት ተቀጣችና ለመበላትም ፈላጊው አሱን ታባርረው ደመር ነገር ገን አዎራው በጣም ብላጥ ስለነበር ዙሪያውን ወሻዋ በታሰረችበት ዘፍ ዙሪያ ይበር ደመር ወሻዋም አንደዚህ አሱ በጫባርበት አየተከተለች ስትዘር ገጭ በዘፍ ላይ አየተመመመ ያየር ደመር በመጨረሻም ጭራሽ መንቀሳቀስ አልቻለችም ስለዚህ አዎራው መጥቶ...

A dog tied to a tree was eating food- a crow saw the food and wants to eat the food

8, 3 and 9 (L₁= a vulture, while it was flying saw the dog ...)

then he comes nearer' to the dog

8, 3 (L₁= towards

then the dog becomes- fierce

8, 3 (L₁= intended meaning 'furious' R.D.)

then she start to bark and - wants to eat the crow

8, 8, 9 (L₁= the dog started chasing the vulture inorder to eat it)

then the crow was very - artful

9 (L₁=since...)

and starts to fly around the tree which- which the dog is tied-then the dog starts- to rotate around the tree following the crow

8, 3 and 7

when the rotates around the crow the -the rope to- become shorter because it starts to wind around the tree

8, 8, 8, 7

and at last she can't she is unable to move

4, 8

then the crow- eat - eats the food and goes away.

8, 8, 9 (no causal relationship)

Subject No. 4

አንዲት ወሻ በዛፍ ስር ቁጥ ብላ ምግብ እየበላች ነበር ታሰራ ከዛፈ አንድ አዎራ ምግብ ስትበላ አይቷት ለመብላት ፈለገ ከዛ አዎራ ወ ወደ ወሻ ዋ ወደ ታሰረችበት ወሃድ ጀመረ ወሻም አዎራውን አይቷ በጣም ተናደደች ከዛ በኋላ ለመብላት ፈለገች ከዛ አሱን ለመብላት ስትፈለግ አዎራው ደግሞ ብልጥ ነበር ከዛ በዛፈ ዙሪያ ይሽከረከር ጀመር ወሻም በምትሸከረከርበት ጊዜ ገጭ እያጠረ መጣ በመጨረሻም ለመንቀሳቀስ አቃታት ከዛ ቁጥራው ምግቡን በላቶ ሄደ::

One dog was tied under the tree and was eating and one eagle saw it was eating - and he want - he want to eat that food and he went to the dog

8/ 9 (L₁ = ... it started going to the place where the dog was tied) when the dog see the eagle the dog become very angry and - the dog wantto - eat the eagle - and the eagle was very wise

9 (L₁ = 'but') 3 (L₁ = 'clever') 8, 8, 8 and he started to rotate on the tree

3 and the dog started to- rotate // to follow him

4 when the dog started rotate the rope became very shorter and shorter finally the dog can't move and the eagle eat all the food and he run away.

8, 8

Subject No. 5

አንድ በዛፍ ስር የታሰረች ወሻ ምግብ እየበላች ነበር በዚህም ወቅት ምግብ በምትበላበት ጊዜ አንድ አዎራ ከላይ ሆኖ ይመለከታትና ምግቡን ለመብላት ፈለገ በዚህም ጊዜ ምግቡን ለመብላት ይፈለገና ወደ ወሻ ዋ ይመጣል ወደ ወሻ ዋ በጣም ጣጣኝ ተቆጣላች በዚህም ተናደደና አዎራውን ለመብላት ትፈልጋለች ከዛ አዎራው ብልጥ ስለነበር በታሰረችበት በዛፈ ዙሪያ ይሸከረከራል እሷም አሱን ተከትላ በምትዘርበት ጊዜ የታሰረችበት ገጭ እያጠረ ይሄኛል በመጨረሻም ለመንቀሳቀስ ያቃታታል በዚህም ጊዜ አዎራው ምግቡን ይበላባታል::

One dog was tied on the / under a tree - one dog was tied under the tree and eat food / eats food - when she ate food an eagle saw and wants to eat the food

8/ 9 (L₁ = a vulture which was flying above it)

and when he came to - her / came to eat // when she / when it saws the eagle it becomes angry and wants to eat the eagle too

4, 8, 8

and er- - and - the eagle was clever he fly round the tree round the tree

8/ 9 (L₁ = since the vulture was clever)

when the dog follows it and -er- run - run to it

8, 9 (L₁= ... and went round the tree)

the - the rope become shorter shorter shorter -and finally it - she- it becomes - it becomes er- //can't / couldn't move - couldn't move

4

and the eagle came and eat / ate the food

Subject No. 6

በፀላታት አንድ ቀን ታሰር የነበረ ታሰር ምግብ የሚጠላውን ነበረ በዚህ ጊዜ አንድ አንድ አዎራ መጥቶ ውሻውን አየና የሚጠላውን ምግብ ለመጠላት ፈለገ ስለዚህም የሚጠላውን ምግብ ስለፈለገ ውሻውም በዚህ ጊዜ አዎራውን ሲያየው አዎራውን ለመጠላት ፈለገ በዚህ ጊዜ ውሻው አዎራውን ማባረር ጀመረ አዎራውም ብልጥ ስለነበር ውሻው በታሰረበት ዛፍ ዙሪያ እየዘረ የአንትኑን ውሻው የታሰረበትን ገመድ አባጠፋው ስለዚህም ውሻው መንቀሳቀስ አልቻለም በዚህም ምክንያት የውሻውን ምግብ ካለሰጋት መጠላት ቻለ።

Once upon a time there was a dog tied under the tree eating the food at this moment - an eagle comes to // an eagle saw him

8, 3 (L₁= vulture) and 4

and wants to eat the food - which the dog is / was eating -when// on the other hand / when the dog saw the eagle he becomes very angry and and wants to eat the eagle

8,8, 4 and 3

so - he run after him to catch it and eat it

2 (l₁= chase)

the eagle - was very wise-

9 and 3 (L₁= because the vulture was clever...)

so that when the dog was chasing him he was running round/around the tree which the dog was tied

so the rope which the - dog was tied become very short that the dog can't move /moved

6, 8

after this the dog - er- the eagle eat the food of the dog

3 (L₁= as a result...) 9 (L₁= without any worry) ,8

END OF TASK ONE

T A S K T W O (Picture Description)

Subject No 4

1. She is female - she open her mouth - and she get....

10

She stare her eye and her - forehead is - contract

1 and 3

her hair cover half of her ear - her nostril is -face front

5

she looks to the left - her left hair cover her forehead -half

3 (intended meaning 'partially' R.D.)

[This]

no, she looks to the left

[This]

no, her forehead is contract eyelashes is for the upper side

3 (intended mean. 'eyebrow' R.D.) 2 (int. mean. 'raised' R.D.)

she looks to the left and she open her mouth- her hair cover half of her ear- in order to say the hair cover her left forehead

6

she looks to the left

[This]

Yes

2. This is a boy - his hair is afro

3 (int. mean. 'young man' R.D.) and 1

he laughs- we see his two ears- he looks straight- his hair is afro and he laughs with his upper jaw- a little bit lower jaw

3 (i.m. 'teeth' R.D.)

9 (i.m. 'showing his front teeth' R:D:)

[This]

no, his hair is afro

[This]

no, his hair is afro - his hair is afro - he laughs - he see straight

1

we can see his two ears - he smiles -he has a big nose- he has no neck - that is all

[This]

yes

Subject No.6

1. Her hair - is comb // she combed her hair - good

4 / 3

she looks bright

3 (i.m. 'preaty' R.D.)

her nostril - face front

5 (i.,m. 'raised' R.D.)

she - see to /she saw to - left - the left direction

'; "1, 2

and one of her ears is hidden

[This]

yes

- 2. She is female - she is weeping and - she catch handkerchief

1

and

10 (the subject could not describe how the hair was combed R.D)

[This]

yes

1 Subject No.2

1. His hair is sleepy

1

he is laughing at a person - one of his ears we can not see and

he is laughing with his...

she is looking at a person

(he is describing the second picture)

his hair is sleepy - he is laughing - one of his ears can not be seen and he is laughing - his left ear / his right ear can not be seen his left can be seen

[This]

yes

2. Her hair is sleepy again

1

she is staring to one person

1

her nose /her nostrils can not be seen - her mouth bends to the right

and her ears can not be seen

[This]

yes

Subject No.1

1. The man er- who has wrinkles on her -forehead between her eyelashes

2 / i. m. ' the bridge of her nose' R.D.)

and looks - straight to the photograph looker she looks straight to the photograph looker

1

and her teeth very slightly - looked

1

and both of her ears are not seen - They are hidden -hide by her- hair and her hair looks long

[This]

yes

11 (avoided 'the distance between her nose and upper lip is unusually long' R.D.)

2. I can see a photograph er- a man //he is a man photograph of 4,1

he opens his mouth- and the upper jaw is /are already looked

3 (i.m. 'front teeth' R.D.), |

and his two ear are perfectly looked - and he has wrinkles on his forehead er- and they are horizontal wrinkles- and he looks to the extreme|left as he could by his eyes

1

and his nose- is not - actually is not straight

2

he has nostrils

[This]

yes

Subject No.3

1. He opens his mouth - his upper jaw is seen

3 (i.m. ' front teeth ' R.D.)

his eyes er- half // halfly opened

5

and his - ear is - half hidden - his hair comes to his forehead

3 (i.m. 'covers' R.D.)

[This]

yes

11 (avoided describing ' the shape of : , ... f
the eyebrows' - R.D.)

2. His upper jaw and lower jaw are seen.

3 (i.m. 'front teeth ' R.D.)

and his nostrils stands front

1

and one of his / right eye opens // his right eye opens- at all

4 and 3 (i.m. 'completely' R.D.)

his left eye is half opened - and his hair is - his hair is -not
properly prepared

2 (i.m. 'combed' -R.D.)

and he is laughing

[This]

yes

11 (avoided describing the folds or wrinkles around the mouthR.D.)

Subject No.5

1. He sees to the right

1

his ear is // one // the right ear is / the right is visible

4, 4

I can see it - the left one is half- half sees

3 (i.m. 'partly seen ' -R.D.)

She looks happy- her hair is combed half to / half down to her neck
and half up to her ear

1

[This]

yes, it is

11, 11, 11 (avoided saying ' she has fine hair; she seems she
is thinking, she has got a smll nose'- R.D.)

2. It is /it is a male / a male picture - he is afro

1 (i.m. 'he has an afro hair cut')

I see his teeth - her / his nose is -bended to right

2 (i.m. 'flat ' -R.D.)

he has stripes in his forehead

3 (i.m. 'wrinkles.' R.D.)

[This]

yes

11, 11, (avoided the following 'he seems strong, he seems pleased - R.D.)
(End of task two)

T A S K T H R E E (Giving Directions)

Subject No.6

Once/ once upon a time there was a man who works in the bank -he wants to go to the movie - so to fulfill his wish first he must go to the gas station and then to the beauty salon and after that er- he collects his children and go to the movie - so first he go to the west of // the west direction of the bank to the gas station and fill his car with fuel

4

and then go to // again to the bank

4,3 (i.m. 'back' - R.D.),

and he goes down to the south of the bank and go to the beauty salon - and then collect his wife- and then to the west of // his west of the beauty salon and then he collects his children

4

and again he go north - to north - from the school

1

and go to the west direction of the school-and go to-the-upward to the cinema / to the movie

1

and to do-get to movie

Subject No.2

He has a car and if he wants to take his children from school and his wife from the beauty salon- and first he has to // he go straight and fill his car with fuel- and go- down to this street

4 ,7

and then to the left to the school and he has to take his children- and here he continue the road

7

and - bend to up and he has take his wife from beauty salon

1

and he went to his house- that is all.

Subject No.1

You drive your car a little bit up and -bend to the left

1

and there is a square/when you -go across the road there is a square and a fuel station

3 (i.m. 'following' -R.D.)

after that you feel from the fuel station

1

and just you return by the road that you had come- and just go down-by beside the church -er and go down until you reach upto the beauty salon

1

and after -you reach the beauty salon you pick your wife from the beauty salon and go to the school of your children-from the beauty salon you go -to-left // there is a road to the left

4

then you bend to the left

and you go to your children school and pick your children -and go upto the cinema and you could enter to the cinema.

Subject No.4

There is a police station and turn to left to the -oil station

3

and return to- again turn to that road and he go to -the bottom

4, 7, 1

he pass the church and when get/ when he gets in the beauty salon he take his wife- and turn to left and down / go down and he collect his kids

1

when he collects his kids from this road here

7

he go -straight-on the top to the / no the school

1

when he // after he collects his kids go to the cinema straight.

4

Subject No.3

He wants to take his children and wife to the cinema -then/first
of all he wants to -feel his car with fuel and he goes to the fuel
station-from the bank straight - and when straight to the fuel
station then after he feel his car with fuel he comes and to//
straight and pass the post office and goes to straight of the school

4, 1

and after taking his child/childrens he comes -and straight and-
bends to the -right to the beauty salon

1

after that he go to the - cinema taking his children and wife
with him.

Subject No.5

_____ and to the cinema first has to go - has to go to the
fuel station and then to the school and to the beauty school to
get/ to take his wife

1

first he began his way from-from the bank - from the bank to the
fuel station by this - by this way

7,1

and -and go to the school - by this way

7

and then to-to - the beauty salon- to the beauty salon by this way

7

and go to - and go to the cinema - go to the cinema by this way

7

DECLARATION

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

Name Fassil Demissie

Signature: 

Place: Institute of Language Studies,

Addis Ababa University,

Date of Submission: June 8, 1992