

AN ASSESSMENT OF ENGLISH
ORAL PERFORMANCE OF DIPLOMA
STUDENTS OF BAHIR - DAR
TEACHERS' COLLEGE

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Taddese G/Medhin

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An Assessment of English Oral
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of Bahir-Dar Teachers' College

By
Taddese G/Medhin

Approved by

T. O. Hunt

Advisor

J. O. Hunt

Examiner

JOHN WOKRISH

Examiner

J. O. Hunt

JOHN WOKRISH

This thesis is complete
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Abstract

This study was conducted to assess English oral performance of Bahir - Dar Teachers' College students. To do so, twenty - eight students (out of 100) were systematically selected from the department of Physics, Mathematics and Chemistry.

To assess the students' oral performance, two communicative tasks (picture - based story - telling and picture description) were prepared.

General orientation was first given to the students in order to get them familiarized with the test conditions. Moreover, model oral production exercises were given to them.

The oral production tests were given to the students on two different days. Their oral performances were then tape - recorded and transcribed. As the aim of the study was to assess the students' communicative performance, required - information - bits of the two test - tasks were identified and listed.

The students' performance was determined in terms of the positive number of points of required - information - bits encoded.

The study showed that the students' communicative performance was below the minimum expected average (50%).

On the basis of this finding, it was recommended that the students need intensive oral production exercises. Moreover, it was recommended that students' oral performance should be assessed at different intervals in order to check the students' weaknesses and strengths so that teachers could devise ways and means to upgrade the students' communicative performance.

CHAPTER ONE

1. Introduction

1.1. Statement of the problem

English has played an important role in the field of education. The official policy regarding the teaching of English in Ethiopia is that it should be taught as a subject beginning from the thired grade of the elementary schools with its transter as a medium of instruction starting from grade seven through college. English is used for practical purposes of communication. It serves as the language of instruction, science and technology, and as a necessary link with the outside world.

School education is essentially enabling students to comprehend their subjects, and to make them discuss in speech or writing their comprehension and expression is what language teachers in general are striving to accomplish in educational institutions. As a consequence, students are expected to communicate their ideas as accurately as possible using language orally and in writing.

Helping students to epress themselves orally is important; and to do so students should be provided with discussion topics to help them initiate talk with their peers in small groups or pairs. The opportunity to talk on various topics would enable students to express themselves and thereby explore and evaluate complex concepts.

Teacher training colleges should train students to develop their oral production skills. This because as teachers they need these skills to meet various demands entailed by situations in or outside of the classroom.

Oral production skill is not, however, given due regard in the service courses, that is, Freshman English 101-A and Freshman English 101-B. Yet there is a claim in both textbooks that their aim is not only to review and revise the basic rules of English Structure and usage but to extend the students active and passive command of the language. (Conroy 1985:1)

As it is stated earlier, English is used for practical purposes of communication, but emphasis is given to the reading and writing skills in both textbooks. Very recently, however, a listening component, has been added to help students improve their listening abilities. The productive skill of speaking is hardly emphasized. The neglect of this important skill may be due to the assumption that: (1) Students will gradually develop the skill of speaking if they are taught how to read and write, (2) acquisition of the structural rules and lexical items of English will only enable students to express their ideas orally, (3) speaking is "superficial, facile and glib because it is improvised and transient." (Bygate 1987:vii), (4) teaching and assessment materials are not available in the market, (5) speaking cannot be assessed as easily as reading and writing.

Speaking is, however, a skill that must be developed along with the other skills. Otherwise, students would be handicapped in their career. Regarding this point Chater (1984:81) states that "those who cannot speak with clarity,

articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives."

Teachers, in particular, need the skill of speaking since most of their working lives is connected with delivering lectures, involving in academic discussions, etc.

Investigations have been carried out to promote the development of oral production skill. These studies have resulted in the availability of teaching and assessing materials. The works of G.Brown and G.Yule (1983), Donn Byre (1986), Nic Underhill (1987), Bygate (1987), and others have contributed a great deal to the teaching and assessing of oral production skill.

It is thus of paramount importance that material designers design English textbooks in order to help and train our students to be effective communicators in the oral mode.

Purpose of the Study

Every year students join institutions of higher learning to be trained in various fields of specializations. Those who join Bahir-Dar Teachers' College are trained to be teachers in junior secondary schools. Yet, there is a widespread complaint that the trainees are not able to express themselves orally. So the purpose of this study

is to assess the speaking ability of Second Year Natural Science diploma students of Bahir - Dar Teachers' College and also to assess incidentally the claim of Freshman English textbooks.

Importance of the Study

The study, apart from assessing the students' English oral performance, is important in that it:

- (1) Complements the study conducted on the Listening Ability of Natural Science Students of Bahir - Dar Teachers' College in 1989.
- (2) gives feedback to the College about the students' English oral performance ability.
- (3) may also be a source of information for further study in the area of spoken production ability.

Scope of the Study

The scope of this study is only to assess the students English oral performance in light of their ability to encode the total information - bits contained in the story - telling and picture description tasks. It does not, however, include paralinguistic features nor emphasize the students language accuracy.

Chapter Two

2. Review of Related Literature

2.1. The Skill of Speaking

Language is primarily utilized as a means of communication. Oral communication involves two skills: speaking skill and listening skill. Regarding this, Donn Byrne (1986:8) has this to say: "The nature of communication is a two-way process between the speaker and listener and entails the skill of speaking and the receptive skill of understanding."

Speaking as a skill is thus a means of communicating effectively the information the speaker wants to impart to the listener. In connection with this Brown and Yul (1983:10-13) write: "Spoken language is message oriented... primarily recipient designed, that is, carefully produced so that the listener can understand it, taking account of the listener's state of knowledge." This means that the speaker, in order to convey his message to the listener, needs to consider his listener and the subject of discourse has to be purposeful. Harmer (1983:41) elaborating this point writes: "The nature of communication is the need of the speaker to say something which has a purpose by selecting language items from his language store."

What one can understand from Harmer's statement is that the speaker does not speak for the sake of speaking, but wants to fill an information gap that exists between the speaker and the listener. This concept of information gap can be illustrated with the following sample conversation made between speaker 'A' (a man waiting for a bus) with B (another man) at the same place:

A : Excuse me, could you tell me the bus number
that goes to sidist Kilo?

B : Certainly, it is bus number 31.

In the above short conversation, speaker 'A' wants to know the bus number that goes to Sidist Kilo. In this case 'A' has not got information that B has (bus number). Here we observe that there is an information gap between speaker 'A' and speaker 'B'. 'A's conversation is therefore designed to close that gap which indeed is purposeful.

David Harris (1969:82) emphasizes that the fundamental concern regarding a learner's skill in speaking a second language is "his ability to communicate informally on everyday subjects with sufficient ease and fluency to hold the attention of his listener."

What, then, is required of the learner to communicate informally? Certainly he needs language, that enables him to communicate. Speaking is, therefore, one mode of language that functions as a medium of communication between the speaker and listener.

The ability to speak involves two things: the ability to manipulate the various linguistic forms of the language system and the correct application or use of the language system in life situations. Concerning this Littlewood has the following to say:

The most efficient speaker of a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and the listener, taking account of what knowledge is already shared between them ---- and selecting language items which will communicate his message effectively.

(Littlewood, 1981:4)

The ability of the learner to speak a second language with ease and fluency is therefore a mark of good communicator. The language learner should upgrade his speaking ability for it has several advantages. Robert Lado (1961:239) notes:

The ability to speak a foreign language is without doubt the most highly prized language skill, and rightly so, because he who can speak a language can also understand it with relative ease -----.

Also, the ability to speak a language will greatly expedite and facilitate learning to write it.

Lado's idea suggests that language learners should be able to speak a second language because the skill of speaking paves the way to the other language skills. This in turn suggests that integrated language teaching ought to be carried out at various levels so that learners can be made to cope with their academic requirements.

College students in particular who are trained to be teachers at various grade levels should speak the English language well because in Ethiopia it is the language of instruction from grade Seven through college.

2.2 Spoken Language Production Problems and their Devices.

As it is indicated in section 2.1, learners need oral production skill to communicate their message to the listener. Oral production skill as pointed out by Brown and Yule (1983:10) has 'transactional' and 'interactional' functions (Refer section 2.4). These language functions, however, "involve the ability to use language in order to satisfy particular demands." (Bygate 1987:7). According to Bygate (Ibid: p.7) there are at least two demands which can affect the nature of the use of these language

functions. next are the demands: "The first of these is related to the internal conditions of speech; the fact that speech takes place under the pressure of time. These we shall call processing conditions. A second kind involves the dimension of interpersonal interaction in conversation. These we might call reciprocity conditions."

What, then, are the effects of these conditions on speech? We shall consider each of them below.

2.2.2 Reciprocity Condition

Reciprocity condition refers to "the relation between the speaker and listener in the process of speech" (Bygate 1987:8). This is to say that the speaker should consider his listener when he tries to communicate a message; and this, ofcourse, needs "patience and imagination". (Ibid., 12) In other words, the speaker ought to take into account the listener's position (e.g friend, boss etc), formal and informal situations. In these circumstances, the speaker should decide what language to use to communicate his message from time to time, because the language the speaker uses with a friend is different from the language he uses with a boss. By changing the language use according to circumstances, the speaker makes easier his task of communication.

2.2.2 Processing Condition

When a speaker wants to speak to someone, he needs to process ideas. And this processing condition requires time. When time is short, it affects oral performance of the speaker because 'spontaneous speech on informal occasions' occurs more often than not on the spur of the moment (Crystal and Davy 1975, Bygate, 1987). Hence time pressure affects a speaker's choice of words, phrases, organization of sentences etc.

This happens because "oral language allows limited time for deciding what to say, deciding how to say it, and deciding that the speaker's main intentions are being realized." (Bygate 1987:14). In this situation, the speaker uses 'facilitation' and 'compensation' devices for the difficulties he faces. (Ibid., 14). We shall discuss each of these devices briefly below.

2.2.2.1 Facilitation devices

When the speaker is faced with time constraints, his plan of spoken language production and delivery of message is strained. In other words, 'spontaneous spoken language' is produced in "spurts" sometimes called "idea units." (Tannen (ed) 1982:37). 'Spurts' or 'idea units' are thus produced by the use of 'facilitation devices'. Bygate (Ibid., 15) lists four main ways in which speakers can facilitate production of 'spurts' or 'idea units':

- a) Simplifying structures
- b) Ellipsis
- c) Formulaic expressions
- d) Fillers and hesitation devices.

(a) Simplification of structure

Speakers tend to simplify structures because of time constraints. When the time is short, the construction of spoken language becomes more casual and as a result sentences or 'idea units' are fragmented. This characteristic feature as (Crystal and Davy 1975:87, Jeffrey and Peterson 1980:389) note regularly lead to "loosely co-ordinated construction, incompleteness, ungrammaticality, and many other linguistic errors." But these errors as observed by Jeffrey and Peterson (Ibid., 389) "remain either unnoticed or tolerated because they don't detract from the clarity of the message."

Fragmented spoken language, therefore, shows "the stringing together of 'idea units' without connectives." (Tannen 1982:37, Bygate 1987:15). The following extract illustrates the point:

And my room was small It was like
nine by twelve something It seemed spacious
at the time.

(From Tannen Ibid., 37)

In addition, Tannen (Ibid., 37) and Bygate (Ibid., 15) note that 'idea units' or 'spurts' of spoken language are frequently introduced with coordinating conjunctions, the most common of which is 'and'. An example for this would be:

A - nd it's very well ... equipped....
you know the kitchen..... and and it has got
a dishwasher, and it has got ... uh - all kinds
of ... you know ... mixers and ... uh plates.

(From Tannen Ibid., 37)

As it can be observed from the above two extracts, spoken language is 'less-dense' and 'spread-out' (Bygate 1987:10).

Brown and Yule (1981:26) see this characteristic typical of native speakers. They further argue that "if native speakers typically produce short phrase-sized chunks, it seems perverse to demand that foreign learners should be expected to produce complete sentences."

Brown and Yule's suggestion is not an exception to our students who are foreign language learners of English. Therefore our students should not be expected to produce spoken language which is dense and unfragmented.

(b) Ellipsis

When the time for producing complete sentences is short, speakers tend to omit certain elements of a sentence that do not create potential ambiguities of a message, because the meaning of the part of the sentence omitted is obvious from the situation or verbal context. (Crystal and Davy 1975:104). For example, the answer for the question, 'what is the colour of the book?' could simply be 'brown', 'blue' etc, instead of 'the colour of the book is 'brown' or 'blue' because it does not create meaning ambiguity for the context tells us that ' 'brown' or 'blue' is referred to 'the book'.

Hence, it would be no wonder if our students leave out certain elements of a sentence when they are faced with time constraints. What, ofcourse, should be realized is that the students ought not omit elements that cause communication breakdown.

(c) Formulaic expressions

This tool is also used to facilitate the production of spoken language. As Bygate (1987:17) points out, "formulaic expressions consist of set expressions, not just idioms, but also phrases which have more normal meanings but which just go together." To illustrate the point, the examples of Michael Wallace cited in Bygate (Ibid., 17) are given below:

1. I don't believe a word of it.
2. Who does he think he is ?
3. It is very nice to meet you
4. I though you would never ask.

The above examples show that the speaker uses these set expressions as they are. He should not bother much about the choice or arrangement of the words in each expression. The use of formulaic expressions not only help the speaker to facilitate his spoken language but also determines

the ability to convey his message. With regard to this, Fillmore (1979) as quoted in Tannen (1987:5) wrote that "a large portion of a person's ability to get along in a language consists in the mastery of formulaic utterances."

(d) Time creating devices

Time creating devices such as 'fillers' (well, you see, you know), 'hesitation pauses' (erm, er, m, mm), repetition of words and phrases etc., tend to give speakers more time to formulate what they would say next. This is because the devices, as noted by (Crystal and Davy, 1975:98, Coulthard 1977:57, Bygate 1987:18) are time creating devices. Regarding these time creating devices, ur (1984:7) also notes: "Just as they enable the speaker to work out and express what he really means as he goes along, so they help the listener to follow him by providing abundance of extra information and time to think."

2.2.2.2 Compensation for difficulties

As indicated earlier in section 2.2.2, time pressure affects 'spontaneous spoken language.' As a result, the speaker uses facilitation devices (discussed under 2.2.2.1), and compensation devices in order to overcome the difficulties of oral production. Because planning time is short, speakers frequently need to change or reformulate what they have already said to make their message clear. What happens in this situation, according to Bygate (1987:13) is: "the speaker substitutes a noun or an adjective for another, or repeats a noun group, adjective or adverb with additional elements in order to alter some aspect of what he or she has said."

To illustrate the above point, Bygate (Ibid., 19) gave the following example of a description of a picture:

This picture and this picture I think I have
er (....) in an airport or a place like that
-erm - there are - oh six people - seven may
be - one is running out - the one of the rooms
with a handbag - another one is -erm drinking
- coffee I think - probably (...) and there is
a lady - there is a lady passing by

In this "picture" description, the speaker has repeated the phrase "there is a lady" with the addition of an element "passing by" in order to make the description of the lady clearer. In addition, he has substituted the adjective "six" for another adjective "seven" to reformulate his meaning.

In sum, the devices discussed thus-far help the speaker to overcome the problem of "spontaneous speech" production that springs from time constraints. In other words, these devices help the speaker to "reduce memory load, just as they help to lighten the planning load" (Bygate 1987:19).

College students, in particular, who are trained to be teachers in junior and senior secondary schools of Ethiopia, thus, should be taught the English language in such a way that the trainees could effectively teach various subjects with ease and fluency. This is because as teachers they are required to give answers to questions raised by students. In doing so, teachers are expected to make lengthy discussions using the spoken language. When spoken language is used, because it is more often done under the pressure of time, trainees ought to be exposed to the various devices in order to help them exercise the tools.

2.3 Oral Communication Strategies

So far the discussion has been about oral production problems that are related to time constraints and reciprocity condition. An attempt has

also been done to examine the various techniques speakers use to overcome the problems.

Now we will look at communication strategies that help speakers to express their meaning when they have not got required vocabulary or structure of the target language.

Communication strategies, according to Corder (1981:103) are:
"Systematic techniques employed by a speaker to express his meaning when faced with some difficulty. Difficulty in this definition is taken to refer to the speaker's inadequate command of the language used in the interaction."

The various discussions of communication strategies, according to Rod Ellis (1984:39-44) also hold that they are "conscious and problem-oriented". Speakers use the various communication strategies to compensate for their lack of required target language resource to encode a message.

Various studies of communication strategies have been conducted. The study done by Rod Ellis (1984) indicated that all language users (L_1 and L_2) employ strategies to express their meaning. However, the use of communication strategies is more or less readily perceived when the speaker is not a native speaker (Corder 1981:103). The rationale for this, according to Conder (p.104), Ellis (1984:39-44), is that the non-native speaker lacks linguistic resource when he sometimes wishes to express a message-

Studies have also been conducted to investigate the frame works for the analysis of communicative strategies. Faerch and Kasper (1980) in Bygate (1987:39) has forwarded the following list for the analysis of communicative strategies.

- A) Achievement Strategies
 - 1. Guessing strategies
 - 2. Paraphrase strategies
 - 3. Co-operate strategies
- B) Reduction Strategies
 - 1. Avoidance ...

Both 'achievement strategies' and 'reduction strategies' are used by a speaker when he anticipates a problem of expression (Bygate 1987:41). When a speaker employs 'achievement strategy', he attempts to make use of substitution technique to express his meaning. This happens because speakers lack required linguistic resource. Regarding this Bygate (Ibid., 42) states:

'achievement strategy' is an attempt to compensate for learners language gap by improvising a substitute. This involves attempting to find a way of conveying his message often by guess work, intuition, 'feel', an expression he thinks he remembers or various kinds of analogy.

Haastrup and Phillipson's (1983) example as quoted in Bygate (p.43) illustrates the point clearly.

I came down from twenty degrees-er I don't
know now you say tve it was twenty degrees
hot you know.

In this example, the speaker has used the expression 'twenty degrees hot' instead of 'twenty above zero or 'plus twenty'. The expression the speaker used has thus fulfilled his communicative purpose, though the expression is not of the native speakers' choice. (Bygate. p.43).

Learners also use reduction strategies when they fail to communicate their message successfully using the target language. When learners use 'reduction strategies', Bygate (p. 42) argues, "they manage only a partial solution and so fail to communicate all of the intended message. Or else, they may find no solution at all." What happens in this situation, according to Bygate (p.43) is the 'learners' reduce their message so as either to bring it within the scope of their knowledge or else to abandon that message and go on to something they can manage.

Let us now briefly look at the various forms of communication strategies categorized under the two major strategies discussed above.

2.3.1. Achievement strategies

2.3.1.1. Guessing Strategies

Language learners use guessing strategies that include borrowing, coining of words to expand their target language resource so that they can express their intended message (Bygate 1987:44, Corder 1981:103). In doing so however, Corder (p.105) notes that learners make "guessing of a more or less informed kind, that is, an attempt to use the rules of the target language structure as far as the learners' interlanguage allows." Corder's view point can be illustrated as follows:

- a) ... drinker for drunkard
- b) ... drinkman for drunkard
- c) ... musicman for music director

(from Kumaravadivel 1988:312)

In these examples, we observe that the learner is well aware of the technique of word formation by adding suffix to words of the target language English.

2.3.1.2. Paraphrase

Instead of guessing strategies learners use paraphrase strategies, that is, approximation, circumlocution etc., to express their meaning. Kumaravadivelu (1988:309) hold the view that "the ability to use paraphrase is part of every speaker's semantic competence and enables him/her when the need arises to express complex meanings by employing appropriate strategy." However, Rod Ellis (1984:40) in his article entitled 'Communication strategies and the Evaluation of Communicative Performance', points out that "there are quantitative and qualitative differences between native and non-native speakers." This is that:

non-native speakers use communication strategies more frequently than native speakers. L₂ learners also differ from native speakers in terms of the kinds of communication strategies used. Native speakers employ more 'achievement strategies' such as paraphrase and fewer reduction strategies such as avoidance.

Ellis (Ibid., 40)

2.3.1.3. Co-operative Strategies

Co-operative strategies help L₂ speakers to seek help from their interlocutors when they are faced with some problem of expression. They do this because "communication is a co-operative enterprise." (Corder 1981:103). What happens in this situation, according to Bygate (1987:45-46), is that "L₂ speakers ask for a word, by asking for a translation of their mother tongue word, by physically indicating the object that they mean, or by miming."

2.3.2. Reduction Strategies

2.3.2.1. Topic avoidance

At one extreme of 'reduction strategies' we have topic avoidance. This strategy takes place when the learner simply does not talk about concepts for which the vocabulary or other meaning structure is not known, (Tarone (1980) in Corder 1981:105). A less extreme form of 'reduction strategy' is 'message abandonment.' This occurs when learners begin to talk about a concept but stop in mid utterance due to lack of meaning structure. (Tarone (1980) in Corder: 105). 'A less acute' and the 'least acute' forms of reduction strategies' are 'semantic avoidance' and 'message reduction,' respectively (Corder, 105). 'Semantic avoidance' is "saying something slightly different from what one intended but still broadly relevant to the topic of discourse" (p.15), and 'message reduction' strategy is "saying less or less precisely what one intended to say." (p.15).

2.4 Teaching and Testing the Productive Skill of Speaking

2.4.1. Teaching the Productive Skill of Speaking

Oral production skill is one of the most important skills. Till recently, however, little attention has been given to it in terms of teaching methodology and practical application. Regarding this Bygate (1987:vii) states:

Oral production skill is undervalued because people may think that we almost all speak, and so take it so much for granted. This relative neglect may perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib.

Language teachers have also emphasized the teaching of reading and writing skills as opposed to the Oral-aural skills. According to Rivers (1968:250), "language teachers believe that if they teach their students how to read and write well and to understand the grammar, they will learn to speak it quickly enough when they are in a situation where the speaking of the language is important for them." This type of reasoning, Rivers (Ibid, 250) argues, seems to neglect some pedagogical implications to the teaching of speaking skill. In fact this reasoning stands counter to the widely held belief that the skill of reading and writing draw upon the knowledge of oral production skill. Rivers (Ibid. 251) states:

Students who have been taught all through their study of language to understand and speak it will not only profit in the area but will usually develop into much more fluent readers and writers

The above extract suggests the idea of integrated language teaching in the classroom. Language teaching in the classroom should cater for the demand of overall language skills of the learners.

Language teaching in the classroom should also be interesting and motivating. (Valette, 1973:407-424) If otherwise, learners will lose the interest of language learning. In favour of this idea authorities such as Rivers (1969), Brown and Yule (1983) and others suggest that early exposure of learners to the aural-oral skills increases learners' interest in and enthusiasm for language learning. The rationale for this, according to Rivers (1969:252), is that "these skills are fundamental to some of the most interesting and exciting activities in the language classroom." She further emphasizes that "lessons may be dull without the aural-oral skills." (Ibid., 252)

The main goal of teaching the productive skill of speaking is "Oral fluence." (Donn Eyrne, 1986:10). He defines 'oral fluency' as, "the ability to express ones elf intelligibly, reasonably accurately and with out too much hesitation." (Ibid., 10)

The concept of intelligibility has been connected with the discrimination of sounds such as the sound of "i" in "leave" and "live". However, apart from the discrimination of sounds, intelligibility includes the mastery of other language areas, i.e. grammar and vocabulary (Ibid.,11). Thus, if the learner has adequate knowledge of grammar and vocabulary at his disposal, he is capable of communicating his message effectively and with out too much hesitation.

Traditionally, the structural approach has been widely used to teach oral production skill of speaking using model dialogues, pattern practice etc., exercises. (Roger Scott in Johnson and Morrow (1981:70)

Later, however, it was felt that these oral production skill activities did not solve the problem of learning to speak effectively (Ibid.,70) In teaching these oral production activities, the classroom teacher monitors the learning process. However, according to stern (1981:426), gone are the days when the teacher was the unquestioned director of all activities at all times and a class following the teacher's directions in a uniform way. Today teachers are advised to cultivate more flexible classroom organizations and not to view themselves exclusively in the role of classroom instructions.

The learner should be trained in such a way that be would be able to transfer his second language knowledge in some novel situations creatively. As Wilkins (1975:76) pointes out, "If all language produced in the classroom is determined by the teacher, we are protecting the learner from the additional burdon of having to make his own choice." Wilkins adds:

As with everything else he will only learn what falls within his experience. If all the language production is controlled from outside, he will hardly be competent to control his own language production. He will not be able to transfer his knowledge from a language learning situation to a language using situation.

(Ibid., 76)

The concern of the structural approach to language teaching is the production of accurate sentences that are isolated from each other. For instance, learners are taught how to ask questions, and how to answer questions etc. However, Sagar (1969:216) argues that "we do not study words and grammatical forms in isolation. Language should be studied only in the context of real situation." In addition Roger Scott in Johnson and Mossow (1981:70) reminds us "not to confuse plenty of student talk with learning to communicate. Plenty of student talk devoid of communicative intent is meaningless."

The communicative approach, on the otherhand, gives priority to the content of communication than its form. Elaborating this point Widdowson (1972) in Howatt (1984:302) notes:

The communicative approach to language teaching originates in the theory that treats language as communication. Knowledge of how sentences are structured and what they signify as linguistic units does not result in knowledge of how sentences are put to use in communication.

Effective communication as it is indicated in section 2.1 is 'the ability of manipulating language structures and processing the communicative situation in order to select language items which will communicate ones message effectively.' This is because in normal situations, linguistic performance involves the simultaneous manifestation of the language system as usage and its realization as use." (Widdowson, 1978:3).

Two complementary levels of training should, therefore, be given to learners in order to help them improve their oral production skill of speaking. These, according to Byrne (1986:10), are:

- a) practice in the manipulation of the fixed elements of the language (phonological and grammatical patterns, together with vocabulary),
- b) Opportunities for the expression of personal meaning.

According to Byrne (Ibid.,10), the relative importance in terms of emphasis we give to each of these levels of training is diagrammatically represented below:

<u>Elementary</u>		<u>Advanced</u>	
Focus on accuracy	Fluency	Accuracy	Focus on fluency

Here what is pointed out is that learners' require more of language forms or usages and less fluency activities at the elementary level. When it is felt by the teacher that learners' have accumulated and internalized adequate language forms at the elementary level, the teacher provides the

learner with opportunities to make him speak freely. This move could improve the oral fluency of the learner.

The teaching of speaking as a communicative skill takes three stages. These stages, according to Scott in Johnson and Morrow (1981), Harmer (1983), Byrne (1986), are: presentation stage, practice stage and transfer stage.

At the presentation stage, the above authorities say, the classroom, teacher selects language items that correspond with the level and demand of the learners. The teacher further explains the objective of the lesson so that learners' can really understand its function with regard to daily communicative activities.

At the practice stage, learners need a lot of training in the manipulation of language forms. And at the transfer stage, learners are given adequate opportunities to express themselves in the target language. For example, learners can be given free-expression exercises such as simulation, role-play, problem solving situations, etc.

As it is stated earlier, the aim of teaching spoken production is to enable learners to express themselves "intelligibly, reasonably accurately and with out too much hesitation" in the target language. If this is the aim, what should be a course in spoken English production prepare a student to do? In answer to this question, Brown and Yule have the following to say:

The intention is, often, that the student should be able to 'express himself' in the target language, to cope with basic interactive skills like exchanging greetings, and thanks and apologies and to express his 'needs' - request information, services ect. --- However, the syllabus which results from taking seriously

an expression like 'enabling the speaker to express himself' must surely go beyond short turns and consider what it would mean for a speaker to be responsible for the structure of long turns.

(Brown and Yule, 1983:27-28)

This is to mean that beginners are taught appropriate language items to take part in simple conversations. Learners are encouraged to respond to certain stimulus. For instance, if the learner is taught how to agree to cooperate (as in 'can you get me a chalk, please?' the learner is just taught how to use short turns such as:

Yes, ofcourse

Yes, I will

to help him develop confidence in taking part in simple conversations. But this short interactive skill alone may not enable the learner to engage himself in longer conversations. Thus learners are taught 'long turns' or transactional skills in order to make them participate in an extended conversations. This is to mean that learners should be taught 'transactional language'. (Brown & Yule, 1983:33).

According to Brown and Yule (1983:33), "transactional language, language used for the transferring of information, can be taught in the context of a specific "transactional tasks". Tasks such as instructing someone to do something, describing something to someone, story - telling etc., help the learner to use transactional language to transfer information.

Brown and Yule suggest that learners are capable of performing the various tasks of speaking in a foreign language in a conditior ~~where the~~

learner is under 'least communicative stress.' They have categorized the conditions which relate to communicative stress as follows:

1. features of the context.

- i) The listener - it is easier for the speaker if the listener is one of his peers or 'junior', it is easier for him to talk to the listener than to many.
- ii) The situation: it is easier for the speaker if he is speaking in a familiar, private environment.

2. State of knowledge of the listener:

- i) The language - it is helpful for the speaker if the listener knows as much of the target language as the speaker does.
- ii) The information - it is helpful for the speaker if he has information which the listener, for some reason, needs. This puts the speaker firmly in control of the information and motivates him to communicate that information.

3. Type of task:

- i) Status of knowledge - it is helpful for the speaker if the information he has control of is of a familiar sort that he understands it thoroughly. It is helpful if he is familiar with the foreign language vocabulary which is essential to the completion of the task.
- ii) Structure of the task - it is helpful to the speaker if the information in the task provides its own structure so that the language is externally supported by the requirements of the task. For example, it is easier for

any speaker to give an account of a series of events than it is to provide an argument for why those events occurred in that order.

It is thus worthwhile for language teachers to consider seriously the above categories in order to facilitate learners' progress of learning spoken language. It is also easier for language teachers to follow the progress of learners, and devise ways and means to encourage them develop their speaking ability.

2.4.2 Testing the Productive Skill of Speaking

If oral production skill is considered to be a course objective, serious attention should be given to its testing.

The traditional approach to the assessment of oral production skill emphasized on discrete point tests; that is sound discrimination, structural patterns, word forms. (Oller:1987,42). These type of tests according to Oller (1987), Brown and Yule (1984) are surface-oriented tests.

The assumption of language teachers' regarding these type of tests was that knowledge of the elements of a language is equivalent to the total knowledge of the language. (Morrow in Brumfit and Johnson (1978:148). However, Morrow argues that: Knowledge of the elements of a language counts for nothing unless the user uses language elements in a new and appropriate ways to meet the linguistic demands of the situation in which he wishes to use the language.

In support of the above idea, Robinson (1987:152) wrote: "discrete-point tests are non-participating tests." This is to mean that the tests do not allow the learner to use language freely to express his own meaning. This is that the tests are not "meaning-oriented" (Oller 1987:43) tests, but are geared to measure how much the learner knows about the language system.

Jakobovits in Carrol (1989:93) in discussing the inadequacy of the discrete-point approach to language testing points out that "Performance on these language tests and the ability to make use of the language for communicative purposes are not necessarily related," indicating that the former is not a good measure of the latter.

Many language teachers have also realized that 'surface-oriented' tests could not really meet learners' over all language proficiency. Learners could, ofcourse, do well on the separate language item tests, but may fail to communicate their message in the target language.

It is undeniable fact that these type of tests could be used for diagnostic purposes to measure the relative strengthes and weaknesses of the learner in the target language. After having observed the learners' failures in learning the second language, teachers could devise ways and means to set their objectives to remedy failures. Regarding the traditional approach to the evaluation of oral production skill, Alderson (1985:71) states:

The traditional approach advocated the immediate correction of an error by interrupting the learner. The language teacher then supplies the correct version and the learner has to produce it correctly. This form of evaluation stressed the criterion for success in language performance in formal coteectness but not in communicative effectiveness.

This accuracy based approach is, however, de-emphasized by the modern approach to language teaching and testing. "Making mistakes is now considered to be a necessary part of the language of the learner... his interlanguage." (sclinker (1972) in Revel (1979:8). This is to mean that errors committed are considered "as positive aids to learning." (Norrish 1983:6)

On the otherhand, current approaches to the assessment of communicative effectiveness gives priority to learners ability to use language for varied purposes in diverse situations. The tests that are given to learners to assess their oral production skill should focus on how much the learner organizes language for the purpose of expression. Hence, "Whatever the language task we give to the learner, the main goal for assessing pupils' competence in speaking is the communicative effectiveness of what they have said." (Maclure in Neil Mercer, 1988:301); and communicative effectiveness is a feature of transactional language teaching (Brown and Yule, 1983:103). This is because transactional language teaching focuses on the "accuracy of information transmission." (Ibid.,50).

Brown and Yule noted that assessment of spoken production should be founded on task-based approach. According to them (Ibid., 114), "task-based approach requires the speaker's account of any task to be effective so that the listener can understand the information correctly." Elaborating task-based approach they write:

The task-based approach is ideally designed to assess communicative effectiveness because it provides a limited amount of information, a listener who needs to have the information communicated to him, and a tape - recorder which the teacher can use when he comes to assign a grade to the students performance.

(Ibid., 112)

What Brown and Yule suggest in the above extract is that assessment of spoken production requires a set of task types and an existence of an information gap between what the listener knows.

The task-based approach helps the assessor to predetermine speech tasks for all students' in a group and to elicit the required type of speech. It also helps him to be sure that he has comparable speech from all students'. Brown and Yule (Ibid, 108-9) in their own words say:

The practical requirement which is met by a task-based approach to the assessment of spoken production is that there should be some constancy of elicitation input. That is every student is asked to do the same thing.

The task-based approach has some underlying principles that should be considered. The following are the principles:

a) elicit speech which has a purpose

Brown and Yule (Ibid, 117) suggest that it is better and motivating for speakers to have a listener who needs to know something which the speaker knows. The presence of the listener does not only make the speech of the speaker purposeful but also helps the speaker to have an immediate feedback on his speech performance. (Ibid, 118). They have further added that:

If the student has a purpose in speaking, he immediately finds himself in a situation in which what he says and how he says it have significance. In such a situation it counts whether he uses the language effectively and accurately, or not.

(Ibid., 117-8)

b) elicit extended chunks of speech

This principle treats situation in which the speaker has to produce extended chunks of speech. On the one hand, it provides the examiner with an opportunity to assess what the student can do when he has the floor and is in charge of communication. On the other, it enables the speaker to be in charge of the speech situation and responsible for effective communication taking place. That is, because the speaker is not expected to produce short answers to questions or tests prepared by some examiner, but is expected to produce extended discourse (Ibid., 118)

c) elicit structured or organized speech

When Brown and Yule (Ibid, 119) suggest that the speaker should produce extended chunks of speech, it does not mean that the speaker produce any lengthy speech that does not meet the requirements of effective communication. That is, a speaker may produce endless stream of talk quite readily. However, such kind of talk, according to Brown and Yule (Ibid., 119) is "rambling, incoherent, and not particularly effective in communication terms." What is actually expected is that, the speaker produces speech which is effectively organized so that the listener does not do a lot of work trying to follow what is being said. (Ibid, 119)

Brown and Yule argue that producing organized speech is not an easy task. So they have suggested that the speaker should be guided by some external structure of a given task that supports him in organizing the spoken message.(Ibid., 119). In other words, a speaker produces 'rambling', 'unstructured' piece of language to a question such as what do you think about nuclear power?, because the task does not provide salient external structure to the speaker to base his response (Ibid., 119). A student would better be able to organize and present a coherent answer to a speech if provided with a speech task that has structured external support.

d) control of the input

Controlling the input is determining the speech task beforehand. This does not, however, mean that the speaker be informed of what specific topic he will talk on. Yet, the speaker could be informed about the general form of the task, i.e., whether the task is description, opinion giving etc. This is done in order to prevent the speaker from preparing a written reference material for his speech task. What is expected of the speaker is thus his ability to produce extended chunks of spoken English spontaneously (Ibid., 120).

e) quantify the notion of communicative effectiveness

The task-based approach provides a basic scoring procedure for determining how much 'required information' was effectively communicated. The score achieved by the student on a particular task is expressed in terms of the positive number of points of required information which were expressed. The level of precision required by the teacher or institution, in the description or narration produced by the student can be set as a number of points to be gained. (Ibid., 121)

The task types that could be utilized for the assessment of oral production are summarized below:

1. Static relationships

- (i) Describing an object or photograph
- (ii) Instructing someone to draw a diagram
- (iii) Instructing someone how to assemble of
piece of equipment.
- (iv) Describing / instructing how a number
of objects are to be arranged.

- (v) Giving route directions
- 2. Dynamic relationships
 - (i) Story - telling
 - (ii) Giving an eye witness account
- 3. Abstract relationships
 - (i) Opinion - expressing
 - (ii) Justifying a course of action

(Ibid., 109)

CHAPTER THREE

3. Methodology and procedures

3.1. Rationale for Selecting Natural Science Students of the College.

The aim of the study is to assess the students' spoken English production ability. To do so, Natural Science students, i.e., Physics, Mathematics and Chemistry students of Bahir - Dar Teachers' College were systematically selected. The rationale for selecting natural science students of the college is easiness of data collection and acquisition of teaching staff assistance to carry out the study.

The target population of the study is shown in table 1

Department	<u>No. of Students</u>		Total
	M	F	
Chemistry	35	1	36
Physics	31	1	32
Maths	31	1	32
Total	97	3	100

Table 1. Natural Science Departments and their corresponding number.

3.2. Sampling the Students

Out of the total 100 students of the three departments, 32 students were systematically selected. Accordingly 12, 10, and 10 students were selected from Chemistry, Physics, and Maths, respectively. In addition, the sampled students, 1st year second semester cumulative G.P.A., Sex, age, ESLCE G.P.A. and administrative regions they have come from were collected as a background information.

This information is shown in table 2.

Chemistry

Students Code No.	Sex		Age	ESLCE reslut	1st Year 2nd Semester Cum. G.P.A.	Adm. region
	M	F				
1	M		17	2.8	2.22	Gondar
2	=		18	2.8	2.65	Tigray
3	=		18	2.6	2.84	Bale
4	=		20	2.8	2.35	Sidamo
5	=		18	2.8	2.03	Gamu-Gofa
6	=		18	2.8	2.19	Wellega
7	=		17	2.8	1.80	Assab
8	=		19	2.8	2.73	Wollo
9	=		18	2.8	2.41	Gondar
10	=		19	2.8	2.76	Sidamo
11	=		20	2.8	3.03	Wellega
12	=		18	2.8	3.08	Wellega

Table 2. Background information of Chemistry Students.

PH Pysics:-

Student Code No.	Sex		Age	ESLCE Result	1st Year 2nd Sem. G.P.A.	Administra- tive region
	M	F				
1	M		18	2.8	1.75	Shoa
2	=		21	2.8	2.22	Gondar
3	=		18	2.8	3.75	Shoa
4	=		20	2.8	2.36	Shoa
5	=		20	2.8	2.17	Eritrea
6	=		18	2.8	2.53	Shoa
7	=		17	2.8	2.67	Gojjam
8	=		16	2.8		A.A.
9	=		18	2.8	3.06	Wollo
10	=		17	2.8	2.89	Harrerigie

Table 3. Background information Pysics students.

Mathematics:-

Students Code No.	Sex		Age	ESLCE Result	1st Year 1st Sem. G.P.A.	Administra- tive region
	M	F				
1	M		21	2.8	2.7	Gomu-Goffa
2	=		18	2.8	2.5	A.A
3	=		17	2.8	2.11	A.A
4	=		17	2.8	2.36	Gondar
5	=		18	2.8	1.89	Tigray
6	=		18	2.8	2.14	Wellega
7	=		18	2.8	2.83	A.A
8	=		18	2.8	2.36	Shoa
9	=		18	2.8	2.17	Shoa
10	=		18	2.8	2.13	A.A

Table 4. Background information of Maths students.

3.3. Procedure for recording

To assess whether or not the students are able to express their ideas orally, the following tasks were prepared for them.

- 1) picture description task
- 2) picture-based story-telling task

And to conduct the recording, resources that were used are:

a) People.

In order to carry out the recording programme, six instructors of the college were requested to offer their help. First they were briefed about the aim of the study, the type of tasks prepared for the spoken English production test, the amount of time allotted for the tasks, and the selected recording places. Accordingly, each instructor took the responsibility to monitor the recording programme. That is, each instructor brought the test-takers to the recording places in time, and was also monitoring whether or not the students were following the recording instructions given by the writer of this thesis.

b) Time

The time allotted for each oral production test was 10 minutes. That is, five minutes for studying the picture and five minutes for recording. The writer decided to assign 5 minutes for studying each picture because he felt that the test-takers would feel at ease in expressing their ideas orally. He, however, did not give them more than five minutes for recording because he felt that each task could be recorded in five minutes after the students had studied each picture for five minutes.

c) Location.

Three quiet class rooms were carefully selected for the recording. Class rooms were selected for this task because it was felt that the test-takers would be again at ease to record since class rooms are familiar environments to the students. In addition, because the recording was done after regular classes were over, the environment was quiet and students were not interrupted from the train of thoughts and flow of speech in recording.

3.3.1 Recording Conditions

3.3.1.1. Orientation Programme

The writer decided to give general orientation to the test - takers in order to familiarize them with the test conditions (recording conditions). The following points were stressed during the orientation.

- a) It was explained to the testees that
the aim of the test was to assess their
speaking ability and to forward suggestions that
would possibly promote the teaching and assessment
of spoken English production in institutions of
higher learning;
- b) They were made aware that the forms of the oral
tasks (tests) prepared for them were picture
description and picture-based story - telling;

- c) It was outlined that they would be assigned to recording rooms according to their subject specializations. In addition, they were told that recording would be done on a one - at - a - time basis;
- d) They were advised to be as natural as possible. That is, their sound should be audible and their speed of recording should be at a normal rate of speaking;
- e) They were introduced to the instructors who were selected to carry out the recordings in the various rooms. The testees were also told that the specific task of each instructor was to help them record their tasks properly, but not to judge their oral production performance. This was done to minimize the occurrence of shyness, fear and other anxieties while they are recorded.
- f) The testees were informed that each task would take 10 minutes (five minutes for studying the picture and 5 minutes for recording);
- g) They were told not to prepare short notes while studying the pictures. This was done in order to make them talk without having prepared notes;

- h) They were told that stop - watches would be used to regulate the time taken by each speaker in studying and recording;
- i) And, finally, they were made aware that the results of their oral performance would not count towards their general academic performance in the college.

3.3.1.2. Recording of the first task (story-telling task),

Recording of the story - telling task took place on Nov. 26/1989. Sample students of the Department of Physics, Chemistry and Mathematics were sent, as arranged, to three different class rooms that were equally equipped with the necessary recording facilities. That is, tape - recorders and microphones were appropriately placed on a table. In addition, two instructors were assigned to each recording classroom. One for monitoring recording conditions in each room, and the other for keeping the rest of the students to wait for their recording turns a little away from the recording places.

Then the first speaker in each recording room was called on and was given the picture story to study for 5 minutes. After the five minutes were over, he was informed by the instructor to record the story for the next 5 minutes using the picture in hand as a reference.

Meanwhile the second speaker was given the same picture to study for 5 minutes. Then the moment the first speaker finished his recording, the second speaker took his place to record in turn. Thus the recording of the sample students in each recording room proceeded in this manner from the first through to the last speaker. Finally, testees were thanked for their willingness to come for the recording.

3.3.1.3. Recording of the second task
(Description task).

Recording of the second task took place on January, 7, 1939. And similar recording procedures were followed as in the first task.

Story - telling and picture description tasks were thus given (See Appendix A and B) to the sampled students to assess their spoken English production abilities. The students oral production performance was tape - recorded. Then the recorded speech of the students was transcribed in order to find out to what extent they can express themselves in spoken English production, and to quantify the students ability to transfer the total information - bits contained in the two picture tasks. To do so, the writer has used Brown and Yule's technique of assessment.

3.3.2. Brown and Yule's technique of
assessing spoken English production.

There has been a requirement that students be assessed on their command of grammar, vocabulary, pronunciation, and fluency of speech separately. Brown and Yule (1983:103), however, suggest that the teacher should continue to assess these features, not in isolation, but as part of his assessment of the students ability to communicate effectively in the spoken mode.

Brown and Yule (Ibid., 103) point out that one of the aims of most English teachers is to enable their students communicate information effectively in spoken English

To assess communicative effectiveness, Brown and Yule have suggested task - based approach. This approach is used to assess students' ability to produce speech of the required task using spoken English. (See Ch. 2)

According to Brown and Yule (Ibid., 114), assessment of spoken production has two practical requirements.

These are:

- 1) a set of task types, and
- 2) an information gap between what the speaker knows and what the listener knows.

Given the above elements, the 'required - information - based' scoring technique is used to quantify how much the students have succeeded in their spoken English production.

3.3.2.1. Required - information - based

Scoring technique.

According to Brown and Yule (Ibid.,:114), 'required - information - based' scoring technique is used for measuring the students' success in using the target language to communicate information effectively to the listener.

Brown and Yule (Ibid., 114) emphasize that the required information of a given task is not the something as a required vocabulary. That is, the speaker is allowed to use what language he has to communicate the required information - bits.

The required information of a picture description task that contains varied objects is, for example, the identification of the separate components, their properties, and the relationships between the components. In the case of picture - based story - telling task, the required information is the identification of events, characters involved in the story, referential explicitness etc., and telling a detailed and coherent story.

The vocabulary used in both tasks should be any descriptive or narrative expressions that adequately serve the speaker to communicate the required - information - bits. (Ibid., 115 O 132)

To quantify the students success of effective communication in such kind of tasks, Brown and Yule (Ibid.,: 114) say that

the teacher should check the task materials input and list the elements which the speaker should transfer to the listener.

The score achieved by the student on a particular task is expressed in terms of the positive number of point of required information which were expressed. (Ibid., 121)

Thus in line with the above technique of assessment, the writer gave picture - based story - telling and description tasks to the sampled students of Bahir Dar Teachers' College to assess their spoken English production abilities; and to quantify their abilities the elements or required task material input of both tasks were listed.

3.3.3. Rationale for the tasks of the spoken English production tests.

As indicated above the tasks selected for the students' spoken English production tests are: picture - based story - telling and description tasks. These tasks were selected from among the other task types suggested by Brown and Yule (see ch. 2) for the following reasons:

- a) The test tasks are less abstract for the testees because they are familiar types and easy to understand the required details or required - information - bits.

- b) The tasks, according to the writer are closely related to their daily student life.

3.3.4. Task types and scoring procedure.

Task type one: Story - telling

- a) Material : Series of pictures of an event is given to the speaker.
- b) Task: The speaker should give a clear and complete account of the story.
- c) Requirement: The speaker should communicate the following required - information - bits:
- 1) people watching the race
 - i) who they are
 - ii) what they do
 - 2) people participating in the event
 - i) What the event is
 - ii) who they are
 - 3) man starting the race
 - i) who he is
 - ii) what he is holding
 - iii) what he does with it
 - iv) what happens when he fires
 - v) how it happens
 - vi) what happens to the bird
 - vii) what happens to the things he is holding.
 - viii) how he feels

Scoring procedure

The score achieved by a student is expressed in terms of positive number of points as presented below.

Scoring matrix of the Story - telling task

required - information - bits	'preferred forms'
1) People watching race	
a) who they are	spectators / crowd.
b) what they do	waiting for the start of the race (see picture 1) shouting and waving hands to give support. (see picture 2) laughing (see picture 3)
2) People participating in the event	
a) what the event is	race
b) who they are	runners / athletes
3) Man starting the race	
a) who he is	starter
b) what he is holding	starting pistol
c) what he does with it	fire
d) what happens when he fires	shoot / kill / hit
e) how it happens to the bird	accidentally / without meaning to

-
- | | |
|------------------------|----------------------|
| f) what happens to | |
| the bird | fall / drop / hit |
| g) what happens to the | |
| thing he is holding | fall / drop / let go |
| h) how he feels | surprised / amazed |
| | astonished |
-

(From Ellis 1984, ELT journal)

Task type two: description

- a) material: speakers were given identical pictures.
- b) Task: a speaker is required to describe the picture as accurately as possible.
- c) Requirements: (1) a speaker should identify and distinguish the objects in the picture (2) a speaker should describe the position of the objects in relation to each other. (3) a speaker is required to give more specific properties and relationships between elements.

(Brown and Yule 1983: 124)

Scoring procedure

The Score achieved by a student is expressed in terms of the positive number of points of required - information - bits which are presented below. The job of scoring of the two tasks (story - telling and picture description) was done by two English instructors of Bahir Dar Teachers' College.

Scoring matrix of the picture description task

<u>Features</u>	<u>required information bits</u>
object (1)	ruler
property (1)	thin, light - colored, measured in inches (right - hand side) and in centimetres and millimeters (left hand side)
relationship (1-2)	on top of, lying over
object (2)	ruler
property (2)	thick, measured in inches (left side) and centimeters and millimetres (right side)
relationship (2-3)	next to, at the right of
object (3)	rubber
relationship (3-4)	under, down from,
object (4)	paper=clip
relationship (4-5)	to the right of, next to
object (5)	pen
property (5)	with a top, big
object (6)	key
relationship (5-6)	on top of
object (7)	pencil
property (7)	black
relationship (6-1), (6-2)	between, in the middle of
object (8)	pencil

<u>Features</u>	<u>Required information bits</u>
property (8)	white
relationship (8-2)	to the left of
object (9)	pen
property (9)	black
relationship (9-8)	top left of
object (10)	key
relationship (10-9)	lying under
object (11)	sharpner
relationship (11-9.8)	above, on top of

(adapted from Brown & Yule 1984)

Chapter Four

4. Analysis and discussion of the students' communicative performance on the two test tasks.

In this chapter, analysis of the results of the tests for the use of communication strategies will be presented. This then will be followed by an assessment of the students' overall communicative performance on the two test tasks.

This analysis is based on the sample size of 28 students (not 32 as initially planned). Four students could not take the tests for reasons of withdrawal and illness.

4.1. Analysis of the use of strategies in the story - telling test.

In order to assess the students' communicative performance, it would be necessary to investigate the students' abilities in using the various strategies to encode the required - information - bits of the story. To do so, the required - information bits were identified by anticipating what information - bits should be included in a good account of the story.

4.1.1. Analysis of the use of achievement strategies in the story - telling test.

This section examines the students' use of achievement strategies by considering the students' choice of forms for encoding each information - bit. Tables 5, 6, 7 show the type or choice of forms used by students of the department of Physics, Maths, and Chemistry, respectively.

1	2	3	4	5	6	7	8	9
Story-Celling	Expected	Stall No. Code and used	Total No. used	Type of Activity and Structure used	Stall Code No. and used	Total No. used	Total No. of Stall used (including all stall used)	Total No. of Stall used (including all stall used)
1. formation - bits	Correct Consider	123 one used	3	1	123 one used	4	7	7
2. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
3. what they do (pict 2)	Correct Consider	123 one used	3	1	123 one used	4	7	7
4. what they do (pict 3)	Correct Consider	123 one used	3	1	123 one used	4	7	7
5. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
6. what they do (pict 4)	Correct Consider	123 one used	3	1	123 one used	4	7	7
7. what they do (pict 5)	Correct Consider	123 one used	3	1	123 one used	4	7	7
8. what they do (pict 6)	Correct Consider	123 one used	3	1	123 one used	4	7	7
9. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
10. what they do (pict 7)	Correct Consider	123 one used	3	1	123 one used	4	7	7
11. what they do (pict 8)	Correct Consider	123 one used	3	1	123 one used	4	7	7
12. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
13. what they do (pict 9)	Correct Consider	123 one used	3	1	123 one used	4	7	7
14. what they do (pict 10)	Correct Consider	123 one used	3	1	123 one used	4	7	7
15. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
16. what they do (pict 11)	Correct Consider	123 one used	3	1	123 one used	4	7	7
17. what they do (pict 12)	Correct Consider	123 one used	3	1	123 one used	4	7	7
18. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
19. what they do (pict 13)	Correct Consider	123 one used	3	1	123 one used	4	7	7
20. what they do (pict 14)	Correct Consider	123 one used	3	1	123 one used	4	7	7
21. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
22. what they do (pict 15)	Correct Consider	123 one used	3	1	123 one used	4	7	7
23. what they do (pict 16)	Correct Consider	123 one used	3	1	123 one used	4	7	7
24. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
25. what they do (pict 17)	Correct Consider	123 one used	3	1	123 one used	4	7	7
26. what they do (pict 18)	Correct Consider	123 one used	3	1	123 one used	4	7	7
27. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
28. what they do (pict 19)	Correct Consider	123 one used	3	1	123 one used	4	7	7
29. what they do (pict 20)	Correct Consider	123 one used	3	1	123 one used	4	7	7
30. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
31. what they do (pict 21)	Correct Consider	123 one used	3	1	123 one used	4	7	7
32. what they do (pict 22)	Correct Consider	123 one used	3	1	123 one used	4	7	7
33. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
34. what they do (pict 23)	Correct Consider	123 one used	3	1	123 one used	4	7	7
35. what they do (pict 24)	Correct Consider	123 one used	3	1	123 one used	4	7	7
36. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
37. what they do (pict 25)	Correct Consider	123 one used	3	1	123 one used	4	7	7
38. what they do (pict 26)	Correct Consider	123 one used	3	1	123 one used	4	7	7
39. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
40. what they do (pict 27)	Correct Consider	123 one used	3	1	123 one used	4	7	7
41. what they do (pict 28)	Correct Consider	123 one used	3	1	123 one used	4	7	7
42. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
43. what they do (pict 29)	Correct Consider	123 one used	3	1	123 one used	4	7	7
44. what they do (pict 30)	Correct Consider	123 one used	3	1	123 one used	4	7	7
45. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
46. what they do (pict 31)	Correct Consider	123 one used	3	1	123 one used	4	7	7
47. what they do (pict 32)	Correct Consider	123 one used	3	1	123 one used	4	7	7
48. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
49. what they do (pict 33)	Correct Consider	123 one used	3	1	123 one used	4	7	7
50. what they do (pict 34)	Correct Consider	123 one used	3	1	123 one used	4	7	7
51. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
52. what they do (pict 35)	Correct Consider	123 one used	3	1	123 one used	4	7	7
53. what they do (pict 36)	Correct Consider	123 one used	3	1	123 one used	4	7	7
54. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
55. what they do (pict 37)	Correct Consider	123 one used	3	1	123 one used	4	7	7
56. what they do (pict 38)	Correct Consider	123 one used	3	1	123 one used	4	7	7
57. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
58. what they do (pict 39)	Correct Consider	123 one used	3	1	123 one used	4	7	7
59. what they do (pict 40)	Correct Consider	123 one used	3	1	123 one used	4	7	7
60. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
61. what they do (pict 41)	Correct Consider	123 one used	3	1	123 one used	4	7	7
62. what they do (pict 42)	Correct Consider	123 one used	3	1	123 one used	4	7	7
63. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
64. what they do (pict 43)	Correct Consider	123 one used	3	1	123 one used	4	7	7
65. what they do (pict 44)	Correct Consider	123 one used	3	1	123 one used	4	7	7
66. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
67. what they do (pict 45)	Correct Consider	123 one used	3	1	123 one used	4	7	7
68. what they do (pict 46)	Correct Consider	123 one used	3	1	123 one used	4	7	7
69. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
70. what they do (pict 47)	Correct Consider	123 one used	3	1	123 one used	4	7	7
71. what they do (pict 48)	Correct Consider	123 one used	3	1	123 one used	4	7	7
72. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
73. what they do (pict 49)	Correct Consider	123 one used	3	1	123 one used	4	7	7
74. what they do (pict 50)	Correct Consider	123 one used	3	1	123 one used	4	7	7
75. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
76. what they do (pict 51)	Correct Consider	123 one used	3	1	123 one used	4	7	7
77. what they do (pict 52)	Correct Consider	123 one used	3	1	123 one used	4	7	7
78. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
79. what they do (pict 53)	Correct Consider	123 one used	3	1	123 one used	4	7	7
80. what they do (pict 54)	Correct Consider	123 one used	3	1	123 one used	4	7	7
81. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
82. what they do (pict 55)	Correct Consider	123 one used	3	1	123 one used	4	7	7
83. what they do (pict 56)	Correct Consider	123 one used	3	1	123 one used	4	7	7
84. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
85. what they do (pict 57)	Correct Consider	123 one used	3	1	123 one used	4	7	7
86. what they do (pict 58)	Correct Consider	123 one used	3	1	123 one used	4	7	7
87. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
88. what they do (pict 59)	Correct Consider	123 one used	3	1	123 one used	4	7	7
89. what they do (pict 60)	Correct Consider	123 one used	3	1	123 one used	4	7	7
90. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
91. what they do (pict 61)	Correct Consider	123 one used	3	1	123 one used	4	7	7
92. what they do (pict 62)	Correct Consider	123 one used	3	1	123 one used	4	7	7
93. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
94. what they do (pict 63)	Correct Consider	123 one used	3	1	123 one used	4	7	7
95. what they do (pict 64)	Correct Consider	123 one used	3	1	123 one used	4	7	7
96. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
97. what they do (pict 65)	Correct Consider	123 one used	3	1	123 one used	4	7	7
98. what they do (pict 66)	Correct Consider	123 one used	3	1	123 one used	4	7	7
99. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
100. what they do (pict 67)	Correct Consider	123 one used	3	1	123 one used	4	7	7
101. what they do (pict 68)	Correct Consider	123 one used	3	1	123 one used	4	7	7
102. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
103. what they do (pict 69)	Correct Consider	123 one used	3	1	123 one used	4	7	7
104. what they do (pict 70)	Correct Consider	123 one used	3	1	123 one used	4	7	7
105. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
106. what they do (pict 71)	Correct Consider	123 one used	3	1	123 one used	4	7	7
107. what they do (pict 72)	Correct Consider	123 one used	3	1	123 one used	4	7	7
108. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
109. what they do (pict 73)	Correct Consider	123 one used	3	1	123 one used	4	7	7
110. what they do (pict 74)	Correct Consider	123 one used	3	1	123 one used	4	7	7
111. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
112. what they do (pict 75)	Correct Consider	123 one used	3	1	123 one used	4	7	7
113. what they do (pict 76)	Correct Consider	123 one used	3	1	123 one used	4	7	7
114. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
115. what they do (pict 77)	Correct Consider	123 one used	3	1	123 one used	4	7	7
116. what they do (pict 78)	Correct Consider	123 one used	3	1	123 one used	4	7	7
117. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
118. what they do (pict 79)	Correct Consider	123 one used	3	1	123 one used	4	7	7
119. what they do (pict 80)	Correct Consider	123 one used	3	1	123 one used	4	7	7
120. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
121. what they do (pict 81)	Correct Consider	123 one used	3	1	123 one used	4	7	7
122. what they do (pict 82)	Correct Consider	123 one used	3	1	123 one used	4	7	7
123. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
124. what they do (pict 83)	Correct Consider	123 one used	3	1	123 one used	4	7	7
125. what they do (pict 84)	Correct Consider	123 one used	3	1	123 one used	4	7	7
126. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
127. what they do (pict 85)	Correct Consider	123 one used	3	1	123 one used	4	7	7
128. what they do (pict 86)	Correct Consider	123 one used	3	1	123 one used	4	7	7
129. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
130. what they do (pict 87)	Correct Consider	123 one used	3	1	123 one used	4	7	7
131. what they do (pict 88)	Correct Consider	123 one used	3	1	123 one used	4	7	7
132. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
133. what they do (pict 89)	Correct Consider	123 one used	3	1	123 one used	4	7	7
134. what they do (pict 90)	Correct Consider	123 one used	3	1	123 one used	4	7	7
135. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
136. what they do (pict 91)	Correct Consider	123 one used	3	1	123 one used	4	7	7
137. what they do (pict 92)	Correct Consider	123 one used	3	1	123 one used	4	7	7
138. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
139. what they do (pict 93)	Correct Consider	123 one used	3	1	123 one used	4	7	7
140. what they do (pict 94)	Correct Consider	123 one used	3	1	123 one used	4	7	7
141. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
142. what they do (pict 95)	Correct Consider	123 one used	3	1	123 one used	4	7	7
143. what they do (pict 96)	Correct Consider	123 one used	3	1	123 one used	4	7	7
144. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
145. what they do (pict 97)	Correct Consider	123 one used	3	1	123 one used	4	7	7
146. what they do (pict 98)	Correct Consider	123 one used	3	1	123 one used	4	7	7
147. what they are	Correct Consider	123 one used	3	1	123 one used	4	7	7
148. what they do (pict 99)	Correct Consider	123 one used	3	1	123 one used	4	7	7

53			
Information bits	Expected correct answer	Stud code no. used	Total code type used
A. People watching race			
1. Who are they?	crowd, spectators	9, 1	2
2. What are they doing?	shouting and waving in crowd	1	1
3. Where are they?	hanging in the crowd	1	1
B. People participating in the event			
4. What are the signals?	rock whistles, runners	2, 3, 6, 8, 9, 10	4
5. What are they doing?	shouting, waving	1	1
C. What happens when it happens?			
6. What happens when he shoots?	fire gun	3, 6, 8	4
7. What happens when it happens?	accidentally, means	1	1
8. What happens to the ball?	fire gun	1	1
9. What happens to the ball?	fire gun	1	1
10. What happens to the ball?	fire gun	1	1
11. What happens to the ball?	fire gun	1	1
12. What happens to the ball?	fire gun	1	1
13. What happens to the ball?	fire gun	1	1
14. What happens to the ball?	fire gun	1	1
15. What happens to the ball?	fire gun	1	1
16. What happens to the ball?	fire gun	1	1
17. What happens to the ball?	fire gun	1	1
18. What happens to the ball?	fire gun	1	1
19. What happens to the ball?	fire gun	1	1
20. What happens to the ball?	fire gun	1	1
21. What happens to the ball?	fire gun	1	1
22. What happens to the ball?	fire gun	1	1
23. What happens to the ball?	fire gun	1	1
24. What happens to the ball?	fire gun	1	1
25. What happens to the ball?	fire gun	1	1
26. What happens to the ball?	fire gun	1	1
27. What happens to the ball?	fire gun	1	1
28. What happens to the ball?	fire gun	1	1
29. What happens to the ball?	fire gun	1	1
30. What happens to the ball?	fire gun	1	1
31. What happens to the ball?	fire gun	1	1
32. What happens to the ball?	fire gun	1	1
33. What happens to the ball?	fire gun	1	1
34. What happens to the ball?	fire gun	1	1
35. What happens to the ball?	fire gun	1	1
36. What happens to the ball?	fire gun	1	1
37. What happens to the ball?	fire gun	1	1
38. What happens to the ball?	fire gun	1	1
39. What happens to the ball?	fire gun	1	1
40. What happens to the ball?	fire gun	1	1
41. What happens to the ball?	fire gun	1	1
42. What happens to the ball?	fire gun	1	1
43. What happens to the ball?	fire gun	1	1
44. What happens to the ball?	fire gun	1	1
45. What happens to the ball?	fire gun	1	1
46. What happens to the ball?	fire gun	1	1
47. What happens to the ball?	fire gun	1	1
48. What happens to the ball?	fire gun	1	1
49. What happens to the ball?	fire gun	1	1
50. What happens to the ball?	fire gun	1	1

When the total number of students who used preferred forms or achievement strategies (see Table 5,6, 7) is expressed in terms of percentage, we can get a general picture of the students' choice of forms for encoding information - bits of the story.

Dept.	Total No. of Students who used preferred forms	Total No. in %	Total No. of Stud. who used achievement strategy	Total No. in %
Phy.	19	15	28	22
Maths	19	15	42	32
Chem.	21	20	31	30
Total	51	16%	101	27%

Table 8: Student percentage who used preferred forms and achievement strategies.

As Table 8 shows, 16% of the students used preferred forms of language, while 27% of them employed achievement strategies. This analysis indicates that majority of the students used achievement strategies because they lack adequate target language resource.

4.1.2. Analysis of the use of avoidance
strategy on the story - telling
test

This analysis deals with the students' use of avoidance strategy by considering which information - bits they chose to include on the story - telling test. For this analysis a student was accredited with communicating information - bits irrespective of whether the preferred form was used. Table 9 shows number of students (Physics and Maths out of ten each, and Chemistry out of eight) who encoded each information - bit. (see Table 5, 6, 7 for details)

Information - bit number	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Physics	7	0	0	7	8	7	5	5	2	1	2	3	1	47
Maths	8	0	1	7	9	9	8	8	3	2	0	2	2	59
Chemistry	8	1	1	6	7	7	7	4	1	0	0	8	2	52

Table 9 : Number of students who encoded each information - bit on the story - telling test.

When the total number of students (Table 9) who encoded each information - bit is expressed in terms of percentage, we can obtain a picture of the students' use of avoidance strategy on the story - telling test.

Dept.	Total No. of Stud. (out of 130 Physics and Math, ^{each} and out of 104 Chemistry) who encoded each information - bit of the story.	in %
Phy.	47	36
Maths	59	45
Chem.	52	50
Total	158	43%

Table 10: Percentage of students who encoded each information bit on the story - telling task.

It can be observed from Table 10 that 43% of the students of the three departments encoded each information - bit of the story, and the remaining 57% avoided each information - bit.

As there is no reason to suspect that the students were unable to perceive the relevant features in the picture (See Appendix E), it could be assumed that the majority of students (57%) avoided substantially more information - bits of the story. This analysis suggests that the students avoided the information - bits not because the time given for studying the picture and recording of the story was short (see Table 11) but may be due to the students' lack of target language resource.

Student Code No.	Time Allowed	Physics	Maths	Chemistry
1	10	2'30"	3'	1'35"
2	"	1'30"	2'	1'15"
3	"	5'	2'	1'15"
4	"	30"	2'	1'30"
5	"	45"	1'	was ill
6	"	1'	1'	2'10"
7	"	1'	1'	2'10"
8	"	50"	1'	1'
9	"	2'	2'30"	was ill
10	"	1'30"	1'	1'10"

Table 11 : Time used by each student on overage is 1'7".

4.2. Analysis of the use of strategies on picture description test.

As was done in the analysis of the use of strategies in the story - telling task, the required - information - bits of the picture description task were identified and listed together with their properties and relationships. Information - bits and their features are given below.

<u>Features</u>	<u>Information - bits</u>
1 object(1)	ruler
2 property(1)	thin, light - coloured, measured in inches (right side) and millimetres and centimetres (left side)
3 relationship (1-2)	on top of, lying on
4 object(2)	ruler
5 property(2)	thick, measured in inches (left side) and centimetres and millim- metres (right side)
6 relationship (2-3)	next to, at the right of
7 object(3)	rubber
8 relationship (3-4)	under, down from
9 object (4)	paper - clip
10 relationship (4-5)	to the right of, next to
11 object (5)	pen
12 property (5)	with a top big
13 object (6)	key
14 relationship (5-6)	on top of
15 object (7)	pencil
16 property (7)	black
17 relation (7-1),(7-2)	between, in the middle of
18 object (8)	pencil
19 property (8)	white
20 relationship (8-7)	left of

<u>Features</u>	<u>Information - bits</u>
21 object (9)	pen
22 property (9)	black
23 relationship (9-8)	top left of
24 object (10)	key
25 relationship (10-9)	lying under
26 object (11)	sharpner
27 relationship (11-9,11-8)	on top of, lying over

4.2.1. Analysis of the use of avoidance
strategy on the picture description
test.

This analysis deals with the students' use of avoidance strategy by considering which information bits they opted to include in the picture description task. Table 12 shows number of students (out of ten Physics and Maths each, and Chemistry out of eight) who encoded each information - bit in the picture description test. (see Appendix D for details).

Table 12 No. of students (Physics and Maths out of ten each, and Chemistry out of eight) who encoded each information - bit of the picture

No.	Information - bits	Physics	Maths	Chemistry
1	ruler	10	10	7
2	thin, light - coloured, measured in inches (right side) and millmetre and centimetre(left side)	5	3	0
3	on top of, lying over	1	9	7
4	ruler	10	9	7
5	thick, measured in inches (left side) and centimetres and millimetres (right side)	4	4	0
6	next to, at the right of	0	0	0
7	rubber	5	3	4
8	under, down from	0	0	0
9	paper - clip	4	0	0
10	to the right of, next to	0	0	0
11	pen	6	3	3
12	with a top big	0	0	0
13	key	7	3	6
14	on top of	1	0	0
15	pencil	9	9	7
16	black	1	6	0
17	between, in the middle of	3	3	4
18	pencil	10	5	6
19	white	1	2	2
20	left of	0	0	0
21	pen	4	5	2
22	black	2	4	2
23	top left of	2	0	0
24	Key	7	7	6
25	lying under	0	0	0
26	sharpner	6	1	1
27	on top of, lying over	0	0	0
Total		98	79	57

When the total number of students who encoded each information - bit is expressed in terms of percentage, we can get a picture of the students who avoided information - bits of the picture. Table 13 shows percentage of students who encoded each information - bit of the picture.

Department	Total No. of students (out of 270 Physics and Maths each, and out of 216 Chemistry) who encoded each information - bit of the picture	No. of Students who encoded in %
Physics	98	36
Maths	79	29
Chemistry	57	21
Total	234	31

Table 13: Percentage of students who encoded each information - bit of the picture.

It can be observed from Table 13 that 31% of the students encoded each information - bit of the picture, while the remaining 69% avoided.

As there is no reason to suspect that the students of each department were unable to perceive the relevant features of the picture (see Appendix F), it could be assumed that they avoided mentioning the information - bits when describing the picture. Hence this analysis suggests that the students (69%) avoided mentioning the information - bits not because they

had time constraint (see table 13), nor lacked task performance orientation but may be due to their lack of adequate target language resource to encode the information-bits.

Students Code No.	Total time given for studying and recording	Time used by:		
		Physcis	Maths	Chemistry
1	10	2'30"	1'35"	1'20"
2	"	2'	1'15"	2'15"
3	"	1'30"	1'15"	20"
4	"	2'30"	1'40"	2'40"
5	"	1'40"	1'	was ill
6	"	3'30"	1'20"	3'10"
7	"	1'	2'10"	2'25"
8	"	2'15"	1'30"	2'15"
9	"	2'10"	50"	was ill
10	"	2'	1'10"	3'

Time used on average is 1'19".

Table 14: Time used by the students (in minutes and seconds) to describe the picture.

4.2.2. Analysis of the use of achievement strategies on the picture description task.

In section 4.2.1., it was found out that 31% of the students encoded each information - bit of the picture. However, some students did not use appropriate words when referring to "paper - clip" and "rubber". Instead, they used various achievement strategies. The following are the strategies used by the students.

1. word - coinage or guessing strategy
- "paper holder" (speaker 2, Physics)
2. approximation strategy
- "clipper" (speaker 3, Physics)
- "sharper" (speaker 4, Physics)
3. circumlocution
- "rubbing material which is used to rub the pencil." (speaker 8, Maths.)

As the above sample achievement strategies show, the guessed or coined word - 'paper - holder' may compensate for the student's lack of required vocabulary 'paper - clip'. In addition, the approximated words 'clipper' and 'sharper' may also compensate for the students' lack of the required vocabulary 'paper - clip' and 'sharpner', respectively. Here, as Kumaravadivelu observed in his article entitled "Communication strategies and psychological processes underlying lexical simplification," we can also observe that the students are well aware of the technique of word formation by

adding suffixes to word of the English language.

Though the students use of achievement strategies is a positive aspect of their oral communication abilities, their use is, however, indicative of the existence of a gap in their English language knowledge.

Let us have now a look at how the students organized their ideas and language to describe and narrate the picture tasks.

Story - telling

a) .Speaker 7, Chemistry.

there are so many people in the stadium + they are looking the sportsman + sportsmans are athletes - both of them are in the hurry to run + the referee says them to ready ++ the context are to run quickly and to win to get the prize + they are in a ready + the peoples are looking who win the person who get the prize - they are thinking + so in the second place the referee said them to go that is bullet is pounded - bounded and they are running + they are running in hurry + only number one and number three and one unknown only leg seen are win the prizes and they the peoples are looking them laughing + and some of them are crying and some of them are ++ that is why they are sad + because of some of the contexts are their families or brothers or friends they not win they are sad + some of them are very happy because some of them their friends or brothers or colleagues which means + and get the prize due to this they are happy ++ and the thired place the referee it srows his gun and paper + because he look some one is lay outside may make kneel down + he is down + the referee mean very sad srown his gun and the papers + peoples are more of them and the winners gets the prize + so the referee said the last one + and he is kneel down to go and to take a medicine + he may get a head ache + something for him + but the referee conclude that he is the winner + may be but he is down + kneel down now + so due to this reason the referee is sad + and the people are some are

happy + some are sad + the contexts are the
winners get the prize + and that not win
the prize the athletes not win and ah +
not get the prize.

(Time used 2'10")

The above speaker took two minutes and ten seconds to record the story (see Table 11 on page 58 within this time he mentioned many things that are incoherent, and what he said has little substance. His spoken language command is also poor not because he faced time constraint to use grammatically correct sentences and appropriate vocabulary but because he is weak in manipulating the various linguistic forms of English. As the result of this, his account of the story is incomplete because he avoided substantial amount of information - bits. We can also observe from his account of the story that actual and real happenings of the story are not reported. What is poorly reported is his impressions of the story. As Kane and Leonard (1959:287) argue: "objective description of events or objects is to attempt to report accurately the appearance of events as they are, independent of the observer's perception or feeling."

In sum, the speaker's spoken language is quite lengthy when compared with the other speakers. However, his lengthy talk is "rambling and unstructured" (Brown and Yule 1983:103) not because the task given to elicit the students spoken language abilities did not provide "salient external structure" (Ibid., 103) but because he does not have a good spoken language command of English and poor control of the story - telling task.

b) Speaker 6, Physics

When + when the bullet is shooted +
the runners start to run + and +
there are ++ after running is
started - started some run +
one of the runners is felt + as the
result - the ++ as the result the
+ the peoples become ah + the
peoples is ah ++ the peoples bark -
bark ++ this is ah ++ (1minute)

This speaker failed to encode substantial amount of required - information - bits of the story. He attempted to say something about the story but avoided it. For instance, his attempt to describe the event after the start of the race fell short. This has happened not because he had nothing to say with the time he had to record the story (5 minutes), nor does it mean that he exhausted all what he should say in the time he used (one minute) to record the story. He abandoned lots of information - bits due to lack of "meaning structure" (Tarone in Pit Corder 1981:105).

The use of hesitation devices such as "ah" and repetition of words and phrases, as used by the speaker, are devices that facilitate the production of spontaneous spoken language (see section 2.2.2.1). However, the speaker used these devices not because the speech test was as such spontaneous that entailed him to search for more time in order to plan, organize and deliver his message but because his spoken language production ability is lacking in target language resource to encode the total information - bits.

c) Speaker 8, Mathematics

at the first page + I understand from
the ++ and the first figure that
means I udnerstand the referee +
ah I think + for the ++ to wistle
the runner + at the first figure
the referee give for the + runner
to start and second + he ah +
give ah + he shoot the pistol and
+ on the + the sky + that means
I think + on the sky he seems + on
the sky he kick or shoots the
bird + and the bird came on
his head + then he fells his
pistol + and what is on his hand.
(one minute)

As can be observed in the above spoken text, the speaker started to say something about the story but failed short in mid - utterance. In other words, his repeated attempts to narrate the story ended up in repeating words and phrases followed by long pauses that impede communication. And this is indicative of the student's lack of language command.

Picture description

d) .(Speaker 6, Physics)

There are two pencils + and two rulers +
two keys + one spherical set and one sharper +
and a keis + the ah + the pen - the longer
pen is between the . ossing reulers +
and the shorter one + the left of the dark
ruler + the key is above + and the ah +
above the two rulers and ah + and one
key is below and one key is below and
the sharper is below ++
(. ' minute: and 20 seconds)

In the above description the speaker mentioned some objects of the picture. However, he failed to describe their relationships and properties clearly. In addition, he made a wrong reference of objectes For example, he wrongly named the object found between the two crossing rulers as 'pen'.

What is more, the student's ungrammatical and incomplete sentences, inappropriate use of words and incomplete ideas contributed to the student's lack of communicative ability.

Thus it could be assumed that the speaker failed to encode the total information bits not because the time given (10 minutes) was short or he exhausted what he should say within the time he used (one minute and twenty seconds) but because of his inability to describe the picture as accurately as possible due to lack of adequate target language resource.

e) Speaker 1, Chemistry

on the left side + there is a key + over the key there is a pencil + under the key in the pencil there is another pencil + above the key + there is a box + there are two rulers lying one above the other + between the two rulers - there is a pencil + the pencil is used to draw pictures + and the rulers are used to measure the distance of the pictures or the size of the pictures in general + on the right side of the two rulers + there is a broken key + under the broken key + there is a test tube + the test tube used to test whether a chemical - what kind of chemical is present in a laboratory experiment + and between the test tube and the upper ruler + there is - there is a test tube + above the test tube there is a beaker - like something +++

The above speaker has, relatively speaking, a better command of English. However, his knowledge of language has not helped him to encode information - bits as accurately as possible. In other words, he failed to meet the requirements of the picture description task. He was asked to identify and state the properties and relationships of the various objects of

the picture. He, however, failed to do his job. Instead, he mentioned non - existent objects such as 'test tube' and 'beaker' and stated their functions. His inability to encode objectively the information - bits of the picture is failure to fill the information gap that exists between him and a listener.

The analysis of the above spoken texts reveal that the students are not only poor in their English language command but also lack oral practice in such kind of communication tasks. This suggests that the students need training in the oral mode.

4.3. Analysis of the students' communicative performance on the two tasks (picture description and picture - based story-telling).

In this section the students communicative performance on the two tasks will be compared and analyzed. This then will be followed by the assessment of the students' overall communicative performance (results of the two tasks combined) to see whether the students are able to effectively communicate ideas orally. It is worth noting here that the students communicative performance is assessed in terms of required - information - bits encoded.

Summary of the array of scores (Appendix C and D) of the students' communicative performance on the two tasks together with their average scores is given in Table 15.

Table 15: Raw Scores of the students' communicative performance on the two test tasks.

	Stu. Code No.	Story - telling		Picture description			
		Score out of 13 information-bits	%	Score out of 27 information-bits	%	Total in%	Average in%
Chemistry	1	9	69	9	33	102	51
	2	7	54	6	22	76	38
	3	6	46	6	22	68	34
	4	5	38	5	19	57	29
	5	-	-	-	-	-	-
	6	9	64	5	19	83	42
	7	4	31	6	22	53	27
	8	7	54	9	33	87	44
	9	-	-	-	-	-	-
	10	5	38	8	30	68	34
Physics	1	9	69	6	22	91	46
	2	7	54	8	30	84	42
	3	5	38	9	33	71	36
	4	4	31	10	37	69	35
	5	5	38	12	44	82	41
	6	3	23	8	30	53	27
	7	2	15	13	48	63	32
	8	5	38	8	30	68	34
	9	5	38	13	48	86	43
	10	4	31	10	37	68	34
Maths	1	2	15	9	33	48	24
	2	7	54	9	33	87	44
	3	9	69	7	26	95	48
	4	6	46	6	22	68	34
	5	3	23	5	19	42	21
	6	6	46	5	19	65	33
	7	9	69	12	44	113	57
	8	7	54	7	26	80	40
	9	6	46	12	44	90	45
	10	6	46	8	30	76	38
28							
		Mean	44		31		37

4.3.1. A Comparison of the students'
Communicative performance
on the two tasks.

In order to compare the students' communicative performance on the two tasks, number of encoded information bits for each student (out of 13 and 27, story - telling and description, respectively) were counted, and converted to percentage forms. Table 15 on page 70 shows summary of raw scores (Appendix C and D) of the students.)

Frequency distribution of the students' scores is given in Table 16.

Student Score	No. of Students	
	Story - telling	picture description
0 - 16	2	-
17 - 32	5	16
33 - 48	11	12
49 - 64	6	-
65 - 80	4	-
	28	28

Table 16: Frequency distribut of the students' scores on the two tasks.

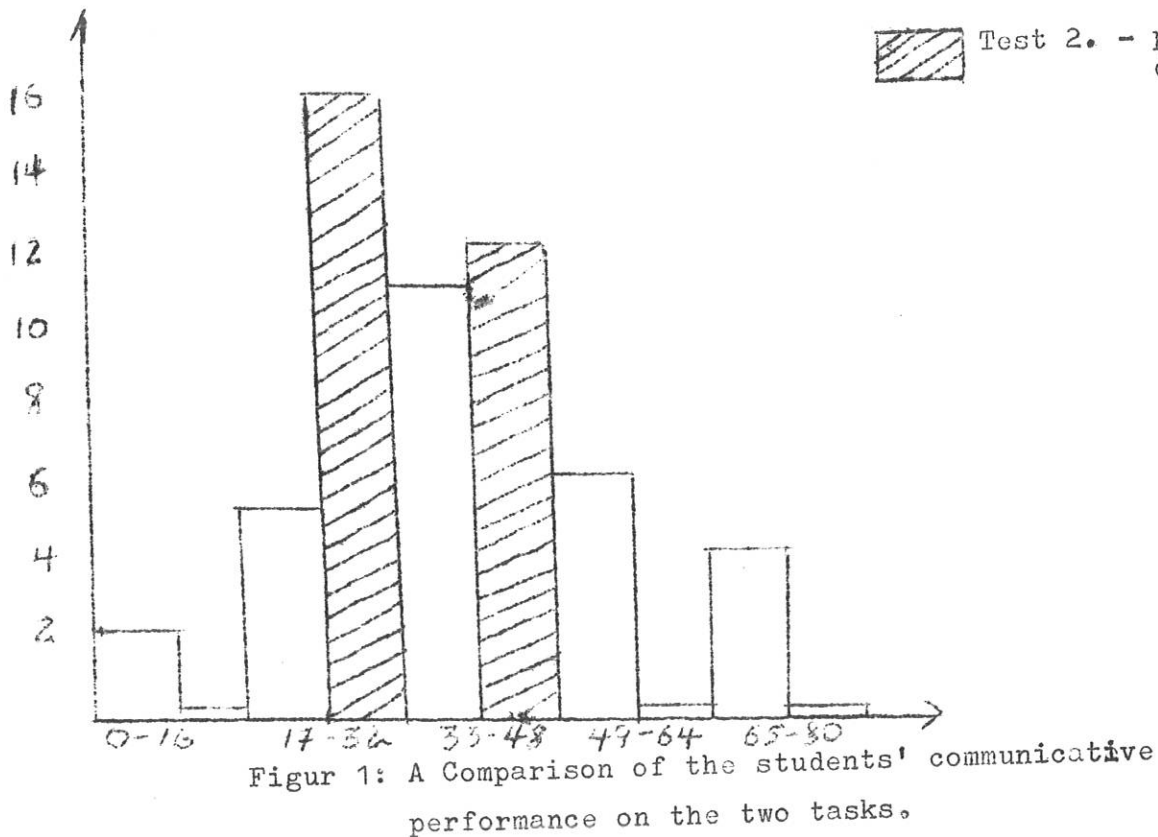
The mean results of the students' communicative performance on story - telling and description tasks were found to be 44 and 31, respectively. As these mean results

show, the students' communicative performance is better on the story - telling than picture description. However, both communicative performance results are below the minimum expected average (50%). Besides, as the Histogram in Figure 1 below shows, 82% of the sample students got results below the minimum expected average (50%) on the story - telling task, while all sample students (100%) got results below the minimum expected average (50%) on picture description task. This difference of performance may be due to easiness of task type. The following Histogram shows a comparison of the students communicative performance on the two tasks.

Key

 Test 1. - Story - telling

 Test 2. - picture description



4.3.2. An assessment of the students'
overall communicative perfor-
mance.

This section examines the students' overall communicative performance in light of their average scores of their performance on the two tasks.

Frequency distribution of the students average scores on the two tasks shown in Table 15, p. 70 is given below.

Score	Student No.
20 - 25	2
25 - 30	3
30 - 35	7
35 - 40	5
40 - 45	7
45 - 50	2
50 - 55	1
55 & above	1

Table 17: Frequency distribution of the students average scores on the two tasks.

The mean result of the students' overall communicative performance was found to be 38. This result is, however, below the minimum expected average (50%). Besides, as the Histogram given below shows, the vast majority (93%) of the students got results below the minimum expected average (50%). This shows that the students' communicative performance is not as expected.

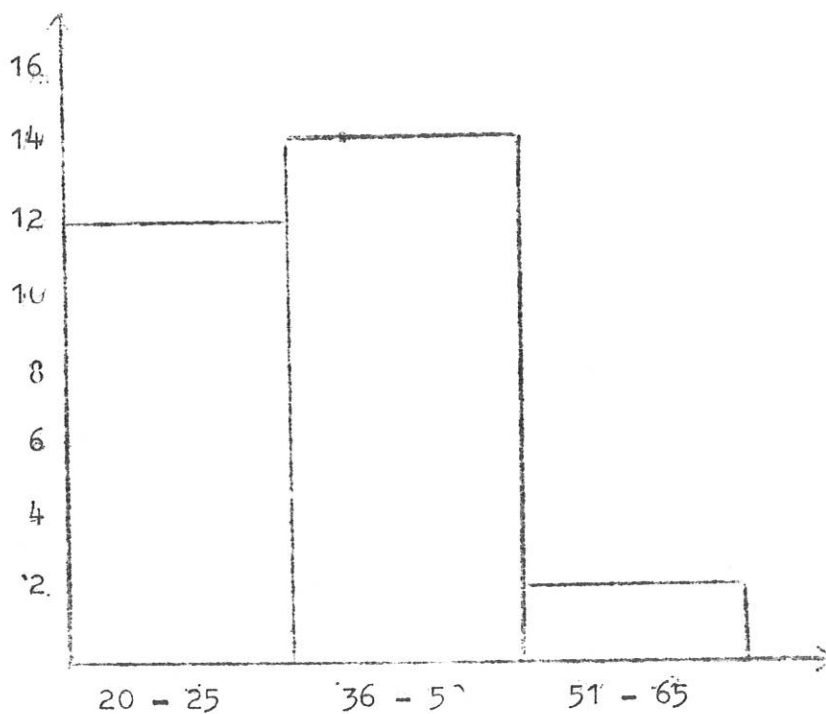


Figure 2: Histogram of the students' communicative performance results.

Chapter Five

5. Conclusions and Recommendations

Spoken Language requires learners to manipulate the various linguistic forms of language and to use them appropriately for communication. In addition, because spontaneous spoken language is done on the spur of the moment, it requires learners to have a good grasp of the various devices in order to facilitate their spoken production problems. (See Ch. 2, Section 2.2). What is more, spoken language entails learners to use various achievement strategies when they have not got required vocabulary or structure of the target language.

This study attempted to assess English Oral Performance of Diploma Students of Bahir - Dar Teachers' College. To carry out the study, two oral performance tasks (picture description and story - telling) were given to the 28 sample students. Their oral performances were then tape - recorded, transcribed, and analyzed to determine their oral communication abilities. To do so, Brown and Yule's method of assessment was used. In line with the method, the students' oral performances were quantified in terms of the positive number of required - information - bits transferred.

5.1. Conclusions

5.1.1. The analysis of the students' English oral performance tests revealed that:

- a) 57% and 69% (see Table 10 and 13) of the students avoided substantially more information - bits of

the story - telling and picture description tasks, respectively. This has happened not because the oral performance task materials were difficult to perceive, not was the time given for studying and recording short (see Table 11 and 14), but may be due to the students lack of target language resource to encode the required information -bits.

b) 27% of the students used various achievement strategies (Table 8) to encoded information - bits. However, the students' use of communication strategies indicates that their English oral performance is not still fluent, situationally appropriate and economical.

5.1.2. The analysis of the students' spoken texts revealed that the students' ideas and use of language is fragmented and incoherent. In addition, the students made all sorts of hesitations such as repeating of entire ideas stated earlier, followed by long pauses that impede communication.

5.1.3. The compared mean results of the students' English oral performance in the story - telling and picture description tasks were found to be 44 and 31, respectively. These mean results indicate that the students' oral performance is better on story - telling than picture description. However, both mean results are below the minimum expected average (50%). This further indicates that the students have language deficiency to communicate their ideas orally.

5.1.4. The mean result of the students' overall English oral performance (the two tasks combined) was found to be 31 which again is far below the minimum expected average (50%). In addition, as figure 2 show, 93% of the students got results below 50%.

5.1.5. The result of this study correlates with the result of Seime Kebede's study on the listening abilities of students of Bahir - Dar Teachers' College. In otherwords, both studies found out that diploma students of the college are below the minimum expected average (50%) in the oral and aural skills.

5.2. Recommendations.

The findings of this study show that the students' English oral performance is below the minimum expected level. This suggests that the teacher trainees need to have a good command of the spoken language in order to carry out their teaching responsibilities effectively. Otherwise, the teacher trainees may be inefficient in their work. This in turn, may seriously affect students academic performance.

Thus to improve the trainees spoken performance the following recommendations are made.

- 5.2.1. In addition to the existing Freshman English courses, intensive Spoken English exercises should be given to the trainees. This is because, if trainees lack the necessary spoken language command in the target language, they may tend to use languages other than English. And this conflicts with the testing procedures because all school examinations are administered in English both at the national and post - elementary school levels.
- 5.2.2. As spoken is more spontaneous than planned, trainees should make impromptu speech practice in order to develop their interactional and transactional skills.
- 5.2.3. English oral performance assessments should be carried out at different intervals in order to see the students progress and command of the oral skill.

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Appendix A. Transcription of the recorded
story telling test

Key : Pauses are represented by:

+ = a short pause

++ = a long pause

Omitted portions are represented by: ...

unclear parts are represented by (?)

1) Chemistry students

Speaker one

I am going to explain the picture + in the first section + it look + ah the picture is a race of running + there are one two three four five six athletes on the court + and there is + an arbiter who where - who is well dressed person + and the arbiter is going to fire the pistol here + and there are also observers who are ready to watch the race ++ in the second section the arbiter is + he has just has automatically fired the pistol and the athletes are running + two of the athletes are accelerating here + number one and number three are accelerating + ofcourse number one is leading ++ and in the here the + observers are moralizing them + some of them are shouting and some of them are waving their hands just to moralize the athletes ++ in the third section + in the third section I think I don know what is wrong with the arbiter + just he has dropped down the pistol and also he has dropped down the papers on which he has written the record and the + the observers they are laughing at him.

Speaker two

ah from the figure ah + what we can understand is that + first of all + ahh this is ah a race and the racers are sit in positions + and there eh the referee was made his guns + and he was + and ah the referee makes his

guns and + the racers are sitting in positions ah + and at the last the results who scores the + the results of the racers + I think there is a bird on his - on his heads + and as a result he afraids and - and he discards the papers what he scores + and all the + also his guns + and the spectators are also + explain their happiness + ah ah about the race + and I thinks + ah also there is some who are thinks due to accidents and the result of the race was also + ah as you can see from the figures was it is completeds ++ and the spectators also explains their happiness ++ that is the whole what I think

Speaker three

This picture shows that ++ in the first place on the first figure there the race + the racers are ++ ready to run ++ when the wistle is shooted + and as the first + as the second place + number one and number 2 becomes + they become to compare each other and number one becomes the winner + but the person who is infront of them ++ in front of them + becomes frightened because of + the bird is ++ is on the head and he dropped his wistle and paper ++ but + in the stadium the persons are + the participants are some of them laughing some of them becomes happy + then the race was completed

Speaker four

Let me start the + to toll to tell the idea of this picture + first of all in picture number one + there are so many people as well as the runners or the candidates are on their seats + meaning they are ready + to start running ++ and also there is a judge carrying a gun as well as I think + an his another hand he is carrying a piece of paper ++ next on picture number two + the runners are on their way or they are running very fast + and the judge carry again his gun as well as a piece of paper ++ next + the peoples some of them are laughing some of them are their face looks like

I don't know the reason + they are + are looks like cloudy dark + and some of them clamp their hands + and some of them clamp their hands + and finally + in the picture number three + some of the peoples are again laughing and some of them are sad + and ah the judge there is something on his head + I think + the + on his head and suddenly the bird arrived + as I think and unconsciously he dropped his gun - as well as his piece of paper + therefore the idea of this picture is the falls ++

Speaker six

as I understood from the picture + this is a certain stadium in which + a race is conducted + the race is especially belongs to athletics + and which is a part of athletics known as running + there are six computers in the race + and there is a man charged to conduct + there is which holds a pistol upwards + as the man shoots the pistol + the computatives started running ++ on the way of running + there are two competers who are trying their bests + finally the race is finished by one of the two and the rest are remaining behind + the man which holds the pistol when he shoots the pistol with the pistol + the pistol + he hit fortunately a bird which was flying over the air and the bird fell on his heads + the man suddenly dropped his pistol + and piece of paper + as this time + the spectators were clamping their hands to give sensations and morals toward their fellows.

Speaker seven

there are so many people in the stadium + they are looking the sportsman + sportsmans are atlets + both of them are in the burry to run + the referee says them to ready ++ the contexts are to run quickly and to win to get the prize + they are in a ready + the peoples are looking who win the person who get the prize - they are thinking + so in the second place the referee said them to go that is bullet is pounded - bounded and

they are running + they are running in hurry + only number one and number three and one unknown only leg seen are win the prizes and they the peoples are looking them laughing and some of them are crying and some of them are crying and some of them are sad + that is why they are sad because of some of the contexts are their families or brothers or friends they not win they are sad + some of them are very happy because some of them their friends or brothers or colleagues which means + and get the prize due to this they are happy ++ and the third place the referee it srows his gun and paper + beccause he look some one is may outside and may make kneel down + he is down the referee mean very sad srown his gun and the papers + peoples are more of them and the winners gets the prize + so the referee said the last one + and he is kneel down to go and to take a medicine he may get a head ah + leg - ache something for him + but the referee conclude that he is the winner may be but he is down + kneel down now + so due to this reason the referee is sad + and the people are some are happy + some are sad + the contexts are the winners get the prize and that not win the prize the atlets not win + and ah not get the prize.

Speaker eight

Here it is the race + some where take place in a particular ++ ah stadium + and ah + the + the first figure show + on the runner and the referee ready + the runner ready to runner + and the referee ready to shoot the pistol + and the second one is show + erm after they run some distance and + only two runner are remain + and the one who - who I can see them + his number leading the running + and the viewers ah + follow the race - the running + attendedly + and they are happy with the the race + and at last I don't + I don't think he is well + he the referee srow his pistol and record paper + and ++ this is what I understand from this picture

Speaker ten

the runners are ready to start the game ++ they are waiting for ++ the sign of start ++ the referee is ready to + show the sign of start + there are a large number of people + in the stadium + to see the game ++ the game has already been started + some of the peoples give moral to the runners ++ then the referee has been faint down he dropped the starter + and the papers scattered.

Physics

Speaker one

they are + on + they are on the race + the place of the race + then + at ahh + the ah the people told them to get their proper positions and + he counts one up to + ... one two three and then fire the gun + and ah sportsmen start to run on their position + then accidentally as the referee shoot the bullet + it instantly hits the duck which was flying on + in the sky and the duck falls down on his head + the spectator were who (?) so amused of the - this accident and they forget of the of the race + and they make jokes on +++

Speaker two

(he cleared his throat). Ok in figure one + there is a football field + In football field + there are sportsmen + who are + ah they are waited to start running + there is + ahh ++ then the ahh running is started - started by + a kind of shoot a colt + the colt - the colt - the gun is shoot by the + referee - referee shoot the real gun + the gun shoot the bird + the bird ah wich are flying at the sky + then the bird - the bird fall on the ahh the referee head ++

Speaker three

here the spectators are sawing the runner ahh to get ready + then + the ahh the race being + being began and those run on the field its time that ahh one of the runners has fallen + the playing man ah ah let his pistol ah alarming +++ the spectators and the people found the runner ready + they start the race + they conclude their race + and it is this time that the playing man let the pistol alarming + this time the playman let the runner and the thing fallen + here the runners were it is said start + then the playman shoot his pistol and began the racers then the playman raise pistol to start the play +++ one lead the people who are seeing the playing the race + then the racer runner start just they race and the count judge time + they run ah the spectators were amazed when the playman let the pistol +++ ah became afraid + the spectators alarm +++

Speaker four

in the first figure they are runners + and the runners are ready to run + and the race + and the arbiter is ready to start the run + in the second figure to watch the runners over sit the other + and so the observer + and the arbiter felt happy and in the 3rd ah figure + the observer and the arbiter fell unhappy + the runners who they had taught to win did not win the ah game

Speaker five

the Mi - the ah run (?) this person raising and one person adjust his hidden ah - pistol + and observe many persons + the second number one is first running + number three + the number three is the second + there are observers + number three + the pistol is he srown down and one person + an ah +++

Speaker six

when + when the bullet is shouted + the runners start to run + and + there
are after - after running is started - started some run + one - one of the
runners is felt + as the result - the + as the result the + the peoples
become ah + the peoples is ah ++ the peoples bark - barker +++ this is ah +++

Speaker seven

in the (?) they shoot the runners and they started the running + the one
runner has faint and the - the one who shot has dead + his shoot - his
shoot and the papers + and the ++ the ah the people have +++

Speaker eight

here the figure shows + when - when the - the arbiter shoot his shooting
++ the runners are in their running + at the of the competition + the two
runners are speed in their competition + the one who - who wear + number one
++ after than the one who wear number three + after - since it is the end of
+ the end of competition + the arbiter ++ the arbiter again ++ he is love to
shooting + as this competition + the spectators + are greatly happy with the
competition + thirdly ++ the spectar seen their seen that with out the + ah
control of their internal motivation + they STOW to + they Srow to the arbiter
++ little animal to his head + secondly the arbiter Srown - Srown his bullets
and ah + scoring + Srow his bullet and + manuscript + it is the ++ it is the
+++ in the spectators are without the control of their internal motivation +
they throw to his head little animal + at that time + the arbiter suddenly
throw his bullet and + paper + it is his due record the runners count

Speaker nine

there is a sport + the sport is to run + the people who watching the run
the - the competition in running and the runner and the referee hold the

wistle and he suggested his runners to running + and he wistled to shot the wistle + and runners start to run +++ the referee observe what ever he has in his hand + the wistle and the materials to record to the ++ the competition result + that he lost the materials who has in his hands - because + the bird + fells on his head and finally + that was all - all the people and one of the runners fell down on the ground.

Speaker ten

here there is a man stand on the place + on his hand + there is a gun + I think the running arrange themselves for running + and after the gun fired + they come running + and some where here some people are running + and after this - some body - some + I think a man felled on the ground + and the man arrange himself for ah standing the man from the ground ++ I think + in my opinion + (?) +.

2. Mathematics Students'

Speaker one

then ah everybody it is start to - to compare of who running in the first figure + and the ah +++ then the ahh running is starting + the second paragraph said + I see ah - it ah is ++ it is during the racing the competition of running + and the third one is +++ during the first in the been which is seen in the competition at the starting + and the second one is + the ah during the competition of running the people which em morals of the ah + of the third one is + there one body came of the manager and playing (?) I think this carrying a playing in his head + isn't.

Speaker two

in the first picture + eh there are + ah a runners + and there is - also another person who ah assigned to ah + to fire the bullets + that means the-the

sound of the colt which ah + which ahh already + tells the sta-the sta-the runners to start + and in the second picture the ah + the colts are fired + and the runners are to ah - run and in the - the third picture + I think the ah one who is assigned to fire the starting colt + the starting sound ah I think ah + ah it seems ah he has not + he has no practice on firing the colt and because of that + I think ah + ah terrorized because of the sound of the colt and released the papers he - he handled.

Speaker three

there is athletics a ready to run + ah - and the watchers + in the a man in front of them + after they had + shoun to start running (?) after they have running immediately + a man told him to run + they look like unhappy due to on his head + falls on a bird + falls on his head + I think when he shoot the gun + the bird ah with the - the bird ah fells on his head but he did not do to kill the bird + that means unexpected + or ah unexpected thing happened - in the duration of the athletics running + so the man told them to run stop his duty or watching at the athleticss + and the runners ++ the running could not be known who is the first or second or at all the athletics runners interrupt their running.

Speaker four

there is ah a race + ah of running + the - runners are ready + the runners are ready + and + the ah judge fired the pistol + and they are ready going + the atlets are already going + they finished the ah the race + and the judge + and the em judge and the em judge is recording + and the judge record their rank ah and the peoples who are looking the race + are happy +++

Speaker five

a person - a person who started to go to run + and a ludge will be - ah start by something and the persons are run + and the judge will be afraid because

of the ... is over the head + over the head ++ a person who start to run + and a judge will be doing something + and the persons are running + at last the persons - the judges are afraid because of the hen is over the head.

Speaker six

what I can observe from the picture is that + there are many peoples which are collected in a certain field + that means it is used ah for racing + or there are many + players or runners in a field + and they start to ... + there are ready to start... + to complete the game or + they are the compititers + and for that a person stands or ready for ... in order to they start he began to shoot the gun and when he shoot the gun + they are reach in a certain distance + there there is some person who stands far from the first man and he shoots the gun when they are on the way and when they hear the sound of - the gun + one become fails and the first person who started them come here + and when he saws one person fails he become very angry angry so he lost what he has from his hands.

Speaker seven

there are six runners + they are ready to run + and there is a man + who is ready with a gun + who he shoots the gun - the runners start to run ++ and when the man shoots the gun he killed a bird on the sky + the bird fall on his head + and the crowd langhed at him + when the crowed laughed at him he dropped the paper and the gun he had on his hand.

Speaker eight

at the first page + I understand from the + ... and the first figure that means I understand the referee + ah I think + for the +++ what is he from the +++ to wistle the runner + at the first figure the referee give for the + runner to start and second + he ah + give ah + he shoot the pistol and + on the + the sky + that means I think + on the sky he seems + on the sky

he kick or shoots the bird + and the bird came on his head - then he fells his pistol + and what is on his hand.

Speaker nine

Ok. I see in picture one + ah a people who watch the running + and I see six runners + who are ah ready for competition + and there is a man ++ who checks the ah or ah he ordered the starting of the runner + and also on picture two I see the ra the man which ah who ordered the runners shoot the prstol + then the runners will start to run ++ on picture three I see + from mm from mm peoples who watch the game srows a dead bird on + on er a person who ordered to start a runner + then the man for this sudden thing he lost his pistol.

Speaker ten

there are + there are peoples run - who saw the athletics + there are peoples who saw athletics + and there is one + there is one starter + and + starter started the athletics + after the athletics started to + to shoot - the gun the runners started to run + at some distances the runner falls down and the starter feels unhappy +++ thi I think ...

Appendix B. Transcription of the picture
description test.

Chemistry Students

Speaker one

there is a key + just at the top of the key + there is + a box - and on the key there is a black pen + just + at the bottom - of the pen + to the right there is a pencil - a white pencil + and at the - at the right of the pencil + and at the right side of the pencil - there is + a long graduated ruler + and as this long graduated large ruler - there is also + a white glass mirror + which is graduated in centimeters and milimeters + between these glass mirror and a the long graduated mirror there is - a pencil + this is I think.

Speaker two

the general description what I can give from the figure is that + first there is ah ++ on the left side ah of the ah on the left side there is a key + and ah on the keys there is a black objects + and below the keys + there is ah a pencils + and ah also above the keys there is a small objects + and it is not clear + in the middles ah there is ah a ruler + and in this rulers the - there is one rulers which crosses it at an angles + and - and between the one the rulers which is founds and between and the ones which crosses it in between them there is a pencils + it pointed upwards + and on the above- on the right extreme - ah side of the ruler + there is ah a pen + and on the - above pen there is also a keys + and on the left extreme sides there is an ah object - it seems likes stones + and below the stones there is a small object - it is not clear + I think it is + likes ah + small object + and ah from the figure - from the general figure there is - two pencils - one is found on the left sides and - ah the other is on the right sides

between the two rulers and there is also on the left side there is a
key + and there is also on the down side of - the + glass ruler and the
long graduated ruler + as the upper side of the long graduated ruler and
the glass ruler + there is - a duster + at the bottom of the duster + there
is a chalk + and at the top of the duster to extreme right + there is + a
round + bottom flask or container + to the left - to the right of this round
bottomed container - there is a qualified pen + this is all about the picture.

Speaker three

there are two rulers + in between the two + there is pencil which is left
of + which is left of + the ruler in millimeter and which is right of + the
ruler in centimeter and to the left of the ruler which is in centimeter +
there is + a pen + which is beside or near to the ruler and above the pen
there is a key + and on the key - there is a comb and + above the key +
there is + there is ah ++ there is some what it seems like a bag and on the-
on the ruler + which is a millimeter + near the + near it there is + a test
tube and above the test tube + there is raser which is used to rub and near
the raser there is a key + and to above the key - there is + some what em +
some thing near it + and in general + on the right side of the two rulers
which is - one in millimeter there is raser a key and a test tube and between
the two + between - in between the two - rulers there is a pencil and + on
the left of the ruler which is in centimeter + there are a pen + ah a key and
some what it is a comb + and above the key there is some what it seems a bag.

Speaker four

and let me explain the nature and property of this picture + first there is
a glass ruler which stands vertically + and again there is a wood ruler that
means + a ruler made up of wood + on a glass ruler slanted + on the right
side of the glass ruler + there is + there is + eraser on the top corner of

the glass ruler + and also there is a key - and there is something on the key + and below the key + that means on the below corner of the glass ruler + there is a pen + and between the glass ruler and the wood ruler + there is a pen - and also above the wood ruler there is again another key + and there is also a duster + and + below the duster that means + on the + between the key + and the wood ruler + there is a piece of chalk + and also + one thing I forgot is that + above the key + that means on the left of + the glass ruler there is eraser + that means a material which used to rub + rubbing ++ this is the nature of this picture and that is over.

Speaker six

on the left side + there is a key + over the key there is a pencil + under the key in the pencil there is another pencil + above the key + there is a box + there are two lures lying one above the other + between the two lures - there is a pencil + the pencil is used to draw pictures + and the rulers are used to measure the distance of the pictures or the size of the pictures in general + on the right side of the two lures + there is a broken key + under the broken key + there is a test tube + the test tube is used to test whether a chemical - what kind of chemical is present in a laboratory experiment + and between the test tube and the upper ruler + there is - there is a test tube + above the test tube there is a beaker like some thing +

Speaker seven

there is so many pictures + in this pictures + in the first part of the picture + there is a kei (key) + the kei under the kei there is a lock of kei + on the kei there is also + what I can see clearly + below it there is a pencil + which this pencil is near to the + kei below it + and the right side of this pencil + there is a ruler + this ruler is - I think

made up of wood + its it's numbered by continuous numbers - their numbers are not clearly seen + and ah on the in that ruler there is also another ruler which is pictured clearly + and their numbers are seen clearly + it is numbered one upto thirteen + between the two rulers + there is also another pencil + near the two these pencil and above that pencil and to the right of the ruler another modern + the engineers rulers + between the engineers ruler and first ruler + there is + what I think but I am not understood it clearly + there is a chalk may be + I am not sure for that + above the chalk there is a duster + which is near to the first and pictured black black colored + near the picture black colored + near to the duster in the right hand side + there is another kei + this kei is + near to the engineer's modern ruler and the duster between them + then this picture in short indicates about the different particles or things which are useful for + engineers or students + or maybe for carpenters + h p(awo) yes it is exactly useful for carpenters - pencil + kei + three different types of rulers + duster + and like +++

Speaker eight

ok - let me start + on the ah + left hand em + I see + the kei (key) + under the pen + the pen is + black and short + which is + inserted above the key + and + at the bottom + there is a pencil + this pencil is + white and short + then go to right there is ah dark lurel which is inserted + under the white and the long ruler + and + when we go to + right hand of this black ruler + there is + a pencil + the pencil is black and long + it is inserted between em + at the left hand black ruler and em + at the right hand + which is inserted diagonally + a white and long ruler + and when we go to right + and + at the top of white ruler + I see ah + the pen + which is long and white + and at the - between the ah + white ruler and this white pen + there is +

em ++ em em I don't know it is + there is a small thing + it is inserted between a white ruler and whites pen + and above + above the whites pen + I see + the key + which is small + when compared + that of the (?) + and lastly + the top ah of + at the right hand of ah of this key + there is a pen + lapis (10:pis) yes + and this all what see from this figure.

Speaker ten

there are two rulers + one pen + two keys (keis) - two pencils one is colored and the other is not colored + there is one eraser ++ the rulers are used to make straight lines + the pen is used to right ++ the pencils are used for drawing pictures ++ the kei is used to lock the house + the eraser is used to erase the unwanted pictures ++ there is one ruler lying - to the left of it at the top there is a sharper + at the bottom there is a pencil - a pen + at the middle part + there is a key + over the key a pen is lying + to the right of the ruler + at the top there is + an eraser + to the right of the eraser there is a key + at the bottom of the key there is a pen + there is another ruler lying over the ah previous ruler + between the two rulers there is a colored pencil +

Physics Students

Speaker one

there is a meter and voltmeter + above the key + under the voltmeter and the key and the voltmeter and the animeter + key + under the key + there is a pencil + it has + ah + it has ah a check + volume and medium length + below the key and the pencil + there is another pencil + it has a large length + and a thin volume + after that there is another ruler + there is two ruler + one is the bottom + another is the above + between this + there is another pencil long + it has a long + it has a long + ah + and the other + ah and there is another recommond for lighting + above the ah ruler + it

has a small volume + and above this instrument there is a key + it has small volume + and small length + it shapes like (?) + and it hold another instrument +

Speaker two

here in the picture + I see ah lurel + two lurel + one of them which is between objects + which is used for ah + lining + while the other one - the black one which is in millimeter used + it can also used for measuring and for drawing a line + straight line + and also there is + a pencil + of different pH + and the other is for + for sketchment + also there is + a sharpner which is used for sharpening the pencil + lying a drawer left + ah + from the drawer we can erase easily the eraser + and also on + there is (?) which is used for drawing + and the other thing is the + ah I can see from the picture is the ink + and the paper holder + the fastener + and there in the picture + there is also two keys + which is of different ++ here on the picture those different kinds of the ink + and pencil found for + drawing the side view of the drawing + and the while the + of 100 pH is used for sketching + that is all what I see in the picture.

Speaker three

there are + there are eleven objects in the figure + they are two pencils + one pen + two rulers + two keys + one eraser + one + h 744(agraph) + one eraser + two keys + and + the two are not clear + the rulers are used for + to measure distance + and the pencil to write on an exercise + there are two rulers + one is over the other + and between them + there is one pencil + on the two the left of them + another + and there is + one key to the left of the ruler + and the other is to the right + the pen is to the right of + the ah ruler + and the agraph is also + the eraser is to the right of the ruler + the two which I am not clear is + to the left + this is

what I can see from the figure.

Speaker four

there were two ruler + two sharper + two keys + two pen + and two pencils+
on the lying on the ah chip paper + at the very near ah + the point is +
there is a sharper + and ah + a pen + over the one key + and the number two
+ there is a pen + and one ruler lying ah over the one ruler + and between
they are lining a pen and black chalk + and there is a pen + a sharp and
(?)

Speaker five

here there are keis + there is a kei + and a pen + and after there is an ah
+ a sharpener + two rulers + and there is also + an eraser + and the eraser
is also + Ok another pen is direct into vertical positions + and there is
another large pencil + and there are others + ah the small pin + Ok the kei
which is the left in the inter position is black + and there is also a black
pen on it + and there is also another eraser black + and one of the rulers
is white + and the other is black + and the largest one is black + the small
one is small and white + and there is also eraser + black eraser + and the
kei which is + which is put into the color which is black + and the other
thing near to it are white + now let us start from bottom + from the bottom
+ they are small + the small white thing is + there is small white pencil +
and to the right of it + from up there is black pen + and under it there is
+ a kei + and above them + there is eraser + and then + a white ruler is +
put on the black larger one + and below this white ruler + there is a big +
ah + pencil and too dark + and above this ah + hydrolet + there a small +
a pencil + and next to it + above it there is an eraser + and then there is
a kei + to the right of it + and to the left and down of it + there are
some + pencils +

Speaker six

there are two pencils + and two rulers + two keys + one spherical set and one sharper + and a key + the ah + the pen - the longer pen is between the two crossing rulers + and the shorter one + the left of the dark ruler + the key is + one key is above + and the + ah above the two rulers + and ah + one key is below and the sharper is below +++

Speaker seven

white pen + pen + white rubber + white ruler + black pencil ++ dark ruler + dark pencil + black pen + then ink + and + and +++ sharpener + white + the white pen is + under the key + there is + under + below + below + below key there is a rubber + on the left of the rubber + I see a white ruler + behind + on the left of the ruler + there is dark pencil + black pencil + and + after that + there is a dark ruler + which is under the white ruler + on the left of + on the left of the dark + the dark ruler + there are + dark pencil + black pen + and key + and + and sharpener + the key is under + under +++ under the pencil - the pen + pen is used to write something + the key is used for close and open the door + the ruler is + used to measure + and make straight line + the pencil are used to write + something - yes + the sharpener is used to ++ used to make sharp + the pencil +

Speaker eight

on the ah left side of the ruler + there is a key + and also there is + a pencil + and above + the key there is + a pencil + and above + the key there is + a paper - small paper + on the ruler there is a small ruler + on the right side + on ++ there is a rubbing material which is used to rub the pencil - and beside it there is a key also + and below the key there is a pen + and also there is + a pencil below the smaller ruler ++

Speaker nine

there are two rulers + one white and the other black + and - and the white overlaps the dark ruler + and ah + there are two pencils + on ah the left and the right hand side of the dark + the black ruler + and there are two pens + one is two - one white and the other dark + the dark - the black pen is over the key + and the other + the white pen is beyond the other + and there is one clip + papaper clipper + and there are + and there is ah + there is one sharpener + there is one ruler + on the left + and the other ruler is on the right side of the rulers +

Speaker ten

there is a key + to the left + there is + ah it is eraser + big black + there is a pencil also + to the mid of the paper - the square + there is a white ruler + which is long ++ and also there is a clip - a clipper + colo - colos - ++ close it are ++ there is a ruler + black +++ there is ah : eras + clip + below it is key +++ the pen - the pen is at over under that key + and there is white pencil + below this black pen + to the right of the white pencil + there is a large ruler + it is a black color + and over that is white ruler over it + there is a pencil + between + the two + black and white ruler + to the right of the two black and white ruler + there is a bullet + blade + to the + to that + it is a key + and also there is a bag + above the black bullet which is over lapping on the key + there is (?)

Maths Students

Speaker one

Ok + first + ah suppose ah + figiures + suppose + ah suppose the + figures + do in the white paper + so + first you have + identify and distinction the objects ++ the + the first one is + the ruler + number ruler + the

second one is + pen and + pen + ruler + the small pen +++ pen + ah the key is over lap of the pen + the tape re - + the one ruler is + above the other ++ with the + stone + with chalk + chalk + the + key + key + attached to + one + metals. Ok the 2nd one is states the + the + ah ah I sta + I state the ah properties of + the figure + the first is + the pencil + which is + the black pencil + and + the ruler + the black ruler + the + third is the weight + ruler + which is overlop of the black ruler + and + the small pencil is + and + in the southern part of the rulers + and + the key is overlop of the black + color pen + and + the +++ tape + tape record is between + the weighted ruler and + the key overlaped to the black pen + and + this is ++ it is duster + it is duster and chalk + the key is + right hand side of + the ++ pen + right hand right hand of the pen + Ok + the direction of the figure is + the direction of the position of the figure + first + you ah + the + northern part of + the opigure is + it is ++ the ruler + the weight ruler + which is over lap of the black ruler + the + pen is between + the + weight ruler and the black ruler + and + the ah + on the right side ++ the pen is + in the north + north east of + the sou + the south of the + black ruler + and + the + north of the pen + and + the + pen + pen overlap of the key + the key overlap of the pen is + the + southern part of the + square paper + and tape record + with + between the + weight ruler and + the pen overlap of the key + which is direction + the north east and + the duster is + the right side of the figure ++ then + the chalk is between + the weighted ruler and the pen + again the key is + the right hand side of the + square paper ++ I think all of the ++ finished.

Speaker two

In the middle of the paper + there is a white big ruler + and also there is an other + black big ruler across the white big ruler + between ah on the + on the left + side and between the white ruler and black ruler there is a

black pen + there is a black pencil + in the left + on the + on the left side + and above the big white ruler there is a white pen. On the left side of the white pen + there is a small black key + on the ahh on the bottom of that small key + there is a small duster + on the ah black small duster ++ on the left side of that small duster and + between the white ruler white ruler white big ruler and in the bottom ah at the bottom of + the white pen + there is a small + there is a small stick ++ in the bottom + at the bottom of the paper the paper there is a small blade ah ahh black blade + and across that sma ah small black blade there is a small black key + and they are at the bottom of the ah ahh big blade the big black ruler ++ on the left side of + the key + the key and ah ahh the key and the black blade there is a white pencil ah a white pencil + and on the right side of the right side of the key and the blade + there is a small + there is a small case + that is all.

Speaker three

there is much + there is many objects on the (cleared his throat) sp + there is + some objects picture on a paper + As I see + from the top part of the + ah on the top part of the papers + there is a pen + and under the pen there is a small kei + a little bit left side of the pen + pen + pen + under + under the small kei there it seems to me a rubber + with little bit above it a small + thing which seems to me + burush + or tape burush + below + little below those objects there is a long ruler + which is little white than the + under it + that means there is two ruler + one above + one + one on each other ++ on the + above side or on the top part of the rulers there is ah under that there is a picture of pencil + that is the pencil is between the two rulers + the ah long one and small and white ruler with many divisions. Under the wide ruler there is again short pen + and + little + smaller rubber + that is the rubber under the the rubber is under the + rulers

++ the pen under the wide ruler + eiv + at the + right way + at right side of a large kei and the small ah rubber is at the left of the small kei + but the pen is far litter than the rubber to the kei + there is a black ++ thing on the kei + which covers the middle part of the kei + all those + large kei and small rubber and short pencil is + 22 und ah to the bottom of the + wide ruler and the long little long a little long ruler +++ the long pen + above the wide ruler is between the long ruler and the white ruler + that is the long ruler + lays on the + short wide lurel + just as a diagonal way + so the long pen is at the + right part of the diagonally laid ruler + but the large burush and small kei are at the left of the diagonally laid ruler as well as the pen + with its +++ cover.

Speaker four

In this picture + I see + something like + ruler ++ and below that figure + ah + there is a like + like ++ and in the center + below the + above + the above figure + in the + in the center there is a ruler ++ there is a ruler +++ on the right of the ruler + there is a pencil + a pencil ++ a pencil +++ and the ruler is in the board + ah on the table + 0.k + ah the table + below the table + ahh ah + below the table + on the ground + there is + a small + pen + a small pencil + I mean ++ at the left of the ah + lik ah + the small ah + pencil + there is + a key like + figure ++ in the key like figure + there is + black pen + black pen ++ and on the black + and + the right of + the left of + ah + at the left of + the key ah the key like structure + the key like ++ figure + there is + ahh + black tape reurder + tape reurder + tape reorder ++++

Speaker five

a ruler + lie on the big ruler - between the two ruler there is a pencil + and from the right of the ruler + there is a key + above the ruler there is

two things + between the key holder - and the lying on the lurel ++ the lurel is numbered from one up to thirteen ++ the pencil lies between the lurel - one is big the other is small ++

Speaker six

What I can observe from there over lapped materials is that + ferst + an instrument + that is used for injection + and as the right of + it + there is + a test tube ++ next to that + as the + right side of + that + tube is + two kinds of + rulers are present + the one is zigzaz rule + and the one is +++ what can + what can I observe from this materials is that + there are + what can I observe from this over lapped materials is that + ferst + an instrument + it is used for injection + and + at the right side of + that material is + there is one tube + and next to it + there are two types of inst + rulers + that are over lapped + between them + as the ah as + we consider it as the vertical + of + between the vertical of them there is one pencil + and below the over lapped two + rulers + there are + there is + there are three kinds of + materials + the ferest one + from the right side + one pencil + and at the left side the pully system + and next to it + there is one radio ++

Speaker seven

around the middle of the paper + there is a pen + to the left of this pen + there is an eraser + at the bottom of this eraser + there is a black key + at the top - the right top of this key + there is a white pen + and to the right bottom of this pen + there is a ruler + which is diagonally from the right bottom of the paper to the left top ++ that is from the right top of the paper + to the left bottom of the paper + under this ruler + there is a black pencil + under this ruler + there is a black pencil + under this ruler + there is a - black ruler which is horizontally to the right ruler + below

this ruler + there is the - pen + which is at the right bottom of the paper + to the left of this pen + there is a black pen + which is at the middle bottom of this paper + under this ke this pen + there is a key + ah an sharpner ++

Speaker eight

In this picture I see that as the left middle there is a small key + next to it is + that is to right of the it is black + to right of this key + there is + I think it is a gun + a large gun + which is white + ah at the middle of the paper + there is a peice of wood + a small wood + at the + middle of the paper + towards the left + there is a stone + and ahh ++ there is a large ruler + which is from + which is stray from + ah south west to north east + it is white and next to it + there is + a black pencil which is at the left + at the right of the paper and the middle of the large ah this the ruler + and another ruler which is laid horizontally + at the middle of the paper + that is ++ and there is a player + I think + she is a small player + white + at the bottom + and mi and next to the larger ruler + then there is a small key + which is black + then + there is a black pencil + ah laid on the + horizontally on the small key + and it is at the bottom of the paper + next to it there is a pencil + a pen + again it is white + it is laid between the large + ruler + which is laid horizontally + and the black pencil + it is at the + bottom + and + right of the paper.

Speaker nine

Here on the picture + at the middle of the diagonal + there is a white + big ruler + and below that there is + a black ruler + and + and in the middle of + black ruler and white ruler + there is a black + pencile + to the left side ++ and to the right side there is a white pen and a key ++ then below the + black ruler + there is a black pen + and a white pencil +

which is shorter + and + and below the ah black pencil + there is a key ++

Speaker ten

In the picture I see + a key at the + at the bottom of the key +++ at the bottom of the key + there is a ++ a colour and + and to + write and at the bottom of the + color + there is + there is a lu + a ruler + lied horizontally + and at the bottom of the + key + there is a + a pen + I mean at the top of the + ruler there is a pen + and ++ at the bottom of the pen there is ++ there is a small thing + what the name + I don't know + and there is a lu ruler + lied on diagonally + at the right + hand + at the right hand side of the ruler + there is a pen + and diagonally lied + with a diagonally lied + laid ++ ruler + there is a ah + at the bot + at the bottom of the + pen there is a + ruler + lied on diagonally + crossing the + an other ruler + which I called them + before + at the top + at the bottom of the ruler there is a ++ colour + at the right side of the colour + there is a + key ++ the key is crossed by ++ black pen + and at the side + the right hand side the + black + or the ri ++ at the bottom of the + black pen + there is at white pen.

Appendix B: Students' response on the picture description task

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Features	Information - B.t.s	Phyges students									
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1. Object (10)	Ruler	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Property (11)	thin, light coloured, measured in inches (1 yard side) and millimeters and centimeters (10 yard side)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Relations (1-2)	on the top of, lying over	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Object (12)	Ruler	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Property (12)	black, measured in inches (1 yard side) and millimeters and centimeters (10 yard side)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6. Relation-Object (13)	next to, at the right of	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Object (13)	Rubber	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8. Relation-Obj (13-4)	under, above from	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Object (14)	Paper clip	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. Relation-Obj (14-5)	to the right of, next to	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11. Object (15)	Here is my pen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12. Property (15)	new, a top b.g	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13. Object (16)	key	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14. Relation-Obj (16-6)	on the top of	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15. Object (17)	Pen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16. Property (17)	Black	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17. Relation (17-11, 17-2)	between, on the middle of	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18. Object (18)	Pin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19. Property (18)	white	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20. Relation-Obj (18-1)	left of	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21. Object (19)	pen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22. Property (19)	Black	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23. Relation-Obj (19-8)	top left of	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24. Object (110)	key	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25. Relation-Obj (110-9)	lying under	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26. Object (11)	sharpener	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27. Relation (11-9) (11-6)	on top of, lying over	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Total		6	8	7	10	12	8	13	8	13	10

Features

- Object (1)
- Property (1)

Information - Bats

Ruler

Thin, light coloured, measured in inches (right side) and millimetres (left side) on the top, lying over

Ruler

Thick, measured in inches (right side) and millimetres (left side) on the top, lying over

Rubber

Under, dark, from

paper-clap

Thin, lying over

Pen

With a top bag

Key

On the top of

Panel

Black

Between in the middle of

Panel

White

Left of

Pen

Pen

Pen

Pen

Pen

Pen

Pen

Pen

Pen

Pen

Pen

Pen

Pen

Pen

Pen

Chemistry & Students

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31

32

33

34

35

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37

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39

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41

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43

44

Was all

Was all

Total

0

1

2

3

4

5

6

7

8

9

10

11

12

Declaration

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

Name: Taddese G/Medhin

Signature: _____

Place: Institute of Language Studies
Addis Ababa University.

Date of Submission: June 4, 1990