

**ANALYSING FEATURES OF NEWSPAPER HEADLINES
AND ITS IMPLICATIONS FOR ELT IN ETHIOPIA**

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**A THESIS
PRESENTED TO THE DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE (TEFL)**

**JUNE, 2001
ADDIS ABABA**



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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ACKNOWLEDGEMENTS

I wish to thank my thesis advisor, Dr Italo Beriso, for his valuable and helpful comments and more particularly for nursing me and my work through trying times.

I am grateful to Daniel Abera, Assistant Professor, and Gebremedihin Simon, PhD, whose comments and advice have enabled me to come up with a model of description needed for analysing the headlines.

I am also grateful to Ato Gezahegn and Ato Girmachew, staff members of *Media and Communications Center*, for providing me with back issues of *The Reporter* for data collection.

It is difficult to thank adequately all my brothers and sisters whose financial and moral support contributed to this work and the completion of my study, but I must specially mention the following: Fantu Demissie, Getu Gebreyes, Metsihet Demissie, Melaku Samuel, Alemayehu Demissie, Yared Belayneh and Woynishet Sahile.

Last but not least, I am specially indebted to Hermon Leykun and Sophia Leykun for the painstaking work of typing the manuscript sacrificing their valuable time.

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ABSTRACT

Analysing features of newspaper headlines and finding out its implications for English Language Teaching (ELT) is part and parcel of descriptive studies done to produce course materials out of non-academic sources such as newspapers and magazines. The idea that non-academic texts should be used in the EFL classroom is so widespread that English for Academic Purpose (EAP) courses designed to prepare students for a particular discipline such as medicine or law, generally use materials relating to those disciplines. Thus, the current study has tried to show the contribution of analysing features of newspaper headlines for producing supplementary teaching materials to EFL students in general and to students dealing with courses in media in particular.

To substantiate the objectives already set, the study reviews the available literature at three interrelated stages. The first stage presents types of media and the rationale for using them in language classrooms. The second stage discusses newspapers, which are types of non-technical media. This stage is so comprehensive that it tells us about kinds of newspaper, the rationale for using newspapers and the methodological basis of newspaper materials. The last stage, which is about newspaper headlines, attempts to highlight the language of headlines and the advantage of learning it.

The data for the research in question has been newspaper headlines in *The Reporter*, a weekly local English newspaper. The headlines have been gathered from fifty-four issues of *The Reporter* chosen as a sample. A table comprising different columns for listing down the headlines under their respective components has been used.

The headlines obtained have been analysed at three but closely related stages. In the first place, the headlines have been analysed in terms of components they are taken from. Some components occur more frequently than others, and the nature of topics treated in each of the components varies. Some components consist of headlines accompanied by pictures while others are components that present news about the target speakers. The analysis made at the second stage identifies syntactic features that characterize the headlines. These include omission of function words, embedding of certain phrase and clause structures, over use of the present tense among headlines termed 'Type 1', omission of the verb *be* in headlines called 'Type 2', omission and post-modifications among headlines known as 'Type 3', etc. Finally, the headlines have been also studied in terms of the non-linguistic features they exhibit. These are punctuation marks, abbreviations and capitalization.

Based on the pedagogical implications drawn out at each stage of the analyses, sample teaching materials have been designed with the *Ethiopian Mass Media Training Institute* students in mind. Thus, the implications of the analysis made at the first stage have been used to produce supplementary reading activities. The activities demand students to match headlines with paragraphs or components from which they are taken (Activity 1 and Activity 2 respectively), match headlines with pictures and/or captions (Activity 3 and Activity 4), and decipher headlines without access to the accompanying articles (Activity 5). The implications at the second stage, on the other hand, have been sources of activities on grammar and oral practice. These are: labeling constituents and rearranging disorganised headlines (Activity 6), identifying direct from indirect speech (Activity 7 and Activity 8, No.2 and No.3), practicing syntax and learning abbreviations (Activity 8, No.1), interpreting verbless questions (Activity 10), identifying omissions and the use of tenses (Activity 11), and deducing major syntactic features of headlines (Activity 12). The implications based on the analysis at the third stage have been used for designing activities on oral practice and mechanics (Activity 13 and Activity 14), and on oral practice and capitalization/ abbreviations (Activity 15 and Activity 16).

CHAPTER ONE

Introduction

1.1. Background

Students in Ethiopia learn English as a subject at all levels of education. English is also a medium of instruction in almost all schools and institutions of secondary and tertiary levels. Moreover, the Institute for Curriculum Development and Research or ICDR (1996:6) identifies the following as additional factor for learning English in Ethiopia:

Given the role of English as an international language and its growing use in certain important aspects of Ethiopian life (e.g. government, banking, commerce, industry, tourism, the media) the students will need to achieve sufficient mastery of the language to enable them to communicate effectively in English socially and in the workplace wherever the use of English is necessary.

In line with what has been mentioned above, it is also appropriate to state that English is being taught as a foreign language in Ethiopia, and the majority of Ethiopian students learn the language in a formal situation, i.e. in English language classrooms at their respective schools and institutions.

The setting for language classes, as pointed out in Stern (1992:182), differs from the setting where students learn language outside the English classrooms: “*While in a language class attention is usually mainly on the code, in a natural setting it is almost entirely on the message, on getting meaning across and on making sense of what one hears and reads.*” It is valuable to notice that the concept “natural setting” can be the classes where English is normally used as a medium for teaching subject area courses and / or any place (other than the classrooms) where the use of English is necessary.

A number of researchers (Stern, 1992 and Wilkins, 1972, among others) argue that under normal condition language learning is best facilitated by the natural kind of setting. If a consensus is reached on this, the next step might be to make the setting for language classes as natural as possible. Wilkins (1972), however, states that this is not a simple thing to do. He suggests that certain level of success can be achieved by designing courses that account for learners' needs. Thus, it can be argued that needs are so natural a phenomenon that courses which consider learners' needs in their syllabus are more likely to bring a natural kind of setting for language learning.

It is understood that in the context where language is needed for academic purpose, courses are expected to make focus on study skills, i.e. abilities, techniques and strategies which are used when reading, writing or listening for study purposes. Likewise, when language is intended for the things done outside the classroom, courses are usually geared towards developing language skills learners' need in the world of work and in the community. Here, it is worth recalling that Ethiopian students are identified to need sufficient mastery of English for activities they perform both in and outside the language classrooms (ICDR, 1996). So, the main thing, as it has been pointed out, is to make the English language courses up to the needs of the learners so that motivation for learning can be enhanced.

One way of reacting to the issue at stake is to respond to what McDonough and Shaw (1993) have called "the adaptability factor". Such a factor considers the fact that a given textbook cannot meet all teaching situations, and that it is necessary for language teachers to do a supplementary work.

In this regard, the English textbooks that are being used currently at secondary and tertiary levels encourage teachers to use additional and alternative materials to adapt, supplement and improve each unit in a way it suits the students and meet the needs of the teaching circumstances (ICDR, 1996; Atkins et al, 1996).

1.2. Statement of the Problem

In the earlier section, it is pointed out that English language teachers are encouraged to use additional and alternative materials so that they can easily respond to the needs of the learners and the teaching circumstances.

The issue addressed calls for supplementary work on the part of the teachers. Students' motivation can be sustained if teachers use certain materials to supplement the basic text (Finocchiaro, 1988). One way of doing this is to use the resource materials at disposal. Among the resource materials that teachers may have access to are headlines of local English newspapers. Beyond their motivational value, such type of materials could also offer opportunities for learners to acquaint themselves with the language of newspaper headlines.

Newspaper headlines are effectively used for this purpose when the linguistic and nonlinguistic features they are characterized by could be identified. However, it is hard to escape the impression that little or no study has been conducted at this level on how to identify and use features of newspaper headlines for designing teaching materials. The current research, therefore, attempts to describe newspaper headlines in such a way they could be used for producing supplementary teaching materials.

1.3. Objectives of the Study

The main purpose of this study is analyzing features of newspaper headlines for the benefit of English language teaching, i.e. for designing teaching materials. The specific objectives of this study are to:

1. analyze the linguistic and nonlinguistic features of newspaper headlines,
2. make explanations on how the identified features of newspaper headlines could be used, and
3. design sample teaching activities based on the explanations made.

1.4. Significance of the Study

The writer of this paper is of the opinion that the current study could have practical importance in the following ways:

1. It makes textbook writers and English language teachers aware of the enormous wealth of language features of newspaper headlines.
2. English language teachers at advanced level in general and those in the Ethiopian Mass Media Training Institute in particular could use the recommendations made about the relevance of features of headlines for designing language tasks.
3. Students who are made to use the language tasks designed will find it easier to understand newspaper headlines whenever they are exposed to them in real situations.
4. As similar studies have not been made at this level in Ethiopian context, the current study can be a steppingstone for those who want to do further research in the area.

1.5. Definition of Headline

The term 'headline' is defined in most dictionaries as a line of words printed in large type at the top of a page, especially in a newspaper. According to such definition, anything that appears at the top of a given article, be it a word, a phrase, a clause or a sentence, is a headline, as long as it is printed in large type or bold face.

For journalists, headline is a title of news story. They claim that it is one of the three sections of a news story. The other two are the lead and the body of the story. Lead is a summary that is found between the headline and the body. Though both headline and lead are summaries of a given news story, the former is much more shorter than the latter. So, for a given piece of writing or a text to be a headline first it has to come out of a news story, and not, for instance, from feature and/or other newspaper stories. The other thing is that, though very short it may be, it should prove that it is a summary of main ideas in the story.

Linguistically, headline is defined in terms of the linguistic elements it consists of. Thus, a newspaper headline generally consists either of short clauses that contain a predicator, or of phrases that are NPs (noun phrases).

The first definition is so general that it lacks clarity. The second definition, on the contrary, is too narrow and very journalistic. As a result, it could be difficult to apply them when gathering headlines. Because of this, the third and the last, the linguistic definition will be attended throughout the study. Moreover, it is proved during the pilot study that this definition does fit the model of linguistic description chosen for scientific analysis of the headlines.

1.6. Organization of the Thesis

The current research is designed along the line of analysing the linguistic and nonlinguistic features of headlines in *The Reporter* and showing the implications of the analysis made for English language teaching in Ethiopia. A review of the available literature on the use of newspapers and newspaper headlines for English language teaching is offered in Chapter Two. To accomplish the aims already set, the research procedure outlined in the third and fourth chapters include:

- 1) collection of the headlines with the help of a table that keeps separate columns,
- 2) development of a system of analysis dealing with various features of the headlines collected,
- 3) application of the system of analysis for finding out pedagogical implications, and
- 4) using the implications for designing sample teaching activities.

The fifth chapter presents short summary of major points stated in the preceding chapters. It also tries to offer certain recommendations of practical importance about the benefits obtained and the shortcomings encountered in analysing *The Reporter* for teaching purposes.

Following the References, the Appendices section keep record of the lists of headlines gathered from *The Reporter*. However, all the headlines gathered for the study are not included in there. The headlines listed are those mainly used for making explanations of the analysis carried out and those for designing the sample activities. The rest of the headlines gathered are deliberately excluded from appearing in the Appendix for not having linguistic patterns different from those included.

CHAPTER TWO

Review of Related Literature

This section of the study is mainly devoted to reporting what was done in relation to the use of newspapers for English language teaching in general, and newspaper headlines in particular. It has been found out difficult to come across any literature that is done in the Ethiopian contexts. The literature used to substantiate the objectives of the study is therefore all from abroad. Some of these are materials intended for researchers and others are teaching recommendations and supplementary texts for practitioners.

For the sake of convenience, the literature obtained is classified and presented under three interrelated headings: the mass media, newspapers and newspaper headlines.

The first part, which is about the mass media, deals with types of media, the technical and the non-technical media, and the rationale for using them. The second part discusses newspapers, which are types of non-technical media. This part is so comprehensive that it tells us about kinds of newspapers (daily newspapers, weekly newspapers, special newspapers and school newspapers), rationale for using the newspaper for teaching and the methodological basis of newspaper materials. The third part, which is about newspaper headlines, attempts to highlight the language of headlines and the advantage of learning it.

2.1. The Mass Media

The mass media are commonly defined as kinds of devices that are interposed between the source and the receiver, that is, between the speaker and the listener and/or between the writer and the reader. They are kinds of devices to make communication among people living in one or different places possible. Thus, according to Pember (1987), newspapers, magazines and other printed materials, and film, radio, television and electronic data storage and transmission together constitute what is commonly known as the mass media.

The media presented by Pember, therefore, can be roughly classified into print media (magazine and newspaper, for instance) and electronic media such as television and radio. The news books (later became newspapers) were the first print media which came into existence in 1610. Later, these were followed by electronic media such as radio and film (in 1900s), and television (in 1930s).

2.1.1. Types of Media

In an attempt made to offer an overview of the range of media available to classroom teachers today, Briton (1991) sticks to the more traditional way of classifying the media, that is, into 'non-technical' and 'technical'.

2.1.1.1. Non-Technical Media

Items that belong to the category of non-technical are:

blackboards / whiteboards

magnet boards / flannel boards / pegboards

flashcards/ index cards

wall charts, posters, maps, scrolls
board games
mounted pictures / photos
cartoons / line drawings
objects / realia
pamphlets / brochures / leaflets / flyers
equipment operation manuals
puppets
newspapers / magazines

The obvious advantages of the media under the above category is that they can be used in settings where electricity is unreliable or where technical resources are scarce. The other advantages of this form of media are their cost, availability and accessibility or user friendliness.

2.1.1.2. Technical Media

Items that fall under this category basically include:

radio / television
videotapes/video players
records/record player
audio tapes, audio recorders/players
telephones/ teletrainers
films/film projectors
computer software / hardware
overhead transparencies/overhead projectors
language lab/ multimedia lab
opaque projectors
slides, filmstrips / slide and filmstrips projectors

These forms of media are believed to carry with them a large degree of reality related to psychology. This is to say that, in an everyday situation, learners are exposed to both written and oral information coming from what we generally call the media; however, the technical media are believed to bring the outside world in all its permutations into classroom.

To cite one more advantage, television is proved to play more important role to arouse children's power to recall something. A research carried out by Walma and Tom (1979) on a sample of 152 fourth and six graders, for instance, indicated that children who had watched the news on TV remembered more than those who had received the same news in print, regardless of their reading proficiency or explanation of memory test.

However, the problem with technical media, as rightly pointed out in Briton (1991), is that they are costlier and less user friendly than the non-technical media. This is also partly why Pember (1987) points out that people in the world spend more time to read newspapers (non-technical media) than to watch television programmes (technical media).

2.1.2. Rationale for Using Media in Language Teaching

It is investigated that there are English language teachers who resist the idea of using media in their respective classrooms. Briton (1991: 455) has identified the resistances made and classified them into the following categories:

Statement 1: I'm all thumbs. I can't use media.

Statement 2: My school district has no budget for media.

Statement 3: I have no time to prepare media materials of my own.

Statement 4: The syllabus I teach forms too tightly structured to allow for media materials to be taught into the classroom.

Statement 5: I teach advanced levels (alternatively, composition, or reading) and therefore don't need to use media.

Briton strongly argues that the aforementioned statements are groundless. He states the following:

- The first two statements are usually made by individuals for whom classroom materials are (a) mechanical (and therefore unavailable, unwieldy, and or anxiety provoking) and (b) commercial (and therefore costly and inaccessible). He stresses the fact that classroom media can be non-mechanical, unthreatening to both teachers and students, teacher produced rather than commercial, and cheap or even sometime can be free.
- Statement 3, i.e., the time factor, could be made by individuals who failed to see the fact that any lesson preparation is time consuming, and that most media lessons do not require exhaustive amounts of time.
- Statement 4 is the result of failure to recognize that media can form a viable point of departure for achieving lesson objectives. All what the teachers need to do is use the media in the sense they appeal to the learners' senses and help them process information. The media used this way can therefore reinforce the teaching point and save the teacher unnecessary explanation.
- Individuals who hold the last view seem to neglect the fact that language skills are not isolated entities, and that it is necessary for language teachers to build bridges between skills. This can be done by bringing a context that could unify and integrate the various skills around media.

On the whole, the following points are proposed by authorities in the field of language teaching as a rationale for using media in the language teaching classroom:

- The classroom should be an extension of the learner's world (Merino and Massi, 1998:16). The learner is exposed to both written and oral information from the media. The media, if introduced in language classes, thus serve as an important motivator in the language teaching process.
- Media is also believed to provide big amount of formation and richness of cultural input in the settings where the native speakers are absent (Baddock, 1984).
- Media can help students to call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process (Britton,1991).
- Research suggests that media offer language teachers an opportunity to present material in a time-saving and compact manner, and stimulate students' senses, thereby helping them to process information more readily (Mollica in Briton, 1979).

2.2. Newspapers

Newspapers are mostly defined as regularly printed record of news. The main purpose of newspapers is, therefore, to tell readers about current events, happenings of all kinds with in recent past or in the near future. Moreover, they also play the role of entertaining, advertising and conveying information.

2.2.1. Kinds of Newspapers

Most newspapers we have today fall under the four major categories which Adams and Stratton (1963) have come across. These are daily newspapers (dailies), weekly newspapers (weeklies), special newspapers and school newspapers.

2.2.1.1. Daily Newspapers

These are known to have a complete coverage of all kinds of news—news from the far corners of the earth as well as all the important happenings in their own communities: business, sports, society, and entertainment news. They are interested in events that have taken place during the previous 24 hours or that are to take place within the two days following.

The dailies are the most frequently used kind of newspapers in English language classrooms. Hock and Siew (quoted in Ito, 1993) state that daily English newspapers are the most feasible resource materials that teachers can resort to. Furthermore, they state that their low-cost and availability, their variety of interesting material with a wide range of reading abilities catered for, make them excellent material for classroom instruction.

Since the dailies, as mentioned above, are highly devoted to providing news from the far corners of the earth, they are most likely to add motivation for learning language by promoting the learner's awareness of global issues.

2.2.1.2. Weekly Newspapers

The main purpose of newspapers under this heading is covering local news. As a result, they are newspapers, in most cases, published in small towns, in suburbs, in community areas within cities. Because they are not intended to compete with the dailies in world news, they specialize in the one news element that daily newspapers do not cover, i.e. detailed, personal news about people and events in their own communities.

The weeklies, focusing on local issues, are most likely to promote learner's awareness of issues at local level. They can be good sources for whoever interested in designing teaching materials which consider learner's environment and cultural background. It is often stated that topic familiarity is one of the important criteria to consider in designing communicative language tasks.

2.2.1.3. Special Newspapers

These kind
This kind of newspapers are usually published by organized groups such as clubs, labour unions, and large industries for their own members. Many of these papers are published regularly and contain the same kind of information as weeklies or school newspapers, that is, information much concerns a limited group or a special situation.

For the kind of information they contain, special newspapers, if available, can be used in the way the weekly and the school newspapers are used by language teachers. In a more specific situation, they can be good sources for designing materials that could be used for training a certain group of learners who have common interests as in the case of English for Specific Purposes (ESP).

2.2.1.4. School Newspapers

Like the weeklies, school papers serve the interests of their own local communities, i.e. the schools. Experience shows that school papers may be published monthly, every two or three weeks, weekly or even daily. They usually contain news of past and present school events, articles about students and teachers, and frequently advertisements of interests to their readers. College newspapers fall under this category and they often print world news as well as school news.

Articles printed in school newspapers are often contributed by members of the school community, i.e. teachers, students and administrators. Hence, it is most likely for these articles to be eye-catching, if used in English language classrooms.

2.2.2. Components of a Newspaper

Newspapers, regardless of their kind, are sorts of media which are used for cheap and rapid dissemination of information. The information disseminated are various kinds. As a result, most newspapers keep different components that convey information on a variety of topics. Parks (1986:219) has come across a category of some of the things that can be found in a typical English or American newspaper:

Masthead	Gardening advice
Headlines	Bridge or chess columns
News articles and editorials	Stock market news
Weather forecasts	“Dear Abby” columns
Photographs	Short stories
Advertisements	Fashion news
Classified ads	Jokes

Sports news	Radio and TV programs
Comic strips	Theatre news
Political cartoons	Music news
Letters to the editor	Exchange rates
Book reviews	Maps
Recipes	Obituaries
Sewing and knitting patterns	

As Parks has further stated, it is necessary to bear the following points in mind:

- It doesn't mean that every component in the list is exclusive of every other; one component can be a sub-component of another. For instance, headlines are sub-components of many of the other components in the list.
- The components in the list are by no means exhaustive; and there is, however, enough for at least a lesson on each component, a total of thirty lessons.
- The probability for such a course to be dull is therefore very less. It is also important to notice that the type of discourse involved in each lesson is different.

In conclusion, components of newspapers, if identified in the way indicated, are most likely to offer opportunities for designing language tasks that could bring a breath of fresh air into the classroom.

2.2.3. Rationale for Using Newspapers

Newspapers are preferred by English language teachers for a variety of reasons. The major reasons for using newspapers could be highlighted as follows:

2.2.3.1. Authentic Sources

The notion that authentic texts should be used in the EFL classroom is now well established (Morton, 1999; Rubio-Fessta and Richards, 1986; Freeman and Holden, 1986). Authentic texts enable students to study 'real' English; as a result, for most students they are intrinsically more interesting and motivating and they give students confidence when they understand them (Gower et al, 1995; Morton, 1999).

Authentic materials are widely used in EFL, particularly in English for Academic Purposes (EAP). Morton (1998) states that it is not simple for English language teachers to get comprehensible, stimulating academic material for students dealing with academic subjects. He further explains that newspapers and magazines, which are authentic sources, have a role in EAP classroom, i.e. they provide stimulating texts to students who have a wide range of interests.

The contribution of authentic sources for teaching should be by no means limited to EAP courses taken by students who join different fields of study at later stages. There is also a recommendation for the ESP course (such as one designed for students in communication studies) to use authentic materials relating to the discipline. "*Experience shows that ESP students profit much from being exposed to updated, daily material which they have to process, i.e. understand, retrieve, and construct after... reading the news item*" (Merino and Massi, 1998). The assumption behind is that students will benefit from this kind of exposure for it has a lot to do with their professional lives.

The use of authentic materials such as the newspapers can be also effectively linked with students in an EFL context in general. In an environment where

English is mainly used, for example, as a language of instruction and/or where it is not widely used as a means of communication in normal daily transactions, newspaper materials taken into classrooms can provide a chance for students to expose themselves to authentic English. Thus, this will help students recognize further communicative values of English (Ito, 1993), instead of simply considering it as a means for studying academic subjects.

It should not be, however, forgotten that there is one and very apparent problem which can be encountered when using newspapers and other authentic materials. It is directly related to the term 'authenticity.'

What makes newspapers authentic? According to Rubio-Festa and Richards (1986), newspapers are authentic materials because they are not language items especially designed, adopted or produced for teaching purposes. They are considered authentic materials mainly because they are types of naturalistic textual data. However, there still remains an issue to be resolved: Does the use of natural data necessarily lead to a natural kind of communication? Stern (1992: 176) quotes Widdowson to explain the ambiguous nature of the term 'authenticity':

On the one hand , it can refer to naturalistic textual data, but on the other hand, it can be used to refer to purposeful communicative activity on the part of the language user. Since an authenticity stimulus in the first sense does not necessarily lead to an authentic response in the second sense, a central problem of pedagogy is to discover ways of using contrived means to achieve a natural end.

The primary goal of any newspaper is to convey information to its readers, the general public outside the language classroom. An element of artificiality is, therefore, likely to be introduced the moment the newspaper is taken to the classroom, which is a different environment in its own right. As a result, most authorities in the field of language teaching (Jordan, 1997; Stern, 1993;

Widdowson, 1979, among others) recommend the use of authentic materials for designing tasks that are authentic and could engage learners in 'real' communication events.

2.2.3.2. Supplementary Teaching Materials

It is taken almost for granted that newspaper materials have become valuable resource materials for teaching English. In certain situations where it is difficult to find English language texts, newspapers are even used as regular teaching material (Pemagbi, 1995) though the exclusive use of them, as rightly pointed out in Parks (1986), might create the atmosphere of boredom.

In opposite situations, newspaper articles are included in textbooks to represent authentic use of English. It is almost possible to say that in the realm of EAP it is less likely to find textbooks that do not claim to have authentic texts (Morton, 1999). This has, of course, a lot to do with the advent of an approach to language teaching. The emphasis on authenticity of material in Communicative Language Teaching has produced dozens of EFL /ESL textbooks which contain newspaper articles as the target reading languages (Widdowson, 1979).

Though articles in English language textbooks might represent authentic use of English, it is obvious that they usually report events that took place at least more than a year before. A case in point is newspaper articles found in *College English* (Atkins et al, 1996). This mainly occurs because publishing textbooks takes time (Ito, 1993). No matter what the reason may be, newspaper articles used this way are likely to lose the value of immediacy, one of the key ingredients in any attempt to utilize newspaper articles (Blatchford, 1973; Sanges, 1983).

What seems most promising is, therefore, to use newspaper materials on supplementary bases. The advantage of this could be two-fold:

- (1) It gives English language teachers an opportunity to exploit newspapers that are published very recently, thus the principle of immediacy is adhered to. Ito (1993) argues that those “*one-year-old newspaper articles are no more appetizing than one-week old sashimi (raw fish)*” (P.37).
- (2) The teachers will also have a chance to exploit the different components of newspapers for designing authentic language tasks that could bring variety to class. Tasks designed this way are believed to “*provide the learner with stimulating, topical, challenging and real material to support the course syllabus*” (Merino and Massi, 1998:16-17).

2.2.3.3. Acculturation

The role that newspapers play in the process of acculturation is perhaps the main reason why newspapers are used in language classrooms. With regard to this, Blatchford (1973) states that newspapers have the potential to ease the process of acculturation by providing many insights into the society to which learners are trying to adapt. Rubio-Festa and Richards (1986) also point out that authentic materials, one of them being newspapers, help a great deal those learners who want to identify with and become closer to the target culture. Thus, as students deal with newspapers they are also believed to learn the language as well as the culture that the papers reflect (Parks, 1982).

The assumption behind acculturation is further elaborated in Blatchford (1973: 145), “*While a focus upon the cultural content of the newspaper is advocated, it is*

noted that all interaction is in English and practice in communication about real concern is afforded. All language skills can be exercised while the element of threat, which often exists in formal language classes is reduced." The fact that focus on the cultural content of the newspaper could facilitate communication and reduce the sense of threat is, therefore, a sign that newspapers are valuable vehicles of language teaching.

2.2.3.4. Suitable for Teaching Skills

A number of writers (Blatchford, 1973; Parks, 1986; Sanges, 1983; Ito, 1993; Patterson, 1991, for instance) advocate that newspaper materials are convenient for teaching language skills and language elements. Though practicing one skill often involves the use of one or more skills, the discussions made by the authorities, for the sake of convenience, are presented under separate traditional headings.

2.2.3.4.1. Listening and Speaking

A newspaper can provide a good deal of material for practicing listening comprehension. For instance, teachers can follow the following procedure in using the newspaper for teaching listening.

1. As usual, the teacher selects a listening-comprehension text that could be suitable for the language of the students; short listening texts are more recommended than larger ones to start with. The paragraphs of the text selected are read for the students with certain intervals in between. During each interval teacher forwards general questions to verify understanding or he or she makes the students give summary of the paragraph.

2. To check attention, learners can be made to take turn to make summary where the second student in shortened form, repeats the summary the first student has just said. This is known as chain drill (Farago 1979, in Sanges, 1983). The assumption behind is that if students know they might be asked to repeat what they have just heard, they can be more attentive than otherwise.
3. To enable learners to discriminate sounds, teachers can give them a dictation consisting of a paragraph from one of the articles selected.
4. The other activity worth mentioning is the use of pictures or photographs in the newspaper, i.e. students can be made to look at photographs and match them with articles they are linked with.
5. Topics in the articles taken from newspapers could be used to engage learners in activities that involve debating. The debate can be organized by selecting two groups, with three to five people in each group. The teacher acts as a moderator, making sure there is fair and equal participation by both groups. One group defends the position or positions regarding that are mentioned in the article while the other group opposes them by trying to refute the positions held by the first. Then, the audiences are asked listening comprehension questions.

Hence, with the help of the listening comprehension questions that accompany the articles and instructions cited students could improve their listening and speaking skills.

2.2.3.4.2. Reading and Writing

To start from reading, Sanges (1983) states that because newspapers are read for information, they are suitable for teaching skimming. He further explains that it is possible to engage learners in similar kind of reading activities by just allowing them little time to browse through the newspaper after which they might be given

a set of questions to answer on the main topic. However, it is often stated that questions presented to be answered while browsing a text are much more helpful to practice skimming as well as scanning than those questions that are presented following the reading activity. In short, they help learners keep purpose for reading.

Newspaper materials can be used for developing learners ability to read critically. Basically, this involves making students aware of simple devices in writing such as sentence length and the different types of sentences treated in the newspapers (Sanges, 1983).

Putting emphasis on the length of sentences could help students realize the point that written texts composed of shorter sentences are usually more readable and easier to understand. Likewise, there are also certain implications in making students work out the types of sentences found in newspaper articles. For instance, if learners are made to notice whether the passive voice is more used than the active, it will be an opportunity for them to learn that newspapers are characterized by the forms of verbs which have the tendency to impart an impersonal tone (Sanges, 1983). Alternatively, if they are made to notice whether there are a great number of interrogative and imperative structures, it is assumed that they are likely to learn that there is a resemblance between interrogatives and imperatives in being stimuli which normally require an active response from the address (Leech, 1969).

It is also noted by Sanges (1983) that such analysis of sentence type would help learners understand that there are different newspaper styles, ranging from the specific language of a football match to the formal speech of government policy statements. For the analysis to be more effective it is indicated that the

comparison of the sentences, of course, should be based on articles from different sections of the same newspaper.

The Exercises for practicing writing with the help of newspaper materials are reported to range from the habit of note taking to writing summaries and guided or free compositions (Blatchford, 1973; Sanges 1983). Activities of this kind are intended to be useful in improving the students writing skills, through summary writing and the development and organization of paragraphs on the basis of a main or topic sentence, supporting examples, and concluding statement (Patterson, 1991).

The following are examples of writing activities that could be carried out with newspaper materials:

1. Jotting down notes on the various articles first, and then expanding them into summaries, or summarizing the content of articles read with a couple of sentences.
2. Allowing students to copy sentences from the newspaper, the students being able to choose sentences that give the central points of the article they read.
3. Writing composition (as home assignment) based on a topic taken from the article discussed earlier.

Sanges (1983) stresses the importance of keeping a list of specific new words found in those articles on the page facing the summary page so that, when needed, the list could be used for consultation.

Other written exercises include:

- writing letters to the editors,
- writing a reply to a letter to the editor,

- writing a news broadcast, covering the most important items of a given newspaper, and
- writing letters in reply to advertisements (a bike for sale, a typewriter to be sold, a job that a student is likely to apply for in the near future)

2.2.3.4.3. Teaching Grammatical Structures

Newspaper materials can be utilized for practicing grammatical structures that frequently occur in the newspaper articles. So, the first step, as this study will also attempt, might be making analysis of the grammatical features of the newspaper material available for use (Baddock, 1986; Sanges, 1983).

The following exercises are presented to explain this notion:

1. Suppose the most frequent grammatical structure intended to be taught is the past tense marker 'ed'. Sanges (1983) recommends a three-step procedure for teaching such a structure. This involves: finding a suitable title for the activity, asking the students to underline the structure every time they find it in the newspaper and doing some kind of drill.
2. Students can be also asked to change headlines into full sentences, adding all the words that are implied but have been omitted. Though it is intended for practicing the grammatical structures of headlines, such an activity has also the advantage of involving students in some kind of writing activity. Sanges (1983), however, argues that this kind of exercise has always proved rather difficult; they involve a deep syntactical analysis.

2.2.3.4.4. Teaching Vocabulary

Activities recommended for practicing vocabulary often involve the following steps:

- Students underline any vocabulary that they do not understand.
- They can be made to ask each other the meanings of the words in pairs or small groups.
- Later, teacher may ask them to answer the meanings of new words individually.
- The teacher writes the definitions of the words on the board and students copy.
- In the end, students are encouraged to produce sentences orally using the new vocabulary.

Patterson (1991) says that these activities, if used properly, could reinforce and enlarge the students' English vocabulary both because of the meaningful context of the words and the intensive systematic practice both in the whole class and in small groups and pairs.

2.2.3.4.5. Teaching Pronunciation

Activities recommended for improving students' command of pronunciation follow, more or less, similar pattern. That is, individual students are usually asked to read a newspaper article out loud to the whole class and in small groups to improve their pronunciation in clear terms. The teacher can:

- select individual students to read a paragraph out loud to the class,
- correct their pronunciation and encourage peer correction,
- use a repetition drill or minimal pair drill if there are serious mistakes in pronunciation, and
- explain students' error in pronunciation privately after class.

The rationale behind the above tips is that newspaper articles could be exploited to improve the students' pronunciation through the correction of errors by the teacher and their peers, as well as through the pronunciation drills and teacher's after class explanations (Patterson, 1991).

2.2.3.4.6. Teaching Skills Integratively

Finally, it is worth stating that newspapers are suitable to teach language skills integratively. In real life situations people often read newspapers, share ideas about the articles they have read either through oral discussion or through the letters they write. Hence, there is no reason why this practice cannot be extended to classroom situations. *"One way or method might be to have the students read the article (or whatever) for understanding, talk about it, and then write either a summary of the article or their reactions to it. In this way, all four language skills are practiced"* (Parks, 1986: 217). Using newspapers in class, according to Parks, can be an effective communicative method, one that could be made the backbone of an entire language course.

2.2.4. Methodological Basis of Newspaper Materials

It has been pointed out that one and perhaps the major function of language is to convey information. Parks (1986) quotes Newmark (1979) and Wilkins (1976) to state that language for conveying information should be in "chunks" that are not too large for the learners to handle, and that such "chunks" of language in turn should be authentic, not contrived. It has also been pointed out that newspapers are one source of authentic data. Furthermore, it is worth recalling that much emphasis has been made on the authenticity of material in Communicative Language Teaching. Thus, it may not be difficult to see the key position that newspaper materials, as authentic source, holds in the Communicative Language Teaching approach.

Parks (1986) , as one of the proponents of the CLT, strongly argues that any teaching that claims to have its foundation in this approach should realize the importance of newspapers for teaching foreign language courses. He quotes Johnson (1979) to state the three conditions that a Communicative Language Teaching meets:

- It must be task- oriented.
- It must involve information unknown to the learner.
- The students must be permitted some choice in what they say.

Thus, he argues that newspapers fulfill the three criteria in the following ways, and therefore, should be given due attention:

- (1) Understanding newspaper articles and comparing ideas about them is clearly an example of task-oriented learning, and can be made more so by applying certain techniques. (Some of these are treated in the earlier sections).
- (2) Newspapers mostly contain information unknown to the students, and perhaps even interesting for them.
- (3) The way any person interprets a newspaper article or what he says about it is not predetermined, the element of choice is respected.

The discussion made above, therefore, can be taken as an account of the earlier arguments that newspapers have been one of the authentic materials currently used in the Communicative Language Teaching. The quotation taken from Richards and Rodgers (1985:80) also confirms this point: *“Many proponents of Communicative Language Teaching have advocated the use of “authentic”, “from-life” materials in the classroom. These might include language based realia such as signs, magazines, advertisements and newspapers...”*

2.3. Newspaper Headlines

The term 'headline' as a journalistic jargon is often referred to as a title of news story. A news story has three sections one of which is the headline. The other two are the body of the story and the lead, the section which is between the headline and the body. Each news story is, therefore, told three times in the headline, in the lead, and in the body of the story.

A comparison of the three sections of news story clearly reveals that the headline, which is the shortest and the hardest to write, is still the most important. The details of a given news story are always found in the body. The headline, like the lead, is devoted to summarizing the important facts of the story. So, what makes headlines different from the leads remains to be answered. Adams and Stratton (1963) state that, because of the space limitations, headline writers do not have the same freedom to choose words they might like to use in expressing their ideas. This shows that headlines are summaries even shorter than leads.

Whenever readers look at newspapers, as pointed out in Adams and Stratton (1963), the first things they see are headlines. It is the headline, and not the lead or the body, that shows readers in a very summarized and attractive way what the story looks like. It is, therefore, the headline that helps readers making decisions as to which story to read and leave the others.

In order to attract the reader's attention newspaper headlines should be interesting. In most cases the quality of headline depends on the quality of the lead, from which it is extracted. In other words, the headline is dependent on the lead for the required summary of information of the news story. If the lead is ill-formed, it means that the headline is less likely to fulfill its job of summarizing and advertising the news story.

2.3.1. Language of Headlines

The fact that newspaper headlines should attract the attention of their readers signifies that there is a special kind of art that is employed in the making of headlines. It is often stated that English newspaper headlines are governed by linguistic rules of their own (Freeborn, 1995; Baddock, 1984). The language is elliptical and compressed. Consequently, it has been found out that there are certain special features worth considering in writing headlines. The features range from linguistic to nonlinguistic, and are presented in Adams and Stratton (1963) in the form of certain prescriptions to follow.

2.3.1.1. Linguistic Features

1. Omission of words

Leave out unnecessary words. Do not use the articles 'a' 'an, or 'the'. Omit 'is' and 'are' from the headlines whenever possible.

2. Tense and voice

Use the present tense to indicate current and past happenings. Use the infinitives whenever possible to indicate future happenings. Use the active rather than the passive form of the verb.

3. Words and phrases

Use only key words that express the main idea of the story. Use also short words, proper names, verb phrases, prepositional phrases, or closely related adjective-noun combinations from one line to the next.

2.3.1.2. Nonlinguistic Features

1. Abbreviations

- Do not use abbreviations, except for groups of well known initials, such as TV.
- Invented abbreviations like Engl. For “English” or Rep for “Representatives” are inexcusable.

2. Numbers

- Use numbers only if they are important.
- Avoid starting a headline with a number.
- When numbers are used they appear as numerals.

3. Punctuation marks

- When initials are used, do not allow space or add periods between letters.
- Use single quotation marks.

2.3.2. Newspaper Headlines and English Language Teaching

In the previous discussions, it is pointed out that headlines are governed by linguistic rules of their own. Ito (1993) argues that this makes them notoriously difficult for foreigners (and sometimes for native speakers). Baddock (1984) confirms that the fractured grammar and the idiosyncratic vocabulary by which English headlines are characterized will challenge the understanding even of native speakers.

It is stated in Baddock (1984) that despite its unique and difficult nature, the language of headlines gives a stimulating challenge to non-native speakers. In addition to this, Baddock has come across the following learning advantages of newspaper headlines:

- In dealing with headlines the reader is always involved in seeking out meaning.
- Graphologically, headlines- big, short and often accompanied by a relevant picture are interesting, frequently dramatic examples of language use.
- Newspaper headlines give us the opportunity to train directly wide range of skills, from writing ability to pronunciation, by deducing the rules of headline usage and using these rules in different ways.
- The most important reason for studying headlines is that readers need to be able to interpret them, for this is one of the skills required by anyone in an English speaking culture.

Adams and Stratton (1963) point out that headlines are sources of information for a busy reader who cannot spend time to read the body of articles. Thus, in classroom, students may be given a parallel exercise like deciphering headlines without access to the accompanying article (Baddock, 1983). The other type of reading activity headlines could be used for is matching headlines with their corresponding leads. Activities that require learners to look through a list of headlines and identify the sections or components they have come from could be used to acquaint learners with newspaper components. Activities recommended by Baddock (1986) are more comprehensive and well known. These activities are based on a three-phase approach. Phase 1 is for deductive exercises on language features. The second phase is for providing summary of language while the last phase is for activities.

CHAPTER THREE

Methodology

This part of the study presents the methods that are employed to achieve the research objectives which have been set. In short, it deals with the data, the procedures followed and the instrument used for gathering data, and the statistical support to be made and the framework for analysing the linguistic data.

3.1. The Data

The data for the research in question is newspaper headlines found in a local English newspaper, *The Reporter*. It is one of the weekly English newspapers which the researcher has access to.

3.2. Procedures for Obtaining Data

The Reporter has been published since September 11, 1996; hence, it has been published for almost four years and a half, or fifty-four months now (March 5, 2001). In order to come up with a reasonable type of representative sample, one newspaper is randomly selected out of the four or five issues published each month. So, the number of newspapers that makes up the data needed for identifying language features of the headlines is about fifty-four. This figure nearly accounts for 25 percent of the entire headlines, a percentage which is believed to be adequately representative of any population (Garrett 1962 in Koul, 1984).

3.3. Instrument for Obtaining Data

The data is collected in a table that keeps separate sections for listing down the headlines under their respective components. This is proved to make the analysis easier at the later stages of the study (Baddock, 1984; Pilbeam et al, 1982). The table has also a separate column for classifying the headlines into three possible syntactic categories, which are often referred to as Type 1, Type 2, and Type 3. It is the added value of such a table that the nonlinguistic features by which the headlines are characterized could also be identified somehow.

3.4. Statistical Support Used

Whenever possible the linguistic as well as the nonlinguistic features identified are tallied and changed into percentages to make a simple statistical contrast among major features. *"Quantitative and non-quantitative methods are complementary ways of finding out what a given body of language is like. The former may merely confirm what is intuitively obvious, may confirm a guess, or may reveal some completely unsuspected property of the material under study"* (Leech 1966:10). It is this complementary nature of the two kinds of evidence, which is made to explain the occasional use of statistical support for the statements about features of the newspaper headlines.

3.5. Framework for Analysing Linguistic Features of Headlines

It is pointed out in the review of related literature that newspaper headlines are governed by linguistic rules of their own. In order to study the syntactic rules underlying the headlines obtained from *The Reporter*, a framework of analysis introduced by Freeborn (1995) has been adapted. (See Appendix 7)

CHAPTER FOUR

Analysis of Headlines and Its Implications

The headlines which form the data for the present study are analysed at three different but closely related stages. The first stage is concerned with the analysis of components from which the headlines are gathered. The second stage is devoted to analysing the linguistic features. The third and the last stage is the stage where the nonlinguistic features of the headlines are identified. At the end of each stage, attempts are made to find out the implications of the analysis carried out. As part of the implication, sample classroom activities are designed with students of the *Ethiopian Mass Media Training Institute* in mind. Some of these activities are intended to supplement the tasks in the regular textbook which the institute adopted for teaching English, i.e *College English*. However, it should be understood that the supplementary role of the activities increases if they are exploited in a way they suit the students and meet the needs of the teaching circumstances.

4.1. Analysis of Headlines by Their Components

The headlines gathered are from different sections or components of *The Reporter*. At this stage of the analysis, *The Reporter* is identified to have the following components:

Group 1	
Front page	Economy/Business/Finance
Feature/Commentary	Politics
Editorial	Society
Arts/Culture	Law/Crime
	Sports Reporter

Group 2

Opinion

Home News

Pleasure and Pain

Entertainment

World News

The Horn

Group 3

Science and Technology

Get It of Your Chest

Diary of the Year

African News

The Spectator

Health

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The grouping of the components shows their frequency of occurrences. Thus, out of the fifty-four sample issues of newspapers selected for the study it is found out that components under Group 1 have appeared almost regularly, ranging from 50 to 54 times. The components from Group 2 have occurred within the range of 25 to 38 while those under Group 3 have appeared rarely, that is, from 4, the minimum, to 15 times, the maximum.

The nature of topics treated in each of the components identified varies. The language activities that are based on headlines taken from those components are therefore less likely to be dull. It is with this point in mind that Activity 1 is designed.

Activity 1 (see the next page) consists of headlines and paragraphs or 'labels' that are from different components of *The Reporter*: The Horn, Home News, Front Page, Entertainment, World News and Sports Reporter. As stated above, the nature of topics treated in each of these components varies. Thus, Activity 1 is likely to be more interesting than, for instance, a similar activity that requires students to practice reading by matching headlines and labels taken out of a single component.

Activity 1 Matching headlines with paragraphs

9
The ministry of Foreign Affairs recently appointed about 57 diplomats to serve in its embassies all over the world. The Ministry made these new appointments after it had recalled ambassadors back home a few months ago.

4
The midfielder was selected the best in a poll which was published in the magazine on 26 December.

F
New ambssodors to assume duties

3
While Ethiopia continues to suffer from acute water shortage, the reverse is true in Cairo. Ethiopia is creating bounty for that country, giving the gift of more lakes to it, according to Alexunder Witze who posted the news in the Internet.

7
A first day of negotiations by Middle East leaders and US President Bill Clinton has failed to end more than two weeks of bloody clashes between Israeli troops and Palestinian protesters.

C
Platini voted best of the century

G
Project Warns aganist "Serious" industrial pollution

E
Ali movie suffers money worries

D
Summit adjourned with little progress

1
The English Patient star will play the ex-wife of Wild West actor Kline, whose character is building his perfect home while trying to rebuild life.

8
A judge ruled the 15- year-old from Massachcesetts should not be barred from class while wearing female dress such as high heels, wigs and padded bars.

A
Horn Peace talks resume

B
Schoolboy wins right to dress in drag

2
Delegates from Ethiopia and Eritrea are meeting in Algiers for a new round of peace talks.

6
The Hollywood film about the life of boxer Mohammad is under threat from its producers over budget worries, according to Variety magazine.

H
Scott Thomas to play House

5
Some 80 percent of water bodies in Addis Ababa and its surrounding are "highly toxic" from factory waste, the National Cleaner Industrial Production project of Ethiopia (NACCIPPE) announced last week.

I
Ethiopia's heavy rain gives rise to new lakes in Egypt

Alternative to Activity 1, students, after certain explanations, can be offered headlines to find out the components from which they are taken. The important thing to remember here is that every component is not exclusive of every other; as a result, headlines from one component can be members of another. Hence, the alternative activity to be offered should not necessarily involve matching headlines and components on one to one basis. It is in this spirit that Activity 2 has been proposed. Activity 2 is on the next pages.

Activity 2 Matching headlines with their components

The following sample components are taken from *The Reporter*. The list of the components is accompanied by a brief explanation:

1. **Editorial** It is a component that gives an opinion on some sensitive and current issue. It is written by the editor, the person who is responsible for planning, directing and publishing *The Reporter*, to the general public or to individuals who read *The Reporter*.
2. **Arts/Culture** It is a component of *The Reporter* where articles on refined understanding and appreciation of art (e.g. painting, sculpture), literature, etc are presented.
3. **Law/Crime** It is a component which deals with articles on issues related to offence or act of law-breaking and the rules established by authority or custom to regulate this.
4. **Science and Technology** In this component of *The Reporter* appear articles reporting scientific results obtained by observation and testing of facts about the physical world and natural laws, as well as, articles on the application of the results of scientific investigations in industry, etc.
5. **Health** This component of *The Reporter* presents reports on topics related to diseases and the nature of diseases, the medical cares that need to be taken, and the nature of health care services available.
6. **Sports Reporter** This component presents the latest results and news in different sports: basketball, table tennis, athletics, swimming, football, boxing, etc. The reports presented are on competitions carried out, being carried out or to be carried out in or outside Ethiopia.
7. **Home News** It is a component that presents new or fresh information, or reports of recent events in Ethiopia.
8. **World News** It is a component that presents new or fresh information, or reports of recent events outside Ethiopia.

Now look through the following headlines and identify the components they come from by looking at the components list given above. See that there can be headlines which are members to more than one component.

- a. **Youth team suffer heavy defeat**
- b. **Contraband good seized**
- c. **Jazz makes friends for every body**
- d. **Universe proven flat**
- e. **World population growth could stabilize by 2025**
- f. **Abel Anthon wins Berlin Marathon**
- g. **Coffee beats tea on heart disease:** *The result surprised the researchers*
- h. **Oromiya trade exhibition**
- i. **Court sentences municipality officials**
- j. **Cinema paradise opened at Alliance**
- k. **Honesty, please!**
- l. **Climate change 'threatens Arctic birds'**
- m. **Ethiopian goods in short supply**
- n. **Smoking addiction 'sets in early'**
- o. **International trade and labour rights: ILO Director-General calls for establishment of universal group rules**

1. Have you come across headlines that fall into more than one component?
2. If yes, which one is the most likely component for these headlines?

As in the case of other newspaper headlines, there are headlines in *The Reporter* that carry condensed information. These headlines are so short that, unless the reader has special background information, some of them may not be understood until the whole article has been read. Consequently, relatively longer headlines are most recommended for designing Activity 2. The other option is to look for articles which have two headlines. The first introduces the general subject and the second indicates the more precise content of the article. Thus, the idea from the two headlines together gives a picture of the component from which the headlines are taken.

Some of the headlines under the components identified are accompanied by pictures. The headlines together with the accompanying pictures help readers clearly understand what the article is all about. Thus, it would be possible to teach meaning by designing a task that demands students to match the pictures with their corresponding headlines. Discussions can also be injected into if students are encouraged to make explanations of their answers about the pictures and the headlines.

Activity 3 Matching headlines with pictures

1. The headlines and pictures below are wrongly matched. Arrange them into their proper pairs.

8. Identical Twins

3. Anger at Cameroon dance ban



10. Insecure Food Producers

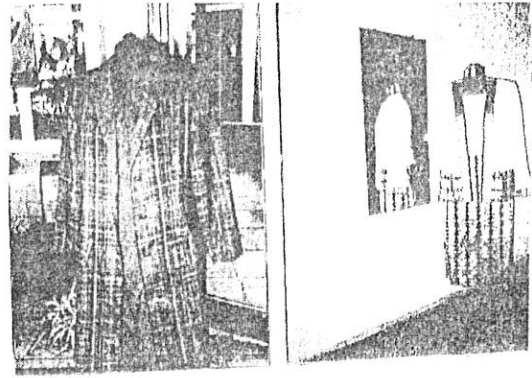
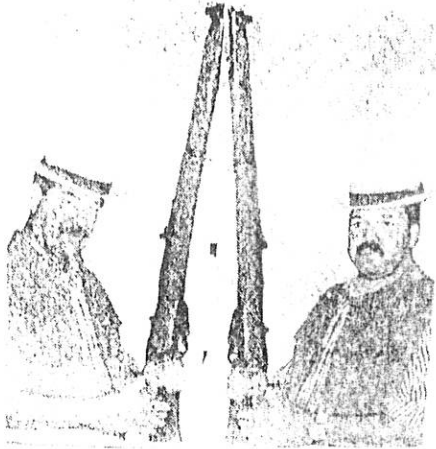


4. Forget Egypt's nebulous right to the Nile

7. Fighting resumes near Assab, Senafe



2. Brad and Jeneifer tie the knot



8. Prayers for peace in the new millennium

1. Tyson cleans up his act in four minutes



5. Sophie's Fashion

6. The Middle East Situation-The Reality

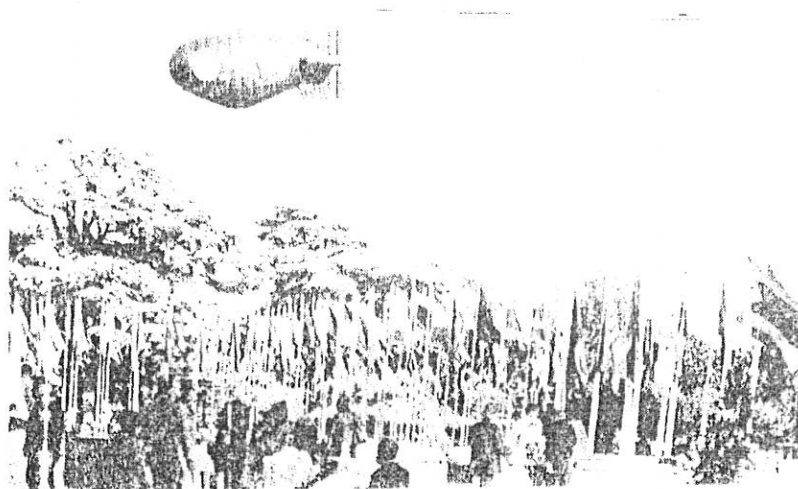


There are also certain pictures that are in turn accompanied by captions, words usually written to explain pictures. Appearing at the bottom, captions give much more detail information about the pictures than headlines which usually appear at the top. Compare the headline and the caption taken from the picture below.

Headline: **"Ballooning is a metaphor for life"**

Caption: The "Human Solidarity" Balloon descending over to the Palas des Nations in Geneva

"Ballooning is a metaphor for life"



The "Human Solidarity" Balloon descending over to the Palas des Nations in Geneva

Notice also that captions are printed in letters that are smaller in size than headlines.

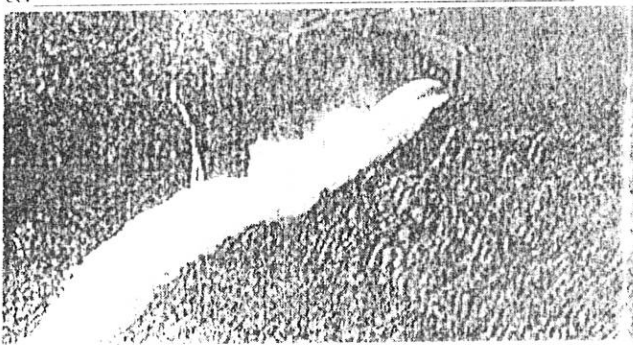
On the whole, it is the contribution of analysing headlines in terms of the accompanying pictures and captions that activities such as the following could be designed to make students match headlines with pictures, captions with pictures, and finally captions with headlines.

Activity 4 Matching headlines with pictures/Captions

1. Look at the following headlines. Each headline is related to one of the newspaper photographs below. On the line above each picture, write the appropriate headline that matches well.

- Museums showcases African art**
- Early days in the air**
- An African refugee's story**
- Indian Claims World Crown**
- Mozambique floods set to worsen**

a.



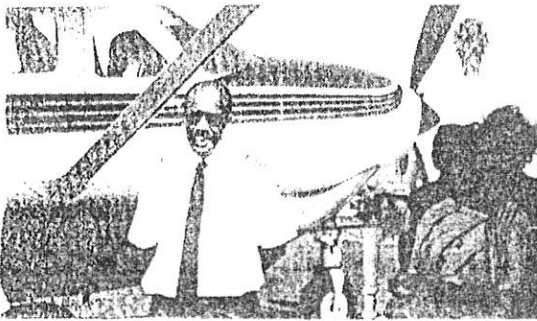
i. _____

b.



ii. _____

c.



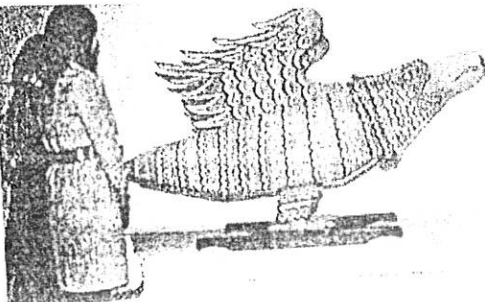
iii. _____

d.



iv. _____

e.



v. _____

2. Again, look at the following captions. Each caption is related to one of the newspaper photographs on the previous page. On the line under each picture, write the appropriate caption that matches well.

Priyanka Chopra: Biggest influences? Mother Teresa
Captain Solomon Gizaw
Many civilians have fled fighting in Sierra Leone
... Visitors admire modern eagle coffin
Cahorra Bassa dam cannot contain all the water

3. What clues did you use to match the headlines with the pictures?
What clues did you use to match the captions with the pictures?
4. What similar things do headlines and captions of each of the pictures have in common?
5. What major differences are seen between the two in terms of the nature of information they convey? For instance, which of them conveys more general and which conveys more specific information about the pictures? Can you explain your answer with examples?

Although *The Reporter*, as a weekly newspaper, is supposed to deal with local and national issues, some of its components (*Entertainment*, *Sports Reporter* and *World News*, for instance) present news about the target speakers. Hence, headlines taken out of these components are most likely to facilitate learning by acquainting learners with the target culture. Exclusive use of these headlines could, however, make learning difficult particularly for students in an EFL context. Because of this, it is suggested that such headlines be used in combination with headlines taken from components devoted to presenting topics familiar to learners background.

Activity 5 Finding out the meanings of headlines

Here are some more headlines taken from *The Reporter*. They are about sports, law, politics, disasters etc. Explain what you think each of them means or refers to.

Visit to Harar

Article 39?!

Fighting rape
through attitude
change

Age Controversy
Continues

Parties to Merge

Couching job for Klinsmann

Kenya: Anatomy of Corruption

A New Vision for Africa: The Promotion
of Higher Education

Corruption Blamed for Delays

5th Nile 2002
Conference

Ferguson targets
Kulivert

Gold Price Sinks Low

Headlines are sources of information for busy readers who cannot spend time to read the body of the articles. Activity 4, which comprises headlines taken from different components of *The Reporter*, could therefore give students a chance to learn to decipher headlines without access to the accompanying articles.

Alternatively, students may be provided with an activity that requires them to look at a headline for which, out of four or five options, they select one and appropriate meaning. Though such an activity can be easier for students to handle, it is not as

'real' as Activity 4, for no reader will be given such choices to find out the meaning of the headline he or she reads in actual situations.

4.2. Analysis of Linguistic Features of the Headlines

Syntactically, the headlines gathered for carrying out the study form three basic categories. For the sake of convenience, the categories are termed as Type 1, Type 2 and Type 3 (Appendix 1), and this is how they are also used in the discussions to come.

4.2.1. Linguistic Features of Type 1 Headlines

On the whole, the headlines under Type 1 are headlines which have a predicator VP. It is found out that they are much more frequent than the other two types; they account for about 52 per cent of the headlines obtained.

Except in some cases, Type 1 headlines do not follow normal sentence patterns. Most of them are short clauses, and are often called 'truncated sentences' in the literature. On the whole, there are certain linguistic features which characterize Type 1 headlines:

There is a special use of tense among Type 1 headlines. The analysis of verbs under this group has proved that there is almost a consistent use of the present tense. The following examples are presented to justify this predominantly common use of the present tense in newspaper headlines.

Nile floods boon for dam
Mother disappears with wrong baby
Tamrat case gets murkier
Mahdi pays short visit to Addis
Bomb kills a Ten-Years-Old

The predicators *floods*, *disappears*, *gets*, *pays* and *kills* are all main verbs in the present tense. Such consistent use of the present tense of the headlines obtained

from *The Reporter* confirms what has already been pointed out in Freeborn (1995:150) as "Most news is about what has already happened in the past, but because it is the immediate past, it is thought of as currently going on. So the present tense is almost always used in the headlines of newspapers."

Frequent use of the present tense among Type 1 headlines is not, however, without exceptions. Thus, the exceptions given below mark the rare use of the past tense in the headlines of *The Reporter*.

INGENUITY OF WOMEN SAVED AFRICA

Bombing caused death and suffering

FLOOD CATASTROPHE CONTAINED THE COFFEE FRONT

The past tense is so rare that these are the only Type 1 headlines identified to have predicators in the past tense.

The analysis made would hopefully enable one to design language activities which could be used to make students familiar with the permanent use of the present tense in newspaper headlines for an event that has just happened in the near past. This point is not given due emphasis in most conventional English language textbooks. Part of Activity 11 (pp.68 and 69) is intended to fill this gap.

There are two basic syntactic devices that operate in Type 1 headlines. The first is called omission or deletion. It involves the cutting out of certain word classes (usually function words) from clause structures. The omitted or deleted words could be obtained by rewriting the headlines into normal sentence patterns. The following examples are presented to show this nature of Type 1 headlines in The Reporter:

Former bank governor calls for change

(The former governor of bank has called for a change)

Sudan protests to UN against Uganda, Eritrea

(Sudan has protested to the UN against Uganda and Eritrea)

The interpretations have made it clear that the two headlines have undergone omissions of function words like articles (a/the), a preposition (of) and a conjunction (and).

The second type of syntactic device that underly the formation of many Type 1 headlines is known as *embedding*. It is considered as the fixing of one structure within another grammatical structure. However, it is not always simple to locate embedded structures for they too may be omitted. When such is the case, it will be necessary to rewrite headlines in full forms.

Teff smugglers into Eritrea arrested, grain confiscated

Teff smugglers (who went) into Eritrea were arrested and the grain (which they had) was confiscated.

In this headline there is an embedding of two clauses. The embedded structures are the non-restrictive finite relative clauses in the brackets. They are embedded into the nouns (subjects) they modify.

The implication of identifying the syntactic devices operating at this level is, first of all, to see the difficult and unique nature of Type 1 newspaper headlines. It is this expert knowledge that would later enable one to come up with language activities of practical importance. For instance, if students are given a model of headlines and their interpretations, they will be able to practice rewriting headlines. In short, it is the effect of such analysis that Activity 8, No. 1 and Activity 10 could be designed.

There are two major clauses in Type 1 headlines. The syntactic analysis of Type 1 headlines indicates that they could be further classified into kernel and nonkernel clauses. The kernel clauses account for about 70 per cent of Type 1 headlines while the nonkernel clauses in the same category are nearly 30 per cent. However, in terms of variety the nonkernel clauses exceed the kernel ones. It has been identified that the kernel clauses consist of declaratives when the nonkernel ones include imperatives and interrogatives as well.

One may wonder why it is important to identify the percentage difference between major syntactic elements such as kernel and nonkernel clauses. The advantage of this could be two-fold. First, it enables one to clearly find out what a given body of language is like; it is purely a linguistic factor. Secondly, it is this percentage relationship that will later help one decide as to what proportion of the two types of clauses should be maintained when designing the classroom activities; hence it is a pedagogical factor.

4.2.1.1. Type 1 Headlines with Kernel Clauses

A frequency count of the headlines under this category indicates that the majority of kernel clauses (about 60 per cent) have predicators followed by object (O) while in the rest of the cases predicators may or may not be followed even by the other types of complement, i.e., adverbial complement (Ca) and intensive complement (Ci).

The following summary could be used to show the nature of constituents in kernel clauses of Type 1 headlines. Subject(S) and Predicator (P) are common to all of the headlines, but it should be known that it is the verb of the predicator which determines the number and type of complements.

1. **SP** no complement
2. **SPO** object
3. **SPCi** intensive complement referring back to the subject
4. **SPCa** adverbial complement
5. **SPOCa** object and adverbial complement
6. **SPOCi** object and intensive complement referring to the object

Examples

1. SP **Horn peace talks fail**
2. SPO **Shushan wins National Costume Award**
3. SPCi **Listening is important**
4. SPCa **Rappers move into the movies**
5. SPOCa **Faction leaders accuse Ethiopia of meddling**
6. SPOCi **German parliamentarian calls Eritrea an aggressor**

To each of these one or more peripheral adverbials (A) may be optionally added:

- SPA **Gete Wami wins in Durham**
- SPOA **Floods kill 100 in Sudan**
- SPCiA **Questions remain open in connection with Tamrat's dismissal**
- SPCaA **Nigeria enters 8 in Africa squad**
- SPOCaA **Egypt aims blow at militants by mass trials**
- SAPCa **Revenelli likely will be on the bench**

Such an analysis may entail activities that help check if students are able to confidently identify the constituents of kernel clauses in Type 1 headlines. Based on the analysis made so far, it is also possible to design activities that demand students to arrange disorganized headlines into their proper word order.

Activity 6 Labeling constituents and rearranging disorganised headlines.

1. Check that you can confidently identify the constituents of the following headlines as S, P, Ci, Ca, O or A by labelling the words and phrases. For example:

S P Ca

Clinton flies into Russian turmoil

1. **Floods kill 100 in Sudan**
2. **Tamirat case gets murkier**
3. **Mother disappears with wrong baby**
4. **Meles denies meddling in Sudan's affairs**
5. **Bank blasts rock Addis**
6. **Al-Ithad trial begins**
7. **German parliamentarian calls Eritrean an aggressor**

2. The following headlines are all disorganized; arrange them into their proper word order.

A

to
Addis
Mahdi
short visit
Pays

B

warns
pilgrims
home to
return
ministry

D

C

the bench
will
on
Revenelli
likely
be

in
claims
disease
Burundi
1,500 lives

4.2.1.2. Type 1 Headlines with Nonkernel Clauses

The nonkernel clauses differ from the kernel clauses in one or more of the syntactic features under which they are classified and discussed below.

4.2.1.2.1. Nonkernel Clauses Consisting of Predicators in Phase

These are headlines that have lexical verbs following each other.

- SPPO **Region 14 fails to lease its buildings**
- SPPOA **Hollywood props to arise cash for Aids**
- SPPO **Posh denies snubbing Ferguson**
- SPPA **Meles denies meddling in Sudan's affairs**

The headlines in the examples are analysed as having two predicators (PP). The second lexical verb in each of these predicators is either an infinitive with 'to' or an '-ing' participle.

4.2.1.2.2. Nonkernel Clauses Embedded in NP/Prep^P

Headlines that involve such kind of embedding consist of NPs or Prep^Ps whose headwords are all post-modified as in the following clause headline:

**NPs and magazines should give attention
to the development of the story in Ethiopia**

The head noun *attention* in the NP *attention to the development of the story in Ethiopia* is post-modified by the following Prep^P *to the development of the story in Ethiopia*. The head noun *development* in the Prep^P *to the development of the story in Ethiopia* is in turn post-modified by the Prep^P *the story in Ethiopia*. In the same way, the head noun *story* in the Prep^P *the story in Ethiopia* is post-modified by the Prep^P *in Ethiopia*. Thus, the relationship of the Prep^Ps to the headwords is one of subordination. Each one is embedded in the other.

4.2.1.2.3. Nonkernel Clauses Consisting of Nonfinite Clauses in NPs

Headlines with nonfinite clauses embedded as post-modifiers of NPs have been identified:

1. **Eritrea: blinded by nationalism accepts no responsibility for the war**
2. **Ratification without discussion makes us look ridiculous**
3. **DPPC urges NGOs to increase support for the needy**

In 1 the NP *Eritrea* is post-modified by the nonfinite clause *Blinded by Nationalism*. The clause is called *nonfinite* because the verb *blinded* is a past participle, and it is not marked for tense. Likewise, *NGOs* in 3 and *US* in 2 are noun phrases (NPs) that are post-modified by the nonfinite clauses *to increase support for the needy* and *look ridiculous* respectively. *To increase* (to + infinitive) and *look* (bare infinitive) mark the nonfinite clauses. Nonfinite clauses, with participles or infinitives are therefore possible qualifiers of NPs.

In terms of speech the above headlines mark the use of direct statement (1 and 2) and indirect statement (3). On the whole, indirect statements, usually introduced by reporting verbs like *urge*, *order*, etc take the infinitive with 'to', while the direct ones take other forms of nonfinite verbs.

To wind up the discussion under this section, it is the result of the analysis made so far that Type 1 headlines consisting of nonfinite clauses could be used to design pedagogical tools such as those partly demonstrated by Activity 7.

Activity 7 Identifying direct from indirect speech

1. From the list of headlines below, identify those which are based on the reported speech.
 - a. **Bin laden urges Muslims to kill Americans, Britons**
 - b. **Ratification without discussion makes us look ridiculous**
 - c. **Columbus convinced stars to let him take 'stepmom' voyage**
 - d. **Eritrea: blinded by nationalism accepts no responsibility for the war**
 - e. **Court orders election commission to rectify errors**
 - f. **DPPC urges NGOs to increase support for the needy**

In what respects do the headlines you have identified differ from the others on the list?

2. Now find out the direct speech forms of the headlines in the indirect speech above. For instance the direct form of COURT ORDERS OFFICE TO ASSIGN ATTORNIES can be COURT ORDERS OFFICE, 'ASSIGN ATTORNIES'.

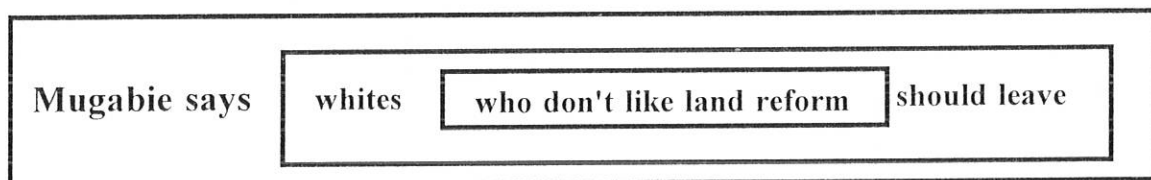
Notice also the changes that occur from direct to reported speech.

4.2.1.2.4. Nonkernel Clauses Consisting of Relative Clauses

Relative clauses, like the nonfinite clauses in Section 4.2.1.2.3., could post-modify those NPs serving as subjects and objects. Consequently, relative clauses are similar to nonfinite clauses in function.

Most relative clauses are embedded into other clauses to which they are subordinate. This nature of relative clauses in Type 1 headlines can be studied with the help of box-diagrams. The number of boxes increases as the embedding of the clauses increases.

I did not say **Eritrea was the aggressor!**



The clause **Mugabe says* is ungrammatical without its object, the reported clause *whites who don't like land reform should leave*. Between the reporting and the reported clauses comes the conjunction *that*, a function word which is less important and deleted. The reported clause, as it has been pointed out, is the object of the reporting clause; it is therefore embedded within the headline, which is a sentence. The occurrence of the NP *whites* as a subject of the reported clause allows further embedding of another relative clause *who don't like land reform*.

Some embedded relative clauses involve omission of certain function words. To see the nature of the omissions, headlines consisting of such clauses should be rewritten in full forms.

Lionel Bart, composer of 'Oliver!' dies after illness

Lionel Bart, who is the composer of 'Oliver !' dies after illness

Al-littihad says attacked again

Al-littihad says that it is attacked again.

The clauses upon which the discussions are made so far are all relative clauses serving as post-modifiers. It is investigated that there are also headlines which have relative clauses functioning as pre-modifiers. Such clauses are so compressed that they are normally formed as a result of the omission of function words to save enough spaces for writing headlines.

1. Duty-free imported vehicles stuck at customs

Vehicles that are imported duty-free are stuck at customs.

Vehicles that are duty-free imported are stuck at customs.

2. 'Hurt' Edwards says sorry

Edwards, who has been hurt, says sorry.

Edwards, who has hurt somebody, says sorry.

At times, more than one interpretation of a given headline is possible. The interpretations made could be either similar and clear (as in 1) or different and ambiguous (as in 2). It should be born in mind that ambiguity is one of the

linguistic features with which newspaper headlines attract the attention of their readers.

The rewriting of the two headlines has made it clear that post-modifiers are the basis for pre-modifiers, that is, pre-modifiers, with the help of certain syntactic devices, could be derived from relative clauses that are basically post-modifiers. The rewriting has also made it clear that the post-modifiers may be restrictive or non-restrictive relative clauses.

One may question the relevance of such syntactic analyses for English language teaching. It is therefore necessary to point out that the analyses made are valuable in two respects. First, it has been possible to give students a model of headlines and their interpretations so that they can practice rewriting headlines. Secondly, an activity could be also designed for students to practice finding out the direct speech forms of headlines in the reported speech. Discussions can also be catered if students are encouraged to talk about the changes that occur from reported back to direct speech.

Activity 8 practicing syntax and learning abbreviations

Study the headline:

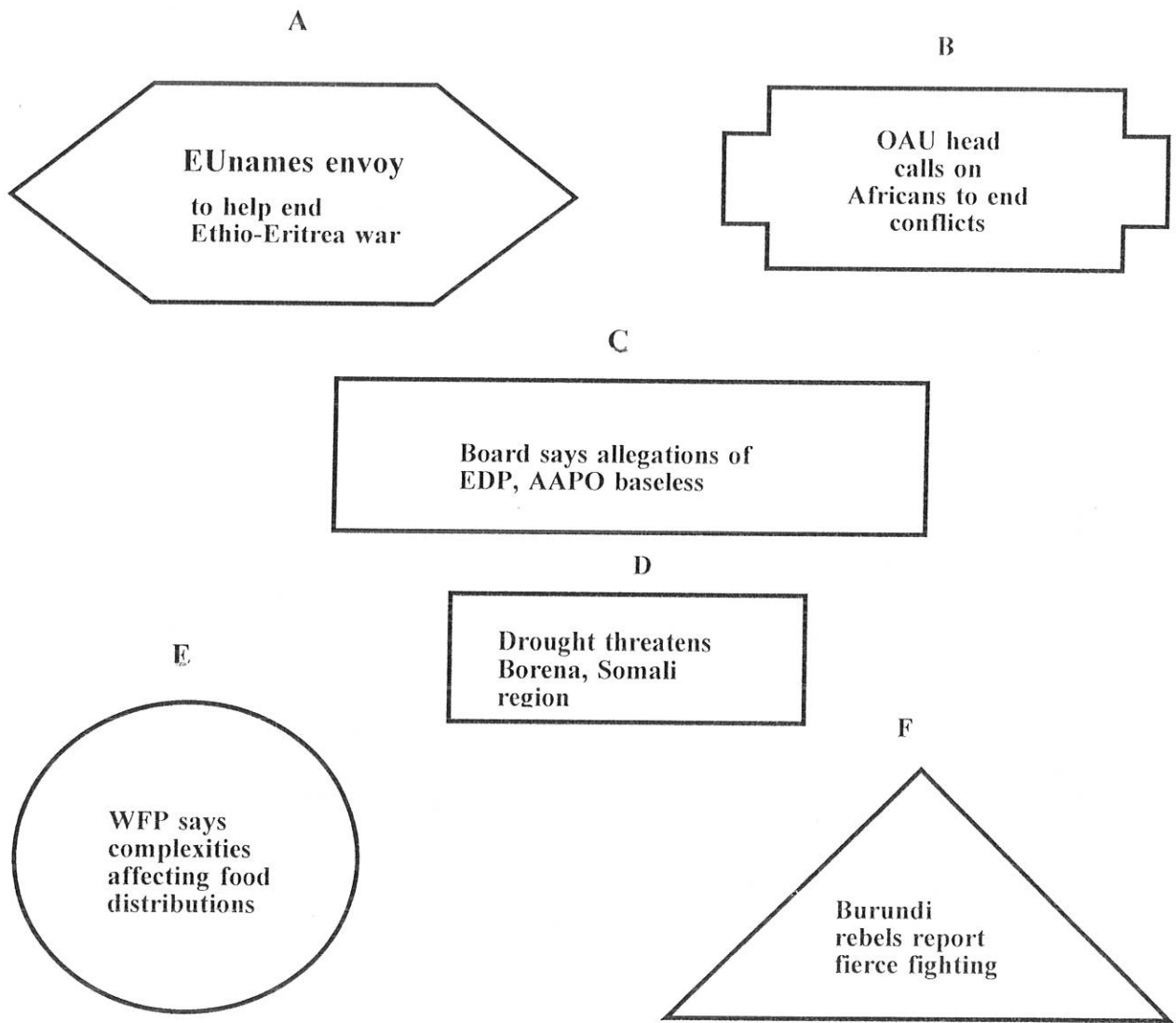
**Clinton says
Iraqistance unacceptable**

Its grammatical structure could be shown this way:

Headline: **Clinton says Iraqistance unacceptable**

Interpretation: President Bill Clinton has said that Iraqistance is unacceptable.

1. Study the following headlines and interpret each of them as in the model above. Make a list of the full meanings of the abbreviations you find. (e.g. EEC = European Economic Commission)



Is more than one interpretation possible for any of the headlines?
 Which is the most likely interpretation?
 What major differences are noticeable in terms of the use of language between
 the headlines and the corresponding interpretations you have just made?

2. From the list of headlines below, identify those three headlines written in the
 form of reported speech.
- a. **Asrat says not allowed to write 'even half a page'**
 - b. **Obasanjo Insists debt rescheduling is not solution**
 - c. **Reduced bread price causes riots**
 - d. **Lionel Bart, composer of 'Oliver!' dies after illness**
 - e. **Sydney declares 'We're ready'**
 - f. **Burundi rebels report fierce fighting**

In what regards the three headlines you have just identified differ from the rest of
 the headlines on the list?

3. The following are examples of headlines written in the form of direct speech:

**Sydney declares 'We're ready'
Zambia did not overspend for Africa Cup, Sports Minister says**

Now find out the direct speech forms of the three headlines you have identified earlier; follow any of the examples given above.

4.2.1.2.5. Nonkernel Clauses Consisting of Finite Adverbial Clauses

These are headlines consist of adverbial clauses marked by subordinating conjunctions:

**Brawl arises *as crowd attempts to burn Eritrean flag*
Wave of fighting hits Somalia *as new faction arrives*
Malawians die *as floods destroy homes***

The clauses in italics are adverbial clauses marked by a subordinating conjunction called *as*. They are all preceded by main clauses. However, adverbial clauses, like adverbs and adverb phrases, are not fixed in one position. Adverbial clauses in Type 1 headlines may in turn precede main clauses in which they are embedded. The difference in position between the two clauses is one of emphasis and focus of information, that is, the clause which comes first is thematic and more prominent. Thus, in the headlines given above the pieces of information in the main clauses are much more prominent than those in the adverbial clauses.

In the following headline the adverbial clause comes first, and it is therefore the one which is given due emphasis:

If we can't afford BMW's . . .

In this headline the main clause is not offered; so readers have to work out the result clause for themselves. See also the headline below:

British museums can't return African artifact unless . . .

In this case the missing clause which readers are required to work out is the

adverbial clause. It is to make readers more curious about the article behind the headline that such type of headlines are generally formed.

The discussions made here could be a source for parallel classroom activities. Given a headline with main clause, students can be asked to find out the remaining clause, that is, the adverbial clause. This activity is likely to be more interesting to do if students are frequently encouraged to be sensitive to the structure in the main clause and the information it conveys. In the end, students should be allowed to check their answers by reading the whole or part of the newspaper article from which the headline is obtained.

There are certain cases of headlines where, instead of subordinating conjunctions, a comma is placed between the main and the adverbial clauses.

Lay off Eric, he is as good as dad was

The subordinating conjunction for which the comma in the above headline is used can be inferred by making a comparison between the idea on either sides of the comma. Thus, the comma in this headline could mean *since* or *as* or *because*.

Lay off Eric *as* he is as good as dad was
Lay off Eric *because* he is as good as dad was
Lay off Eric *since* he is as good as dad was

Based on such syntactic analysis of the headlines certain classroom activities of paramount importance can be designed. To mention one, given such kind of numerous headlines, students can be asked to identify the subordinating conjunctions which are replaced by commas for the purpose of saving spaces. As usual, students need to be reminded that, in doing so, it is often necessary to compare the ideas on the opposite sides of the commas. This should be followed by activities that involve reading the articles or parts of the articles from which the headlines are taken; this might let students check their answers by themselves.

4.2.1.2.6. Nonkernel Clauses in the Form of Compound Sentences

These headlines consist of two clauses coordinated by coordinating conjunctions: *but* and *and*.

In most cases, these two conjunctions are replaced by punctuation marks with the intention of saving enough spaces for writing the headlines.

Army strong man wins Gambia poll, rival flees
Inter still perfect, Milan lose again
ONLF Denies killings-WFP confirms
Three-way Mideast talks cancelled; meetings resume Tuesday
Libya says sanctions hurt but it can persevere

The comma, the dash and the semicolon are used instead of the coordinating conjunction *but*. As usual the coordinating conjunction for which the punctuation marks are used is identified by making a comparison between the ideas on opposite sides of each punctuation mark.

If the subject of the coordinated clauses is the same, the second and the latter one is usually deleted.

FLOODS KILL NINE, LEAVE 1, 250 HOMELESS
COURT SENTENCES GENOCIDE DEFENDANT, ACQUITS TWO
Purge corrupt officials-but procedurally!
The real problem is in building the future, not in aging the past

It is clearly seen in the last two headlines that, in addition to subjects, other identical constituents, for instance verbs, are also deleted.

It is possible to come up with activities which help learners develop the skills to comprehend newspaper headlines by working out words deleted and coordinating conjunctions replaced by punctuation marks.

4.2.1.2.7. Nonkernel Clauses in the Form of Interrogatives

It is identified that there are certain headlines which have occurred in the form of questions. Such headlines can be roughly categorized into two major classes: *Wh*-questions and *yes/no* questions.

The *Wh*-questions ask for specific information and make use of a set of function words, all of which except *how* begin with *Wh*-. There are headlines of this class where *Wh*-words are the subjects of the clauses:

Wh-S	P
Who	should stop the cries?

There are also cases of *Wh*-questions where the first auxiliary or operator-verb is moved in front of the subject of its clause; the *Wh*-words are not the subjects of the clauses.

Wh-	op-v	S
Why	was	Tewodros unappreciated?
Wh-	op-v	S
When	did	we split from the apes?

The *yes/no* questions, on the other hand, are used when looking for a *yes/no* answer. There are certain headlines of this class which are formed by moving the first auxiliary verbs to the front of the clauses as the operator-verbs.

Can We Afford Election Pollution?
Is meteorology helping?
Was Europe 2000 the greatest tournament ever?

Headlines consisting of single VPs use the verb 'do' as a 'dummy' operator-verb:

op-v S P
Does the EPRDF head of state have the power "to confirm a death penalty?"

On the whole, headlines in the interrogative mood have the tendency to catch attention; they present topics in the form of questions, so readers have to call on the existing schemata to provide answers, which they will check by reading through the articles. Owing to this, such headlines lend themselves to certain classroom activities. To explain one, given headlines demanding *yes/no* responses, students can be asked to argue for or against topics the headlines present.

Activity 9 Arguing for or against a topic

The following headline is taken from the *Law/Crime* page of *The Reporter*-December 1, 1999:

Does the EPRDF head of state have the power "to confirm a death penalty?"

1. What is your response to the topic in the headline? Is it 'yes' or 'no'?
2. Argue for if you agree or say 'yes', and against if you disagree or say 'no'?
3. When you have finished arguing, read the article from which this headline is taken.
4. Is your argument in line with the argument in the article you have just read?

Other than the two major categories, a third category of interrogative headlines has been identified. It is the unique feature of these headlines that they do not have verbs. Some of them are listed below.

"Brightest minds" or a bazaar?

Privatizing banks- a right opinion?

Blaming the truth?

Another five years of ignorance?

A sunset for freedom of speech?

A real promise or just lip service?

It is the symbol '?' (a question mark) that indicates all the headlines are questions. Hence, one may say that these headlines function like questions, even though they have no predicators.

For ease of understanding, constructions lacking in a predicator but function like an interrogative should be interpreted into interrogatives having a predicator. Thus, those verbless headlines can be interpreted into headlines having a predicator. It should be, however, remembered that more than one interpretation of the headlines is possible.

"Brightest minds" or a bazaar?

What is more important, "brightest minds" or a bazaar?

Privatizing banks- a right opinion?

Is privatizing banks a right opinion?

Blaming the truth?

Who are they blaming, blaming the truth?

Another five years of ignorance?

Are we going to spend another five years of ignorance?

A sunset for freedom of speech?

Is it going to be a sunset for freedom of speech?

A real promise or just lip service?

Is it a real promise or just lip service?

Though most of the verbless headlines above are interpreted into questions that need *yes/no* answers, there are also certain cases of these headlines which should be interpreted in the form of *Wh*-questions.

Why researchers on languages?

Why does the institute need researchers on languages?

What about the hostility?

What about the hostility among members in the ruling party?

Health at what price?

At what price can health be protected?

Football hooliganism-What to do?

What is the World Football Federation going to do about football hooliganism?

It is the effect of the earlier analysis on the two major types of interrogative headlines (*Wh*-interrogatives and *yes/no* interrogatives) that the verbless headlines are studied in a way they can be used for classroom purposes. A careful examination of the following sample activity explains this.

Activity 10 Interpreting verbless questions

Study the headlines:

Privatizing banks- a right opinion?

Why researchers on languages?

For better understanding, they could be interpreted as follows:

Headline: **Privatizing banks- a right opinion?**

Interpretation: Is privatizing banks a right opinion?

Headline: **Why researchers on languages?**

Interpretation: Why does the institute need researchers on languages?

1. Study the following verbless interrogative headlines and interpret them as in the models above.
 - (a) **A sunset for freedom of speech?**
 - (b) **Systematic management or elimination?**
 - (c) **Based on merit or danger?**
 - (d) **What about the hostility?**
 - (e) **Capable to act or in need of help?**
 - (f) **Football hooliganism-What to do?**
2. Is more than one interpretation possible for any of the headlines? Which is the most likely interpretation?
3. Are the interpretations you have just made in harmony with points stated in the articles from which the headlines are obtained?

4.2.2. Linguistic Features of Type 2 Headlines

The headlines under Type 2 are clauses that have predicators not explicitly stated. So, these are headlines which look as if they had no predicators, but which are clearly different from what are frequently referred to as Type 3 headlines or labels. In terms of quantity, they are the least, accounting only for 11 per cent of the headlines gathered for the study.

Like Type 1, Type 2 headlines are also sensitive to a syntactic device known as *omission* or *deletion*. The following headlines are taken from *The Reporter*, and most of the function words in these headlines are omitted. As a result, they are shorter than normal sentences.

THIRD RED TERROR TRIAL OPENED NBE Governor Replaced

In order to see the words omitted, the headlines should be rewritten in the form of normal sentences:

The third trial of Red Terror is opened.

The governor of the NBE (National Bank of Ethiopia) is replaced.

The interpretations which have just been made indicate that Type 2 headlines undergo omissions of function words like articles, prepositions and the verb *be*.

Unlike Type 1 headlines, Type 2 headlines are highly known for the omission of the verb *be* from clause structures. This, of course, includes:

1. **be** as main verb

Uganda Ebola free

Uganda (is) free from Ebola.

Private press on strike

Private press (are) on strike.

2. the passive voice

Adwa Victory Day Celebrated

Adwa Victory Day (is) Celebrated.

Stolen goods returned to Diaz

Stolen goods (are) returned to Diaz.

3. The progressive aspect

Djibouti port coping well : Solome

Djibouti port (is) coping well: Solome

Tourists returning to Ethiopia

Tourists (are) returning to Ethiopia.

4. a semi-auxiliary (in **be to**, **be going** and **be about to**)

UN to monitor Horn ceasefire

UN (is to) monitor Horn ceasefire.

UN (is about to) monitor Horn ceasefire.

UN (is going to) monitor Horn ceasefire

Verbs next to *be* in 2 (the passive), 3 (the progressive) and 4 (the infinitive) are often referred in the literature as *non-finite* forms. They are not marked or inflected for tense like the finite verbs are. However, in terms of meaning, the infinitive tends to refer to something about to happen (future time), the *-ing* participle to something currently going on (present time), and the participle in the passive (*-ed/-en*) to something that has happened (past time). It should be remembered that this reference to time is in relation to the time of the utterance.

In conclusion, it is worth mentioning that there is always a need to make analysis of Type 2 headlines if the nature of the omission of the verb *be* is to be clearly

identified. The unique linguistic feature Type 2 headlines are characterized by in turn would enable one to produce teacher-made classroom materials such as those partly demonstrated by Activity 11 below:

Activity 11 Identifying omissions and the use of tenses

1. Headlines are shorter than normal sentences.

List some words which you think are omitted from these headlines. What kind of words are omitted? Why do you think they are omitted?

DPPC WORKING OUT FIVE YEARS PLAN

**Fighting resumes
near Assab, Senafe**

**American nabbed
trying to smuggle
antiquities from
Egypt**

**Sportsmen encouraged
to have sex**

**Netherlands to reduce
bilateral assistance**

**Haile named best sportsman
of the year**

Ethiopian tourism in slumber

2. Some of the following headlines refer to the past. Some refer to the future. Which one do you think refer to the past? Which refer to the future?

**Ethiopian troops claim victory
at Zala Ambessa**

**Eight colleges to become
universities**

Parties to merge

Actor Oliver Reed dies

MIDROC denies allegations

**Stolen Lalibela cross to arrive
from Belgium**

Write one sentence about the way the future tense is expressed in these headlines.
Write one sentence about the way the past tense is expressed in these headlines.

3. The following headings show a special way of expressing passive and the present tense.

Which headlines do you think are expressed passively?
Which headlines do you think are expressed in the present tense?

ETHIOPIAN AIR FORCE ENGAGED IN COMBAT

**Only 468 refugees in Addis
registered by UNHCR**

SOGEA claiming 50m Birr from ERA

**Teacher arrested for allegedly
leaking exam questions**

**Cuba testing anti-AIDS
vaccines on humans**

Write one sentence about the way passives and the present tense are expressed in the headlines.

4.2.3. Linguistic Features of Type 3 Headlines

Next to Type 1 headlines, the headlines under this category dominate the data gathered for the current study. They almost account for 37 per cent of the entire headlines. They are phrases with a head noun, and are usually known as 'labels'.

The following are the most important linguistic features that Type 3 headlines are characterized by:

1. There is an over use of functional words (articles, prepositions and conjunctions). The frequent use of functional words in most Type 3 headlines can be learned from the examples below.

NATIONALISED HOUSES FOR SALE

CLOSE WATCH ON NGOs

TRAINING FOR CABLES

DELEGATION IN ROME

The Horn at Cross-roads

The muse of Music

The constraint in writing and publishing

Homecoming of a legendary daughter

2. On the contrary, there are certain cases of Type 3 headlines that do not make use of functional words

AUSPICIOUS TRENDS

FRAYED NERVES

WIDER MARKETS

REDRESSING PAST BLUNDERS

INCOMPLETE POPULATION CENSUS

Unfulfilled commitments

One woman's agony

Worldwide alliance agreements

Water resources management

These headlines, like certain headlines under Type 1 and Type 2, do not have functional words. However, due to the normal pattern of word arrangements they exhibit, the absence of functional words in these headlines does not as such cause ambiguity. All the head nouns in these headlines, except one, are pre-modified by:

- (a) adjectives as in **AUSPICIOUS TRENDS, WIDER MARKETS and INCOMPLETE POPULATION CENSUS,**
- (b) Participles as in **FRAYED NERVES** and **unfulfilled commitments**
- (c) a possessive phrase as in **One woman's agony,** and
- (d) noun phrases as in **Worldwide alliance agreements** and **water resources management.**

The exception cited is **REDRESSING PAST BLUNDERS** where the headword **REDRESSING** is post-modified by **PAST BLUNDERS**, which is a noun phrase.

3. Head nouns of Type 3 headlines characterized by the use of functional words are pre-modified, or post-modified or pre- and post-modified by a word or string of words serving as modifiers. The modifiers are those written in italics.

A Senseless Ritual

The neglected Ethiopian girls

Hope for exporters

Importance of scientific evidence in courts

Couching job for Klinsmann

One man's race against AIDS

The rest of Type 3 headlines that are not presented here show that post-modification of such head nouns is much more common than pre-modification.

Syntactically, when compared with Type 1 and Type 2 headlines, the headlines under Type 3 indicate the use of normal language patterns; this makes them more like titles of chapters of books in terms of difficulty, that is, they might not be as difficult as Type 1 and Type 2 headlines to comprehend. However, because of this, they may be less suitable for designing challenging and stimulating classroom activities for an advanced group of learners. It is therefore most recommended to use them in combination with Type 1 and Type 2 headlines. Thus, it is the effect of such recommendation that Activity 12 could be designed for summarizing the entire practice on major syntactic features of Type 1, Type 2 and Type 3 headlines.

Activity 12 Summarizing major syntactic features

Study the headlines given below. Syntactically, they could be classified into three groups. There should be three headlines under each group.

Ethiopia's TB cases highest in Africa
World Bank advisor loses job
The untold story of Abdissa Aga
Shearer to quit after Euro 2000
Ethiopian Victory Day
Meles receives Sudanese delegation
Tourists returning to Ethiopia
Lemma Gutema Dies
Fighting rape through attitude change

What common syntactic features have you considered in grouping the headlines?
Can you write one sentence that describes the headlines under each group?

4.3. Analysis of Nonlinguistic Features of Headlines

The nonlinguistic features that are found to be operating in the headlines gathered include punctuation marks (comma, colon, quotation marks, dash and hyphen), capitalization and abbreviation.

4.3.1. Punctuation marks

A. Comma (,)

One of the most frequent punctuation marks in the headlines is the comma. It is used to separate:

1. items in a series

Sex, lies and impeachment

Libya, Egypt and Yemen prepare to send forces to Somalia

2. adverbial clauses or phrases and main clauses

With Hussein laid to rest, Abdullah begins new era
one year later, Diana's life and death remembered

3. dependent clauses that interrupt sentences

Lionel Bart, Composer of 'Oliver!' dies after illness

4. question tags or other similar words from the rest of the sentence

We did bend, didn't we?

'Thank you, EELPA'

Think Twice, Reporter

5. someone's exact words

Zambia Did Not Overspend For Africa Cup, Sports Minister Says

I am gay, says singer Sinéad

More than what has been stated, the comma is almost always used to show:

6. Omission of function words such as conjunctions (and/but/as), the verb be (is/are), etc from clause structure.

Euro Flounders, Euro Bourses Nose Higher (and)

Inter still perfect, Milan lose again (but)

Lay off Eric, he's as good as dad was (as)

"Health, unattainable" (is)

Super Eagles, Flying High (are)

The use of comma in (6) is not treated in depth in most conventional textbooks. So, an exercise that demands students to identify the type of purpose the comma is used for could be worth designing.

B. Colon (:)

The other common type of punctuation mark identified is the colon. It separates:

1. the quotation from its source

'No difference with Tefera': Meles

Oil induced inflation expected: Economist

2. two ideas having a cause and effect kind of relation

The silence of 'The Lion': the end of the dynasty too
Superficial stability emasculated: refugees expected

3. titles from sub-titles

Somalia: Red Cross/Red Crescents Staff Kidnapped in Mogadishu
The Internet in Ethiopia: "Info-Controls Harm Economic Development"

In addition to what has been discussed, the colon indicates that what follows is

4. an example, explanation, or summary of what has just been said.

A New Vision for Africa: The Promotion of Higher Education
Guarantee: The Analogue of Luxury
Libraries: Victims of Selfishness

C. Quotation marks (' ')/ (" ")

The analysis made indicates that quotation marks are almost regularly used to:

1. enclose words and punctuation marks in direct speech

Sydney declares 'We are ready!'
'No benefit in knowing baby's sex'

2. draw attention to a term that is unusual in the context

"Crisis" better than "Stability"
Advocating the death of "death" penalty

3. enclose the titles of articles, short poems, radio and television programmes, etc.

'Titanic' Earns \$60 M in N. America
Lionel Bart, composer of 'Oliver!'

There is the use of both single and double quotation marks nearly throughout the headlines gathered. To make matters worse, one is used in the same way the other

is used. As a result, to avoid such indiscriminately used quotation marks, the British style (the use of single quotation marks) is attended in designing the sample activities in this study.

D. Dash (—)

The dash is identified to serve the following purposes:

1. It is used to emphasise what some one has exactly said

"Sport is poverty" — Haile Gebressilassie
Sudan, Libya provoke civil strife — Somali Warlord

2. Like the colon, it separates two clauses

EU urges peace between Ethiopia and Eritrea — Japan to send envoy
OAU "welcomes" Eritrea's acceptance — Salim says framework is still sound

3. It separates a summary or conclusion of what has gone before

The most feared exam — ESLCE
THE NOSTALGIA FOR "GREATOR SERBIA"— MILOSOVICH'S DISASTROUS
ADVENTURE

E. Hyphen (-)

The hyphen is used to form a compound from:

1. two other words

US seeks money - laundering suspects
Kenyans lack clean water - report

2. a prefix and a word

Bargaining over the non - bargainable

Re-visualizing quality

3. two or more proper names

Spotlight on Ugandan- Sudanese relations

EU announces new strategy for Addis-Modjo-Awassa road

Activity 13 On punctuation marks

1. In which of the headlines given are punctuation marks used to show:

a. persons exact words are being used?

b. omission of function words such as and/but, be (is/are), etc?

I am gay, says singer Sinead

'No difference with Tefera': Meles

Euro Flounders, Euro Bourses Nose Higher

'Health, unattainable'

Lay off Eric, he is as good as dad was

Inter still perfect, Milan lose again

Super Eagles, Flying high

Sudan, Libya provoke civil strife-Somali Warlord

Activity 14 On punctuation marks

1. Can you identify the purposes for which quotation marks are used in the following headlines?
 - a. **A 'Crisis' better than 'Stability'**
 - b. **'Sport is poverty' — Haile Gebressillassie**
 - c. **Lionel Bart, Composer of <Oliver!> dies after illness**
 - d. **Ethio-Eritrea war, a conflict 'within a family': Peres**
 - e. **'There was no negotiation with technicians'**
 - f. **'Titanic' Earns \$60 M in N. America**
2. A hyphenated compound word is usually formed when a hyphen is placed between:
 - (i) two other words
 - (ii) a prefix and a word
 - (iii) two or more proper names

Use a hyphen (-) and correct the compound words in the following headlines. Follow the guidelines given above.

- a. **Spotlight on Ugandan Sudanese relations**
- b. **ANTI CORRUPTION MEASURE**
- c. **Language Literature association to be formed**
- d. **EU announces new strategy for Addis Modjo Awassa road**
- e. **Country credit ratings from Sub Saharan Africa**
- f. **Director General calls for the establishment of universal ground rules**

4.3.2. Capitalization

There is a very frequent use of capitalization among the headlines of *The Reporter*. This is caused by a variety of factors. The major ones are:

1. In the headlines of *The Reporter*, abbreviations that should be written in capitals are very frequent.

Eritrea expels UNHCR
AIDS kills 400,000 Ugandans

2. In writing headlines, there may be a need to give more emphasis to one part of the headline than to the other.

BGI knock out Cup

Open letter to CATHY JENKINS and ALEX LAST

3. There may also be a need to give more emphasis to one headline than to the other. When it is so, the first letters of the words of a given headline, including the function words, are written in capital. The other way of doing so is to write the entire words of the headline in capital letters.

Jackson Stresses Need For Free And Fair Elections In Kenya

THIRD RED TERROR TRIAL OPENED

4. The first words of headlines in *The Reporter* begin with a capital letter. So, capitalization is a regular non-linguistic feature.

Suspects of bomb attack arrested

Mother disappears with wrong baby

4.3.3. Abbreviations

The last but not the least nonlinguistic features of the headlines in *The Reporter* are abbreviations. Using abbreviations would enable one to save enough spaces to write headlines. Consequently, beside the punctuation marks discussed earlier, abbreviations have been another space-saving techniques used in writing the headlines of *The Reporter*.

All the abbreviations identified are not formed in the same way. There are abbreviations ending with letters of the words being abbreviated.

Development	Devt.
Mister	Mr.
MISTER	MR.
Government	Govt.

The final letters of the abbreviations are the same as the last letters of the words being abbreviated. As long as there is this similarity between the words and the abbreviations, the use of a period (.) at the end of the abbreviations is not most recommended.

There are also abbreviations formed with initials of some words of the headline.

The Organization of African Unity	OAU
The United States	US

These kinds of abbreviations account for great majority of the abbreviations found in the headlines of *The Reporter*. Go through the following headlines.

BIG FILM FESTIVAL IN U.S. INCLUDES AFRICAN FILMS
The Temporary Security Zone (TSZ) . . .
UNMEE's Yellow Card to Ethiopia and Eritrea . . .
CARE official killed in Somali
GTZ celebrates its Silver Jubilee in Ethiopia
Issayas appeals to UN—wants "expedited demarcation"
EHESCO denounces 1998 students' placement
BGI knock out Cup
"Feeding on Cattle is a solution" — DPPC
US seeks money-laundering suspects
Ethiopia's TB cases highest in Africa
EAL resumes Khartoum Flight
SPLF Denies Involvement in Islamic Group
Sudan: Relief plane may have spied prior to U.S. strike
U.N. conducts Zaire refugee census
SDUP appeals to Federation Council

The abbreviations used are names of countries or places, organizations (governmental and non-government), diseases, political parties known nationally and/or internationally. It seems common that most of them are written without a period between the initials. Nevertheless, a period is used when the entire headline is in capital letters. Compare the following:

US seeks money- laundering suspects
BIG FILM FESTIVAL IN U.S. INCLUDES AFRICAN FILMS

The period is intended to avoid confusion by separating the abbreviation from the rest of the words written in capital letters. On the contrary, the use of periods in the following pairs of headlines seems to lack adequate justification.

U.N. conducts Zaire refugee census
UN 'Outrage' at Angola

TLC pop star 'missing' in US
Quiet contacts under way between Sudan, U.S.

On the whole, effectiveness of reading and understanding abbreviations can be upgraded if parts of a given language activity is devoted to asking students, for instance, to make a list of the full meanings of the abbreviations they find.

Activity 15 On capitalization

Headlines in *The Reporter* are characterized by frequent use of capitalization. The reason could be one or more of the following factors:

- i) To give more emphasis to one part of the headline than to the other.
- ii) To give more emphasis to one headline than to the other
- iii) To show that the word is abbreviation
- iv) To show that it is the letter the headline begins with

1. Identify one or a combination of reasons why capitalization is used in the following headlines:

- a. **Uganda rebel official resigns**
- b. **COURT TO HEAR ADDITIONAL TESTIMONIES AGAINST TAMRAT, ACCOMPLICES**
- c. **Open letter to CATHY JENKINS and ALEX LAST**
- d. **Jomo Sono May Stay On As Bafana Bafana Coach**
- e. **Parties to merge tomorrow**
- f. **PRESIDENT NEGASSO, MR. ANNAN INAUGURATE UN CONFERENCE CENTER**
- g. **BGI knock out Cup**
- h. **Playing it COOL**
- i. **MIDROC denies allegations**
- j. **Aftermath of Nigerian's Costly Violence**

2. Which one of the four factors or reasons applies to all the headlines?

Activity 16 On abbreviations

1. Go through the following list of headlines:

BIG FILM FESTIVAL IN U.S. INCLUDES AFRICAN FILMS
UNMEE's yellow card to Ethiopia and Eritrea— on the eve of the opening
CARE official killed in Somali
GTZ celebrates its Silver Jubilee in Ethiopia
Issayas appeals to UN— wants 'expedited demarcation'
HERCO denounces 1998 students' placement
BGI knock out Cup
'Feeding on Cattle is a solution'— DPPC
US seeks money-laundering suspects
Ethiopia's TB cases highest in Africa
EAL resumes Khartoum flight
SPLF Denies Involvement in Islamic Group
Sudan: Relief plane may have spied prior to U.S. strike
U.N. Conducts Zair refugee census
SDUP appeals to Federation Council

2. Make a list of the full meanings of the abbreviations you have found (e.g. US = United States)
3. Compare the following pair of headlines:

BIG FILM FESTIVAL IN U.S. INCLUDE AFRICAN FILMS
US seeks money-laundering suspects

What is the use of the periods in the abbreviation *U.S.* in the first headline?

4. Which of the abbreviations in the above headlines are names of
 - (a) political parties
 - (b) humanitarian organizations
 - (c) business organizations
 - (d) places/countries

CHAPTER FIVE

Summaries and Recommendations

It might be tiresome and quite unusual to make thorough descriptions of a given variety of language if the purposes for which the descriptions made are not clearly stated. Setting purposes before hand might enable one to follow or adapt a model of analysis that ensures 'best' descriptions. It is also the purposes that would later help one to find ways in which the descriptions made could be properly exploited. It is in this spirit that the purpose of the current research has been set.

The present study has been aimed at addressing the significance of analysing newspaper headlines for ELT in Ethiopia. More specifically, the study has attempted to identify the linguistic (syntactic) as well as nonlinguistic features of headlines in *The Reporter* in such a way that the features identified serve the purpose of designing classroom activities for students in the *Ethiopian Mass Media Training Institute*.

Towards this end, headlines were gathered out of the fifty-four sample newspapers of *The Reporter*. A table having separate columns was used for listing down the headlines under their respective components and classifying them into three major syntactic categories, i.e. Type 1, Type 2 and Type 3.

5.1. Summaries

The headlines gathered for the study have been analysed at three different but closely related stages. From the analyses made it has been possible to arrive at the following summaries of the findings of the research.

5.1.1. The first stage of the entire analyses has been concerned with the analysis of components from which the headlines are gathered. At this stage, *The Reporter* has been identified to have components which could be described in terms of a frequency occurrence, from the most to the least frequent group: Group I (Front Page, Feature/Commentary, Editorial, Arts/ Culture, Economy/ Business/ Finance, Politics, Society, Law/Crime and Sports Reporter), Group II (Opinion, Home News, Pleasure and Pain, Entertainment, World News, and The Horn), and Group III (Science and Technology, Get It of Your Chest, Diary of the Year, African News, The Spectator, Health and Page XIII).

5.1.1.1. The nature of topics treated in each of the components identified varies. Activities that are based on headlines taken from those components are less likely to be dull. It is the effect of this analysis that Activity 1 and Activity 2 have been designed with the intention of making students practice reading by matching headlines with paragraphs/components from which they are taken.

5.1.1.2. Some of the components identified consist of headlines accompanied by pictures that help readers understand what the articles are all about. It is the extension of such analysis that activities which involve matching headlines with

pictures (Activity 3 and Activity 4) could be designed for teaching meaning. It is the added value of these activities that discussions can be injected into by encouraging students to give explanations about the pictures and the headlines in pairs.

5.1.1.3. It is often stated that headlines are sources of information for busy readers who cannot spend time to read the body of the articles. Activities which comprise headlines taken from the various components of *The Reporter* (Activity 5, for instance) are believed to offer students a chance to learn to decipher headlines without access to the accompanying articles.

5.1.2.4. It has also been investigated that some of the components identified (Entertainment, Sports Reporter and World News, for example) present news about the target speakers. Headlines taken out of these components are most likely to facilitate learning by acquainting learners with the target culture. However, for students in an EFL context, exclusive use of these headlines might cause difficulty; hence it is suggested that such headlines be used in combination with headlines taken from components devoted to presenting topics familiar to learners background.

5.1.2. The second stage of the entire analyses has been aimed at identifying the syntactic features of the headlines. It is at this stage that the linguistic framework chosen has been used to make syntactic analysis of the headlines.

Syntactically, the headlines for carrying out the study could be classified into

three basic categories: Type 1, Type 2 and Type 3.

5.1.2.1. Type 1 headlines have a predicator VP; they are much more frequent than the other two categories.

On the whole, Type 1 headlines have been identified to have the following major syntactic features.

a. Though there are few exceptions, the present tense is always used for events that happened in the near past. Activity 11 has been designed to make students familiar with the permanent use of the present tense among Type 1 headlines of *The Reporter*. Because this use of the present tense is not given due emphasis in most conventional textbooks in our context, such an activity is intended to fill in the gap.

b. Most Type 1 headlines are characterized by the use of a syntactic device known as *omission* or *deletion*. There is a great deal of these headlines from which certain function words (articles, conjunctions, etc) and embedded structures (mostly relative clauses) are frequently omitted. As a result, some of these headlines look ambiguous while others seem difficult to understand.

The unique and difficult nature of Type 1 headlines have been studied by rewriting them into sentences having complete syntactic patterns. Thus, it is the contribution of such study that activities which require students to rewrite headlines into normal sentence patterns could be designed (See Activity 10 and Activity 11).

c. A further syntactic analysis made has proved that the majority of Type 1 headlines (about 70 per cent) are Kernel clauses while the rest of these headlines are nonkernel clauses. It is intended that this might help one decide as to what proportion of the two types of clauses should be maintained when designing classroom activities.

d. The majority of kernel clauses (about 60 per cent) in turn have predicators followed by an object (O) while in the rest of the cases predictors may or may not be followed by the other types of complement, i.e, adverbial complement (Ca) and intensive complement (Ci). Thus it has been possible to make summaries of the nature of constituents in kernel clauses of Type 1 headlines as SP, SPO, SPCi, SPCa, SPOCa and SPOCi, where Subject (S) and Predicate (P) are common to all of the headlines. To each of the constituents identified one or more peripheral adverbials (A) may be optionally added.

The analysis stated above has been the basis for activities that help check if students are able to confidently identify the constituents of kernel clauses in Type 1 headlines. Moreover, it has also been possible to come up with activities that demand students to arrange disorganised headlines into their proper word order (See Activity 6).

e. Type 1 headlines with nonkernel clauses, in contrast, include headlines having predicators in phase (headlines that have lexical verbs following each other), clauses embedded in NP/Prep^P and nonfinite clauses in NPs.

In terms of speech, headlines having predicators in phase and nonfinite clauses

in NPs have been identified to mark the use of direct and indirect speech. It is the result of this analysis that Activity 6 has been designed to let students identify headlines in the direct speech from those in the indirect speech.

f. It has also been investigated that there are nonkernel Type 1 headlines having relative clauses (restrictive and nonrestrictive), finite adverbial clauses, clauses in the form of compound sentences and clauses in the interrogative mood.

Headlines having relative clauses in combination with other nonkernel clauses have been the basis for Activity 8, which allows students to practice rewriting headlines and finding the direct speech forms of headlines in the reported speech.

There have occurred nonkernel Type 1 headlines with or without main or adverbial clauses. Given such kind of headlines, students can be asked to construct meaning by working out the remaining clauses for themselves.

There have also appeared headlines consisting of two clauses (one main and one subordinate) where, instead of subordinating conjunctions, a comma is placed between the main and the adverbial clauses. Given such kind of headlines, students can be asked to identify the subordinating conjunctions for which the commas are used by comparing the ideas on opposite sides of the comma.

Headlines identified to have compound sentences are headlines where, instead of coordinating conjunctions, commas, dashes and semicolons are usually used to separate two main clauses. Thus, if students are given such headlines, they can be made to practice identifying coordinating conjunctions for which punctuation marks are used by comparing the ideas on either sides of the punctuation marks.

Headlines that have occurred in the interrogative mood take the form of Wh- and yes/no questions. Such headlines lend themselves to certain classroom activities. Headlines demanding yes/no responses, for example, have been used to engage students in a kind of debate where they are required to argue for or against topics the headlines in question present (Activity 9 is the result of this explanation.)

Syntactically, a third type of interrogative headlines have been found out. These are interrogative headlines without predicators. It is the symbol "?" (a question mark) that indicates they are questions. The analysis made on the first two types of interrogative headlines has been used as a frame of reference to rewrite the verbless interrogative headlines into headlines having predicators. (Activity 10 is an account of what has been done in this regard.)

5.1.2.2. Type 2 headlines are clauses that have the verb *be* as predicator. However, in most cases the verb *be* is not explicitly stated, i.e., it is almost always omitted from clause structures. These include *be* as main verb, the passive voice, the progressive aspect and a semi-auxiliary.

The verbs next to the omitted *be* in the passive (-ed/-en) refer to something that has happened (e.g. Adwa Victory Celebrated) while those next to *be* in the progressive (-ing) to something currently going on (e.g. Tourists returning to Ethiopia). The verbs next to the omitted *be* in the infinitive, on the other hand, refer to something about to happen (e.g. UN to monitor Horn ceasefire).

In the end, it has been understood that there is always a need to make analysis of Type 2 headlines if the nature of the omission of the verb *be* is to be clearly identified, and that this would in turn enable one to produce teacher-made classroom materials such as those partly demonstrated by Activity 11.

5.1.2.3. Type 3 headlines are headlines that are phrases with a head noun, and are usually known as 'labels'.

It has been learnt that there is an over use of functional words among Type 3 headlines. On the contrary, there are also certain cases of these headlines that do not make use of functional words. Due to the normal pattern of word arrangements they exhibit, the absence of functional words does not seem to cause ambiguity, and nor do they look difficult to understand. As a result, they might be less suitable for designing challenging and stimulating classroom activities for an advanced group of learners. It is therefore most recommended that they should be used in combination with Type 1 and Type 2 headlines. Thus, it is the effect of such recommendation that Activity 12 have been designed so that the entire study on major syntactic features of the headlines obtained could be revised.

5.1.3. The third and the last stage in the analyses of the entire headlines has been concerned with the analysis of the nonlinguistic features. These include punctuation marks, capitalization and abbreviations.

5.1.3.1. The punctuation marks found to be operating in the headlines include comma, colon, quotation marks, dash and hyphen.

a. One of the most frequent punctuation marks used, the comma, separates items in a series, adverbial clauses or phrases, dependent clauses that interrupt sentences, question tags or other similar words and someone's exact words. Above all, the comma has been mostly used to show the omission of function words from clause structures.

b. The colon is the second most commonly used punctuation mark. It separates the quotation from its source, two ideas having a cause-and-effect kind of relationship, titles from sub-titles, and what has just been said from its examples, summaries or explanations.

c. The quotation marks (both single and double) have been used in most headlines to enclose words and punctuation marks in direct speech, to draw attention to a term that is unusual in the context, and to enclose the titles of films, television programmes, music, drama, etc.

d. The dash is the other punctuation mark investigated. It has been employed to emphasise what one has exactly said, to join two clauses, and to separate a summary or conclusion of what has gone before.

e. Basically, the hyphen is used to form a compound from two other words

(Kenyans lack *clean-water* report), a prefix and a word (*Re-visualising* quality), and two or more proper names (Spotlight on *Ugandan-Sudanese* relations).

The summaries made on punctuation marks have revealed the fact that, in most cases, headlines in *The Reporter* make use of different punctuation marks for similar purposes. It is to make students practice the different uses of punctuation marks that Activity 13 and Activity 14 have been designed.

5.1.3.2. It has been identified that there are no headlines that do not begin with a capital letter. The other investigation is that there are plenty of abbreviations written in capitals. Moreover, capitalization has also been used to give more emphasis to one or to one part of headline than to the other or to the other part of headline. It is therefore the analysis made at this stage that has enabled the writer to produce Activity 15, in which students try to identify one or a combination of reasons why capitalization is used in the headlines given.

5.1.3.3. Like some of the punctuation marks summarised earlier, abbreviations have also been another space-saving techniques used in writing headlines of *The Reporter*. There are abbreviations ending with last letters of the words being abbreviated. However, the great majority of the abbreviations obtained are abbreviations formed with initials of the lexical words being abbreviated. It has been found out that the latter group of abbreviations are names of countries or places, organizations (government and non-government), diseases and political parties. Periods are used to separate the initials of the words abbreviated when the entire headline is in capital letters. Thus, it is to bring to light these features of abbreviations that Activity 16 has been designed.

5.2. Recommendations

The sample activities based on the analyses of the newspaper headlines are intended for students in the Ethiopian Mass Media Training Institute. Conducted primarily as a descriptive study, this research did not attempt to experiment or try out the sample activities on the students for whom they are designed. Nor did it try to offer hard and fast prescriptions as to what particular direction should be followed in analysing, designing and using newspaper headlines for English language teaching. However, based on the analyses at various stages it is believed that some more speculative suggestions could be generated for teachers, textbook writers and teacher trainers. It is in this context that the following recommendations are made.

5.2.1. It has been investigated that there are linguistic and nonlinguistic features that mainly characterize newspaper headlines. There are also features common to headlines and other varieties of language. If the overall plan is to acquaint learners with the language of headlines, features that seem specific to newspaper headlines are likely to be given due emphasis when designing classroom activities.

5.2.2. While analysing headlines it is good to notice inappropriate use of language on the part of persons who write the headlines.

5.2.2.1. It has been investigated that there is an inconsistent use of both double (the American style) and single (the British style) quotation marks

among headlines of *The Reporter*. Teachers and textbook writers are advised to stick to one style when designing classroom activities. Doing so helps them to establish some norm and saves them from creating confusions by offering conflicting models.

5.2.2.2. Though it is rare, errors related to grammar have been identified. A comparison between the following headlines makes this point clear.

Sudan president declares local state of emergency
Ugandan president vows to fight corruption

The point is that the lexical word ***Sudan*** is used in the pattern where the word ***Sudanese*** should be used.

Errors related to subject and verb agreement have been also identified.

Pilot of crashed ET 961 witness in previous hijacking case
Doubts beneath Nani Building vanishes

The advantage of identifying errors such as these could be two-fold. First, it would enable one to come up with classroom activities that demand students to practice grammar. For instance, given a number of headlines (grammatical and ungrammatical), students can be asked to identify those which are ungrammatical and write them into correct forms. Secondly, errors identified could up-grade the quality of the use of language in newspaper headlines. As stated in Pemagbi (1995), such errors might be addressed to persons working in the media by English language teachers through their associations. Failure to do so is like failure to realize the point that what teachers perform in English

classrooms can be affected by what students read outside the school environment.

5.2.3. The fact that there are no similar research findings on pedagogical uses of local English newspapers in the Ethiopian context may be linked to various factors, one of these being lack of commitment on the part of teacher education courses to adequately address the issue at stake. So, such courses need to be designed in such a way that they could acquaint trainees with various description models, linguistic models and other models for studying features related to culture, stylistics, etc. It is when this is so that research will flourish on how to use local English newspapers and other 'authentic' materials available in and outside the school environment.

Finally, It is worth stating that there remains much to be done in this area. Consequently, this research may be considered as an initial probe into the use of newspaper headlines for English language teaching. Further investigations are warranted in the same area.

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APPENDIX 2: Type 1 Headlines with Kernel Clauses

No	THE HEADLINES	DATE PUBLISHED
1	Flood catastrophe contained the coffee front	11-9-96
2	Nile floods boon for dam	2-10-96
3	Floods kill 100 in Sudan	2-10-96
4	Abel Anthon wins Berlin Marathon	2-10-96
5	Youth team suffer heavy defeat	2-10-96
6	Jazz makes friends for everybody	2-10-96
7	Mother disappears with wrong baby	6-11-96
8	Tamirat case gets murkier	6-11-96
9	Court sentences municipality officials	1-1-97
10	Mahdi pays short visit to Addis	1-1-97
11	Gete Wami wins in Durham	1-1-97
12	Nigeria enters 8 in Africa squad	1-1-97
13	World population growth could stabilize by 2025	1-1-97
14	Former bank governor calls for change	4-6-97
15	Egypt aims blow at militants by mass trials	6-8-97
16	Bank blasts rock Addis Ababa	10-9-97
17	Bomb kills a Ten-years-old	1-10-97
18	Al-Ittihad trial begins	10-12-97
19	Questions remain open in connection with Tamrat's dismissal	3-6-98
20	Faction leaders accuse Ethiopia of meddling	5-8-98
21	Ferguson targets Kulivert	5-8-98
22	Clinton flies into Russian turmoil	3-9-98
23	Gold Price Sinks Low	5-8-98
24	Rappers move into the movies	3-9-98
25	Age controversy continues	7-10-98
26	Sudan protests to UN against Uganda, Eritrea	7-10-98
27	Listening is important	7-4-99
28	Shushan wins National Costume Award (Picture/caption)	7-7-99-
29	Coffee beats tea on heart disease	4-8-99
30	German parliamentarian calls Eritrea an aggressor	8-9-99
31	Revenelli likely will be on the bench	5-1-2000
32	Tyson cleans up his act in four minutes (picture)	5-1-2000
33	Climate change 'threatens Arctic birds'	5-4-2000
34	Fighting resumes near Assab, Senafe (picture)	7-6-2000
35	Brad and Jennifer tie the knot (picture)	2-8-2000
36	Smoking addiction 'sets in early'	13-9-2000
37	Horn peace talks fail	1-11-2000
38	India claims world crown (picture/caption)	6-12-2000
39	Mozambique floods set to worsen (picture/caption)	28-2-2001

APPENDIX 3: Type 1 Headlines with Nonkernel Clauses

No	THE HEADLINES	DATE PUBLISHED
1	Reduced bread price causes riots	11-9-96
2	Al-littihad says attacked again	2-10-96
3	Burundi rebels report fierce fighting	4-12-96
4	Who should stop the cries?	4-12-96
5	OAU head calls on Africans to end conflicts	1-1-97
6	Libya says sanctions hurt but it can persevere	5-3-97
7	NPs and magazines should give attention to the development of the story in Ethiopia	5-3-97
8	Lay off Eric, he is as good as dad was	4-6-97
9	Region 14 fails to leads its buildings	2-7-97
10	Can we Afford Election Pollution?	6-8-97
11	Drought threatens Borena, Somali Region	10-9-97
12	Meles denies meddling in Sudan's affairs	10-9-97
13	Inter still perfect, Milan lose again	1-10-97
14	Purge corrupt official-but procedurally!	1-10-97
15	FLOOD KILL NINE, LEAVE 1, 250 HOMELESS	5-11-97
16	ONLF Denies killings - WFP confirms	5-11-97
17	Zambia did not overspend for Africa Cup, Sports Minister says	11-3-98
18	British museums can't return African artifacts unless . . .	22-4-98
19	If we can't afford BMWs . . .	6-5-98
20	Asrat says not allowed to write 'even half a page'	3-6-98
21	Court orders election commission to rectify errors	5-8-98
22	I did not say Eritrea was the aggressor!	8-9-98
23	Clinton says Iraqi stance unacceptable	4-11-98
24	Columbus convinced stars to let him take 'stepmorn' voyage	30-12-98
25	Bin laden urges Muslims to kill Americans, Britons	30-12-98
26	Is meteorology helping?	30-12-98
27	Brawl arises as crowd attempts to burn Eritrean flag	10-2-99
28	Lionel Bart, Composer of 'Oliver!' dies after illness	7-4-99
29	The real problem is in building the future, not in aging the past	7-4-99
30	Wave of fighting hits Somalia as new faction arrives	5-5-99

No	THE HEADLINES	DATE PUBLISHED
31	When did we split from the apes?	5-5-99
32	Obasanjo Insists debt rescheduling is not solution	3-11-99
33	Does the GPRDF head of state have the power "to confirm a death penalty?"	1-12-99
34	Duty-free imported vehicles stock at customs	5-1-2000
35	EU names envoy to held end Ethio-Eritrea war	5-1-2000
36	Three-way Mideast talks cancelled; meetings resume Tuesday	5-1-2000
37	DPPC urges NGOs to increase support for the needy	1-3-2000
38	Posh denies snubbing Ferguson	1-3-2000
39	Hollywood props to raise cash for AIDS	1-3-2000
40	Board says allegations of EDP, AAPO baseless	1-3-2000
41	Malawians die as floods destroy homes	1-3-2000
42	COURT SENTENCES GENOCIDE DEFENDANT, AQUITS TWO	5-4-2000
43	WFP says complexities affecting food distributions	3-5-2000
44	Was Europe 2000- the greatest tournament ever?	5-7-2000
45	Sydney declares 'We're ready'	13-9-2000
46	'Hurt' Edwards says sorry	13-9-2000
47	Eritrea-blinded by nationalism accepts no responsibility for the war	4-10-2000
48	Mugabe says whites who do not like land reform should leave!	6-12-2000
49	Ratification without discussion makes us look ridiculous	7-3-2001
	VERBLESS HEADLINES (EXCEPTIONS TO TYPE 1 NONKERNEL CLAUSES)	
50	Capable to act or in need of help?	2-4-97
51	Why researchers on languages?	7-5-97
52	Another five years of ignorance?	22-4-98
53	What about the hostility?	6-5-98
54	Health at what price?	7-10-98
55	Blaming the truth?	4-11-98
56	Based on merit or danger?	30-12-98
57	A real promise or just lip service?	1-1-99
58	Systematic management or elimination?	7-4-99
59	Privatizing banks- a right opinion?	2-6-99
60	A sunset for freedom of speech?	8-9-99
61	"Brightest minds" or a bazar?	3-11-99

APPENDIX 4: Type 2 Headlines

No	THE HEADLINES	DATE PUBLISHED
1	Contraband good seized	2-2-96
2	Cuba testing anti-AIDS vaccines on humans	1-1-97
3	Ethiopia goods in short supply	5-2-97
4	THE RED TERROR TRIAL OPENED	2-4-97
5	American nabbed trying to smuggle antiquities from Egypt	2-7-97
6	DPPC WORKING OUT FIVE YEARS PLAN	10-12-97
7	Netherlands to reduce bilateral assistance	6-1-98
8	Haile named best sportsman of the year	6-1-98
9	NBE Governor Replaced	11-3-98
10	Corruption Blamed for Delays	22-4-98
11	Djibouti port coping well: Solome	1-7-98
12	Sudan ceasefire extended	5-8-98
13	Ethiopian tourism in slumber	3-9-98
14	SOGEA claiming 50m Birr from ERA	3-9-98
15	Cinema paradise opened at Alliance	4-11-98
16	Private press on strike	8-1-99
17	Sportsmen encouraged to have sex	8-1-99
18	ETHIOPIAN AIR FORCE ENGAGED IN COMBAT	10-2-99
19	Stolen Lalibela cross to arrive from Belgium	5-5-99
20	Eight colleges to become universities	8-9-99
21	Tourists returning to Ethiopia	6-10-99
22	Only 468 refugees in Addis registered by UNHCR	6-10-99
23	Teacher arrested for allegedly leaking exam questions	6-10-99
24	Parties to merge	8-11-99
25	Stolen goods returned to Diaz	5-1-2000
26	Universe proven flat	3-5-2000
27	UN to monitor Horn ceasefire	2-8-2000
28	Uganda Ebola free	28-2-2001
29	Adwa Victory Day Celebrated	7-3-2001

APPENDIX 5: Type 3 Headlines

No	THE HEADLINES	DATE PUBLISHED
1	FRAYED NERVES	2-10-96
2	WIDER MARKETS	2-10-96
3	AUSPICIOUS TRENDS	2-10-96
4	Hope for exporters	2-10-96
5	One man's race against AIDS	6-11-96
6	REDRESSING PAST BLUNDERS	4-12-96
7	Couching job for Klinsmann	1-1-97
8	NATIONALIZED HOUSE FOR SALE	1-1-97
9	CLOSE WATCH ON NGOs	1-1-97
10	TRAINING FOR CABBIES	5-2-97
11	INCOMPLETE POPULATION CENSUS	5-2-97
12	The neglected Ethiopian girls	5-2-97
13	DELEGATION IN ROME	5-3-97
14	Fighting rape through attitude change	5-2-97
15	Visit to Harar	10-9-97
16	5 th Nile 2002 conference	5-3-97
17	The Muse of Music	10-9-97
18	The constraint in writing and publishing	10-9-97
19	Homecoming of a legendary daughter	10-9-97
20	A Senseless Ritual	10-12-97
21	Identical Twins (Picture/caption)	3-3-99
22	Early days in the Air (Picture/caption)	7-4-99
23	The untold story of Abdissa Aga	2-6-99
24	Prayers for peach in the new millennium (picture/caption)	5-1-2000
25	Anger at Cameroon dance ban	2-8-2000
26	Insecure Food Producers (picture)	1-11-2000
27	Sophie's Fashion	6-12-2000
28	Museums showcases African art	7-3-2000
29	An African Refugee's story	7-3-2001

APPENDIX 6: Headlines Used for Analysing Nonlinguistic Features

No	THE HEADLINES	DATE PUBLISHED
1	Sudan, Libya provoke "Civil strife" —Somali Warlord	11-9-96
2	U.N. conducts Zaire refugee census	11-9-96
3	'No difference with Tefera': Meles	2-10-96
4	Spotlight on Ugandan - Sudanese relations	6-11-96
5	ANTI- CORRUPTION MEASURE	1-1-97
6	Country credit ratings from Sub-Sahara Africa	1-1-97
7	The silence of 'The Lion': the end of the dynasty too	5-2-97
8	Eritrea expels UNHCR	7-5-97
9	Director-General calls for the establishment of universal ground rules	6-5-97
10	"Crisis" better than "Stability"	6-8-97
11	The most feared exam — ESLCE	22-4-97
12	Suspects of bomb attack arrested	10-9-97
13	SDUP appeals to Federation Council	10-9-97
14	AIDS kills 400,000 Ugandans	1-10-97
15	Jackson Stresses Need For Free and Fair Elections In Kenya	10-12-97
16	Re-visualizing quality	6-1-98
17	Language- Literature association to be formed	6-1-98
18	UN 'outrage' at Angola	6-1-98
19	Quiet contacts underway between Sudan, U.S.	6-1-98
20	SPLF Denies Involvement in Islamic Group	4-2-98
21	COURT TO HEAR ADDITIONAL TESTIMONIES AGAINST TAMRAT, ACCOMPLICES	4 -2-98
22	Playing it COOL	4 -2-98
23	The internet in Ethiopia: "Info-Controls Harm Economic Development"	4-2-98
24	Jomo Sono May Stay On As Bafana Bafana Coach	11-3-98
25	Somalia: Red Cross/Red Crescents Staff Kidnapped in Mogadishu	22-4-98
26	A New Vision for Africa: The Promotion of Higher Education	22-4-98
27	Guarantee: The Analogue of Luxury	6-5-98
28	Super Eagles, Flying High	6-5-98
29	PRESIDENT NAGASO, MR. ANNAN INAUGURATE UN CONFERENCE CENTER	6-5-98
30	Kenyans lack clean water—report	3-6-98
31	THE NOSTALGIA FOR "GREATOR SERBIA" —MILOSOVICH'S DISASTROUS ADVENTURE	4 -6-98
32	Superficial stability emasculated: refugees expected	1-7-98
33	"Health, unattainable"	5-8-98

No	THE HEADLINES	DATE PUBLISHED
34	We did bend, didn't we?	5-8-98
35	One year later, Diana's life and death remembered	3-9-98
36	'Thank you, EELPA'	3-9-98
37	'Titanic' Earns \$60 Min N. America	3-11-98
38	Sudan: Relief plane may have spied prior to U.S. strike	3-11-98
39	EU announces new strategy for Addis-Modjo-Awassa road	30-12-98
40	Sex, lies and impeachment	30-12-98
41	With Husein laid to rest, Abdullah begins new era	10-2-99
42	EU urges peace between Ethiopia and Eritrea -Japan to send envoy	10-2-99
43	OAU "welcomes" Eritrea's acceptance-Salim says framework is still sound	3-3-99
44	Issyas appeals to UN-wants "expedited demarcation"	3-3-99
45	Open letter to CATHY JENKINS and ALEX LAST	3-3-99
46	Uganda rebel official resigns	7-4-99
47	EHERCO denounces 1998 students' placement	5-5-99
48	Bargaining over the non-bargainable	2-6-99
49	"Sport is poverty"—Haile Gebressilassie	2-6-99
50	"Feeding on cattle is a solution" — DPPC	7-7-99
51	BGI knock out cup	5-7-99
52	'No benefit in knowing baby's sex'	6-10-99
53	US seeks money - laundering suspects	3-11-99
54	Ethiopia's TB cases highest in Africa	8-11-99
55	EAL resumes Khartoum Flight	8-11-99
56	Ethio-Eritrea war, a conflict 'within a family': Peres	1-12-99
57	Advocating the death of "death" penalty	1-12-99
58	CARE official killed in Somali	5-1-2000
59	Aftermath of Nigerian's Costly Violence	1-3-2000
60	Euro Flounders, Euro Bourses Nose Higher	1-3-2000
61	Government accused of transferring damaged goods as assets	5-4-2000
62	Sudan: Relief plane may have spied prior to U.S. strike	3-11-98
63	Oil induced inflation expected: Economist	7-6-2000
64	Libraries: Victims of Selfishness	7-6-2000
65	Development Assistance target still not honored	5-7-2000
66	Think Twice, Reporter	2-8-2000
67	TLC pop star 'missing' in US	13-11-2000
68	UNMEE's yellow card to Ethiopia and Eritrea . . .	6-12-2000
69	The Temporary Security Zone (TSZ) . . .	7-3-2001

APPENDIX 7: Framework for Analysing Linguistic Features of Headlines

It is stated in Freeborn (1995) that the system of English grammar, which provides a means of encoding thoughts and ideas into speech and writing, can be described in terms of a rank scale, from the largest to the smaller unit: sentence, clause, phrase, word and morpheme. For the sake of convenience, the procedure recommended is not, however, fully attended here. Instead, the discussion on sentences is incorporated under the other grammar units of the rank scale, i.e. phrases and clauses. Moreover, no discussion is made at the level of morpheme, as it is not required.

I. Word - classes

Words can be grouped into two sets: lexical words and function words. Lexical words (nouns, verbs, adjectives and adverbs) are our means of referring to the participants in the actions we observe in the world. The four word - classes name people and things, both concrete and abstract (nouns), identify actional, mental and relational processes (verbs) or describe attributes (adjectives and adverbs). Hence, lexical words refer to meanings.

A. Lexical Words: Verbs

The lexical words which have direct relevance to the linguistic framework under discussion are verbs. They are popularly referred to as 'doing' words, a semantic term which is a rough guide to the general meaning. They represent the process in meaning, and function as the grammatical predicator in clauses. Verbs under lexical words can be classified into finite and non-finite.

1. Finite (tensed) verbs

There are only two tenses in English that are marked by the form of the verb—simple past and simple present. In other words, the present and past tense forms of verbs in English are the only tensed forms. The traditional term is finite (meaning 'limited', 'not infinite'). Present and past, when used as grammatical terms for tense, do not always refer to present and past time. Normally, however we use the past tense to refer to past time, but we do not use the present tense in such a direct 'one-to-one' way. Present tense can refer to present time, but much less often than its reference to actions that are habitual, like: I catch the bus every morning at eight o'clock. Present tense can also be used to refer to the future, as in 'when I catch the bus tomorrow morning'. Because of this some grammarians prefer to call it the non-past tense.

2. Non-Finite (nontensed) verbs

These are verbs that are neither present nor past tense: (a) to pay, (b) invade, (c) watching and (d) learned, broken.

In (a) the particle *to* precedes the base form of each verb to form an infinitive phrase. This form is called the *to - infinitive*. The verb under (b) is an example of the infinitive without *to*, called the *bare infinitive*. Compare:

I saw them *come*. I wanted them *to come*.

She let it *go*. She allowed it *to go*.

In the sentences given the use of 'to' depends upon the preceding verbs *wanted* and *allowed*.

The verb under (c) has the suffix *-ing*. This is one of the two forms of the verb called participles—the *-ing* participle—and is quite regular in its form. It is traditionally called the *present participle*, though this is a misleading term because the *-ing* participle is not 'tensed', that is, the word *present* in the term *present participle* does not refer to the grammatical category *tense*, but to present *time*. Example (d) contains verbs which have the suffix *-en* or *-ed*, traditionally called the past participle. The word *past* in past participle, like *present* in present participle, does not mark grammatical tense, but refers to time.

The infinitives and the participles are called nonfinite forms in contrast to the finite present and past tense forms. In terms of meaning, the infinitive tends to refer to something about to happen (future time), the *-ing* participle to something currently going on (present time), and the *-en / -ed* participle to something that has happened (past time). These references to time are in relation to the time of the utterance.

B. Function Words

Function words belonging to the other word -classes do not lack meaning entirely, but their primary purpose is grammatical, that is, to refer to, link, or mark other words, phrases and clauses within sentences. The function (grammatical) words in English are therefore prepositions, pronouns, conjunctions, to which we add certain pronouns and adverbs according to their use as determiners, modal auxiliary verbs and the three common verbs *be*, *have*, *do* when they are used as auxiliaries in a VP: (verb phrase) primary auxiliary verbs. Hence, function words relate lexical words.

C. Omissions of Words

In writing newspaper headlines, there is a tendency to give much emphasis to the use of lexical words, words which refer to meanings. Consequently, most function words are deleted. Such syntactic devices also operate at both phrase and clause levels of the rank scale.

1. Omission of the Verb Be

The verb 'be' is usually deleted from headlines when it functions as an auxiliary verb as well as when it is the single main verb. (\emptyset is used to show omission)

(a) **FOUR \emptyset SAVED**

(b) **SURVEYOR \emptyset GIVING UP POST**

(c) **NEIGHBOURS \emptyset CHASING TOP DOG TITLES**

(d) **COUNCILERS \emptyset TO LET IN FRESH AIR**

(e) **WOMAN \emptyset TO QUIT**

Headline (a) is in the passive voice, in which *be* is followed by the *-ed* participle of the main verb *saved*. In (b) and (c) *be* followed by *-ing* participles *giving* and *chasing* represents progressive aspect. In (d) and (e) *be* is part of the construction *to be* followed by the infinitive of the main verb, and refers to future events, like *be going to* and *be about to*. It is then part of a construction called a semi-auxiliary verb.

2. Omission of Determiners and Prepositions

Many function words - determiners such as *the* and prepositions such as *in*, *on*, etc - are also omitted from headlines.

CHARLES BOMB SCARE

TV ASSAULT CASE REMAND

& 100,000 ART THEFT

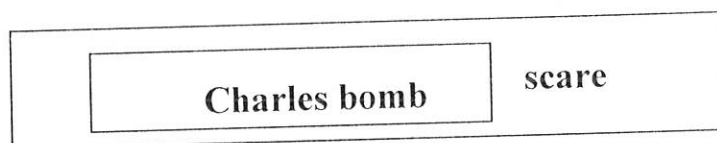
The omission of the function words from the above set of headlines could be revealed by expanding the headlines into clauses something like,

(There has been a) *scare* (over a) *bomb* (intended for Prince) *Charles*

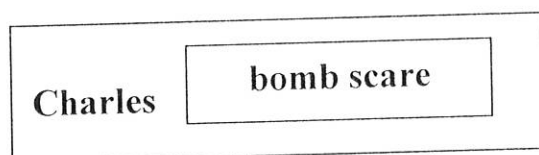
(There has been a) *remand* (in a) *case* (of) assault (on) *TV*

(There has been a) *theft* (of) *art* (worth) & 100,000

The headline CHARLES BOMB SCARE has two modifiers (CHARLES and BOMB). Because of this there is an ambiguous use of words. It is the omission of the function words that causes the ambiguity. In the example given it is not clear whether *Charles* first modifies *bomb*, and then *Charles bomb* modifies *scare*, as in the following diagram:



or whether bomb first modifies scare



The order of lexical words in the expanded cases is reversed in the compressed NPs of the headlines, when they become pre-modifiers of a noun:

Scare (over a) bomb (intended for Prince) Charles \Rightarrow Charles bomb scare

Remand (in a) case (of) assault (on) TV \Rightarrow TV assault case remand

Theft (of) art (worth) Σ 100,000 \Rightarrow art theft

It is stated in Freeborn (1995) that the rules of English grammar allow us to pre-modify noun with adjectives and nouns.

II. Phrases

Phrases are one of the units that constitute a rank scale which could be used for describing the system of English grammar. Phrases are roughly classified into six parts. Among these are noun and prepositional phrases, which could help to partially describe the grammar system within newspaper headlines.

A. Noun Phrases and Prepositional Phrases

Newspaper headlines generally consist either of short clauses that contain a predicator, or of phrases which are NPs. The principal functions of NPs are as subject, object or intensive complement in clause structure, or as complement in prepositional phrase structure. Because of this, most English texts, including newspaper headlines, contain lots of NPs.

A summary of phrases such as the following is therefore needed to find out the grammar system that is believed to operate in newspaper headlines.

1. NP function

Noun phrases (NPs) regularly function in clause structure as subject (S), object (O) intensive complement (Ci) and sometimes as adverbial (A) and prepositional phrase structure as complement – PrepP= (P+NP).

2. NP form

A NP has a noun head word (h), and may be pre - modified by a determiner (d) or a possessive phrase (PossP) functioning as determiner, a numeral (num), an adjective (adj.) or adjective phrase (Adj. P), and a noun (n) or noun phrase (NP).

NPs are post-modified by qualifiers (Q) which are most often PrepPs (prepositional phrases), Nonfcles (nonfinite clauses) or Relcles (relative clauses).

3. PrepP function

PrepPs function as adverbial (Ca or A) in clause structure, and as qualifiers (Q), post - modifying the head noun in NP structure.

4. PrepP form

A PrepP has a preposition head and NP complement. Because PrepPs can post - modify NPs, the structures containing them may have a series of embedded PrepPs or NPs. This is known as a recursive structure, as the same constituents recur, one within the other. NPs and PrepPs can be very complex.

5. Pronouns

Since the function of pronouns is to substitute for nouns and NPs, it follows that pronouns mainly occur as head of a NP wherever an NP with a noun head can. Pronouns can, however, only be pre - or post - modified in very limited ways.

B. Verb Phrases

Another group of phrase structure that constitute a rank scale with which the system of grammar in newspaper headlines could be described are verb phrases (VPs). This is mainly because headlines with a predicator (P) are commonly found. The function of a predicator is therefore performed by a VP. The VP is the 'head' of the clause, even though there are usually more NPs, because they can potentially function in clauses as either subject, object, intensive complement or adverbial.

The important difference between finite and nonfinite verbs is applied equally to verb phrases functioning in a clause, so that we speak of finite and nonfinite clauses. Finite verbs are marked for tense.

1. Tense in Main Verbs

The idea that there are only two tenses in English seems puzzling, because it is quite clear that we can refer to past, present and future time, and that therefore there should be at least three tenses to do this. But if we limit the strict use of tense to a grammatical, marked form of a verb, you will see that in English there is no future tense form, because we cannot refer to the future by simply inflecting a verb, that is, by adding a suffix or changing its vowel. We have to use additional auxiliary verbs like *shall*.

In practice, the word *tense* is used in a more general way, and there is some inconsistency or reference to tense (a grammatical category) and time (a semantic category).

The following are newspaper headlines with main verbs, and are therefore short clauses or 'truncated sentences' (Freeborn, 1995).

S	P
BISHOPS	TAKE FISH OFF MENU FOR PENSANCE
TEACHERS	PASS COMPUTER TEST
POUND	FALLS

The predicators *take*, *pass* and *falls* are all *lexical* or *main verbs* in the present tense. Most news is about what has happened in the past, but because it is the immediate past, it is thought of as currently going on. So the present tense is almost always used in the headlines of newspapers. This is not an inflexible convention, however, and the *past tense* can be found:

LIGHTNING **KILLED** **MARINE**

The terms *simple past tense* and *simple present tense* are used to refer to those finite verbs. VPs which consist of a single main verb itself is marked for present or past tense. In finite VPs with more than one verb, it is the *first* verb which carries present or past tense. Auxiliary, or 'helping' verbs, always come before the main verb, so it is the first auxiliary verb that is marked for tense.

2. Predicators in Phase in VP Structure

In a sentence like *she tried to gain support for the demo*, both *tried* and *gain* are separate lexical verbs functioning as predicators. It is often stated that this is an area of English grammar in which there are several competing analysis among contemporary linguists. Some describe *to gain*, together with the rest of the clause, as a complement of *tired*. In Freeborn (1995) the first method of

analysis, which seems to be the straightest forward, has been chosen, and these VP structures are called *predicators in phase*. The word *phase* is used in the sense of a series -two or more lexical verbs following each other, sometimes linked by the word *to*, when the second verb is an infinitive -*she wanted to come*- or else without a linking word, when the second verb is an *-ing* participle-*The baby started crying*. This allows one to analyze a clause as having two or more predicators, but only when they are in this special phase relationship.

1. He didn't *like helping*- the main verb *like* is followed by the *-ing* participle *helping*.
2. They *tried to jump* is an example of a very common form of predicators in phase, *verb 1+ to + verb 2*.
3. Mole and Rat *made Toad help* is also a common construction, *verb1+ NP+ Verb 2*, in which the NP functions as the object of the first verb, and the subject of the second.

3. Voice

As it has been pointed out in Section 3.5.1.3, one function of *be* as an auxiliary occurs when it is followed by the *-en/-ed* participle of another verb to mark the passive voice. The passive form of a VP is related to its active form. The active voice is thought of as more basic, and is unmarked. The marked passive form is said to derive from the active by means of *transformation*.

The form of the passive construction, *be + -en/-ed* participle, is similar to that of *be + adjective*, for example, *I was happy* in which the verb *was* links the subject *I* to the intensive complement *happy*. If the complement is an adjective

which is, or looks like, the *-en/-ed* participle of a verb, then the difference between a passive and *be + adjective* construction may be fuzzy. For example, *I was pleased* may simply be equivalent to saying *I was happy*, but could be the passive form of *something pleased me*. Freeborn (1995) mentions that such a situation could be taken to illustrate how grammatical categories overlap.

4. Finite and Nonfinite VPs

The infinitive and the two participles of verbs have already been described as nonfinite, that is, they are not marked for present or past tense. A VP marked for present or past tense is therefore a finite VP.

If a VP contains non-finite operator-verb or main, but only nonfinite verbs, then it is called a nonfinite VP. Therefore, finite VPs function as predicators in finite clauses, and nonfinite VPs in nonfinite clauses.

III. Clauses

One of the units in the rank scale for studying headlines are clauses. They are defined in Freeborn (1995) as the grammatical structures which language provides for encoding a person's experience of the world and communicating this experience to other people. In short, they are the linguistic 'frame' through which an underlying proposition could be expressed.

A. Mood

Among the grammatical categories that would enable to study newspaper headlines at the level of clauses is *mood*. In grammar, *mood* expresses the

function or purpose of an utterance, that is, what use we are making of speech or writing in relation to the person we are addressing.

1. Declarative Mood

A clause like the following that makes a statement (*declaring* something) is said to be in the *declarative mood*:

S	P	O
TEACHERS	PASS	COMPUTER TEST

Mood is recognized by the order of the subject and the predicator in the clause. A clause in declarative mood has its subject first, and predicator following, SP. If a sentence is complex and contains subordinate clauses, its mood is determined by the main clause.

2. Interrogative mood

The main function of interrogative mood is to question, to seek information. In *yes/no* interrogatives, the subject does not come first, but follows the operator-verb.

OP-V	S	P	A
Did	the old man	sit	by the road?

In *wh*-interrogatives the *wh*-word comes first.

wh-s	P	A
Who	sat	by the road?

The only time a *wh*-word does not come first in its clause is when it is part of a Prep^p which forms a *wh*-phrase, when the preposition precedes the *wh*-word.

In which town do you live?

Although the interrogatives are principal grammatical means of asking questions, it is not essential to use the interrogative form.

A S P O Voc

Surely you remember that, comrades?

The above clause is in declarative mood (SP order), but is a question. In writing, this is shown by the question mark, and in speech by distinctive intonation.

3. Imperative mood

Giving orders or making requests may be expressed in the imperative mood, in which the subject *you* is usually omitted, and predicator comes first:

P A

Sit by the road!

The order can be made less peremptory in various ways, still using the imperative mood, for example:

P A S

Do sit by the road, old man

If it is, however, expressed as a request rather than an order, then the interrogative mood may be used:

OP-V	S	P	A
Would	you	sit	by the road, please?

Sometimes the person addressed is named. This is referred to as the *vocative* (Voc).

	P	Voc
Fix your eyes on that,	students!	

In conclusion, it should be remembered that the terms *declarative*, *interrogative* and *imperative* refer to the grammatical category called *mood*, and are marked in the structure of a clause and the order of S and P, not in the function of the clause in communication. Questions can be asked without using interrogative mood, and directives can be given without using the imperative mood.

B. Kernel Clauses

The word *Kernel* is used as a metaphor to suggest something that is central or basic, and the structure of other types of clause can then be described in terms of their differences from Kernel clauses.

The structure of a kernel clause is represented, as SP(C) (A)- the subject S and the predicator P are grammatically essential. The addition of complement(s) (C) and adverbial (s) (A) depends upon the kind of verb in the predicator and the meaning expressed.

A kernel clause is

- (a) finite,
- (b) declarative,

- (c) in the active voice,
- (d) with phrases as constituents,
- (e) without any recursive or embedded structures, and
- (f) consisting of a subject and a predicator, with possibly one or more complements (depending upon the meaning, and the type of verb), and one or more adverbials (optional to the grammar), in the order SP (C) (A).

1. Complements in Kernel Clauses

It is often indicated that in linguistics the term *complement* has a much wider general meaning than in traditional grammar, and is used not only of the complements of the VP predicator, but for the NP complement of a preposition in a Prep^P and sometimes for the post modifiers of NPs. the following sections try to present these different uses of the *complement*.

i. Complements (1)- object (0)

These are kinds of complements that follow the predicator VP, and called grammatical objects. One cannot normally omit them without making the clause ungrammatical or changing the meaning:

The tailor found little work

- * The tailor found (ungrammatical)

He stood his yardstick in the corner.

- * He stood in the corner (grammatical, but different meaning)

The sequence subject-predicator-object (SPO) does not always maintain the semantic (meaning) relationship of actor-action-affected. For example:

- (i) They took the dog to the vet.
- (ii) They took a walk into the country.

The dog in (i) is grammatical object of took, and also the affected thing in relation to they, the actors. But in (ii), it is difficult to argue that a *walk* is an affected thing, though it is quite clearly the grammatical object of *took*.

ii. Complements (2)- intensive

The head phrase of a given clause is its predicator, that is, VP. This is to say that despite the absence of definable process, a clause must have a VP filling the predicator slot. The commonest verb of this kind is 'be'.

As a main verb in a clause 'be' acts as a link between the subject and something one wants to say about the subject, e.g. Mole was happy. The verb *be* may also point to a definition or a description, as in *The day is wonderful*, or *This is a wonderful day*. Verbs like *seem* and *become* also function like *be* as relational or link verbs, linking the subject of a clause and its complement (C). This kind of complement which refers back to the subject is called an intensive complement (Ci).

iii. Complements (3)- adverbial (Ca)

Many adverbials that represent the circumstances of time, place and manner in which something happens are often additional information which can be left out without affecting the grammaticality of a clause. However, it is often pointed out that certain adverbials appear to be essential to the grammar of the clause.

There is a need to distinguish between two kinds of adverbial, one that is closely related to the predicator like the grammatical complements (Ci) and (O), and which can be labeled adverbial complement (Ca), and another that is more loosely attached, and not a complement, called a peripheral adverbial (A). (The adjective peripheral is derived from the noun periphery, and means on the outside of, or marginal.) A peripheral adverbial is not grammatically dependent upon the predicator, but more loosely related and generally moveable.

An adverbial following the verb *be* with no other complements in the clause must be a complement:

S	P	Ca
The man	was	in the house.

The reason for this is the clause **The man was* is grammatically incomplete.

Finally, despite the discussions so far it should be remembered that the distinction between an adverbial complement (Ca) and peripheral adverbial (A) is not always clear. It is pointed out in Freeborn (1995) that this shows grammatical categories are sometimes difficult to distinguish clearly, and it can be interesting to discuss alternatives.

C. Nonkernel Clauses

Clauses that either contain complex phrases as constituent or differ from kernel clauses in one or more of their basic features are normally called nonkernel clauses. In short, nonkernel clauses are:

- (a) non-finite, and/or
- (b) interrogative or imperative and/or
- (c) in the passive voice, and/or
- (d) not in SP(C) (A) order

The statements made indicate that the nonkernel clauses could be derived from kernel clauses. In Freeborn (1995) clauses derived from basic kernel clauses are termed as *derivations* or *transformations*.

D. Embedding and Nonkernel clauses

Embedding, a kind of syntactic device which nonkernel clauses are characterized by, involves the fixing of one structure within another grammatical structure. The structure embedded and the one that embeds together determine the overall nature of the embedding that takes place.

1. Phrases embedded in NP and Prep^P structure

The embedding of one NP or Prep^P in another, making the embedded phrase subordinate to the other, is described as a recursive process, because it can recur in a series, as in the following NP headline:

**DENIAL OF RUMOR OF REJECTION OF REAGAN'S
COMPROMISE PROPOSAL FOR AIR TO NICARAGUAN
REBELS**

This is a complex NP. Its head word *denial* is post-modified by the following Prep^P. The relationship of the Prep^Ps to the headword is one of subordination. Each one is embedded in the other.

NPs may also have complex pre-modifiers, as in the following clauses headline:

S	P	O
FREEDOM OF INFORMATION GROUP	HAILS	HISTORIC AND DEVASTATING DEFEAT

The headword group of the NP subject *Freedom of information group*, is pre-modified by the NP *freedom of information*.

2. Nonfinite clauses embedded in NP and PrepP structure

Nonfinite clauses can function as post-modifiers of NPs and P rep^p, just like other NPs and Prep^ps. All three kinds of nonfinite verb can be used-infinitive, -*ing* (present) participle and -en/-ed (past) participle. Such clauses are embedded within the structure of a phrase.

3. Restrictive relative clauses

Clauses embedded as post-modifiers in NPs are called relative clauses. They could occur in the following forms:

- (a) **Subject:** This is the finest *cart that was ever built*.
- (b) **Object:** Toad talked big about all *that he was going to do in the days to come*.
- (c) **Prep^p complement:** The day *on which I go on holiday* is my birthday.
- (d) **Relative adverbial:** The nearest town *where we can get help from* is five miles away.


4. Non-restrictive relative clauses

A clause with the same structure as a restrictive relative clause may also function in a looser kind of dependent relationship, in which it is not a constituent of the NP, but of the sentence in which it occurs, adding further information.

DECLARATION

I declare that this thesis is my work, it has not been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

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Date of Submission: June 5, 2001