

Addis Ababa University
School of Graduate Studies
Faculty of Humanities
Department of Linguistics

Terminology Development in Gede'uffa

By
Birhanu Demissie

June, 2011
Addis Ababa

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**A Thesis Submitted to the Department of Linguistics of
Addis Ababa University in Partial Fulfillment for the
Requirement of Master of Arts in Linguistics**

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Declaration

I declare that Terminology Development in Gede'uffa is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Birhanu Demise

Terminology Development in Gede'uffa

By

Birhanu Demissie

Approved by

Advisor

Lelzalem Leyew

Examiner

Signature

Birhanu D.

Signature

June, 2011

Addis Ababa

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Abstract

Since its introduction for primary education and administration in 1994, the communicative domains of Gede'uffa have remarkably increased thus resulting in urgent needs to develop terminology of for various fields such as education, health, agriculture, law, technology, etc. The goal of terminology development is to transfer scientific and technological knowledge to the target population. It is evident that the achievement of this goal not only requires increased number of terms in each technical field but also standardized terms. Thus, this is one of the preliminary works in standardizing terms in Gede'uffa for various technical fields.

Methodologically, the study is a descriptive survey of terminological methods and principles in line with the Gede'uffa terminologies. The data was collected from written sources and interviews of purposefully selected informants; and analyzed inductively. The frame of reference was set on the methodological descriptions that are adapted by several theoreticians of terminology such as Abdulaziz (1987 and 1989), Sager (1990), Sager and Nkwenti-Azeh (1989), Felber (1982 and 1984) and Taljard (2008); and experiences of other languages of Ethiopia, Africa and the world. According to the survey eight methods such as semantic transfer, derivation, compounding, loan translation, borrowing, abbreviation, blending and reduplication were employed for term creation in Gede'uffa. The existing terms of Gede'uffa have been investigated in relation to terminological principles that state the importance of systematic terminologies and avoidance of synonymy and polysemy in technical languages. With regard to this the survey result shows that many synonyms and polysemes were created in the process of meaning transfer. Besides, terms were created in isolation with out even defining them, thus resulting in lack of transparency and difficulties to comprehend them both as a lay man and practitioner of the concerned field.

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Acronyms

CSA	Central Statistics agency
FDRE	Federal Democratic Republic of Ethiopia.
HTTI	Hawassa Teachers' Training College
MOI	Medium of instruction
MOE	Ministry of Education
MOIC	Ministry of Information and Culture
SNNPR	South Nations, Nationalities and Peoples' Region

The description of the adopted Latin Script in Gedeo

The adopted Latin script has 26 basic letters:

A = [a]	O = [o]
B = [ba]	P = [pa]
C = [č'a]	Q = [k'a]
D = [da]	R = [ra]
E = [e]	S = [sa]
F = [fa]	T = [ta]
G [ga]	U = [u]
H = [ha]	V = [va]
I = [i]	W = [wa]
J = [ja]	X = [t'a]
K = [ka]	Y = [ja]
L = [la]	Z = [za]
M = [ma]	
N = [na]	

In addition to these are the following complex symbols representing simple sounds:

CH = [ča]	PH = [p'a]
NY = [ña]	DH = [d'a]
SH = [ša]	

Long consonants and vowels are indicated by doubling the letters.

CHAPTER ONE

1. Introduction

1.1 Background of the Gedeo zone

The zone is the second level of administrative unit in the regional states of the Federal Democratic Republic of Ethiopia. In the linguistically diversified region SNNPR, zones and special weredas (i.e. districts which are directly responsible to the regional state and not to the zone) are considered more than political units. This is because zones and special weredas are often taken as symbols of identity and recognition of the concerned nationality by the federal and regional governments. Zones and special weredas are established by the regional state based on the territorial settlement of nationalities. Hence Aweke (2007:4) describes, "The regional state government has the task of formulating and executing regional public policies including the policy of determining the establishment of zones and special weredas taking into account the territorial settlement patterns of nations, Nationalities and Peoples." Zones and special weredas have power and responsibility to plan and implement social economic and political development projects in their respective administrative areas. Zones and special weredas have three government structures: legislative, executive and judiciary (SNNPR, 2001 constitution article 80.2). According to article 81.3 of the SNNPR 2001 constitution, the zones and special weredas have a vested power to determine their working languages.

1.1.1 The people and language

The Southern parts of Ethiopia are characterized by being home for several societies who inhabit mostly small areas of land. One of these societies is the Gedeo nationality in SNNPR. The people of Gedeo were incorporated into the central government of Ethiopia in 1895 under the reign of Menelik II (McClellan 1988:13). According to the Central Statistics Agency 2007 report on Ethiopian population and housing census, the Gedeos are counted to be 986,977, out of which 245,160 live in the Oromia region. The basic economic activity of the Gedeos is agriculture. The most widely practiced method of agriculture is hoe cultivation. Domestic animals include cattle, sheep, goats, horses and chicken. The main cereal crops are wheat, barley, corn and others. The dominant fruits are banana, mango, avocado and papaya. Coffee is the

main cash crop while ensete, *enset edulus*, is cultivated for home consumption (Dagne 1995:11).

The Gedeo mainly live in the Gedeo zone, which covers 1372 km². The zone is surrounded by the Oromia region except in the north where it shares border with the Sidama zone. Currently the Gedeo zone is divided into six weredas, namely Dilla zuria, Wenago, Bule, Yirgachaffe, Kochore and Gadabe. The zone is located between 5.84 N and 6.43 N and 38.08 E and 38.44 E with 12.6° to 22.5°C annual temperature and 1001 to 1800 ml annual rainfall. The Gedeo zone is divided into three distinct agro-ecological zones namely, *suubbo* 'highland', *gamooje* 'lowland' and *bada'ichcha* 'agro-ecological zone between lowland and highland'. The three agro-ecological zones account, 30%, 25%, and 45% respectively (Dagne 1995:7).

Gede'uffa is one of the Highland East Cushitic languages within the Cushitic family of the Afro-Asiatic Phylum (ELRC 2005:5). The Gedeo speak a language most closely related to Sidama, Burji, Hadiyya and Kambata (Council of Nationalities 2009:374) with whom they share numerous cultural and social similarities (McClellan 1988:28). In addition, Gede'uffa is closely related to Oromo. The reason for this relatedness is attributed to contact phenomena for a long period of time. McClellan (1988:28) claims that due to "over several centuries contact with Guji and Boran Oromo, they have incorporated many Orominya words into their vocabulary." Gede'uffa is one of the least studied languages in SNNPR, though it has been introduced for primary education and office use in 1994 (Cohen 1999:134, Council of Nationalities 2009:375). The writing system of Gede'uffa established at the time of introduction to primary education in 1994, is the Latin script using the orthographical conventions of Qube (Cohen 1999:131). Hence, the orthography of Gede'uffa uses double vowels and consonants in addition to the 26 Latin letters in the same way Oromo does. So far, there has been no published grammar work for Gede'uffa¹. The progress with dictionary work is far better than that of grammar writing. The Gedeo zone Culture and Information Department published a multilingual dictionary in 2007. With regard to literature of Gede'uffa, the important publications are textbooks by the MOE.

¹Gedeo zone Culture, Tourism and Communication Department

1.2 The statement of the problem

Gede'uffa was introduced to primary education in 1994 without adequate modernization of the language. The language even lacked many basic vocabulary used in the instructional process (Cohen 1999:138). However, the status planning necessitated corpus planning of which terminology is a crucial aspect. The functional change observed in any language should be "assisted by planned development in terminology" (Sager and Nkwenti-Azeh 1989:9). The status planning always results in a change of the communication domain. The introduction of a language for education and administration, for example, would give rise to the new domain of communication in various fields of education and administration. New communication domains always require more technical words. Hence, for every new concept in a language there should be assigned specific designations or technical words. Terminology work is not simply the construction of terms and recording of terms, rather it is the ongoing process that requires a remarkable decision based on the adequate research. The ultimate goal of terminology work is always to ensure smooth communication through the standardization of terminology. Free development of terminology would lead to the creation of an abundance of synonyms and homonyms and would give rise to intolerable confusion. This undesirable condition for technical communication should be avoided either by standardization of technical words or by the terminological method of term creation. The standardization of technical words and terminological principles for various subject fields should be preceded by descriptive research and consideration of previous practice (Felber 1984:16). Hence the existing stock of technical words and the principles used for terminological innovation in a language should be investigated before, during and after terminology planning.

A vast number of Gede'uffa technical words have been created for various fields since the introduction of the language for primary education and administration in 1994. However, to the best of my knowledge, no single research has been done on terminology planning of Gede'uffa. Therefore, the envisaged research has been done on the basis of the following study questions:

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What are the actual practices in terminology development of Gede'uffa?

What are the primary challenges for terminology planning of Gede'uffa?

How do we better implement terminology planning in Gede'uffa?

1.3 The objective of the study

The main objective of this study is to investigate and discuss factors involved and involving in development of technical words in Gede'uffa and to suggest some procedures and techniques that may better contribute to effective terminology planning of the language.

Specifically, the study attempts to:

- describe language policies of Ethiopia from 1941 until present
- identify the principles employed in coining new terms of Gede'uffa.
- exhaust the challenges of Gede'uffa terminology.
- outline some alternative approaches for terminology development in Gede'uffa

1.4 The significance of the study

It is my hope that textbook writers may use its findings in developing pedagogical materials such as textbooks and dictionaries of technical words and in compiling specialist dictionaries. Furthermore, I hope that terminology planners who are working on other languages in SNNPR may use the findings of this study to develop their languages. Finally, it may serve as a steppingstone for further study of the problem.

1.5 Research design and methodology

This thesis does not contain a specific hypothesis, but rather focuses on a practical approach, providing methodology with proper exemplification towards term creation practices of Gede'uffa. The data for this research is verbal. Leedy (1993:139, 143) classifies research methodology by the type of data: "[i]f the data is verbal it is qualitative, if it is numerical it is quantitative." Therefore this research is a qualitative study of descriptive nature.

1.5.1 Data collection

This research deals with the practices of Gede'uffa term creation. Therefore, terms that have been created by teachers, textbook writers, translators, office workers etc. are the most important data for this research. Most of the data have been collected from written materials. Some of them are:

1. Published translations;

The Gede'uffa version of the Constitution of the FDRE, 1995

The Gede'uffa version of the Coffee growers' manual

2. Textbooks;

Gede'uffa grade 2,3, 4, 7 and 9

Environmental science grade 2, 3 and 4.

Mathematics grade 2, 3, and 4.

3. Science module for Primary Teachers' Training (ATTI 1997)

This module contains biology, physics and chemistry. It also covers all basic contents of science for primary education. Therefore most scientific terms have been extracted from this module.

In addition to terms, other terminological data on those issues such as coordination of terminology planning, implementation of terminological projects and mode of term dissemination have been collected by the methods of interview and document analysis.

1.5.2 Sampling and analysis

The main purpose of this research is to describe term creation practices of Gede'uffa with exemplifications. Thus, every methodological discussion is followed by examples deliberately selected from written sources mentioned in (4.1). No classification or samplings of data by subject or time has been done. Instead, all written sources are equally used, as far as the source provides relevant terms that adequately exemplify the point under question. Hence terms were mainly selected

based on those term creation methods such as semantic transfer, derivation, compounding, loan translation, borrowing, abbreviation, blending and reduplication.

The classification of the words between terms and common language vocabulary was done based on the definitions given by (Sager 1990:2, Felber 1984, Alberts 1999b:3, Drozd and Roudy 1980:33) in section 1.8.1 of the thesis.

Besides, nine informants from seven different sectors, namely Gedeo zone administration office, Gedeo zone office for zonal council, Gedeo zone Department of Education, Gedeo zone Department of Health, Gedeo zone Department of Culture, Tourism and Communication affairs, and Gedeo zone Department of Agriculture and Rural Development were selected by purposeful sampling for face to face interview. The interview questions were unstructured so as to give more freedom to the informants describing their experiences of terminology work as textbook writers, translators, teacher of local community, official document producers and local language planners.

Finally, the elicited data was analyzed inductively and interpreted based on the theory of practical approach to terminology work in the language.

1.6 The scope of the study

The current investigation includes the following aspects:

- The language policy of Ethiopia from Haile Sellasie's reign until present
- Term creation methods and principles in relation to Gede'uffa terminologies
- Planning and implementation of terminology projects in Gedeo zone.

In terms of field or subjects, the following subjects are included in the study, in one or another way.

Education	Economics	Science
Administration	Agriculture	History
Mathematics	Geography	Politics
Literature	Linguistics	Law

1.7 Limitation of the research

The culture of society often determines the term formation of its language. Taboos are one of the indications for the influence of culture on term formation. Thus investigations of the methods of term creation should consider the culture of the concerned society (Van Huyssteen 2003:125). Due to time and financial constraints the aspects of culture were not investigated, thus resulting in an incomplete survey of term creation methods of Gede'uffa. Similarly, those terminological principles related to the form such as economy, precision etc. were not considered in this thesis.

1.8 Frame of Reference

This section deals with the definition, method, principle of terminology and the relationships between terminology and language policy to set the frame of this study.

1.8.1 The definition of the term 'Terminology'

The term 'terminology' refers to two distinct concepts. Terminology as a subject is defined as "Inter- and transdisciplinary field of knowledge dealing with concepts and their representations (terms, symbols, etc.)" (Felber 1984:1). Sager (1990:2) defines terminology in the following way:

Terminology is the study of and the field of activity concerned with the collection, description, processing and presentation of terms, i.e. lexical items belonging to specialized areas of usage of one or more languages.

The term 'terminology' denotes registers or a language of special fields. Hence, Felber (1984:1) defines it as an "aggregate of terms, which represent the system of concepts of an individual subject field"

To understand the meaning of terminology as a science and special language, it is important to define 'concept' and 'term'. Felber (1984:115) views 'concept' as "mental representations of individual" or "element of thinking". Similarly, Felber (1982:14) argues that concept is a "...meaning strictly distinct from neighboring meanings..."

From the definition, it is clear that a concept is a meaning in a special communication that can be represented by a certain linguistic form, though it is independent of the

form. Having this in mind now it is possible to define a term. Drozd and Roundny (1980:33) give a precise definition of 'term':

The smallest unit of functional language is the term. The term is a naming unit for a technical or scientific concept. The terminological system is a naming system of concepts. Terms function in a technical or scientific language as the opposite of non-terms...

Moreover, Felber (1984:1) defines: "A term is any conventional symbol representing a concept defined in a subject field. Furthermore, Cluver (1989:8) indicates that the relation between a term and concept when he claims that, "...each concept is clearly identified, defined and named by a proper technical term." Sager (1990:21, 22) adds a practical process in which concept is represented by terms:

The terminologist describes the concepts of any one discipline in three ways: by definition, by their relationship to other concepts-as expressed by the conceptual structure and realized in linguistic forms- and by the linguistic forms themselves, the terms, phrases and expressions chosen for their realization in one language.

This means that specialists in a certain field such as nuclear physics, molecular chemistry, computer science, building construction, automechanics, law, politics, education etc. would use linguistic forms or terms as means to transfer their scientific and technological meanings. From Sager's (1990) description a concept, a mental representation of objects can be communicated by single linguistic form (a term), a phrase (compound terms) and short definition. The methods of term creation emanates from the needs of the community for scientific and technological communications by means of linguistic forms. Therefore, word formation methods in a language are basic instruments towards the achievement of the goal in terminology. The methods of term creation are point of departure in the following sections.

1.8.2 Terminological methods and principles

One of the important language tools used by terminologists is the word formation capacity of languages. Alberts (1997:190) reasons the need of the terminologists to have such methods of word-formation at his/her disposal:

... the terminologist has to apply specific terminological principles when denoting concepts. He/she also has to apply certain linguistic principles. No terminologist can coin

a term if he/she does not know the basic word-formation principles of a language...
There is a dire need for such principles.

Sager and Nkwenti-Azeh (1989) identify about seven methods such as semantic transfer, compression, derivation, compounding, loan translations, borrowing and compression.

Moreover, Taljard (2008) proposed similar methods with that of Sager and Nkwenti-Azeh (1989) except that he prefers 'paraphrase' to 'loan translation'. The term 'calquing' is used by both Abdulaziz (1989) and Temu (1984) instead of loan translation. Furthermore, Abdulaziz (1987) mentions such methods as derivation, compounding, calquing, and borrowing.

In addition to the afore mentioned methods of word-formation, it is also important to consider the principles for forming terms. Hence Felber (1984:179) gives some important principles: 'avoidance of ambiguities', 'avoidance of synonymy', 'adherence to establish usage', 'correspondence with the definition'. Similarly, Taljard (2008:91) states some important principles namely 'avoidance of homonymy', 'avoidance of synonymy', 'linguistic economy', 'transparency', 'independency', 'being systematic' and 'acceptability'. Moreover, identical principles of term formation such as 'Precision', 'economy', 'generatively', 'internationality', 'transparency', 'non obscenity', 'being systematic', 'consistency' and 'acceptability' is stated by Kiingi (1986:15). The same principles are discussed by Nguyen (1985) in relation to terminology development of Vietnamese.

1.8.3 Language planning, language standardization and terminology planning.

To identify the relations among these three terms it is necessary to provide each with a brief definition. Cooper (1989: 182) writes that language planning is a complex activity that always subjected to the influence of the changing socio-cultural factors. According to Toffen (1991:16), language planning "refers to all conscious effort to affect the structure or function of language varieties." According to Van Huyssteen (2003:17), language planning can be divided into two main sections, namely status planning and corpus planning. Status planning deals with language policy and its implementation within a range of selecting and determining the purpose of a

language. Corpus planning, deals with the development of language through lexical expansion (creation of terms), codification and standardization. Calteaux (1996:161) shares a similar opinion when he describes Status planning as concerned with the selection of language(s) used for official and educational purposes while corpus planning is more concerned with development of the language. Standardization is seen as part of corpus planning by Cooper (1989) and Calteaux (1996). Terminology planning is reflected by Haugen's model of language standardization at the third stage, 'elaboration of function' (Haugen 1966). Similarly, Crystal (1993) clearly states the terminology development of a language in the stage of 'Modernization' (functional elaboration by Haugen 1966). From the discussion in section (1.7.3), it is evident that terminology development is one of the crucial issues in the corpus planning of a language. It is clear that the status planning of a language always both presupposes and entails the development of the concerned language so that it would serve the new communicative function. One of these developments is the elaboration of technical words in order to enrich the lexicon of the language for new special communication.

The ultimate goal of terminology is to ensure a maximum transfer of scientific and technical knowledge to the target population. To this effect the permanent assignment of terms to new concepts of various individual subjects should be the concern of any language development planning. Terms must be created based on terminological methods and principles. However, term creation alone will not guarantee the transfer of scientific and technical knowledge to the target population. Instead, terms should be standardized and disseminated so as to reach its users. The preliminary stage of term standardization is to find out the existing assignments of terms to concepts in the various fields and to investigate the existing relations of the concepts concerned (Felber 1984:182) This is the concern of this study. Therefore, the existing term assignment of Gede'uffa would be investigated in the light of the methods and principles of term creation.(cf. 1.7.2)

CHAPTER TWO

2. Descriptive overview of the Ethiopian language policy

Abdulaziz (1987:43) describes that, “[l]anguage modernization, of which terminology elaboration is a crucial aspect, presupposes a clear-cut and committed national language policy.” A country’s language policy may be considered as one of the parameters towards the difficulties created by terminology development, if any (Sager and Nkwenti-Azeh 1989:19). Moreover, selection of the term creation methods always depends on the language policy of a country (Matsuda 2008:25). This is to say that, for instance, some countries may import terminologies from source language for granted and others may stick to the indigenous forms based on the language policy they have been adapted. The conclusion from the discussion makes it clear that the language policy and the terminology have direct relations. Therefore, any investigation of the methods of term formation for new imported concepts should consider the language policy that governs overall activities of the language development in a country. Hence, in this chapter attempts will be made to overview the language policy of Ethiopia since the reign of Emperor Haile Sellasie. The aim of this section is not to analyze or compare and contrast the language policy of different governments in Ethiopia but to describe language policy in accordance with the development of Gede’uffa terminology.

2.1 Defining language policy in general

Language policy, like any other social development policies, aims at the overall development of societies. It, therefore, comprises goals, a set of principles, and series of activities. The policy often has a framework of values directly or indirectly asserted in a country’s constitution. The following definition is given by Heugh et al. (1995:vii) :

A country’s language policy is a set of principles conceptualized within an over arching framework of values usually embodies in the constitution. If it is to be effective, the language policy has to be congruent with a country’s national development plan. Language planning as a term refers to the process of implementing a particular language policy.

Another definition of language policy is given by Bamgbose (1991:111) who provides more multilingual-type descriptions:

.... a language policy may be defined as programmed of action on the role or status of a language in a given community .In a multilingual situation, a language policy decision necessarily involves the role or status of one language in relation to other languages

From the two definitions by Heugh et al and Bamgbose it is clear that the language policy of a country involves status and corpus planning, which together is referred to as language planning. The language policy, therefore defines the role of a given language in relation to the role of other languages in the country.

2.2 The Ethiopia Language policy from 1941 until present

Language policy of African countries has been in frequent changes due to the political changes of the countries (Dimmendaal 2004:82). The reason for this, obviously, is attributed to the existence of a strong relationship between the language policy and the intended political goals of the government.

The following sections will discuss the language policy in Ethiopia during Emperor Haile Sellasie's reign, the Derg regime and the current government.

2.2.1 Language policy of Ethiopia during Emperor Haile Sellasie

Nation-building and governance process during Emperor Haile Sellasie reign in many forms was the continuation of the Emperor Menelik's centralism. Thus Haile Sellasie continued with Semitic dominated centralism more concretely than ever before in the history of the nation. The constitution of 1931 with the establishment of a parliament, therefore, intended to be a strong tool for national integration under one strong central government (Bahru 2002:141).

Haile Sellasie's centralism was based on the three factors: one national language, one religion and one culture throughout the nation. The extent to which Haile Sellasie's language policy propagating the use of one language was deep rooted has been described by Cohen (1999:81) as follows:

Government policies were intended to encourage Ethiopians to embrace the Orthodox Church, the culture of the northern Highlands and the Amharic language. Haile Sellasie's government was the first to enshrine the official position of the Amharic

language, in the constitution of 1955, which stated that 'the official language of the Empire is Amharic.' This official endorsement of Amharic was merely a statement of an already well-established policy.

On the other hand, Gebre Egziabher (2005:1619) describes the pressure from the community to develop Amharic as a symbol of Ethiopia:

One of the leas where people were strongly urging for Ethiopianization was the language of instruction, the replacement of English by Amharic. People recognized that language which has no relationship whatsoever with any of the language spoken in Ethiopia was discovered unsuitable as a medium of instruction in the primary grades. As it expresses to tally a different culture, children in the lower grades were under great difficulty to master the language and grasp ideas expressed in the language.

As can be seen from the discussion the pressure to have one national language was very high. There were strong arguments against foreign language use for primary education. Furthermore, there was a strong pressure by the community against the use of foreign language as MOI in the primary education. This is pedagogically accepted and believed to be the right of a child as it has been stated in article 30 of the 1989 UN conventions on the Rights of the Child:

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origins exist, a child belonging to such a minority or who is indigenous shall not be denied the Right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

According to Gebre Egziabher (2005:1619), this popular pressure towards Ethiopianization resulted in the educational language planning in 1953. The planning introduced Amharic to the primary education in the place of English across the nation. This introduction of Amharic was even extended to Eritrea, the then autonomous region with its own language, Tigrinya (Kinfu 2005:1482).

In the same line, Amharic was used for judicial functions. All legal documents were written in Amharic which was a decisive language over any discrepancy. Scholler (2005:1563) describes this in the following way:

In Ethiopia the law must be applied according to the Amharic version of the law. Also at the federal level where all laws are published in English and Amharic in the Amharic

version is the decisive, in those cases, in which there is a discrepancy between the English and Amharic wording.

In conclusion, Haile Sellasie's reign is characterized by a strong language policy basically intending to impose the use of Amharic throughout the nation by the pretext of national integrity and indigenous cultural development.

2.2.2 Language policy of Ethiopia during Derg (1974-1991)

The Marxist government of Mengistu Haile Mariam was identical with that of its predecessor in the sense that both had the intention to create a strong central government. Clapham (2005:1424) describes nature and intentions of Mengistu's regime as follows:

The Ethiopian Revolution- the only uncontested social revolution that modern Africa has yet experienced rested most basically on the abolition of the private ownership of land, which was widely and plausibly regarded as the principal element of exploitation, and on the development of a highly centralized state that was geared to modernization from the top down

This text shows that the Derg regime somehow tended to adapt the policy of Emperor Haile Sellasie in the sense that both regimes strongly worked for one Ethiopia with one language, namely Amharic. However one of the biggest differences between Haile Sellasie's and Mengistu's regime is that the later was the follower of the socialist ideology. This ideological change was introduced with intense teaching of politics to scholars, students, urban dwellers, and peasants. Many new concepts in politics were imported to Ethiopia and some of these were imported to the local Ethiopian languages either by deliberate coinage of terms or borrowing via Amharic. Polacek (1987:33) supports this view, when he describes the following:

Vocabulary is that part of language which is most immediately connected with the surrounding world. Therefore it is vocabulary above all that reacts most quickly to changes in extra linguistic reality, especially in periods of great social upheaval. Landmarks in history thus not only affect society, but also vocabulary. Such a landmark in Ethiopian history is the revolution of 1974.

In revolutionary Ethiopia, therefore, many newly coined or borrowed words have been introduced into Amharic and other local languages of Ethiopia. Hence these revolution-born words or terms are further imported by most Ethiopian vernaculars

either by means of direct borrowing or by loan translation (for a detailed explanation of these methods see 3.4) The following terms have been constructed in Gede'uffa based on the new political concepts.

(1) <i>aboote</i> 'revolution'	<i>cuqqune</i> 'oppressed'
<i>saffe</i> 'the public'	<i>adaare</i> 'anarchist'
<i>poletika</i> 'politics'	<i>paartte</i> 'party'

The examples in (1) show that some terms for new political concepts have been coined in Gede'uffa by borrowings through Amharic. Similarly, some political concepts have been designated by means of loan translation. The examples in (2) show few technical words that have been created by loan translation.

(2.) <i>ba'lla-ka aradda</i>	<i>daffe gala-ka</i>
large-M people	sweat live-M
'the masses'	'proletariat'
<i>goww-umma baleessati-ka duulo</i>	
fool-NDR	eradicate-M battle
'literacy campaign'	

One of the biggest issues that Derg devoted most of its time was literacy campaign. The purpose of this campaign was to enable the peasant to read and write texts in the Ethiopic Script. The literacy campaign was one of the events that motivated the production of several written materials. These materials were originally prepared in Amharic and translated into sixteen Ethiopian languages namely Tigrinya, Tigre, Oromo, Afar, Saho, Somali, Sidaama, Gedeo, Hadiyya, Kambaata, Kaffa, Shakka, Silti, Gurage, Wolayita and Kunama. The use of these languages for the literacy campaign, however, did not last long. The rural population who realized the big gap created between Amharic and local languages with respect to function and standardization were inclined towards the usage of Amharic instead of their own language. Because of these popular pressures the language for literacy campaign changed back into Amharic (Cohen 1999:90-91).

To sum up, in the period between 1930s and 1980s, Ethiopia unfortunately experienced mainly a language policy propagating only one language. Out of the approximately 80 languages estimated to be spoken in Ethiopia, Amharic was selected for education and administration throughout the country. Cohen (1999:86ff.) states the unchallenged status of Amharic until 1991 as follows:

During Haile Sellasie's reign, all the official functions of government, including all government pronouncements and publications, were executed in Amharic. Almost all printed material whether government or private, was produced in Amharic. Amharic was the only language used nationally in government administration, and its use was required even at the most local level. The administration of the state relied on the use of Amharic. The use of Amharic was also well established in the Ethiopian Judicial system. [...] No attempt was made under the Derg to alter the official status of Amharic, which remained the officially designated national language in the new constitution. Early attempts to stimulate the use of local languages were legal employed as a political device, a visible manifestation of the nationalities policy.

There are several parallels between Haile Sellasie's and Mengistu's language policy. These can be outlined as follows:

(1) The denial of the linguistic reality of the nation.

Ethiopia is a multilingual nation in which more than 80 languages are spoken (Dimmendaal 2004:75) and out of which more than 11 languages, including Amharic, have more than one million native speakers who have definite territorial boundaries and distinct cultures. These languages are Oromo, Tigrigna, Afar, Somali, Sidaama, Hadiyya, Wolayita, Gamo, Gurage and Siliti (CSA 2007). In addition, the number of speakers is not related to the significance of a language. A language of small speakers is as significant as those languages of large number of speakers. This is especially true for many African languages where the speakers of the language always have their own respective areas, though the number of speakers may be much smaller compared to speakers of other languages.

The significance of small languages was emphasized at an Intergovernmental Conference on language policies in Africa held in Harare on 17-21 March 1997:

Generally speaking, the distribution of populations speaking the various African languages tends to be regional: that is the speakers of a particular language are not

dispersed but tend to be restricted to well-defined geographical areas. Partly for this reason, even languages with small populations become significant for the purpose of development and use in national life (UNESCO 2006:30)

2 The refusal for declaration on the right of children to be educated in their mother tongue by UNESCO in 1953

This declaration by UNESCO, upheld in different documents is based on research findings which disclose the fact that access to education through mother tongue has a significant pedagogical value for the child. Lafon (2008:36) is in support of this when he describes,

The cognitive superiority of learning in a language familiar to the child- ideally his/her mother-tongue or home language – has been proved extensively. If learners do not have sufficient knowledge of the medium, they will constantly stumble in their learning, not necessarily on the concepts or ideas or knowledge to be imparted, but on linguistic representations and expressions. Even less can they freely and creatively participate in the educative process.

The 1953s replacement of English by Amharic in primary schools to some extent could be considered as an attempt by government to address the issue of the child's rights to be educated in his/her mother-tongue. However, one has to ask how many children in rural Ethiopia speak Amharic as their mother- tongue. The number of Oromo mother tongue speakers alone constitutes a significant population size. Hence, this decision could not go beyond serving political interests of the two governments. The fact that Amharic is not known by a significant number of the Ethiopian students of primary education is well described by Dimmendaal (2004:75) as follows:

Until 1974, when the Derg regime took over from the emperor Haile Sellasie after a coup d'état, Amharic had been the sole language used in education and the administration of the country. Though widespread as a lingua franca, Amharic was not and is not known as a second language by all students attending primary schools.

From this description it is evident that Amharic based educational language policy of this period disfavored many non Amharic speaking children in the country, in spite of the fact that it was intended to educate Ethiopian students by home-born local language. It is very difficult to pinpoint the official stated violence against mother tongue education in Ethiopia both for Haile Sellasie ÷s reign and the Derg regime.

This is especially true for the latter that has been at least pretended to accept multilingual language policy in education on lower level. Hence, in conformity with this Dimmendaal (2004:76) writes,

The Ethiopian government under Mengistu Haile Mariam, installed in 1974, developed a programme whereby a various "nationalities" (as the groups were called) acquired the right to determine their political, economic and social life, and to use their own language.

This means that the Derg regime introduced a number of regional and local languages in education use. However, it did not last long as Amharic continued to enjoy the same official status as it was acquired during Haile Sellasie's reign and preceding regimes (Cohen 1999:94)

3. The absence of separate and clearly defined language policy

Literature on language policy always advocates separate and clearly defined language policy. However, many countries do not have separate documents of language policy. The guidelines for policy formulation that stated in the Harare Declaration reflects this fact and indicates clear directions to be followed by African states in formulating language policy of their respective nations. Items (b) and (d) of the declaration assert:

(b) Each country should produce a clear language policy Document, within which every language spoken in the country can find its place.

(d) Every country's policy framework should be flexible enough to allow each community to use its language side – by-side with other languages while integrating with the wider society, within an empowering language policy that caters for communication at local regional and international levels.

In contrary, it is evident that both the Haile Sellasie's and Mengistu's regime lack clearly stated language policy for the nation with more than 80 languages. The denial of this fact by the Derg regime resulted in the rise of the strong opposition of its policy.

2.2.3 Language policy of Ethiopia from 1991 until present

After the downfall of Derg in 1991, the new government rapidly embarked on a number of political, social, and economic reforms. One of these changes was radical

restructuring of Ethiopia's geopolitical divisions to the extent of clearing all previous internal divisions (Cohen 1999: 99).

The divisions of political units were made to be according to the linguistic distribution. The transitional government of Ethiopia from the outset adopted an Ethio-nationalist policy, in contrary to the ultranationalist policy during the Derg regime (Bahru 2002: 274). Accordingly, a dramatic and radical reform was introduced into language uses. Consequently, the language policy of the previous regimes and the functional position of Amharic started to be challenged. The result was the introduction of many local languages for the purpose of education, office use and judiciary in the respective linguistic areas.

The central theme of this thesis is to investigate terminology development of Gede'uffa, which would have been influenced either positively or negatively both by previous and current language policies of Ethiopia. The achievement of this goal partly involves the analytical view at general and educational language policies of the federal state and SNNPR. In the following sections therefore, the federal and SNNPR language policy will be reviewed in the light of the framework laid down by Harare declaration for formulation and implementation of language policy.

2.2.3.1 The position of Amharic, English and local languages in the federal constitution of 1994.

At federal level, there are three documents that contain official provisions by the government on language development and language use of the nation. One of these documents is the constitution of Ethiopia from 1995. The articles 5.1-3, 39.2 and 106 are generally assertions for language use and development in Ethiopia. Article 5.1 is a proclamation about the state recognition for all Ethiopian languages while article 5.2 and 5.3 are assertions about the working language of the federal government and of the members of the federation. Hence, the three sub-articles of article 5 of the constitution state that:

All Ethiopian languages shall enjoy equal state recognition
Amharic shall be the working language of the federal government
Members of the federation may by law determine their respective working languages.

Article 39 of the constitution asserts the linguistic rights of nation nationality and people in Ethiopia as:

2. Every nation, nationality and people in Ethiopia has the rights to speak to write and develop its own language;...

Article 106 confirms the importance of Amharic by the assertion that states the superiority of Amharic version of the constitution over versions in local or foreign languages:

106. The Amharic version of this constitution shall have final authority.

Article shows clearly that Amharic is the working language of the federal government. Thus, all announcements and publications of the federal government are published in Amharic. Parliamentary discussions and reports are presented in Amharic. Discussions and official letters at Ethiopian universities are formulated in Amharic. The language also has a strong base in the legal system of the country.

The constitution of FDRE defines the position of local languages, when it asserts the right of members of the federation to determine their respective working languages. Article 39.2 further confirms the right of the Ethiopian nation, nationalities and peoples to develop their languages. By implication the position of local languages are defined to be a working language. However, the decision to use local languages as working languages in the respective regions, zones or special weredas is optional. Because of this optional nature of article 5.2, the adaptation of working languages across the regions of Ethiopia varies to a great extent. Some less heterogeneous regions like Amhara, Tigray, Afar, Oromo and Somalia adapted Amharic, Tigrigna, Afar, Oromo and Somali as working languages in their respective regions, respectively.

In some heterogeneous regions such as SNNPR, Benshangul Gumuz and Gambella, for instance, Amharic is still the working language of the regional state. If it is a matter of choice, there is no doubt that Amharic is preferred to other local languages. This is mainly because Amharic has been achieved a higher level of standardization than other languages of Ethiopia. The decision to use Amharic instead of local languages is also reflected in some zones. Hence a number of zones and special weredas continue to use Amharic even after the language reform in Ethiopia. Thus,

many languages until now never enjoyed the constitutional right because of lack of commitment by some politicians in the regional and zonal administrations. According to my view this is a crime against the innocent child by prohibiting him from mother tongue education.

From the discussions in the previous sections especially (2.2.3.1), it is clear that the languages of Ethiopia, by constitution, either implicitly or explicitly are classified into three levels. Amharic is a working language of the federal government without computing languages. This is already enshrined by the constitution. Thus, any modifications would call for a constitutional reform. Some languages, namely Oromo, Tigrigna, Afar, and Somali are adapted by the corresponding regional governments as their working languages. Other languages are selected for primary education and administration in their respective zones. Such languages are e.g. Gede'uffa, Sidaama, Welayita, Gamo and Hadiyya. The last groups of languages in Ethiopia are those still in oral domains.

The second important document describing the language use and development in Ethiopia is Cultural Policy of Ethiopia. This is a separate document initiated by MOIC and endorsed by the council of Ministers of the FDRE in October 1997 (MOIC 1997:23). The document comprises a number of provisions on language issues. Such provisions include issues about language status and corpus planning. The following sections, deal with each of these language planning issues.

Section 1.4 of the policy document states that:

1.4 All languages and dialects of the country shall be identified inventoried and classified in accordance with their geographical distribution and standards.

By doing this it is at least possible to collect preliminary data or a base line data for languages and dialects in the country. These facts about the language and dialects can also be used as a base for further language planning (corpus as well as status planning). Any language planning should be done based on adequate sociolinguistic information of the concerned language.

The sections 6.1-6.6 of the cultural document comprise a list of activities that relate to both the status and corpus planning of a language. Sections 6.1-6.6 in the document state that:

- 6.1 A language distribution map of the country shall be prepared;
- 6.2 Alphabets shall be developed to those languages that do not have script and put these in to service taking in to account the psychological attitude of the speakers;
- 6.3 Up-grading measures shall be taken to solve the problems of written languages in accordance with the principles and methods of the science of orthography;
- 6.4 In order to promote the literacy tradition of the profile of the country, an enabling environment shall be created for the preparation of dictionaries, encyclopedia and grammar texts in the languages of the various nations and nationalities.
- 6.5 The peoples of the country shall be provided with professional assistance in deciding the languages of instruction, mass communication and for official use at the federal, regional, zonal and when necessary at district levels;
- 6.6 Scientific and technological terminologies that could help in promoting the capacity of the languages of the country shall be developed; translation works that could assist in sharing the experience and knowledge of the world shall be widely practiced ;(MOIC 1997:34)

Table 2.1 summarizes those language development aspects indicated in the provisions of the policy.

Dialectology work	Orthography	Capacity building	Standardization works	Terminology work
Dialect mapping	-New script creation -revision of the old orthography	Material support Training	Facilitating the formulation of materials such as dictionaries, grammar books and encyclopedia	New term formation

Table 2.1 Major linguistic activities presented by the Cultural policy

In the current situation, the study of the dialects in the country is unquestionable. Cooper (1976:13) states the following:

... Not much is known about the amount of regional and social dialect diversity in Ethiopia languages, apart from the general observation that Amharic seems to have surprisingly little dialect differentiation either regionally or socially.

Cooper (1976:13) further states that, "Most of the languages of Ethiopia are unwritten, not fully standardized, and hardly 'modernized' at all in vocabulary". This is to mean that language policy in Ethiopia should address those aspects of language namely, orthography development, standardization, and terminology development among others.

Lüpke (2004:90) claims that, "[t]he development of an orthography and the promotion of the written use of a language are two cornerstones of language planning ...". Lüpke (2004:91) further explains the ways to adapt a writing system for a language, "- the creation of a writing system, the development of an existing writing system, or a combination of both should be part of corpus planning for the relevant African languages." Thus, the provisions in sections 6.2 and 6.3, confirm Lüpke's claim. Hence, corpus planning in the sense of creating a writing system for a language often involves the creation of a new writing system. Section 6.4 is a provision about language standardization by writing the grammar and the dictionary of a language.

Section 6.5 deals with technical assistance that should be provided to language project planners and implementers at different levels. Likewise section 6.6 states terminology planning with the intention to capacitate national or local languages for technical communication. The cultural policy also states in section 3.1 that an authoritative body or language institutes should be established to undergo and co-ordinate language development. Thus, section 3.1 states the establishment of institutions for language studies of various structures. Finally, in section 15, the need for obligatory laws and regulations is stated.

The purpose of this is not to present a detailed analysis of language policy. Rather it is intended to describe the existing provisions in terms of terminological developments of languages, especially, local languages like Gede'uffa. The need for terminology development will be discussed in the following chapter. It is not without saying that supported by government policy linguistic demand alone would never help to achieve intended terminological development that is always at the heart of the language development.

From the items in the policy document, it is clear that the government has stated a number of important aspects to develop local languages. However, in most developing countries of Africa the issues of language policy are problematic. On the one hand some important policy issues are deliberately left unstated. On the other hand, there is always a discrepancy between what is stated on paper and actual practices (Dimmendaal 2004:71, Onyango 2005:231). Moreover, the language policy of a country may lack detailed programs and time framework. Dimmendaal (2004:82) argues that, "Legislation is useful only when accompanied by a detailed plan for implementation with a time frame, sanctions etc., a characteristics which is not necessarily present yet in modern African states."

The 1994 education and training policy of Ethiopia by MOE is primarily a general guideline about the planning and implementation of education in Ethiopia. However, it also states the position of Ethiopian languages in relation to their use in education. The eight sections from 3.5.1-3.5.8 in the policy document are the provisions of educational language use. These provisions are:

3.5.1. Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages.

3.5.2 Making the necessary preparation nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and country wide distribution

3.5.3 The language of teacher training for kinder garden and primary education would be the nationality language used in the area.

3.5.4 Amharic shall be taught as a language of countrywide communication.

3.5.5 English will be the Medium of instruction for secondary and higher education.

3.5.6 Students can choose and learn at least one nationality language and one foreign language for cultural and International relations.

3.5.7 English will be taught as a subject starting from grade one.

3.5.8 The necessary steps will be taken to strengthen language teaching at all levels.

The provisions in the policy document define the roles of English, Amharic and local languages in accordance with their use in education Table 2.2 summarizes the official positions of the three languages in the education system of Ethiopia.

Language	Position or role of the language	Intended goals
English	-School subject(1-12) -Medium of instruction(primary-higher institutions)	-to facilitate international communication -to facilitate scientific communication
Amharic	-school subject(primary-12) -medium of instruction or mother tongue: -in primary education in Amhara region -in many towns of a vast number of population speaking Amharic as their first language	-to facilitate national communication - to promote mother tongue education
Local languages	-mother tongue for primary education in respective zones and regions - school subject(primary-12)	-to promote mother tongue education -to promote nationalities right to develop their languages

As can be seen in provisions from 3.5.1 to 5.5.6 and the summary in Table 2.2 the educational language policy, above all, defines the status of three languages, namely English, Amharic and local languages. The policy states that English would serve as a medium of instruction from secondary school to university. (See section 3.5.5) However, an exception is stated for educational institutes such as primary education teachers training colleges and kindergartens. Colleges for primary teachers training and kindergartens should use local languages as medium of instruction. The policy also states that English should be taught as a subject right from the beginning of primary school. Moreover, article 3.5.2 of the policy implicitly attempts to impose the use of Amharic in the regions or zones at the expenses of other local languages of Ethiopia. Article 3.5.2 asserts that the local community can select education languages. Cohen (1999:2) argues the following:

In practice this means that groups of people can choose either the local language or Amharic, which is the only feasible alternative. The only other language that is widely used in the education system is English, the use of which, other than as a single subject, would be unsuitable in the primary education system.

In addition to the formulation of unstated remarks to encourage the use of Amharic for education, the use of local languages has been explicitly subjected to two restrictions by the education policy of 1997. The first restriction is the precondition set by the policy to determine the introduction of local language(s) for the purpose of education in the regions, zones and special weredas. Hence, section (3.5.2) states preconditions like "making necessary preparation" before the introduction of local language(s) into the education system. The preparation by itself is not bad but the question is whether a local community can develop their language(s) that have been neglected for long time by previous regimes, as fast as possible, or as adequately as required so that it will be compatible with those necessary conditions for the introduction of a language as MOI. The practical example of this is the introduction of Gede'uffa to primary education and office use. The status planning of Gede'uffa was done without linguistics preparations. Had it been set of requirements even for intermediate level of linguistic and non linguistic preparations Gede'uffa would have not been secured today's position. It is evident that much more linguistic and non-linguistic preparations for Gede'uffa were done at the time of its introduction for primary education and office use.

In conclusion, like the general language policy, educational policy also lacks implementation programs with defined time frame. Moreover, discrepancies between the official policy and practical implementation have been evident for many local languages. The mismatches between the official policy and its practical implementations have been well discussed in Education Quality Package document by MOE in 2009.

Education quality package is a document prepared on the basis of action research carried out by MOE. The aim of the research is to investigate the implementation of the 1994 education and training policy of Ethiopia. Thus, the research has identified a number of gaps in the process of implementing the policy. The identified shortcomings have been mentioned below in relation to the implementation of educational language policy. The use of English as medium of instruction varies from region to region. Some regions begin teaching in English from grade 4, or others from 7. In SNNPR, for instance English is used as a medium of instruction starting from grade 5. In contrary to the official policy adequate technical supports have never been given to local communities. Consequently, lack of trained manpower regarding nationalities language is one of the observed critical problems in the development of local languages. Moreover, the scarcities of textbooks and reference books in nationalities language have never given a proper handling both by central and local administrations (MOE 2009:40). Similarly, discrepancies have been observed in the language use for kindergarten and primary education by private organizations. Hence in private schools and kindergartens the MOI is always English.

This is not an exhaustive list of the discrepancies between the official policy and the actual implementations. However, it indicates the prevailing conditions in accordance with the mismatches between the policy and its implementation.

CHAPTER THREE

3. The methods of term formation in Gede'uffa

The purpose of this chapter is to investigate the methods used by the Gede'uffa development committee, by Gede'uffa text book writers, Gede'uffa dictionary compilers, Gede'uffa teachers and individual translators to create terms in Gede'uffa for various subjects or fields. Therefore, strategies employed by term developers are exhausted as much as possible depending on available data. The data used in the chapter is basically taken from written language. Written language is a considerable source for terms in technical language (Sager and Nkwenti-Azeh 1989:10). Therefore, the data was taken from text books, roadside billboards, translations, official letters and reports, and minutes of zonal council regular submits.

Some data appear to be common vocabularies especially compared to modern languages like English. However, at current development level of Gede'uffa these words are said to be technical vocabulary that designate those concepts that have never used until the introduction of the language for primary education and administration in 1994.

3.0 The general division of methods for term invention

There are many methods used to coin new terms in a language. They can be divided into groups based on the resources used to coin terms. Sager and Nkwenti-Azeh (1989: 11-13) distinguish three linguistic methods of designation, namely 1. the use of existing resources; 2. the modification of existing resources and 3. the use of new resources. The use of existing resources refers to the term construction by using polysemy of general words. Under this category Sager and Nkwenti-Azeh (1989) classify methods such as semantic transfer (the form in general language is promoted to designate a new concept), metaphorical expansion, (meanings of existing forms can be associated with new concept) semantic narrowing, (the meaning of the existing forms are reduced to designate specific concepts) and metonymy (naming the whole after parts). The modification of existing resources includes compounding (narrowing or refining meanings by means of relating concepts to each other), derivation (modifying existing concepts by means of affixation), conversion (putting a varied use on the same form so that verbs would function as nouns and vice versa) and

scholars for coining new terms. The following text by Nguyen (1985:119) describes the situation in the 1940s Vietnam:

At the beginning scientists and science teachers advocated different methods in coining new terms in the 1940s. Some wanted to use French words, particularly in chemistry, others suggested the transliteration of those French terms in to Vietnamese, and still others preferred the use of Sino-Vietnamese loan words ... A numbers of writers advocated the use of vernacular terms in every day parlance...

From the discussion it is clear that there are many different linguistic methods to elaborate technical vocabulary in a language, though the resource to use is either language internal or language external. They include semantic transfer, derivation, compounding, compression, loan translation and borrowing among others. It is unquestionable that this diversity of methods for term creation has given terminologists an opportunity to wide choices that they would make depending on linguistic and extra linguistic situations of their respective languages. The selection of methods of term creation is often language and subject specific. Therefore, those methods used by different parties to construct Gede'uffa technical words make a point of departure.

3.1 The method of semantic transfer

Semantic transfer "is the process of attaching new meaning to existing words by modifying their semantic content" (Taljard 2008:92).

Akmajian et al (2006:28) prefer to use the term 'changing the meaning' rather than the term 'semantic shift' define it as a process in which "a new meaning can become associated with an existing word". They also describe about six different ways to achieve semantic transfer in a language. These include change in part of speech, metaphorical extension, broadening, narrowing, semantic drift and reversal (Akmajian et al 2006:28-32).

Similarly, semantic transfer or semantic shift is defined by Andrzejewski (1979:5) as "a means of term creation whereby the existing meaning of a word usually acquires an expanded or modified meaning in order to name a new, generally related concept. In this manner ordinary words acquire specialized meaning." In conclusion, semantic transfer, or changing of meaning, or semantic shift, is a process of giving a modified

meaning to existing words, and therefore, it uses language-internal resources to construct new terms in a language.

It is also considered as a broad strategy with a number of sub-techniques. These sub-techniques are discussed in the following section to investigate Gede'uffa term creation process by semantic transfer.

3.1.1 Term creation in Gede'uffa by changing parts of speech

Sometimes a word in general language is changed from one part of speech to another so as to name a different sense from the previous (Akmajian et al 2001:29). A significant number of terms have been constructed by changing the part of speech in Gede'uffa. The following words in Table 3.1 are examples from algebra, physics, chemistry, biology and education where the semantics of verbal nouns is extended to abstract nouns without changing the original form of the words.

Table 3.1 semantic transfer by change of parts of speech

Term	Meaning of the verbal noun	Meaning of the noun
<i>Leba</i>	'to add'	'addition in algebra'
<i>xe'isha</i>	'to deduct'	'subtraction in algebra'
<i>birasa'issa</i>	'to multiply'	'multiplication in algebra'
<i>gooda</i>	'to divide'	'division in algebra'
<i>ila</i>	'to give birth'	'generation in biology'
<i>badhaasa</i>	'to give something good to someone'	'reward in pedagogical instruction'
<i>fotoqa</i>	'about trees, free fall'	'lever in physics'
<i>shiiphenssha</i>	'to become a dense'	'density in chemistry'

Table 3.1 shows that some Gede'uffa terms are created by changing parts of speech of the words. This process does not stop with changing of parts of speech. Rather the meanings of the words are also broadened. In sum changing parts of speech to broaden the original meanings of the forms in common languages is one of the most

productive techniques of term formation in Gede'uffa. The method has been used by terminologist in a numbers of fields such as physics, chemistry, biology, mathematic, and education.

3.1.2 The metaphorical extension technique

A metaphor is "a comparison of two things that are not alike. The comparison is implied." (Galvin et al 1994:272). Metaphorical extension is one of the word formation techniques that use language internal resources. It is based on the exploitation of physical characteristics and similarities between a new concept and existing words of the target language. Thus the meaning of existing words are modified or changed to accommodate the new meaning. Sager and Nkwenti-Azeh (1989:11), claim that the metaphorical extension technique is applicable in all areas of knowledge. In metaphorical extension a language does not own a new form of a word to represent a new concept. In this regard, Akmajian et al (2001:29) claim that, "the language does not gain a new word as such, but since a word is being used in a new way, the language has been augmented, as though a new word had been added."

Within the method of metaphorical extension, there are sub-techniques by which the meaning of an existing word is modified in order to create new meanings. The discussion of these sub-techniques not only makes the analysis of concept- term assignment to be deep but also provides adequate information about term creation of Gede'uffa.

3.1.2.1 Words taken from cattle breeding culture

Some Gede'uffa words in the realm of animal breeding have been used to represent concepts in other realms of human activities. The semantic relationship between concepts of animal breeding activities and concepts of other fields of human knowledge are established by means of implied metaphors. Table 3.2 shows some examples.

Table 3.2 Technical words of animal breeding origin

Term	Original meaning	Extended meaning
usura	'to tie the cattle with rope on the leg'	'human detention'
Eege	'animal or cattle tail'	'lowest score'
leenijisa	'to train a young mule or horse'	'pedagogical training of human being'
waare	'a day time break for cattle'	'lunch break'
bixaala	'a piece of metal put on mule or horse mouth for directing'	'legal restriction'
Kose	'waste from cattle'	'fertilizer'
gulufa	'horse riding'	'car travel'
ha'usa	'to take cattle for drinking'	'to fill petrol'
afilaama	'indemnity paid for damages by cattle'	'civil punishment by the court'
bobaasa	'to take cattle to the grazing fields'	'department'; 'center of coordination'

Table 3.2 shows that a number of terms have been formed by transferring linguistic forms from traditional cattle breeding activities. Thus, several concepts of the various fields such as law, education, agriculture, technology, administration, and statistics have been named by the forms from cattle breeding. This is an indication that this technique of term creation has been a very productive in the process of Gede'uffa term formation. The technique has enabled terminology developers to easily found appropriate designations even for such a modern concepts like training, imprisonment, department and car driving among others. A designation by this method appears to be providing adequate Gede'uffa descriptions about the concept in modern terms in order to be easily understood by the entire society including those community members with less contact to these modern concepts. Moreover, these terms have been very important in formulating other forms to name a number of related abstractions in the

concept system. The term *oofa* ‘direct and control cattle from the behind on the way back to home or on the way from home to grazing field’, has been combined to form other related technical terms like a pilot, a captain of ship etc. primarily by implied metaphors.

3.1.2.2 Terms with Gedeo traditional administration etymology

Some terms have been adopted from Gedeo traditional administrative system often referred as to Gada system. Some examples are presented in Table 3.3.

Table 3.3 technical terms taken from traditional administration

Term	Original meaning	New meaning
<i>roga</i>	‘division of administrative area in the Gada system’	‘district’
<i>ya’a</i>	‘public gathering in the Gada system’	‘council meeting’
<i>qululla</i>	‘the last social stage in Gada system’	‘retirement’
<i>lalaba</i>	‘public speech by the leader of Gada system’	‘proclamation’

3.1.2.3 Terms adopted from traditional bee keeping activities

Bee keeping is an important source for modern terminology formation in Gede’uffa. A number of terms in different fields have been coined by modifying the original meaning of the word in bee keeping activities. Table 3.4 presents examples of the terms with the origin of traditional bee keeping activities of the Gedeo people.

3.1.2.5 Coinages from human and animal body parts

Some concepts of location and direction have been designated by the existing forms of parts of the human and animal body. Table 3.6 presents some examples of these terms.

Table 3.6 technical words from parts of the animal body

Term	Original meaning	New meaning
<i>godoba</i>	'stomach'	'width'
<i>midda</i>	'right hand'	'north'
<i>bita'a</i>	'left hand'	'south'
<i>umo</i>	'head'	'principal'
<i>ille</i>	'an eye'	'center'; 'nucleus'

3.1.3 Designations by restricting the wider use of the form

The general language words with extended meanings have been used for specific technical concepts by redefining in order to restrict its representations. With regard to this Sager and Nkwenti-Azeh (1989:11) describe that:

General notions are often the basis for scientific investigation, but the process of developing special reference then requires the definition of the concept or concepts that have been developed from them. Such definition usually entails reducing the extension of the general language word."

Hence the use of general words for specific technical concepts is evident in Gede'uffa for fields such as physics and chemistry. Some examples of this use are presented in Table 3.7.

Table 3.7 terms created by reducing the general language use

Term	General language meaning	Specific meaning
<i>Uduuda</i>	'force in general language'	'force in physics'
<i>Hunna</i>	'force in general language'	'energy in physics'
<i>Janeena</i>	'force in general language'	'strength of compounds in chemistry'
<i>mudama</i>	'speed in general language'	'speed in physics'
<i>wiinama</i>	'speed in general language'	'velocity in physics'
<i>Ariite</i>	'speed in general language'	'acceleration in physics'
<i>Huje</i>	'work in general language'	'work in physics'

3.1.4 Terms formed by reversing the negative connotation

A significant number of Gede'uffa terms were developed by dropping the original negative connotation of the form as in the following examples presented in Table 3.8.

Term	Original meaning	New meaning
<i>Gina</i>	'hatred towards someone'	'antonym'
<i>Saala</i>	'sexiness'	'gender (male/female)'
<i>Beddo</i>	'blemish'	'period'; 'full stop'
<i>bixinxxille</i>	'useless material because of its tiny size'	'fraction'

Table 3.8 terms formed by dropping negative connotations

3.1.5 Terms formed by broadening the original meaning of the form

Some terms have been created by broadening the meaning of existing words. The creation of a new term changes the previous semantic relation between the form and its referent. In this method a word represents at least one additional meaning in the concept system than it used to represent. Examples are presented in Table 3.9.

such as education, science, mathematics, agriculture, linguistics, literature and law. The data in Table 3.1 to 3.9 do not contain all terms created by semantic transfer in Gede'uffa, because the objective of this thesis is not to give an exhaustive list of Gede'uffa terms formed by various groups and individuals. However it has been an important indication of the effectiveness of the *semantic transfer* method in the development process of the Gede'uffa technical vocabulary.

3.2 Compounding

Compounding, as a term forming method, has been defined by many scholars such as Taljard (2008), King'ei (1999), Musau (2001) and Sager and Nkwenti-Azeh (1989). However all authors present basically similar ideas. Thus, Taljard (2008:92) briefly defines, "compounding is the process whereby a new term is coined by combining existing words or lexical items." According to Felber (1984:167), a compound term basically has two or more roots and optionally some affixes. Compound terms are formed by syntactic linkage of linguistic elements as in the following sections.

3.2.2 The syntactic linkage of the Gede'uffa terms

The syntactic linkage of the elements should go parallel with conceptual linkages such as determination, conjunction, disjunction and integration (Felber 1984:176).

3.2.2.1 Term formation through determination

The determination refers to logical relationships between two concepts in which "a second concept is integrated as characteristic into the intension of the first concept; thus the intension of the first concept is enlarged by at least one additional characteristic. The resulting concept is a species of the first concept." (Felber 1984:124). This is to say that each lexical item in the compound has a distinctive role. Thus, two kinds of elements, namely determined and determinant exist in the combination.

Compounds can be divided into nominal, verbal, adjectival, and adverbial based on the constituent classes. However, Sager and Nkwenti-Azeh (1989:12) argue that, "[t]he vast majority of compounds are nouns formed by linking one or several nouns, names or adjectives to a nuclear noun." Hence Sager and Nkwenti-Azeh suggest five important motivations for term formulation:

- 1) The determinant may compare the nucleus to another object
- 2) The determinant may specify the material of which the nucleus is made in order to differentiate it from similar object made from other materials
- 3) The determinant may express an inherent property of the new concept
- 4) The determinant specifies the use to which the nucleus
is regularly put
- 5) The determinants specifies what the nucleus is used against

The following section will discuss these with exemplifications.

A. Term formation by the linkage occurring when the determinant compare the nucleus to another object

It is evident that a number of Gede'uffa terms are created by compounding. The compounding is done based on the determined- determining relation between the two members of the compound, nucleus and determinant. One of the observed term formation practices is that the determinant compares the nucleus to another object. A few examples are presented in Table 3.10 to indicate the application of the method in constructing Gede'uffa terms.

Table 3.10 compound terms that are formed when the determinant compares the nucleus to another object

Term	Lexical components of the compound	New meaning
<i>gonga qore</i>	<i>qore</i> 'basin' + <i>gonga</i> 'water pool'	'big basin'
<i>lola'a wode'e</i>	<i>lola'a</i> 'flood' + <i>wode'e</i> 'water'	'impure water'
<i>kaade xeenā</i>	<i>xeena</i> 'rain' + <i>kaade</i> 'ice'	'torrential rain'
<i>geebo barachcho</i>	<i>geebo</i> 'game' + <i>barachcho</i> 'education'	'a role play (teaching method)'
<i>buuro sayite</i>	<i>sayite</i> 'oil' + <i>buuro</i> 'butter'	'best quality oil'

Table 3.10 shows that the nucleus *qore*, 'basin' *wode'e*, 'water' *xeena*, 'rain' *barachcho* 'education' and *sayite* 'oil' are compared to *gonga* 'water pool', *lola'a* 'flood', *kaade* 'ice', *geebo* 'game' and *sayite* 'oil' respectively to form words with different meanings. Thus, it is possible to conclude that this is one of the productive methods of term formation in Gede'uffa.

B. Terms formed by specifying the material from which the nucleus is made

Similar objects often can be made from different materials such as plastic, metal, wood, glass and others. Such objects are distinguished in a compound by specifying the materials from which the object is made. Thus, the determinant specifies the material from which the nucleus is made so as to differentiate it from other similar objects (Sager and Nkwenti-Azeh 1989:12). Table 3.11 presents some examples from Gede'uffa.

Table 3.11 Terms formed through the specification of the materials
from which the nucleus is made

Term	Compound structure
<i>sibljiniixa siqqo</i> 'iron rod'	sibljn-ii-xxa + siqqo iron-INS-F rod
<i>laasitetika subba</i> 'plastic bag'	laasite-ti-ka + subba plastic-INS-M + bag
<i>sibljniixa qore</i> 'nickel plate or dish'	sibljn-ii-xxa + qore iron-INS-F dish
<i>da'utetika mine</i> 'aluminum building'	da'ute-ti-ka + mine aluminum-INS-M + building
<i>gogiixa kophe</i> 'leather shoes'	gogn-ii-xxa + kophe leather-INS-F + shoes

C. Terms formed by expressing the inherent property of the nucleus

This is a kind of linkage that is formed when the inherent property of the nucleus is described by the determinant. Hence the following examples show those terms that have been constructed by this syntactic linkage.

Table 3.12 Terms formed based on the inherent property of the nucleus

Term	Structure
<i>arshshotika ifa</i> 'sun light'	arshsho-ti-ka + ifa sun-INS-M light 'sun light'
<i>eebinjiinxsa hunna</i> 'heat energy'	eebinjiin-i-xxa + hunna heat-INS-F energy 'heat energy'
<i>arshshotixsa hunna</i> 'solar energy'	arshsho-ti-xxa + hunna sun-INS-M energy 'solar energy'

It is evident that some compounds have been created by its determinants expressing the inherent property of its nucleus. The inherent property of nucleus *ifa* 'light' in the first example in Table 3.12, for instance, has been determined by the word *arishotika* 'of the sun'. There are some other sources of light such as electricity, spark, and others. However in the example the determinant word *arshotika* 'of the sun' restricts the characteristics of the nucleus *ifa* 'light' by giving its inherent property, i.e. originating from the sun.

D. Terms formed by the description of function assigned to the nucleus

A nucleus in a compound often represents a referent with a certain function. This function can be specified by the determinant so as to form a syntactic linkage between the lexical items. Some examples of this linkage are presented in Table 3.13 to indicate the situation of the linkage in Gede'uffa.

Table 3.13 Terms formed based on the function associated to the
nucleus

Term	Structure
<i>buletika daama</i> 'flour mill'	bule-ti-ka + daama flour-INS-M mill 'grinding mill'
<i>seematixxa meetire</i> 'tailor's meter'	seema-ti-xxa + meetire cloth-INS-F measuring tape 'tailor's meter'
<i>itatika beera</i> 'dining table'	ita-ti-ka + beera food-INS-M table 'dining table'

As can be seen in Table 3.14 the linkage is based on the determinant specifying the regular function of the nucleus. In the new term *seematixxa meetire*, the word *meetire* 'tape' is regularly used to measure a piece of clothes in the daily activities of the tailor. Therefore, this function is expressed by the determinant *seematixxa* meaning, 'of clothes' or 'tailor's'. In general this syntactic link has been one of the choices employed by Gede'uffa term constructors.

E. Terms formed with syntactic linkage created by determinant expressing what the nucleus is used against

Some objects in human life may act against certain activities or things. In terminology work, this have been resulted in compounds with its determinant specifying those things or activities the nucleus is supposed to act against. This has been one of the techniques in constructing Gede'uffa terms. A few indicative examples are presented in Table 3.14.

Table 3.13 Terms formed based on the function associated to the

nucleus

Term	Structure
<i>buletika daama</i> 'flour mill'	bule-ti-ka + daama flour-INS-M mill 'grinding mill'
<i>seematixxa meetire</i> 'tailor's meter'	seema-ti-xxa + meetire cloth-INS-F measuring tape 'tailor's meter'
<i>itatika beera</i> 'dining table'	ita-ti-ka + beera food-INS-M table 'dining table'

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Table 3.14 terms formed when the determinant expresses what the nucleus is used against

Term	Structure
<i>bii'netika qorssa</i> 'malaria drug'	bii'ne-ti-ka + qorssa malaria-INS-M drug 'malaria drug'
<i>gaadisniixxa haqqe</i> 'shade trees'	gaadisn-ii-xxa + haqqe shade-INS-F trees 'shade trees'
<i>lola'iniixxa bale</i> 'ditch'	lola'in-ii-xxa + bale flood-INS-F cannal 'ditch'
<i>pooliyotixxa kitibaate</i> 'polio vaccine'	pooliyo-ti-xxa + kitibaate polio-INS-F vaccine 'polio vaccine'

3.3 The method of derivation

Widdowson (1996:46) defines derivation as "the way morphemes get attached as affixes to existing lexical forms or stems in the process of word formation." Similarly, Onyango (2005:225), briefly defines it as "formation of a word by adding affixes." Derivation should not be confused with compounding, whereby at least two lexical items are combined to create a new term (Van Huyssteen 2003:113). Hockett (2006:240) describes that, "derivation deals with the structure of stems." Derivation is referred to as 'affixation' by Schendl (2001:26) and defined as a process of word formation by means of which "a bound morpheme is added to a base, as a prefix or a suffix."

From the discussion it is clear that derivation is one of the strategies in which a new term is created by means of affixation to the existing stem. The following section

investigates applications of the method in accordance with term formation of Gede'uffa.

3.3.2 Term creation by prefixation

There are three types of affixes, namely prefixes, infixes and suffixes. A prefix is a bound morpheme that is attached at the beginning of the stem whereas a suffix is attached at the end of the stem (Widdowson 1996:46). Sager and Nkwenti-Azeh 1989:12 claim that, "prefixes assist considerably in the systematic structuring of special vocabularies." However, in relation to Gede'uffa terminology it is evident that there has been little effort to use prefixes to create technical terms. Hence a couple of prefixes that have been used in creating new technical words of Gede'uffa were sequential or temporal prefixes. These include *itti-* 'next' and *hige-* 're-' which are used to coin terms like *itti aana sooreessa* 'deputy head' and *hige-uuda* 'revision' respectively.

3.3.3 Term creation by suffixation

Adding suffixes to the stem is a common method that has been used to coin technical vocabulary for different fields. Unlike prefixes, suffixes change a meaning or category of the original stem in Gede'uffa. The most widely used suffixes in forming Gede'uffa technical vocabulary are *-llo* (a suffix to form agentive noun), *-njo* (a suffix commonly used to form material nouns), *-tto* and *-no* (a suffix used to form common nouns), and *-unte* (a commonly used suffix to form abstract nouns). The following examples give some highlights on the application of these suffixes in coining terms in Gede'uffa.

Some concepts expressing profession have been designated by adding the suffix *-llo* to the verbal noun which ends in *-a* as in the following examples.

- (3) *huj-a-llo* 'worker' *fiy-a-llo* 'cleaner'
wiis-a-llo 'farmer' *galchch-a-llo* 'administrator'

Most terms identifying material nouns or instruments are designated by the suffix *-njo*. The following examples indicate some of these instances.

- (4) *xeris-a-njo* 'ruler' *cororris-a-njo* 'water pipe'

mik-a-njo 'measuring tape' *wirisa-njo* 'wind vane'

In addition the suffix *njo* is used to form abstract nouns. Examples are:

(5) *abida-njo* 'preposition'

laakkoossa-njo 'denominator' (used in algebra)

ye'a-njo 'nominator' (used in algebra)

ifisa-njo 'adjective'

harikisa-njo 'object'

qallassa-njo 'notice'; 'revision' (used in education)

Moreover, some adjectival terms are formed by the suffix *-njo*. Hence terms like *baleessa-njo* 'criminal' and *rakisa-njo* 'problematic' have been constructed by suffixing the form *-njo* to the verb stem.

Some technical terms are constructed by suffixing *-no* to the noun or verbal noun. Examples are:

(6) *seema-no* 'a waiver'

geebisa-no 'singer'

The fourth widely used suffix for creating technical words is *-unte*. Most terms created with this suffix are abstract nouns. The following terms in 3.5 are examples of such terms in Gede'uffa.

(7) *qajeel-unte* 'integrity' *qull-unte* 'freedom'

dhugalees-unte 'honesty' *fayy-unte* 'security'

oss-unte 'patience' *jan-unte* 'patriotism'

From the examples in (1) to (5), it is evident that derivation is a productive mechanism of term formation in Gede'uffa. Hence a number of terms have been created by adding prefixes and suffixes to the dependent or independent base morphemes. The independent morpheme or root term quite often appears to be verbal nouns. For example, words like *abida* 'to connect' and *ifisa* 'to explain' in (3.3) are

independent verbal nouns with the stem *abid* and *ifis* and verbal noun marker *-a* respectively.

One important observation in relation to derivation is that there is an inconsistency with the use of suffixes. Different forms of derivations have been used to designate a concept. An example for this is the use of three different forms of suffixes namely *-njo*, *-llo* and *-no* to designate the concept teacher. Hence there is a tendency among speakers of technical languages of Gede'uffa to use three different forms, namely *barachiisanjo*, *barachiisallo* and *barachiisano* interchangeably to designate the concept teacher in education. In the same field the concept denoted by the English form *student* has two forms in Gede'uffa. Hence the two linguistic terms namely *baratto* and *baratoole* are used interchangeably to designate the concept 'student'. It is evident that the third form, *tamaare*, a loan word from Amharic, is more preferably used in oral communication by the community at large. The reason for this inconsistency could be the existence of diversified forms of the noun derivatives. Such diversity of forms is a common phenomenon. However, the use of different terms to designate a single concept is not desirable in technical languages. Regarding this, Felber (1984:180) strongly argues that:

Synonyms cause confusion and give rise to the false impression that more than one concept exists. For this reason they should be avoided in special languages. Technical communication is a matter of clarity rather than of variety.

This means that synonyms in technical communication may cause confusion and should be avoided as much as possible. Cluver (1989:5), asserts that one to one correlation between concept and term should be maintained by reduction of synonyms. (for consideration of synonyms in Gede'uffa see 3.7.2) With regard to the use of synonyms for the single concept of the word teacher, the question is now to decide which form is more appropriate than the other to designate the concept in the English form teacher. To do so, it is important to have a look at the usage of the forms in general language. First, let us look at instrumental nouns. Sager and Nkwenti-Azeh (1989:9) confirm that, "[a]ll special languages are developed from the general language or from one of its geographical or social variants in the case of some crafts, trades or other non-scientific activities." The following nouns designate typical instrumentals formed by derivation in Gede'uffa:

- (8) A. *fiy-is-a-njo*
 clean-CM-VNS-INS
 'broom'
- B. *gan-is-a-njo*
 clean-CM-VNS-INS
 'hammer'
- C. *tum-is-a-njo*
 hammer-CM-VNS-INS
 'grinding stick'
- D. *got-is-a-njo*
 dig-CM-VNS-INS
 'hoe'
- E. *danqar-is-a-njo*
 lock-CM-VNS-INS 'locker'

The glossing shows that all five nouns have the structure stem + causative marker *-is* + verbal noun suffix *-a* + instrumental noun marker *-njo*. Therefore, the derivation with the suffix *-njo* is an appropriate form to designate instrumental nouns in Gede'uffa. Hence the form with the suffix *-njo* is less appropriate to designate the concept teacher, an agentive noun.

The second form *barachiisano* 'teacher' is an unacceptable form to represent the concept teacher in Gede'uffa. The reason is primarily attributed to the pragmatic of Gede'uffa. Any form suffixed with either *-o* or *-no* to some extent could refer to non-prestigious work or non-prestigious groups. This is to say that those words formed with the suffix *-no* would bear elements of emotion. This again contradicts with the basic definition of the terms by Alberts (1999b:3):

Terms are exact and should have no emotional connotations attached to them. When emotional connotations are attached to terms these terms become words and therefore part of the general vocabulary (the terrain of lexicography).

It is possible to further check with the forms ending by *-llo* as in *barachiisallo* 'teacher'. This term denotes an agent. Similarly terms like worker, tiller and killer denote an agent. Therefore, it is analogically possible to compare the linguistic form *barachiisallo* 'teacher' with those forms such as worker, tiller and killer.

- (9) *huj-a-llo* 'worker' (*huj* 'to work' + *-llo*)

wiis-a-llo 'tiller' (*wiisa* 'to till' + *-llo*)

shiy-a-llo 'killer' (*shiya* 'to kill' + *-llo*)²

The appropriateness of the above forms is approved by oral communication. Therefore, based on the general language use it is possible to conclude that the most appropriate derivative form for nouns like teacher is the suffix *-llo*.

This is not the only reason for creation of synonyms in Gede'uffa. A detailed discussion on synonyms is presented in section (3.5.3). One of the most important observations in relation to the application of derivations by Gede'uffa term developers is that they have missed an important activity that should always be done before the formulation of a vast number of designations. With this regard Alberts (1997:190) claims that:

...the terminologist has to apply specific terminological principles when denoting concepts. He/she does has to apply certain linguistic principles. No terminologist can coin a term if he/she does not know the basic word-formation principles of a language.

This is a scholarly warning that terminologists should have such principles of word-formation at their disposal before the actual work of term creation. Abdulaziz (1987:46) claims that a comparative study of source and target languages should be made in order to identify the morphological, syntactic and phonological compatibility between the two languages. The basic grammar of Gede'uffa is not yet described; thus the basic word-formation methods would are not identified.³ Therefore, the grammar should be described prior to other activities of language planning. Terminologists should know word formation methods for the language before coining technical terms. Another important point that deserves discussion is the advantages and disadvantages of derivation as method of term creation in Gede'uffa. From the entire discussion in section 3.3 it is evident that many nominal terms have been created by the method of derivation. Because of the noun producing nature, Poulos and Msimang (1998) consider derivation as "[n]ominal deriving mechanisms". According to Van Huyssteen (2003:106) derivation is one of the term creation methods that "mostly

² All forms in 3.7 show the structure of: stem plus causative marker *-is* plus verbal noun suffix *-a* plus agent suffix *-llo*.

³ Gedeo zone Culture, Tourism and Government Communication Department, Dilla 18 February 2011

draw on the internal resources of the language.” The utilization of language internal resources plays a great role towards achieving terminological goals. This means that the transfer of scientific and technological knowledge to the local community should be either in the native language of the addressees or in another language the people understand. Abdulaziz (1987:43) describes goals of terminology development in the context of local African languages:

The process of the development of scientific and technical terminologies in African languages must be seen in the light of the objective of popularizing scientific and technological knowledge among the broad masses of the people, knowledge that could be harnessed to alleviate ignorance, poverty and disease. In other words the work of elaborating the lexicon of African languages to incorporate the latest scientific and technological concepts must not be seen as an end in itself, but rather as a factor in the quest to acquire and absorb modern technology in the quickest and most efficient manner, on the familiar basis of an indigenous linguistic-cultural context.

This means that scientific and technological knowledge should reach the targeted local population by those linguistic forms that are familiar to the addressees. According to Van Huyssteen (2003:109) this could better be achieved “[b]y employing these internal resources ordinary people also have access to technology, regulations and training, making the need for foreign experts unnecessary.”

From the discussion, therefore, it is clear that derivation is preferable to those methods that rely on external resources.

3.4 The method of borrowing

Borrowing is one of the term creation methods that make use of foreign resources (Van Huyssteen 2003:118). According to Crystal (1997:46) borrowing refers to the transfer of linguistic forms from one language or dialect to another. With regard to borrowing of terms, Felber (1984:176) describes two approaches: “[d]irect transfer of a term as it is” and “literal translation” Taljard (2008) prefers to denote this by ‘loan words’ and ‘loan adoptive’, respectively.

Borrowing is an inevitable linguistic phenomenon especially in technical language, because a technical language is global in its concepts and in its form (Abdulaziz 1987:47). Similarly, Matsuda et al (2008:25) confirms that:

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Unlike the situation with basic vocabulary, scientific or technical terms are usually not “home-grown”, but are often imported from the outside world. And when a scientific or technical term is imported from one language (the source language) to another language (the host language), typically two approaches are found. The first is to simply borrow a word by creating a phonetically equivalent word in the host language. The second approach is to create a new word by combining a semantically relevant word-root or word in the host language.

It has been said that all languages are in principle equal in the sense that all living languages have efficient and viable systems to serve the different and multifarious social needs of the society use them (Lyons 1968:43). However, this does not mean that languages are self-sufficient by themselves. Languages to a great extent vary with respect to social functions they serve. Some languages have registers for many purposes of communication while some languages are at various levels of adaptation so as to meet the rapidly changing communicative needs of the speakers (Coulmas

1989b:3). According to Nkondo (1987:70), no language is self-sufficient, and therefore languages always tend to show inter-dependence for their vocabulary of the various socio-cultural functions. Borrowing is more common in the realm of vocabulary than that of higher syntactic structures (The Linguistic Encyclopedia 1991:208). Languages share concepts and terms when they come into contact and borrow from each other (Matsela and Mochaba 1986:145).

Social change is an important motive for borrowing as it is always accompanied by new concepts that need to be designated by linguistic forms (Schendl 2001:25). These social changes may include several fields such as science, technology, education, economics etc. In the process of borrowing it is evident that languages which have many registers for different purpose of communications become the source of new concepts and linguistic forms for those languages which are at various levels of adaptation to social functions. However, there has always been a debate among scholars on the merits and demerits of borrowing as a term creation method in a language. There has been a great fear among philologists about how to maintain the purity of a certain language that would be lost by borrowing of foreign terms (Stoberski 1987:87). Similarly Matsuda et al (2008:26) claims that although borrowing is simple to implement, "but would have the danger of disturbing language purity, which also have a high priority in many nations. Moreover, Taljard (2008:92) views that borrowings sometimes would not fully be understood by the target population, as the borrowed term "provide no clue to conceptual context...and such terms are regarded as spoiling the purity of the language."

From the inevitable nature of borrowing among languages the complete avoidance would not be practical in any language. Therefore, Abdulaziz (1987:47) proposes morphological adaptations to give borrowings indigenous shape. Massamba (1987:57) claims that in top of adaptation, terminologists should consider the distance between source language and target language. Thus concepts or linguistic forms should first be exploited within the dialects of the target language followed by related languages and foreign languages respectively. Leon (1987:64) argues that borrowing should always be the last means in coining technical words for local languages. Moreover, based on the experiences of Swahili technical terminology in Kenya, King'ei (1999:159) argues that:

It is obvious that Swahili will continue to borrow from both African and foreign languages as well as coin new terminology especially in science and technology. Borrowing will also occur for concepts in domains that have no parallel in the culture of the Swahili or other African peoples in the region. However, borrowing should never be a substitute or excuse for lack of linguistic creativity or research on the part of the experts.

Sager and Nkwenti-Azeh (1989:11) claim that languages should keep a reasonable balance between the use of internal resources and borrowing methods. This means that both purism and excessive borrowing would disturb the natural evolution of the lexicon of the target language.

From the discussion it is clear that borrowing is one of the most productive methods by means of which foreign concepts are transferred into the target language with or without adaptation. The method can better be used if it would follow by phonological, morphological and syntactic adaptations of the target language. Borrowing can also occur between dialects of the same language. Moreover within borrowing there are sub-divisions of the imported terms into loanwords and loan adoptive. The following section will deal with these two sub-divisions of the borrowings in accordance with the experience of Gede'uffa.

3.4.1 The method of borrowing in Gede'uffa

3.4.1.1 The source language for borrowings in Gede'uffa

In practical point of view local languages in Africa have imported a vast number of technical words from modern European languages as these languages were more prestigious than the local languages of Africa. One of these languages is English which has served as a source language in developing technical terms for many local languages all over the world (Sager and Nkwenti-Azeh 1989:23). In addition, local languages also borrow technical words from languages that are spoken around it. In other words languages always share a reasonable number of terms with neighboring languages with which they are in contact. Moreover the national language of a nation can be the source language for local languages spoken in the same country. Hence many African countries have been adapted the language policy that reflects this

linguistic scenario. Tanzania has a language policy that considers the possible interaction of the national language, Swahili with English and other local languages (Massamba 1987:53). With regard to the development of Gede'uffa technical words English, Amharic, Oromo, Sidaama, and Koorette languages have been important sources of new concepts and linguistic forms, though the level of contribution varies. Amharic and English are the most important source languages for development of Gede'uffa terminology. The reason for this is obviously attributed to the development level of technical communication for various scientific and technological fields. Oromo and Sidaama are found in the same language family of Cushitic, and at the time they are spoken in the border area of the Gedeo zone.

Koorette language has neighborhood contact with Gede'uffa, though its classification is with Omotic language family (Aweke 2007:34). Hence, in the following section the contribution and influence of these languages on development of Gede'uffa technical vocabulary will be investigated.

3.4.1.1.1 Borrowings from English and Amharic

There are two main sources of borrowing for technical languages of Gede'uffa: Amharic and English. The reason for this is the dominance of these national and international languages over Gede'uffa. Furthermore, this is related to the history of language planning in Ethiopia. The language policy propagating the use of one language has given a monopolistic power to Amharic in many domains of communication such as education, business, governmental services, socio-cultural activities and religion, both written and oral forms (cf. chapter 2) Hence, Amharic is a higher developed and more prestigious language than Gede'uffa. In such instances the less developed language is forced to borrow technical terms from the higher developed and more prestigious language. With regard to this Hockett (2006:405) claims that, "...the prestige factor leads to extensive borrowing from the dominant language into the lower. Borrowing in the other direction is much more limited and largely ascribed to other principal motive."

In addition to this the term creation for Gede'uffa has been started with the direct translation of Amharic technical words into Gede'uffa. Cohen (1999:135) describes

how direct translation of school materials from Amharic into Gede'uffa took place in the summer of 1992 and 1993 by the SNNPR Education Bureau in Hawassa as follows:

In order to assist the speedy production of these large number of materials, local language teaching materials were initially produced by means of direct translation from existing Amharic text-books [...] government bodies wanted the teaching materials to be produced very quickly, and so no time was allowed for those developing the materials to reflect on their content. Translators were working under extreme time pressure and were concerned to get the job done as quickly as possible.

This kind of speedy translation in response to the decree by authorities would always result in undesirable terminological production (Onyango 2005:222). One of these undesirable outcomes is excessive borrowing from target language, in this case Amharic. Cohen (1999:134) describes bilingual backgrounds of the participants in the textbooks translation project by SNNPR Education Bureau in the summer of 1992 and 1993:

All translators were required to satisfy three requirements: they should have the first degree in the subject of materials which they were translating, they must be bilingual in the language they were working on and Amharic and they must come from the area in which the language they were working on was spoken.

Bilingual terminologists often rush to adaptation of loanwords before an adequate search has been undertaken for an equivalent term in the target language. Therefore, unsystematic planning results in overreliance on foreign resources for term formation. The absence of clear borrowing policy together with high prestige of the Amharic and English were the primary reasons for over reliance on Amharic and English. The data in Table 3.15 presents loanwords that have been imported from Amharic and put into the wide use in Gede'uffa. This is again not an exhaustive list, but it indicates adequately the prevailing situation of Gede'uffa terms in accordance with Amharic loanwords.

Table 1.15 Amharic loanwords in Gede'uffa technical vocabulary

<i>kibabe</i> 'club'	<i>mazigabuwwa</i> 'file'	<i>boske</i> 'fist'
<i>qimame</i> 'spice'	<i>noora</i> 'gypsum'	<i>maxaafa</i> 'a book'
<i>fitabeere</i> 'civil code'	<i>kittibaate</i> 'vaccine'	<i>akkaafa</i> 'spade'
<i>tembeere</i> 'stamp'	<i>kaartta</i> 'map'	<i>mogede</i> 'wave'
<i>xarapheezza</i> 'table'	<i>tsabaye</i> 'behaviour'	<i>gaare</i> 'cart'
<i>gibra</i> 'tax'	<i>kiribite</i> 'a match'	<i>saamuna</i> 'soap'
<i>nabbaba</i> 'reading'	<i>tsaafa</i> 'to write'	<i>daqiiqa</i> 'minute'

Table 3.15 indicates that Amharic has been an important source of technical words in Gede'uffa. The data show that Amharic loanwords were introduced to education, science, administration, economics, and health, among others. The data also shows that Amharic words ending in a consonant have been adapted by adding final vowels since Gede'uffa requires a final vowel morphologically. Moreover, the data show that some words are adapted by the process of metathesis. Furthermore, the data shows that new phonemes such as /v/ and /š/ have been adapted through Amharic loanwords such as *xarapheezza* 'table' and *tsaafa* 'to write' respectively. Finally, the data show that some Amharic loan words are adapted by gemination of consonants as in the word *akkaafa*. In Amharic /k/ is not geminated.

Sometimes it is evident that loanwords from one language may be borrowed from a third language (Akmajian et al 2001:27). Hence Gede'uffa has borrowed Amharic words that were themselves borrowed via English to Amharic. Hence it is indeed difficult to decide on the genuine source language for these borrowings in Gede'uffa.⁴

⁴ Responses from informants

The following examples are an indicative sample of the vast number of words in this group.

Table 3.16 Amharic loanwords of Gede'uffa with English origin

<i>viitamine</i> 'vitamin'	<i>moodel</i> 'model'	<i>pakeeje</i> 'pakege'
<i>piroogirame</i> 'program'	<i>booride</i> 'board(team)'	<i>peeroole</i> 'payroll'
<i>baajete</i> 'budget'	<i>pilaan</i> 'plan'	<i>zoonne</i> 'zone'
<i>piroojekite</i> 'project'	<i>kopiiteer</i> 'computer'	<i>sayinsse</i> 'science'
<i>telebijiine</i> 'television'	<i>muusuqa</i> 'music'	<i>vayireesse</i> 'virus'

As already described the data show that a number of Amharic loanwords have been adopted for various subjects. This indicates the overreliance of Gede'uffa technical terms on Amharic rather than English. In other words when Amharic borrows a particular form via English, Gede'uffa will also tend to borrow this form via Amharic, instead of looking inwards either for the readily available appropriate native equivalent or the new designations by linguistic means such as compounding, derivation, loan translation. Thus, Amharic serves as model for term creation in Gede'uffa. The question of whether a particular foreign concept would be introduced by direct transfer of the form or by loan translation is answered based on the Amharic model. The following examples indicate how Amharic has influenced the method of term formation in Gede'uffa especially in relation to borrowing.

Table 3.17 Comparison of Amharic and Gede'uffa by loan preference

English terms	Designation Method	
	Gede'uffa	Amharic
Line segment	Loan translation	Loan translation
Straight line	Loan translation	Loan translation
Perpendicular	Loan translation	Loan translation
Parallel	Loan translation	Loan translation
Triangle	Loan translation	Loan translation
Rectangle	Loan word	Loan word
Trapezium	Loan word	Loan word
Word problem	Loan translation And loan word	Loan translation and Loan word
ruler	Loan translation	Loan translation

The information displayed in Table 3.17 conforms with earlier arguments about dependence of Gede'uffa terminology on Amharic for designation methods. Borrowing by definition is the method that should be used when other language internal resources fail to provide an appropriate form for particular new concept. In other words loan words should only be used after the full exploitation of language internal methods such as semantic transfer, compounding, derivation and loan translation among others. In contrary, borrowing has been overused by Gede'uffa term developers.

[illegible]

tasike 'task'

(11) *dasse* 'desk'

bosse 'box'

tasse 'tax'

masse 'mask'

tasse 'taxi'*tas*se 'task'

I. Possible coinage based on the use of the object
working bench) ‘an office desk’ hujeti beera (lit.

borreesati beera(lit. writing bench') 'school desk'

II. Possible coinage based on the identity of the users
baratoti beera (lit. student's bench) 'school desk'

hujatiin beera (lit. worker's bench) 'an office table'

borreesallin beera(lit.writer's table) 'desk'

III. Possible forms based on the intrinsic characteristic of design:

irikisanjo beera (lit. bench with rest part) 'desk'

edirkisanjo beera (lit. bench with front rest) 'desk'

ba'ajjo beera(load bearing bench) 'desk'

The above attempt could show that much more indigenous forms will be constructed by combining their existing linguistic resources of Gede'uffa. However it is evident that Gede'uffa has been unnecessarily made to dependent on Amharic for its term formation.

3.4.1.1. 2 Borrowings from neighboring local languages.

A vast number of loan words in Gede'uffa have come though Amharic or English. The primary reason for this has been discussed in sections (3.4.2). However, the long time linguistic contact with other local language could has forced Gede'uffa to borrow a considerable number of common language words. Gede'uffa shares a number of common words with Sidaama and Oromo. In contrary insignificant effort is evident in borrowing technical terms among these three languages, though they all belong to the same language family and share a considerable amount of border areas.

The borrowing of technical words from local languages in the same language family or in the area of proximity can have a significant support for cross cultural communication in a nation. The terms that come from related languages do not need such a big phonological and morphological change to fit into the structure of the target language. For example, Gede'uffa has borrowed the terms like *sagale* 'food' and *shalaga* 'calculate' from Sidaama with insignificant adaptation process compared to those terms via English or Amharic. With regard to this Sager and Nkwenti-Azeh (1989:22) argue that languages belonging to the same language family have a

considerable degree of morpho-phonological compatibility than those languages belonging to different language families.

Similarly it is evident that the term *angure* 'irrigation' has been borrowed from the neighboring language, Koorette.⁵

In conclusion some insignificant attempts have been made to borrow technical terms from neighboring local languages such as Sidaama and Koorette languages. However, the process of borrowing in Gede'uffa has been unclear both to those who participated in term creating activities and those who have been using these technical words. The primary reason for this is attributed to the absence of a clear policy of borrowing in the language. Borrowing policy usually dictates and provides a clear answer for the basic questions like, when and how should terminologist working for a particular language terminology borrow a new term from other languages? If borrowing is inevitable which source language should come first? Hence terminology development of local language should have clear goals and policy. The goal of terminology is always clear; to fulfill communication needs of the concerned linguistic community (Onyango 2005:222).

3.5 The method of loan translation

According to Van Huyssteen (2003:115) loan translation takes place "when new terms are created by a translation of the meaning of a foreign term into the target language." Taljard (2008:92) defines loan translation as "a short description or explanation..." Mtintsilana and Morris (1988:110), who use the term paraphrase, view the loan translation as one of the term creation methods which mainly involve the translation of a single term of the source language into the target language by means of two or more words. Musau (2001:130) describes loan translation in accordance with the Kiswahili experience of term formation:

Another common method is though loan translation where the form and meaning of a word is employed as a model for Kiswahili word formation, i.e. where elements of an English word are translated into Kiswahili.

⁵ Response from informant

Moreover, Abdulaziz (1987:48) prefers 'calquing' to 'loan translation', and describes the method and its significance:

This method involves the translation of terms and expressions from the source languages into the target language [...] This is the commonest method of creating new terminologies. The big snag is to ensure that the translated expression does not only give a clear, precise meaning but it, like its counterpart, possesses the formal and categorical properties of the original expression.

From the discussion it is clear that loan translation is intended to finding out equivalent term or expression in a target language so as to replace terms or expressions from a source language. As the method entirely draws from language internal resources it would not only maintain the structure of a host language but also would make the meaning of the term clear to the target population. The meaning of the term created by the method of loan translation is often clear to the popular masses because the method always provides some clues about the concepts. However, like other methods, loan translation also has drawbacks. It sometimes can lead into translation of terms instead of concepts, thus resulting in wrong designations. It is also difficult to find translations for all ideas from source languages. Hence Fourie (1993:82) claims that the focus of the terminologists always should be on "...an equivalence in content of message."

According to Sager and Nkwenti-Azeh (1989:23), loan translation can be divided into literal and conceptual. Literal loan translation refers to the word-for-word substitutions of the lexical between source and target languages. The meaning of the foreign term can also be translated into the host language.

Loan translation and compounding by large is alike (Huyssteen 2003:115). For example the creation of the term *leba jechcho* 'adverb' in Gede'uffa involves both methods at a time. It could be 'compounding, because two lexical items namely *leba* 'additional' and *jechcho* 'expression' are combined to designate one concept. It is also a loan translation, because it involves the translation of a foreign concept into Gede'uffa by means of two words. However, many scholars such as Sager and Nkwenti-Azeh (1989), Taljard (2008), Abdulaziz (1989) treat these two methods

separately. Therefore, in the current work loan translation has been treated separately, though the divisions between compounding and loan translation are far from clear-cut.

3.5.2 Literal loan translation in Gede'uffa

Table 3.19 literal translation of Amharic loan words into Gede'uffa A vast number of terms have been literally translated from Amharic into Gede'uffa. When Gede'uffa was introduced for administration in Gedeo zone in 1994; it lacked administration and organizational terminologies. Therefore in order to fulfill this gap a number of terms have been coined through literal translation from Amharic into Gede'uffa.⁶ The following examples present some of the administration and organizational terms that were created by means of Amharic literal loan translations.

Term	Amharic loan	translation(respectively)	literal translation
school	<i>timihiritti beti</i>	barachchotika mine	education house
office	<i>š'hifati beti</i>	borreessi mine	writing house
a court	<i>firidi beti</i>	itatika mine	food house
council	<i>mikiri beti</i>	mari'eti mine	discussion house
a bar	<i>bunna beti</i>	murittetika mine	decision house

Table 3.19 shows that Amharic compound terms have been translated into Gede'uffa by word for word substitution of each lexical item. From the data it is also clear that the translations are constructed based on the syntax of Gede'uffa. The adding of case and gender marking suffixes to the determining item in the compounds can indicate how the syntax of Gede'uffa has been maintained in the translations. Finally, it is evident that many terms have been translated from Amharic into Gede'uffa in the fields such as education, science, economic, agriculture, law, health, and administration among others.

⁶ Responses of the informants.

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⁶ Responses of the informants.

English is another source for literal translations of Gede'uffa. Hence it is evident that a number of terms in various fields have been literally translated from English into Gede'uffa. Few examples are presented in Table 3.20 just to indicate literal translations from English into Gede'uffa.

Table 3.20 literal translation from English into Gede'uffa

term	translation	gloss
sunlight	<i>arishshotika ifa</i>	<i>arishshotika</i> 'sun' <i>ifa</i> 'light'
teamwork	<i>gobbotixxa huje</i>	<i>gobbotixxa</i> 'team' <i>huje</i> 'work'
intestinal gland	<i>madhumatika ci'nachcha</i>	<i>madhumatika</i> 'intestinal' <i>ci'nachcha</i> 'gland'
blood plasma	<i>mundetika wode'e</i>	<i>mundetika</i> 'blood' <i>wode'e</i> 'plasma'
food chain	<i>Sagaletika qeeda</i>	<i>Sagaletika</i> 'food-' <i>chain</i> 'qeeda'
homogeneous mixtures	<i>mitte gosaxxa makuwwa</i>	<i>mitte gosaxxa</i> 'homogeneous' <i>makuwwa</i> 'mixtures'

It is evident that there has not been any transposing of the nucleus and the determinant of English loans in Gede'uffa. However some modifications have been done on the determinant by adding case and gender marking suffixes based on the syntactic structure of Gede'uffa.

According to Sager and Nkweni-Azeh (1989:23) loan translation can be partial. Hence a number of partially translated terms have been evident in the stock of Gede'uffa technical vocabulary. Examples in (3.10) present a few terms of this kind. Most examples are taken from the module prepared to teach natural science subjects for primary school teachers.

(12) *jabaxxa beeze* 'strong base'

biniinchhuwwinxxa kingideme 'animal kingdom'

seera nervvetika 'nervous system'

dammassitaaxxa nerivve 'motor nerve'

irrinxxa nerivve 'sensory nerve'

atoometika a'urre 'atomic weight'

3.5.3 The non-literal loan translation in Gede'uffa

Unlike word-for-word translation where loanwords or lexical items from the source language are substituted by equivalent words in the host language, the meaning of an imported term can be translated into a target language. The examples in Table 3.18 indicate those conceptual translations from Amharic into Gede'uffa.

Table 3.18 non-literal loan translation from English into Gede'uffa

Term	Translation	Gloss
ovulation	<i>Quuphphixxa fula</i> lit. the release of egg	<i>quuphphixxa</i> 'egg-' <i>fula</i> 'release'
exam	<i>hega uushsho</i> lit. testing the condition	<i>hega</i> 'state of condition' <i>uushsho</i> 'check up'
research	<i>qore qo'nisa</i> lit. asking repeatedly	<i>qore</i> 'to ask' <i>qo'nisa</i> 'to ask repeatedly'
citizen	<i>ifi bogi manjjo</i> 'a person of our land'	<i>ifi bogi</i> 'our land' <i>manjjo</i> 'person'
a shop	<i>miya dalchine gurguraaba</i> lit. a place where goods is displayed and sold	<i>miya</i> 'goods' <i>dalchine</i> 'to display' <i>gurguraaba</i> 'selling place'
department	<i>akeeka uunaaba</i> lit. place for giving direction	<i>akeeka</i> 'direction' <i>uunaaba</i> 'place'

3.6 Other term creation methods in Gede'uffa

From school texts, individual translation works and official letters it is evident that some other methods of term creation have been used to limited extent in Gede'uffa. These include abbreviation, blending and reduplication. Sager (1990:263) prefers the term 'compression', to abbreviation and captures it as a method of term-creation

where complex terms are reduced to more compact forms. In Gede'uffa it common to abbreviate terms like:

(13) G.W. (*Gatowaliitixxa wogga*) 'AD' (after birth of Christ)

Bo.M. (*borroti mine* 'an office')

Ba.M. (*barachchiti mine* 'school')

A./B. (human title *aaddi* 'Mister or Mr / *baabba* 'Miss')

Clipping and acronyms are just one of the abbreviation processes that are increasingly common internationally as means of term formation (Akmajian et al 2001:25, 26). Similarly, Cluver (1989:263-266) treats acronyms, abbreviations and shortenings inclusively as forms of abbreviation. Acronyms are forms that have been formed from the first letter (or letters) of some other complete word. Loan words such as TB (tuberculosis), FM (RADIO frequency modulation) and FTC (farmers training center) are a few terms that have commonly used in Gede'uffa.

Blending is one of the word- formation methods by means of which new words are formed by combining parts of two or more existing words (Bauer 1983:234, Crystal 1997:90). Blends are not common in the inventory of Gede'uffa technical words, though one of my informants claims a considerable existence of blends in oral communications of Gede'uffa. This is perhaps because of the non-transparent nature of blends to be easily recognized by the hearers (Bauer 1983:234-6). A couple of examples are:

(14) *ganega* 'refection (e.g. light rays)' from *gane* 'hit' + *higa* 'to return'

ilemoga 'age' formed from *ilemiixxa* 'birth-' + *wogga* 'year'

Reduplication as term creation method is reported by Leon (1987:64) for Kinyarwanda. In fact, Leon (1987) preferred 'repetition' to 'reduplication' for term creation method exemplified by:

"*ikigoori* 'maize', *ikigoorigoori* 'maize tree' "

Reduplication is especially common in oral forms of communication in Gede'uffa. These terms are created by reduplication.

(15) *riga* 'to rub', *rirriga* 'friction' (physics)

barata 'to learn', *babbarata* 'exercise' (education)

3.7 The Internal challenges of terminology

The work of terminology development begins with status planning of a certain language by the federal or local governments. This in turn requires language modernization in general and term creation in particular. In other words status planning of a language should always be followed by terminology elaboration (Abdulaziz 1984:43). Terminology planning, of which term engineering is a crucial aspect, presupposes a well organized language institutes, clearly stated goals, identified alternative modes of dissemination and a periodical revision of the plan on research base (Onyango 2005:222-223). These aspects of terminology planning will be treated in chapter 4. Those issues that are closely related to the actual engineering of technical terms have been a point of departure in the previous sections of chapter 3. Thus, various methods of term creation have been investigated in line with the practical experience of Gede'uffa. There are also issues emanating from the actual engineering of terms in a language. One of the biggest issues with this regard is the application of terminological principles for term creation. Therefore, the following sections investigate the application of some terminological principles in accordance with the engineering of Gede'uffa technical words.

3.7.1 The polysemic situations in Gede'uffa terminology

Polysemes are homonyms that originate by the transfer of meaning. In other words polysemic situation refers to "term-concept assignment, in which identical terms are assigned to several concepts." (Felber 1984:183). The basic principle of terminology is that "[t]here should be a one-to-one relation between a given term and the concept it represents," (Taljard 2008:91). The converse would result in ambiguities of terms. Felber (1984:179) states that:

In special language the main effort is directed towards unambiguity. This effort should guarantee the communication between the specialists and the transfer of knowledge in education. It should avoid misunderstandings and even errors. Communication, however, is only possible if a term is permanently assigned to a concept or vice versa in an unambiguous way."

From the discussion it is clear that polysemes should be avoided in order to ensure smooth communication in technical languages. In other words special communication always requires the situation whereby one term represents one and only one concept.

The causes for polysemes in a language are divided into intentional and non intentional. A term in a language would be made to designate two or more concepts by chance. The polyseme that have been created by chance is termed as 'homonymy' (Felber 1984:180). Hence a number of homonymes have been emerged in Gede'uffa. Terms like *ka'lla*, *shemo*, *irbba*, *boba*, and *geechuma* in (3.11) have been made to designate two concepts without changing their forms.

(16) *ka'lla* 'to wear trousers'; 'to be armed'

haada 'a string'; 'a blade for cutting hair'

shemo 'a seedling'; 'a kind of insect'

irba 'a kind of tree'; 'to stir strongly'

boba 'arm pit'; 'a bad smell'

geechuma 'aging'; 'arbitration'

The second way in which polysemes are created in a language is by the transfer of terms from one subject to another subject. In other words polysemes are created by borrowing of terms from one subject or field to another. The data in (17) presents some polysemes that have been created by inter-subject borrowings of terms in Gede'uffa terminology for various fields.

(17) *iba* 'launching of a project or war'; 'to fail in school exam';

'a free falling object'

fula 'to pass in school examination';

'to geminate (botany)'; 'boiling (chemistry)';

appearing of tumors on external body(health)

lelema 'movement (in biology); 'motion (in physics)'

'movement (in politics)'

nophpha 'growth in biology'; 'growth in economic';

'growth in health e.g. a growth of tumors

The list of polysemes is not exhaustive compared to a vast number of polysemes in the terminology of Gede'uffa. According to Felber (1984:179), all polysemes did not give rise to confusion in special languages. This is because a term gives rise to confuse only, if it is designating related meanings or concepts, and used within the same subject or field. For example, the term *hiyya cancisa* is designated to represent both the notion of interjection and the punctuation mark of the interjection in linguistics. Similarly, the term *seera* is assigned to mean both rule and system in physics. Polysemes across different fields as in the examples of (17) are tolerable in creating terms. The primary reason for this is that they have been assigned to designate terms in those fields, found in a reasonable distances to one another. According to the data in (17) the subject of politics is far from administration, physics, education, botany, chemistry and health. In general, biology, physics, politics, biology, economics, education, chemistry and health do not have close relationships that would rise to confusion in using identical terms. Therefore, the polysemic situation created with the assignment of the terms in (17) is always tolerable in terminology.

In contrary, identical terms can be assigned to related but distinct concepts within a subject or field. This always gives rise to confusion in technical communications. Both from written materials and responses of the informants it is evident that within a subject polysemes have been commonly used in terminology of Gede'uffa for various

fields such as education, agriculture, law, science, health etc. A few examples of the within a subject polysemes have been presented in Table 3.18.

Table 3.18 Polysemes of the single subject in Gede'uffa

term	field	Designating concepts
kaamole	automotive	lorry, pickup, bus, van caravan
		car: saloon, hatchback, estate car
ora	construction	roads, street, express ways, avenue

It is evident that a number of various registers have been emerged in Gede'uffa after the status planning of 1994. Education, administration, law, finance, economics, politics agriculture among others has been emerged as new metalanguages in Gede'uffa. This in turns remarkably raised the need for a vast number of technical terms in Gede'uffa. Consequently a large number of terms have been constructed by teachers, textbook writers, office workers and others. However, it is evident that a great number of concepts have not had terms. Therefore, the inadequacy of terms for many registers perhaps have contributed to this condition or preference of using identical terms to designate several related concepts. All my informants on the issue have agreed that the primary reason for the common use of polysemes in Gede'uffa terminology is attributed to inadequacy of terms for the required special communications. As to the avoidance of polysemes about half of my informants have argued supporting the polysemes in Gede'uffa. The commonly used arguments by the informants were English and Amharic polysemes, both between different subjects and within the same field. This is again an indication of the over reliance of Gede'uffa terminology on English and Amharic.

3.7.2 The synonyms in Gede'uffa terminology

The issue of synonymy has been an important aspect in term formation. It is defined as "term-concept assignment, in which two or more different terms are assigned to

one concept.” (Felber1984:185). A synonymy, to a great number, has been evident in Gede’uffa designations. According to Felber (1984:185), the reasons that account for the existence of the synonymy in a special language cloud be a parallel use of:

a native term and a borrowed term

after discoverer name and native name

a trade name and a scientific name

an earlier coinage and a changed coinage

3.5.3.1 Synonyms by a parallel use of native and borrowed terms

When a new term is created to replace borrowed terms that have already been in the wide use some people might continue to use the borrowed term. Therefore, synonyms are created by this way in a language. This has been a common phenomenon for the Gede’uffa terminology as in the following examples.

- (18) *ci’lotka mine* and the Amharic loan-word *hakimetica mine* for clinic
 muritetika mine and Amharic loan firdibete for law court
 billibila and Amharic loan word *silke* for telephone
 maxuu and Amharic loan-word *naamuna* for sample
 kuta and Amharic loan-word *kifile* for classroom
 maalaqa massatika mine and English loan *baankke* for bank
 borrotika mine and English loan-words *beero* for office
 sanachcha and Amharic loan *wotadara* for solider

3.7.2.2 Synonyms by a parallel use of earlier and late coined terms

Some synonyms in Gede’uffa have been created by a parallel use of earlier coined terms and late coined terms as in the following examples.

- (19) *tarja* (new) and *dhugaa*(old) for data
 saala(new) and *meyyalabbunte*(old) for sex marking

yaansisa(new) and *nababa*(old) for reading

Similarly, trade names and names created by terminological principles have been sources for synonyms in Gede'uffa. For instance, terms like *ayisuse* 'Isuzu', *tootta* 'Toyota', and *niisaane* 'Nissan' have been used parallel with a form *kaamole*, a coinage representing-motor vehicles in English.

In sum, Gede'uffa designations undoubtedly have been subjected to synonymy. This is one of the undesirable terminological situations in a special language communications. The existence of Synonyms negatively affects communications in technical language. Hence Felber (1984:180) describes the communication problems by synonyms as follows:

Synonyms cause confusion and give rise to the false impression that more than one concept exists. For this reason they should be avoided in special languages. Technical communication is a matter of clarity rather than of variety.

3.7.3 The term system in Gede'uffa

Concepts in a register should always be structured based on their characteristics, and this should be reflected in the term system. Felber (1984:181) describes this as follows:

The terminology of many field of knowledge should not be an arbitrary collection of terms but if possible a system of terms expressing-members of a system of concepts. The systematic character of the relations existing between concepts is reflected to a certain extent in the term structure, particularly in the systematic use of term elements.

Similarly, Taljard (2008:91) claims that:

Terms referring to closely-related concepts should also be similar in some way, in order to reflect the similarity between the related concepts. Conversely, concepts not closely related should be expressed by terms that differ markedly in appearance and sound.

But there have been insignificant instances to witness unsystematic term formulation in Gede'uffa. The main reason for this could be attributed to the historical development of terminology in Gede'uffa. Most Gede'uffa terms have been created as a result of a quick shift of status of Gede'uffa from oral language to the language of

education and administration in the Gedeo zone. This shift especially in schools was accompanied with rush translation work mainly from Amharic to Gede'uffa (cf.4.1.3.1). These sorts of direct translation work, with no doubt would result in unsystematic production of terms. In other words terms were translated or coined in isolation rather than in term structure. It is therefore not surprising that one could get the form *kaamole* for vehicle but no forms to represent truck, bus, minibus, van car and others. These concepts together form term system.

Moreover, poor application of term system in Gede'uffa can be seen in science with the concepts of reflection and refraction of light rays. There is no doubt that these two concepts are related. Hence the English form assigned to it is perfectly reflecting the prevailing relations between these two concepts. However, in Gede'uffa these terms have been designated by two unrelated forms given in (20):

(20) (ifixxa) *ganega* (light) reflection

(ifixxa) *engenshsha* (light) refraction

It is then apparent that the above designations violate the terminological principles, "terms referring to closely related concepts should also be similar in some way" (Taljad 2008:91). To avoid this simply the following forms could be proposed:

The term *ganega* is formed from two words *gane* 'to nock or hit' and *higa* 'to return back' by clipping. Hence the compound has lost "hi" in the middle position. Where as *eqema* 'to bend' or *engenshsha* 'nearly to mean bending' has been used to designate refraction.

Now by making two amendments to the originally formed terms (ifixxa) *engenshsha* (light) 'refraction' we get the following term.

1. Put the two lexical items in the same form: *gane-higa*; *gane-eqema* not *eqenshsha*.
2. Apply clipping for both forms
Gane-hi-ga = *ganega* 'reflection'
Gane-e-qema = *ganeqema* 'refraction'

CHAPTER FOUR

4. Coordination of terminology in Gede'uffa

Coordination is the managerial activity of any project. In this thesis by coordination is to mean that all terminology work except, the actual engineering of the terms. This classification or framework is mainly adapted from Onyango (2005:220) and Abdulaziz (1987). This chapter will deal with planning, implementation and evaluation of terminology projects in the Gedeo zone.

4.1 The overview of terminology work in Gede'uffa from 1890's to present day

4.1.1 Term formation of Gede'uffa during Haile Sellasie's reign

The process of term creation in Gede'uffa has a long history. This can be justified from historical linguistic point of view. Languages are always in the state of change to accommodate social interactions. These include linguistic alteration at the level of its lexicon in oral form. The social and technological changes are always resulting in a language change. The new changes in technology and science often require language change or language development (Sager and Nkwenti-Azeh 1989:9). The new technological changes that have been originated in one area often transmitted to another area, thus resulting in new concepts. The new concepts from a source language are always adapted into the target language by means of word formation strategies. With regard to this Schendl (2000:25) states:

Speakers constantly have to adapt language to changing communicative needs in a changing environment. Thus new words are coined; old ones get their meanings extended, while on the other hand existing words or meanings constantly fall into disuse.

The incorporation of Gedeo into the central government of Ethiopia in 1895 (McClellan 1988:13), was such a remarkable change that led to extended socio-economic communications among society members. With this regard Sager and Nkwenti-Azeh (1989:9) argue that, "[a] language changes when in a specific historic circumstance it no longer meets the communicative needs of the speech society." Hence in response to the political change as result of the incorporation to the central

government of Ethiopia, a number of terms have been created by the community, for its oral communication. The following terms can be indicative examples for the terms that have been created during the Emperor Haile Sellasie's reign.

(21) <i>firdbeet</i> 'law court'	<i>shibo</i> 'measuring tape'
<i>firidde</i> 'law court decision'	<i>gabe</i> 'income tax'
<i>awurajja</i> 'political unit'	<i>irbo</i> 'a kind of tax'
<i>shuumole</i> 'officer'	<i>xare</i> 'political messenger'
<i>daana</i> 'judge'	<i>boolise</i> 'policemen'
<i>xiite</i> 'bullet'	<i>xabanja</i> 'rifle'
<i>magitte</i> 'government'	<i>katama</i> 'town'

In a broad sense this might be considered as a beginning of terminology development in Gede'uffa, however, technical language is often found in the written form than that of oral form. With regard to this Sager and Nkwenti-Azeh(1989:10) claim that, "[s]pecial language tend to become written-language based, to evolve shorter periods of time and less organically." The gradually emerging word is often considered as a common language vocabulary. A technical word is often deliberately created for a special communication.

4.1.2 Term formation of Gede'uffa during the Derg regime

The literacy campaign by the Derg regime was an important event in which some Ethiopian local languages were introduced for literacy campaign. Writing in Gede'uffa first started with the literacy campaign in 1982 (Council of Nationality 2007:135). The materials for this literacy campaign were translated into Gede'uffa using the Ethiopic script. This was indeed a remarkable decision by the regime, and perhaps marked the beginning of the process of term formation in Gede'uffa. Hence a number of terms have been created in the process of translating literacy materials from Amharic into Gede'uffa. The following Gede'uffa terms have been created during literacy campaign by the means of semantic transfer.

(22) *kuta* (lit. a section of land, trees etc.) 'classroom'

borreessa (lit. to carve or etch a design into a clay materials
such as pot, cup etc for decoration) 'to write'

qoola (lit. a traditional bed sheet) 'page'

barachcho (to know some recently) 'education'

gowumma (lit. an offensive word to lack wisdom) 'illiteracy'

duulo (lit. to make war among humans) 'campaign'

Some terms have been constructed by direct borrowing though Amharic. The examples in (23) show some Amharic loan words in Gede'uffa.

(23) *aboote* 'revolution' *maxaafa* 'a book'

nabbaba 'to read' *maabara* 'an association'

kontte 'committee' *madabe* 'social class'

kulaake 'a capitalist' *botolika* 'politics'

In conclusion, there was no demand of Gede'uffa technical words during Haile Sellasie's regime. This is because the use of local languages is confined to informal oral communication. Therefore, it is unlikely to have a large body of technical language or a large stock of technical words of Gede'uffa for the time of Haile Sellasie's reign. There is no doubt that the literacy campaign by the Derg regime gave rise to the demand of Gede'uffa technical words for the fields of politics, public administration, economics and education. Hence technical words were constructed in numbers deliberately to facilitate special communications for the literacy campaign. But the construction and dissemination of technical words were confined to the limited fields and the restricted communication domains respectively. In general the period before 1991 in Ethiopian language history is known for its one language policy; and as a result a technical language for the local languages of Ethiopia was not produced as much as needed by the community. Therefore it is needless to talk about systematic work of terminology for this period of time.

4.1.3 Terminology work in Gede'uffa after Derg

4.1.3.1 The actual beginnings of term construction

The spring of 1991 marks the beginning of a considerable policy change in Ethiopia. (cf. chapter 2). The language reform conducted by the Ethiopian government since 1992 has changed the one language propagating policy of the previous regimes into multilingual language policy. Hence a remarkable language reform was introduced with many local languages of Ethiopia in conformity with UNESCO's mother tongue education declaration of 2003. Some local languages of Ethiopia emerged as MOI. Thus, Gede'uffa emerged as MOI and working language of the Gedeo zone. This status planning then undoubtedly raised the need for new terminology in Gede'uffa. The creation of Gede'uffa terms in such large amount and for diversified fields probably started in 1992 with the translation of Amharic textbooks into Gede'uffa by ICDR (Cohen 1999:133). According to my informants, Gede'uffa lacked a number of technical words for all fields of primary education. Cohen (1999:138) describes the then inadequacy of local language terminology:

Since the languages of the SNNPR were at a very low level of development in terms of the specialization of their vocabularies, they had to be substantially modified to meet even the most basic purposes of education. In many subjects all of the languages lacked the necessary vocabulary. In the field of science, in particular, there were acute problems of this nature because of the complete absence of technical terms in any of the languages that were being developed as media of instruction

The intranslatability between Amharic and local languages was clear both to the translators and to MOE. However the stand of the MOE was clear that the languages selected for MOI "... their vocabularies must contain the words necessary to convey the concepts that are important in education." (Cohen 1999:117). This means that the translators would fill this gap themselves. Therefore, the choice left behind the translators was either borrowing from Amharic or coining new terms. The translation was done by individuals who were mostly primary school teachers. Most of the selected translators did not meet the qualification level set by the Ethiopian Curriculum Development Institute. In addition, none of the translators were trained in translation or terminology (Cohen 1999:137).

The other communication domain that needed terms was the business sector. All business organizations in Gedeo zone were ordered to write their business advertisements in Gede'uffa. This imposition, in turn forced both business organizations and the zone administration to look for Gede'uffa terms in business-related fields. Education department of Gedeo zone in Dilla was mainly responsible to provide the business organizations with Gede'uffa terms. A number of business words were translated from Amharic into Gede'uffa. The sad side of this is perhaps that no single official recordings about these terms are kept in proper place or with legitimate body.

4.2 Terminology work across sectors

The basic goal for terminology development is to enhance communication in specific domains especially in cases where a language has to fulfil new functions (Onyango 2005: 222). It is clear that after the introduction of Gede'uffa for official use in 1994 various registers have been developed for the purpose of technical communication in offices. In other words every sector needed more standardized terms so that to enhance intra-office and inter-office communication within the domain of their respective fields. Thus terminological development is mandatory in office communication for any development sector. This then calls for a joined effort among all sectors in the zone. Sectors can design and implement terminology projects to enhance communication in their respective fields. However no single attempt of these kinds has been seen for most sectors in the Gedeo zone. Exceptions occur in three sectors, namely the Education Department, the Agriculture and Rural Development Department and the Civil Service Department.

The translation of textbooks from Amharic into Gede'uffa continue up to present day. The curriculum development and research unit of the Gedeo zone Education Department is mainly responsible for preparing, distributing and implementing textbooks in Gede'uffa. The preparation of educational material always involves the construction of new technical words.

The Gedeo zone Agriculture and Rural Development Department, has published a manual for coffee growing farmers in Gede'uffa by support of the SNNPR Agriculture and Rural Development Bureau. This work has been resulted in a number

of new Gede'uffa terms in the field of agriculture. It is evident that the publication of the manual has a great significance for the standardization and dissemination of the Gede'uffa technical words.

In the same line 12 ethical principles have been translated into Gede'uffa and disseminated to other sectors in the form of posters by the Gedeo zone Civil Service Department.

4.3 Dissemination of Gede'uffa terminology

Terminology work primarily results in terminological vocabularies which are a necessary tool for expert communication (Felber 1984:26). The primary purpose of creating new technical words is to disseminate them to the target population (Abdulaziz 1987:49). There are a number of ways to disseminate terms. Instruments for dissemination of terms include journals, bilingual dictionaries, translation brochures and the press (Onyango 2005:222). In languages like Gede'uffa in which inadequacy of technical words is apparent, the use in each office needs officially accepted terms. Thus, the needs for dissemination of the standardized terms have been very high across the zone. However, a very unbalanced attempt has been made to fulfill this need by the community. These attempts will be discussed below.

Attempts have been made to disseminate technical terms of Gede'uffa by presenting glossaries on the back pages of textbooks. There has been also made an attempt to print terms in the local magazine established by the Gede'uffa development committee in 1995, though it did not long last. The distribution of the magazine was confined to the Gedeo zone and selected offices due to resource constraints. This attempt unfortunately, stopped for good after distribution of two issues. The basic reason was attributed to the lack of commitment from politician's side to develop Gede'uffa in practical sense (Tilahun and Tsegaye 2007).

Yet another mode of dissemination is by means of posting the new technical words on notice boards of government offices. Hence the translation of the names of days and months are still seen on the wall of some offices. Twelve terms of ethical values have been translated from Amharic into Gede'uffa and posted on notice boards. During my visit to Dilla I observed the following technical words on the wall of the offices.

(24) *qajeelunte* 'integrity' *addatunte* 'loyalty'

ca'unte 'transparency' *dhugaalesunte* 'honesty'

Back pages of various textbooks have been used by translators to present the glossaries of technical words. The glossaries are trilingual translations in Gede'uffa, Amharic and English. It is evident that not all terms in the textbooks have been put into a glossary at back pages of the textbooks. Rather a few terms have been selected on the basis of complexity and newness to the intended users, mostly students and teachers. For example, the following terms have been presented with its English equivalents on back pages 101 to 106 of a Gede'uffa textbook for grade 9, published in 2010.

(25) *summa* 'noun' *hadinana* 'subject'

jechcho 'verb' *harkisanjo* 'object'

ifisanjo 'adjective' *biille* 'morpheme'

affensisaachcho 'preposition'

Some textbooks such as mathematics for grade 2 present a few technical words. The entire glossaries contain seven technical words.

In a mathematics textbook for grade 3 about 52 glossaries for mathematical technical words have been presented together with their English and Amharic equivalents. This textbook presents more technical words than that of mathematics textbook for grade 2.

Back page presentation, therefore, has been an important strategy for technical word dissemination in Gede'uffa. It is evident that back page glossary is an important tool in providing a quick reference of important terms that have been used in the text book.

Bilingual dictionaries are one of the means by which terms have been disseminated so as to reach the target population (Onyango 2005:222). Here it is important to distinguish between general purpose dictionaries and specialist dictionaries as the focus in terminology is on specialist dictionaries. Jackson (2002:25) describes that, "specialist dictionaries focus on the vocabulary of a topic or subject –matter...such

(24) *qajeelunte* 'integrity' *addatunte* 'loyalty'

ca'unte 'transparency' *dhugaalesunte* 'honesty'

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In a mathematics textbook for grade 3 about 52 glossaries for mathematical technical words have been presented together with their English and Amharic equivalents. This textbook presents more technical words than that of mathematics textbook for grade 2.

Back page presentation, therefore, has been an important strategy for technical word dissemination in Gede'uffa. It is evident that back page glossary is an important tool in providing a quick reference of important terms that have been used in the text book.

Bilingual dictionaries are one of the means by which terms have been disseminated so as to reach the target population (Onyango 2005:222). Here it is important to distinguish between general purpose dictionaries and specialist dictionaries as the focus in terminology is on specialist dictionaries. Jackson (2002:25) describes that, "specialist dictionaries focus on the vocabulary of a topic or subject –matter...such

dictionaries defines the terminology that is crucial for talking about the subject; they exclude some lexical information (e.g.) pronunciation, grammar, etymology)..."

There are many specialist dictionaries in various languages of the world. The specialist dictionaries can be either monolingual or bilingual. The Blacks Law Dictionary, for instance, is a monolingual specialist dictionary that defines legal terminology in English. Similarly, the Oromo medical dictionary by Elias Abera (1995) is a bilingual specialist dictionary for medical terminology. A general purpose dictionary sometimes may define technical terms, though more brief than specialist dictionaries. The Gede'uffa- Amharic – English dictionary provided by the Gedeo zone information and culture (2006) has been used as the means of disseminating technical words. The following legal terminologies have been included in the dictionary.

(26) *seera mootummatika* 'constitution' *poolise* 'policeman'

seera wonxxaa mine 'court' *seera heggaak* 'prosecutor'

seera –wonxxaaba 'law court' *uurri-usurra* 'house arrest'

Similarly some natural science terminologies have been included in the dictionary as in the following examples.

(27) *shafa- daraarinka* 'petal' *worqqe* 'gold'

vayrese 'virus' *zayite* 'oil'

Wodiincho 'aquatic'

4.4 Press as a mode of terminology dissemination

Both print media and radio have "got the greatest capacity in disseminating terminology. The print media is particularly apt because after a term has been put in press, the audience has some time to reflect on it. Moreover, reference can be made, unlike the radio where once a term has been debated, reference becomes difficult." (Onyango 2005:222). The media often serve as an outlet for terminology, and as a very important tool for terminology standardization (Fishman 1974:116). Hence

Oromo technical words for various fields such as administration, law, education, linguistics etc. have been disseminated words via print, audio and audio-visual media (Mekonen 2002:77). However, there has been no single opportunity for local languages like Gede'uffa to disseminate its technical vocabularies on radio or TV broadcast. The Debub Mass Media Agency is now preparing to launch a radio broadcast in local languages such as Sidaama, Gede'uffa and others. This will obviously create some disseminating opportunities, though the disadvantage of back referring is remarkable. With respect to back referring, the print media is more preferable than radio and television broadcasts (Onyango 2005:222).

4.5 Terminology work and language academy

Language planning in most countries is undertaken by nationally or sub- nationally established language academies, committees and institutes (Abdulaziz 1987: 43). Onyango (2005:221) claims that, "[m]any a time the systematic mechanism to language planning has been through a language institute." Most literatures on terminology planning talk about institute, committee and academies of well established structure and adequate personnel. Most of the papers presented for the international seminar on terminology held in 1987 Addis Ababa reported the existence of national academies for language development in their respective countries. Most of the presenters themselves were from those language academies. Hence countries like Ethiopia, Kenya, Tanzania, Madagascar, Rwanda and Israel have adapted the national language development institutes through which various aspects of language development are planned, implemented and evaluated. The structure of these institutes are divided into sub-sections namely linguistics, folklore, lexicography and terminology. The Institute of the Kiswahili Research in Tanzania, for example, has six sections namely administration, linguistics, literature, lexicography, terminology and publication (Onyango (2005:221)). A vast number of Kiswahili technical vocabularies for various fields of education have been constructed by terminology section in the institute (Mbaabu 1996:189). It is apparently clear that language academies or institutes are also responsible for the dissemination and standardization of terminologies for various registers. Hence the formulations and publications of

specialist dictionaries, terminology journals, translation brochures, glossaries, etc. fall under the power and functions of the national language academies.

However, in nations like Ethiopia where many local languages have been introduced for education and administration, a single institute in the center of Addis Ababa or elsewhere, cannot do adequate work compared to the vast needs for terminology in the local languages. The past experiences of Gede'uffa have witnessed this fact. Thus, all informants have denied technical and material supports from federal government and SNNPR.

CHAPTER FIVE

5. Summary, Conclusion and recommendations

5.1 Summary and conclusion

The thesis has been organized into five chapters. Chapter one is about people and language under consideration. The chapter also highlights those basic points of research such as the statement of the problem, objective, methodology and frame of reference. The research was mainly a descriptive survey of methods and principles of Gede'uffa term formation with exemplifications. To these end ten sub-objectives, against which data was collected by the techniques of document analysis and interview, were set. The data from written sources such as textbooks and individuals' translations was analyzed inductively and interpreted to determine the actual linguistic situation of Gede'uffa in accordance with term creation. The investigation of existing terms of Gede'uffa have been done in the light of terminological methods and principles that have been identified by theoreticians of terminology such as Sager (1990), Abdulaziz (1987 and 1989), Felber (1984 and 1989). In addition, a great deal of references was made to term creation experiences of Amharic, Oromo, Kiswahili (Kenya), Malagasy (Madagascar), Kinyarwanda (Rwanda), Zulu (South Africa), Arabic (Egypt), English, Hebrew and Vietnamese.

Chapter two presents an overview of the language policy of Ethiopia from Haile Sellasie's reign until today with the intention to show the direct relation between the policy and terminology development of Gede'uffa. The language policy propagating the use of one language in Haile Sellasie's and Mengistu's regime was a total blockage for the terminology planning of Gede'uffa. The three official documents namely the Constitution, Cultural Policy, and the Education and Training Policy of FDRE, were investigated in relation to terminology development of the Gede'uffa. The multilingual language policy of FDRE in general presupposes the unrestricted rights of local communities to develop their languages in their respective administrative regions, zones and special weredas; and the provision of technical supports from federal and regional states to the development of local languages. But, from the study it is clear that the discrepancies between the official policy and its

implementation at least for Gede'uffa have been remarkable. Besides, 'language strategy planning' has been avoided by the language policy of FDRE, though it a crucial aspect in developing local languages. Leon (1987:64) describes language strategy planning:

is concerned with the means for reaching the goals circumscribed within the first two aspects [status and corpus planning of a language], i.e. human, financial as well as temporal resources and the establishment of mechanisms and principles of evaluation and implementation.

Chapter three presents terminological methods and principles in relation to term creation in Gede'uffa. With this regard, it has been found that the linguistic methods such as semantic transfer, compounding, derivation, loan translation, borrowing, blending, abbreviation and reduplication are increasingly common in Gedeo society as term creation strategies. Both language internal and external resources have been exploited in term creating, though the degree of utilization varies from subject to subject and from translator to translator. The identification of those linguistic method preferences by subject, education level, individual's motivation for term creation in Gede'uffa is above the scope of this research and requires further study. The divisions between some linguistic methods namely compounding and loan translation, abbreviation and acronym, derivation and reduplication are far from clear-cut. Thus, a clear-cut division of term creation methods is sometimes impossible in Gede'uffa.

Borrowing is one of the more commonly used methods of term creation in Gede'uffa. Amharic and English are very important sources of Gede'uffa loanwords. In contrary, Gede'uffa has borrowed insignificant number of terms from neighboring local languages. Generally, Gede'uffa lacks any policy for borrowing from other languages, thus resulting in overreliance on foreign language resources as substitute or excuse for lack of linguistic creativity or research on the part of experts.

With regard to terminological principles, the focus of the study was on the two linguistic factors namely polysemy and synonymy. This is because the avoidance of these two situations in a technical language has a lot to do with transfer of scientific and technical knowledge to the target population. It is clear that the total avoidance of polysemes and synonyms is impossible in technical languages. However, it is important to reduce them so that to ensure smooth communication in scientific and

technological languages. In contrary, no proper handling of these two situations is observed in the terminologies of Gede'uffa. Thus, it is a common phenomenon to observe a single term representing several concepts and two or more distinct linguistic forms designating a single concept in terminologies of Gede'uffa.

Chapter four is a highlight of terminology planning of Gede'uffa with special reference to term creation projects. Hence observations have been made to the process of term creation in relation to coordination and dissemination of terms so that it would reach the target population. In the survey it has been observed that independent and systematic projects have never introduced in developing terminologies of Gede'uffa. At the introduction of Gede'uffa for primary education a number of textbooks were translated from Amharic into Gede'uffa, resulting in the creation of a number of terms for various fields. From the survey conducted with the intention to identify a legitimate responsible body for terminology planning, it has been known that there is no legitimate body entrusted with such responsibilities of coordinating, creating, disseminating and standardizing terminologies of Gede'uffa in the fields such as education, law, science, administration, agriculture, economics, health etc.

5.2 Recommendations

Based on the summary and conclusion of the findings of this thesis, it is logical and fair to draw the following recommendations.

- a) The Gedeo zone administration should institute a committee for standardization of Gede'uffa. Thus, the committee would have one of these powers.
 - To decide language standardizations, including terms and methods of term creation.
 - To design strategy planning and works for implementations of strategy planning.
 - To evaluate current trends for the development of Gede'uffa and predict the future directions.
- b) The Gedeo zone administration should entrust the language unit in the Culture, Tourism and Communication Department with additional responsibilities. Thus, the language unit will have some of these objectives:

- To identify current and future terminological needs of the society.
 - To provide sector offices with technical support to design and implement terminology projects efficiently.
 - To determine term creation methods and give trainings.
 - To design and implement specific term creation projects.
- c) The work of language elaboration should be mainstreamed across sector offices so as to ensure subject specialists and practitioners' participation as well as cost sharing among different development sectors.

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Appendix 1

A list of science terms

Gede'uffa	English
Lelema	motion
fiizikise	Physics
finiina	Heat
dhiiba	pressure
Elekitirikisiite	Electricity
Magineetizime	Magenetism
Hafuura	sound
harkisenshsha	Gravity
Orgaanizime	Organism
Fizikaaletixxa jijjiira	Physical change
Keemikaaletixxa jijjiira	Chemical change
elementte	Elements
Testte	Test
Manjiixxa bayolooje	Human biology
Lattuwatixxa sayinsse	Botany
Biniichchuwwinxsa sayinsse	Zoology
Kemistre	Chemistry
Tekinoolooje	Technology
Irra	Sense
Irriinkka bisuwwa	Sense organs
maagineete	Maginete
Hunna	Energy
uduuda	force
maashine	machine
keemikaluwwa	chemicals
seera sagale dayematika	digestive system
seera mundde doltaaka	blood circulation system
wode'e qulleessiyyo	water sanitation

maatere	matter
abidinsaachhuwwa	connectors
gudunffa	conclusion (scientific)
serikiyuute	circuit (electric)
baatire	battery
ampoole	bulb
baatiretika kinjo	dry cell
hujetixxa aante aante	procedure (case study)
daffa	water vapour
rekoodi assa	recording
ita bisoke hunna uwwitaawodda	metabolism
findiga	decomposition
synthesis	ijaariyyo
hidinka nophphichcho	growth
horte	reproduction
nophphichcho	development
rifo	irritability
lelema	movement
seele	cell
seeletica goga	cell membrane
nuukileesse	nucleus
pirootine giissaachcho	ribosome
mayitookondiriya	mitochondria
layisosooome	lysosome
plaastide	plastid
ifiniixxi abishsho	photosynthesis
goljii kompilekise	golgi complex
seeletixxa gimo	cell wall
vakiyuule	vacuole
seeletixxa hora	cell division
lattnwwatixxa kingideme	plant kingdom

<i>alge</i>	algae
<i>fangaase</i>	fungi
<i>ispoore</i>	spore
<i>zayileme</i>	zylum
<i>qulxu'muwwa</i>	pisces
<i>ci'uwwa</i>	aves
<i>ununsaaka biniichhuwwa</i>	mammals
<i>qeeredhaake hidda</i>	top root
<i>ginnamo hidda</i>	fibrous root
<i>agada</i>	stem (part of plant)
<i>labbaxxe sannexxe bullexxa</i> <i>facaasenshsha</i>	pollination
<i>labbaxxe sannexxi bulle</i>	pollen
<i>labbaxxa kuta</i>	anther
<i>meyyaxxe kuta</i>	stigma
<i>sila'wa</i>	fertilization
<i>balbe</i>	bulb(pant)
<i>dinnichcha</i>	tuber
<i>yaa'aaka</i>	runner
<i>ba'anjo</i>	parasites
<i>sapiroofayite</i>	saprophytes
<i>weli kipha</i>	symbiosis
<i>kinjiixxa arre</i>	lichens
<i>seera sagaletika</i>	nutrition
<i>hayidirookiriki aside</i>	hydrochloric acid
<i>pankiriyaase</i>	pancreas
<i>asiino asiide</i>	amino acid
<i>cooma</i>	fat
<i>coominxxa aside</i>	fati acid
<i>pilaateleetuwwa</i>	platelets

<i>luluga</i>	diffusion
<i>okisijiine</i>	oxygen
<i>giddixxa hafuura adhdha</i>	inhalation
<i>gadhixxa hafuura adhdha</i>	exhalation
<i>ayyare affeexxa hafuura adhdha</i>	aerobic respiration
<i>seera huura fulchchatika</i>	excretory system
<i>xiuxiyyo</i>	reabsorption
<i>mei'chcho</i>	process
<i>piitutaare ci'nachcha</i>	pituitary gland
<i>seera hirretika</i>	mascular system
<i>vaajayina</i>	vagina
<i>joljola</i>	embryo
<i>eedise</i>	AIDS
<i>eechchi ai vii</i>	HIV
<i>jililchchaachcho</i>	anesthesia
<i>habitaate</i>	habitat
<i>baranno/weli aago</i>	adaptation
<i>gamooje qiila</i>	desert
<i>sagaletixxa weli afenshsha</i>	food relation
<i>sagaletixxa sagarenssha</i>	food web
<i>hareessendaaxxa</i>	renewable
<i>hareessendabaaxxe</i>	non renewable
<i>bubaachcho</i>	fuel
<i>gongoma</i>	vegetation
<i>bada'atika biniinchhuwwa</i>	wild animals
<i>lumoxxa qulxu'me</i>	whale
<i>loolinxxa ba'ne</i>	environmental pollution
<i>hundaayyetixxa maateretixxa jirte</i>	basic structure of matter
<i>atoome</i>	atom
<i>maase</i>	mass
<i>tukke</i>	symbol(chemical)
<i>prootoone</i>	proton

<i>niwutroone</i>	neutron
<i>elekitroone</i>	electron
<i>poozitive chaarjje</i>	positive charge
<i>negative chaarjje</i>	negative charge
<i>sabistaansse</i>	substance
<i>sibiluwwa</i>	metals
<i>sibilo kadebaara</i>	non metal
<i>ququuqaxxa sabistaanssuwwa</i>	solid substances
<i>karssuwwa</i>	compounds
<i>makuwwa</i>	mixtures
<i>mitte gosaxxa makuwwa</i>	homogeneous mixtures
<i>heddo gosaxxa makuwwa</i>	heterogeneous mixtures
<i>kemikaaletika formmulluwwa</i>	chemical formulas
<i>keemikaaletixxa qixxoommuwwa</i>	chemical equations
<i>fakana atoomeka</i>	poly atomic
<i>lame atoomek</i>	diatomic
<i>keemikaaletixxa ri'aakishine</i>	chemical reactions
<i>oddogomoreessatixxa ri'aakishine</i>	neutralization reaction
<i>atoometika a'urre</i>	atomic weight
<i>mayikirooskooppe</i>	microscope
<i>lummissa leellishaaxxa mixixxire</i>	magnifying glass
<i>tutuqa</i>	conduction
<i>iimi'ni me'a</i>	convection
<i>fixxeensso'a</i>	condensation
<i>ferrite da'wituwwa</i>	plane mirrors
<i>elekitriketika yaasuma</i>	electric current
<i>oomika seera</i>	om's law
<i>siiriyeesse serkkiite</i>	series circuit
<i>paralaale serkkiite</i>	parallel circuit
<i>jijjirendabaaxxa maagneete</i>	permanent magnet
<i>fuuzetika qicuwwa</i>	fuse value
<i>jabeena</i>	power

Appendix 2

A list of Linguistics and literature terms

Gede'uffa	English
<i>hiyya cancisa</i>	interjection; name of (!)
<i>summa</i>	noun
<i>hiyya</i>	word
<i>hiyyichcho</i>	sentence
<i>daalo</i>	phrase
<i>jechcho</i>	verb
<i>leba jechcho</i>	adverb
<i>ifisanjo</i>	adjective
<i>abidisanjo</i>	conjunction
<i>harikissa</i>	object
<i>hadinana</i>	subject
<i>biille</i>	morpheme
<i>deero</i>	paragraph
<i>nabbaba</i>	reading
<i>borreessa</i>	writing
<i>haaso'a</i>	speaking
<i>caqasa</i>	listening
<i>gence</i>	poetry
<i>dade borreessa</i>	fiction writing
<i>gina hiyya</i>	antonym
<i>weli fakataaxxa hiyya</i>	synonym
<i>hiyyisaaka hafuura</i>	vowel
<i>hiyyemaaka hafuura</i>	consonant
<i>suffe</i>	affix

<i>seera bedduwwatika</i>	punctuation
<i>mitte beddo</i>	Period “.”
<i>qortumi beessisa</i>	question mark “?”
<i>hiyya cacisa</i>	interjection “!”
<i>qo' nichcha</i>	comma
<i>ittan weletana</i>	“...”
<i>yookin beesisa</i>	“()”
<i>dagalanjo xerinne</i>	“ ” —
<i>u'ulee qo' nichcha</i>	“’ ”
<i>wele manjjixxa hiyya kulaa</i>	quotation mark (“ ”)

Appendix 3

A list of education and mathematics terms

Gede'uffa	English
<i>barachcho</i>	education
<i>barachchotika mine</i>	school
<i>taakaxxe koobbo barachcho</i>	primary education
<i>koleeje</i>	college
<i>siilebese</i>	sellabase
<i>baratooletika maxaafa</i>	textbook
<i>barachchiisanjiinkka akeekisanjo</i>	teacher's guide
<i>karikuleeme</i>	curriculum
<i>hega uushsho</i>	exam
<i>wo'laana</i>	assignment
<i>babbarata</i>	exercise
<i>kuta</i>	classroom
<i>maxaafa</i>	book
<i>moojule</i>	module
<i>barachchotika mala</i>	teaching method
<i>duuchcha yaado</i>	general objective
<i>ifisa</i>	lecturing
<i>huje leelisha</i>	demonstration
<i>roole geebo</i>	role play
<i>barachchotixxa giisecca</i>	lesson plan
<i>shalaga</i>	calculation
<i>heduma</i>	mathematics
<i>mole</i>	circle
<i>Ferrite fake</i>	Plane figure
<i>Sase gama</i>	Triangle
<i>Xerissa</i>	Line
<i>Bixxinille</i>	Fraction

<i>Woma laakkoossa</i>	Real number
<i>Uurichcho</i>	Perpendicular
<i>Dagalanjo</i>	Diagonal
<i>Kollo</i>	Table
<i>Camo</i>	sum

Appendix 4

Guiding questions for interview schedule

- Salutation
- What is/was your participation in developing Gede'uffa?
- Have ever been participated in term developing projects?
- How do you evaluate terminology projects in Gede'uffa?
- What word formation methods are commonly used?
- What are strong and weak points of terminology projects in the Zone?
- What solutions do you suggest then?