


**AN ANALYSIS OF LITERARY TECHNIQUES IN SOME  
OF THE PROSE WORKS OF ETHIOPIAN WOMEN  
AUTHORESSES 1959-1985 ETH. C.**

**By  
Assefa Worku**

**A Thesis  
Presented to  
the School of Graduate Studies  
Addis Ababa University**

**In Partial Fulfilment  
of the Requirements for the Degree of  
Master of Arts in English Literature**

**May 1995**



ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

AN ANALYSIS OF LITERARY TECHNIQUES IN SOME OF  
THE PROSE WORKS OF ETHIOPIAN WOMEN AUTHORS

by

ASSEFA WORKU  
Institute of Language Studies

Approved by: \_\_\_\_\_

Dr. Fekade Azeze

Advisor

[Signature]

Dr. A.J. Nazombe

Examiner

A. Nazombe

Dr. Jimier Kifle

Examiner

[Signature]

\_\_\_\_\_  
Examiner

\_\_\_\_\_

## ACKNOWLEDGEMENTS

I am highly grateful to Dr. Fekade Azeze, my advisor, who, besides his constant encouragement and painstaking guidance, has made valuable comments and recommendations for the improvement of the quality of the thesis. I am greatly indebted to Dr. Yimer Kifle, for his incessant encouragement and kindly advice.

I would like to express my heart-felt gratitude to W/o Emebet Mesganaw, my wife, who not only has sacrificed her leisure time, but also patiently borne both the physical and social hardships without slightest complaining and hesitation throughout the last four years. I owe also special thanks to Ato Gulilat H/Michael, my brother-in-law; W/o Negatwa Alemu and W/t Abezi Worku, my sisters; and Melaku Worku, my brother, without whose continual material and financial assistance it would have been very difficult to bring the thesis to what it is now and solve all the social and financial problems which I faced during the last four academic years.

My acknowledgement is also extended to authoresses and literary scholars: Yezena Worku, Emewedesh Bekele, Tsehay Melaku, Elfenesh Bekure, Ato Zerihun Asfaw and Ato Abera Lemma who have been willing to sacrifice their time to answer the questions in the appended interviews. I am deeply indebted to Ato Getnet Tezazu, for his help in improving the language of the thesis. My thank also goes to Ato Fantahun Engda who has sacrificed his time in correcting some errata. My sincere gratitude similarly goes to Hager Fikre Theatre, my working place, which not only has permitted me to join the post graduate studies, but also offered material assistance.

## TABLE OF CONTENTS

	Page
Abbreviations	i
Key to Transliteration	ii
Abstract	iii
Introduction	v
<b>Chapter One:</b>	
Methods of Narration in the Prose Works of Pre-revolution Women Authoresses	1
1.1 Theoretical Definitions and Explanations of the Literary Elements: Narration and Points of View	2
1.2 The Employment of Points of View and Epistolary Technique in the seven Works of Pre-revolution Women Authoresses	7
1.2.1 <u>Yämäkinäw Mist'er</u>	7
1.2.2 <u>Tegst Mäkaräñawa</u>	12
1.2.3 <u>Kämfär Mät'ač'e</u>	14
1.2.4 <u>Abrän Enmotalän</u>	18
1.2.5 <u>Yäbakänäw Giizé</u>	22
1.2.6 <u>Mistén Bekäda Däräsäbeñe Feda</u>	25
1.2.7 <u>Mesekerenäté</u>	28
<b>Chapter Two:</b>	
Methods of Narration in the Prose Works of Post-revolution Women Authoresss	33
2.1. The Applications of Narrative Techniques in the Works of Yäzena Wärqu	34
2.1.1 The Employment of the Peripheral and Omniscient Points of view	34

2.1.2 The Employment of Flashback and Epistolary Techniques	38
2.1.3 The Employment of Dream and Telephone Techniques	44
2.2 The Applications of Narrative Techniques in the Novels of S'ähaye Mälaku	51
2.2.1 The Employment of the All Knowing Omniscient and Objective Points of view	51
2.2.2 The Employment of Flashback and Telephone Techniques	57
2.3 The Applications of Narrative Techniques in the Novel of Elfenäkurä	64
2.3.1 The employment of the Central and the Omniscient Points of View	64

### Chapter Three:

An Analysis of Characterization, Plot Construction and Language in some of the Prose Works of Women Authoresses	72
3.1 Credibility, Consistency, and Motivations of Characters as Reflected in Some of the Prose Works of Women Authoresses	72
3.2 Plot Construction	93
3.2.1 The Nature and Methods of Plot Construction in Some of the Prose Works of Women Authoresses	93

3.3 Language	118
3.3.1 Appropriateness, Conciseness and Harmony of the Language in Some of the Prose Fictions of Women Authoresses	118
summary and Conclusion	134
Bibliography	143
Appendix A: Personal Interviews with Women Authors	148
Appendix B: Personal Interviews with Literary Scholars	176

ABBREVIATIONS

A.A.	_____	Addis Ababa
A,A,U.	_____	Addis Ababa University
BA	_____	Bachelor of Arts
Eth. C.	_____	Ethiopian Calendar
MA	_____	Master of Arts

(I have used two Calendar Systems in the thesis. These are: the Ethiopian and Gregorian Calendar Systems. The date of the publications of all Amharic texts and quotations are written in the Ethiopian Calendar whereas the date of the publications of the theoretical and critical books (English) are presented in the latter calendar system.)

Note: All the translations which appear in the thesis are mine.

Key to Transliteration

I have used the following symbols for the transliteration of Amharic sounds not immediately familiar to the English reader.

<u>Consonant</u>	<u>Symbol</u>	<u>Vowel order</u>	<u>Symbol</u>
ሽ	š	first	ä
ቀ	q	second	u
ቸ		third	i
ኘ	ñ	fourth	a
ዠ		fifth	é
ጸ	j	sixth	e
ጠ	t'	seventh	o
ጫ	'		
አ	p'		
ቦ	s'		
ጸ			

(Familiar names such as "Addis Ababa", "Asmara", Haile Selassie", and "Amharic" are not transliterated following the above system, but are rendered in their usual spellings.)

## ABSTRACT

The purpose of this study is to introduce and analyse the literary techniques of some of the prose works of Ethiopian women authoresses. As discussed in the introduction, literary studies and comments both by Ethiopian and foreign scholars about the fictional works of Ethiopian women authoresses that appeared thus far to the public are very scanty and fragmentary.

Hence, the need for introducing and examining some of the prose works of women authoresses arises from this reality. The present study has, therefore, considered the fictional writings of twelve authoresses for critical discussion. The works of these authoresses have been selected based on three different reasons. The first is the availability of the texts in the three major libraries. These are: the libraries of the AAU, the library of Ministry of Culture and Sports Affairs, and the library of the Addis Ababa administrative region. The second reason is the common and unique characteristics of the authoresses in using different kinds of literary devices; and thirdly the literary genres of the works.

Other than the introduction and conclusion sections, the study is divided into three chapters. Included in the introduction were: literary survey and comments which, directly or indirectly, deal with the main concern of the present study. The first chapter focuses on two things. First, it tries to convey the theoretical definitions and explanations of the literary terms: narration and different types of points of view. Secondly, it discusses the outline of seven pre-revolution prose works and analyses some of the narrative methods (including the various points of view) which the authoresses use to unfold the materials of their stories. The texts are examined in the order of their date of publications.

Chapter two dwells on the various narrative techniques employed by the post-revolution women authoresses. Although the focus of this chapter is to analyse the methods of narration, it has a considerable difference from the previous one. Apart from dealing with such technical elements as point of view epistolary and flashback methods, chapter two will also attempt to introduce and examine those new narrative techniques (the employment of telephone conversation, foreshadowing, dream, and a story within story method) which are used only in the works of four post-revolution women authoresses.

The aim of chapter three, on the other hands, is to critically examine whether or not the characterization, plot constructions and language of some of the prose works of women authoresses are appropriate, consistent, coherent, concise, significant and credible. The summary and conclusion part of the study will provide the summary of the work and also try to point out some weaknesses and strengths of the authoresses under consideration. The contribution of women authoresses to the overall development of modern Amharic literature is also discussed in the last chapter. Lastly, the appendixes present the full texts of the interviews conducted with two "literary techniques" and the social educational, material, family and literary backgrounds of Ethiopian women authoresses

## INTRODUCTION

The purpose of this study is to introduce and examine some of the prose works of Ethiopian women writers from the points of view of the applications of literary techniques. In previous Amharic literature the prose writings of Ethiopian women authoresses have received little attention. Most literary studies and comments have dwelt on the fictional and dramatic works of men authors, namely Afäwäraq, Heruye, Mäkonen, Gérma äw, Hadis, Danna äw, Mäng'estu, Tadäsä, S'ägayé, Berhanu and Bä'alu. The fictional and dramatic writings of these authors have dominated the world of most of both the pre-and-post revolution Amharic literature and criticism.

However, some native and foreign scholars have spared some effort, and few studies which dwelt on the works of women writers have appeared on the Ethiopian literary scene both during the pre-and-post revolution eras. Among these literary studies and comments thirteen of them have directly dealt with the prose works of women authoresses. Out of these thirteen critical surveys and comments two of them are presented in the English language, and the rest employed Amharic language. Of these thirteen literary-critical works, however, only three of them are large-scale critical studies which are presented at the level of BA theses. But

the rest are fragmentary comments and appeared on the three state-owned newspapers, namely on the daily Addis Zämän, the weekly Yäzareyetu Ethiopia, and the daily The Ethiopian Herald. On the other hand, Fäqadä Azäzä (an Assistant Professor in Literature at the A.A.U), has written a theoretical essay entitled The Portrayals of Women in Literature. In his theoretical writing Fäqadä has examined the four major elements that are crucial in delineating woman character. Thus, according to him, oral literatures, tales, The Holy Scriptures and Koran are considered as important sources which determine the portrayal of women characters.

Among the three critical studies, Agarädä Jämanäh's senior essay is one. In her undergraduate thesis, The Participation of Women Writers in Amharic Literature, Agarädä does two things. First and foremost she introduces some of the pre-and-post revolution Ethiopian women authoresses such as Bälät'ä Sisaye, Terunäš Yemär, Šeto Mäzegäbu, Asrat Tadälä, Eyärusalém Yesmaw, Zäwditu Ašäber, S'egé Adaféré, and Aläms'ähaye Wädajo. Of these eight women authoresses, the first three are dramatists whereas the next three are short story writers and novelist, and the last two are poets. Moreover, Agarädä tries to describe the stories and themes of some selected works. These are S'egé's Yäfegerč'ora (The Rays of Love), Yähebrät Kätäma (A communal Town), Sähaye's Serah

Heyaw Näw (Your work is Eternal), Bälät'äč's Teneše Engefät  
Yadärsal Kämot (A Minor Error May Bring About Death), Asrat's  
Ewenätänna Yätedar Guwadänna (The True Partner), Eyärusalém's  
Beruh Hlina Bäqäna Godana (The Bright Mind on the Right Track),  
 Zäwditu's Tegst Mäkärännawa (Tegst the Sufferer).

On the other hand, Aläm Bayäleñe in his senior essay devotes all of his pages to the overall portrayals of some women characters that appeared in the prose works of three female authors, Emewädeše Bäqälä, Yäzena Wärfu, and S'ahaye Mälaku. In his critical essay Aläm has tried to discuss both the similarities and differences which he observed in the delineation of the appearances of heroine characters; and of those few minor characters who are there to convey more information about the external images of female protagonists. It is granted that the questions like how successfully and plausibly do the writers depict their characters, and harmonize with the conflicts and themes of the stories are left without critical explanations.

Feréheyewät Ayaléw is the third person who has directly embarked on the works of woman writer next to Agarädä and Aläm. She has written a BA thesis entitled Senedu Gäbru and Her Literary Works. In the study she investigates the whole literary products of the writer. However, Senedu Gäbru is neither a novelist nor a short

story writer but a poet and dramatist with which the target of the present study has no relation.

Mäkonen Asmamaw has also treated the same subject in his unpublished BA thesis entitled The Style of Beginning and Ending in Amharic Short Stories. This study has entirely dealt with the works of thirteen short story writers with whom the researcher is concerned. As the title of the survey may show, the research is thoroughly devoted to provide the nature of different kinds of beginning and ending styles that are employed in the respective works of the thirteen short story writers.

Of the thirteen short story writers who appeared in the study, Mäkonen has approached two of Yäzena's short stories, Yätäraḡotä Edmé (The Naked Age) and Zemetayé (My Silence), and has discussed them from the point of view of the method that has been applied by the woman authoress in writing the beginning and ending parts of her narratives.

Tänsaye Yegäzu and Fanta Ayaléw, on the other hand, have written BA theses entitled The Portrayals of Feudal Ladies in the Novels of Four Ethiopian Writers, and Subject Matter and Technique in Amharic Novels (1933-1950) respectively. However, Tänsaye and Fanta have ignored the works of women authoresses and gave sheer attention to the writings of male authors. Likewise, women

characters that are depicted in the novels of five reputed writers have been considered for discussion in Askalä Lämmä's senior paper named Women Characters in Amharic Novels. But, both in the previous studies of Amharic novels and in Askalä's survey, the question of examining the literary works of women authoresses still has not received due attention. The writer discusses the novels of five male authors individually. These are Afäwärq Gäbrä Eyäsus, Asäfa Gäbrä Mariam, Hadis Alämayähu, Berhanu Zärihun, and Bä'alu G'erma.

Another study which could have had some contribution but has never given due attention even to the short stories of a single woman authoress is Olga Yazebec's MA thesis. Its title is The State of the Short Stories in Ethiopia: An Unexploited Genre. In her research, Olga has revealed that the prime concern of her study is to introduce the Ethiopian short stories to the local public. "The main purpose of this research is to introduce the Ethiopian Short Stories to the Ethiopian public, a work that has not been attempted so far" (Olga Yazebec. 1981).

However, though her title refers to the whole short stories produced in Ethiopia, the researcher has discussed only some of the themes and literary techniques that are observed in nineteen short stories written by thirteen different men authors. As most foreign and inland scholars have practised in their studies, Olga has

overlooked the short stories of Ethiopian women authoresses without giving notes which may justify how and why she selects the short stories which she considers for examination.

In his MA thesis, Asäfa Arägähänne has attempted to discuss The Origin and Development of Amharic Literatures. The work summarizes three main literary genres in the area specified: novel, drama and poetry. Nevertheless, it fails to give us an overview of the literary writings of even a single woman authoress. Nor does he try to comment on the contribution of the Ethiopian women authoresses in the development of Amharic literature. The researcher rather investigates the four novels of the four widely known men authors. These are Afäwärq Gäbrä Eyäsus, Hadis Alämayähu, Danna äw Wärq and Berhanu Zärihun.

It is not only Asäfa who has given no attention to the literary outputs of Ethiopian women authoresses, but, having the same general topic for their doctoral dissertations, Feqre Tolosa and Taye Asäfa have also chosen and investigated those novels which have been written by men authors only.

Feqeré Tolosa has written a doctoral thesis on Amharic literature entitled Realism and Amharic Literature (1908-1981). In his study, Feqere has explored the nature of Amharic literature from the period before the second Italo-Ethiopian war (1908-1935)

and the time thereafter. In dealing with the subject matter, Fegere examined the works of fifteen Ethiopian authors who have written a good number of prose fictions. Of the five chapters that Fegere treats in his dissertation, four of them are devoted to a discussion on the fictional works of each of the fifteen authors from the point of view of the notion of Realism. However, here too, the fictional literatures of women authoresses get no attention at all.

Taye Asäfa, on the other hand, has dealt with the works of ten 'representative' writers which he has selected from different periods. However, Taye, as Fegere did, has overlooked the prose writings of women authoresses though his doctoral thesis with the title Form in Amharic Novel may be expected to comment on them.

Apart from the above literary studies, a considerable number of literary articles have also appeared on the state owned newspapers, namely the daily Addis Zämän, the weekly Yäzaréyetu Ethiopia, and the daily The Ethiopian Herald. Of course such writing activities have been practiced both during the pre-and-post revolution years.

As has been said earlier, the writer of this paper believes that this study is by no means complete or exhaustive. Therefore there could be more critical articles which the present paper did not consider because of the lack of sufficient time and other social

problems. However, significant effort has been exerted to assess critical studies and comments which seemed to have direct or indirect relations with the present work as much as possible.

Among the major comments which were published on the daily Addis Zämän during the prerevolution era, Sahlä Selase Berhanä Maryam's article entitled A Review of the Amharic Fictional Writings is one. In his article, Sahlä Selase gives an overview of the prose works of eight authors of whom none of them is women. Another writer who has done the same thing like the previous writer was Bälät'ä Gulema. He wrote an article entitled Authors-Books-Readers in May, 1959 Eth.C. The article of Bälät'ä again discusses the literary outputs of men authors only. Geta äw Ayälä and Amarä Šefäraw have also written three articles on the daily Addis Zämän with the titles Täfarage Yat'a Däm (The Blood that Fails to Get A Claimant), Yäseqay Saq (The Laugh of Pain), and Tärät Wäyes Lebb Wäläd (Is it a Tale or a Novel), to comment on the prose works of Alämayähu T'elayé, Yelma Habtäyäs and Sisay Sahlé. Here, too, the commentators deal only with the fictional products of men authors.

Of all the critical articles which have been published during the pre-revolution era, only three comments have dwelt on the literary writings of women authoresses. Among this, one is written by Amarä Šefäraw, the other by Bä'alu G'erma, and the third by

Lebsäwärq Berhané. In his article, Amarä has looked at Sänayet, a novel written by Astér Šefäraw in May, 1963 Eth. C. Amarä's article has chiefly dwelt on the language and suspense of the novel. Bä'alu G'erma, on the other hand, has examined Meñoté, a play written by Wäyezäro Dästa Gäbru. He evaluates the work from the points of view of its unrealistic and inartistic characterization, setting, plot and loosely constructed dramatic structure.

The third article which responds to Bä'alu's work and totally rejects his all negative comments is Lebsäwärq's counter writing which appears on the daily Addis Zämän in June, 1963 Eth. C. In his article, Lebsäwärq accuses Bä'alu for his wrong and unfair treatment of the play, Meñoté. In the writing, Lebsäwärq appreciates the dramatist's effort in producing such a good play which uses the indigenous language, Amharic language, and entertains the values of education and culture, and the problems of prostitution. Hence, according to the view of the commentator, the playwright has successfully enlightened the then society through the various themes and ideas of the play.

As has been seen in the previous studies, and as it remained a common practice in the literary comments mentioned above, most if not all articles which were published on the daily Addis Zämän and the weekly Yäzaréyetu Ethiopia, have dwelt on the works of men

authors. It is only Amarä's, Bä'alu's, and Lebsäwärq's writings which briefly describe the fictional and dramatic works of women authoresses. But these still fall short of giving us a complete insight about the shortcomings and successes of the literatures of women authoresses in the employment of literary techniques.

Compared with the pre-revolution era, the authors of literary critical commentaries who entirely focused on the prose works of women authoresses have shown little improvement in the post-revolution. Hence, for example, Zärihun Asfaw, Täsfayé Berhanu, Aräfayené Hagos, Agarädä Jämanäh, Awgu o Täräfä and P'ët'eros Alämu have tried to comment on the works of Yäzena Wärfu and S'ähaye Mälaku on the state owned newspapers. However, most of the comments which appeared thus far on the Addis Zämän, Yäzaréyetu Ethiopia, and The Ethiopian Herald lacked textual evidences and justifications. This is clearly seen in the articles of the last two commentators, Awgu o and P'et'ros.

ደራሲ ፀሐይ መላኩ ሁሉን አወቅ ያተረጎሙ ዘዴ  
 ብተጠቀም አዲስ አበባ ውስጥ ቁጭ ብላ ጀርመን  
 አገር ሰላላች ሴት መተረክ አትችልም። መተረክ  
 አለብኝ ካለች ከገፀ ባሕሪዋ ጋር ጓዷን ጠቅላ  
 መሄድና የዕለት ተዕለት ገጠመልን ግቅረብ  
 አለባት።

ሌላው ገፀ ባሕሪያቱ ሁሉ እንደርግንቲክ ዘመን  
 ሰዎች በቶሎ የሚያድጉና የሚሻሻሉ ሆነው  
 መታየታቸው ነው። ሃሳባቸውን ከገቡ ለማድረስ  
 ያንም ችግር አይገጥማቸውም።

Although S'ähaye Mälaku, the novelist, uses an all knowing omniscient point of view, she cannot narrate about a woman who lives in Germany while she still lives in Addis Ababa. If the novelist wants to narrate about the woman, she must have to go with the character and present her day to day activities.

Moreover, we observe that like the people of the period of Romanticism all the characters get develop and change instantly. They don't face any problem in making their plan practical.  
(Awgu o. 1984 Eth. C.: 3, 9)

In the first paragraph of the above quotation, the commentator tries to mention the type of the point of view which the author uses to narrate her story, Anguz, and criticize her, for she fails to go abroad with her character and present her daily activities. According to his comment, a writer who uses an all-knowing omniscient point of view cannot narrate things outside his vision. However, Awgu o fails to substantiate his comments by citing theoretical and textual evidence. In the second paragraph, too, the writer fails to discuss the personalities of the people of the romantic period and the characters in Anguz by giving textual and theoretical explanations. Moreover, not only are a good deal of the comments pondered over general points but few of them also overwhelmed with contradictory ideas and statements.

Although much of his comment dwells on Jämal Suléyeman's (Yäzena's husband) three latest short stories, Ali Berätu, Yaltämä at Čeg'eñe (The Unprotected Seedling) and Nuzazéw (The Oath), Täsfaye also gives a general, fragmentary and contradictory comment on the themes, characterization, plot and ending style of the two short stories of Yäzena Wärqu, namely Yäqerb Ruq (The Near-far) and Yämämäräqiyaw Lebbs (The Graduation suit). The following passages are extracts that attempt to look at the two short stories of the woman authoress.

በመጀመሪያ የምናገኛለት "የትርብ ሩት"  
 የተሰኘውን መለሰተኛ ለቦለድ ይሆናል። ...  
 የቋንቋ ኃይሉ፣ የገፅ ባሕሪ ደህንነት፣ የታሪክ  
 አወራረዱና አወቃቀሩ ጠንካራ ነው። ይሁን እንጂ  
 አስፈላጊ ያልሆኑ በርካታ ገለጻዎችና ትረካዎች  
 ድርሰቱን ከግንባታው በላይ አርዝመውታል።  
 ሌላው የደራሲ የዝና "የመረቃያው ልብስ"  
 የተሰኘው አጭር ለቦለድ ነው። ... በዚህ  
 ድርሰት ቀለበድና መደበኛው አግሮኛ እያተናፀሩ  
 የደራሲዋ የቋንቋ አጠቃቀም ጎሳ ብሎ  
 እንመለከታለን። ድራግዊ አወራረሱም ሌላው  
 ውበቱ ነው።

At first we just come across a short story called 'Yäqerb Ruq. ... its powerful language, characterization, the flow and construction of the story are well accomplished. However, Many irrelevant descriptions and narrations have made the story unnecessarily long.

Yäzena's other short story is "Yämämäräqiyaw Lebbs" ... In this story, we notice that the author's

use of language gets superb in that the ordinary language is used together with the dialect. Its dramatic ending is also another quality of the story. (Täsfayé Berhanu. 1983 Eth. C.: 18)

In the above quoted paragraphs, Täsfayé expresses his appreciation of the language, characterization and the plots of the two short stories. In his writing, however, Täsfayé seems to contradict himself. This is evidently seen in the second, third, fourth and fifth sentences of the first paragraph. Thus, in the second and third sentences, the commentator asserts that the story, Yäqerb Ruq, is not only a well - knitted one, but also flows smoothly. But, in the fourth and fifth sentences, he puts negative statement which contradicts the previous comment. Täsfayé, therefore, criticizes that the text is covered with many irrelevant descriptions and episodes which make the story unnecessarily long. Moreover, in the second paragraph, Täsfayé again expresses fragmentary comments on the use of language and ending style of Yäzena's other short story called Yämämäräqiyaw Lebbs. However, he does not substantiate his suggestions with credible references.

Aräfayené Hagos, on the other hand, writes an article which devotes to appreciate the stories of a young couple, Yäzena and Jämal. In his writing, Aräfayené tries to discuss the themes and

central ideas of Yäzena's three short stories, Samat (Kiss her), Sänayet, and Zemetayé (My Silence). Zärihun Asfaw, too, attempts to look at the various themes of Yäzena's four short stories which appear in the anthology named Yätäšät'äw Séyet'an. Thus, according to his critical assessment which deals with the works of the Young Ethiopian Short Story Writers, Zärihum tries to point out the major ideas (jealousy, old age and destitution, love, death and the like) which the woman authoress discusses in her four short stories, Samat, Yätäraqotä Edmé, Sänayet, and Zemetayé.

The last three commentators, Agarädä , Awgu o and P'et'eros have also tries to make passing remarks on the settings, themes, characterization and suspense of the story, Anguz. In his article, Anguz is not a bad Work, P'et'eros Alämu has overviewed the delineations of characters in Anguz that lacks objective evidences from the text.

የተሳሉት ገፅ ባህሪያት ለተገነባው አጫቃላይ ታሪክ  
 የሚያገለግሉት ድርሻ የሰጡ ናቸው። ጉላህ  
 ምክንያታዊ ተሳትፎአቸው ይታያል። የህይወትን  
 ጫንገድ ውስብስብነትና ተደጋጋሚነት ለማሳየት  
 በሥርዓት የተነደፈ ቅንብር ነው። አገጉዝን  
 ለሚያህል ሥራ ገፅ ባህሪያት አልበዙም።  
 አላነሱም።

The characters have played significant role in constructing the whole story. Their logical participation is clearly observed. It is composed to show the complicated and

interdependent path of life. For such a work like Anguz, the number of characters are neither redundant nor insufficient. (P'ët'eros Alämu. 1984 Eth. C:3)

Among the major studies by foreign scholars Gerard's Four African Literatures is one. Despite the fact that he conveyed the summary of Amharic literature, Gerard has not made any attempt to investigate other literary outputs produced by women authoresses except reporting Senedu's biography and her two works (poetry and drama) in not more than half of a page.

Thomas Leiper Kane is another foreign scholar who has given the overview of the origin and development of Amharic literature. In his book, Ethiopian Literature in Amharic, Kane has come across the prose works of two women authoresses. These are Šeto Mäzegäbu's Säw Bämähoné Däkämku (As I am Human being I feel Tire), and Wädäryäläše Ma'yekel's Kämfär Mäteč'e (The Kisser). Although he deals with the two short narratives, Kane's works fails to analyse their technical weaknesses and strengths critically. While probing into Šeto's story, he, for instance, examines the portrayal of a single major character, Alämitu, who is born from a poor-family. Moreover, Kane does the same thing when he examines Wädäryäläše's Kämfär Mätač'e. Here, too, Kane gives a very short comment on Angagaw's (the heroine's husband) state of emotions and

personalities. He neither describes the works fully nor reviews them critically. In his book review, against Traditions and Change in Ethiopia: Social and Cultural life as reflected in Amharic Fictional Literature Co. 1930-1934, Hailu Fulas has also revealed the weaknesses of the above two literary studies. In his critical essay, Hailu reiterates the same idea which seems to go in harmony with the previous comment that particularly deals with the work of Kane.

Previous studies of Amharic literature (eg. Kane, 1975; and Gerard, 1971) were chiefly bibliographic. Kane and Gerard made few valid statements concerning the literary aspects of Amharic fiction. In the main, however, their attempt at a literary analysis and evaluation was marked by uncritical generalization (Hailu Fulas. 1982: 30-40)

It is puzzling, however, that despite the fact that a good number of fictional texts have been written by Ethiopian women authoresses, no one made significant attempts both to introduce and analyse the literary technical aspects of their prose works fully and deeply. Hence, the need for a substantive study on the works of women authoresses appears to be unquestionable. Thus, in view of the researcher's great interest in the writings of Ethiopian women authoresses, then, this study has been undertaken with the

following two objectives in mind. The first is to introduce the fictional works of Ethiopian women authoresses to the in-land and foreign learned societies. The second is to examine some of the weaknesses and strengths of the twenty - two prose writings of the twelve women author whose works are selected for critical discussion.

Of course, literary techniques /elements (e.g. point of view, characterization, plot, conflict, language and the like) are very essential apparatuses in the construction of fictional literatures. Without them the process of creative writing seems to be very difficult, for they are the backbone and heart of a narrative. They enable a writer to move his/her story forward; to shape the narrative structure; to build suspense; to provoke and grip the reader's emotion and attention. Furthermore, they help a writer to communicate the subtle ideas, substances, and themes of his/her work more beautifully, successfully and convincingly.

Therefore, the present study tries to look at the methods of narration; the credibility, consistency and motivations of characters; the nature (coherence, unity and significanc) of the plot construction... etc of some of the prose narratives of women authoresses under consideration. In doing so, it attempts to reveal some of the similarities and differences that are observed among

the texts in using literary techniques. And lastly, the writer of this paper would like to note that both the local and foreign libraries lack collections of recent reference books on literature. Therefore, he is obliged to use old literary books not only to make the study objective, but also substantiate his comments and explanations with theoretical reference.

## CHAPTER ONE

### METHODS OF NARRATION IN THE PROSE WORKS OF PREREVOLUTION WOMEN AUTHORESSSES

As has been said earlier, Ethiopian women authoresses have produced a good number of fictional texts both in the pre-and post-revolution eras. But, compared with Ethiopian men authors, the former are not widely known in the history of Amharic literature, particularly, in prose writings. Of course, such past reality seems to work at present, too.

The need for introducing and examining the fictional literatures of Ethiopian women authoresses therefore arises from such backgrounds. This chapter aims at discussing some of the narrative methods (the use of points of view, letters...etc) that are employed in the works of the pre-revolution women authoresses such as Asrat Gäbrä S'adeq, Zäwditu Ašäber, Wädäryäläše Ma'yekel, Mästawät Mulu'aläm, Mät'änäwärq Samuel, Gänät Baheru, and Wedanäše Hailé. Before dealing with the narrative methods of each text, the chapter, however, tries to offer brief theoretical accounts on the various types of narrative points of view. Then, each of the seven fictional works of the aforementioned authors will be discussed from the view points of the applications of the different kinds of narrative stances and other methods as well. Of these seven fictional writings three of them are novels. These are: Yämäkinaw Mist'er, Tegst Mäkäräñawa, and Yäbäkänaw Giize.

1.1. Theoretical Definitions and Explanations of the  
Literary Elements: Narration and Points of view

In its more highly evolved forms, such as novels and short stories, narration obviously includes more than a mere report of events. To be more brief, though literary narration is a form of discourse whose purpose is simply to narrate a scene of an event or series of events, the primary and basic feature of every narrative apart from telling a story is that they must appeal to the emotions of the reader or the hearer. To effect this the writer's choice of narrative stance or the way in which a story is narrated has a great role to play. Accordingly, when we consider the method of narration, it is imperative that we examine if the author's choice of narrative stance or stances is/are appropriate to their stories. While doing this, we always focus on two important elements, the angle of narration and the kind of narrator. With regard to this Robert Scholes records:

In the study of narration we need to attend to both the question of perspective (whose vision, how limited, when shifted) and the question of voice (whose expression, how adequate, how reliable). (Robert Scholes. 1974: 167)

As stated by Scholes, the choice of narrative point of view (the choice of a certain perspective and an appropriate voice) has a great role to play in the craft of any fictional work. It gives the literary product harmony, consistency, and unity. Furthermore, the attitude we develop towards the events, characters, and settings that are presented in a given story, and, our understanding of these different materials will usually be controlled by the writer through his technical management of different kinds of points of view. MaCmhan, Day and Funk have also noted that "...learning about point of view in fiction will help you to understand some of the choice that a writer has to make in deciding the best way to represent a story" (MaCmhan, Day, Funk.1986:78)

Several systems may therefore be available for labelling the point of view in any given work of literature. Such a narrative device will of course help the reader to classify the position and identity of the person or narrator who records the actions and/or events of the story.

Based on this premise some literary scholars such as Jaffe and Scott have contended that basically there are four positions from which a story can be told. These are:

1. The Omniscient Point of view,
2. The Central Point of view,
3. The Peripharal Point of view,
4. The Objective Point of view

Of course, of these four narrative approaches, it is in the second and third ones that we may come across a narator who participates in the story. On the other hand, when a writer freely relates many or all of the thoughts, feelings, and actions of the characters, the point of view is considered to be "omniscient". It may also be called the "shifting" or "multiple" point of view; or the "panoramic" point of view as Robert Penn Warren usually calls it. The narrator resembles the Almighty both in his/her ultimate knowleadge and limitless power. With this point of view, as Jaffe and Scott assert:

... the writer assumes the freedom to move at will from one position in his story to another. He may, for example, tell one part of his story through the eyes and mind of one character, another part through the eyes and mind of a second character. He may at any point, shift from a character's position to his own, a shift known as author intrusion; or he may handle part of his material subjectively (that is from the inside, from someone's mind), another part objectively (that is from the outside, as drama is handled). (Jaffe and Scott. 1966:85)

A story can also be told from the point of view of the central character; and such a narrative is called the central or limited narrative stance. A writer who uses this point of view tries to explore the mind of the central character of the story. He does not approach the minds of any other characters in the narrative. Since the purpose of most stories is centered in the experiences, reactions, or changes of the central character, the central/limited narrative stance is said to be the most popular of all points of view. The stories of Yämäkinaw Mist'er, Yäbakänaw Giizé, KänfärMäta 'e, Mesekerenäté, Sänayet, and S'elmät are good examples here. Of course, few authors may tell their stories through the eyes of a minor character than the central one. Thus, we call such a point of view a peripheral narrative stance because the story is told from the edge instead of from the centre of the story. This point of view offers a writer a number of advantages which other narrative stances do not. Therefore, a writer may incorporate comments, interpretations or attitudes by telling his story from the position of a minor character without entering in the story or destroying such other literary effects as emotional unity and aesthetic qualities of the narrative. Of all women authoresses, it is only Yäzena who hardly uses this narrative stance to unfold the

initial material and one of the major themes of her story, Yägerb Rug.

Although, it is the most recent development in fiction, the objective point of view, which approaches a story sheerly from the outside, is employed only in Gänät Baheru's short story, Mistén Bekäda Däräsäbeñe Feda ; and in S'ähaye Mälaku's two novels, Quwasa and Anguz.

Generally speaking, the choice of an appropriate kind of narrative stance is a very laborious task which every skillful writer may usually face when he/she is about to write a fiction whose literary contents and/or technical components are harmoniously organized and well composed. The application of a suitable narrative point of view will, therefore, have significant contribution in the construction of well-wrought and closely knitted story. As far as the importance of point of view is concerned, Percy, a novel critic records: "The whole intricate question of method in the craft of fiction is governed by the question of point of view" (Lubboc Percy. 1960: 251.)

In the stories of twelve women authoresses under consideration, none of the four types of narrative stances is unused. Thus, each of the seven fictional works of the

aforementioned authors will therefore be examined both from the points of view of the applications of the narrative stances discussed thus far, and other narrative techniques, too. The works are analysed in the chronological order of their publication years.

1.2. The Employment of Points of view and Epistolary Technique in The Seven Prose Works of pre-revolution Woman authoresses.

1.2.1. Yämäkinaw Mist'er (The Secrete of the Car)

Yämäkinaw Mist'er was originally written in 1959 Eth. C., by Asrat Gäbrä S'adeq under the title Yäleje Sedätäña (The Immigrant Boy). It was in 1971 Eth. C. that the novel has been reprinted with its second title. Since the original novel, Yäleje Sedätäña, is available in one copy, I choose the second title of the novel, Yämäkinaw Mist'er. As the original title of this novel may suggest, the work deals with the separation and reunion of a family that comprise three people-a husband, a wife and a son.

In her story, Yämäkinaw Misst'er, Asrat employs the first person (central) point of view as a major narrative stance. The events and incidents of the story are presented through the voice of an "I" view narrator. Yäwebät Ambaye, the immigrant protagonist, narrates the whole story retrospectively from childhood (the moment that a group of armed bandits abduct the young narrator and his mother, Wäizäro Zenaše) to the closing scene of the narrative,

the point where the lost family reunites after long years of separation.

However, the young immigrant, at times, tells the story by placing himself both inside and outside of the narrative. While doing this, he presents both his own situations and the lives of other characters as well. Hence, despite the fact that he is depicted as a first person speaker, Yäwebät, seems to enjoy the positions of a peripheral observer and an all knowing narrator. At one moment he tells us about the good personalities of his friend, Sälämon Bägašaw, and, the cruelty of the merciless bandits by observing them from the edge instead of from the centre of the story. And, another time he acts like a God like narrator who can see those things, events and characters that are outside his vision. This is clearly seen when Yäwebät tries to demonstrate the life of his poor mother about whom he has no knowledge, even of her whereabouts.

እናቱም ለባዊ ጭቲን ካበቃች በኋላ በዚያው ተጠገታ እመበለት በመሆን ለቤተ መቅደስ እያገለገለች ለመኖር መረጠች። ይሁን እንጂ ይህ ዓላግዋ ለመንፈስዋም ዕረፍት ይሠጠኛል ብላ ብትገምት የአባቱ ሀዘን ከልቧ ጨርሶ ሰላላውጣላት በሃላብዋ ብቻዋን ትሰቃይ ጀመር።

After she completed the heart-felt pray, my mother decided to reside in the church and serve as a nun. Though she thinks that her action may give her a spiritual relief, she is unable to forget the death of my father, and, then, her mind suffers from severe sorrow. (Asrat Gäbrä S'adeq. 1971 Eth. C: 33)

Thus, even if Yäwebät is portrayed as a character narrator he has both the power and ability to visualize and feel the physical, emotional, and religious lives and activities of her mother who is outside of his vision and/or environment. It is, therefore, because of his God like power that Yäwebät is able to describe the sordid and uncomfortable life experiences of his own mother, Zenaše, which he neither observes nor hears about. In the following paragraph, for instance, Asrat makes her protagonist an outside observer. He is there only to report or record the actions and situations of his mother and other characters. "እንገዲህ እንገዲህ የግሪሆኑት እስከጦቹ ይሆን? እስከ እነሱን እዚህ ላይ እንተዋቸውና ስለእናቱ እግን እንደደረሰኝ እንከተላት።" "Well, for how long do they behave like this? Anyway, let us forget them and pursue my mother's whereabouts (destination)." (p. 18)

Such a narrative style seems to have technical advantages. Not only does it give the story a sense of immediacy, but serve as a bridge to link different episodes of the narrative as well. Hence, the first one and half lines of the above paragraph may explain that the main idea of the preceding episode is about the life of the bandits whereas the rest try to suggest the major topic of the subsequent narrative or episode. The author seems to have used this paragraph as a bridge to control the flow or movement of the

episodic plot. The use of such a narrative style is recurrently observed in the story, Yämäkinaw Mist'er.

ወደ አዲሲቱ ሚስቱ መለስ አለና "ይኸው ልሽ እኛ  
 ተኝተን ስናረፍድ ጎበዞ እህቱ ወደ ቤተክርስቲያን  
 ሄዳለች  
 ... በይ ተነሽ እስኪ ቁርሳችንን እንብላ" አላት  
 ... ያኛ ምስኪና እናቱ ደገዋ ጭር ባለ ሌሊት  
 ... ጎህ ሳይቀድ ወጣ እንዳለች ቀርታለች።  
 ታዲያ ትመለስ ይሆን? ግን ያውቃል?  
 ለግንኛውም እስኪ እንከተላት።

He turned around to his new wife,  
 and, "look!" My brave sister has  
 gone to the church while we were  
 sleeping ... Please wake up and  
 let us eat our breakfast" he said  
 ... But, my poor mother went out  
 and disappeared in the silent-  
 dark-night ... before dawn. Do you  
 think she will come back? who  
 knows? Anyway let us pursue her  
 (pp.30-31)

Of course, this method is very common among the prose work of  
 the pre-revolution women authoresses. For example, Mästawät  
 recurrently employs the same technique in her story, Abrän  
 Enmotalän. "እንግዲህ የሱን የተገላለጉን እንተወውና ወደ ከልታግዋ የሺመቤት እንመለስ"  
 "Let us stop talking about his success, and go back to the helpless  
 Yäsimabet." (Mästawät Muluälän. 1963 Eth. C.: 38)

Such a shifting of the focus of narration may also have  
 disadvantages. It may therefore create unnecessary digression and  
 produce negative effects on the credibility of the portrayals of

the personalities of the character - narrator as well as the structural unity and consistency of the story.

On the other hand, Asrat tries to use a number of letters in her story not only to portray the internal personalities of the two educated characters, Yäwebät Ambayé and Sälämon Bägašaw, but also to express national feeling, the importance of education, and the feeling of loneliness. Thus, for example, the two letters which Yäwebät writes to his friend, Sälämon, reflect the social, cultural and technological differences of the people of the two different worlds, Ethiopia and Europe. Moreover, in his second letter Yäwebät has tried to reveal the prevailing racial domain of the white people which he experienced in a certain foreign hotel which forbade the black people to go into. The manipulation of letters as a technical device is also a very common style among the prose works of the pre-revolution women authoresses such as Eyärusalém, Mästawät, Mät'änäwärq, Gänät and Wädäryäläše. Like Asrat, these women authoresses try to apply the epistolary technique to achieve technical and thematic effects. However, none of them uses it as artistically and effectively as Wädäryäläše.

1.2.2. Tegst Mäkäräññawa (Tegst the Sufferer).

Tegest Mäkäräññawa is a novel written by Zäwditu Ašäber in 1961 Eth. C. It deals with a love story which revolves around the experiences of the two young people who marry each other at the close of the narrative. These are; Tegst Ayalqebät and Berhanu Mäng'estu.

The girl protagonist, Tegst, falls in love with Berhanu, a young student, whom she meets at Piassa, the central place of Addis Ababa. This situation compels Tegst to meet both the good and bad fortunes of life. She fails to pass her school examinations, and as a result she loses her poor father in a car accident; and her mother dies of grief. And, she is also dismissed from her elder brother's (Wädem Alämeyé) house. But, lastly she marries Berhanu.

Zäwditu, the novelist, uses an omniscient point of view to narrate the love story, Tegst Mäkäräññawa. In the novel, the all knowing omniscient narrator does not only report the various scenes and events of the story, but also convey his own feelings and evaluative comments on the physical, social, economic and educational backgrounds of both the orphan-protagonist and that of her boy friend. In the subsequent short paragraph, one notes the

ability of the omniscient narrator both to describe and comment on the physical appearances of the two lovers, Tegst and Berhanu. In doing so, the narrator tries to display the incident in accordance with the innermost emotions and reactions of the young protagonist.

**"ይህ መጣት በውበቱ ያመረ ከመሆኑም የተነሳ እንኳን አንስታይ ተባዕታይ የሚግርክ ነበር። ወጣቷ ተግራ ይህንን ለገላጋ ባየች ጊዜ በሴኮንድ ውስጥ እርሷን ግወቅ አታታት።"** "The young man was very handsome that he attracted not only women but men as well. The young student, too, became unconscious within a second as she saw this elegant young man." (Zäwditu Ašäber. 1961: 2.)

In the first two lines of the above quotation, we note that the omniscient narrator does not only report the attractive body of the young man (Berhanu) but he also offers his own evaluative comment on the effect that Berhanu's attractive body produces. On the other hand, in the last two lines, the same narrator examines the state of emotion which the orphan girl develops when her eyes suddenly meet an elegant man. The all knowing narrator usually probes deep into the mind of the orphan protagonist and recounts both her sweet and bitter experiences of love, deep sorrow and loneliness. However, at times the narrative stance shifts from the all knowing to the limited first person so as to allow the authoress to enunciate one of the themes of the story. **"አጃገረዶች በቀላሉ የምንደለለበትና የምንደረርበት**

አውቅሻለሁ (የግውቅሽ መሰሉኝ) በግሉት ቃላቶች ነው።" It is because of the phrases like "I know you" (I thought that I knew you) that we, the girls, can easily be flattered and defeated" (p. 81)

In addition to the above effect, Zäwditu uses the limited or central person point of view so as to enable her to interfere in the story indirectly and pronounce her own view regarding the weak personality of all girls who are in the adolescence stage. On the other level, Zäwditu hardly attempts to apply a flashback technique to provide the reader with brief information which reveals the cruelties of Ayetwa, the wife of the brother of the girl protagonist, and the abject conditions which Tegst practices while she is living in her brother's house.

### 1.2.3. Känfär Mätäč'e (The Kisser)

Känfär Mätäč'e is a short narrative written by Wädäryäläše Mayekel in 1962 Eth. C. The story revolves around the love and sexual history of three people, Angagaw, Elizabeth and Azebet'é. Angagaw, the protagonist and Elizabeth's husband, receives a letter from his best friend, Azebet'é, in which not only does the latter confess that Elizabeth is his mistress, but also make an

apology for his betrayal and sinful action. Angagaw is offended by Azebet'é's letter. It hurts both his feelings and mind. Then, lastly Angagaw decides to revenge the two traitors, Elizabeth and Azebet'é. The narrative ends when Angagaw kills Azebet'é and throws him into a big river into which Elizabeth drops herself as soon as she hears the death of her illegitimate lover, Azebet'é.

In her short story, Wädäryäläše uses a central point of view whose narrator is the central character of the narrative; and she tries to present all incidents and events in the form of flashback. Angagaw, the central character, unfolds the whole narrative retrospectively. He commences the discourse from the closing incident of the story, a point where Angagaw announces the death of his wife and confesses that he is the cause of her death. In his retrospective monologue which comes at the outset of the narrative, Angagaw reveals that Azebet'é, the protagonist's close friend, abducts the former's wife, Elizabeth, and becomes the cause for her own death.

Like Eyärusalém (the author of Beruh Helina Bäqänä Godana), Mästawät (the author of Abrän Enmotalän), Mät'änäwärq (the author of Yäbakänäw Gizé), and Gänät (the author of Mistén Bekädä Därasäbeñe Fedä), Wädäryäläše also employs letter as technical

device. Hence, for instance, the letter that comes from page seven to eleven does not only expose the main conflict that emerges because of the unlawful sexual relation of the two traitorous characters, Elizabeth and Azebet'é, but also demonstrate the physical, social psychological and sexual personalities of the three major characters of the story, Angagaw, Elizabeth, and Azebet'é.

ከእሎኛህ ጋር የነበረኝን የሰርቆሽ ፍቅርና የከገፈር  
መላመድ ጥኝና ገር በመሆንህ ያወቅህ  
አይመስለኝም ነበር። ... እርኩስ ከሃዲ ደካማ  
ኃጢያተኛ መሆኔን አውቃለሁ፣ ኤልሳቤጥን  
እሎኛህን ከአንተ ከባልገጆራዬ ነጥቁ ላገባት  
የግልፈልገበት እንድትከገግ አለኝ። ሀይወቴን  
... ቁስ ሆኜ ... ለግሳለፍ ስለቆረጥሁ ...  
ከኤልሳቤጥ ጋር ያለኝን የሰርቆሽ ፍቅር ለገፋበት  
አልችልም። ... በኔ ከሃዲነት የተነገ ኤልሳቤጥን  
እንደሃጢያተኛ ቆጥረህ እንደወይን  
የምትጣፍጠውን ሀፃን ልጅ እንደግታሰቃያት  
እተግመንብሃለሁ።

Since you are naive and innocent,  
I did not think that you were aware  
of the unlawful love and kissing  
experience that I used to have  
with your fiancée. I know that I am  
an evil and traitorous and wicked  
man. However, I do not want to  
abduct and marry Elizabeth, my  
friend's fiancée, for one reason.  
I cannot continue the unlawful  
love which I share with Elizabeth  
because I decide to be a priest.  
... I believe that you do not  
consider Elizabeth, a baby-girl  
who sweet like grapes, as a sinner

and torture her because of my  
traitorous conduct. (Wädäryäläše  
Mayekle. 1962 Eth. C: 7-8)

Azebet 'é's letter has a number of technical advantages. It may contribute to construct a plausible and moving story. Thus, in the above quoted paragraph Azebet 'é is introduced both as a priest and best friend of the protagonist, Angagaw. Elizabeth is portrayed not only as a beautiful woman, but also traitorous mistress who betrays her legitimate husband. The central character of the story Angagaw, is depicted as a fool and innocent man. Thus, the main conflict of the story arises from the portrayals of such distinct personalities. In his letter, Azebet 'é confesses his wrong doings. He tells Angagaw that he commits an unlawful sexual intercourse with Eloizabeth. Azebet 'é does not deny that Elizabeth is a very beautiful and attractive woman. Accordingly, it is her beauty that attracts his emotions and forces him to violate the rules and laws of marriage; and the general ethics of christianity and true friendship as well.

Generally speaking, unlike the prose works of other contemporary women authoresses, Wädäryäläše's Känfär Mät'ač'e, appears to be good, particularly, at employing the flashback and epistolary techniques which help the writer to expose the various

backgrounds of the characters and the conflict of the story which gives the whole narrative consistency and unity.

1.2.4. Abrän Enmotalän (We shall Die Together)

Abrän Enmotalän is a short narrative written by Mästawät Mulu'aläm in 1963 Eth. C. The story revolves around the life history of a beautiful foreign educated girl called Yäšimábét Gošu. The woman protagonist quarrels with her parents and runs away from her birth place, Däbrä Marqos, and settles first in Nazerét and then in Deré Dawa where she meets Daniel, her lover, and Asädä, her relative. While she is in Deré Dawa, Yäšimábét gets a scholarship and goes abroad to attend the science of engineering. Lastly, Yäšimábét comes back to her home country, Ethiopia, and marries Daniel. At the outset of her book, Mästawät reveals that her book is a record of the true experiences of a certain woman whom she knows very well. However, she also asserts that the text is the product of her imagination in that she uses technical elements and presents it in the form of fiction.

As far as her methods of narration is concerned, Mästawät employs the third person point of view which allows her to tell her

story omnisciently moving from one event to another, and character to character providing us with important information. The omniscient speaker observes a number of characters (e.g. Yäšimäbét, Grazema e Gošu Bälay, her father, and Wäyezäro Qedest, her mother) and recounts their physical social, political, economic and religious backgrounds. in the following lines, for instance, we see that how the narrator's vision is so wide and his knowledge about the physical, social, and psychological realities of different characters are too broad, too. "በዚህ ተገኛናዋም በመላብ የብዙ ወንዶችን ልብ ንዝህላል በግድረገገ፣ ተከታይዋ ስለሚበዛ በሴት ንደኞቿ ዘንድ ተወላጅ አልነበረችም።" "She has not been liked by her women friends for the fact that she has many followers and has also attracted the attention of many men by the power of her beautiful body." (Mästawät Mula'aläm. 1963 Eth. C:9)

Thus, in the quoted paragraph the omniscient speaker observes and weighs the power of the beauty of the protagonist. He also offers his own evaluative comment on the effect that the character's attractive appearance has created. In other words, he provides us with the attitudes and feelings that both men and women develop towards the beautiful protagonist.

The omniscient point of view may, in fact, lose its power and other qualities when it is employed in the hands of a less skilful writer. Such a kind of writer will shift his/her point of view needlessly, and create confusion either in pattern or direction or focus, for he/she appears between the reader and the story. This problem of shifting the point of view is, at times, seen in Abrän Enmotalän. The woman - author<sup>ደኗ</sup> seems to shift her point of view without convincing reasons or purposes. In the following two different paragraphs, for instance, the writer seems to appear between the story. "... እንገዲህ የሱን የተገለለትን እንተወውና ወደከለታግጥ የሺመቤት እንመለስ ..." "... let us stop talking about his successful life, and go back to the helpless Yäsimäbet." (p. 38 ). "... የሱን ታሪክ እዚህ ላይ ቆይቶ እናድርገና ወድጎ ወደተጠላኛው ወደ አፀደ ታሪክ እንመለስ" "... let us stop his story here for a while and go back to As'ädä who is disliked for falling in love." (p. 49) .

In these two passages, the reader may face problem to identify whether the perspective is the omniscient or the central or the peripheral one. Hence, such an approach will undoubtedly create confusion in the focus or position of narration.

On the other hand, Mästawät uses the epistolary technique to reveal the themes of the story and the characters internal feelings, wishes and thoughts. Mästawät uses twelve different letters of which only a few of them have technical purposes. Thus, for example, the very first love-letter which Yäšimäbét receives from Mulugeta, a young agriculturalist, evokes the major conflict of the story, a conflict that separates Yäšimäbét from her parents. Mulugeta writes a letter to Yäšimäbét, the young protagonist, in which he expresses his feelings and wishes to be her boy friend. But, Yäšimäbét refuses to accept his request. Mulugeta feels angry with her negative reply. Then, he determines to spread rumour throughout the village against the social and physical integrities of the protagonist. It is this situation that evokes the quarrel between Yäšimäbét and her parents who are very much traditional and conservative. The conflict between the traditional thinking and modern outlook compels Yäšimäbét to run away from her home town, Däbrä Marqos, and dwell in Nazerét and Deré Dawa where she meets Daniel and As'ädä. In addition to such technical contributions, a few of the epistles serve as a means of confession. Most of Daniel's letters are good examples here. Daniel writes a number of letters to Yäšimäbét in which he confesses his wrongdoings. He admits that

he betrays her genuine love by committing an illegitimate and immoral coitus with As'ädä, the protagonist's relative, and asks his lover to forgive his sins.

Although Mästawät attempts to manipulate this technique, most of the letters appear to be redundant. They do not seem to have significant roles either in reflecting the themes of the story or building the conflict which seem to be necessary for the forward movement of the plot. Of course, such technical shortcomings are usually reflected in the works of most of the pre-revolution women authoresses. However, Wädäryäläše's Känfär Mät'a 'e seems to overcome the defect of the insertions of unnecessary letters in the story.

#### 1.2.5. Yäbakänäw Giize (The Wasted Time)

The third novelist who appears next to Asrat and Zäwditu is Mät 'änäwärq Samuel. She came on the Ethiopian literary stage during the pre-revolution era with her first work called, Yäbakänäw Giizé. It was published in 1965 Eth. C., a year before the 1966 Eth. C. Ethiopian revolution. Yäbakänäw Giizé is an epistolary novel whose story is narrated from the point of view of the central character,

Tegst Ayalegebät. The novel depicts the unsuccessful love story of the two young lovers who are separated after twelve years without being united in marriage.

The narrative is carried forward entirely by a great number of letters written by the two major characters of the story, Tegst Ayalegebät and Tariku Täsäma. As has been noted in the preceding discussion, such a manner of narration was frequently observed in most of the prose works of the pre-revolution women authoresses. Mät'änäwärq also follows the same trend of writing to narrate her story. In her novel, the two major characters exchange a number of letters through which they voice their different wishes and attitudes on the matters of love, marriage and life in general. Hence, despite the fact that she is under age, Tegst wants to conduct marriage with Tariku as soon as possible. But the latter is not willing. In his love letters Tariku always tells Tegst that he loves her but he retreats when the latter asks him to take her hand in marriage.

A good number of their letters are repetitions. Most of the letters entertain the same issues and ideas which, as a result, hamper the development of the plot and weakens the conflict and suspense of the story. No doubt, the epistolary technique gives the

author an opportunity to allow his/her characters to express their emotions, feelings and attitudes without intruding into the narrative. Mät'änäwärq seems to ignore such literary convention, however.

... አሁንም ይቀጥላል፡ ታሪኩን ባትሰለቁ  
አንብቡት ምናልባት ጥቂት ትምህርት ይገኛበት  
ይሆናል። ሰው በእርግጥ አንድ ጓደኛ  
ያስፈልገዋል። ገን አለዕድጜ ፍቅርን ወጥኖ  
መጫነት ስህተት ነው።

... it continues; please read the story without boredom because it may offer you a little lesson. Indeed one needs to have a friend. But, it is wrong to fall in love and suffer at an early age. (Mät'änäwärq Samuel. 1965 Eth. C.: 45)

In this quoted paragraph, the authoress seems to interfere in the story to enunciate one of the themes of the story. Thus, according to the author's view, a girl must not fall in love with a man before she is of an age. If she violates such a general truth, according to Mät'änäwärq, the consequence will not be good.

The use of the epistolary method has also obvious disadvantages in that the reader's knowledge about the characters is so limited and shaped according to the views, attitudes, beliefs and feelings of the correspondents. There are no other characters

or outside observers who comment both on the story and the actions and feelings of the correspondents. Such a technical problem is reflected in Yäbakänäw Giizé, too. Emphasizing the disadvantages of an epistolary manner of narration, Martin Gray records:

Obvious disadvantages are the fact that the correspondents in an epistolary novel become incredible and... the fact that the enforced objectivity of the "editor" shuts the author off from comment on the ACTIONS of the CHARACTERS (Martin Gray. 1984: 78)

Generally speaking, except in few instances, the epistolary method has not often been successfully used during the pre-revolution era. For instance, the story of Yäbakänäw Giizé is constructed with heaps of letters of which a good number of them are repetitions, and as a result hinder the story's progress.

1.2.6. Mistén Bekäda Däräsäbeñe Feda  
(I Encounter Troubles as I Betray My wife).

Mistén Bekäda Däräsäbeñe Feda is a short story written by Gänät Baheru in 1966 Eth. C. It deals with the bitter and sweet experiences of a certain family that comprises three people ( a

husband, a wife, and a son) as its members. Ato Mälaku divorces his poor wife, Wäyezäro Manaläše because the latter is unable to give birth after Bägašaw, their only son. Then, Ato Mälaku marries a rich woman called Kuri who bears him four children. But, after few years Wäyezäro Kuri dies and Ato Mälaku becomes beggar. Finally, he meets his former wife, Manaläše Yaläné (who lives with her son, Bägasaw Mälaku, a foreign educated man), and makes a death-bed confession in which he also advises his newly married son, Bägašaw, not to betray his spouse.

Gänät uses the objective point of view to reveal the materials of her narrative. However, she makes use of the voice of the omniscient narrator, too. "በጋሻው . . . በቴሌኮሙኒኬሽን መ/ቤት በወር ሰዓት መቶ ብር እያገኘ ሥራውን ተጠለ። . . . ከዚያን ቀን ጀምሮ በጋሻውና ሂሩት ፍቅራቸውንና ትዳራቸውን እያስፋፉ በተደላና በደስታ መኖር ጀመሩ።" "Bägašaw . . . is employed in the office of Telecommunication on the basis of a salary of seven hundred birr per month. . . From that day on Bägašaw and Hirut builds their home and live an excellent and happy life." (Gänät Baheru. 1966 Eth. C. : 39)

In the above quoted paragraph, the omniscient narrator recounts the change of personalities which he observes and feels in the lives of the foreign educated man, Bägašaw. On the other hand,

Gänät attempts to employ the epistolary technique to give her characters the opportunity to describe their physical, social, psychological, educational and economic backgrounds. For instance, the letter which Bägašaw writes to his mother has technical significance in depicting not only the various images of the outside world, but also the social, educational and economic lives of the two major characters, Bägašaw and his mother, Manaläše. Hence, in the letter Wäyezäro Manaläše is described as a loving, humble and illiterate woman. Bägašawa, on the other hand, is portrayed as a poor, loving, kind-hearted, helpful, hopeful and foreign educated man.

Gänät also tried to use "confession" as a technical device. She makes use of such a narrative style at the end of the story, where Ato Mälaku makes a death bed confession. At this part of the narrative, Ato Mälaku acknowledges his wrong doings which he commits against the social, psychological and economic lives of his innocent wife, Manaläše Yaläné. Moreover, Ato Mälaku admits that he violates the social rules and laws of marriage. In fact, the writer seems to employ such a confessional manner of narration intentionally so as to give her story a moral touch, and reflect one

of the major themes of the narrative, "a traitor/sinner should be punished".

In addition, Ganät and Mästawät manipulate this method to reconcile those characters who quarrel one with another and give their stories happy endings. Thus, for example, the two important characters of the two short stories (Mistén Bekäda Däräsäbeñe Feda and Abrän Enmotalän), Ato Mälaku and Daniel admit their wrong actions and ask their respective wives to forgive them. In doing so, the authors try to bring reconciliation among those characters and reflect the moral themes of the narratives.

#### 1.2.7. Mesekerenäté (My Witness).

Mesekerenäté is a short narrative written by Wedenäše Hailé in 1966 Eth. C. Of all the prose works of women authoresses that the present study considers for critical discussion, it is only Wedenäše's Mesekerenäté which entirely devotes itself to religious ideas. In her short story, wedenäše condemns all luxurious things and worldly life. Instead she asserts that Christianity is an eternal truth, wisdom and life, particularly, that of the protestantism. While disclosing this idea, the writer employs a

narrator who is both the subject and the central character of the story. Like *Asrat*, *Wädäryäläse*, and *Mätänäwäraq*, *Wedenäse* makes use of an "I" point of view to disclose a story which thoroughly demonstrates the religious personality of a single woman character.

The short story, *Mesekerenäté*, starts by introducing the current social and religious images of the orphan protagonist. Thus, the authoress, portrays her central character as a typist, convert and bachelor woman. As the story progresses, the authoress, however, brings the reader back to the protagonist's life history. The orphan character, accordingly, tells us that she makes bitter struggle to change her secular personalities. In the closing part of the story, the authoress conveys a scene that devotes to show us the possible effects of christianity. Here the convert character realizes that superstitions and other evil spirits are not the creations of what she calls the "human mind". Nor are they the effects of psychological associations. But they are the creations and reflections of Satanic spirit. The character-narrator has disclosed that she suffered from such Satanic spirit when she used to be a worldly woman. However, she came back to health by the power

of Jesus the lord, and as soon as she accepted the doctrine of Christianity as a sole guide to her eternal life.

The point of view which Wedenäše chooses to unfold the above religious story has both advantages and disadvantages. Wedenäše, as is noted earlier, employs the central or first person narrative stance which gives her a chance to portray a character who has great freedom to express herself and other situations in her own ways and views. Furthermore, it enables her not only to dismiss the gulf that separates the reader from the events and incidents of the story, but also establish strong emotional and psychological intimacy between the religious character and the reader.

However, such an approach may have possible disadvantages as not only eliminates the views, comments and suggestions of other characters which may justify the credibility of the actions and thoughts of the orphan-protaganist, but also prevents the author from commening on and reacting to the story. But this does not necessarily mean that the author's choice of the narrative point of view is wrong or an inappropriate one. Instead, it has a positive impact on the compactness and unity of the story.

To conclude, it could be said that the pre-revolution women authoresses have used a variety of narrative techniques ranging

from the level of an omniscient perspective, a central/first person to an objective point of view. Hence, *Asrat*, *Wädäryäläše*, *Mät'änäwärg* and *Wedenäše* have employed the central or first person point of view to unfold the various facets of their stories. Moreover, most of them try to use the epistolary and confessional styles of narration to achieve a number of purposes. Thus, for instance, *Asrat* employs the epistolary method to demonstrate the various images of the outside world, particularly, the racial domain of the white people. Besides, she reveals the social, educational, and economic backgrounds of some of her major characters. Thus, the letters which *Yäwebät* writes to his friend, *Sälämon Bägašaw*, portray the former as a black foreign student who loves his home country very well.

On the other hand, *Wädäryäläše* attempts to employ the same technique not only to introduce the three major characters of the story and the kind of relationship they have, but also reflect the main conflict and themes of the short narrative, *Känfär Mät'ač'e*. In his letter, *Azebeté*, the priest and best friend of the protagonist, acknowledges that he commits an unlawful coitus with Elizabeth, the protagonist's wife. It is, therefore, this incident that brings the central conflict of the revenge-story into light.

Wädäryäläše, Gänät, and Mästawät, on the other hand, have used the confessional style of narration at least for three purposes. Wädäryäläše makes use of this narrative technique to expose the various personalities of the characters and the central conflict of the story. The last two authors manipulate the method not only to bring about reconciliation and give their stories a happy ending, but also pronounce the social and moral themes of their short narratives.

Lastly, the conclusion that can be drawn from the foregoing discussion, perhaps, is that except Wädäryäläše Mayekel, none of the authoress employs the epistolary style/technique skilfully and effectively. Unlike her contemporaries, Wädäryäläše tries to use an appropriate epistolary technique which gives her short story consistency and unity. Thus, the letter which she brings at the outset of the narrative has both technical and thematic significances. Not only does it expose the main conflict, and the moral and religious themes of the story, but also introduce the typical traits of the three major characters: Angagaw, Elizabeth, and Azebet'é.

## CHAPTER TWO

### METHODS OF NARRATION IN THE PROSE WORKS OF POST-REVOLUTION WOMEN AUTHORESSES.

This chapter focuses on the fictional writings of four post-revolution women authoresses. These are Yäzena Wärqu, Emewädeše Bäqälä, S'ähaye Mälaku, and Elfenäše Bäkürä. Accordingly, as in the previous chapter, an attempt will be made to examine some of the narrative techniques that are exhibited in the works of the four authoresses. The works are discussed both individually and collectively from the points of view of the employment of the various narrative methods.

True, unlike in the prose writings of the pre-revolution women authoresses a number of narrative methods are introduced in the works of the post-revolution women authoresses. Thus, telephone conversation, dream-technique, the foreshadowing, the flashback, and a story within story methods are few examples which are used effectively in the works of some of the post-revolution women authoresses. Among these authoresses Yäzena Wärqu is one.

2.1. The Applications of Narrative Techniques  
in the Works of Yäzena Wärqu.

2.1.1. The Employment of a Peripheral  
and Omniscient Points of View.

Yäzena, a modern short story writer, appears on the Ethiopian literary arena in 1978 Eth. C. with her four short stories. Samat (Kiss Her), Sänayet, Yätäraqotä Edmé (The Naked Age), and Zemetayé (My Silence). All of these short stories appear in the anthology called Yätäšätä Séyet'an (The Sold Setan). Yäzena has also published two short stories, Yäqerb Ruq (The Near Far) and Yämämäräqiyaw Lebbs (The Graduation Suit) in 1982 Eth. C. in the anthology that appeared under the title, Yaltämäčat Čegnne (The Unprotected Seedling)

As far as the applications of narrative techniques are concerned, in most of her stories, Yäzena employs the oldest and the most popular narrative stance, the omniscient point of view, in which she approaches the scenes and events of her stories from a constantly shifting position. Of course, such a manner of narration is usually demonstrated in the works of most Ethiopian authors. In addition to the omniscient point of view, Yäzena, at times, uses the central and peripheral points of view. This is evidently seen in her two short stories, Sänayet and Yäqerb Ruq.

In this case, of all women authoresses of this period, none of them has really manipulated such a technique as effectively and artistically as Yäzena. The following paragraph may show us the role of the peripheral narrator that Yäzena depicts in her story, Yäqerb Rug.

"ዓለም ይን ለምን እረራሻለሁ? መጥፎ ነገር እንድታደርገህ ልገፋፋሽ አላሰብኩ..."  
"አሸናፊ በጣም ይወድሻል የሚረዳልሽ ደግሞ ለብልጽግና ግደህን ለገብቻ ነው። ሊጠይቅሽ ስለረራ እንደጠይቅሽ ለመነሻ፣ እኚ አልኩት በኋላ ገን ፈራሁሽ ለምን እንደምረራሽ ገን አልገባኝም። የሚነጻሸን ነገር አድርገህ አላልኩሽ።"...  
"ደግሞ እንዴት ዓይነት ቅም ነገረኛ መሰለሽ። አይጠጣ አያጨስ፣ ከሥራ እንደተመለሰ ከቤት አይወጣ፣ መጠጫዎችን ይሰበስብና ሲያነብ ያመሻል። ለግስትራቱ ለመተጠል እንደሚያስብ ፋሲል ነገሮቻል።"

"My dear Aläm, but I wonder why I am afraid of you. I have no idea of involving you in something evil..."

"Look! Ašänäfi is very much in love with you. And he needs you for not mere sexual affair, but for marriage. Because he could not personally dare to propose to you, he begged me to do that for him. But I am not courageous to do that either. I wonder why I am afraid of doing that, knowing well that I am not driving you to do something crazy..."

"I can't tell you how nice he is. He never takes alcohol, nor does he smoke. Right after work, he goes home and spends his time

reading books. Fasil has also told me his plan of pursuing his studies at a master's level. (Yäzena Wärqu. 1982 Eth. C: 104-105)

In the above passage, the peripheral observer reports the speech of the characters from outside. The authoress does not try to enter her mind to sense her emotions and feelings; and comment on what they say. However, she seems to incorporate her attitudes and comments by narrating incidents from the position of a minor character, Tegst, without intruding into the narrative. Thus, the reader hears what Tegst says no later than the peripheral observer does. She seems to be very intimate to the reader. And so does the reader. Hence, the reader may understand that not only is Tegst genuine and sincere but also loves and respect 'true marriage'. However, the problem of such a narrative stance is that there is none, except herself who asserts or witnesses that Asänafi is as good and nice man as Tegst may say so.

As has been clearly seen in the above quoted paragraphs, dramatic dialogue is also the chief narrative style in most of Yäzena's short stories. The authoress usually makes use of the omniscient narrator, too. She employs the voice of the all knowing narrator whenever her characters face difficulties in expressing

their internal feelings, emotions, thoughts and invisible attitudes. The subsequent paragraph is a good example to observe the narrator's great ability and limitless freedom not only to reveal the character's innermost sorrow but also offers his own comment on it.

ሰንጭ ገን እስኪረዱት ድረስ አዘነች፣ አለቀሰች እንጂ  
... ጡር እንደዋለችባቸው እየተሰግጉት ተጠነቀች እንጂ  
... ገፍ ሠራሁ ብላ ለሰግዶም ለምድሩም ተፀፀተች እንጂ  
... በዕድሜ የደከሙትም እንደሕፃናት እንክብካቤ  
እንደሚያስፈልጋቸው አልተገነዘበችም።

Though Senge wept seriously and felt sorry for a long time until they disappeared from her memory... .. though she felt trouble for the fact that she had ill-treated them ... though she confessed her sin both to the earth and the heaven ... she did not realize that the old people needed as great attention as children. (emphasis is mine)  
(Yäzena Wärqu. 1978 Eth C.: 56)

Yäzena uses the omniscient narrator not only to probe deep into the character's mind and record Senge's innermost feelings and grief, but also get the opportunity to enunciate the central themes of the story. Therefore, the underlined phrase in the above quoted paragraph reflects the major theme of the narrative, Yätäraገotä Edmé. Such a narrative style (expressing the central theme of the

story through the voices of the omniscient narrator) is also evidently observed in Yäzena's other works, too. In this case, the short story, Zemetayé is a good example. "ለየት ባለ አስተዳደግ ምክንያት የተገኘ ለየት ያለ ፀባይ፣ በሰፊው ተቀባይነት ባገኘው ፀባይ ለየተዋጠ ለጥሩ ገፅታዎቹ እንኳን ቱብ የሚሰጣቸው አጥቶ ለስንቱ ሕይወት መበላሸት ምክንያት ሆነ . . . ." "Not only will a unique character which develops through a different way (style) of rearing be absorbed by the one which is widely accepted, but its good qualities are also overlooked and becomes the cause for the loss of the lives of many people." (p. 285)

Thus, in the above quoted paragraph, not only does the omniscient speaker comment on and express his own feelings about the unique dispositions of the orphan-character, Yergädu, but the authoress also seems to reflect her own attitudes and the major theme of the story.

#### 2.1.2. The Employment of Flashback and Epistolary Techniques.

A flashback is a very common technique that recurrently appears in most of Yäzena's fictional discourses. Of all her six published stories, it is, however, in Samat, Zemetayé, and Yägerb

Ruq that Yäzena uses the flashback method more skilfully and effectively.

In her story, Yägerb Ruq, Yäzena formulates a number of different scenes which focus on past relationships and experiences of some of the important characters such as Alämšät, the protagonist; Ašänafi, the husband of the protagonist; Feqertä, Alämšät's school friend; and Tegst, Alämšät's ex-neighbour. For example, the long retrospection that appears from page ninety-eight to one hundred and fourteen provides the reader with important expositions. The omniscient narrator offers detailed information about the physical, social, educational, religious and economic backgrounds of the two married people, Ašänafi and Alämšät. The flashback starts with the incident that took place four years back in the house of Tegst, the protagonist's ex-neighbour. Here, Ašänafi meets Alämšät, and then Tegst introduces the former to the latter. At the time she met Ašänafi, Alämšät was seventeen and a ninth grade student. Asänafi, on the other hand, had already graduated from the Alämaya Agricultural University some six years ago.

Not only does the flashback expose the backgrounds and relationships of the two-prominent characters, but portray their

unique characteristics, too. Hence, Asānafi is presented as a voracious reader who loves fictional books and other writings. More than anything else, however, Ašānafi loves educational studies which, according to him, is the sole tool by which one may improve and/or change both his/her spiritual and material lives. Therefore, he wants Alāmšāt, to be a clever student than a 'good women' at house management. Alāmšāt, on the other hand, is absolutely against her husband's ideas, attitudes and feelings. Despite the fact that she is currently a twelve grade student, Alāmšāt is interested neither in education nor in the act of reading. On the contrary, she is very much interested in love, sex and other luxuries which, according to her, are the hearts of marriage and these are the fundamental disparities which evoke the major conflict and the tragic ending of the story, Yägerb Ruq.

The second flashback that comes at the middle of the same narrative demonstrates not only the reminiscence of the sweet and bitter love experience of the third important character, Feqertä, but also portrays her current physical, sexual, and educational backgrounds. Yäzena tries to go as far back as eight years to record a scene that influences the social, psychological and sexual lives of the character under discussion. Unlike the previous one, the

second flashback is presented through the voice of the subject of the reminiscence, Feqertä. At the very first paragraph of the scene, Feqertä tells us that she starts sex at the stage of sixteen. At the time she was an eight grade student. However, after a year she quarrels with her former lover and meets her second boy friend, Kahsaye, a man with whom she lives together as lover for four years.

Although much of the flashback deals with the love story of these two characters, it attempts to effect two advantages. First, it intends to show the reader the sweet and bitter experiences of Feqertä. Second, it illuminates the present theme and build the conflict that centers on the lives of the two married people, Ašānafi and Alāmšät.

Yäzena manipulates the same narrative technique in her other short story called, Zematayé. The story portrays the life of a young orphan whom her own society allienates her from any social activities and interactions for the fact that she is regarded as a garulous girl. According to the social norms of the society, a girl has to be quiet, decent and respectful. She is not allowed to expose herself to the public. She must rather confine herself to the kitchen and/or closets.

Despite such social obligations, the young-orphan-protagonist presents herself freely to the public. However, at last, the orphan protagonist runs away from her home village, because she fails to subdue her 'strange' and 'bad' dispositions. Of course, until the last part of the story such information and the true identity of the young character are kept secret from the knowledge of other characters. It is the flashback narrative that appears at the end of the story, Zemetayé, which unveils the secret life of the protagonist and makes other characters (Géta Sät'arga aw Mäsäsa and his young brother) understand who Yergädu, the orphan protagonist, really is.

Yäzena also employs the flashback technique in her other short story, Samat. The flashback scene that appears at the outset of the story provides the reader with the protagonist's (Mäsfen) particular traits of characters. The character-narrator, Mäsfen, exhibits his jealous-mind and ardent sexual desire, in the retrospective monologue, which motivated him to separate the two lovers, T'elahun and Meseke, and make the latter-character his wife. Not only does the flashback expose the conflict within Mäsfen, the protagonist, which is, of course, the main cause for the short story to begin with, but also reflect the major themes

(jealousy, love, and cruelty) of the story. Accordingly, from the foregoing discussion, it could be said that the flashbacks in Yäzena's short stories have technical significance in the construction of the plots and the expositions of characters and the various themes of the discourses.

On the other hand, of all the prose works of the four post-revolution women authoresses it is only in the writings of Yäzena and Elfenäse that we come across such a narrative device, the epistolary technique. Yäzena tries to employ this method in her story, Yämämäräqiyaw Lebbs (The Graduation's Suit). In the story, Askalämaryam, a poor university student, writes a letter to her father, Ayewa Gosu, in which she asks him to send her two-hundred birr which may enable her to buy new clothes for her graduation.

Despite his poor economy, Ayewa Gošu responds to Askälämaryam's request by selling his four cattle on which his entire family depended. However, at the close of the narrative we are told that Ayewa loses all his money before he meets Askalämaryam, his elder daughter, at the main gate of the A.A.U, because a certain woman thief takes him to her dark house as soon as he arrives at the A.A. Bus Terminal and robs all what he has in his pockets.

Unlike the novel of Elfenäše (whose discussion comes later), in Yämämäräqiyaw Lebbs, the epistolary technique is artistically and effectively used. Although it occupies only three-fourth of a page, the letter which Askalämaryam writes to her father brings the whole story into light. Not only is it the main cause for the short story to begin with, but also triggers the psychological conflict (which evolves within the above two characters) that evokes the tragic ending. In addition to this, it exposes the different aspects of the backgrounds of the two major characters, Askalämaryam and her father, Ayewa Gošu. Thus, from the letter the reader may come to understand not only that Askalämaryam is a poor-young woman and final year student at the A.A.U., but also Ayewa Gošu lives in the rural area called Dämbiya.

2.1.3. The Employment of Dream and Telephone Conversation Techniques

Dream is also another narrative technique which Yäzena uses in the same short story, Yämämäräqiyaw Lebbs. The authoress makes use of the technique at the start of the story where Ayewa Gošu tells his dream experience to his wife, Wäyezäro A amyäläše, which he had a day before he receives his daughter's letter.

"እንደትና ለምን እንደሄድሁ በውል አይከሰትልኝም ብቻ እየተንደረደርኩ ሰፊ ባህር ውስጥ ከነልብሴ እዘፈቃለሁ። ባህሩ ሰፊ ነው... የትየለሌ! ዋናቶ መውጣት አትቶኝ ስግፈት ተቆየሁ በኋላ እንደምንም ተውተርትሬ ስወጣ መለመላዩን ነኝ..." "...ይንገጭ ገራ ቀኝ ስመለከት ሰው የለም። ጊዜው ድንገገገገ በግለቱ አጋልጦ የሚሰጠኝ አልነበረም... ተዚያ ወዲያ ምኑን ትጡን አውቄው። እንደተጨነቅሁ፣ እንደተጠበቅሁ የረባ እንትልፍ ላይወስደኝ ወገን ብሎ ነጋ።"

"I could not in fact remember how and why I went there. I just rushed and plunged into a big sea without taking my clothes off. It is a big sea ... too big! I failed to get out of the sea, but after tedious efforts I came out and found myself naked... "... "... I felt frightened and looked around but none was there. It was dark and did not expose one's identity ... But after that I do not remember anything. The sun had risen up when I woke in full trouble and tension and without having a good sleep throughout the night" (Yäzena Wärqu. 1982 Eth. C: 265-266)

In the quoted paragraph, Yäzena tries to suggest two important things. First, she attempts to show the reader Ayewa's innermost mind which suffers from the pains of mental stress. On the other hand, Yäzena tries to foretell the tragic incident which is going to take place at the end of the story. According to the tradition of

the Amhara People, a sea or an ocean that appears in a man's/woman's dream world represents a big city or a large town in the real world. Furthermore, Ayewa Gošu's naked body and the half-dark setting (the dusk) have a telling impact which may be directly associated with the tragic outcome of the conflict which is going to be realized in the end. In general, although she uses the dream technique only once, Yäzena employs the incident effectively. In the dream incident, the authoress provides the reader with the psychological personality of the poor peasant character, Ayewa Gošu. She also subtly suggests the final outcome of the discourse, the loss of Ayewa Gošu's money.

The use of telephone conversation is also a new and common phenomenon among the post-revolution women authoresses. Most authors employ it to convey the themes and subject matters of their respective stories. Furthermore, some writers use the technique to portray the relationships of different characters and comment on both the strong and weak personalities of some of the major and minor characters of their narratives. Among these authoresses, Yäzena Worqu is one who is really at the forefront of the manipulation of such a narrative method.

In her two stories, Sänayat and Yäqerb Ruq, Yäzena makes use of such a narrative device to produce those technical effects which seem to be important not only to reveal the relations of some of the major characters, but also enhance the forward movement of the plots. The telephone conversation that appears in the short story, Yäqerb Ruq, for instance, expose the kind of the relationship of the two illegitimate lovers, Alämšät, Ašänafi's wife, and Tewodros, a university student.

የሰለጠን መነጋገሪያ . . . አንሰታ፤  
 "ሀሎ" . . . የጠበቀኛው የፍቅርተን ንግግር  
 ነበር። . . .  
 "የፍቅር እመቤትን ደህና ግደር ለመጠየቅ  
 ስለ . . . ደወለሁ" . . .  
 "ቴዎድሮስ ነህ እንደ" አለችው።  
 "አይደለሁም ቴድሮ ነኝ" አላት። አነጋገሩ . . .  
 አላቃትና፤  
 "ትላንት በደህና ደረሰክ" አለችው። . . .  
 ". . . መጥቶ የመጠየቅ ፍርድ ተበይናብኻለሁ"  
 "የት ነው የምመጣው?" አለችው . . .  
 "እነሙክታር ጋ እጠብቅሽና አብረን እንወላለን፤  
 ፍእርትም አብራን አለች" አለ . . .  
 "እመጣለሁ" አለችው።  
 "ፈጠን በይ . . . ዓለምዶ" . . .  
 "እሺ . . . ቻዎ" አለችው።

She picks up the receiver of the telephone and she says,  
 "Hello." . . . She expected Fegertä's voice.  
 "I phone to say my dear lover, "good morning" . . ."  
 "Are you Tewodros?" She said.  
 "No. This is your beloved Tewodros, " he said.

The style of his expression makes her laugh and,

"have you met any trouble yesterday," she said...

"... You should come and visit me."

"Where shall I come?" She said ...

"Well, I will wait for you at Muktar's house,

and then we shall pass the time of the day with Fegertä," he said.

"Alright! I will come". She said.

"Hurry up... my dear, Alämšät"...

"Ok. Goodbye," she said. (pp.

166-167)

The above telephone conversation has also other technical significances, for not only does it portray the four young characters, Alämšät, Tewodros, Fegertä, and Muktar as close friends, but also serve as a bridge to bring these young people together and move the plot forward. Moreover, in Sänayet, Yäzena employs similar technique not only to introduce the major characters, Sänayet and Sälämon, but also tell us the kind of relation they have. Yäzena attempts to show Sänayet's (the character narrator) innermost mind which is obsessed with tension, insecurity, and loneliness. The telephone conversation that goes between Sänayet and her lover, Sälämon, reveals the protagonist's internal troubles which are caused by the feelings

of loneliness and sterility. In their conversation, Sänayet expresses that the main cause for her loneliness is that the quarrel between her and Wäyezäro Qonjit, her aunt. Sänayet also confesses that she commits sin against Wäyezäro Qonjit in that she snatches Sälämon, the man whom the latter was in love with. Furthermore, Sänayet utters that she always feels sad, for she considers herself as a sterile woman. Thus, this internal troubles and feelings of insecurity establish the psychological conflict of the story which is in fact the engine of the plot.

On the other hand, Emewädese Bäqälä also tries to manipulate the telephone method in her short story, Anagaw. Though she attempts to employ the technique twice, it is not as useful and purposeful as is in Yäzena works, because both conversations are not well linked with the story. They are not in harmony either with the characterization, or the conflict, or the theme ... etc. The vapid conversation that goes between Anagaw, the protagonist, and Elizabeth, an off-stage character is worth mentioning.

እናጋው ተሽከርካሪ ወንበሩ ላይ ቁጭ ብሎ እያዛጋ  
ሰለክ ተደወለ። ሰለኩን አንስቶ "ሀሎ! ሀሎ!  
ግን ለበላ?" አለ  
"ኤላባሌ፣" ከወዲያ የግጥም አቅጣጫ ምላሽ አገኘ  
"ኤላባሌ፣ ደሀና ነሽ?"  
"ደሀና ነኝ፣ ደሀና ነህ"  
"ጠፋሽ አይደለ"  
"የጠፋሽውስ አንተ!"

"ምን እባክሽ ሥራ ይበዛል ጊዜ የለም።"  
"እሱስ ከልብ ካሰቡ ጊዜ አይጠፋም።"  
"ኤልሲ ሙኛ!..."  
"ዛሬስ?"  
"ዛሬ እንኳን ግታ ብቅ እላለሁ።"  
"እሺ በል ... ቻም!"  
"ቻም"

There comes a telephone call as Anagaw yawning, sitting on his revolving chair. He picks up the receiver and says, "Hello! Hello! who is it?"

"This is Elizabeth," he gets response from the other side.

"How are you, Elizabeth?"

"I am fine, and you?"

"You disappeared!"

"Not me! It is you who disappeared."

"You know, these days I have a lot of work to do and I do not have time."

"I am afraid, it does not sound convincing."

"I am not lying my dear, Elizabeth!"

"What about today?"

"Well, I will come in the evening."

"Ok. Goodbye!?"

"Goodbye!" (Emewädese Bäqälä. 1982  
Eth. C. : 2)

The conversation of the two people in the above paragraphs fails to expose who Elizabeth is. It does not also demonstrate Anagaw's particular personalities which the authoress conveys in the other part of the story. Neither are the kinds of the relationships of the two characters nor the conflict and the theme

of the story revealed through this conversation. Therefore, though Emewädeše uses the telephone conversation in her short story, she fails to link it with the story as effectively as Yäzena.

## 2.2. The Applications of Narrative Techniques in the Novels of S'ähaye Mälaku

### 2.2.1. The Employment of the All knowing Omniscient and the Objective points of view.

S'ähaye Mälaku is another woman authoress who appears on the Ethiopian literary stage in the post-revolution era with her two novels, Quwasa and Anguz. S'ähaye is considered as the first modern Ethiopian novelist. She wrote her first novel, Quwasa in 1982 Eth. C; and, the second novel, Anguz, in 1984 Eth. C.

The story of Quwasa revolves around the lives of three major characters Webešät; Mentäsnot, his ex-lover; and Wede, their illegitimate daughter. On the other hand, the story of Anguz unfolds the destruction of a poor family whose members are all punished in death except one woman. Sänayet, the only woman who is saved from political punishment, is the central character of the novel, Anguz.

Sänayet, a young teacher, has lost her father, Ato Beru, and two young brothers, Täfära and Däräjä, by the red terror group which

was prevalent in the then Derg regime. Sänayet, an orphan protagonist, marries Käbädä Wami, the killer of her father and two brothers, so as to revenge the death of her parents. At the close, Sänayet kills Käbädä, a revolutionary squad, with poison and marries her former boy friend, Abära Est'ifanos.

While revealing the life history of Sänayet, the novelist uses different kinds of narrative stances, although the all knowing omniscient point of view is the predominant one. Of course, such a perspective is common in her both novels. Below is an extract which may show us the employment of the omniscient point of view with the voice of the narrator being a third-person.

ረዥም ቁመናዋ ገዙፍ ሰውነቷና ብሩህ ቀለጿ ተጋገዘው ከሰዎች መካከል በሩቅ እንድትለይ ጎልታ እንድትታይ ያደርጋሉ። ዓይናችዋ፣ ጉንጮችዋ፣ አፍንጫዋም ሥጋ የተደራረበባቸው በመሆኑ ፊቷ ያበጠ ቢመስልም የቆዳዋ ጥራት ግግር ይጋርደዋል። አካሄደ መልካም፣ አለባበስ አዋቂ በመሆኗ ዓይን ያርፍባታል።

ትክለ ሰውነቷ የአካሄድና የአለባበስ ሥርዓቷ፣ መልካ ወይም ጠባይዋ፣ በሃብትና በቤተክመድ ብዛት የደረጃው ቤተሰብዋ፣ ብቻ አንዱ ወይም ሁሉም ተጠቃለው ግርክውት ይሆናል። ውብሽት እንዳይላሉ መንፈሱ የሰከነባት ሴት ነች።

Her tall, bright and magnificent body has made her to be singled out from a big crowd in a distance. The colour of her skin appears so nice and veils the unpleasant look on her eyes, cheeks, and nose. Her manner of

walking and dressing, with which she meets the eyes of her admirers, are so special and beautiful.

Hence, it seems that her beautiful body; splendid physical appearance and dressing; her good behaviour and family background, one of these or all have attracted Webešät's feeling and she has become a chosen woman with whom he decided to live together. (S'ähay Mälaku. 1982 Eth. C: 7)

The physical appearance as well as the economic and family backgrounds of the characters, Abäbayähu, the protagonist's wife, are demonstrated after a critical examination by the omniscient speaker. In the passages, the all knowing narrator conveys not only the physical and social status of the character, but also he goes further and comments on Webešät's (the protagonist) feelings and emotional reactions. Thus, the narrator seems to be available here and there and everywhere to disclose both the internal and external features of the characters and give a lesson to the reader to promote him/her to have a rightful evaluation about the credibility of the characters.

However, as has been recurrently noted, such a narrative stance has its own disadvantage. The problem is evidently felt in

the first six lines of the above passage where the omniscient narrator abolishes the intimacy between the reader and the scene of the narrative. The narrator does not show us Abäbayähu's beautiful body objectively and dramatically. But, it is through his eyes and mind that we visualize the physical structure of the charming woman. He does not make us see and feel her beauty through her own actions and expressions. Accordingly, since it is the omniscient narrator who reports everything to the reader, he creates considerable distance between the reader and the character. He sets the reader far away both from the scene and the emotions or feelings that the scene (the physical appearance of the beautiful woman, Aäbayähu) creates.

On the other hand, S'ähaye, sometimes, employs the objective-omniscient narrative view point which enables her to achieve two different goals. First, it gives her a chance to record and present the actions, speeches and gestures of the two married people, Webešät and Abäbayähu, without probing into their innermost minds. Secondly, it offers the authoress an access to employ a narrator who has both the opportunity to observe and unfold the actions and reactions from the outside and comment on them at the same time. In the subsequent paragraphs S'ähaye tries to dismiss the gulf that

separates the reader from the incidents of the story by using the objective point of view.

"መቀለጃ አይደለሁም ልቀቀኝ" ብላ በኃይል  
ልትመነጭቀው ጥከረች። አያያዙ ስለጠበቀ ገን  
አልቻለችም። . . .  
"ምናለበት ደግመሽ ስትናገሪው ብሰግ?"  
"አልናገርም"  
በቁጣ ጨምድዶ አርገፈገፋት። ፈቷን ወደትከሻዋ  
መልሳ ዝም አለችው።  
"ገገሪኝ።"  
"ምኑን?"  
"የመጀመሪያውን ቃል።"  
"ብትወድም ባትወድም አርገሃለሁ" አለችው  
ቀይ ፈቷ ሳምባ እንደመሰለ።

"Don't touch me! I am not your  
puppet" she said, and tried to run  
away from him" But she couldn't,  
for his grip was strong. . .  
"Why don't you tell me again, let  
me hear it."  
"I wouldn't tell you."  
He shook her body angrily. But she  
dropped her face back and kept  
silent.  
"Tell me."  
"What shall I tell you?"  
"Your first word."  
"Whether you like it or not, I am  
pregnant"  
she said to him, her red face  
turning pale. (pp. 15-16)

Such a dramatic presentation won't only give the reader an access to see and feel the actions, reactions and emotions of the two married people, but it also enables him/her to evaluate the

actions and reactions of the characters and come to his/her own conclusion. The use of such a narrative stance is recurrently observed in the novels of S'ähaye.

"ውብሽት"  
"ወደ የኔ እመቤት"  
"አንድ ነገር ለንገርህ"  
"ንገሪኛ፣ ድምፅ ሽን መስግት  
...ያረካኛለሁ" ...  
"እሺ"  
"እሱ ንገሪኛ የግራግራውን ሁሉ ላንቼ ለግድረግ  
ዝግጁ ነኝ"  
"አርገሃለሁ!"  
"ዎን"  
"አርገሃለሁ አልኩህ"  
"አትጩ ግለቂ..." ...  
"እነዲያውም ... ካንቼ ጋር ያለኝን ገንዘብ  
አላረጅገውም አረገዝኩ ... የግራግራውን  
ጭትጭት መስግት አላረገሁ" ..."

"Webešät"  
"Yes, my darling!"  
"Shall I tell you something"  
"Tell me, please; I love to hear  
your voice"  
"Ok."  
"But, I am afraid of disclosing  
the matter."  
"Hey, come on! Tell me! I am ready  
to do everything what I can do for  
you!"  
"I am pregnant"  
"What?!"  
"I said, I am pregnant"  
"Don't be silly! ..." ...  
"Let me tell you ... I don't want  
to have any relation with you. Nor  
do I like to hear the word, I am  
pregnant." (pp.22.23)

In this passage, the objective observer tries to remain completely outside the narrative and allow the two characters to express their feelings and move the narrative along. The authoress also remains outside the minds and feelings of her characters. She never enters into the story. Therefore, the reader sees the people and hears them talk.

2.2.2. The Employment of Flashback  
and Telephone Techniques

Like other women authoresses, S'ähaye employs telephone conversation as a narrative device not only to introduce some of the major characters, but also explain the relationship they have. The telephone conversation that goes between Webešät Endayelalu and his mistress, Tayä e Aba 'äfeq, for instance, suggests the sexual life of the protagonist, Webesät.

የሰላሱን መነጋገሪያ ከጎኑ አቅርቦ ጥሪውን  
ተቀበለ።  
"ሃሎ" . . . አቤት"  
"አለሁልሽ።"  
"እንኳን አደረሰሽ ታዩ!" . . .  
"ይገርምሻል ሳላሰበው ዘመዶቼ ከገጠር መጥተው  
እንገዳ በእንገዳ ሆኜያለሁ።"  
"እናቴና አጎቴ ናቸው።"  
"እንዴት ትቻያቸው እመጣለሁ. . . ." . . .  
"ለኔግ ብትመጧ ደስታውን አልችለውም ግን  
መድከምሽን አልፈለግሁትም።"  
"ከመጣችሁ ወደግታ ነዩ"  
"ሌቶች ስትባሉ መጠራጠር ታበዛላችሁ. . . ."

"...የሀፍ እጸራ"

He brings the telephone close to him and responds to the telephone call

"Hello"... Hello!"

"I am still alive, my darling"

"I wish you a happy new year! My dear, Tayä e.

"It is in fact surprising...My relatives came accidentally from their home place and I became rather busy in serving my guests.

"My mother and uncle."

"How can I come leaving them alone..."

"..." I would be very much happy if you come, but I do not want you feel weary of paying visit."

"Well, if you want to come, please, do it in the evening."

"You women are suspicious characters..."

"... Goodnight" (pp.20-21)

Thus, from the above telephone conversation we may sense that Webešät has strong sexual desire which he cannot subdue only by establishing marriage. It seems therefore for this reason that he has three additional mistresses apart from his legal wife, Abäbayähu.

On the other hand, flashback is also a common narrative device which S'ähaye recurrently uses in her two novels. Of course, some of the flashbacks are very long and also appear to be irrelevant in

the construction of the plots of the stories. However, the authoress, at times, employs interesting reminiscences which are very essential for the expositions of the main conflict as well as the various themes of the stories. Not only this, but they also help to demonstrate the relationships of important characters, and, above all, link the various chapters of the novels.

For example, the long flashback that comes at the outset of Anguz, though some of the retrospective episodes are too long and appear to be irrelevant, has technical significance in demonstrating the childhood experiences and relationships of the four major characters, Sänayet (the orphan protagonist), Arägaše, Qedest, and Abära. Below is an extract taken from the text, Anguz. It shows how the authoress goes back and starts to narrate the reminiscences of the orphan protagonist, Sänayet Beru.

በባለዎ ሸረርነት እየተሸከረከረኝ መኪናዎ ከጋንዲ ሆስፒታል አካባቢ ብትርትም የሠናይት ልቦና ግን ከዚያ ሥፍራ አልተንቀሳቀሰም። . . . መንፈስዎ የተነካባት የአረጋሽ ነገር ቀስ በቀስ እየነፃ ወደ ትዝታ መንገድ ከተታት በርካታ ዓመታትን አልፋ የጥንቁን የመሠረቱን አስታወሳት። በጎሠቆለ አካልና ሁኔታ ያየቻትን የጥዋትዋን አረጋሽን ሳይሆን . . . ለግላጋ ሰውነት የነበራትን አረጋሽን ለይታ አየቻት። ልጅነትዋን ዓደኝነትን . . . ገላልጣ አስተዋለችው። ሌላዋን ዓደኛዋንም ቅድስት በርናባስን አስታወሰች። . . . አረጋሽና ሰናይት እንዲሁም ቅድስት ከቅድስት ግርያም ቤተክርስቲያን ፈትለፈት . . . ከግንፍሌ ወንዝ አካባቢ ከነበረው መንደር ተወልደው ከልጅነት እስከ ኮረዳነት በጥብቅ ዓደኝነት የኖሩ አብሮ አደጎች ነበሩ።

Though her husband is driving her away from Gandhi Hospital, spiritually Sänayet is still in Gandhi Hospital. Moved by the current situation of Arägaše, she began to think of the good old days. Going back in time, she started to see the young slim and slender Arägase, not the currently weak and sick one. She unfolded past friendship and childhood and then recalled her other friend, Qededst. Born at a place, around G'enfelé River, in front of Saint Mary's Church, Arägaše, Sänayet and Qedest were brought up together in close friendship from childhood to girlhood. (S'ähaye Mälaku. 1984 Eth. C.: 9)

In the above quoted paragraphs the authoress makes use of the omniscient narrator who probes deep into Sänayet's mind to recall her past experiences. Thus, in association with the revelation of the protagonist's social and psychological backgrounds, the authoress tries to depict the setting of the story. As the long flashback moves forward, we come to know that the story of Anguz starts around 'G'enfele, here in Addis Abäba in 1961 Eth. C. at the time when Sänayet leaves for Däbrä Berhan to join the Däbrä Berhan Teachers' Training Institute. Moreover, we are told about the sweet experiences of the four intimate friends and major characters of

the narrative (Sänayet, Arägase, Qedest, and Abära Estifanos) through this flashback scene. The long flashback that appears at the middle of the story (Anguz, Chapter eight) also tries to reflect the political theme of the narrative, the political struggle of the youth and the massacre which prevailed during the Derg regime.

S'ähaye uses similar technique in Quwasa to effect a parallel purpose. She, accordingly, discloses the relationship between Mentäsnot (the mother of Wedé, Webšät's illegitimate daughter) and her mother, Wäyezäro Mulunäše. It is, therefore, the retrospective voice of the latter character which helps the reader to be familiar with the hidden cause for Mentäsnot's illness. Thus, Mentäsnot becomes a cripple, lunatic and dumb woman because of an illegal abortion. In the same novel we also come across another retrospection which attempts to unfold the kind of relationship between Ato Abeyé Qet'aw, and old guardian, and, his mistress, Wäyezro Mulunäše, a widow character. The omniscient speaker who sits inside Abeyé Qet'aw's mind presents the flashback scene, the scene that devotes to reveal how Abeyé Qet'aw meets Wäyezäro Mulunäše and introduces himself to her.

In addition, the all knowing narrator moves the reader from house to house and hospital to hospital retrospectively to

introduce him/her with new characters and unveil the mystery of Wede's identity. Of course, the whole mystery that focuses on the life of Wedé, Webšät's illegitimate daughter, is solved in chapter seven (two chapters before the last).

Generally, when we examine the flashbacks that are used in the two novels, however, we find that most of them are too long and have negative impact on the stories's progress, though a few of them are useful in attaining certain technical effects. Thus, for example, the flashback narrative that appears in the first chapter of the novel, Quwasa, devotes to Webšät's past political life and other remote experiences which have nothing to do with the character's current dispositions. And, neither does it reflect nor magnify the various themes of the story (betrayal, love, jealousy and revenge). Besides, some of them are too vague. The reader will, apparently, be puzzled to identify or separate the actual discourse from the flashback. The very long flashback that comes at the start of Anguz is also a good instance here. This flashback covers a full chapter which comprise twenty pages. It tries to present too many events which are absolutely unnecessary to the forward movement of the story. For example, the long retrospection which deals with the accounts of the 1953's Eth. C military coup is not well connected

with the main focus of the story which tries to unfold the past experiences of the orphan protagonist. The political song that intends to insult General Mäng'estu Näwaye (the coup leader) and the long speech which he delivers in a court of law are also irrelevant incidents which attempts to expose neither the political themes, nor the political conflict of the discourse.

On the other hand, S'ähaye, at times uses the technique of detective story to hide things from the knowledge of the reader and heighten the suspense of her narrative. The true identities and personalities of many characters are usually concealed for a long time from the knowledge of the reader. In Quwasa, for instance, S'ähaye attempts to reveal the true identities of the three important characters, Wede, Asäläfä e, the young janitor, and Fanayé, the nurse, near the end of the story. We also come across such a narrative method in Anguz. In the story, the authoress tries to hide the political and social backgrounds of the two minor characters, Mänän Hayelu, Arägaše's maid servant, and Wärqu Zärihun, her boy friend until chapter eight.

However, most episodes and incidents appear to be irrelevant. Even if Sähaye frequently manipulates the technique, it fails to play positive role in the construction of tight plots. In this case,

Quwasa is a good example. Thus, the long narrative which devotes to conceal the past lives of the two women characters (Fanayé, the nurse, and Asäläfä e, the young janitor) fails to build the suspense of the story in that both of them entertain detailed materials that are not necessary to the story's target. For example, a detailed account of the life of prostitution which Fanayé, the nurse character, used to practice for a long time, and the long description of the incident that dwelt on the quarrel between Asäläfä e and her husband do not have any technical importance except making the plot loose and hindering the story's progress. The conglomeration of such unnecessary narratives will therefore make the plot loose, for they weaken the central conflict (the conflict that rises from the kinds of the relationships of the four important characters, Webšat, Mentäsnot, Wede and Abäbayähu) which is in fact the heart and backbone of the whole story.

### 2.3. The Applications of Narrative Techniques in the Novel of Elfenäse Bäkürä.

#### 2.3.1. The Employment of the Central and the Omniscient Points of view.

Elfenäše is the second woman novelist who appears on the Ethiopian literary scene, next to Sähaye, in 1985 Eth. C. with her

first novel S'elmät. The novel, deals with the life of a widow protagonist called Bezu'ayähu Ewnätu. Bezu'eyähu has four children three of whom are boys and the rest a girl. These are Bäqalu, Dagnawi, Sät'earga äw, and Mäzegäb.

In the past thirty years, Bezu'ayähu had led a sweet and happy life. However, after the death of her second husband, Mäkuwanent Gašaw, her home has collapsed. Loneliness hurts her mind and heart. The story of S'elmät revolves around such a tragic situation which Bezu'ayähu and her family encounter because of the death of the father of her children. Bezu'ayähu, a character-narrator, presents her own life history retrospectively within a half-night time. Of all the prose works that are under consideration, S'elmat appears to be unique for the fact that the whole story is presented in the form of flashback.

Elfenaše employs both the central and the omniscient points of view although much of the story is delivered in the former method. At the outset of the novel, the authoress uses the voice of the omniscient narrator to present a prelude that triggers or initiates the main story which unfolds the sad-happy-sad life experiences of the widow protagonist, Bezuayahu. However, Elfenaše does not entirely detach herself from the character to present her

objectively, but at times she also delves into the character's mind to record her innermost feelings and thoughts. Here is an example of how Elfenaše blends disengagement and interiorization. "... እስቲ የኔንዎ ያለፈ ህይወት ላጫውትሽ" አለችው። ከየት እንደጥትጀምር ቦታው ጠፍቷት ጠቋጧ የጥትረልገ ይመስል ጣሪያ ገድገዳውን በዓይኖ አያግተረኝ።" "... Let me tell you about my own life history, too," she said. However she was unable to identify the point which she may start with and gazed both at the ceiling and the wall as though she is searching for someone to remind her. (Elfenaše Bakura. 1985 Eth. C.: 8) "አይገረምሽ እጅግ? እገዢአብሄር እኮ የሰውን ህይወት በደቂቃ ይለውጣል። እኔን ከትቢያ አንስቶ እዚህ ቢያደርሰኝ ለእገዢአብሄር ጥን ይከፈለዋል? ጥሥጋና ብቻ! "Aren't you surprised, Ejeguwa? God can change the life of an individual within a minute. What do I owe to the Almighty when he takes me out of the rubbish and puts me here? Nothing but thanks. (p.33)

The first quotation is an observation made by a detached narrator. In the first and half lines of the passage of the first quotation the outside narrator presents the speech of the character objectively. He tries to report only what he hears. However, in the second and third sentences we sense that the omniscient narrator goes deep into Bezu'ayahu's mind and senses her confused intellect that strives to summon up the past experiences of the protagonist.

But, the point of view of the second quotation is entirely the central one. The voice is also a first person. The character narrator, Bezu'ayahu, tells her neighbour, Egegayähu, about her own life history. According to the content of this quotation the reader understands that Bezu'ayähu was a poor woman. But after a few years, she becomes a rich dame because of, as she enunciates, the help of God. Unlike the first one, in the second quotation, the relation between the reader and the character is so close. The reader feels the words of the character as though he/she utters them to himself/herself. The flow of the words and ideas are not interrupted by foreign elements. Thus, the effect of the powerful emotions inherent in them are realized soon.

On the other hand, Elefenašē employs 'a story within story' technique in two different places of the story for two different purposes. Of course, both sub-stories are reminiscences of two other characters. The first sub-story which appears in the middle of chapter two, deals with the unsuccessful love story which Mäkuwanent, Bezu'ayähu's husband, practices with his former girl friend. Elefenäšē seems to insert this sub-story into the main narrative intentionally so as to demonstrate some of the weaknesses

of women. Especially, those who lack moral and, above all, intellectual faculties.

The second sub-story that appears at the end of chapter two unfolds Nägaše's (an old man who serves as a guardian in Mäkuwanent's house) youthful experiences, particularly his sexual personality. At his young age, Nägaše used to commit unlawful sexual intercourses with several married and unmarried women. It is this illegal sexual activity that wounds and damages his body and forces him to run away from his home village. Here, too, Elefenäše, the novelist, seems to have a definite objective which she wants to demonstrate through the bad experiences and dispositions of the old guardian, Nägaše. She tries to pronounce the bad aftermath of an abnormal and immoral eroticism. Hence, in her view, such infamous behaviour may destroy the physical, social and psychological lives of both the young and the old people as well.

Generally, as far as the modern and traditional fictional literatures of women are concerned, none of the Ethiopian women authoresses has attempted to use a story within story method except Elefenäše and Yäzena. The ideas of the three sub-stories (the negative impact of immature love, the concern of money than love and unlawful sexual intercourse) are well connected with the subject

matters of the two narratives, S'elmät and Yäqerb Ruq. The employment of such a narrative method helps the authoress to reflect and illuminate the major themes of their two stories.

Telephone conversation is also another method which, like other post-revolution women authoresses, Elfenäše employs to narrate her story. The telephone conversation that goes between Bezu'ayähu and Wändemu ( a married man who insists Bezu'eyähu to make love with him), for example, exposes Bezu'ayähu's strong and good personalities. Bezu'ayähu's character has its impact on her speech, too. Thus, her defaint behaviour is revealed in the way she replies to Wändemu's emotionally charged questions. Moreover, through the conversation of this two people, not only does Elefenäše condemn Wändemu's insincerity and immoral conduct, but also criticize those men who are lustful and disloyal to their partners.

On the other hand, like Yäzena Wärqu, Elfenäše makes use of the epistolary technique to attain certain technical effects. In the story, Tadiyos, Bezu'ayähu's ex-lover, goes abroad without the knowledge of the latter. However, after six months he writes three letters, to Bezu'ayähu in which he confesses his unjust action and promises to marry her as soon as he prepares the invitation paper

which will enable her to go to the place where he lives. Bezu'ayähu does not accept his call, however. She refuses to respond to his two letters, though Tadiyos tries to convince her incessantly. Here, too, the authoress seems to reiterate and reflect Bezu'eyähu's good conduct. Therefore, through the different incidents and events of her story, Elfenaše wants to assert that Bezu'ayähu is a loyal and sincere woman whose 'good personalities' will not be spoiled by luxuries and/or wealth. Thus, even if she receives three letters from Tadiyos (in which he confesses his wrongdoings and asks her apology and invites her to come to the place where he lives) Bezu'ayähu refuses his invitation and sends his third letter back with her short note, 'thank you, but I did not accept your invitation.'

Besides, the authoress uses such a technique to reflect the major themes (e.g. betrayal and disloyalty) that recur in all of the three chapters of the novel. In her story, S'elmät, Elfenaše reveals that betrayal and disloyalty or insincerity are the common characteristics of man kind. She tries to reflect such attitude through the personalities and actions of the three male characters: Dawit, the father of Bezu'ayähu's elder son, Bäqalu; Tadiyos,

Bezu'ayähu's second lover; and Wändemu, a married man who wants Bezu'ayäahu to be his mistress.

Lastly, I must say that unlike other women authoresses, Yäzena and Elfenäše appear to be good at employing the various aspects of narrative techniques. Their stories do not entertain mechanical approach at least for two-fold reasons. First, they have a good knowledge about the ideas and central themes of their stories. They seem to know how, when, and where to start and close their respective narratives. Secondly, compared with the works of other two post - revolution women authoresses, Emewädše Bäqälä and S'ähaye Mälaku, the fictional writings of Yäzena Wärqu and Elefenäše Bäkürä employ appropriate narrative techniques which enhance the literary and aesthetic qualities of their works.

Generally, unlike the other Ethiopian women authoresses (both the pre-and-post-revolution ones), the above two writers, Yäzena and Elfenäše, appear to be quite conscious, cautious, and good at choosing different narrative methods which are useful in constructing tight plots, heightening the suspense, revealing the various personalities of the characters and themes of their stories.

## CHAPTER-THREE

### THE ANALYSES OF CHARACTERIZATION, PLOT CONSTRUCTION AND LANGUAGE IN SOME OF THE PROSE WORKS OF ETHIOPIAN WOMEN AUTHORESSES.

The purpose of this chapter is to analyse the methods and the credibility of the portrayals of characters, plot construction, and the nature of language that are used in some of the prose works whose methods of narration have already been discussed in the preceding chapters. It is divided into three headings which focus on the Characterization, Plot construction and Language of the works under consideration.

#### 3.2. Credibility, Consistency, and Motivations of Characters As Reflected in Some of the Prose Works of Ethiopian Women Authoresses.

Characterization is an important technique on which a novel's or a short story's success depends. In a well-constructed story, the characterization will in large part determine the nature, development, outcome and effect of the conflict. In other words, character determines and control the conflict of the story. We may therefore assert that characterization is as essential to fiction as conflict. Character portrayed in a fictional work can be analysed from different aspects. Regarding the diverse

possibilities or ways of examining characters in a creative literature the two renowned literary scholars, Roby and Ulanov, record:

Characters must not only be analysed for the qualities which they embody. They must be judged within necessary limitations imposed upon them by the demands of art, in terms of their appropriateness and effectiveness in the particular plot ... (Robert C. Roby and Barry Ulanov. 1962: Xii)

This part of the study will therefore attempt to discuss the portrayals of the actions and personalities of some of the major characters (whom we find in some of the stories which this thesis considers) from the points of view of the constituents of characterization: credibility, consistency and motivation.

Characters in a fiction must be credible. Another way of putting this is to say that characters in a story must seem real. Unless we believed in people in a narrative, we cannot believe in what happens to them or in what they do. In addition, characters in fiction must be consistent. If a character is delineated as a vindictive, we expected him behave or act vindictively throughout the story. On the surface, this may seem contradictory, because in real life we observe people behave inconsistently or act out of

character. But, we also know that such inconsistencies are rare. Thus, the manner or behavior or disposition in fictional characters is based on what people in life usually do, not on what they occasionally do. Of course, characters in a fiction may assume some kinds of changes. These can be physical or mental or both. Here, we come across the third characteristic, that characters in fiction must be motivated.

When we consider character and characterization it is in fact essential that we criticize the characters in the fictional works if they are lacking credibility or consistency or motivation or some other indispensable qualities which we expect to see in the human species. By a brief but close study, we shall, therefore, see whether the portrayals of some of the major characters in the stories of Asrat, Zäwditu, Mät'änäwäraq, Gänät, S'ähaye, Emewädeše, Yäzena and Elfenäše, are convincing and whether their actions are in harmony with the traits they have. Moreover, the methods in drawing the physical, social, educational, and economic backgrounds of some of their major characters will be considered.

It seems true to say that in order to create more interesting and believable characters, the novelist or the short story writer must take the necessary precaution in his/her characterization.

Not only this, but he/she ought to have sufficient artistic talent, too. Emphasizing this need for adequate artistic talent a celebrated Soviet literary critic says "Inadequate artistic talent inevitably leads to sketchiness in the delineation of characters." (Anver Zis. 1977: 87)

It seems that because of the lack of sufficient artistic talent and the knowledge of literary techniques that most pre-revolution women authoresses portray abstract characters who are merely representatives of ideas and not really living individuals. In Mistené Bekāda Dārāsābeñe Fedā, for instance, Mälaku Gäbre is only an incarnation of savagery, while his wife, Manaläše Yaläne, is a representative of humbleness and chastity. Similarly, in the novels of Asrat Gäbrä S'adeq, Zäwditu Ašäber, and Mät'änäwärq Samuel, too, many of the characters are delineated to pronounce the views, beliefs, attitudes, and feelings of the authoresses. They only act as the mouthpieces of their creators, because nowhere are their personalities revealed in their own words and actions.

In Asrat's Yämäkinaw Mister, for instance, Yäwebät is depicted as a brilliant boy. We are told time and again that Yäwebät, the character narrator, is the brain of his school. But, nowhere in the story does the authoress try to show us his brainy

mind. Nor does Yäwebät attest his bright and quick-witted mind by his academic performances, excellence, promotions and rewards. He is there (in the story) only to reflect the importance, values, and fruits of education which seems to be one of the major themes of the story and the authoress' view, too. Even if he is presented as a foreign educated young man, Yäwebät fails to act accordingly. Because he lacks motivations, and as a result of this the characterization of the protagonist, Yäwebät, denies credibility. Furthermore, such characters like Terfé, the sergeant and disguised father of the protagonist; the man who abducts Yäwebät's mother; the maid-servant who reveals that she is Sälämon's mother; and Ato Mendahun, an old man who is Yäwebät's neighbor; speak in verse. The style of their language is not in harmony with their character however. In the story, none of the characters is shown to have particular ability or talent to use such type of language. In reality, however, it appears to be impossible for ordinary people to use verse in a normal state of condition and conversation. The ability of these people to speak in verse is seen nowhere else in the narrative but at the end of the story where Yäwebät's parents reunite accidentally. Hence, the actions and ability of the characters appear to be incredible. Tegst Mäkäräñawa (the novel of

Zäwditu Ašäber), is not exceptional either. Here, too, the two - young lovers, Berhanu Mäng'estu and Tegst Käbädä are not sufficiently motivated in their actions, especially in their ambition to arrange marriage between them. At the outset of the story, the two young characters are made to fall in love at first glance. To convince us that Tegst and Berhanu are dedicated lovers, we need more details that may assert and prove the true feelings, emotions and atmosphere of "love" with its taste of honey and lemon, its smell of rose and garlic, its sound of laughs and screams. But the authoress fails to do that in her story. Zäwditu does not describe or present the internal and external personalities of the two characters sufficiently and objectively so as to make them credible and living individuals.

It seems true to say that in order to create credible and well motivated characters the novelist's or the short story writer's artistic, imaginative and inventive mind whose power of observation is deep and critical may play significant role in this regard. Of course, while creating his/her character a novelists or a short story writer may follow certain kinds of approaches. According to the views (which are based on critical studies) of some literary scholars, there are at least three levels of

characterization and character delineation in any work of literature. Regarding this Gerald Weales records "The range is from extremely complicated personalities, realistically presented, to complete abstractions." (Gerald Weales. 1964: 28). However, here our main concern is not only with the methods of portraying some of the major characters that are realistically presented in the prose works of the post-revolution women authoresses, but also their defects at depicting credible, consistent and motivated characters.

In this regard, apart from the above works, the portrayals of some of the major characters of the two novels of S'ähaye (Quwasa and Anguz), the two short stories of Emewädeše (Endäzih Näw and Quč't), the six short stories of Yäzena (Samat, Yätäraqotä Edme, Sänayet, Zemetäyé, Yägerb Ruq, and Yämämäräqiyaw Lebbs), and the novel of Elfenäše (S'elmät) are also worth examining.

Hence, for instance, when we consider the characterization of the two novels of S'ähaye Mälaku, we see that her characters are extremely diverse. She portrays students, teachers, nurses, lawyers, artists, hair-dressers, soldiers, prostitutes, and tyrannical politician characters. In her two novels, however, we observe that some of the characters are not well depicted and

motivated. Websät Endayelalu, the protagonist in Quwasa, and Asäläfä e Bädané, the young janitor in the same novel, are the case in point. In the story none of these characters seems to be credible. Although they are the causes for the main conflict as well as the last tragic incident of the story, S'ähaye fails to describe the various facets of their personalities sufficiently, and, make them play their respective roles efficiently and convincingly throughout the story.

The authoress dismisses Webšät from the very start of chapter two until the last page of chapter five in which three-fourth of the narrative is presented. Then, she makes him appear on chapter six without any convincing reason or obvious purpose; and then, he moves along the story until chapter nine where the novel assumes an illogical and unconvincing ending. Even if he is a tragic character, Websät does not show any development or alteration in his personalities throughout the story. The narrative digresses from its main concern and focuses on the lives of other characters such as Mäkurya W/Rufé (a great friend of the protagonist), Fanayé (the nurse), Wäyezäro Mulunäše (the mother of Webšät's ex-lover), Abeyé Qet'aw (Wäyezaro Mulunäše's false husband) ... etc. S'ähaye does not take the necessary precautions in portraying both the

physical and mental characteristics of her central character, Webšät. She is unable to reveal both the external and internal realities of the character even in the last four chapters where the whole mystery of the novel is disclosed, the hidden relationships of the three prominent characters: Webšät, Mentäsnot (his ex-lover), and Wedé (an illegitimate daughter of the two people).

The portrayals of Asäläfä e Bädané, the young janitor who gives the story a tragic end, also lacks credibility. At the start of the story, we are told that Asäläfä e had fallen in love with her old neighbor, Mäkurya Wäldä Rufé, some twenty years ago. But in the end the former kills the latter, because he marries another woman called Fanayé. However, Asäläfä e does not have sufficient motivations which indeed forces her to fall in love with such an old man who is not aware of her deep love for him. Her appearance at the end of the narrative also accidental. She lacks concrete reasons to make herself appear on the last incident (Mäkurya's wedding) and kill a man whose age is not less than twice of her own. It seems that the authoress who invites and urges the young woman to make an atrocious crime, for she wants to close her story with a tragic and surprising scene. Therefore, since Asäläfä e's outrageous action is neither the outcome of the internal conflict (which may develop

in Asälafä e evil mind) nor the effect of the central conflict of the story (which the three prominent characters, Webšät, Mentäsnot, and Wedé, constitute), she lacks credibility and consistency.

Similarly, of the three women (Sänayet, Arägaše, and Qedest) whom S'ähaye delineates as major characters in her second novel, Anguz, only two of them are logically and objectively depicted. Objectively presented characters are, of course, convincing, because not only are they well motivated and have their own existence, but also possess typical behavior and personalities which reflect individualized backgrounds. Such kinds of characters do not act as the mouthpieces of a living artist, the novelist or the short story writer. In other words, they do not pronounce the author's views, thoughts, attitudes and feelings.

When we consider the portrayals of Sänayet, the orphan protagonist in Anguz, from the point of view of the above ever live truth, we find that she is presented as a living individual. S'ähaye credibly demonstrates that Sänayet is a wise, courageous, prudent, revengeful and still persevering woman. Her distinguishing traits are not only objectively drawn but fully developed, too. Her actions are always in harmony with her character. Therefore, the

reader acknowledges her decision of marrying the man who is not only the killer of her father and two young brothers, but also the cause for the illness of her mind which makes her suffer for eight years.

As soon as she is cured, Sānayet convinces herself that marriage is the only suitable means which may enable her to revenge the murderer, Kābādā Wami. Unlike, Asālāfāče Bādané, the young janitor in Quwasa, Sanayet has concrete reasons to be a vindictive woman. She is, therefore, a living character whom we always accept the credibility of the various aspects of her personalities from the moment she is introduced to us, because her behavior, motivation and mannerism are emerged from her own life and real experiences.

Not only is Sānayet a living and credible character, but Arāgaše is, too. Arāgaše is portrayed as being honest, frank, generous and still short-tempered and wrathful. Even if she is not depicted as perfectly as Sānayet, from the moment she appears in the story we see her develop and then alter her mental positions logically and convincingly. Thus, no matter when and

where we meet this woman, she usually appears live and credible character.

But, in the case of Qedest Bärnabas, the third important character in Anguz, the authoress fails to portray the unique traits and personalities of the character as skillfully and efficiently as she presents the above two characters. S'ähaye tries to portray Qedest not only as a devoted novelist, poet, and foreign educated woman, but also literary scholar who has a good command of the English language and great love for literature. However, Qedest does not show these qualities in the story either through her dialogues or creative writings or any other possible means. In the story, Qedest usually uses a non-poetic or a non-literary language both in her speeches as well as creative works. Although the omniscient narrator has asserted that she lived both in America and in Germany for many years and her pronunciation is also highly influenced by the foreign languages nowhere is her ability in these observed. On the contrary she articulates Amharic as correctly and perfectly as any Ethiopian who speaks Amharic language very well.

However, in her second novel, Anguz, S'ähaye seems to improve her technical defects in portraying incredible and motiveless characters. Such improvements in portraying credible and well

motivated characters seem to be partly the result of the literary comments and articles which she received from the public through a number of letters; and, partly the effects of the literary-critical writings which appeared on the state owned newspapers concerning the weaknesses and strengths of the technical and thematic aspects of her first novel, Quwasa. Above all, however, S'ähaye's improvement in the employment of literary techniques, particularly at delineating motivated and credible characters, is the result of the cumulative effects of (as she declared in the interview which she held with the writer of this paper) the literary advice and lessons which she received from literary scholars. S'ähaye owes her literary success to the latter group, particularly, Dr. Fäqadä Azäzä.

In so far as my literary career was concerned, the most important and historical moment was the day in which I had been introduced to Dr. Fäqadä Azäzä, an Assistant Professor in the Department of Ethiopian Languages and Literature at the A.A.U. ... It was really a historical day which had marked a turning point in my literary life. ... After I was introduced to Dr. Fäqadä, I showed him the first draft of Quwasa, my first novel. Then, after some days he gave me back the text with valuable and constructive

comments. ... Had it not been for his incessant literary advice and practical guidance, I could not have succeeded. ... (S'ähaye Mälaku. Nov. 1986 Eth.C.

Generally, unlike Qedest Bärnabas, the other two women characters (Sänayet Beru and Arägaše Šäwanqo 'äw) are more realistic and credible ones. Their actions, feelings, thoughts, emotions and behavior are the true reflections of the roles that they are given to play. The various aspects of their personalities are emerged from their own life. We fail to sense this in Qedest, however. She lacks credibility, consistency and some other indispensable qualities which we expect to observe in any skillfully portrayed character.

Similarly, Emewädeše's two short stories, Endäzih Näw and Quč'et do not overcome the defect of characterization. In both short stories, Emewädese hardly tries to portray the two central characters (Täwabäč and Yäwbдар) as being representatives of the young generation. A generation that becomes the victim of the various social problems of the society. A generation that suffers from unemployment, poverty, robbery, and prostitution.

These two central characters, Täwabäč and Yäwbдар, are not shown to have any other personal traits or reasons which motivates

them to join and lead the world of prostitution. Apart from the ideas of unemployment and prostitution, in the short story, Endäzih Näw, Emewädeše attempts to show that there are women who accept the friendship of men, or marry them just for their money. But the authoress hardly reflect such ideas and issues through the portrayals of Tāwabäč, a street-girl who is to represent both the life of prostitution and those women who care more for luxury than for love. Generally, though the authoress tries to reflect some of the major social problems of the society through the roles of these two women characters, she fails to portray them as living prostitutes as are the real ones. They both lack motivation as well as credibility.

Of all the four post-revolution women authoresses, none of them seems to create as credible and well motivated characters as Yäzena. Yäzena tries to depict plausible characters who reflect a high degree of reality. Most of the major characters in her six short stories are drawn faultlessly. Mäsfen, the protagonist in Samat and Bāfeqadu, a low-student in Yägerb Ruq, are delineated as educated people but with different traits of characters. The former is, therefore, presented as an evil man whereas the latter is depicted as a man of moral, ethics, logic, and truth. The two old

men, Abbahoy Gäbrä Tänsaye and Ayewa Gošu (the two major characters whom we find in Yäzena's two short stories, Yätäraqotä Edmé and Yämämäräqiyaw Lebbs are also well portrayed as men of humble birth but with distinctive physical and social characteristics.

Nevertheless, a few of her characters still fall short of giving us concrete and convincing reasons both for their actions, feelings and other particular characteristics. In this regard, the two major characters of the short story, Yägerb Ruq, are a good instance here. In the story, Feqertä, the third important character, appears to be the mouthpiece of the authoress. She is not sufficiently stimulated or motivated in her actions, especially, in compelling Alämšät, the heroine, to commit an unlawful sexual intercourse outside her legal husband, Ašänafi. Even if she plays a significant role in synthesizing the sub-plots together, her actions and feelings are entirely devoid of motivation. She does not have any apparent motivation and objectives when she blatantly intervenes in the affairs of the married couple, Ašänafi and Alämešät, and becomes the cause for their separation and the destruction of their sweet and lovely home.

Alämešät, the protagonist, is not exceptional either. In the story, Alämešät is described as a shy, coward and traditional

woman. She is brought up in a conservative and religious family. However, some of her actions do not seem to concord with her social and personal backgrounds. Thus, although she is a shy, traditional, and, above all, married woman, we see that Alämešät makes an unlawful coitus with a university student named Tewodros. The former is not well motivated in going against her legal husband, Ašänafi, however. It is Feqertä, the protagonist's school mate, who encourages and stimulates Alämešät to commit a sin against marital obligations and her sincere, loyal, considerate and loving husband, Ašänafi. Thus, Alämešät is obliged to do crime in order to satisfy Feqertä's tedious request.

On the other hand, Yäzena's technique of portraying the physical, social, psychological, educational, and economic backgrounds of her major characters through the dialogues of other participant characters are a very common one that appears in almost all her short stories. The method has, of course, certain technical advantages. Not only does it present the characters in actions, and create strong affinity between the reader, characters and incident, but also avoid extensive and awkward descriptions which may hamper the story's progress. Witness, for instance, how Yäzena

describes both the internal and external personalities of Asānafi as the dialogue goes between Alāmšät and her ex-neighbor, Tegst.

"አሸናፊ 'ኮ ለጥሩነቱ ተወዳዳሪ የግይገሻለት ሰው ነው።"

"እኔም እስከግውቀው ድረስ ጥሩ ሰው ይመስላል።"

"... መልክና ቁመናውስ ቢሆን ወንዳወንድ አይደለም"...

"... ለመሆኑ ደመወዙ ስንት እንደሆነ ታውቂያለሽ?" አለች ትዕግስት።

"... "ከሰባት መቶ ብር በላይ ነው ከዓለግያ በዲግሪ ከተመረቀ እንኳን ስድስት ዓመት አልፎታል።"

"Asānafi is a man whose goodness cannot be compared with any other person."

"He seems to be a nice man, as far as I know him."

"... Don't you think that his physical structure is also a manly one." ...

"... By the way, do you know his monthly salary?" said Tegst...

"It is more than seven hundred birr. Six years has already passed since he graduated from Alāmaya with the degree of Bachelor of Science." (Yāzena Wārqu. 1982 Eth. C.: 163-165)

Another favorite technique in describing physical appearance in the works of Yāzena is the use of photographs. So, important characters are described when the protagonists are made to look at the photographs of these characters. In this case, the photographs

of Hana, the beautiful and innocent woman, in Samat; and Ašānafi, the agriculturalist in Yäqerb Ruq, are good examples.

What is more in so far as Yäzena's unique style in characterization is concerned that she usually portrays young graduates and university students. For instance, Yäzena depicts five graduates and six university students in her three short stories, Samat, Yäqerb Ruq, and Yämäräqiyaw Lebbs. Of these eleven young intellectual characters eight of them are men, and the rest women.

On the other hand, when we examine the educational and social positions of Emewädeše's characters, we find that most of her male characters are well educated and professional workers whereas her female characters are not. In the short story, Anagaw, for instance, the central character, Anagaw, is delineated as a chief accountant. Likewise, in her three short narratives (Endäzih Näw, Enägräwalähu, and Mulatu) Emewädeše portrays well educated men. Accordingly, T'asäw and Abäjä, the two important characters in Endäzih Näw; and G'erma and Mulatu, the two prominent characters whom we find in the other two short stories, Enägräwalähu and Mulatu; are learned and professional men. On the other hand, almost all of Emewädeše's women characters with the exception of Sänayet

(the protagonist in the short story, Enägrāwalāhu) and Martha (the protagonist's spouse in the short story, Mulatu), have little education and are also unemployed. Not only are they elementary students and unemployed, but most of them are fatherless women, too. Tāwabäč, the young protagonist in Endāzih Nāw; Yāwbdar, the young heroine in Quč'et; and Dābritu, the central character in Yābakānä Giize, are good examples here.

Of course, such a method of characterization is also common in the works of Yāzena Wārqu and S'āhaye Mālaku. Thus, the two heroines (Sānayet and Yergādu) whom Yāzena delineates in her two short stories, Sānayet and Zemetayé, are orphans. Fanayé and Sānayet, the two major characters in S'āhaye's two novels (Quwasa and Anguz) are also depicted as orphan women. Furthermore the above three women authoresses have similar experience in portraying prostitutes, street girls, widows, and divorced women. But, relatively speaking, none of the authoresses seems to create credible and well motivated characters as Yāzena Wārqu.

According to her explanations in the interview which she held with the writer of this paper, Yāzena has studied literature for three years at the A.A.U. and graduated with BA degree from the department of Ethiopian Languages and Literature in 1977 Eth. C.

Thus, the exposure of the Addis Ababa University gives Yäzena better opportunity not only to experience the various facets of the lives of the main campus of the A.A.U., but also use some of the students and young graduates as type characters to write short stories.

In general, compared with the other fictional writings, Elfenäše's S'elmät and Yäzena's Samat, Sänayet, Yätäraqutä Edmé, and Yämämäräqiyaw Lebbs, more successfully create characters who are both types and live individuals. Not only this, they also make their characters act true to their distinguishing traits. Those major characters like Bezu'ayähu, Mäkuwanent, Mäsfen, Sänayet, Wäyezäro Qonjit, Emmahoy Särayet, Abbahoy Gäbrä Tänsaye and Ayewa Gošu are not only types but also live individuals with well-defined and distinct personalities. In other words, the portrayals of most of the characters in the works of these two authoresses appear to be credible and consistent.

Bezuâyähu, a widow protagonist in Elfenäše's S'elmät, for instance, is delineated as a sincere, honest, loving, hardworking, persevering and yet suspicious woman. Mäkuwanent, Bezu'ayähu's husband, on the other hand, is portrayed as a good-nature, whole-hearted, benevolent and bounteous man. He is skillfully delineated

and most identified by the above particular traits of characters. However, though these are portrayed as the most important distinguishing features, there are still other less emphasized ones characterizing his personalities in the novel, S'elmät. Hence, in the story, we find Mäkuwanent not only as a benevolent and whole-hearted man, but as scholarly, rich, hardworking, and personable, too.

Generally, unlike many of the characters in most of both the pre-and-post revolution prose works, none of these appears to be unbelievable and tedious vehicles of ideas, but real persons with particular traits of personalities. Thus, it seems true to say that Yäzena Wärqū and Elfenäše Bäkürä surpass other women authoresses at delineating credible, consistent, motivated and live characters.

### 3.2. Plot Construction

#### 3.2.1. The Nature and Methods of Plot Construction in Some of the Prose Works of Woman authoress.

It is true to say that the plot of a fictional literature usually provides the essential structure in the story by arranging its episodes, incidents and actions in a unified order from the

beginning through the middle to the end. Thus, unlike in a modern fiction in which new forms of structure are brought to use, the plot in a traditional story will form the structure of a story in the order of the beginning, the middle, and the end.

In the beginning section of the plot a writer may expose the introductory materials of his/her story. He/she may, therefore, unfold where and when the story takes place, who the characters are, and what the initial situation in the story is. In the middle section of the plot a writer establishes the various conflicts which develop to a moment of crisis, the climax of the narrative, usually marks an end of the development of the major action of the story. In the final section of the plot (the denouement or resolution), we expect the writer to show us the consequence of the action that occurred in the climax.

In addition to these important elements of plot, writers may as well use such techniques as foreshadowing and flashback so as to heighten the suspense in the story. The first technique enables the writer to provide hints or clues early in the story which forecast or suggest the turn of events and/or the outcome of conflict. The second technique interrupts the forward movement of the story to introduce a scene or episode from the past that highlights or

explains or comments on the present event or situation. What is more in so far as the characteristics of the plot of a story is concerned is that it should be "coherent", "unified" and "meaningful".

As is clear from a scanty critical studies of Ethiopian literature, the plots of most of the pre-revolution prose works are simple and very loose when we compare to the post-revolution ones. In this case, the fictional writings of women authoresses are not exceptional, either. In most stories, each character's life and action are not logically interwoven with those of others. Not only this, the events and incidents are also organized only in terms of time. Besides, most of them are not coherently interconnected one with another. Regarding the technical facets of the pre-revolution prose works, Thomas Kane records:

... the largest portion of the literature consists of a mass of poorly written materials in which coherent plots are lacking, incidents abound, but led no where and has a profusion of characters but none treated in depth, characters which appear and disappear without warning.  
(Thomas Leiper Kane. 1975: 17)

The present section of the study will therefore attempt to look at the nature of the plots of some of the prose works which we have already examined in the foregoing discussions. Thus, the plots

of the prose writings of Asrat, Zäditu, Mät'änäwärq, Wädäryäläše, Wedenäše, S'ähaye and Yazena are analysed from the points of view of the three features of plot: Coherence, unity, and Significance (meaningfulness). Besides, the employment of such technical elements as setting, flashback and dream in the construction of the plots of the prose works of S'ähaye and Yäzena are considered for critical examination.

When we consider the plots of the novels of the three pre-revolution women authoresses (Asrat's Yämäkinaw Mist'er, Mät'änäwärq's Yäbakänäw Giizé, and Zäwditu's Tegst Mäkäräññawa), none of them seems to fulfil the three features of plot which we mentioned above. Hence, for example, in Asrat's Yämäkinaw Mist'er, we observe not only illogical and meaningless divisions of chapters, but also most parts of the four chapters of the novel are filled with many different episodes that have nothing to do with the construction of the incoherent plot which tries to present the separation, immigration and reunion of the three prominent characters: Ato Ambayé, Wäyozäro Zenaše, Ambayé's wife, and Yäwebät, the young protagonist and son of the two people.

Although the writer establishes the conflict at the opening scene of the story, she fails to concentrate on relevant details

which may develop the conflict and enhance the forward movement of the plot. The heaps of unnecessary episodes and incidents which appear in such sub-topics as 'የሀፃን ከርታታ' (The Wandering Baby), 'ጣውንት በእህትነት' (An Enemy Sister), 'የልጅ ስደተኛ' (The Immigrant Boy), and 'ቀለጃኛው ገበሬ' (The Playful Peasant) are not interrelated one with another. Some of them (e.g. The Wandering Baby and The Immigrant Boy) are mere repetitions. Even though there are occasional references about the troubles of separation and immigration which are caused by the abduction of Wäyezaro Zenaše, the novel deviates from its purpose, direction, movement, and gives too much emphasis to such ideas like unemployment, prostitution and racial segregation which have little significance in the construction of the coherent plot of the story, Yämäkinaw Mist'er. Furthermore, the authoress portrays a great number of characters (e.g. teachers, beggars, street boys, guardians, peasants, students) whose roles in the story produce negative effect on the forward movement of the loosely-knitted plot.

In the novel, Yäbakänaw Giizé, too, we find a very loose interconnection among most of the thirty-eight letters which occupy most of the pages of the book. Such a technical shortcoming creates a lack of the sense of unity in the plot structure. The

framework of the plot in this novel is that there are two young lovers (Tegst and Tariku) who are students and anxious to marry to each other. However, although they live together as lovers for ten years and announce their engagement to the public, they are unable to do so because the boy (Tariku) fails to decide to marry his lover, Tegst. This is the situation around which the plot of the story is loosely woven.

Though it is true to say that every story is a narrative, the uniqueness of most of the pre-revolution narratives, however, lies in the fact that the writers use great number of unnecessary events rather than revealing the plot through relevant episodes and actions which often produce significant conflict and unified structure in the story. Mätänawärq, the authoress of Yäbakänaw Giizé, also does not overcome this defect of plot construction. The episodic novel, Yäbakänaw Giizé, is divided into twelve chapters in which both the titles and events of the chapters are arranged in their chronological order. The authoress, for instance, begins her story by telling us where and when the story takes place, who the characters are and what the initial situation is. The introductory materials of the story are presented chronologically.

ዓመተ ምህረቱ 1940 ቀኑ ግንቦት 2 ዕለቱ ሐሙስ ከሰዓት በኋላ ወደ አሥር ሰዓት ተኩል ገደግ ነበር። ከክፍል ወጥተን የዕረፍት ሰዓት ስለነበረ . . . ተግሪዎች በብዛት በጫዳው ላይ እየተራራጡ ይጫወታሉ ግግሾቻችን በየክፍላቸው ተቀምጠው ያጠኑ ነበር እኔም ከአንዲት ጓደኛዬ ጋር እክፍሌ አጠገብ ከጫገኘው በረንዳ ላይ እንጫወት ነበር፣ በሞቀ ጨዋታችን ላይ አንድ በጣም የግልቀርቦው ተግሪ በጋለ ንዴት መጥቶ . . . ባትፈልጋለሁ አላስገድድኸ . . . ደብዳቤዬን አንብቦኸ እመንገድ ላይ የወረወርኸው በጣም ታላላቅ ያለኸ አለኝ።

It was Thursday in the afternoon at about 4:30 P.M., 2 May 1940 Eth. C. It was a break at school. Many students were playing on the school's field whereas a few of them were studying in their respective classrooms. I, too, was chatting with one of my friends in the verandah, near my classroom. Meanwhile a certain student whom I am not very much familiar with came and shouted at me angrily . . . "Look! I won't make you accept my request by force, if you do not like it. But, it is a shame to discard my letter after you read it." he said to me.

This quoted passage is the opening paragraph of the first chapter of the story Yäbakänäw Giizé. In this opening paragraph, the authoress indirectly introduces the time and place of the action, the character-narrator (Tegst), and the initial situation of the story (the kind of relation between the anonymous

protagonist and a certain boy who writes a letter for her). The style of the presentation of the various episodes and incidents of the twelve chapters is not different from the style of the opening paragraph of chapter one. The bulk of events that appear in all twelve chapters are narrated one after the other or presented in their chronological order. They do not build and develop the essential conflict that helps the plot to move forward. As far as the plot of such a kind of story is concerned, Mark Schorer contends "... the events are organized only in terms of time, with a simple chronological coherence, one thing happening after another." (Mark Schorer, 1964: 13). As most of the thirty-eight letters (which the two lovers exchange in the narrative) and some of the twelve chapters are characterized by repetition, the conflict which the authoress establishes at the outset of the story becomes weak, and the negative effect of the latter makes the plot very loose and incoherent. In other words, the beginning, middle, and end of the story are not closely connected one with another.

When we also examine the novel, Tegst Mākārāñawa, we find no essential difference in plot construction which could give it harmony and structural unity that the above two novels lack. Like the preceding ones, Zāwditu's novel is also filled with irrelevant

incidents events and unnatural coincidences. The episodic plot of the novel does not focus on the main conflict that arises from the physical, social and spiritual problems which the orphan protagonist, Tegst Ayalqebät, faces while she was in love with a young student called Berhanu Mäng'stu.

For example, those incidents which devote to describe the different problems which Tegst encounters when she leaves her home town, Addis Abäba, and settles in Messawa appear to be unnecessary, because they are loosely interconnected with other episodes that both directly and indirectly establish the original situation in the story-the introduction, separation and reunion of the young lovers, Tegst and Berhanu. Moreover, those incidents which try to show the lives of the two bachelors (Abära and Dubalä) who live in Messäwa and give shelter to Tegst) and the nature of the relationships between Rai Ali (a man who lives in Messäwa) and Tegst are quite irrelevant. The conglomerations of the descriptions of such unnecessary incidents in the story therefore hinder the forward flow of the narrative by making the conflict and the plot weak and loose.

Thus, Unlike in Wädäryäläše's Känfär MätäČ'e, Eyärusalém's Beruh Helina Bäqäna Godana, and Wedenäše's Mesekerenäté, however,

we find in most of the pre-revolution prose narratives the use of unnecessary episodes and incidents that hinder the stories' progress. The loose interconnection between events, the absence of logic in their development, and the portrayals of superfluous characters make the plots of most of the writings lose harmony, unity, plausibility and vividness. As far as the technical weaknesses of the creative literatures of the past is concerned, Zärihun Asfaw (An Assistant Professor in the department of Ethiopian Languages and Literature at the A.A.U.) has made the following comment in his reply to my interview.

When we consider the fictional literatures of the pre-revolution women authoresses from the points of view of literary techniques, we find that a great number of them are as poor and weak as are the works of most of men writers. Most authors seem to be inexperienced technicians whose employment of literary devices suffer from incoherence, inconsistency and implausibility. Generally speaking, during the time most women authoresses produce poorly written narratives. (Zärihun Asfaw. 1986 Eth. C.)

As has been explained in the previous discussion, of all the pre-revolution women authoresses it is only the authoresses of Kämfä Mätaċ'e, Beruh Helina Bäqäna Godana, and Mesekerääté who

are relatively able to overcome the defect of portraying the life-long histories of the protagonists and other characters who play negative roles in the construction of coherent and well-woven plot. Instead their stories center on single situation.

In Wädäryäläšöe's Känfär Mätač'e, for instance, the struggle of Angagaw to murder his lover, Elizabeth, has been selected as the focus of the story. The different parts of the story are made to center on Angagaw's incessant effort to expose and kill Elizabeth who betrays his true love. The short narrative, Beruh Helina Bäqäna Godana, is also based on one typical situation, the efforts of the two young sisters, Lämläm and Asamänä e, to marry those men with whom they are in love. The conflict between the two sisters and their father, Ato Gäbäyähü, is the main cause for the establishment of the plot which develops through the five chapters that are coherently connected one with another. In the story, Ato Gäbäyähü, a traditional and religious man, wants his two daughters (Lämläm and Asamänä e) to establish marriage with men of wealth and noble birth. The two young women refuse to accept his word and decide to marry those men whom they are in love with. Unlike the stories of Asrat, Zäwditu and Mät'änäwärq, the events and incidents in Beruh Helina Bäqäna Godana are all useful not only in unifying the

different parts of the story, but also reflecting the central theme, the victory of modern thoughts/systems over the traditional/backward views and values. Likewise the story, Mesekerenäté, focuses entirely on the spiritual life of an anonymous character-narrator who contends with herself to become a true Christian, and believe that Jesus, the founder of the Christian religion, is the only saviour in this world.

On the other hand, the problem of logical interconnection and division of chapters in the construction of coherent plot is also felt in S'ähaye Mälaku's novel, Anguz. As is noted previously, Anguz is the only novel which focuses on political theme thus marking a new trend of development in the world of the fictional works of Ethiopian women authoresses. The story, Anguz, revolves around the political, social, economic, and artistic backgrounds of the three women characters: Sänayet Beru, Arägaše Šäwanqo 'äw, and Qedest Bärnabas. However, the plot focuses on Sänayet's intention of revenging the man who murders her father and two brothers.

In the story, Käbädä's love for Sänayet and the latter's non-acceptance of his love is the main impetus both for the major conflict as well as for the development of the loose plot. The

general framework of the plot is that, Kabädä, the leader of the revolutionary squads in G'enfele qäbäle, retaliates the heroine's negative response by murdering her father and two young brothers under the cover of the movement of political terrorism. Sänayet becomes a mental patient as soon as she hears the death of her family. Then, after eight years of illness the protagonist gets cure and decides to marry the murderer, Käbädä Wami, with the intentions of revenging the death of her father and two brothers. Other conflicts also arise later on as the story progresses. In the sub-plots we therefore see conflicts between Sänayet and Arägaše, a hair-dresser and great friend of the heroine; between Käbädä and Wäyezäro Bälätä e, a revolutionary squad; between Qedest, the artist, and the two young people (Dälälänne Täsäma and Ešäté ernät) who fall in love with the artist; between Wärqenäh, the street-boy, and his poor mother, Askalä. Thus, these are the situations around which the plot of the story loosely knitted. Most of these incidents however, do not seem to be significant and well connected with the major conflict that reveals the main theme of the novel, the political and social turmoils of the then Derg regime and the struggle of the people against tyranny and tyrannical politicians.

The bulk of the novel suffers from irrelevant episodes, settings and characters. The long flashback which attempts to present the childhood histories of the four important characters (Sänayet, Arägaše, Qedest and Abära) without any selecting of relevant incidents produces a negative effect on the construction of the thin plot of the story. In his literary book, A Handbook to Literature, not only does Holman discuss the meaning, essence and features of plot, but also stress the need for selection.

Episodes do not in themselves make a plot; the plot lies in relationships among Episodes. Hence, ... Plot is an intellectual formulation about the relationships existing among the incidents of a DRAMA or a NARRATIVE, ... To define plot as an intellectual formulation is not, however, to define it as abstract idea or philosophic concept. ..., but that formulation is of INCIDENTS-CHARACTERS and ACTIONS- and how they interrelate. ...

The demands of plot stipulate that the author select... those items which have a certain UNITY, which point to a certain end, which have a common interrelationship, which represent not more than two or three threads of interest and activity. Plot brings order out of life; it selects only one or two emotions out of a dozen, one or two conflicts out of hundreds, only two or three people out of thousands, and a

half-dozen EPISODES from possible millions. (C. Hugh Halman. 1980:336)

However, in S'ähaye's novels we often meet a number of unnecessary episodes, characters and settings. Thus, for instance, those incidents which present the detailed accounts of the lives of Warženäh, the street-boy in Anguz; Ka a Gämoraw, the old man who works at the Šakiso Gold Mining Center; Mäsfen, the wounded soldier; and his old mother appear to be redundant, because none of them is useful to reflect the themes and construct the coherent plot of the story. Emphasizing the need for selection and economy Miriam Alot also records:

... the plot-maker expects us to remember, we expect him to leave no loose ends. Every action or word ought to count; it ought to be economical and spare; even when complicated it should be organic free from dead matter... (Miriam Alot, ed. 1959: 248)

As has been clear from the foregoing discussion, the novel, Anguz, lacked a sense of unity. Most of its chapters are filled with unnecessary incidents and events which break the flow of the story and distract the attention of the reader from the main theme. Much of chapter one, for example, is devoted to a detailed political account of the life of General Mäng'estu Näwaye which has little or

no relation to the theme of the novel. The descriptions of the "Tahesas-Military coup"; the long literary discussion (which centers on the themes and portrayals of some of the characters of Araya, a novel written by G'ermaccaw Täklä Hawaryat) which the heroine holds with her former lover, Abära; and a detailed account of the historical background of "Gnbot Ledätä, a popular ritual ceremony; also depart from the main focus of the story. The last part of chapter four which centers on Qedest's literary and academic backgrounds, though interesting in itself, does not also seem to make the story progress. Chapter seven which is a positive commentary on a woman artist is not well connected both with the major plot and the sub-plots of the story. Emphasizing the need for unity, a noted literary scholar and philosopher wrote:

A plot ... should have UNITY, it should imitate one action and that is a whole, the structural union of the parts being such that, if any one of them displaced or removed, the whole will be disjoined disturbed... (C. Hugh Holman. A Hand Book to Literature. 1980, p. 335)

It is true that the interplay of characterization, conflict, setting, language, suspense and surprise is of utmost importance to a novel's plot. In Anguz, however, most of the qualities are

absent. The use of extravagant settings disturb the flow of incidents which essentially build the conflict and suspense of the story. On page 36, for instance, the authoress conveys a detailed historical accounts of Aläqä Näwaye's (the father of general Mäng'estu) house without any particular purpose. Although it is situated near Arägaše's house in the old village, Säbara Babur, the geographical and historical accounts of the residence of Aläqä Näwaye is not closely connected with the issues at hand, the revelations of the past histories of the two prominent characters, Sänayet and Arägaše. Nor does it help to show the miserable life of the latter character. The inclusion of such an irrelevant setting in the story has a negative impact on the smooth flow of the story and the coherence of the plot.

On pages 170, 244 and 258 of chapter seven, the authoress uses superfluous settings which attempt to portray the physical features and climatic conditions of Germany and the sceneries of Sidamo, Šakiso and Šäwa Robit. Apart from increasing the pages of the voluminous novel and obstructing the forward movement of the plot, none of the settings appears to have technical or thematic intent.

The novel also suffer from the incoherence produced by the author's insufficient knowledge of the exact locations of some of

the historical places which she uses in the story. In the subsequent dialogue, for instance, the speaker misplaces the historical site of Jägol. "... ሐረር ለወናራቸው ደገጥ ሐረር ገንቡ ጋ ድረ ጻዋ ጀገል ካለው ሱቃቸው ውስጥ የተነሱትን ፎቶግራፍ አግይተውኛል" "... in order to prove it to me that he used to live in Harär, he showed me his photograph which he took in his own shop which situated in Deré Dawa Jägol, near the castle of Harär." (emphasis is mine) (Anguze p. 307)

As is evident in this quotation the misplacing of the historical site, Jägol, gives the dialogue a sense of incoherence. In the former underlined phrase the speaker tells us that the historical place, Jägol, is located in Deré Dawa town, and then in the latter underlined phrase she says that it is situated near the castle of Harär. Here, there is contradiction between the two underlined phrases. The authoress confuses the reader with ambiguous and incorrect statements. S'ähaye places the historical site, Jägol, both in Deré Dawa and Harär, towns. But what is true about Jägol is that it is situated in Harär town - fifty five kilometers away from Deré Dawa. Therefore, the use of such an incoherent dialogue may not only dismiss those links that may connect and unite the scattered chapters, but the plausibility of the story, the harmony and unity of the plot as well.

Generally speaking, since the bulk of the novel is filled with isolated and incoherent accounts, and since the proportion of the treatment of the incidents of the various chapters is not determined by the degree of their relevance to the story, the plot is lacked unity and coherence. Besides, the portrayals of unnecessary characters (e.g. Askalä and Zäbänaye, the two prostitutes who live near Arägaše's house; Wärqenäh, Askalä's son; Mäsfen, the wounded soldier; Colonel Jigsa and Kača Gämoraw) and the employment of extravagant settings do not help the novel to be compact and structurally unified.

Unlike the prose works of the other two post-revolution women authoresses, however, Yäzena's and Elfenäse's writings do not suffer from incoherence, superfluity and loose plots. In many of their works the incidents, episodes and settings are well connected with the characterization, the conflicts and the themes. The focus of each plot is on the piling up of relevant episodes leading to the climax and then the denouement.

In such stories like Yätäraqotä Edmé, Yäqerb Ruq, Yämämäräqiyaw Lebbs and S'elmät, for instance, the focus is fully on the pattern of the events centering on the lives of the major characters of the stories. In Yätäraqotä Edmé, for example, the

conflict and plot revolve around the humble backgrounds of the two old and sterile people, Abbahoy Gäbrä Tänsaye and his wife, Emmahoy Särayet. Although both characters are aged people and need Senqe's (their foster daughter) help, the latter fails to take more care over their lives. Such lack of significant attention and care towards the lives of these aged people brings about their death. Thus the various events and incidents of the story establish the internal and external conflict which revolves around the lives and death of the two religious people, Abbahoy and Emmahoy. The plot of Yäqerb Ruq also centers on the married life of the two major characters, Ašänafi and his wife, Alämsät. In Yämämäräqiyaw Lebbs, too, we find a coherent plot whose episodes deal only with the living conditions of the two poor characters, Ayewa Gošu and his learned daughter, Askalämaryam. The plot of S'elmät also dwells on the good and bad life experiences of a widow character called Bezu'ayähu.

The uniqueness of the plots of these four narratives is also marked by the employment of proper flashbacks and foreshadowings. Yäzena and Elfenäše use both techniques skillfully and effectively in the construction of the tight plots of their respective stories. In their narratives both devices appear in the proper places with relevant incidents which provide the reader with background

information that illuminate the present realities, and give hints that subtly suggest the final outcome of the narratives.

Yäzena's Yägerb Rug, and Elfenäše's S'elmät by contrast, show a more remarkable and artistic employment of flashbacks. In Yägerb Rug we are given two brief flashbacks which are coherently linked with the closely knitted plot of the story. The first flashback is presented from page 98 to 114. The opening incident of this flashback shows the circumstance in which Ašänafi makes the acquaintance of Alämešät Bäfeqadu, the daughter of a traditional and conservative man. It also provides us with brief accounts of the social, psychological, cultural and religious backgrounds of Alämešät as a young - unmarried woman. Apart from revealing both the internal and external personalities of the married couple, this flashback also exposes the central conflict of the story which arises from the disparities in feelings and interests for education that the two married people have.

The second flashback (pp. 120-5) dwells too much upon Feqertä's sexual, educational and literary backgrounds. The revelation of the character's various personalities is useful in building the conflict and heightening the suspense of the story. As we probe into the episodes of this flashback we can also realize

that Alämešät contrasts to Fegertä. Thus, in the flashback scene Alämešät is portrayed as an innocent, shy, introvert, inexperienced and traditional woman whereas the latter is depicted as a careless, extrovert and well-experienced woman. Such a sharp and remarkable contrast between these two important characters may have two - fold purposes in the story. First, it helps to build up the sense of conflict and makes the story flow smoothly without any hinderence. Secondly, such disparities becomes the cause for the tragic scene which we meet at the end of the narrative - the abortion of the illegitimate child and the separation of the two major characters, Ašänafi and Alämešät.

S'elmat, too, attains the same artistic qualities in its employment of flashback. In this novel, we are given the whole story in the form of flashback. During the course of the development of the plot, the character narrator (Bezu'ayähu) retrospectively unfolds the three major events that mark significant changes in her life histories.

The first flashback scene, for example, demonstrates the hardships of the protagonist which she used to face while she was living with Dawit, her first husband and for whom she gave birth to a baby-son. In the second part of the flashback we are told not only

that Bezu'ayahu is employed as an archivist, but also the death of Mäkuwanent with whom she lives together almost for twenty seven years. In the last part of the flashback the central character recounts the negative effects of the death of her second husband, Mäkuwanent, on the pieceful, sweet and cheerful lives of her family. Not only are the different parts of the flashback story made to be knit together and convey a sense of unity, coherence, and significance, but also enunciate the various themes (cruelty, betrayal, perseverance, love and death) and form a well-knit plot of the story. This harmony in the flashbacks and the authoress's skillful choice of the proper place for their appearances therefore give the story more compactness and a smooth flow.

Of course, the flashback must have not retarding the story's forward movement. The long flashback in S'ähaye's Anguz is a case in point. The defect in using flashback in Anguz, is vividly seen in chapter one where the authoress presents the childhood histories of the three prominent characters without selection and the social and political accounts of the life of General Mäng'estu Näwaye. None of these flashbacks appears to be useful either to the development of the plot or expose the conflict or the general mood of the story.

On the other hand, of all the authoresses that this study considers, it is only Yäzena Wärqu who attempts to use foreshadowing as a device for developing the plots of her three short stories, Sänayet, Yätäraqotä Edmé, and Yämämäraqiyaw Lebbs.

Apart from its nature of probabliness and subtlity, foreshadowing must be very disguisedful and consistent. The foreshadowing in Yäzena's Sänayet appears to be inconsistent and vague, however. But in her two short narratives, Yätäraqotä Edmé and Yämämäraqiyaw Lebbs, the foreshadowings are indirect, consistent and artistic. In the story, Sänayet, Yäzena hardly tries to suggests the story's tragic ending through the portrayal of a rainy setting which she uses at the very outset of the story. In the latter short stories, Yätäraqotä Edmé and Yämämäraqiyaw Lebbs, however, we observe a skillful employment of foreshadowing which subtly hint the sorrowful ending of the stories by heightening the suspense of the conflicts and the dramatic effects of the events.

In Yämämäraqiyaw Lebbs, for instance, the use of the technique of foreshadowing is vividly seen on pages 265 and 266 where the father of the heroine, Ayewa Gošu, narrates his dream experience to his wife, Wäyezäro Accamyäläse. According to the traditional beliefs and values of the Amhara people the traditional meanings

and interpretations of Ayewa Gošu's dream may hint the final outcome of the story, the loss of Ayewa Gošu's money. Furthermore, the gloomy setting of the story: the humble-hut, the dim light of the kerosene lamp and the dark-time may subtly suggest the last scene or the sad ending of the story. In Yätäragotä Edmé, too, we note that Yäzena uses similar device to give hints that subtly suggest the future turn of events and heighten the tension in the story.

Generally, the conclusion that can be drawn from the foregoing discussion, therefore, is that the problem of logical interconnection and division of parts in the construction of the plot is commonly felt in most of the prose works of Ethiopian women authoresses. We observe that most of the episodes and incidents of the stories lack significance, unity and suffer from incoherences. However, compared with other writers, Wädäryäläse, Eyärusalem, Wedenäse, Yäzena and Elfenäse appear to be good at constructing coherent, unified and meaningful plots whose incidents, events and parts are logically and artistically interwoven one with another.

### 3.3. LANGUAGE

#### 3.3.1. Appropriateness, Conciseness, and Harmony of the Language in Some of the Prose Fictions of Women authoresses.

The Language of literary writing is said to be at the core of the work by which all the other elements are expressed. By way of definition, the language of a fictional narrative is nothing more than the evocative, appropriate, coherent and concise words, phrases and sentences uttered by the characters or narrators. It is the only medium by which the characters express their ideas, feelings, emotions, desires, and the relations they have with other characters. Since language is a chief apparatus by which both the novelist and the short story writer communicate their works to others it must be used appropriately, concisely, consistently, and effectively. No matter how imaginative and observant he/she is, the novelist or the short story writer will not be able to achieve his/her purposes if his/her language lacks appropriateness, vividness, conciseness, coherence and/or harmony. These are, of course, some of the elements which make the language of a work of literature different from the colloquial language used in ordinary life.

Basically, the kind of language that a novelist or a short story writer uses depends on three different things. First, it depends on the writer himself/herself. In other words, the writers' knowledge of words or language, and style of expression will determine the nature of the language of his/her fictional text. Secondly, on the kind of story he/she wants to write. And, thirdly it also depends on the characters that the writer creates. The novelist or the short story writer must therefore make his/her language appropriate to the subject of his/her story. He/she must harmonize the language of his/her imaginative writing with his/her characters and/or narrators. Otherwise the work may fail to convince the reader's mind and achieve its ultimate intent.

The effectiveness of the language of work of literature must also be seen in relation to the forward movement of the story; therefore, the language of fictional writings must be vivid, concise, coherent, appropriate and plausible. Its vividness, appropriateness, conciseness, and coherence will enhance not only the aesthetic value of the work but the development of the plot as well. No matter how a great and original idea he/she raises his/her work may assume failure, if his/her language lacks those qualities which we mentioned above. In other words, the writer's success or

failure, directly or indirectly, depends on the appropriateness, conciseness, coherence and vividness of his/her language. Thus, this section of the study will attempt to examine the nature of the language of some of the prose works of women authoresses from the points of view of its appropriateness, conciseness, coherence, harmony and some other indispensable features and qualities.

As is clear from a closer study of Amharic literature, the fictional works of most Ethiopian women authoresses are not as good in the artistic manipulations of techniques as are the writings of few men authors. This holds true to their language, too. The nature of the language of most of the prose works of women authoresses appears to be inartistic. In other words, it lacks conciseness, appropriateness, harmony or coherence. Some of them are poor in linguistics realism. Their protagonists speak the same language which the writers themselves speak. Zäwditu's Tegst Mäkäräñawa Mät'änäwärq's Yäbakänaw Giizé, and S'ähaye's Quwasa and Anguz are typical examples in this regard. In the story, Tegst Mäkäräñawa, for instance, the languages of the omniscient narrator and the two young lovers appear to be the ordinary language of the authoress which fails to reflect not only the emotion, feelings and essence of the subject matter of the narrative, but also the emotional and

inner selves of the two young lovers, Tegst Kābādā and Berhanu Māng'stu. The language of Asālāfā Bādané and Mentewab (the young Janitor and the woman prostitute in S'āhaye's two novels, Quwasa and Anguz), too, become the philosophical utterance of the authoress herself. Their thoughtful and striking speeches are not in harmony both with the internal and external realities of their character. Hence, it appears to be very difficult to consider Mentewab, an illiterate prostitute, as a woman who has profound knowledge about the causes and effects of the various social problems such as poverty, unemployment, robbery, violence ... etc. The two tyrannical politicians (Kābādā Gari and his friend, Bāla äw) whom S'āhaye portrays in her second novel, Anguz, are also unable to reveal their political personalities through appropriate words/language which are newly invented during the outbreak of the 1966 Eth. C. Ethiopian Revolution, particularly, the time of red terrorism. Nowhere in the story are these two characters attempted to use political language which may differentiate them from other characters. Even if S'āhaye depicts cruel politicians, she fails to make them express their internal and external realities in a coherent and appropriate language which practically reflects their political views and tyrannical traits of character.

The two fictional works of Asrat Gäbrä S'adeq and Gänät Baheru, too, do not overcome this defect of incoherence and disharmony in the use of language. In both stories, the authoresses fail to use appropriate language which significantly evoke the necessary emotions and the sadest feelings of the two unfortunate characters (Wäyezaro Zenaše and Wäyezaro Manaläše Yaläné) and of the tragic incidents and episodes of the narratives.

On the other hand, the use of verse is a popular style and common feature of the language of the prose works of most pre-revolution women authoresses. The fictional writings of Asrat Gäbrä S'adeq, Eyärusalém Yesmaw, Mät'änäwärq Samuel, and Gänät Baheru are good instances in this regard, However, though it is a very popular style of language, in most works it does not express deep feelings, emotions and thoughts in a vivid, coherent and appropriate language. Instead a good number of verses are used just to communicate the authoresses's comments, views and feelings. None of the authoresses attempts to manipulate it with the intention of producing special effects or any other technical intents which may enrich the artistic values and meanings of their works.

In her story, Beruh Helina Bäqāna Godana, Eyārusalém uses two different verses, "ብሉ ገረገገ" (A Wise Student) and "ለገገገ አይመጥ" (Not Suitable for Criticism), in which she comments on the qualities of a wise and clever student, and criticizes the "modern" dressing style of the Ethiopian women. Although we read in both verses the repetition of similar sounds in similar positions, none of them seems to be concise and the imaginative expression of strong feeling. Nor does the language of both verses seem to be designed to produce the necessary effects or pleasure or meanings of the love story (that revolves around the traditional and modern thoughts of marriage) through beautiful, elevated, imaginative and profound expressions.

Mät'änāwārq also employs the same styles of language in different chapters of her narrative, Yābakānāw Giizé. Like Asrat and Gänät, the authoresses of Yāmākinaw Mist'er and Misten Bekada Dāräsābeñe Fedā, Mätänāwārq makes her major characters (Tegst Ayalqebät and Tariku Täsäma) speak in a patterned language, verse. However, most of the verses (which the two young lovers exchange through their letters) as in the stories of Asrat, Eyārusalém and Gänät, are only collections of mass of words arranged in pattern. The language of the verses does not tell us, through important

emotional reaction, something that cannot be said. The language of the long verse (pp. 116-121) which Tegst, the protagonist, composes and reads to the reader does not tell us about the worst and saddest conditions of the speaker who is in fact disappointed at finding her lover, Tariku, with another woman at his home. Nor does it reveal the inexpressible feelings, emotions and sorrow of the protagonist, Tegst. Moreover, the language of verse which Tariku writes to his lover, Tegst (pp. 80-82), lacks not only imaginative words and powerful expressions which show his deep love for the latter, but also harmony and coherence. In his letter which he composes it both in prose and verse language, Tariku tries to appreciate Tegst's beautiful body and also express his deep and genuine love for her. But at the same time he highly condemns Tegst for the simple reason that the latter fails to pay a visit to the former. The authoress, however, tries to conclude her narrative with a ten lines verse which reflects one of the major themes of the story.

ፍቅራችን ፈረሰ መሠረቱ ጠፋ፣  
ወዳጅ ዘመናችን ስለኛ ተከፋ።  
እንግዲህ እበቃ ተፈፀመ ዛሬ  
ሳለወድ ተለየሁ ከፍቅር መጥራ።

...

እኔም አላጠፋሁ እሱም ጥሩ ሰው ነው፣  
አንባቢ ይፍረደን ታሪኩ ምስጢር ነው፣  
በልጅነት ጊዜ ፍቅር የወጠናችሁ፣  
በኛ ከደረሰው ዓምላክ ያርቃችሁ።

Our love is ceased its root is  
destroyed,  
And this makes our friends and  
relatives feel sad,  
Oh! It's all over with it, today it  
comes to an end  
To be separated from my darling  
lover makes me sad,  
...

I did nothing, neither did he,  
Let the reader comment upon this  
story, for it is mystery,  
You, who fall in love at the under-  
age,  
Let God be with you and keep you  
away from such disasterous fate.  
(Mät'änwärg Samuel. 1965 Eth.  
C.:209)

Compared with the other long verses, the language of this one is more concise, coherent and appropriate to the subject of the story. However, the words in the above quoted verse are not as beautiful and powerful as are the words of poetry which usually expresses deep feelings and noble thoughts more artistically.

S'ähaye and Elfenäše also employ verse in their two novels, Anguz and S'elmät. In Anguz, for instance, S'ähaye uses verse for double purposes. Thus the verse that appears on pages 177-178

enables the novelist not only to portray Qedest Bärnabas, the third important character in the story, as an artist, but also reveal her patriotic feelings and great affection for her mother land, Ethiopia. However, S'ähaye seems to be very much concerned not with the aesthetic significance of the language of the verse but with its technical and thematic purposes. Hence, though Qedest is described as a literary woman; though she is depicted as a woman whose artistic mind is so clever, imaginative and creative; though her verse which deals with the Abaye Wänze (Black Nile) is metrical and rhythmical, it does not contain the high and profound thought, the imagination and the deep emotion of true poetry. In addition to this verse (pp. 177-178) S'ähaye attempts to employ songs in her story but in vain. The authoress fails to give appropriate meanings or aesthetic qualities to the children's political song which appears on page 15, in the middle of chapter one. Even if the song seems to condemn those senior officers who take the initiative to overthrow the then Haile Selassie government, and also creates variety in terms of the novel's prose language, it does not have coherence and harmony either with the themes, or the conflict, or the plot of the story.

In her novel, Elfenäše also employs a lengthy verse for two-fold purposes. First and foremost she is able to portray the literary personality and creative mind of her second son, Dagmawi Mäkuwanent. Moreover, the authoress makes Bezu'ayähu, the protagonist, introduce her son to the narratee, Egegayähu, and express the importance of education which underlines one of the major themes of the story. Therefore, the verse which Dagmawi, an eleventh grade student, writes about the importance of education and literacy campaign, has harmony, not only with the story, but also the creative personality of the young-student character.

Not only this, most of the prose works of the writers under discussion also resemble each other in the nature of their language, especially, in the style of constructing phrases, sentences and paragraphs. Thus, many writers with the exceptions of Wädäryäläše, Yäzena, Emewädeše, and Elfenäše use long and tedious sentences and paragraphs. The authoresses of Yäbakänaw Giizé, Yämäkinaw Mist'er, Tegst Mäkäräñawa, and Anguz are the case in point. These authors fill the space of one or two pages of the books with single sentence or paragraph. The use of such a style of language - a language that reveals itself with long sentences and paragraphs has a negative impact on the emotions, interest and

understanding of the reader. Not only will the reader lose interest in reading the story, but also he/she face difficulty in grasping the idea/s of the incident or event under consideration. Some of the short sentences also become abrupt that they tend to convey negative meanings and appear to be contrary to what is said or described in the stories. The following are two examples which appear in the novel named Anguz "... ካቻን አድናቆት ተሰፈው" "... Kač'a is infected with surprise"... (emphasis is mine) (p. 251). " ሐረር ለመኖራቸው ደግሞ ሐረር ገንቡ ጋ ድረ ደግ ጆጎል ካለው ቡቃቸው ውስጥ የተነሱትን ፎቶግራፍ አግይተውኛለሁ" "... in order to prove it to me that he used to live in Harär, he showed me his photograph which he took in his own shop which situated in Deré Dawa Jägol, near the castle of Harär." (emphasis is mine) (p. 307).

In the first quotation, the expression of the omniscient narrator fails to show the true meanings of the feelings and emotions of Kač'a in that the underlined phrase is misused. In the phrase "infected with surprise", the word "infected" refers to Kač'a's illness. It does not, however, tell us that Ka a is lost in admiration of the beautiful scenery of Addis Abäba. And, what is more is that since feelings of admiration or surprise is not a disease by itself it does not infect or wound one's body or mind or

feelings. In the second paragraph, too, the underlined phrase is also misused. There are two words in this phrase, Deré Dawa and Jägol. The former word refers to a town's name whereas the latter is the name of historical place. But, what appears contradictory in this phrase is that the latter is misplaced. The historical place, Jägol, is not situated in Deré Dawa, but, as is described in the last part of the underlined phrase, in Harär.

Unlike most women authoresses, however, Yäzena and Emewäde<sup>v</sup>e do not seem to be ignorant about the advantages of punctuation marks. In their stories, they attempt to use them properly and effectively. They have tried to separate the dialogues of the characters from the narrator/s' speeches by using quotation mark, hyphen, question mark and new lines. Furthermore, Yäzena appears to be so unique in using figures of speech such as symbolism, metaphor, and simile by which she is able to enrich the aesthetic value and literary-technical quality of her stories.

Unlike other women authoresses, perhaps it is in Yäzena's Yätäraḡotä Edmé and Yämämäräḡiyaw Lebbs that we find an artistic and concise use of language which does not only affect the reader's emotions, and feelings, but also help the forward movement of the plot. Perhaps none is striking than the symbolisms of Ayewa Gošu's

(the father of Askalämaryam in Yämämäräqiyaw Lebbs) dream experience, old and dark hut, and the dim light of the kerosene lamp. In his dream, Ayewa Gošu, as has been explained in chapter one, sees that he sinks into a big sea with his clothes. But, when he comes out of the sea he finds himself naked. According to the traditional and cultural beliefs of the Amhara People, the big sea into which the poor peasant character, Ayewa Gosu, is sunk has its own symblic meaning and interpretation. Hence, for them a big sea symbolizes a big city or town. His naked body, on the other hand, is considered as a sign of loss or failure. In the short story, Yämämäräqiyaw Lebbs, these two things are used both as symbols and foreshadowing, too. The big sea will therefore stand for the great city, Addis Abäba (the place where Ayewa Gošu loses his money) whereas Ayewa's naked body will suggest the loss of his money, the prediction which will be realized at the end of the story, page 292.

On the other hand, the old dark hut in which Ayewa Gosu lives with his family, and the dim light of the kerosene lamp may also symbolize poverty and the miserable lives of Gošu's family. The employment of such a technical device is also clearly felt in Yätäraqotä Edmé. In the story the symbolisms of the old dark hut, the dim light of kerosene lamp, old-age, sterility ... etc., get

their power of appropriateness, coherence and effectiveness from the contrast they draw. The contrast between old age and sterility; between the smoky fire and the life of the two aged people (Abbahoy Gäbrä Tänsaye and his wife, Emmahoy Särayet) may therefore have technical purpose, for it subtly hints the final outcome of the story. The settings of the story, Yätäraḡotä Edmé, and those abstract ideas that are mentioned above are used not only to suggest the tragic incident which will come true in the end, but also reflect the central theme of the narrative.

One of the strongest points of Yäzena's language is its use of live and pertinent dialogues. Of all Ethiopian women authoresses, none is as skilful as Yäzena at employing good dialogues. The dialogues in most of Yäzena's short stories appears to be natural, terse and purposeful. They contribute a lot in constructing tight plots, exposing conflicts, heightening suspense, underlining the major themes, and introducing the physical, educational, social, psychological and economic backgrounds of the characters precisely and effectively.

In the short story Samat, for instance, the long and the short soliloquies of the protagonist, Mäsfen, disclose not only the speakers' typical traits of characters and the relationships of the

characters, but also the conflict and the central themes of the work. The short soliloqui of the protagonist that comes at the outset of the story (p.5) exposes the very conflict of the narrative which arises because of Mäsfen's love for Meseke, the girl friend of his great friend, T'elahun. Furthermore, in the long soliloqui that goes from page six to ten, Mäsfens' jealousy, cruelty, insincerity and evil-mind are shown as having no human bounds.

The dialogues in Yätäraqutä Edmé, particularly, the dialogues that go between the two aged people are also concise and in harmony with the characters. Not only do they strike-up the conflict, but also enlighten the reader on the physical, social and biological backgrounds of the poor and aged characters. Besides, Yäzena's language is precise and economical for the most part. In many of her stories, she tries to avoid superflous expressions, statements, and words which are, of course, very common in the works of many women authoresses. The frequent use of present tense, on the other hand, enable the authoress to give her stories action and the sense of immediacy.

In general, this short story writer, Yäzena, knows that the language in her short narratives belongs not only to the kinds of the stories but to her characters as well. It is easily discernable

that she has always considered the words in her stories in the context of the situation. Her language is, therefore, concise, appropriate and effective in that it carries the plot forward, working as a part of the conflict and characterization.

SUMMARY AND CONCLUSION

The intent of this study, as is explained at the outset, has been to introduce and analyse some of the prose works of twelve Ethiopian women authoresses from the point of view of the applications of literary devices.

In their stories, the authoresses try to use a number of narrative techniques which they feel best and apt to transmit the ideas and/or central themes of their works to the audience as clearly as possible. The majority of authoresses unfold their stories in the first person, the objective and the omniscient points of view. Such writers as Asrat, Mät'änawärq, Wedenäše, Wädäryäläše and Elfenäše have employed the first person point of view, whereas Mästawat, Zäwditu, Emewädeše and S'ähaye have disclosed their narratives in the third person. However, S'ähaye at times tries to combine the omniscient position with the objective one. Of all the authoresses, however, it is only Gänät who has constructed her story, Mistén Bekäda Daräsäbeñe Feda in the objective narrative stance. Yäzena, on the other hand, has used all the three methods to recount her six short stories. The last two methods, among others, have enabled her not only to express her

characters' external realities and probe into their innermost feelings and thoughts, but also detach herself and present them objectively.

The epistolary method is also a common feature of the prose works of Eyärusalém, Mastäwat, Mät 'änäwärq, Gänät, Wädäryäläše and Yäzena. But, none of them is surely as excellent craftwomenships as the last two authoresses. They both use the technique effectively and artistically. The letters in their narratives are essential tools not only to knit the incidents together and move the plot forward, but also reflect the central themes of the stories. Furthermore, few authoresses have used the flashback, telephone conversation and dream techniques in order to reveal not only the relationships of the characters and the themes of their writings, but also produce conflicts which are the main cause for the stories to begin with.

The works of Wädäryäläše, Elfenäše and Yäzena are good instances here. Thus, for example, Wädäryäläše opens her story with the protagonist's retrospective monologue which triggers off the main conflict of the narrative. In their two stories (Yämämäräqiyaw Lebbs and Selmä't) Yäzena and Elfenäše have employed telephone conversations and dream experience to subtly suggest the outcome

of events and portray the emotional and mental behavior of the female protagonist who appears in S'elmät. Apart from emphasizing the central themes, such technical elements are very useful in building the psychological and social conflicts of the two stories.

Most women authoresses, with the exceptions of Asrat Gäbrä S'adeq and Gänät Baheru, delineate young female protagonists whose educational backgrounds range from the level of elementary school to university. Indeed, such a literary style is very common both in the pre-and-post revolution eras. However, few authoresses try to show the social and psychological problems of womankind through the portrayals of prostitutes, divorced women, widows, and woman-artist characters in their fictional works.

Unlike Eyärusalém, Wädäryäläše, Yäzena, S'ähaye and Elfenäše, however, most authoresses depict abstract characters who are merely representatives of ideas and not really living individuals. Their actions, speeches and thoughts lack consistency, appropriate motivations and do not correspond with their personalities. When we probe into the stories of Asrat, Zäwditu, Mät 'änäwärq and Gänät, we find a number of characters who are tedious vehicles of abstract ideas. As are mere mouthpieces of their creators nowhere are their true personalities revealed in

their own actions, speeches, feelings and thoughts. The fictional works' failure to portray the particular traits of their characters objectively and artistically is partly due to the authoresses' age and educational backgrounds, and partly due to the lack of sufficient knowledge about the characteristics of literary devices and the general milieus of the society in which they live. Not only are most writers (particularly those prerevolution ones) young and inexperienced, but their educational background is bound to Elementary and Junious schools.

Compared with the first two authoresses who are mentioned on the first line of the above paragraph, Yäzena and Elfenäše are more skilful at delineating well-motivated and credible characters. Their endeavors to go deep into the behavior of their characters and the causes that influence their feelings and actions are surely marks of good and highly skilled authoress. However, few of Yäzena's characters reveal duplication to the extent that they lack originality and individuality.

Unlike in the works of Wädäryäläše, Eyärusalém, Wedenäše, Yäzena, and Elfenäše, we see that the use of irrelevant incidents and unnecessary characters in the plot construction is a common practice in the stories of many women authoresses. The presentation

of events which are organized only in terms of time and the portrayal of each character's life from childhood to old age are also typical features of the plots of many narratives. For example, the lack of the sense of unity in the plot structure and the problem of logical interconnection and division of chapters in the construction of the plots are evidently seen in the novels of Asrat, Mät'änäwarq, Zäwditu and S'ähaye. The cramming up of unnecessary incidents, characters and settings that recurrently appear in the stories of their novels may not only distract the attention of the reader from the main themes, but also hamper the development of the plots. The interplay of characterization, conflicts, settings, language and suspense is absent in the majority of works of those novelists.

To the contrary, the fictions of Eyärusalém, Wädäryäläše, Wedenäše, Yäzena and Elfenäše are fully focused on a single situation which develops along the main line of the plots. The pattern of the events are also centered on the lives of important characters. Of the five authoresses, of course, the last two people are more skilful at constructing tight plots whose incidents, events, conflict, settings, chapters and characters are logically and artistically knitted one with another. Thus, Yäzena and Elfenäše, by contrast, show a remarkable and artistic employment

of flashbacks and foreshadowings as devices for developing the plots of their stories.

Generally speaking, with the exceptions of the fictional works of the above five women authoresses, the problem of logical interconnection and division of parts, and the cramming up of unnecessary characters, events, incidents and settings in the construction of the plots are commonly felt in the prose works of many Ethiopian women authoresses.

On the other hand, when we examine the nature of the language of the fictional works of women authoresses, we find that most of them use weak, inappropriate, incoherent and inartistic language. Their language lack preciseness and effectiveness for the fact that a great deal of them employ long winding sentences and tedious paragraphs that are customary in most early Amharic novels. However, such authoresses like Wädäryäläše, Yäzena and Elfenäše use concise, coherent, pleasant and appropriate language which seems to be in harmony both with the subjects of the stories and the characters.

Although some of the conversation in the narratives of women authoresses are short and well-suited to the characters speaking them, most of them are, however, too long and tend to digress from

the pertinent themes and subject matter under consideration. Moreover, the majority of works do not overcome the problem of punctuation marks. Perhaps none of the authoresses is as careful and pragmatic as Emewädeše and Yäzena at employing proper punctuation marks in their respective stories. Similarly, one of the strongest points of the latter's language is its use of live and pertinent dialogues. Unlike in the works of other authoresses, the dialogues in most of Yäzena's short stories appear to be natural, terse and purposeful. They contribute a lot in constructing tight plots, revealing the backgrounds of the characters and emphasizing the major themes of the stories.

Generally, compared with other women authoresses, Wädäryäläše, Yäzena and Elfenäše have tried to use an appropriate, coherent and concise language which carries the plots forward, working as a part of the conflict, suspense and characterization. In other words, these authoresses seem to know that the language in their fictional works belongs not only to the kinds of the stories but to their characters, too.

Lastly, the conclusion that can be drawn from the foregoing discussion, therefore, is that the lack of wide life experiences and sufficient knowledge of literary devices and readings are

appeared to be the common shortcomings of most of the Ethiopian women authoresses. Regarding the latter idea, Kane contends:

The lack of technical skill on the majority of writers in Amharic means that they are few who are aware of the different types of prose literature current in modern literature, or if aware, lack the requisite skill or understanding needed to write them. (Thomas Kane. 1975: 16-17)

On the other hand, such major obstacles as the lack of literary schools, training centers, seminars, symposiums, well established literary journals and the practice of literary criticisms which entirely dwell on the fictional products of women authoresses can also indicate some of the adverse circumstances under which they embark upon their literary creations. As a result, most of our women authoresses are unskilled technicians whose fictional texts suffer from heaps of irrelevant incidents, extravagant settings, unappropriate and incoherent language, unnecessary and abstract characters, and loose plots. Moreover, the absence of sufficient publishing houses, the increment of the price of publication, the fall of the demand for fictional literatures and other inimical conditions curtail the efforts of Ethiopian women authoresses.

To sum up, although most women authoresses lack the basic knowledge of the characteristics of different kinds of literary devices, the fact is that their works not only portray some of the oppressive elements in our social norms and cultural beliefs, but also serve as stepping stones in the development of Ethiopian literature. Whatever the shortcomings or weaknesses of their fictional writings may be, they can serve as lessons for other writers to acquaint them with the characteristics of literary techniques and develop their skill.

BIBLIOGRAPHY

PRIMARY SOURCES

Asrat Gäbrä S'adeq. Yämäkinaw Mist'er. Addis Ababa: Tensaé the Gubaé Printing Press, 1959 Eth. C.

Elfenéše Bäkürä. S'elmät. Addis Ababa: Commercial Printing Press, 1985 Eth. C.

Emewädeše Bäqälä. Yäbakänä Giizé. Addis Ababa: Commercial Printing Press, 1982 Eth. C.

Eyärusalém Yesmaw. Beruh Helina Bäqäna Godana. Addis Ababa: Berhanena Sälam Printing Press, 1959 Et. C.

Gänat Baheru. Mistén Bekäda Däräsäbeñe Fedä, Addis Ababa: Täsfa Gäbrä Selasé Printing Press, 1966 Eth. C .

Mästawät Mulu'aläm. Abrän Enmotalän. Addis Ababa: Täsfa Printing Press, 1963 Eth. C.

Mät'anäwärq Samuél Yäbakänäw Giizé. Addis Ababa: 1965 Eth. C.

Sähaye Mälaku. Quwasa. Addis Ababa: Berhanena Sälam Printing Press, 1982 Eth. C.

\_\_\_\_\_. Anguz. Addis Ababa: Berhanena Sälam Printing Press, 1984 Eth. C.

- Wädäryäläše Ma'yekel. Känfär Mät'ač'e. Addis Ababa: Berhanena Sälam Printing Press, 1962 Eth. C.
- Wedenäše Hailé. Mesekerenté. Addis Ababa: Commercial Printing Press, 1966 Eth. C.
- Yäzena Wärru. "Samat", "Yätäraqotä Edmé", "Sänayet", and "Zemetayé" in Yätäšät'äw Séyet'an. Addis Ababa: Kuraz Publishing Agency, 1978 Eth. C.
- \_\_\_\_\_. "Yäqerb Ruq" and "Yämämäräqiyaw Lebbs" in Yaltämä at Čegeñe. Addis Ababa: Kuraz Publishing Agency, 1982 Eth. C.
- Zäwditu Ašäber. Tegst Mäkäräñawa. Asmara: Kokäbä S'ebah Printing Press, 1961 Eth. C.

#### SECONDARY SOURCES

- Agaradach Jamanah. Kasamonou YaSenas'huf Serawoc. "Addis Zaman". Ginbot, 1984 Eth. C.
- \_\_\_\_\_. Yädärasiyat Täšätfo Bä-amerña Yäfätära S'ehu Muya. A.A.U., Ethiopian Languages and Literature, 1984. Eth. C.
- Alam Bayalene. Sétoč Basétoč Ayen. A.A.U., Ethiopian Languages and literature, june, 1984 Eth. C.
- Alot, Miriam, ed. Novelists on the Novel. London: Routledge and Paul, 1959.
- Amara Sefaraw. "Senayet". Addis Zämän. Nahase, 1963 Eth. C.
- Arafayne Hagos. "Young couple With Impressive Stories". The Ethiopian Herald. 7 May, 1986.

- \_\_\_\_\_. "The Writers Born or Made" The Ethiopian Herald. 19 April, 1989.
- Asäfa Arägahäñe. The Development of Amharic Literature. A.A.U., 1981.
- Awquč Täräfä. "Anguz" -Hisaw; Astäyayät." Addiz Zämän. 28, May, 1984 Eth. C.
- Bä'alu G'erma. "Meñoté Endét Näbär", 28 Gnbot 1963 Eth.C.
- Bälätä Gulma. "Därasiyan - Mäs'aheft - Anbayan" 23 Gnbot, 1959 Eth.C.
- Fant Ayaléw. Yä-AmarñaLebolädoč Yas's'af Teknikna Yanäsuwačäw Gudayoč. A.A.U., Ethiopian Languages and Literature, 1980 Eth.C.
- Fäqadä Azäzä. "Yä-Sétoč Asasal Bä-Senäs'ehuf West." Addis Zämän, 25 T'er and 2 Yäkatit, 1982 Eth.C.
- Feqré Tolosa. Reaslistm and Amharic Literture (1908-1981). Bremen: Universitat Bremen, 1983.
- Gétačäw Ayälä "Täfaraj Yača däm" Addis Zämän. 1962 Eth.C.
- Gray, Martin. A Dictionary of Litrary Terms. England: LongmanGroup UK Lit., 1984.
- Hailu Fulas. "Book Review" in Northeast African Studies. East Lansing: Vol. 4, no.1, 1982.
- Holman, C. Hugh. AHand Book To Literature Indianapolis: The Bobbs-Merrill Company, Inc., 1980.
- Jaffe, Adrian H. and Scott, Virgil eds. Studies in the Short Story. New YorK: Halt, Rinehart and Winston, Inc. 1966.

- Johnson, Willoughby and Hamlin, William C. The Short Story.  
New York: American Book Company, 1966.
- Kane, Thomas Lieper. Ethiopian Literature in Amharic.  
Otto Harrassowitz, 1975.
- Lebsäwärq Berhané. Meñoté Endih Näbär" Addis Zämn 1 Sené 1963  
Eth.C.
- Mäkonen Asmamaw. Yä-Amarña Ač'er LebolädAjämamärna  
Ač'raräs. A.A.U., Ethiopian Languages and Literture,  
1980 Eth. C.
- McMahan, Elizabeth; Day Susan; and Funk, Robert. Literature  
and the Writing Process. New York: Macmillan  
Publishing Company, Inc., 1986.
- Olga Yazbec. "Inroduction" The State of the Short Stories in  
Ethiopia: An Unexploited Genre. A.A.U., 1981.
- Percy, Lubbock. The Crafft of Fiction. London: 1960.
- P'éttros Alämu. "Anguz Yätäbälaš Sera Ayedäläm" Addis Zäman  
26 June, 1984 Eth. C.
- Roby, Robert C. And Ulanov, Barry. Introduction to Drama.  
New York: Mcgraw-Hill Book Company, Inc., 1962.
- S'ähaye Mälaku. "Personal Interview." Hedar, 1986 Eth. C.
- Sahelä Selassé Berhanä Maryam. "Yä-Amarña Leboläd Senäs'ehuf  
Qeñet" Addis Zämän 8 Yäkatit, 1962 Eth.C.
- Scholes, Robert. Structuralism, in Literture. New Haven and  
London: Yale University Press, 1974.
- Schorer, Mark ed., The Story: A Critical Anthology. Englewood  
Cliffs, N.J. : Prentice-Hall Inc., 1964.

- Tänsyae Yegäzu. Yäfiwdal Wäyezazert Bä-arat Därasyan Leboläd Mäs'ahfet Weste. A.A.U., Ethiopian Languages and Literture, 1978 Eth.C.
- Täsfayé Berhanu. "Yaltämäčat Čeg'eñe" in Yäzarétu Ethiopia. 8 Sené, 1984 Eth.C.
- Tayé Asäfa. Form in Amharic Novel. London: University of London, 1986.
- Weals, Geral. A Play and Its Parts. New York : Halt, Rinehart and Winston, 1964.
- Zärihun Asfaw. "Personal Interview". Hedar, 1986, Eth. C.
- Zis, Anver. Foundations of Marixt Aesthetics. Moscow: Progress Publishers, 1977.

APPENDIX A :

INTERVIEW WITH YÄZENA WÄRQU

- Question: Could you tell me your mother's name?
- Yäzena: She is called Wayezaro Mu 'et Warqu Dästa.
- Question: Where were your parents born?
- Yäzena: My father was born in Gondar Administrative region Semada Awaraja; whereas my mother was born in Gondar.
- Question: Could you tell me the date of their birth?
- Yäzena: I am afraid, I do not know
- Question: Are they alive?
- Yäzena: My father died in 1979 Eth.C. Mother is still alive.
- Question: what was your father's profession? And what about your mothers?
- Yäzena: At first, my father was a corporal and then he became a member of the parliament of the Emperor Haile Selassie regime. During the Derg era, however, he became governor of a certain Awraja. By the way, he wrote two novels. These are: Yäsälam Gondana and Mag'e ät be a Ayebäqam. My mother is just a house wife.
- Question: Are your parents educated?
- Yäzena: Of course Yes. My father had studied Elementary and Junior schools. My mother can also read and write.
- Question: Did your father and mother have traditional church education?

Yäzena: No.

Question: Did your father or mother use to tell or read you tales, poems riddles, or any other verbal or written historical or religious stories?

Yäzena: In this case my mother has played significant roles.

After she had divorced her former husband she used to tell me a number of different tales always in the evening. Accordingly, the two short stories: Yätäraḡotä Edmé and Zemetayé were the products of the tales which my mother had told me during childhood.

Question: Are you married? If so, What is your husband's name? Does he have a job? Where does he work?

Yäzena: Yes, I am a married woman. My husband is called Jämal Suléyeman. Of course, he has a job and he works at the Addis Ababa Municipality.

Question: Is he educated?

Yäzena: Of course, he is an educated man. He graduated from the Addis Ababa University with a BA degree in Psychology.

Question: How many children do you have? Boys--? Girls--?

Yäzena: I have only one son. And he is six years old.

Question: Where and when did you begin and complete your modern education?

- a) Elementary and Junior Schools (1-8)?
- b) Secondary high school (9-12)?
- c) Higher education (college of University):

Yäzena: I have studied my primary education in Gondar at the Sadequ Yohannes Elementary and Junior Schools: and from grade nine to twelve I have attended in

Nazerét at the Asé Gälawdéwos Comprehensive secondary high School.

Question: Do you have a job? If so, where do you work and what is your current qualification?

Yäzena: Yes, I've a job. Currently I am serving as a Junior expert in literature at the Ministry of finance.

Question: Do you have any particular experience/s which you had practiced in Your school time?

Yäzena: It is very difficult to answer such a general question. But, I think I may have something to say if your question aims at assessing the background of my literary life. Hence, I began the writing business in 1965 Eth. C. When I was a seventh grade student. That very year I wrote a thirty-six pages of an incomplete fictional narrative whose main theme was love and youth. But I had thoroughly given up the writing activity for the fact that my elder brother had accused me when he came to understand the theme of the story. On the other hand, no matter how weak and infrequent his assistance was, my father used to encourage me to describe the geographical settings and sceneries of the district where I used to in childhood. I have resumed the writing business in 1974 Eth. C., the year I joined at the Addis Ababa University and where I met my husband. As far as my literary life is concerned, indeed, Jämal, my husband, has played meaningful roles. Thus, when we were in the University Jämal and I used to walk outside the campus always in the evening. While doing this, Jämal used to insist that I should describe the sun set, the scattered clouds, the dusk, the colourful horizon, the bright moon, the dimly-lit sky and all the beautiful natural objects that which inspired his artistic and imaginative faculty. I had tried the assignment and Jämal had been very much pleased with my first fictional writing. He had expressed his great admiration and told me that I could have

been a good writer if I had been taught the technical properties of literature. In fact, it was Jämal who, despite my interest to study other subjects, had compelled me to join the Department of Ethiopian Languages and Literature in which I had acquired the basic knowledge of literature. Then, I wrote Samat, my first short story for the literature course called "The short story" while I was studying at the AAU. Thus it was the ceaseless efforts, incessant advice and genuine appreciations of my husband that led me the world of literature.

Question: Do you have any unique experience/s which you encountered thus far in your social life? And, could you tell me about the events, or incidents which you consider crucial to you?

Yäzena: Oh, I have practised so many horrible and regrettable experiences. But the most bitter and tragic one was the one I had experienced after I had legally married a man whose religion was different from that of mine. My parents were indeed very fanatic in so far as the matters of religion were concerned. Hence, they didn't accept my husband and had severely condemned me for marrying a man whose parents were absolutely Muslim. Ultimately such critical and incessant religious controversy had marked the death of my second son who was only one and half months old. It was a terrible incident which I had never experienced ever since I was a small girl.

Question: Do you have hobby? If so, what?

Yäzena: Practically speaking, I can't say that I've particular kind of hobby. However, when I was in Ambo I used to rear pigeons and cats. Well, at present I usually prefer to stay in my house whenever I am free. In fact, in most days of the week I chew " 'at" with my husband. And then we read fictional books and discuss the literary

contents and technical aspects of the texts. Thus, relatively speaking, I can say that in addition the writing business, the following three things: chewing 'at, reading and literary discussions are my favourite hobbies with which I usually engage myself whenever I am free.

Question: What do you think is literature?

Yäzena: I can't define the general and broad concept of the term literature as briefly and clearly as possible within such short space and time. However, as far as my understanding goes literature is a work of art that can display the whole matter of this visible world. Moreover, it is a discipline by which one may demonstrate his/her feelings, beliefs, attitudes and experiences by using written words.

Question: what do you think techniques are?

Yäzena: Literary techniques are the methods by which a writer may produce a fictional text.

Question: What do you think are literary elements?

Yäzena: Oh, it is very difficult to answer such a question without first referring to the theoretical texts of literature. However, from the very residue of my knowledge of literature, I think literary elements are what we call character, plot, setting, and narrative points of view...etc.

Question: What do you think literary criticism is?

Yäzena: In its positive sense, literary criticism is a work of art which dedicates to analyze, interpret, appreciate and evaluate the strength and weakness of any kind of fictional literature.

Question: When do you write? Or when do you get inspired? And where do you write?

Yäzena: I can write when I am in all sorts of conditions & emotions. I write, therefore, when I feel happy and so do I when I'm sad. Nothing will hinder me from the writing activity. In so far as the places for the writing are concerned, I usually write in my house, but at times I write both in the office and library too.

Question: what do you think are the attitudes of Ethiopian writers towards literary criticisms which particularly deal with their fictional writings?

Yäzena: I can answer this question only from the points of view of my own experiences. Of course, so far I have't read a strong, genuine, critical and detailed criticisms. Most of the comments are too general and very vague. they are inundated with subjective feelings, attitudes and experiences of the so called 'our critics'. They probe neither into the contents nor into the technical compositions of the work. Generally speaking, the criticisms that prevailing now do not follow the very theoretical rules and methodologies of literary criticism. For example, if you have come across the criticisms that dealt with Sähaye's and mine prose works were absolutely one sided comments. They have attempted to pronounce only the negative aspects of the texts in a very general and personal ways of approach. Hence, the criticisms which I have read thus far were-by and large, destructive utterance which could practically affect the emotions and literary activities of Ethiopian writers.

Question: Which foreign or Ethiopian writers have you read?

Yäzena: I have read most of the prose fictions thus far written by Ethiopian writers. I have begun to read when I was a six grade student. Among the works of

the former writers I can well remember both the stories and characters of such fiction like Sähaye Mäsfen, Gäl än Benayäw, Yaqudeguwadu Mes ir, Yafeger Sedät, Yafeger Tornät even now. On the other hand, I've read Doestoveski and Chekhov from aborad writers. Indeed, I have imitated the style of chekhov to begin the first paragraph of Sänayet, a short story in Yätäšä äw Séye an.

Question: Which fiction do you like most? Why?

YÄzena: Among the works of Ethiopian writers I live Haddis's Feger Eskä Mäqaber very much. Of course, I have read it for the first time in 1962 Eth.C. However, I've read it more than twenty times since then. Yet I always found the novel as new and original as a fresh work. Moreover, I appreciate his Tärät Tärät Yämäsärät in that it employs a beautiful symbolism that highlight the literary meanings of the text. Ba'alu's Kadmas Bašağär is also my favourite novel. I like the narrative because of the successful employment of literary techniques and of the beautiful harmony among various chapters that are strongly interwoven together. According to my understanding of literature, Ba'alu is a novelist who can be considered a veteran writer in the world of modern Ethiopian novel. On the other hand, among the prose works of Ethiopian young authors I love Sänsälät, G'erdoš and Sämämän for the fact that they entertain loftier subject matters and employ pertinent narrative technicians that help the stories forward movement. The novels are more realistic and have great aesthetic values.

Question: What kinds of themes do you usually poetry in your fictional writings?

Yäzena: My works usually demonstrate the themes of the life of youth, love, eduction, friendship, poverty , marriage, jealousy, betrayal ....etc.

Question: After you get finish the writing business, do you make proof readings ?

Yäzena: Certainly, I always make errata first for myself. Then I read the full story time and again with my husband to cross out all typographical errors and other conceptual fallacy.

Question: What is your future plan?

Yäzena: Well, I devote myself to literature. I usually read and write fictional discourses. This is not exaggeration. It is my principle. It is the principle of my life. At present I have a new novel. So, my future plan will be to accomplish two things. First, to publish my new novel and then pursue the task of writing.

PERSONAL INTERVIEW WITH EMWĀDEŠE BĀQĀLĀ

- Question: Are your parents alive?
- Emwādeše: No.
- Questions: Where did you parents use to live?
- Emwādeše: They used to live here in Addis Ababa
- Question: Could you tell me their birth places?
- Emwādeše: my father was born in Šāwa Administrative region, Mänze-Yefatena Temuga Awaraja; and, my mother was born in Harärgé Administrative region, Asaba Tafari Awaraja, Hirna Wārda.
- Question: What was your father's profession? And what about your mother's?
- Emwādeše: My father was a policeman; and my mother was house wife.
- Question: Were your parents educated?
- Emwādeše: No.
- Question: Did your father or mother use to tell or read you tales, proverbs, poems, riddles or any other verbal or written historical and religious stories?
- Emwādeše: No.
- Question: When did you marry? To whom, and how did you meet him? What is his profession?
- Emwādeše: Actually, I have married twice. First, I was married in 1969 Eth.C. and then in June, in 1982 Eth.C. this time, everything was entirely managed according to my own will and sheer interest. My first husband is a civil servant. My present

husband is a merchant. Indeed, I happened to meet my second husband in 1976 Eth.C. at a certain banquet hall. Actually, we have stayed together for seven years just only as lovers. But, we have been officially married in 1982 Eth.C.

- Question: How many children do you have Boys \_\_\_? Girls \_\_\_?
- Emwädeše: At first they were four but my youngest child died last year. Now I have three children and none of them is boys.
- Question: Did you have gone through tradition education? If so, could you explain your grade and qualifications?
- Emwädeše: I have studied only the preliminary lesson of church education.
- Question: Where did you have your traditional education and for how long have you studied?
- Emwädeše: I have studied it at the "Gola Mika'él Church" only for one year.
- Question: Where and when did you begin and complete your modern education?  
a) Elementary and Junior Schools (1-8)  
b) Secondary High School (9-12)  
c) Higher education (College, University)
- Emwädeše: I started modern education in 1954 Eth. C. at the Africa unity School here in Addis Ababa. Then, I've completed my Junior and High School at the Wäsän Sägäd and Duck Mäkonen (now Addis Kätäma High School) Schools respectively. Finally, I have tried to promote farther education at the Cathedral School, but, unfortunately, I failed to succeed.
- Question: Do you have a job? If so, where do you work? And what is your qualification?

- Emwädeše: Yes, I do have a job and I work at The Police Head Quarter, and, I am a reporter and producer of the Pliocena Ermejaw Gazé a, a fortnight newspaper produced by the office of the head quarter.
- Question: Do you have any particular experience/s which you had come during your school time/life?
- Emwädeše: Of course, when I was at school I used to perform many short plays.
- Question: Do you have any unique experience/s in your social life?
- Emwädeše: I've been in good terms with people. Of course, it appears to be all the same even now. Thus, I am always happy in my life. Indeed, in the past I was a member of the then Ethiopian Women Association. During the derg era I used to write many articles which dealt particularly with women affairs and appeared on the newspaper which I am serving as a reporter and producer of criminal issues and incidents.
- Question: Could you tell me about events, occasions, or any sort of incident which you consider crucial to you?
- Emwädeš: I have, of course, unforgettable memories and experiences. However, the most ugly and painful memory is my former marriage. You know, everything was dominie against my will. At that time I was very young. I was not matured enough both physically and mentally to shoulder the responsibility of a married life. It was my parents who had forced me to marry a man of whom I had no knowledge at all. I really always feel angry when I recall such a disgusting and horrible incident. Had I not been married to that man, indeed, I could have led a better and an enjoyable life.
- Question: When do you write? Or when do you get inspired

- Emwädeše: I write when something strikes me. In other words, I write when I happen to be impressed by extraordinary events and peoples.
- Question: Do you have hobby? If so what?
- Emwädeše: Yes, I do have a number of hobbies. Apart from my frequent activity, writing fictional literature, I like to collect different kinds of stamps. Besides I usually listen to different local and foreign music. And, at times I enjoy watching theatres.
- Question: What do you think is literature?
- Emwädeše: I like literature very much for the fact that it shows us the matters of the objective world. It is something through which one may express his/her feelings and experiences in a beautiful language.
- Question: What do you think literary techniques are?
- Emwädeše: Literary techniques are the backbone of any work of literature. Hence, without them it is absolutely impossible to write a well-constructed narrative.
- Question: What do you think literary Criticism is?
- Emwädeše: I believe that literary criticism is an important tool in the world of fictional literature. Because it is through criticism that a writer may come to know the strength and shortcomings of his/her prose work. Therefore, literary criticism is an indispensable apparatus which may help to improve the technical standard of the literary outputs of Ethiopian literature.
- Question: Which foreign or Ethiopian writers have you read? which writers do you like most? why?
- Emwädeše: I have read foreign writers such as Steila, Rob

bins and Christie. From the local writers I have read the prose works of Berhanu Zarihun, Balaul Girma, and Gabayhu Ayala. However, Christie Berhanu and Bä'alu are my favourite writers. But, above all, I love the works of Christie very much because I have strong emotional attachment with detective stories. Besides, the very nature of my job has close affinity with the concepts and activities of crimes and criminals.

Question: What is your future plan?

Emwädeše: I have written nine new short stories and one novel called Ebedu Bälä ä (Bälä ä the Mad). Thus, I have planned to publish these new fictional works.

PERSONAL INTERVIEW WITH SĀHAYE MĀLAKU

- Question: Could you tell me your mother's name?
- Sāhaye: Wayezaro Azalace Yegabahal Za-Giyorgis.
- Quesiton: Are your parents alive?
- Sāhaye: My father died long ago. My mother is Still alive.
- Question: Where does she live?
- Sāhaye: She lives in Arusi Administrative Region.
- Question: Could you tell me her birth place?
- Sāhaye: She was born in Manzena Yefat Awraja.
- Quesiton: What was your father's profession? And, what about your mother's ?
- Sāhaye: At first he used to serve in the Church. But, later on he became a district governor. My mother is just a house-lady.
- Quesiton: Are your parents educated?
- Sāhaye: Yes, my father was a literate person. In fact, he had a good knowledge of traditional church education.
- Quesiton: Did your father or mother use to tell or read you tales, poems, riddles or any other verbal or written historical and religious stories?
- Sāyahe: Of course, my father used to teach me how to read the Bible as well as other stories. He also used to correct me when

I split the words of God written in the Holy Scripture. True, such experiences may seem to have nothing to do with the writing business and the concept of the question. But, in one way or another, it has positive contribution to my literary career. On the other hand, a good number of people used to visit us. These different group of people used to debate and argue about various issues. And, while doing so, they had been employing different kinds of proverbs, poems, and tales to enrich their ideas and used to elaborate the contents of the cases/issues under consideration. Obviously, such recurrent performance had enabled me to enhance my knowledge of Amharic words and the language of literature.

Quesiton: Are you married? If so, what is your husband's name? And what does he do?

Sāhaye: To be honest with you, I haven't legally married to any one.

Question: Do you have children? If so, how many? Boys -? Girls - ?

Sāhaye: Yes, of course. I have two daughters. I have no son.

Quesiton: Where and when did you begin and complete your modern education?

- grades)
- a) Elementary and Junior School (1-8
  - b) Secondary High School (9-12 grades)
  - c) Higher Education (College, University)

- Sāhaye: Well, I have studied elementary classes at the Menelik II Elementary and Junior School. Then, I went to Dabra Tabor, and there I had completed Junior school; I attended Secondary classes at the Gondar ASe Fasil Comprehensive Secondary High School. Finally, I graduated from the Addis Ababa Commercial College in business education.
- Quesiton: Do you have a job? If so, where do you work?
- Sāhaye: Yes, I have. I job for the General Winget Construction School.
- Quesiton: What do you do there?
- Sāhaye: I am a teacher.
- Question: Could you tell me a few things about your school life in relation to your literary career?
- Sāhaye: I used to be in good terms with my Amharic teacher when I was a Junior School student, Ato Bisaw Mang'estu. He used to encourage me to write fictional stories based on my childhood experiences. He found my first work very interesting and I won his admiration and affection. Obviously, his practical assistance and guidance had really played significant roles in moulding my literary ability which I had acquired early then. Generally speaking, it was his priceless advice and genuine appreciation that motivated me to pursue the practice of creative writings.
- Question: Do you have any unique experience in your social life?

Sahaye:

Of course, Yes. You know, my profession is very suitable to assess the various facets of human life. Teaching itself is a center of learning. You learn many things from your students. A teacher may therefore has a good knowledge about the social, psychological, cultural, political, economic and religious backgrounds of his/her students. Oh, I, myself have learned a great deal of things from my own students. Thus, I can't forget them all. I can, really, say that I always have intimate contact with most of my students. Such experiences have therefore created fertile conditions for me to examine the sociological, psychological and economic backgrounds of my students. Thus, I could remember a good number of students who used to be prostitutes and who gave up this cursed profession after they had graduated from our school. During school time, these women used to tell me their life history, particularly, how they became prostitutes. Accordingly, I've got tremendous knowledge about the abject life of prostitution.

Of course, I've met these women so many times and heard them pronouncing the importance of education. Of all ladies I met so far, I could not forget the words of a certain woman.

They have been deeply implanted in my mind ever since I heard them "Education does not only change the spiritual life but it can also alter the material world of human beings". Thus, I used such vast but horrible experiences as a spring board to construct fictional stories and display the abject life of prostitution.

Question:

Could you tell me about events, or occasion, or incidents which you consider crucial to your literary career?

Sahaye:

At one moment, in the past, I had attempted to present my literary works to the public. Fortunately enough, I got the change to use the Educational Mass Media of Ethiopia. I wrote many articles and became a regular contributor for the Sunday - Morning - Programme. However, after sometimes I had been given a twenty minutes regular programme, called "The Pen from women's world". Therefore, I read most of my literary writings every Sunday for ten years.

In so far as my literary career was concerned, the most important and historical moment was the day in which I had been introduced to Dr. Faqada Azaza, Assistant Professor in the Department of Ethiopian languages and Literature and the director of the Addis Ababa University Cultural Centre. It was really a historical day which had marked a turning point in my literary life. So, I will never forget that very incident till the last day of my life. After I was introduced to Dr. Faqada, I showed him the first draft of Quwasa, my first novel. Then, after some days he gave me back the text with valuable and constructive comments which, of course, enabled me to shape up the whole contents of my work. Had it not been for his incessant literary advice and practical guidance, I could not have succeeded and appeared on the Ethiopian literary arena with my fictional work.

Quesiton: When do write? Or, when do you get inspired? And where do you write?

Sāhaye: Honestly speaking, I do not have as such particular times and places to carry out the writing business, I write in day times, and so do I in the night.

Actually, when certain ideas strike my mind I immediately put my pen on paper wherever I may be. Why not even in the classroom or on the city buses, I just sit and start to write. But, most of the time I write in my house. Indeed, I am acquainted with different tasks which I must accomplish before starting the writing business. Thus, when I am about to write, I always turn off the electric light and light a candle. Then I put a bunch of flowers on my table, and finally I drink a cup of brandy in order to build up the atmosphere that overwhelm the worlds of imaginative faculty.

Quesiton: Do you have hobby? If so, what?

Sāhaye: Yes, I do have hobbies. Hence, apart from the writing business, I usually paint different pictures and make dresses.

Quesiton: What do you think is literature?

Sāhaye: According to my understanding, literature is a discipline which reflects the life of human beings and the objective world in a beautiful language.

Quesiton: What do you think literary techniques are?

Sāhaye:

I am afraid, I have not gone through any literary education. However, according to my little knowledge of literature, I think literary techniques are the tools by which a writer may construct and shape his/her fictional text so as to make his/her writing more readable and easily understandable.

Question:

What do you think literary elements are?

Sāhaye:

I do not know the theoretical meaning of the term literary element. Anyway, as far as my understanding is concerned, I just consider as the characters and themes of a story.

Question:

What do you think literary criticism is?

Sāhaye:

When we consider the literal meaning of criticism, it is simply a comment that focuses on any sort of work. However, literary criticism, on the other hand, is a written discourse which deals with the technical compositions of any given literary writing.

Such a work of criticism indeed discusses the strengths and weaknesses of any fictional literature.

Question:

Which foreign or Ethiopian writers have you read? And, which writer do you like most? Why?

Sāhaye:

I have read a good number of writers both from within and abroad. With regards of works of foreign writers, I usually prefer the works of women writers. Aghata Christie and Robert Lundlum are, however, my favourite writers. On the other hand, among the prose works of

Ethiopian writers, I like above all Yaras Ras, for it presents the true and original culture of Ethiopian people in a beautiful language. Besides, I appreciate Hadis Alamayahu's Feger Eska Magaber since it is a social, cultural, historical, political, economic and religious document that reflects the spiritual and material lives of Ethiopian people. I also appreciate the novels of Ba'alu G'erma and Berhane Zarihun because of their modern narrative techniques. The prose works of these two novelists are embellished with beautiful literary language.

Of course, Ba'alu and Berhanu have proved both their talent and literary knowledge in their respective novels.

Question: What do you think are the attitudes or feelings of Ethiopian writers toward the literary criticisms which particularly deal with Ethiopian literature?

Sahaye: In my understanding, there have been very few comments which have made practical contribution to the improvement and development of the overall literary activities of the country. But, most of the so-called "Critical Writings" seem to be discouraging and destructive.

Question: What is your future plan?

Sahaye: I have written a new novel called Bis Gala (The Useless Body). Therefore, I have planned to publish this new novel when I can offer to do so. As you well know, the main problem of Ethiopian writers is nothing but lack of money.

PERSONAL INTERVIEW WITH ELFNÄŠE BĀKURĀ

- Question: Could you tell me your mother's name?
- Elfnäše: My mother is called Mäng'est Gäbrä Amlak Tafäsa.
- Question: Are your parents alive?
- Elfnäše: My father is not alive. He died long ago. My mother is still alive.
- Question: Where did your mother use to live?
- Elfnäše: She used to live in Boqoji, a city found in Arusie Administrative region.
- Question: Could you tell me your parents' birth places?
- Elfnäše: My father was born in Yefatena Temuga awraja; and, my mother was born in Tagulatena Bulga Awraja.
- Question: What was your father's profession? And, what about your Mother's
- Elfnäše: My father was a land lord. He used to own vast estates and different business centers both in the country sides and in Bogaji town. My mother, however, is a house wife.
- Question: Are your parents educated?
- Elfnäše: Of course they are. My father had a good knowledge of traditional church education. My mother also reads and writes.
- Question: Did your father or mother use to tell or religious stories?

- Elfnäše: No. They did not. But, I used to read fictions and poetry since early then.
- Question: Are you married?
- Elfnäše: No. I am not yet married.
- Question: Where and when did you begin and complete your modern education?  
A) Elementary and Junior Schools (1-8)  
B) Secondary High School (9-12)  
C) Higher Education (College and University)?
- Elfnäše: I have attended my Elementary, Junior and Secondary High Schools in Asala, the Capital City of Arusie Administrative Region. Then, I graduated from Awasa Agricultural college in 1978 Eth.C. in Animal Scienc.
- Question: Do you have a job? If so, where do you work?
- Elfnäše: Yes, I've a job. And I work at the Maritime and Transits service Corporation.
- Question: What do you do there?
- Elfnäše: You know, it is very surprising and really incredible. As I told you, I have studied Animal Science. But, for many years I've been serving as a typist.
- Question: Could you tell me about events, or occasions, or incidents which you consider crucial to you?
- Elfnäše: Of course, there are different occasions which I personally regard as very crucial and decisive moments. First and foremost, I will not forget the date (Aug, 28th, 1974 Eth.C. in which I came to hear the good news of the E.S.L.E.C. Indeed, it has significant place and profound effect on my social and

intellectual personalities. It enabled me to be enrolled in the Awasa College, a place that marked a turning point in my life. I will not also forget the date of my graduation which really marked the end of school life. And lastly, I will never forget the birth day of my first novel Selmät, Too.

Question: When do you write? Or, when do you get inspired?

Elfnäše: I usually write when I happen to meet somewhat strange and very exiting incidents, events, things, and people.

Question: Do you have hobby? If so, what?

Elfnäše: Yes, I have. Apart from the writing business, I like to read fictional texts and listen to the voices of different radios such as the voices of Ethiopia, Voice of America, B.B.C...etc.

Question: What do you think is literature?

Elfnäše: Well, in this case, I would like to tell you that I am ignorant to the theoretical aspects of literature. Because I did not acquire any formal literary education from any of literary school. Accordingly I cannot define the concept of literature from the theoretical point of view, but from my common sense of the discipline, the term literature seems to mean the art of writing.

Question: What do you think literary techniques are?

Elfnäše: I may comprehend the meaning of the term literary techniques. But it is very difficult for me to define and elaborate what literary techniques are.

Question: Have you ever come across any literary discussions, or seminars, or symposiums to enhance your understanding of literature?

Elfnäše: Thus far, I have written only one novel. Hence, I am not well acquainted with the public. And so far no one has invited me to attend any literary discussion, or seminar, or symposium. Indeed,, my own personality has great role and influence on this matter. Practically speaking, I do not have a well defined and considerable social interactions with people. I am rather a self-living women. I am always bound to my own individual matters.

Question: What do you think are literary elements?

Elfnäše: Sorry, I do not know.

Question: What do you think is literary criticism?

Elfnäše: I can answer this question only from the points of view of my own experiences. You know, I came to understand what the term literary criticism means after I've received a number of comments which directly dealt with Selmät, my first novel. Thus, in my understanding, literary criticism is a written material which may enlighten a writer on the strength and shortcomings of his or her literary work.

Question: Which foreign or Ethiopia and writers have you read? And, which of them do you like most? Why?

Elfnäše: Well, mots of the time I prefer to read the prose works of Ethiopian writers. So, I have read a great number of Amharic novels and short stories. P'awlows o o and Ba'alu G'erma are my favourite Ethiopian writers. I also like to read those narratives whose main characters are women. On the other hand, from the world of foreign literature I have been

acquainted with the works of Christie and Shelden.

Question: As far as Ethiopian literature is concerned, thus far you've mentioned only the fictional writings of men writers. How about the prose works of women authors? Haven't you come across the works of women writers?

Elfnäše: I do not think there are a good number of women writers in our country. It is really very surprising and a shocking experience. Since the 1966 Eth.C. Ethiopian revolution I have read only two women authors. Among these Sahaye is one. But, personally, I do not like her works, especially, the latter one, Anguz, for it deals with politics, In my very nature I hate politics. I am always ignorant of it. Therefore I did not read this novel, Anguz. However, I appreciate the works of Yäzenna Wärqu. Because they entertain lofty ideas and also employ beautiful language.

Question: If you did not read Anguz. how did you then come to know its subject matter?

Elfnäše: Well, I have read those comments which appeared on the state owned newspapers.

Question: What do you think are the attitudes and feelings of Ethiopian writers toward literary criticism which particularly deal with Ethiopian literature.

Elfnäše: Well, in the first place, I do not have as such any social and/or professional ties with any of other writers. I may therefore respond to this question only from the points of view of my own experiences. Thus, all my explanations are entirely based on those criticism which attempt to review my novel, Selmät, on the daily Addis Zaman, the state owned newspaper.

The criticisms were absolutely destructive ones. But, I do not worry about such invalid and baseless utterances. From the very start I was ready to read such sorts of comments. Indeed, I believe that there can always be praises and defamation or accusations. But mine were very discouraging. I could not even forget the words of the so called "Critic". Here was what he said: "It would be much more simple and easier to write the whole text once again than try to analyse the technical compositions of the novel, Selämt." It was really an insulting comment. However, I did not feel embarrassment by his abusive words. On the other hand, I have read a number of criticisms which devote to praise the works of men authors. For example, very recently I came across two critical writings which dealt with 'uhat, a new anthology written by Fekade Azaze. both criticisms were completely positive and constructive ones. Generally speaking, all of the criticisms which I read so far were thoroughly destructive utterances which failed to give important lesson about the technical shortcomings of the prose writings of women authors.

Question: When one reads your novel, Selmät, he/she will certainly face a problem to distinguish the discourse of the narrator from the dialogues of other characters. Could you comment on this?

Elfnäše: In my understanding, the speech of each character creates neither confusion nor problems in differentiating the narration from the dialogue. Of course, I did not employ punctuation marks properly. However, I did this intentionally, because the story is narrated in flashback, Moreover, I did not want to disfigure the novel with quotation marks, hyphens, commas, colons, and semi-

colons. If I were to use such things I could have undoubtedly spoiled the aesthetic quality of the story.

Question: What is your future plan?

Elfnäše: Although I have not stated the writing business, I have planned to compose another novel very soon. But the prevailing situation does not have the interest for and kinds of literary outputs. Of course, our people seem to have shifted their attention to the publications of political writings. Hence, such tendencies and stern hunger for political issues have affected the current market value of the works of literature. Thus, if you produce a novel or short stories or any other fictional writing, you may therefore encounter an inevitable tragedy and an imponderable loss.

APPENDIX B: Personal Interview With Ato Zärìhun Asfaw

Question: What do you think are the roles of literary techniques in composing a fictional text?

Zärìhun: Literary techniques are methods by which a writer can transmit his ideas to the reader. A novel or a short story is the total effect of the composition of literary techniques. In other words, a story can't be composed unless and otherwise these literary apparatuses are not harmoniously blend together. A work of fiction is therefore unthinkable without the employment of literary devices as they are tools which will enable a writer to grip the emotion of his readers and move them alongside the incidents and events of the narrative. The applications of literary devices in fictional writings appear to be so natural and inevitable task.

Question: In the world of fictional literature, which element do you think is more important?

- a) Theme /idea
- b) Techniques

Zärìhun: Well, basically both of them are equally important because they are always inseparable things in the works of fictional literature. But when we attempt to examine these two elements, the theme or idea, indeed, appears to be the grand cause for a story to reveal itself. The techniques, on the other hand, are the apparatuses which enable a writer to compose his fictional ideas in the form of text. Hence, in my understanding, a writer should give much emphasis first to the methods or devices in that without them, as I have noted earlier, telling a story seems to be impossible or unlikely.

Question:

According to your knowledge of literature, which literary element is the best tool in the making of a fictional work? Why? And in what order of importance do you put the tool?

a) Character

1

b) Plot

4

c) Setting

2

d) Conflict

3

e) Narrative techniques

5

Zerihun:

Well, in order to produce a fictional text all these literary elements appear to be equally important. The work of fiction cannot be realized without such technical apparatuses. We may weigh the quality of a certain novel or short story from the view points of the successful employment of the technical devices which you raised in your question. However, among these literary elements some of them may be used as spring-boards, and, whereas the rest may help the story to move forward. Hence, we may classify the literary elements according to the order of their importance. In view of this, we may consider character as the most important literary element because almost every story seems to be first and foremost, deal with the lives of different characters. The rest will, of course, come into view next to characters. It is obvious that all characters portrayed in a story need places where they could manage the

matters of their lives. In other words, the setting of a story becomes the second important element.

Obviously, all living characters may have different sorts of personal and social interactions either with themselves or with others.

Hence, because of such interactions there may arise disagreements and conflicts among people. The conflict of a story therefore appears to be the third crucial element which is, of course, the backbone of a narrative. Thus, each literary element that appears in a story has nothing to do with itself, but it is there to show and magnify both the physical and psychological lives of the characters that are portrayed in a narrative. We can therefore deduce that character is the most important literary element in the world of fictional art.

Quesiton:           What do you think is the role of language in a fictional texts?

Zerihun:            I think language is always employed intentionally. The meaning of a text is conveyed through the verbal words or language. Of course, a writer might have a right to choose any kind of language to compose his work.

However, the quality and readability of a novel or a short story seems to depend on the employment of good literary language. The language of a creative writing indeed needs to be very powerful and beautiful.

A writer must therefore, have a good knowledge of language in order to produce a beautiful and readable text. True, literature is an art, thus it has its own language. The language of literature is therefore a language of art. Art,

in fact, works in exaggeration. The same is true for fictional writings since it is a product of imagination and creative faculty. Hence, a novelist or a short story writer must be sensitive about the language of literature, which is, indeed, embellished with exaggeration. But, the degree of exaggeration must have a limit and should not be imbalance and unbelievable.

All the literary elements which we consider in the foregoing discussion can be well organized if they are expressed in a beautiful language. Indeed, the language of a fictional work becomes senseless and boring if it lacks artistic exaggeration and aesthetic quality. A writer of fictional literature must therefore has to have a good knowledge of words or language which may enable him to demonstrate the different aspects of the technical compositions of his work vividly and distinctively. He/she must be aware of the present value of his/her words and/or language. He/she can't employ ancient words that are meaningless to our modern society.

Not only this, a novelist or a short writer has to differentiate the languages of fictional characters from the main narrator of a story. The character, on the other hand, must speak according to their social, physical, educational and professional backgrounds.

Question: What do you think of coincidence? As you might have observed coincidence is one tool which both the pre-and-post revolution writers usually use in their prose works. Thus, what do you think are the technical advantages and disadvantages of this technical device in a fictional writing?

Zarihun:

Coincidence is the appearance of two different things, events, or situations at a time in a fictional work; but without convincing backgrounds and intents between cause and effect. In the past (in 50s) some Ethiopian authors used to portray such kinds of coincidence in their stories. At times these writers invent a number of coincidence that have no relationship one with another and which practically lack the necessary motivation and harmony between cause and effect.

Of course, coincidence has a number of technical advantage. First, it may be useful to solve problems. For example, there is a coincidence in Sahaye's novel, Quwasa, whose main intent is to solve the problem of unemployment. In order to solve Mentasnot's (Websat's illegitimate wife) problem of unemployment, the omniscient narrator brings the character (Mentasnot) so as to introduce to a bachelor man and Fanaye's neighbour who, gets a job for Mentasnot in a certain organization.

The second technical advantage of coincidence is that it brings two antagonistic characters together to establish the conflict of the story. We may find such technical device at the outset of Sahaye's second novel, Anguz. At the very first page of the novel, we observe that Sanayet arrives at the Gandhi Hospital early in the morning where she meets Aragse, her former neighbour and friend. It is at this coincidence that the major conflict of the story starts and many events are presented retrospectively in accordance with the dispositions and lives of the characters who participate in the narrative. However, if the cause and effect of coincidence lacks harmony and purpose it will have technical disadvantages whose effects can be realized on the development of the plot of the narrative.

Question: What do you think is/are the roles of literary symbolism in prose fictions?

Zarihun: Symbol is to represent or express certain things or ideas or objects in terms of another thing or object. A writer may therefore take anything as a symbol.

Like coincidence symbol has also great literary and technical advantages in the world of creative literature. It is a device by which a writer can express his ideas, feelings, attitudes and outlook. A novelist or a short story writer may therefore employ symbols to hide the subtle/inner meanings and essences of the very subject matter of his literary work. Moreover, it appears to be very useful to demonstrate a number of ideas in a single word or phrase, or sentence. Symbol can be revealed in a story in different ways. Some writers may use words or phrases recurrently in their narratives so as to transmit or reflect certain ideas, images, and feelings. For example, in Dannachew's Adefris there are compound - words which are recurrently pronounced by the main character, Adfris. These are ignorance and knowledge, and life and death. The writer employs these two compound words as a symbol to display the prevailing social, political and educational conditions of the society.

On the other hand, a writer may use settings as a symbol. Through the portrayals of settings he/she could tell us about the lives and personalities of his/her character, and, moreover, the nature of incidents that will be realized at the end of a narrative. Symbolic setting has therefore technical advantages, for it shows us the overall atmosphere of the story and the lives of the characters in advance. In addition, it appears to be a useful

tool which helps a writer to escape from the hardships and troubles of censorships. In relation to this, it may be worth citing Armah's interesting novel, The Beautiful ones are not yet Born. It is written in the form of a symbolic novel. The narrator tells us that every road, buildings, offices and walls of the city has bad look and is full of litter. But through these heaps of bad looking figures and images, Armah seems to reflect the socio-economic and political corruptions of the prevailing system of the country.

Quesiton: What do you think are the general themes displayed in the prose works of Ethiopian women writers?

Zärihun: We must first know that any fictional text is a product of what the writer is and what he thinks.

No writer writes without reference of self and society in which he/she lives in. He/she writes what he/she knows and what he/she acquires from experience and life in general. The pre-revolution prose works of Ethiopian female authors have attempted to reflect the themes of love, marriage, and education. In addition to these themes they have given much emphasis to different social and cultural norms which regard woman as an inferior creature of the society. She is born to obey the words of her parents and husband. Moreover, she is considered as the only person who must shoulder the responsibilities of the whole matters of her children and the management of the household in general.

After the 1974 Ethiopian Revolution both the number of women writers and their literary outputs have declined dramatically.

In the last twenty years, only four women authors and six prose texts have appeared in the world of Ethiopian literary scene. Among these authors Sahaye has attempted to portray the whole political, social and economic messes and corruptions of the dictatorial derg regime in her second novel, Anguz.

Yazena, on the other hand, has tried to reflect the lives of younger generation, particularly of the elite. Of course, Yazena's short stories do not deal with the existing political and economic conditions of the country. Emewadese, on the other hand, has displayed the problems of women particularly of those who have plunged into the world of prostitution after an illegitimate pregnancy.

Question: What kinds of thematic differences and similarities have you noticed between the prose works of the pre-and-post revolution Ethiopian women authors?

Zärihun: Generally speaking, it is true that the themes of marriage and love have appeared in the prose writings of both the pre-and-post revolution female writers. These two main topics can therefore be considered as their common feature. Coming to their differences, the prose works of the pre-revolution writers have been devoted to portraying the prevailing social and gender related problems of the society. The prose writings of the post-revolution women authors, on the other hand, have gone beyond the routine affairs and issues of the society and have tried to entertain political ideas directly associated with the system that they live in.

Question: As far as the applications of literary techniques are concerned, what sorts of

differences and/or similarities have you observed between the fictional works of the pre-and-post revolution authors?

Zàrihun:

Well, as far as the employment of literary devices is concerned, most of the prose works of the pre-revolution era are poorly written. Their characterization, for instance, are very weak and unimaginatively portrayed. Besides, most of the characters are passive and fail to demonstrate themselves in actions. The plots are not also well organized. Neither the episodes nor the events and incidents are harmoniously connected. Their stories are developed in meaningless coincidences that have nothing to do either with the characters or the plots or the themes of the stories.

Some writers of this period blend the styles and techniques of other literary genres with the styles and techniques of a prose narrative. Some of them therefore write their fictional works both in the form of dialogue and verse. The problem of lack of selection seems to be the outcome of the under development of the discipline, literature.

At the time literature was not as such a very widely known discipline. Accordingly, except a few group of elites, the majority of writers had not been acquainted with the idea of literature. But the prose works of modern Ethiopian women writers seem to be technically better than the then fictional texts. Indeed, such technical improvement is the result of the widespread of modern education and the establishment of literary schools, clubs and groups. Modern women writers are, therefore, exposed to the idea of literature. And that is

why Sahaye, Yazena and Elfenase have tried to employ an appropriate flashback technique in their respective fictional works.

However, on the other hand, the writers of the two eras have similar technical shortcomings. Thus, both writers entertain a number of stories under the umbrella of a single and short narrative. They employ unnecessary details which have no contribution to the development of the plots of their stories. The problem of lack of selection has also been clearly observed in the two novels of Sahaye Malaku.

The writer has made an attempt to narrate every episode, event, incident and character in detail, which in the final analysis, could affect the tightness of the plots of her stories.

Comparing with men authors we have only few women authors in Ethiopia. What do you think are the reasons for this?

**Zerihun:**

Yes, as you have said, our women authors are few in number in comparison with men writers. What is really surprising is that before the 1974 revolution there have been much more women writers in our country than we have at present, although the exposure of literature of this time appeared to be great and by far better than the then eras'. Nowadays there are a good number of literary - clubs and groups.

Generally speaking, the conditions now prevailing in our country seem to be more conducive to literary activities than the past. With all such exposures and facilities, however, we have only four women authors.

Of course, such a problem does not seem to be bound only to the world of the professions of literature and art, but the same is also true in other professions. We have only few women professionalists all over the world. There are cultural and physical dominations and other oppressive elements which may affect both the spiritual as well as material lives of women in general.

Unlike men, women are not free to go out from their confined houses. They are not allowed to experience the life of the outside world. Such heavy impositions naturally limit the scope of their knowledge and experiences of the social, political, cultural and economic lives of the society. On the other hand, most of Ethiopian women are mothers and house wives. They are therefore responsible to look after their children and manage the whole matters of the family and the household in general. Then, how does she become a writer since she has no free time even to write a single word or sentence? The task of creative writing obviously needs a free mind, sufficient time, and silence/a very quiet place. But, most of Ethiopian women lack these three important things which are very crucial to write.

Question: Comparing with the prose works of men authors how do you weigh the technical compositions of the fictional writings of women writers?

Zärihun: Well, as far as the employment of literary techniques is concerned, I don't see any significant difference between the works of men and women authors. True, both the pre-and-post revolution writers have encountered with the problem of the proper employment of literary techniques and the lack of literary knowledge.

Therefore, in the case of the techniques and styles of literary writings, the prose works of women authors can be considered as good or bad writings as the fictions of men writers are. Thus, Emewodese, for example, usually employs long sentences and an unimaginative language.

Indeed, such technical shortcomings have also been observed in the short stories of Mulugeta Gudata and Neguse Ayala. The same is also true in the novels of Sahaye Malaku, Sisaye Negusu, Yasitela Kokab and Hayela Malakot Mawa'el. Ultimately, I would like to make one thing absolutely clear.

Hence, as far as the task of fictional writing goes keen observation, a quick perception, a fine sensibility, and an intuitive insight into life are the strong points of any novelists or short story writers. Women authors, in fact, have made an attempt to use these natural gifts in their fictional stories.

Question: As to the task of writing what do you think are the main problems of Ethiopian women authors?

Zərihun: Do you mean those problems which prevent them from the writing business?

Question: No. I'm sorry my question does not refer to that, but it just focuses on the technical defects of their prose works.

Zərihun: I think we have already discussed this question in the foregoing discussion. With regard to the novels of Sahaye, I've already said both works lack precision and the necessary selection. In neither of her narratives, Sahaye has made an attempt to treat a single major story/idea/situation and construct a well-knitted plot.

Quesiton: As far as characterization is concerned, one may come across the same portrayals of characters in each and individual work of Sahaye, Yazena and Emewadese. How do you feel this duplication/problem?

Zárihun: It is a good question. You know, such kind of problem has not only been revealed through their methods of characterization. The settings of their prose works have also suffered from similar technical shortcomings. But, this is, infact, the outcome of lack of experience. As has been noted in the previous discussion, most women have limited knowledge about the outside world. Therefore, women writers cannot delineate characters whom they do not know. The same is also true for the settings that they happened to portray.

Question: What solution/s do you suggest to overcome these shortcomings?

Zárhun: Well, we may propose a number of solutions in order to acquaint women writers with the characteristics of different types of literary techniques. So, the practice of literary criticism can be considered as one solution to overcome the problems mentioned above. In this case, critics and literary scholars have great roles to play and are, of course, responsible to carry out such task. They must give much emphasis to the works of women authors and analyze the technical aspect of the work critically so as to give lessons for the present as well as future writers about the former's shortcomings, weaknesses and strengths. On the other hand, there need to be frequent seminars and workshops which will absolutely be devoted to discuss the literary products of women authors. Such activities may help to increase

the number of both amateur and professional writers. The establishment of literary training centers can also be another important/practical solution to motivate women writers and enhance their knowledge of literature, particularly, of literary techniques.

Moreover, there need to be incessant literary completions among women society in which the best works can be awarded and get the chance to be published. Indeed, such crucial activities may have significant roles to cultivate the morales, psychological and material interests of female authors.

The establishment of readers's association is also one solution. A writer must first read different kinds of works of literature in order to have broad experiences and to acquaint himself/herself with the technical facets of literature. Such kind of association may also help Ethiopian writers to improve their technical problems and enhance their knowledge of literary devices.

Question: In relation to this may I ask, whom do you think is responsible to carry out such task?

Zārihun:

I think, the transitional government of Ethiopia has given considerable attention to women issues. It has launched great campaign to assess and solve the social, educational and personal problems of women society.

Office of women's affairs responsible to the Prime Minister's office has also been opened. Accordingly, the office of Women Affairs has great responsibility to carry out those tasks

which I've just mentioned. Besides, the Ministry of Culture & Sports Affairs can play important roles in organizing women writers and encouraging their literary activities.

Quesiton: With regard to this, Don't you think that the Department of Ethiopian Languages and Literature can have a great role to play?

Zerihun: The Department of Ethiopian Languages & Literature is a teaching center. Its main objective is, therefore, nothing but to train pupil in literature and languages teaching. However, it may participate in literary seminars, workshops, and symposiums which deal with women affairs, and can present research papers on the literary works of women authors. Furthermore, whenever, there is a demand we, the teachers of the department may help those female students who have the talent and interest in this particular field of art or creative writing.

Let me tell you my own experience, I teach different literary courses.

While teaching these courses, I always encourage female students to prepare research papers which dedicate to analyse either the prose fictions of women writers or examine those women characters which are portrayed in the works of men writers.

To sum up, what our department can do is really that whenever there are calls for literary seminars, workshops and/or discussions, it will attempt to participate and present research works on the literary writings of Ethiopian women authors.

PERSONAL INTERVIEW WITH ABÄRA LÄMA

Question: What do you think are the roles of literary techniques in composing fictional text?

Abära: Literary techniques are very essential in create works such as novel, short story, and drama. Without a technical know-how I doubt whether a writer could say 'I have produced a creative work'. Thus, in order to compose any type of fictional literatures the importance of literary techniques are unquestionable.

Question: According to your knowledge of literature which literary element is the best tool in the making of a fictional writing? Why?

- a) Character
- b) plot
- c) setting
- d) conflict
- e) Narrative techniques

Abära: At least three or four of them must be taken into account in my case. Without a character and a plot there is no conflict or theme or setting and finally a story that can be termed as a novel or a short story.

Question: What do think is/are the role/s of language in the world of fictional literature?

Abära: In my understanding, a good knowledge of language appears to be compulsory so as to produce a wonderful and very striking discourse. Language is therefore an important tool by which a novelist or a short story writer may transmit his/her ideas and philosophies as beautifully and successfully as possible. A writer without a good knowledge of a given language is therefore like a man who tries to teach a physician how to operate an appendix, while he is yet an illiterate.

- Question: What do you think is/are the role/s of literary symbolism in a prose fiction?
- Abära: If one can use them appropriately, literary symbolisms are the species of fictional writings.
- Question: What do you think are the general themes displayed in the pores works of Ethiopian women writers?
- Abära: Most of our women writers have reflected the themes of social problems, such as family problem, poverty, crimes, and prostitution. In addition to these recurrent themes, such topics like marriage, love jealousy and education have also been entertained. On the other hand, SAbärahaye Malaku has tried to demonstrate the themes of politics and corruption in her second novel called Anguz.
- Question: As far as the applications of literary techniques are concerned, what sorts of differences and/or similarities have you observed between the fictional works of the pre-and-post revolution women writers?
- Abära: Most of the pre-revolution women writers did not seems to be very much concerned with the technical aspects of their fictional writings. Instead, almost all of them have been so curious about the thematic values of their works. The post revolutionary writers have in fact evidently shown great improvement in the applications of the technical devices of creative literatures.
- Question: Comparing with men authors we have only few women writers in Ethiopia. what do you think are the reasons for this?
- Abära: I think it is a matter of chance. But, there is one fact which we can't deny. The deep-rooted

cultural rules and values that govern both the social and spiritual life of our traditional society do not allow women to become artist or writer. Of course, such antique truth functions at present, too.

Question: Comparing with the prose fictions of men authors how do you weigh the literary knowledge of Ethiopian women writers? Could you comment on this matter by giving examples?

Abära: As I have investigated some of their narrative, our women writers seemed to have little knowledge of literature. For example, you may simply examine the short stories of Yäzena Wärgu vis-a-vis her husband's.

Question: As to the task of writing, what do you think are the main problems of Ethiopian women authors?

Abära: 1. I think they are not exposed to the life of the outside world. Accordingly, they do not have very broad experiences. For example, the lack of the knowledge of the lives of farmers, factory workers, and the images and feelings of different war fronts...ect.

2. Besides, there is no panel discussion which deals with the prose works of women writers. Indeed, such practices could have been very important, because they enable the writers to share experiences and improve their knowledge of literature.

3. Lack of academic knowledge on literature and creative arts can also be considered as one problem.

Question: What solution/s do you suggest to overcome these shortcomings?

Abära: In order to solve these problems there need to be

taken appropriate measures against all major problems which I have just mentioned above.

Question: What do you think is/are the importance of chapters in a fictional work?

Abära: At least it gives the writer a chance to use various narrative techniques, characters, plots, conflicts etc. So, if a fiction is not divided into several chapters it will be boring and too monotonous to read.

Question: As far as the two novels of Sahaye are concerned, do you think that the whole thirteen chapters of Anguz, and all nine chapters of Quwasa are so useful? Why?

Abära: I do not think that all the chapters are useful. Because some of them are simply repetitions. And still certain chapters are not necessary at all. They do not have any significant relations and interconnection with the main plot of the story.

Question: What do you think is/are the importance of the incidents that devote to demonstrate the lives of such character like; Wärgenah. (the street-boy in Anguz), Masfen (the soldier), Measfin's mother ka a Gamoraw, and the chauffeur who works at the Sakiso Gold mining center? (N.B. All Characters are found in Sahaye's Anguz)

Abära: I think they are portrayed so as to increase the number of the characters of the novel. Of course such a technique appears to be one of the characteristics of a work of novel. But, what we must not forget is that each character must have significant role to play in the development of the story. Otherwise, it may create superfluity although it appears to be very true, in a work of novel, to entertain several character and very broad experiences.


Question: Could you comment on the portrayals of Qedest, a woman artist in the same novel, Anguz?

Abära: Qedest is simply the other image of the writer herself.  
Qedest is not a well portrayed character who may demonstrate the whole intricacies of the whole world of artists', particularly, that of a writer's life. Although she assumes herself as a would be writer the reader may not consider Qedest as a writer as she lacks the very qualities and talent which every writer obviously possesses in nature. A writer must, of course, have to be very creative and talented person. Accordingly, to become a writer Qedest has to have first a creative faculty. Without having an imaginative mind, one cannot become an artist or a writer.

## DECLARATION

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

Name: ASSEFA WORKU

Signature:  \_\_\_\_\_

Place: Addis Ababa University, Addis Ababa

Date of Submission: May, 24, 1995

DEVELOPING CRITERIA FOR A COURSE IN ENGLISH FOR  
AIRCRAFT TECHNICIANS OF THE ETHIOPIAN AIR FORCE

A THESIS PRESENTED TO  
THE SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY



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

BY  
ABRAHAM MENNA

JUNE, 1993

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

DEVELOPING CRITERIA FOR A COURSE IN  
ENGLISH FOR AIRCRAFT TECHNICIANS  
OF THE ETHIOPIAN AIR FORCE

BY

ABRAHAM MENNA

Approved by

John Atkinson

Advisor

John MERRISH

Examiner

Dejeme Leta

Examiner

Examiner

John


Merrish

Dejeme Leta

DECLARATION

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

Name: ABRAHAM MENNA

Signature: -----

Place: Institute of Language Studies, Addis Ababa University

Date of Submission: June 7, 1993

## ACKNOWLEDGEMENTS



I express my sincere and heartfelt gratitude to Mr. J.D. Atkins, my advisor, for his invaluable advice and comments to make me rethink many of the problems in my research, and base my research on more recent perspectives and developments in ESP teaching.

I am also very much indebted to him for his great help to me in getting relevant materials from here and abroad and for his help by spending his precious time and energy for the success of this study.

I also thank Dr.R.B.Hicks, my teacher, for his considerable contribution to this work by lending useful materials and encouraging me from the very beginning to carry out an investigation in this area of English language teaching.

I would like to express my gratitude to the Ethiopian Air Force for its permission to collect data from different sections and its overall co-operation which has enabled me to carry out this research in its training centre.

My thanks especially goes to B. General Solomon Beyene, the current representative (commander) of the Ethiopian Air Force, for his encouragement to me to continue this work and for his all help on his own and on behalf of the Air force.

I also thank Colonel Shewaseged Kassa for his briefing to me about the earlier Air Force training system and the nature of aircraft technicians job.

I am also grateful to all my colleagues, training chiefs, teachers, students, shop supervisors, junior technicians, and other friends in the Air Force, as well as outside the Air Force who have happily participated in this research and contributed their shares.

I particularly acknowledge Mrs. Joseph and Ato Tekle Haimanot Adera for their warm co-operation in this work.

## ABSTRACT

The purpose of this study was to develop criteria for course design in English for aircraft technicians of Ethiopian Air Force. In the work of developing criteria, the existing syllabus and materials were analyzed to see whether they were relevant to the needs of the learners for using English in their academic studies and job performance.

For this study, questionnaires were designed and distributed to 6 different groups: English teachers, academic and technical subject teachers, aircraft students, employers, aircraft maintenance shop supervisors, and junior aircraft technicians.

Interviews were conducted with English teachers and aircraft students to crosscheck responses obtained through questionnaires.

An analysis of maintenance manuals for aircraft engine and airframe, and of technical subject handouts was made to find out the most frequent communicative functions and notions students needed. An observation was also made on the maintenance work of the technicians to see what activities, which language skills, and communicative functions were actually used.

The basic criteria drawn up from the findings are that the syllabus should be topic-based while including sub-syllabus of functions and notions, skills, vocabulary and structure; the content should derive both from general and technical English; the materials should cover all the four language skills with emphasis placed in order of priority on reading, listening, speaking and writing skills, and the methodology should adopt a variety of more recent and suitable techniques for language learning, such as pair or group work problem-solving activities.

## TABLE OF CONTENTS

	<u>Page</u>
Abstract . . . . .	i
Acknowledgements . . . . .	ii
List of Tables . . . . .	iii
Chapter One . . . . .	1
1. Introduction . . . . .	1
1.1 Statement of the problem . . . . .	1
1.2 Importance of the study . . . . .	3
1.3 The scope of the study . . . . .	4
Chapter Two . . . . .	6
2. Review of related literature . . . . .	6
2.1 Introduction to the review . . . . .	6
2.2 Definitions of English for Specific Purposes (ESP) . . . . .	7
2.3 The development of ESP . . . . .	9
2.4 Branches of ESP . . . . .	14
2.5 Needs analysis . . . . .	16
2.5.1 Target needs analysis . . . . .	18
2.5.2 Learning needs analysis . . . . .	22
2.6 Syllabus . . . . .	24
2.6.1 Early approaches to syllabus design . . . . .	25
2.6.2 More recent approaches to ESP syllabus design . . . . .	27
2.6.3 Product and process in ESP syllabuses . . . . .	28
2.6.4 Product syllabuses . . . . .	29
2.6.5 Process syllabuses . . . . .	30
Chapter Three . . . . .	35
3. Issues to be addressed . . . . .	35
Chapter Four . . . . .	41
4. Methodology and procedures . . . . .	42

4.1 Sampling . . . . .	42
4.2 Construction and administration of questionnaires	43
4.2.1 Students' questionnaire . . . . .	43
4.2.2 English teachers' questionnaire . . . . .	43
4.2.3 Academic and technical subject teachers' questionnaire . . . . .	44
4.2.4 Employers' or sponsors' questionnaire . . . . .	44
4.2.5 Shop supervisors' questionnaire . . . . .	45
4.2.6 Junior technicians' questionnaire . . . . .	
4.3 The study of samples from work manuals and technical subject handouts . . . . .	46
4.4 Observation of the work of technicians . . . . .	48
4.5 Structured interview . . . . .	49
Chapter Five . . . . .	50
5. Findings . . . . .	50
5.1 The choice of students' field as shown by employers and the students . . . . .	51
5.2 Preferences in regard to areas of English and skills, and areas of English perceived to be needed for training studies and for the job as indicated by students . . . . .	52
5.3 Students' perceptions of their future working situation . . . . .	57
5.4 The learning process and attitudes of students to the course as seen by English teachers and students . . . . .	57
5.5 English teachers' degree of satisfaction with the current syllabus and materials and description of learning activities as made by English teachers . . . . .	61
5.6 Aircraft students' English language proficiency as judged by English teachers, academic subject teachers, and technical subject teachers . . . . .	65
5.7 Students' need for using English language skills and activities in learning other courses as perceived by students, subject teachers and technical subject teachers . . . . .	67
5.8 The need for improvement of the current syllabus and	

materials as suggested by employers, English teachers and junior technicians . . . . .	73
5.9 Technicians' job situation and their need for English language skills as perceived by employers, shop supervisors and junior technicians . . . . .	76
5.10 Junior technicians' English language proficiency as evaluated by employers, shop supervisors, and junior technicians themselves . . . . .	78
5.11 Activities in workshops taking place using English and difficulties encountered by junior technicians as assessed by shop supervisors and junior technicians . . . . .	79
5.12 The nature of the work manuals and technical handouts . . . . .	87
5.13 Findings from the observation . . . . .	98
5.14 Interviews . . . . .	100
5.14.1 English teachers' interview . . . . .	100
5.14.2 The aircraft students' interview . . . . .	102
Chapter Six . . . . .	105
6 Conclusions and recommendations . . . . .	105
6.1 Summary of the current situation . . . . .	105
6.2 Overall findings of target and learning needs analysis . . . . .	106
6.3 Views of language and language learning . . . . .	107
6.4 The aims and objectives of the course . . . . .	108
6.5 The syllabus . . . . .	110
6.6 Content area . . . . .	111
6.7 Skills and strategies . . . . .	112
6.8 Methodology . . . . .	113
6.9 Language activities . . . . .	114
6.10 Functions and notions . . . . .	115
6.11 Grammar and vocabulary . . . . .	115
6.12 Language teaching materials . . . . .	116
. . . . .	
Bibliography . . . . .	119
Appendices . . . . .	124



Appendix A Aircraft students' questionnaire . . . . .	124
Appendix B English teachers' questionnaire . . . . .	130
Appendix C Academic and technical subject teachers' questionnaire . . . . .	137
Appendix D Sponsors' or employers' questionnaire . . . . .	140
Appendix E Shop supervisors' questionnaire . . . . .	144
Appendix F Junior technicians' questionnaire . . . . .	149
Appendix G Analysis of Mig-21, L-39, Siamarchetti, Aloutte-3, and MI-24 aircraft engine and airframe maintenance manuals . . . . .	155
Appendix H English teachers' interview . . . . .	170
Appendix I Aircraft students' interview . . . . .	172



List of Tables

	<u>Page</u>
Table 1. Assessment of the use of teaching aids by students and English teachers.....	52
Table 2. Assessment of physical learning environment by students.....	53
Table 3. Assessment of students' satisfaction with learning activities and facilities or source of learning motivation as judged by students .....	55
Table 4. Assessment of English language skills and areas of knowledge students particularly want to improve .....	56
Table 5. Assessment of areas of English preferred by students .....	57
Table 6. Ranking of the physical setting in which students anticipate using English most for the job, as made by students .....	58
Table 7. Evaluation of the importance of areas of English for the work of technicians as made by students .....	58
Table 8. Assessment of modes of class organization typically used in the Air Force School, as evaluated by English teachers and students .....	59
Table 9. Assessment of the emphasis given to language skills, as made by students and English teachers .....	61
Table 10. Assessment of English teachers' satisfaction with the current emphasis on language skills and areas of knowledge in course materials, as shown by English teachers .....	63

	<u>Page</u>
Table 11. Assessment of language learning activities carried out by students, as judged by English teachers .....	64
Table 12. An evaluation of aircraft students' English language proficiency, as made by English teachers, academic subject teachers, and technical subject teachers .....	66
Table 13. Assessment of students' need for using English language skills in studying other courses, as indicated by students, subject teachers, and technical subject teachers .....	68
Table 14a. Assessment of frequency of students' use of different reading activities in studying other courses, as indicated by students, subject teachers and technical subject teachers .....	69
Table 14b. Assessment of frequency of students' use of writing activities in studying other subjects, as made by students, subject teachers and technical subject teachers .....	70
Table 14c. Assessment of frequency of students' use of various listening activities for studying other courses, as made by students, subject teachers and technical subject teachers .....	71
Table 14d. Assessment of frequency of students' use of different speaking activities for studying other courses, as made by students, subject teachers and technical subject teachers .....	72
Table 15a. Assessment of English teachers', employers', and junior technicians' opinions regarding the improvement of the current syllabus and materials .....	74
Table 15b. Ranking of texts or topic areas for the improved course according to their importance as given by English teachers, employers, and junior technicians .....	75

Table 16. Description of frequency of use of English in various physical settings by aircraft technicians, as indicated by employers, shop supervisors, and junior technicians .....	77
Table 17. Assessment of language skills important for the technicians' work, as ranked by employers, shop supervisors and junior technicians .....	78
Table 18. An evaluation of junior aircraft technicians' English language proficiency, by employers, shop-supervisors, and junior technicians .....	78
Table 19. Ranking of frequency of reading activities in English in workshops, as made by shop-supervisors and junior technicians .....	80
Table 20. Ranking of frequency of writing activities in English in workshops, as made by shop-supervisors and junior technicians .....	81
Table 21. Ranking of frequency of speaking activities in English in workshops, as made by shop supervisors and junior technicians .....	81
Table 22. Ranking of frequency of speaking activities in English in workshops, as made by shop supervisors and junior technicians .....	82
Table 23. Estimation of difficulties encountered by junior technicians in reading manuals, as made by shop supervisors and junior technicians .....	83
Table 24. Estimation of difficulties encountered by junior technicians in speaking in English, as made by shop supervisors and junior technicians .....	84
Table 25. Assessment of listening difficulties encountered by	

	<u>Page</u>
junior technicians, as made by shop supervisors and junior technicians .....	84
Table 26. Assessment of writing difficulties encountered by junior technicians, as made by shop supervisors and junior technicians .....	86
Table 27. A summary of functions found in a sample from Antonov-12 engine and air frame maintenance manuals .....	89
Table 28. A summary of notions found in a sample from Antonov-12 engine and airframe repair manual .....	90
Table 29. A summary of functions found in a sample from Mig-23 engine maintenance manual .....	91
Table 30. A summary of notions found in a sample from Mig-23 engine maintenance manual .....	92
Table 31. A summary of functions found in a sample from Mig-23 airframe maintenance manual .....	93
Table 32. A summary of notions found in a sample from Mig-23 airframe maintenance manual .....	94
Table 33. A summary of functions in "Theory of Engine" handout .....	96
Table 34. A summary of notions in "Theory of Engine" handout .....	97
Table 35. A summary of functions in Mig 21 engine repair manual .....	
Table 36. A summary of notions in Mig-21 engine repair manual .....	157
Table 37. A summary of functions in Mig-21 airframe repair manual .....	157

	<u>Page</u>
Table 38. A summary of notions in manual Mig-21 airframe manual .....	159
Table 39. A summary of functions in L-39 engine and airframe repair manual .....	160
Table 40. A summary of notions in L-39 engine and airframe repair manual .....	161
Table 41. A summary of functions in Siaimarchetti engine and airframe repair manuel .....	162
Table 42. A summary of notions in Siaimarchette engine and airframe maintenance manual .....	163
Table 43. A summary of functions in Aloutte-3 engine and airframe repair manual .....	164
Table 44. A summary of notions in Aloutte-3 engine and airframe repair manual .....	165
Table 45. A summary of functions in Mi-24 engine and airframe repair manual .....	166
Table 46. A summary of notions in Mi-24 engine and airframe repair manual .....	167
Table 47. A summary of functions in "Theory of Airframe" handout .....	168
Table 48. A summary of notions in "Theory Airframe handout .....	169

## CHAPTER ONE

### 1. Introduction

#### 1.1 Statement of the Problem

In the past twenty five years, the teaching of English as a foreign language (EFL) has shifted its focus from a view of language as a grammatical system or structure towards a view of language as communication within which the use for which the language will be put in the eventual specialist studies or occupational requirements of a certain group of learners is given prominence and priority. The main motive behind this move towards specialization of courses is to enhance the cost-effectiveness of teaching English, that has been to produce more efficient learners able to carry out their target studies successfully, or more effective workers able to carry out their jobs as required.

Many educational institutions and training centres all over the world have thus developed courses which take an analysis of the required areas of language use and the overall communicative needs of their learners into consideration in order to provide teaching of English which is relevant and helpful to their students or trainees. Although this trend is very late in coming to Ethiopia, some encouraging preliminary attempts in this direction have been made by researchers here. Research on the identification of the communicative needs of Addis Ababa University students by Morris (1983), on the attitudes of students and teachers towards the use of ESP teaching materials in Addis Ababa Technical Schools by Haile Mehari (1989), and on the communicative needs of students in Ethiopian High Schools by Abiy Yigzaw (1989) show an endeavour to move towards the development of criteria for planning courses for specified aims, or English for Specific Purposes.

In the Ethiopian Air Force, English is taught to a range of students. The Air Force training centre has seven

different Schools: The Aircraft School, the Electronics School, the Radio Communication School, the Armament School, the Automotive and Power Plant School, the Management School and the Air Traffic Control and Weather Service School. All the seven different schools use the same English text books in English courses which are given for three semesters in the first and second years of study.

The current English materials are published by the Ministry of Education. They are English for New Ethiopia series, Grades 11 and 12. In the teaching, emphasis is put on developing knowledge of grammar and usage of general English. However, in addition to the inappropriateness of these materials to aircraft students, all the *Students* enter the training after already completing twelfth grade. These students, thus, learn English in the training school from the same text books which they have used in their schools already.

Concerning the communicative ability of those who graduate from the aircraft school and begin the job, there are many complaints about their incompetence in reading and understanding their technical manuals. The question is: Are the current English courses for aircraft students helping them to develop the kinds of skills in English helpful for their job? How far is the objective of training aircraft students in English being realized?

In order for aircraft technicians to perform their jobs successfully in English, I believe that their communicative and learning needs should be analyzed and incorporated in the course design process so that this will facilitate the subsequent development of suitable methodology and production of suitable teaching materials.

The purpose of this study is, therefore, to investigate the communicative and learning needs of aircraft technicians at Debre Zeit Air Force Base, both their occupational and institutional needs, and to develop criteria for designing an

ESP course for these students of English.

### 1.2 Importance of the study

It is assumed that both trainee technicians and their sponsors can explain the reason why aircraft technician students come to learn English. The main reason they will probably give is that the English course should prepare the students for the future task of repairing an aircraft successfully using English. In other words, the English course given in the training school should equip the learners with the necessary skills and strategies to enable them to handle their future jobs confidently through exposure to the relevant content and learning situations.

But what the aircraft students at Debre Zeit Air Force base are learning in English now is not what they really need for their job. Currently aircraft students are studying on a syllabus and using materials intended for General Purpose English, i.e materials originally designed for school children. The sponsoring organization seems to appreciate the importance of technical English for its aircraft students. However, no measure has so far been taken to try to solve the problem by designing an English programme which satisfies the needs of the learners.

It is likely that the aircraft student technicians have a greater need for reading skills in English by comparison with other skill areas, since their major involvement with English is in interpreting technical manuals written in English. Thus, they are likely to need vocabulary development and reading strategies to cope with the manuals. Therefore, the teaching and learning process should promote the development of these and other skills and strategies. However, the current English syllabus and materials used at the training school do not consider these needs at all.

Not less than forty students every year graduate from

the aircraft training school. These graduates begin work with a knowledge of English grammar and vocabulary based only on the English for New Ethiopia (ENE) series. Therefore it is hardly surprising if they lack competence in reading skills and in particular in the ability to understand and interpret aircraft manuals for repairing an aeroplane as well as lacking competence in skills for communicating with other technicians using register appropriate to the aviation field. One of the main sources of these junior technicians' problems is likely to be the nature of English course given to them. Poor performance in English in the work situation is likely to be largely due to poor learning experience, which itself is the result of inappropriate teaching materials, irrelevant topics, and demotivating learning situations.

Thus, the importance of this study is that it aims to analyze and identify the communicative skills needed by aircraft technician learners at Debre Zeit Air Force Base, and the learning needs of these learners as determined by the learning situation, and aims to make future syllabus designers and materials writers aware of the importance of these factors and to provide them with a framework from which to design a syllabus and, ultimately, teaching materials.

### 1.3 The scope of the study

This study limits itself to the problems of aircraft technician trainees as students of technical subjects in the aircraft school and as future aircraft technicians in using English. The study attempts to examine the English language skills and knowledge needed by aircraft technicians for their job as well as their institutional needs so that the English course given to aircraft students during their training is designed according to these identified communicative and learning needs.

Although there are seven different schools in the Air Force, this study restricts itself to an investigation into

the teaching of English in the Aircraft School. The first reason for this is that it is not feasible to carry out research on seven different schools for different specializations. The second reason is that aircraft maintenance is the primary concern of the air force while other activities are viewed as subsidiary, and finally the researcher has a personal interest as a teacher in the school in establishing criteria for the development of a suitable English course for aircraft technicians.

The ultimate aim of teaching English in the Air Force is to prepare and enable students to perform the job of maintaining an aircraft successfully while operating in English. However, English is also used as a medium of instruction in teaching such academic courses as Physics, Maths, and Chemistry. More importantly, technical specialist courses, for example, "Theory of Engine" and "Theory of Airframe", are also taught in English. Nevertheless, the researcher will be treating the English course at this school to be primarily an English for Occupational Purposes (EOP) course, rather than an English for Academic Purposes (EAP) course. Thus, primary consideration is given to the needs of the target job and the needs of present language learning or learning needs in the sense of EOP while secondary consideration is also given in this study to the demands of students' specialist technical courses, since aircraft students study their technical subjects in English concurrently with as well as after the end of the English course, and the English course to some extent plays the role of an academic English programme (EAP).



## CHAPTER TWO

### 2. Review of related literature

#### 2.1 Introduction to the review

In this chapter issues relevant to the research outlined in Chapter One will be considered. To do this, a number of works related to the teaching of English for Specific Purposes (ESP) will be referred to.

This particular branch of English language teaching developed primarily in response to the discontent of certain groups of learners with language learning programmes that did not meet their particular needs. Writers as far back as Palmer writing in the 1920s, conceived of the idea of English for Specific Purposes. Palmer, for example, as discussed in Widdowson (1983), points out that it is not possible to design a language course unless something is known about the learner at whom the course is aimed. Palmer goes on to give some examples of the needs of different professions for relevant varieties of language. As he writes,

*The clerk or merchant will specialize in the commercial language and learn how to draw bills of lading or to conduct business correspondence. The hotel-keeper or waiter will concentrate on hotel colloquial, as also will the tourist or tripper (Palmer in Widdowson 1983:14).*

This early idea of the value of ESP became more accepted in the late 1960s due to the ever increasing demands of technology and commerce, especially in the third world countries. Learners of English increasingly gave importance to particular reasons they had for learning English. Learning English for its sake, or for pleasure became only one of the possible areas of English study.

## 2.2 Definition of English for Specific Purposes (ESP)

Teaching English for Specific Purposes (ESP) emerged as a branch of English language teaching (ELT) in the hope that it would facilitate more efficient learning, and thus that the purpose for which English was required by learners would be more successfully achieved. It is, therefore, not a different kind of English, but rather an integral part of ELT.

However, although ESP has various features that may appear to distinguish it from General Purpose English (GPE), we cannot give a definition of it by looking at just one single aspect of it. For example, the acronym ESP can be explained as 'English for Specific Purposes', but this cannot tell us what ESP is in its full sense. Different writers define ESP by emphasizing one or other of its features.

For instance, Hutchinson and Waters (1987), define it through the opposition they have to the concept of ESP as a special language. ESP, as they see it, is an 'approach to language learning, which is based on learner need'. They proceed to define ESP through what ESP is not. According to them ESP is not just science words and grammar for scientists, neither is it just hotel words and grammar for hotel staff. But rather, it is English language teaching in which performance and competence (communication) receive the greatest attention. Thus, they say 'ESP is not different in kind from any form of language teaching' except in that it is used for a specific purpose, and in that there exists a particular context of use the learner is more likely to meet in his target situation. They argue that an employment of more effective and suitable learning principles and the use of contents from the learners specialist areas does not make ESP different from other forms of language teaching.

One fundamental concept on which there is a general

agreement is that ESP is concerned, as Munby (1978) says, with the communication needs of the learner or learner need. Kerr, in his article, "English for Special Purposes" in 'English for Specific Purposes' edited by Holden (1977) defines ESP in terms of learner purpose or the ends that one seeks to achieve in the teaching, which is one aspect of learner need.

According to Munby (1978) ESP is distinguished from general purpose English in the sense that GPE is based on predetermined goals set by a teacher or an institution whereas ESP is defined by prior analysis of the communication needs of the learner. Widdowson (1983) also agrees generally with the definition given by other writers. However, he doesn't accept the mere existence of 'purpose' as being sufficient to define ESP and distinguish it from GPE. He says it should be rather the way purpose is defined that distinguishes ESP from GPE, that is, he is concerned with the definition of ESP in terms of goals of learning.

He explains this by making a distinction between ESP as a training operation, whereas GPE as an educational operation:

...As generally conceived, ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. GPE, on the other hand, is essentially an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future (p.6)

According to Strevens (1980), the following are the working definitions of ESP:

ESP entails the provision of English language instruction;  
 i. Devised to meet the learners' particular needs;

- ii. Related in themes and topics to designated occupations or areas of study;
- iii. Selective (i.e. not general) as to content;
- iv. When indicated, restricted as to the language "skills" included (pp. 109)

In this case Strevens defines ESP as being primarily concerned with content and skills.

One contemporary and interesting definition of ESP is to view it as a learning centred approach to English language teaching, as discussed in Hutchinson and Waters (1987) in detail. This is a new issue in ESP teaching and one which has emerged in opposition to the earlier rigid target or goal-oriented definition. It is a definition of ESP in terms of both target and learning needs, which pays more attention to affective as well as cognitive factors.

So far an attempt has been made in this paper to define ESP through those different features of it considered most prominent by different writers. English for Specific Purposes is generally understood in terms of its consideration of learner need as a central concern around which other elements revolve. In short, ESP involves the design and teaching of an English programme based on the needs of the learners and the learning situation and aiming to help the learners to cope with their target studies or jobs, or to communicate successfully in English for their study or job purposes.

### 2.3 The Development of ESP

According to the works of many scholars, there are three important causes for the emergence and development of ESP: the expansion of science and technology, a new focus on the language learner, and a revolution in the field of linguistics.

As Hutchinson and Waters (1987) write, there occurred a

massive expansion of endeavour and advancement in science, technology and commerce after the Second World War. This technological advancement demanded an international language (English) in order for people to carry out their business on a worldwide scale. As a result, people tended to learn English as a way to helping them to improve and do their business more successfully. This caused the teaching of English for Specific Purposes (ESP) to evolve.

*...as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language, business men and women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their fields. (Hutchinson and Waters 1987; 7)*

The second force that brought about the rise of ESP was the discontent of many learners with general English courses which didn't meet their particular needs. Thus, a focus on the learner, that is, consideration of the learner and his needs and interests enhanced the growth of ESP teaching. For example, developments in educational psychology have emphasized learners and their attitudes as an important factor for learning. To this end, as discussed in Hutchinson and Waters (Op. Cit), relevance of content to the students' field was believed to sustain their interests and motivation which in turn would result in better learning.

This major issue of students' dissatisfaction with general English programmes and consideration of the needs of the learners as an influential force for the emergence and development of ESP is discussed in depth, for example, in Strevens (1971) and Wingard (1971) as cited in McDonough (1984), Bhatia (1986), in Peterson (ed.1986), Richards and Rodgers (1986), Tinkham (1987) in Willmott (1987), Hutchinson and Waters (1987), and many others.

The third impetus that helped ESP to enrich its

theoretical basis in terms of a working view of language was research work in sociolinguistics which resulted in a view of language as communication rather than as grammatical structure. Many ESP syllabus designers and materials writers have made use of this theory of language so as to introduce a communicative approach to the teaching of ESP. As discussed by Hutchinson and Waters (1984) in *ELT Journal* 38/2, for example, ESP and the communicative approach are closely related.

Having emerged as the result of the above forces, ESP has passed through certain phases of linguistic innovations. According to Hutchinson and Waters (1987), there have been five phases of development. The first phase centred on register analysis. This was characterized by a view of ESP which emphasized the analysis of linguistic features more frequent to a given context of use. A Course in Basic Scientific English (1969) by Ewer and Latorre is a typical example of an ESP syllabus and materials based on a view of ESP as determined by register analysis. In this text Ewer and Latorre listed language forms like simple present active, passive, infinitives and so on and specialist vocabulary items that were believed to belong specifically to scientific registers and were assumed to be sufficient to meet the needs of science students although they were not very distinctive from language forms in general English. Moreover, the methodology was based on analysis and manipulation of structural patterns in which learning of vocabulary was not illustrated in context or discourse in general.

The second phase of development of ESP was strongly influenced by developments in discourse analysis. Syllabus and materials typical of this phase were concerned with the need to teach the learners how meaning was produced through the combination of sentences in discourse. The work of Trimble is closely associated with this period of ESP. The assumption was that different science texts or subjects exhibited specific rhetorical structures. However, this approach had its own drawback. Although it made learners

aware of discourse patterns, it could not account for how those patterns created meaning.

The third phase of development identified by Hutchinson and Waters (1987) focused on target situation analysis. The main focus of ESP work of this period was on the analysis of the linguistic features which the learners would use to communicate different purposes and the situations in which these items of language would be used. Munby's work (1978) is closely associated with this. While Munby's work has been of lasting significance, it has been criticized for being too rigid and for not taking into account the needs of the learning situations.

The fourth phase of innovation was, according to Hutchinson and Waters, characterized by skills-centred approaches. This stage was seen to be different from the preceding ones in that syllabuses and materials that were skills-centred emphasized the importance of developing interpretive skills and strategies that underlie language use rather than merely teaching the surface forms. This idea has its origin in the needs of students to read their specialist texts which were only in English and required skills and strategies to interpret and extract meaning. Guessing the meaning from context is an example of such strategies.

*The principal idea behind the skills-centred approach is that underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms enable us to extract meaning from discourse. The focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms (Hutchinson and Waters 1987:13).*

Hutchinson and Waters characterized the fifth phase of development of ESP as a learning-centred approach. While the earlier developments or approaches were concerned with descriptions of language use, the learning-centred approach

is primarily concerned with language learning. That is, it is not interested in showing merely how people do things with language, which is insufficient to learn the language, but rather it is interested in how people learn, with the prime aim of helping learners to acquire the competence that will enable them to perform in the target situation. In other words, a learning-centred approach aims at prioritizing the process of learning to equip learners with long lasting strategies which they can use for handling their studies or job successfully after the end of the ESP course.

Although earlier works in ESP have been criticized for their focus being only on certain limited aspects, the above discussed phases of development in ESP have all made a contribution to contemporary course design and they can all be viewed as complementary. In other words, it is obvious that subsequent developments in ESP course design can benefit from all these preceding views. For example, register analysis based syllabuses still have some relevance for contemporary course design, because an analysis of target language features is still an important aspect of ESP. So, each phase of development, viewed in terms of its value for contemporary course design, has both useful and weak points.

Therefore, regarding the development of an English course for aircraft technicians at Debre Zeit Air Force Base, the writer of this research does not believe that only one single model of course design can or should be used as a sufficient criterion for an English course for aircraft technicians. The researcher's belief is that since an awareness of language functions, notions, and lexical items with appropriate structural exponents and the ability to use sub-skills or micro-skills relevant to the four macro skills are all likely to be important for the technicians in their interpretation of work manuals, any appropriate course design should be based on criteria developed through taking relevant ideas from all phases of ESP development. For example, the syllabus could be primarily topic - based or skill-based with functions and notions being incorporated as sub-syllabuses.

## 2.4 Branches of ESP

An attempt has been made in the preceding sections to define ESP and to discuss its development in brief. In this section, the major branches of ESP will be looked at.

There are a number of ESP branches in the field of science and social studies and professional training. Among these branches are English for Business and economics, English for Secretaries, Waiters, Scientists, Diplomats, Doctors, Pilots, and Technicians (Strevens 1977:90). However, there are two major branches in ESP: English for academic purposes (EAP) and English for Occupational Purposes (EOP).

As the acronym itself implies, EAP is the name given to English courses designed usually context specifically for students to help them pursue their academic studies in English better. The belief behind EAP is that academic service English courses will enable these learners to cope better both socially and with their specialist texts. Therefore, one of the criteria for course design in this context is derivation of content or topic areas from those students' academic courses and related specialist texts in general, provided that the texts are worth using for language learning purposes in classrooms, as pointed out by Hutchinson and Waters (1982) in Lancaster Practical papers in English language education, Vol. 5. Because it is believed that, for example, a text may be a good description of an aspect of a given specialist area of study but it will not necessarily make a good text for language learning purposes. Any input for language learning purpose should be chosen because it will generate useful work in the classroom, not because it has the apparent authenticity of the target situation (Op.Cit). As Robinson (1991) writes, the current concern is with 'studying in context', that is, with identifying the social as well as academic requirements of a particular situation and equipping students to cope (p. 66).

EAP therefore primarily takes place in a tertiary educational setting where students learn English either before specializing their studies (pre-study) or as part of their studies (in-study) ESP. Munby (1978) clarifies this point:

*A Turkish student in the preparatory department... who is studying English is an example of pre-study discipline-based ESP. A Mexican, student in the faculty of veterinary science at the national university of Mexico, who is studying English in order to read books and articles on his subject that are written in English, is an example of in-study, discipline-based ESP (p. 57)*

Another important branch of ESP is known as EST (English for Science and Technology). ESP and EST are often conceived of as being synonymous, although they are not actually. Similarly, many writers have not made a clear distinction between EAP and EST. They typically take EST to be a branch of EAP, rather than EOP. For example, Strevers (1977), McDonough (1984), and Kennedy and Bolitho (1984) define EST in general as an English course that teaches scientific English to scientists, although they accept the fact that ESP owes a great deal to EST for its development. Trimble (1985), however, gives a clearer description of the relationship EST has to EAP and EOP. He says EST is related to both EAP and EOP in that a student of engineering (EAP) and an engineering technician (EOP) share EST knowledge except in theory and practice. But what most writers have agreed on is that EST aims at teaching scientific English to scientists and technologists. For most writers this implies designing English courses within which macro and micro skills, vocabulary items, grammatical forms, and notions and communicative functions found frequently in the scientists' study or job are given prominence.

The other major ESP branch is English for Occupational

Purposes (EOP). This is the teaching of English to prospective workers. An EOP course is basically a training course in which learners learn the English they will need to perform their future jobs. The learners may need emphasis on speaking skills or on reading skills or on other skills in English to carry out their duties, depending on the nature of their job. Kennedy and Bolitho (1984) discuss this point by saying,

*EOP is taught in a situation in which learners need to use English as part of their work or profession. Instances of EOP students would be doctors in casualty or technicians servicing equipment. They need English, in the first case, to talk and respond to patients and other staff, and, in the second, to read technical manuals*  
( p.4)

Learners who come to an EOP situation are either those who have already experienced the job and want to develop some additional relevant English skills, who may be called in-experience ESP learners, or those who are learning English concurrently with learning the job itself and who can be called pre-experience ESP learners.

Thus, the Air Force Aircraft students are considered in this study basically to be EOP learners, and EAP learners for their time in training. What makes these learners need an EOP course is that they are being trained in English to carry out their eventual job of maintaining an aircraft in English.

## 2.5 Needs Analysis

Needs are the requirements learners have for their academic studies or for jobs for which they are being trained, and the learning requirements for attaining those academic or professional goals. Assessing these needs is called needs analysis. For example, as Tarone and Yule (1989)

write, needs analysis is a task of collecting and evaluating information to answer the question as to ' what aspects of the language' a particular type of learner needs (p. 32).

More specifically, contemporary ESP works view a statement of the needs of learners of a particular group as being best achieved through agreement and negotiation among all the parties considered; teachers, learners, employers, syllabus designers, etc., considering both the subjective and objective needs as opposed to needs assessment characterized by earlier ESP models in terms of target needs (objective needs) alone.

Munby's model, for example, views need as an objectively determined reality, as pointed out by Holliday and Cooke (1982:131) while in recent developments learner need is viewed to mean more than this. Therefore, there are various views of what constitute 'needs'. Firstly, needs may be defined as an analysis of students' study or job requirements, or what the learners need to do at the end of the course with the language (a goal-oriented definition of needs). Secondly, needs may be defined in terms of the perception of the institution, i.e. what the institution considers necessary for students to learn. A third view of needs is what the learners actually have to do in order to learn the language (a process-oriented definition of needs). A fourth view of needs relates to the learners' personal aims, that is, their needs, lacks, and wants. This takes as its starting point what learners do not know or cannot do with language (lacks) and their need to bridge this gap (Robinson 1991:7-8).

ESP and needs analysis are generally seen as inseparable. For instance, the work of Trim et al. *Systems Development in Adult Language Learning* (1980), Richterich and Chancerel *Identifying the Needs of Adults Learning a Foreign Language* (1980), Van Ek and Alexander *The Threshold Level English* (1975) and others have been based on the results of needs analysis, although many writers at the same time

complain about incomplete analysis of needs in most earlier ESP works, that is, an emphasis on goal-oriented target situation analysis and a negligence of the present learning situation or learning needs analysis.

### 2.5.1 Target Needs Analysis

A target needs analysis is a needs analysis which focuses on students' needs at the end of a language course (Robinson 1991:8). So, it takes into account the situations in which the learner will use the language and the kind of language forms or communicative functions necessary for him to be able to use in these situations.

Hutchinson and Waters (1987) discuss this point from the same standpoint as Robinson (Op. Cit) in that they view target needs in terms of necessities, lacks, and wants. By "necessities" is meant the type of needs determined by the target situation, that is, what the learner is required to acquire so that he can successfully perform the job in the target situation. Necessities may include language forms, communicative skills, and so on, depending on the nature of the course. By lacks, on the other hand, as pointed out above, is meant the difference between what the learner already knows and the necessities identified. Thus, "lacks" refer simply to those aspects of target necessity which the learner cannot cope with at the present, while "wants" are the learner's view of his needs as opposed to views perceived by teachers or course designers.

The learner has his subjective needs and interests, and may want to learn other things (skills) in addition to what has been set by the institution.

However, Hutchinson and Waters (Op. Cit) take the target needs analysis to be only a partial needs analysis, as it ignores any learning situation or learning needs analysis, which the present study is taking into account. The idea that

a target needs analysis represents only part of a full needs analysis is accepted by recent writers, for a target situation analysis corresponds only to an end-product or goal-oriented definition of needs disregarding the means or process-oriented interpretation of needs. For example, Bloor (1984) says that,

*In order to specify an adequate teaching syllabus, it is almost certainly desirable to operate both target-centred and learner centred needs analysis (Bloor 1984:17)*

By learner-centred needs analysis she means an assessment of what the learner can bring to the ESP course as skills to direct his learning, or the problems that might hinder his own learning.

Holliday and Cooke (1982) in their "An Ecological Approach to ESP" advocate means analysis or process analysis which considers all the factors related to the learning environment, which the product oriented model (Munby's 1978) failed to account for. Similarly, Hutchinson et al. (1979) criticize the Munby-style target situation analysis for placing emphasis on surface or performance features and examining the end but not the means (an underlying competence).

*The analysis of the target situation, then, should begin by distinguishing the Target Performance Repertoire from the Underlying Competence. Each of these should then be examined (Hutchinson et al. 1979: 152)*

The point in their argument is that prior analysis of the target performance features does not provide sufficiently broad data for establishing criteria that will enable the learners to develop the underlying competence to interpret or express texts or discourse related to the target study or job, but rather, it is the underlying target competence that

the learner brings to the classroom or learns that enables him to interpret the texts in target situation.

Similarly, Widdowson (1981) in Selinker et al. (1981) in his article, "English for Specific Purposes: Criteria for Course Design" criticizes the views taken by Halliday et al. (1964), Munby (1978), and Wilkins (1976) towards target situation analysis as the only means of identifying needs. As quoted by Widdowson, Halliday et al. say:

*" It is perfectly possible to find out just what English is used in the operation of power stations in India: once this has been observed, recorded and analyzed, a teaching course to impart such language behaviour can at last be devised with confidence and certainty"(Halliday et al. 1964:190)*

*(Widdowson 1981:1-2)*

To show a similar stand taken by Munby (1978), Widdowson quotes the following:

*"... When the purpose for which the target language is required can be identified, the syllabus specification is directly derivable from the prior identification of the communication needs of that particular participant or participant stereotype "(Munby 1978:218) (Widdowson 1981:2)*

Widdowson similarly gives the following extract from Wilkins (1976):

*The process of deciding what to teach is based on considerations of what the learners should usefully be able to communicate in the foreign language. When this is established, we can decide what are the most appropriate forms for each type of communication... (Widdowson 1981:3)*

Widdowson's criticism of these writers is that they are considering target situation analysis alone as the criterion for course design, and target needs as the only needs of the learners in learning language. In other words, he criticizes the writers' neglect of learning needs and process-oriented learning needs analysis and asserts strongly that an analysis of learning needs must be undertaken if one is to base an ESP course on sound criteria. Therefore, according to Widdowson (1981), Hutchinson and Waters (1987), Hutchinson et al. (1979) and many other recent writers in the area of ESP programmes, course design criteria must be based on a needs analysis that takes into account both target situation analysis and learning needs analysis.

As Robinson (1991) points out, a target situation analysis may consider two stages in the students' learning. She says, thus the English course may be preparing the students for a further training course, which will be conducted through the medium of English, after which the students will then take up jobs. Although the training course and the later job are different in their English language requirements, both need to be considered in the language course.

This point is quite relevant to the present study. In this study, therefore, an enquiry is being made into the learners' target needs in both their technical training courses in English and in their later job situations. One way in which this is done is by assessing target language requirements (notions, functions, skills, etc.) from the learners' technical subject course handouts and work manuals. Similarly, the aircraft students may be expected to have a need for taking notes from books, for writing test answers etc. during their technical subject courses and also for developing reading and writing skills for their future jobs. All these are being considered in the study now and should be considered in designing the ESP course which it is hoped will be based on the criteria developed as the result of this study.

### 2.5.2 Learning Needs Analysis

Learning needs analysis, also called "present situation analysis" by writers like Robinson (Op. Cit), investigates the strengths and weaknesses the students bring to the English course. Richterich and Chancerel (1980), as cited in Robinson (Op. Cit) propose three sources of information: the students themselves, the teaching establishment, and the user-institution, for example, the students' place of work. Here, information about the learners' level of ability, technical resources, and their views on language teaching and learning is gathered and analyzed.

It has been argued above that consideration of both target needs and learning needs can provide course designers with a more complete needs analysis. In other words, there is agreement among writers on the importance of identifying both the language or communication needs of the learners and the means which enable learners to achieve the ends of learning.

Among the proponents of learning needs analysis are Hutchinson and Waters (1987). They argue that a target situation analysis cannot indicate how the expert communicator learnt the language items, skills, and strategies that he or she uses. They further argue by saying that:

*It is naive to base a course design simply on the target objectives, just as it is naive to think that a journey can be planned solely in terms of the starting point and destination. The needs, potential and constraints of the route (i.e the learning situation) must also be taken into account, if we are going to have any useful analysis of learner needs (p. 61).*

This idea of learning needs is defined in different ways

by different writers, but with the same concept. Hutchinson and Waters (Op. Cit) define it briefly as what the learner needs to do in order to learn'. Widdowson, in Selinker et al. (1981) defines it similarly as 'what the learner needs to do to actually acquire the language', which is a process oriented definition of needs, or as Brindley (1989), in Robinson (1991), states they are the 'cognitive and affective needs of the learner in the learning situation'.

In general, although the earlier goal-oriented ESP works have been criticized for considering target needs alone as criteria for course design and materials development and ignoring the present learning needs, the contemporary view on ESP considers the combination of the target situation analysis (goal) and present learning situation analysis (means) as complete learner needs to base an ESP course. Therefore, the present research has been designed in this spirit.

This study is using both target situation analysis and learning needs analysis in its needs analysis stage to find out the needs determined by the target situation and needs felt by the learners, to see the contribution that learners bring and that they can make to the learning process. The belief behind paying attention to both types of needs assessment is that learners' motivation cannot derive only from more provision of sample language forms in extracts from their work manuals, spoken discourse, and technical log books, but will also derive from the learning situation, from relevant and interesting learning tasks, techniques and methodology which are suitable for learning the language. As Hutchinson and Waters (1992) argue, " EST materials need to be intrinsically motivating and can not rely solely on the motivation produced by the target situation" and "people learn best when their interest is engaged".

The target situation analysis is considered equally essential in that target need must be an influential factor in the language course design process. Aircraft students need

to learn at best a substantial part of their English course through topics which have relevance to their future jobs, and which develop those skills and communicative performances they need in order to handle their technical studies and future jobs, and also to create some motivation in them while learning the language at present.

## 2.6 Syllabus

In any course design process, developing a syllabus is a necessary component. The term syllabus is defined from different points of view by different people. For example, for Strevens (1977), a syllabus is partly an instrument for administration, partly a daily guide to the teacher, partly a statement of what to teach and how. He says it is a document in which the items to be taught are listed in a particular course for a particular set of learners (p. 25). Richards (1985) says that a syllabus represents a particular view of what is needed to attain an objective (p.8). Here he means a syllabus also reflects the means through which learning is achieved.

A more elaborate definition of a syllabus is given by Dubin and Olshtain (1986), who says a syllabus is the vehicle that conveys the information from policy makers to teachers, textbook writers, examination committees and learners.

Whatever it is called, it is a document which ideally *describes*:

1. What the learners are expected to know at the end of the course, or the course objectives in operational terms.
2. What is to be taught or learned during the course in the form of inventory items.
3. When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages...

4. *How it is to be taught, suggesting procedures, techniques, and materials (p . 28).*

Similarly, Widdowson (1990) views syllabus as the specification of a teaching programme or pedagogical agenda which is concerned with a particular group of learners (p.127).

### 2.6.1 Early approaches to syllabus design

The most familiar type of language syllabus for many students and teachers is the grammatical syllabus. However, although it has been the most influential syllabus in English language teaching for many years, in Ethiopia in particular both at high school and tertiary levels, it has been criticized for its inadequacy in that it does not lead to teaching that enables learners to use English in real communication. In other words, it fails to teach students the meaning and uses of language, or the skills and strategies through which they can acquire language so that they can communicate appropriately.

In this respect, Wilkins in Brumfit and Johnson (ed. 1979) says,

*The grammatical syllabus, however, is not without its critics... It is very difficult for many learners to appreciate the applicability of the knowledge they gain through such an approach. The process of being taken systematically through the grammatical system often reduces the motivation of those who need to see immediate practical return for their learning (pp. 82-83).*

Wilkins goes on to discuss the failure of the grammatical syllabus to equip the learners with communicative competence. Similarly, according to Allen and Widdowson, in Brumfit and Johnson (Op. Cit) difficulties faced by students learning from *agrammatical* syllabus arose from the learners'

unfamiliarity with the use of English, rather than from an inadequate knowledge of grammar. The situational syllabus was an attempt to deal with these shortcomings.

The main feature of a situational syllabus was an analysis of the situations in which students would need to use the language, and the design of course materials on the basis of such an analysis to enable the learners to use the language appropriately in a context. Wilkins in Brumfit and Johnson (Op. Cit) said that language shouldn't be separated from the context and he saw this syllabus as a learner-based syllabus. He added that 'The situational syllabus, therefore, is based upon predictions of the situations in which the learner is likely to operate through the foreign language' (p. 83).

However, the situational syllabus was criticized in two respects. First, it was argued that it was not possible to predict language fixed in a particular setting. Second, it was argued that it still emphasized language as a set of grammatical structures. So, the difference between the grammatical and situational syllabuses appeared to be cosmetic: merely 'what' to teach in the former and 'where' and 'when' to teach in the latter. These inadequacies gave rise to other syllabus types, specifically the notional functional syllabus.

The development of functional notional syllabuses was encouraged by the work of Council of Europe's modern language teaching project by Trim *et al.* (1980) and others and work in discourse analysis by Widdowson (1979), Candlin (1976), Trimble (1985) and their colleagues. The aim of such syllabuses is the prioritization of the meanings or notions that people communicate through language, and the use or function of the language. These three kinds of syllabus have all in their own time been influential in General purpose English teaching as well as in ESP.

### 2.6.2 More recent approaches to ESP syllabus design

It is now generally accepted that the aim of an ESP course should be to teach the learners both the communicative abilities required of them for their target study or job, and the skills and strategies which will help them to develop those abilities. This view is currently widely held and has arisen as a result of the failure of teaching based purely on grammatical, situational or functional notional syllabuses on their own to equip learners with the communicative abilities, skills and strategies needed for the learners' target specialist studies or work. So, in this section I am going to discuss very briefly more recent trends in ESP syllabus design.

The fundamental differences between early and more recent ESP syllabuses lie in the organizing principles and in the selection of the content. In a grammatical or register analysis ESP syllabus, the basic selection and organizing principles were 'frequency' 'coverage' and 'availability', etc., while the content is language form. In a similar fashion, a situational ESP syllabus is based on situations and appropriate language forms for those situations, the content still being language forms. A functional notional syllabus is based on selection of the most useful functions and notions with appropriate exponents in the form of structures and vocabulary.

However, the selection and organization in more recent examples of ESP syllabuses are based on a broader identification and analysis of the learners' needs and the needs of their learning situation. The content is typically a balance of language use (function, notation, vocabulary), language skills, and strategy awareness training or activities or tasks or some other balance of sub-syllabus as the needs of the learners demand, but not primarily language forms.

Recent and early ESP syllabuses are thus different at least in two ways: in selection and organizing principles, and in content.

This is not to say that form and function are two mutually exclusive elements in a syllabus. In fact one cannot exist in a course without the other. For example, Widdowson (1990) argues that the difference between the structural and notional functional (ESP) syllabuses is in the means they employ to attain the goal, but not in the end, the eventual communicative purpose. Both can be used to prepare the learners for future communication in the language, through linguistic investments by structural syllabus and performance accumulation by notional functional (ESP) syllabus, respectively, as Widdowson (1990) points out.

Similarly, Dubin and Olshtain (1986) advocate a combination of different inputs to syllabus design in an eclectic manner to obtain positive results (p. 38). Regarding the structure and function of language in the activity of language learning, Johnson (1982) offers the 'separationist' and 'unificationist' views. He suggests the teaching of structure first, followed by use, and teaching communication from the beginning with the structure, respectively 'separationist' and 'unificationist'. The point is that one syllabus type doesn't totally replace the other since the structure aspect cannot exist without the function aspect of the language and vice versa although one can change the emphasis.

### 2.6.3 Product and process in ESP syllabuses

So, as we have seen in the development of ESP, there have been broadly two perspectives in teaching English. As discussed by Hutchinson and Waters (1987), these perspectives are describing 'what' people do with language and 'how' people learn to do what they do with language.

Earlier ESP syllabus types focused on describing sentence grammar and meaning. All these ESP syllabuses had one important drawback in their views of teaching the language. The question as to how students would learn what they needed to learn was neglected. They all focused on a product language knowledge, usage or use. These earlier approaches have thus been seriously criticized for their neglect of how people learn, or the learning process, by writers like Widdowson (1981) in Selinker et al., Hutchinson and Waters (1987), Robinson (1991), and many others. Current ESP syllabus may, nevertheless, still be described as existing on a continuum from product or goal-oriented syllabus to processes syllabus or means-oriented syllabus

#### 2.6.4 Product syllabuses

Both White (1988) and Hutchinson and Waters (1987) describe ESP syllabuses as more or less product- and content-based or as more or less process- and method-based while on the continuum between the product- and process-syllabuses they place skill-based syllabuses.

In a product-syllabus, language forms, functions, situations or topics are taken from the learners' target specialist or job areas, analyzed and arranged as teaching items. The aim of a product-syllabus, whether grammatical situational or functional, is thus an end product, because the learners are expected to know the items taught to them and store them in their minds to make use of them at the end of the course, which is in its view of teaching a typical example of a language syllabus used by the Ethiopian Air Force Training School. Widdowson (1981) regards this product view as 'a collection of formal or functional units to be stored away in the mind as knowledge' (p.5), a view which is likely to conflict with the learners' own internal syllabus and to cause less learning. On this point Hutchinson and Waters (1987) say '... we should address ourselves, in the first instance, to the problem of creating a sound and

effective learning environment. Unless this is right, all the linguistic analysis in the world will not help the EST learner get the knowledge he needs ( p. 3 )

A second kind of ESP Syllabus is a skills based syllabus, which may be viewed as a half product and half process syllabus. It may be viewed as a product-syllabus when a certain English course aims at teaching a specific language skill, for example, writing business letters or speaking, for business people.

It may be viewed as a process syllabus when sub-skills applicable to more than one language skill are used as the basis for course design. As Robinson (1991) puts it, 'deducing gist' can be employed for both reading and listening. Although many skills-based syllabuses focus on one of the language skills, eg. on reading, I think the most interesting potential in ESP syllabus design is to base the syllabus on training micro-skills or sub-skills and related strategies relevant to more than one macro skill, so that learners will be able to make use<sup>of</sup> these micro skills in different macro skills to focus on learning skill development and to handle their specialist studies or job.

#### 2.6.5 Process syllabuses

Widdowson in Selinker et al. (1981) advocates a process approach to course design. He says a goal-oriented approach focuses on what the learner needs to have acquired after learning while a process-approach focuses on 'what the learner needs to do in learning'. Widdowson argues that the language data given to the learner should not be preserved 'intact' but should be used as 'grist to his mental mill', as is practised in a goal-oriented approach. Like Hutchinson et al. (1979) and Hutchinson and Waters (1982), he says that the language taken from the learner's target situation shouldn't be what the learners will put in use after learning, but rather should activate strategies for learning and show some

relevance to their purpose. Frydenberg (1982) also argues for the importance of students' application of their skills or strategies to new material, and sees no value in dependence only on the knowledge of language data actually learned in classroom.

In Hutchinson and Waters (1987) it is claimed that 'ESP by its very nature' is a process that is intended to enable people to achieve a purpose (p.70). In this respect, Holmes (1982), as cited in Hutchinson and Waters (Op.Cit) writes;

*The process-oriented approach... is at least realistic in concentrating on strategies and processes of making students aware of their own abilities and potential, and motivating them to tackle target texts on their own after the end of the course... (p.70).*

One of the main proponents of a process syllabus, Breen (1984), offers a thorough discussion of this syllabus type. He considers all syllabuses to have emphasised knowledge of what performance is like. What he alternatively advocates is an emphasis on the capacities required of a communicator, the learner. The focus should be on the process of learning rather than on content for learning. He argues for the prioritization of the route or the means over the predetermined objectives. The key feature of this approach, according to him, is a redefinition or negotiation between students and teachers on the predetermined syllabus to arrive at or produce a new or 'real' syllabus.

Hutchinson and Waters (1987) also emphasize ways of gaining competence rather than performance repertoire. Process syllabuses on the whole focus on developing the styles and strategies of good language learners.

Another method based syllabus closely related to the process syllabus is the procedural or task syllabus, the best example of which is the work of Prabhu (1987). As Robinson

(1991) discusses, this kind of syllabus consists of a set of tasks or activities, and class time is devoted to performance in which students work to understand and complete the task without acting mechanically.

In this regard, Johnson (1982) describes Prabhu's central hypothesis as 'structures can best be learned when attention is focused on meaning', that is when the primary attention is paid to performance of a task rather than to the language needed for the task (pp. 135-136). Wilson (1986) as cited in Robinson (1991) says, similarly, that the starting point for the syllabus is a set of objectives that define the terminal behaviour required of the students followed by intermediate objectives that enable learners to attain those terminal objectives. Such an approach is also believed to be significant for ESP 'since the basic need of ESP students is' to successfully perform a work or study task.

As argued by Hutchinson and Waters (1987), although the ESP syllabus must be influenced both by the target situation and by the learning situation, the methodology 'must be considered right from the start' in the syllabus design, in the learning centred approach to course design. Robinson (1991) similarly points out that a key feature of method based syllabus is that the distinction between syllabus and methodology to some extent disappears'. A syllabus of this type 'is used creatively as a generator of good and relevant learning activities', and 'at the same time maintains relevance to target needs and serves the needs of the students both as users and as learners of the language' (Hutchinson and Waters 1987:93-94). However, the ESP course emphasizes not 'achieving a particular set of goals' but rather enabling the learners to achieve what they can with the given constraints' (Op.Cit p.70).

So far, an attempt has been made to note types of syllabus and their fundamental views in regard to teaching English. Here, an issue of the choice will be seen in short. As has been noted above, there are many syllabus type

possibilities, ranging from those which may be described as goal-or product-oriented (language or structure, function and notion, topic or situation) to those which may be described as method-or process-oriented (skills and strategies, activities or tasks). That is, there are various options for an ESP syllabus and all types may be used having one type as an organizing device.

One approach or syllabus type may be more suitable for a certain learning situation than others. Theme-or topic-based syllabuses are currently common in ESP and many believe them to be highly appropriate for ESP since they use the content of students work or specialist study, and it is argued this motivates the students. A procedural syllabus is also accepted in some learning situations <sup>as a useful</sup> syllabus type for ESP learner since their need is to successfully perform tasks in English in their work or study.

However, in discussing which syllabus to choose, Swan (1985) in Robinson (1991) argues for an integration of eight or so syllabus types 'into a sensible teaching programme' rather than neglecting earlier approaches. Hutchinson and Waters (1984) in this respect are concerned to show that there is a language syllabus in *Interface* that matches or suits a range of other courses.

Therefore, as Robinson (Op.Cit) puts it , we need to consider all approaches available, and to 'find what is most suitable for a particular situation'. Any decision as to which syllabus to employ will result from an assessment of the target and learning needs and the objectives of the course. In doing this, factors such as what is already known about students' needs, motivation, expectations, abilities, what is feasible, acceptable to teachers institutions, etc., will all have to be seriously considered.

This whole debate has a clear relevance to the present study, since the present study is considering both the learners' target and learning situations in the course of

developing criteria for course design. Thus, I am interested in finding out whether a more process-oriented syllabus may be more appropriate for an English course for our aircraft technicians, than a more product oriented approach while at the same time keeping in mind the technicians' terminal goal, or target performance in the job.

I shall be interested in finding out which skills and strategies the technicians need to develop to cope with their training courses as well as their later job as I consider this may be more relevant than merely expecting them to learn a discrete set of language items (grammar, vocabulary, function, etc.) and use them at the end, which is what a strongly goal-oriented approach prioritizes. Furthermore, I shall be trying to determine whether a modified process or method-based approach based on topics or themes and emphasizing the development of strategies for improving skills and sub-skills will be more feasible to implement than a procedural syllabus given the current expertise of teachers, learning experience of students, the expectations of teachers and learners regarding how the learning should be conducted.

## CHAPTER THREE

### 3. Issues to be Addressed

In this section background information will be given about the existing learning situation, teaching approach and materials used in the Air Force Training School. Issues considered in the present investigation, with the aim of enabling the investigator to arrive at suitable criteria for a course design for the Debre Zeit Aircraft School, will then be discussed.

In the Ethiopian Air Force Aircraft Training School, students learn English from an English syllabus whose contents are entirely language forms. That is, it is a totally language based, heavily grammatical syllabus. The target aim of learning English in this school may be taken to be successful performance in maintaining an aircraft using English. However the current English teaching programme in the Air Force doesn't pay attention to the means that will enable the learners to attain the end of learning.

The materials or textbooks, Grade 11 and 12 English for New Ethiopia (ENE) series, emphasize grammar rules, vocabulary meanings, and extracting information from passage readings. They are devoid of any teaching of skills and sub-skills of listening, speaking, reading, or writing. The materials are not supported by any teaching aids like tape recorders, videos, language laboratory, etc.

The methodology that is typically employed is not communicative in any sense. That is, the method most commonly employed is lecture based and teacher dominated. The learning tasks or activities are limited to answering questions from the reading passages, most involving extracting given information; answering questions about the correct use of grammar and the meanings of vocabulary items. Thus the reading tasks do not train students to become effective

readers, while using maintenance manuals or subject texts. The language exercises typically involve only mechanical grammar practice. The written tasks are mostly performed individually. Whole class activity is sometimes carried out for the purpose of correcting errors committed in structures and vocabulary meanings in class. Pair or group work is seldom or never used. Therefore, methodology used in the Air Force school in my experience doesn't in any way make use of more recent methodological perspectives or principles for language teaching and language learning. For example, the English course does not consider the value of pair/group work as modes of organizing the class. It does not include problem solving activities which are more likely to be relevant to the learners' field of specialism and to motivate them. In addition, opportunities are not given for students to carry out role plays, simulations or give oral or written presentation, etc., as learning techniques in the learning activities. In general, almost none of the modern methodological principles are recommended to be employed in the teaching and learning process.

The learners' previous learning experience is very similar to what they are doing at this school now. Their high school learning focused on developing knowledge of grammar and vocabulary. They enter this school with relatively poorly developed skills in reading, writing, speaking and listening. However, in contrast to the school learning situations, it is possible that aircraft students may have a stronger desire and higher need to learn and improve certain skills whether due to their own wants or preferences as learners or motivated by their study and job requirement i.e. target needs. It is considered likely by the researcher that they may benefit more at this stage from developing their own ways of learning, that is, by developing their own learning styles and strategies to learn skills. They may be more motivated to achieve success in language learning by the use of relevant and interesting learning activities. In other words, it is likely that they may be better motivated and benefit from seeing both their learning needs and wants and their

target needs or goals reflected in their learning.

However, the current learning situation does not consider such factors which may have a bearing on learning language.

In regard to the teaching staff, the training school has English teachers all with a first degree in English. Nevertheless, having been trained in the traditional approach to language teaching, the teachers including the researcher himself, tend to adopt a lock-step approach to teaching and to emphasize transmission of knowledge of grammar and vocabulary in their classrooms. Yet, it is possible that the teachers can fairly easily make adjustments to the methodology they use and teach English in a more interactive way from specialist texts if they are given the necessary awareness-raising training and follow up support. Thus I aim to find out what changes teachers feel able to make.

In this research, therefore, I have tried to analyze the different kinds of needs:

- (a) the learners' study or job requirements, that is, target or goal oriented needs;
- (b) the needs perceived by the user-institution, that is, what the institution regards as necessary or desirable for the learner;
- (c) needs which are students' personal aims or wants, those things students desire to gain from the language course, and
- (d) needs regarded as lacks, that is, the gap between what students already can do and what they cannot do. To achieve these, I have contrasted the views of English teachers, technical and academic subject teachers, learners, employers, shop supervisors, and junior technicians.

I also tried to compare aspects of target needs, which are derivable from different kinds of factual information about the learners, their needs for language use in real-life communicative situations as well as the current language proficiency and language difficulties, with aspects of their learning needs, the cognitive and affective needs of the learners in the learning situation, which are derivable from information about factors such as motivation, confidence, attitudes, learners' wants and expectations, preferred learning styles and strategies.

The target objective needs analysis considered:

- (a) what modes of communication-speaking, writing, reading are most commonly required;
- (b) what channels-face to face, indirect;
- (c) what types of text-manuals, lectures, handouts, conversation; are most frequently encountered.
- (d) what content area-technical, general is generally used and;
- (e) what aspects of language (functions, notions) and vocabulary are required.

While analyzing these objective needs, the researcher considered factors such as who the learners will use the language with, that is, whether they will use the English language mainly with teachers, supervisors, and fellow technicians, whether these people are all non-native speakers and what language competence they possess. The analysis also paid attention to the place where the language will be used, whether in classroom, workplace, and attention was paid to when and how much the language will be used.

In the target situation analysis, I have also tried to determine what approximate levels of skills and accuracy are necessary and in which micro-skills in order to achieve 'good enough' competence in English. Furthermore, I have tried to determine whether there are any special language requirements on the training course that may be different from the

requirements of the later job. For example, practice in answering exam type questions may be required in the English course because it is required for succeeding in other subject courses.

I have sought to analyze the learning situation by gathering information from employers, English teachers and students. An attempt has been made to obtain details about the levels of students' ability, what they already know, the time available, the competence of the English teachers, their knowledge and attitude to subject content language learning , etc. Details about learners' views on language teaching and learning background, kinds of methodology which would appeal to them or bore them have been investigated. In addition, details about students' motivation and interest, potential and limitations of the surrounding have been assessed.

The type of information obtained was then hoped to be related to a specific approach to teaching, learning and syllabus design. The investigation focused on the skills and sub-skills in particular content areas that need to be employed in the learning and job situations.

Thus, in considering reading, the investigator took into account the types of text which must be read and the modes of reading to be employed for them. A study of the specific linguistic forms was secondary rather than primary consideration, but attention was given to the major functions and notions exhibited in the manuals and other texts that students have to interpret, and oral discourse especially listening students are likely to be involved in.

It was hoped that the information obtained from the text analysis would constitute the functional/notional sub-syllabus of the syllabus though it is likely that a multi-language syllabus would be more appropriate, including sub-syllabuses of topics or themes, grammar or structure, vocabulary building, skills, etc.

I have obtained information from a range of sources through:

- (a) Questionnaires simple enough to be understood by my subjects.
- (b) Observation of aircraft technicians' behaviour and language performance in the workshop.
- (c) Interviews-a series of structured questions: to supplement information gathered from questionnaires; to enable me to pursue any interesting new line of inquiry that developed, for example, regarding students' views of their needs and wants, attitudes, and; to provide me with a planned agenda to refer to.
- (d) Collection of authentic data-samples of manuals and handouts from workshop and technical training school have been collected and analyzed.

As a result of this needs analysis I aimed to be able to draw up criteria for an ESP course for aircraft students at Debre Zeit Air force base and to make recommendations that will be relevant for the design of an ESP syllabus.

## CHAPTER FOUR

### 4. Methodology and procedures

The overall objective of the study is to establish criteria for developing an ESP course for aircraft technicians of the Ethiopian Air Force by assessing the learning situations in the Air force training school and by identifying the target English skills and, strategies needed for their work. This has been achieved:

- (a) By setting and analyzing questionnaires filled in by a sample of students, English teachers, academic and technical subject teachers, employers, shop supervisors, and junior aircraft technicians. Through teacher questionnaires I aimed to elicit information about teaching and learning.
- (b) By analyzing sample work manuals and by analyzing sample technical subject teaching materials. This was to enable the researcher to identify the main functions, notions, text forms, importance of diagrams, charts etc.
- (c) By analyzing the results of an observation of the actual work behaviour and language use of the technicians. It was hoped that they would provide the researcher with a collection of transcripts to analyze as authentic data regarding actual language use.
- (d) By analyzing the results of a mini (structured) interview conducted with English teachers and selected students. The aim of this interview was to supplement information gathered from the questionnaires, by enabling me to pursue any interesting new line of enquiry that might develop, while providing a clear framework for discussion.

Regarding the methods employed for the study, the researcher has made use of ideas put forward by Mackay and Mountford(1978) on questionnaire design, Robinson(1991) on content analysis, Hutchinson and Waters (1987) on questionnaire design, Haile Michael Abera (in a forthcoming doctoral dissertation) on questionnaire design, and Mackay and Mountford (1978) on conducting structured interviews. As mentioned above, for this research, various sources were used in the hope it would enable the researcher to obtain more reliable information.

#### 4.2 Sampling

In accordance with the nature of the research and the need for reliable information, various sources were used. Different groups of subjects had different population sizes which necessitated the use of more than one single sampling technique.

Therefore, the overall sample used was obtained by both purposive and simple random sampling. The purposive sampling was used because the size of the population in some cases was the same as sample to be selected. For example, the target population of English teachers, academic and technical subject teachers was not larger than its sample in size. In addition, purposive sampling was used where there were parts of target population which it was not possible to use in the sampling due to its existence at far distant places.

For example, in case of shop supervisors and junior technicians, purposive sampling was used. That is, shop supervisors and junior technicians were selected from Debre Zeit Air Force main base as those in Dire Dawa, Gode, and Addis Abeba could not be involved due to distance.

However, shop supervisors and technicians in Debre Zeit were selected by applying simple random sampling technique because the planned sample size was much smaller than the

population in Debre Zeit. Similarly, sponsors or employers were selected by simple random sampling technique.

#### 4.3 Construction and administration of questionnaires

##### 4.3.1 Students' questionnaire

A questionnaire was designed for aircraft students who had already finished the three semester English course and who were studying their specialist courses in English. The questionnaire was aimed to be administered to 35 students. However, only 27 students were available and completed the questionnaire.

The questions were aimed to elicit information about the learners' learning needs and target needs in general, about their learning motivation, interest, preferences for areas of English and skills, skills considered needed for studying other subjects, and areas of English and skills considered needed for their *future jobs*.

##### 4.3.2 English Teachers' Questionnaire

A questionnaire was designed and distributed to English teachers. There were four English teachers. Two of them were still teaching while two had recently stopped teaching at the school. This sample did not include the English teacher who was carrying out this study.

All the teachers completed the questionnaire and returned it. The questions aimed at finding out and comparing responses regarding learning motivation, learning process in general with responses or judgements given by the learners. The English teachers' questionnaire included questions about their degree of satisfaction with the current syllabus and materials and their views concerning possible improvements.



It is recognized that the number of teacher respondents was so small that unfortunately the analysis of their responses can only be used to confirm or comment on the findings of the students' and junior technicians' questionnaires.

#### 4.3.3 Academic and technical subject teachers' questionnaire

One questionnaire was distributed to 5 academic subject teachers and 8 technical subject teachers. The same questions were asked to these sample teachers because it was believed both groups were using English to teach their subjects in similar situations and employed the same language skills, and sub-skills, although the frequency of use of the skills might differ.

The questions concentrated on an evaluation of their aircraft students' English language proficiency, especially in the four language skills of reading, writing, listening and speaking, and on eliciting the macro skills' importance for the subjects they taught. The questions also elicited opinions on the various language activities according to their importance to the subjects the teachers taught.

#### 4.3.4 Employers' or sponsors' questionnaires

As has been discussed in preceding chapters, the needs of learners are determined, among others, by the user institution, the teaching or training body, and by the learners themselves. Therefore, the researcher found it important to use the employers as one group of his subjects.

Six employers were selected for this purpose in a random selection. These employers were those who were working as training chiefs, school principals, syllabus and programme developers, and so on, in the training school.

I have called them employers or sponsors because they were people who had experience for many years in administrative work in the organization, and as trainers in the training school. Thus, they had better knowledge about the objectives of training aircraft technicians in English, and about educational principles than others working in unrelated fields. They represented the organization in all affairs of training.

All the six representative employers completed the questionnaire and returned it. The questionnaire focused on more general ideas than those for other subject groups. The general working situation of the technicians, the junior technicians' proficiency in English and the skills in English considered most important for the job of the technicians were included as major questions (see Appendix D).

#### 4.3.5 Shop Supervisors' questionnaire

Shop supervisors are the most senior aircraft technicians, promoted later to the post of shop supervision due to their experience and knowledge. However, for this study the researcher also added the most senior aircraft technicians to the already designated shop supervisors from each work shop. The reason was that the shop supervisors were few in number. Believing that both actual shop supervisors and senior technicians could have the same knowledge regarding their field and could give reliable information, the researcher treated them all as shop supervisors.

So, the senior technicians were selected randomly from each workshop while all designated shop supervisors were included from each aircraft engine and airframe workshop. A single questionnaire was administered to a sample of 30 shop supervisors and all the 30 completed and returned the questionnaire.

The focus of the questionnaire was on the situations in

which aircraft technicians used English, English language skills and activities needed in the workshop, and degree of difficulties encountered by the most junior aircraft technicians or mechanics in using English.

#### 4.3.6 Junior aircraft technicians' questionnaire

A questionnaire was prepared and distributed to a sample of 30 junior aircraft technicians. The sample was made by selecting junior technicians from different workshops. The technicians were those who had served for 1 to 6 years as aircraft mechanics and were selected from hydraulic shop, engine and airframe maintenance shop for Antonov-12 aircraft, Mig-23 fighter, Mig-21 fighter, L-39 trainer, SF Siamarchetti trainer, Mi-24 and 35 helicopter, Aloutte-3 helicopter randomly from the list of the junior technicians.

All the 30 junior technicians filled out in the questionnaire and returned it. The questions concentrated on their working situation, the language skills they needed, the activities they carried out in English, the difficulties they might have encountered in using English.

They were also asked for their opinions regarding the idea of improving the English syllabus and materials. In particular, they were asked to what extent the English course had prepared them for their current English requirements.

#### 4.4 The study of samples from work manuals and technical subjects

In order to analyze the target needs of the learners, studying the nature of their future job in relation to the use of the English language was necessary. In addition, students' need for learning other courses in English was taken into account. To achieve this, samples of reading materials were analyzed.

A sample of technical manuals which would need to be interpreted by the learners after they finished their English course was analyzed. The samples were taken from engine and airframe maintenance manuals for Antonov-12 transport (Russian made) aircraft, Mig-23 jet fighter, Mig-21 jet fighter, L-39 (Czech made) trainer aircraft, SF260 siaimarchetti (Italian made) trainer aircraft, Aloutte-III (French made) helicopter plane, and Mi-24 (Russia made) Helicopter plane.

The manuals were studied considering four essential factors:

- (a) The layout of the manuals. Here the point was to see what components the manuals were composed of, whether they were diagrammatic, or in text form or both. This was to identify what diagrammatic interpretative skills would be required by technicians.
- (b) Language functions. Here the interest was to see or identify the most common communicative functions which could be used by the learners.
- (c) Language notions. The most frequent notions were sought. This was to identify notions students needed in their future job.
- (d) Major topic areas. The aim here was to make comparison and contrast between topic areas dealt with in their work and in their training.

Analysis was carried out using the typology of functions and notions given by Van Ek (1975). Reference was also made to Wilkins (1976) to make use of an inventory of function and notions and their examples. Thus the sample from each manual was analyzed and the functions, notions, layout, and its major topic areas were described in tables. Examples of language functions, and notions were extracted from the manual and shown in the tables. In this analysis, I analyzed one fourth of the manual if the manual was composed of 100-200 pages, and one-fifth if it was composed of 210-400 pages, and one-tenth if it were more than 400 pages. For the layout, I counted all the diagrams and charts from cover to

To determine the nature of technical subject texts, I chose two teaching materials of "Theory of Engine" and "Theory of Airframe". As was done for work manuals, these handouts were studied to identify key communicative functions, notions, and layout. The major topic areas were identified. The functions and notions identified were tabulated and extracted examples were shown in the same tables.

#### 4.5 Observation of the work of technicians

For the purpose of collecting authentic data, the researcher observed technicians actually maintaining an aircraft for an observation period of 5 hours. Here the aim was to see what skill areas were most used by the technicians, particularly to see to what extent oral and reading skills in English were used, to supplement data obtained through the questionnaire and the manuals.

So, the researcher observed technicians in their work of maintaining an Antonov-12 and Mig-21 jet fighter. Before observing, I told the technicians not to feel that I was going to evaluate their work or their language use in any way which would result in any harm to them. I told them rather that I was observing the activity to identify activities that could be used to improve classroom teaching. Therefore, the technicians were relaxed enough to continue talking and doing their work quite naturally without giving any attention to my presence.

I prepared a sheet of paper with four lined columns with the headings reading, speaking, listening, and writing. Observation was noted at one minute intervals to indicate whether the technicians were reading, writing, speaking (and if so in what language and what communicative functions they used), listening or silently performing their duties.

#### 4.6 Structured interview

Structured interview questions were prepared for English teachers and students with the aim of supplementing questions asked in their questionnaires and what could be seen through observation.

A total of two English teachers and ten aircraft students were interviewed. Student interviewees were selected both from the students who had just started the course and those who had already finished. The aim was to see whether learners come with some kind of expectations regarding their future needs and the nature of training they needed and also with any preferences for the language skills they wanted to improve from the very beginning of the course. In addition, the aim was to compare such things between the already experienced and new students in the training.

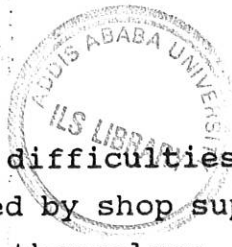
From the four English teachers, I could find only two who were able to come for interview. The interview was recorded on tape. The interview for students was conducted in Amharic although it was prepared in English originally. The reason for this was that the students told the researcher that they would be able to answer the questions more clearly and confidently if it was in Amharic. However, one student was interviewed in English on his own request.

## CHAPTER FIVE

### 5. Findings.

The findings of this study will be discussed under 14 major headings. This has been for simplicity as it is believed that they can be seen more easily and clearly if they are summarized briefly and the responses to common questions are grouped and compared. The following aspects will be discussed:

- 5.1. The choice of students' field as shown by employers and the students (factors concerning learning motivation).
- 5.2. Preferences in regard to areas of English and skills.
- 5.3. Students' perceptions of their future working situation and their perceptions of areas of English needed for the job.
- 5.4. The learning process and attitudes of students to the course as seen by English teachers and students.
- 5.5. The English teachers' degree of satisfaction with the current syllabus and materials. A description of learning activities as made by English teachers.
- 5.6. Students' English language proficiency as judged by English teachers, subject teachers and technical subject teachers.
- 5.7. Students' need for using English language skills and activities in learning other courses as perceived by the students, subject teachers and technical subject teachers.
- 5.8. The need for improvement of the current syllabus and materials as suggested by employers, English teachers and junior technicians.
- 5.9. Technicians' job situation and their need for English language skills as perceived by employers, shop supervisors, and junior technicians.
- 5.10. Junior technicians' English language proficiency as evaluated by employers, shop supervisors, and junior technicians themselves.



- 5.11. Activities in workshops and difficulties encountered by junior technicians as judged by shop supervisors and the junior technicians themselves.
- 5.12. The nature of work manuals and technical handouts.
- 5.13. Findings from the observation of junior technicians at work.
- 5.14. Analysis of answers to interview questions.

#### **5.1 The choice of students' field as shown by employers and the students**

The aircraft students in the Air force training school were asked in their questionnaire (see Appendix A) to give some background information about themselves. They indicated that they had been studying at the school for one and a half years. All of them had completed their secondary education and were in age range between 20 and 24.

When they were asked whether this field was their first choice, 81.5% said it was their first choice while 18.5% said it was not. When their employers were asked whether the students typically chose the field or the organization chose it for the students, 66.7% of employers indicated that the Air Force chose the field and assigned them while only 33.3% said students chose the field for themselves.

Customarily, students join the Air Force on their choice after passing an entrance exam, but after they are admitted there is student allocation to different fields of study. It is possible that the Air Force considers the students' first choice until it gets the required number of trainees. Thus, for any particular programme perhaps some students are assigned to other fields if the number is already over. Therefore, the interests of the students are not fully considered.

5.2. Preferences in regard to areas of English and skills, and areas of English perceived to be needed for training studies And for the job as judged by students

Some questions were formulated to elicit responses about (a) the learners' preferences for areas of English and skills and (b) their perception of the needs for skills and areas of English for their training studies and the job. These questions were designed to reveal information on the learning situation and indicate the extent to which learners' interests and motivation were considered.

First, students were asked to rate the frequency of use of various teaching aids, a question which was also asked to their English teachers. The results are summarized below in Table 1.

Table 1 Assessment of the use of teaching aids by students(s) and English teachers (ET) in percentages

Teach. & Stud.	Table 1. Assessment of the use of teaching aids by students and English teachers (ET) in percentages:									
	V. regularly used		Regularly used		Sometimes used		Rarely used		Never used	
	S	ET	S	ET	S	ET	S	ET	S	ET
book	77.8	25	18.5	75	3.7	0	0	0	0	0
Sample maintenance manuals	0	0	0	0	14.8	25	29.6	50	55.6	25
Tape recorders	0	0	0	0	0	0	0	25	100	75
Models of aircraft	0	0	18.8	0	14.8	0	37.1	25	29.6	75
Videos	0	0	0	0	0	0	3.7	0	96.3	100
Realia	0	0	7.4	0	11.1	0	29.6	25	51.9	75
A lang. lab.	0	0	0	0	3.7	0	3.7	0	92.5	100
An overhead projector	0	0	0	0	3.7	0	0	0	96.3	100

As Table 1. shows, in almost all responses, students and English teachers assessed the use of the various teaching aids similarly. It is clear that the teaching and learning is highly dependent on the textbooks. It is also clear that samples from maintenance manuals are rarely used for learning English. 55.6% of students and 25% of teachers said such a text was not used at all.

The majority of students and teachers confirmed that no tape recorders, videos, realia, language laboratory lessons or overhead projectors were ever used as teaching aids. The students' judgement about the use of model aircraft differed from that of the teachers possibly because the presence of different kinds of model aircraft in their classrooms was taken to by them to be examples of use. In general, both students and teachers agree that there is no use of any aids to language teaching and learning which would make the learning process more varied and interesting.

Regarding the physical environment, students were asked in item 9 to describe aspects of the physical learning environment. As Table 2 shows, the majority of students described the physical learning environment as broadly suitable for learning. This judgement seems realistic as far as the researcher's experience is concerned. However, classes are sometimes disturbed by the noise made by the aircraft.

**Table 2** Assessment of physical learning environment by students (S) in percentages:

Table 2	(a) S	(b) S
(a) Noisy		
(b) Quiet	33.3	66.7
(a) Too many students in class		
(b) Appropriate number of students	22.2	77.8
(a) Dark classrooms		
(b) Light classrooms	0	100
(a) Dull classrooms		
(b) Interesting	18.5	81.5
(a) Uncomfortable furniture		
(b) Comfortable furniture	33.3	66.7

Students were asked in item 12 to show their preferences regarding modes of class organization that in their opinion would help them to learn best. The majority of them (63%) showed preference for a mode of class organization in which the teacher has some control but students are also involved<sup>in</sup> carrying out tasks in pairs and groups, which goes

in line with their teachers' judgement in which 100% chose this mode of organization .

This is particularly interesting as it is not typical of students' experience at high school level, and not traditionally highly valued as a mode of class organization at any other level either. Rote learning by large groups is traditional, so students tend to be passive rather than generally interactive and exploratory. In real life in the Air Force School, as responses to item 7 of the same questionnaire (see Table 6) indicate, the whole class and individual work are virtually the only learning modes.

In item 10, students were asked to show their degree of satisfaction with various learning activities and school facilities in order to indirectly assess ways of enhancing motivation for learning English. As Table 3 summarizes, the majority of students said that they were very satisfied or satisfied with the teacher's classroom management, encouragement and relationship with the class, library facilities and relation of language skills to the job. However, the students showed their dissatisfaction with the remaining sources of learning motivation. Moreover, students seem to exaggerate the relevance of current language skills training to the job. When I consider the existing classroom learning situation, only reading is emphasized which is relevant to their future job and even reading is poorly taught.

**Table 3.** Assessment of students' satisfaction with learning activities and facilities or sources of learning motivation as judged by students (S) in percentages:

Table 3	V. Satis S	Satisfied S	Neutral S	Dissat. S	V. Dissat. S
Teacher's classroom management	48.8	40.7	11.1	0	0
Teacher's encouragement	33.3	66.7	0	0	0
Teacher's relationship with class	51.8	37.1	11.1	0	0
Learning activities	18.5	44.4	29.6	7.4	0
Library facilities	48.1	26	11.1	14.8	0
Relation of topics to the job	14.8	14.8	29.6	22.2	18.5
Relation of lang. skills to the job	29.6	55.6	11.1	3.7	0
Relevance of passages and exercises in English textbooks to the job	3.7	18.5	59.2	14.8	3.7

As can be observed from Table 3 above, in general, students are more tolerant and respectful of teacher behaviour and performance than they are of the value of the teaching materials or the suitability and variety of learning activities.

In item 11, aircraft students were asked to show their preferences regarding the English language skills and aspects of knowledge in learning English they would more like to improve. This question was designed with the belief that an emphasis on skills and areas of knowledge which students desired more to improve would motivate them while neglecting them would be likely to demotivate them. This would, therefore, help future course designers to consider learners' preferences or wants more objectively. The findings are summarized in Table 4 below.

Table 4 Assessment of English language skills and areas of knowledge students particularly want to improve

Table 4	The most desired S	The 2 <sup>nd</sup> most desired S	The 3 <sup>rd</sup> desired S	The 4 <sup>th</sup> desired S	The 5 <sup>th</sup> desired S	The 6 <sup>th</sup> desired S
Listening	22.2	7.4	18.5	18.5	11.1	22.2
Speaking	63	14.8	11.1	3.7	3.7	3.7
Reading	11.1	11.1	22.2	18.5	29.6	7.4
Writing	0	18.5	14.8	26	18.5	22.2
Vocabulary	0	11.1	18.5	29.6	11.1	29.6
Grammar	14.8	44.4	11.1	7.4	14.8	7.4

As can be observed from the table, students most want to improve their speaking skills. Their second strongest desire is to improve their knowledge of grammar. They also want to improve listening, reading, and writing skills, in that order of priority. This order is possibly given because speaking is currently given the least importance.

They indicate a strong desire to improve grammar (the 2nd most highly desired skill or knowledge area) although it is even now the most emphasized area. This all may lead one to conclude that:

- (a) Perhaps students do not understand what 'skills' means.
- (b) Students are less strongly aware of the importance of developing listening skills by comparison with the value attached to this skill by junior technicians and shop supervisors.
- (c) Students feel they lack confidence in speaking in English and perceive this to be something they want to improve in.
- (d) Even though reading skills are obviously a very special need for them, it is given a low priority, possibly because students have not experienced reading skill development as a priority area in their past experience of learning, or possibly because its future work value to them is as yet unclear, possibly because they "performed" to their own satisfaction on the very limited kind of reading tasks they were given in the past.

(e) Grammar is traditionally given priority in the class room and, therefore, has considerable status.

Students were also asked to show their preference for topic areas of English from which their studies should be chosen. In this regard, half the students showed their preference for a balance between topics from general and technical English by ranking it the first choice. They ranked general English as their second preference and a course based totally on technical English as the third preference.

**Table 5** Assessment of areas of English preferred by student(s) in percentages:

Table 5	The most preferred	The 2nd preferred	The 3rd preferred
General English	S 33.3	S 37.1	S 29.6
Technical English	18.5	40.7	40.7
A balance b/n general and technical English	51.8	29.6	18.5

Therefore, students' preferences match with the views of English teachers and junior aircraft technicians, the majority of whom ranked the topic areas of English exactly in the same way (See Table 15b) as the basis for the improved course. The new English course should take this factor into account.

### 5.3. Students' perceptions of their future working situation

Students were asked to show their perceptions regarding in what working situations they expected that they would use English most after completing their training. Students anticipate that they will use English in the workshop most. They also believe that they need to use English in the

Table 10 Assessment of English teachers' satisfaction with the current emphasis on language skills and areas of knowledge in course materials as shown by English teachers (ET), in percentages:

Table 10	V.satisfied	Satisfied	Neutral	Dis-satisfied	V.dis-satisfied
	ET	ET	ET	ET	ET
Listenings Skills	0	0	0	100	0
Speaking skills	0	0	0	50	50
Reading skills	0	50	25	25	0
Writing skills	0	25	50	25	0
Grammar	0	100	0	0	0
Vocabulary	0	50	50	0	0

This judgement of teachers seems realistic. Teachers do tend to emphasize grammar, vocabulary and reading in their classroom teaching as shown in Table 9.

English teachers were also asked to describe learning activities used with students in terms of frequency. The belief was the more varied activities used, the more interested and motivated the learners would be towards learning.

As Table 11 summarizes, the activities frequently used regularly are very limited: asking and answering questions orally, reading aloud, learning vocabulary meanings, and learning grammar rules. Repetition, reading silently for meaning, and listening to and understanding teacher questions and instructions are less frequent activities whereas controlled or structured speaking, controlled writing of grammar and vocabulary exercises, writing dictations and making notes from books are seldom used.

In general, teachers do not get their students to:

- (a) Solve problems through *Oral* group discussion.
- (b) Do any kind of oral practice other than repetition and answering or teacher questions on grammar or a reading text.
- (c) Listen to lectures and make notes.

(d) Do any kind of meaningful or creative writing. It is interesting that teachers did not assess any learning activities other than asking and answering questions orally to be very frequent. This suggests a passive learning situation is tolerated by both students and teachers.

On the whole, the teachers' judgement seems to reflect the reality, may be except on a few points. For example, they report that repeating language items is a frequent activity. This is perhaps true of some teachers who may use this activity for some pronunciation practising purposes. Also reading silently for meaning is not common in the school in my experience. The course design should consider introducing a variety of more meaningful learning activities which are given less attention than the ones indicated here.

**Table 11** Assessment of language learning activities carried out by students as judged by English teachers(ET) in percentages:

Table 11	V.frequent	Frequent	Some- times	Rarely	Never
	ET	ET	ET	ET	ET
Asking and answering questions orally	25	50	25	0	0
Solving problems through group, discussion	0	0	25	75	0
Repetition	0	50	50	0	0
Controlled/Structured speaking	0	0	75	25	0
Giving oral reports	0	0	25	75	0
Listening to lectures and making notes	0	0	0	75	25
Reading aloud	0	100	0	0	0
Reading silently for meaning	0	50	25	25	0
Controlled writing of grammar and vocabulary exercises	0	25	75	0	0
Writing dictations, making notes from books	0	25	50	25	0
Writing reports and essays	0	0	50	25	25
Listening to and understanding questions, instructions	0	50	25	0	25
Learning vocabulary meanings	0	100	0	0	0
Learning grammar rules	0	100	0	0	0

### 5.6 Aircraft students' English language proficiency as judged by English teachers, academic subject teachers, and technical subject teachers

The academic subjects taught to aircraft students are physics, mathematics, and chemistry, and all the 5 teachers are graduates with B.Sc. from the Addis Ababa university in their respective field of studies. They have a teaching experience ranging from 2 to 11 years. All are Ethiopians (See Appendix C).

The technical subjects taught to aircraft students are Theory of engine, Theory of airframe, Aerodynamics, Strength of materials, and Technical Drawing. All the 8 teachers are Ethiopians and hold Diplomas in their respective specialist fields from the Ethiopian Air Force Technical School, Addis Ababa Technical School, the USA or the USSR. All of them have an experience of teaching from 6 to 15 years.

These teachers were asked to evaluate their aircraft students' English language proficiency.

As the findings summarized in Table 12 below indicate reading is regarded by all 3 groups of teachers as less of a problem than other skills and areas of knowledge. This is possibly, however, an indication that trainees are not expected to read critically and discriminate understanding of concepts.

Subject teachers and technical subject teacher regard their students in writing skills as broadly average to weak. English teachers regard the students weak in writing.

All teachers agree that their students are poor in speaking skills with English teachers being most critical. Students are considered generally to be weaker in speaking than in reading or writing.

Regarding listening, the academic and technical subject teachers evaluated the students' proficiency between good and average while English teachers' evaluations were scattered. They appeared not to know how to assess proficiency in this skill. This difference in evaluation indicates the unreliability of respondents' perceptions of the listening skills and abilities demonstrated in their subjects. Yet it

is clear that listening skill must play a key role both in helping students to cope with academic lectures (transactional listening) and in preparing students for the more interactional listening skills they might find useful in the workshop.

English teachers believe their students' proficiency in grammar is better than the subject and technical subject teachers do, possibly because they are thinking more of grammar knowledge while subject and technical subject teachers look at linguistic competence i.e accuracy in writing and speaking. So the subject and technical subject teachers regard the students average to weak in grammar.

English teachers regard their students to have vocabulary knowledge between good and average while technical and subject teachers rate students between weak and very weak. This is possibly because English teachers are considering knowledge of general English word meanings taught and tested in class while the subject and technical subject teachers are considering the students' ability to interpret new word meanings during their studies and to make sense of texts where a number of unknown vocabulary items occur.

**Table 12** an evaluation of aircraft students' English language proficiency as made by English teachers (ET), academic subject teachers (ST) and technical subject teachers (TST) in percentages:

Table 12		V.good	Good	Average	Weak	V.weak
Reading	ET	0	25	75	0	0
	ST	0	20	40	40	0
	TST	12.5	50	37.5	0	0
Writing	ET	0	25	0	75	0
	ST	0	0	60	40	0
	IST	0	37.5	25	37.5	0
Speaking	ET	0	0	25	0	75
	ST	0	0	20	60	20
	TST	0	0	37.5	62.5	0
Listening	ET	0	25	25	25	25
	ST	0	40	60	0	0
	TST	0	50	25	25	0
Grammar	ET	0	50	50	0	0
	ST	0	0	80	20	0
	TST	0	12.5	37.5	25	25
Vocabulary	ET	0	50	25	25	0
	ST	0	0	0	80	20
	TST	0	0	62.5	12.5	25

So it would appear that to support their academic and technical studies students need to learn listening, speaking and writing skills with more emphasis than has been placed so far. The students should also learn the kind of vocabulary development skills and strategies helpful to them for learning their academic and technical or specialist subjects.

#### 5.7 Students' need for using English language skills and activities in learning other courses as perceived by the students, subject teachers and technical subject teachers

Students, subject teachers and technical subject teachers were asked to rank the four major language skills in order of their importance for learning other subjects at the aircraft school.

The following results were obtained. Overall listening skills were judged by all respondents to be used very frequently to frequently as a greater percentage of all the respondents indicated so. Reading and writing were judged to be used equally frequently although less frequently than listening.

Students regard listening, reading and writing as the most important with listening first and reading and writing equal 2<sup>nd</sup> and speaking 4<sup>th</sup>.

Technical subject teachers agree with students that listening is the key skill, together with writing but subject teachers place lower priority on listening. Possibly this is because academic subject teachers explain their lessons less frequently orally than the technical teachers do. Academic subjects contain more calculations done by students after formulas are given once, unlike maybe subjects such as "Theory of Engine" which need more oral explanation from teachers.

Speaking is regarded by students as being relatively unimportant in studying other subjects though subject teachers and technical subject teachers placed rather more emphasis on it. Perhaps this is because students take the general nature of studying academic and technical subjects to be based primarily on reading and writing, and listening

Whereas teachers may be emphasising the overall weakness students show in giving oral explanations asking and answering questions etc.

Table 13 Assessment of students' need for using English language skills in studying other courses as indicated by students (S), subject teachers (ST) and technical subject teachers (TST) in percentages.

Table 13		V.frequent	Frequent	Sometimes	Rarely	Never
Listening skills	S	55.6	33.3	7.4	3.7	0
	ST	20	60	20	0	0
	TST	75	25	0	0	0
Speaking skills	S	3.7	33.3	37.1	26	0
	ST	20	40	0	40	0
	TST	0	62.5	12.5	25	0
Reading skills	S	48.1	33.3	11.1	7.4	0
	ST	0	20	60	20	0
	TST	62.5	12.5	25	0	0
Writing skills	S	48.1	33.3	11.1	7.4	0
	ST	20	40	20	20	0
	TST	12.5	62.5	25	0	0

Reading and writing are regarded to be equally important by students but technical and academic subject teachers tend to disagree. Subject teachers regard reading as less important than speaking or writing while technical teachers regard reading as more important than writing and as important as listening. This suggests that academic subject teachers, in general, depend more on oral explanation and students' writing notes and on their students' listening abilities than the technical teachers, who depend more on students' reading from handouts or notes.

On the whole, listening skills, writing skills and reading skills are important for studying other courses. Speaking skills also need consideration in any new English programme.

Students, subject teachers and technical subject teachers were asked to rank English language activities according to their importance for the courses they taught or learned in English.

The activities were divided into four major categories:

reading activities, writing activities, listening activities and speaking activities each with several respective micro activities. For simplicity the findings were summarized in four tables, Table 14 a,b,c and d.

Therefore, as Table 14a shows, while three of the reading activities given were considered useful for learning other courses than English, reading textbooks was considered the most frequently used activity, followed by reading handouts and notes from exercise books and reading test items. From this finding it can be observed that students need to use textbooks for learning on some courses while handouts and copied notes are more important on others. In their responses technical subject teachers suggest they use handouts more frequently than subject teachers for supporting their teaching activities. Therefore, the new English course should take into account the importance of reading skills for learning other course.

**Table 14a** Assessment of frequency of students use of different reading activities in studying other courses as indicated by students (S), Subject teachers (ST) and technical subject teachers (TST) in percentages:

Table 14a		V.frequent	Frequent	Sometimes	Rarely	Never
Reading text books	S	63	22.2	14.8	0	0
	ST	20	40	20	20	0
	TST	12.5	50	12.5	25	0
Reading handouts/ notes copied into exercise books	S	18.5	48.1	22.2	3.7	7.4
	ST	20	0	60	20	0
	TST	50	50	0	0	0
Reading test items	S	14.8	33.3	33.3	18.5	0
	ST	0	40	20	40	0
	TST	25	25	50	0	0

Students, subject teachers, and technical subject teachers evaluated the frequency of use of writing activities. Thus, according to the summary given in Table 14B, copying of lecture notes was shown to be the most frequently used form of writing for learning the academic and technical subjects. Writing test items was evaluated to be

the next most frequently used writing activity to copying lecture notes. Writing other assignments i.e assignments that did not involve taking notes from books, writing tests, copying notes from the blackboard were judged to be the third most frequent writing activity, while students' making their own notes from books and writing essays and reports were considered to be the least frequent.

**Table 14b** Assessment of frequency of students' use of different writing activities in studying other subjects as made by students(S), subject teachers (ST) and technical subject teachers(TST) in percentages:

Table 14b		V.frequent	Frequent	Sometimes	Rarely	Never
Copying lecture notes	S	44.4	26	22.2	7.4	0
	ST	60	40	0	0	0
	TST	12.5	37.5	25	0	25
Making notes from books	S	11.1	48.1	29.6	11.1	0
	ST	0	20	20	60	0
	TST	12.5	25	12.5	25	25
Writing reports, essays	S	7.4	18.5	14.8	44.4	14.8
	ST	0	0	0	0	100
	TST	12.5	0	0	37.5	50
Writing other assignments	S	26	40.7	29.6	3.7	0
	ST	0	20	20	60	0
	TST	12.5	0	62.5	25	0
Writing tests items	S	11.1	37.1	29.6	14.8	7.4
	TS	0	20	80	0	0
	TST	0	12.5	62.5	25	0

In summary, subject teachers tend to write an entire set of notes on the blackboard from which students copy. Technical subject teachers seem to do this less, discussing the lesson more in class with students as is borne out by Table 14C. They seem to depend more on the handouts they prepare too. It is clear that students are not involved frequently in writing activities except copying their lecture notes.

Students, subject teachers, and technical teachers were asked to rank the various listening activities according to frequency of use for learning subject courses. The findings are summarized in Table 14c below.

Listening to teachers' explanations, was agreed by most respondents to be the most frequently used activity. It would appear that technical subject teachers spend more time than subject teachers on explanation to class. This explanation is then followed up with handouts. Other frequent activities were judged to be listening to teachers instructions and questions.

As the finding indicates, most if not all listening is transactional i.e it is concerned with interpreting teacher talk rather than listening and interacting because both subject and technical subject teachers reported that there was little class or group discussion in their academic and technical courses, although students reported that they listen to each other frequently in pair/group discussion and in class discussion. This, however, conflicts with aircraft students' assessment of how frequently they are involved in speaking in pair/group discussions (See Table 14d) and it is thus unreliable.

**Table 14c** Assessment of frequency of students use of various listening activities for studying other courses as made by students (S), subject teachers (ST) and technical subject teachers (TST) in percentages:

Table 14c		V. frequent	Frequent	Sometimes	Rarely	Never
Listening to teacher explanations	S	66.6	33.3	0	0	0
	ST	40	40	20	0	0
	TST	87.5	12.5	0	0	0
Listening to other students in class discussions	S	26	48.1	22.2	3.7	0
	ST	0	0	40	60	0
	TST	0	25	12.5	50	12.5
Listening to other students pair/group discussions	S	48.1	48.1	3.7	0	0
	ST	0	0	20	60	20
	TST	0	25	37.5	12.5	25
Listening to teacher questions	S	33.3	40.7	18.5	7.4	0
	ST	0	80	20	0	0
	TST	62.5	0	37.5	0	0
Listening to teacher instructions	S	59.3	22.2	11.1	7.4	0
	ST	40	20	40	0	0
	TST	62.5	37.5	0	0	0

The learning activity seems to be teacher dominated. However, any new English teaching course should consider students' need for transactional listening skills and should also aim to develop interactive listening skills as a means of helping students to obtain clarification from instructors negotiate meaning etc.

The same respondents were asked to rank different speaking activities according to their frequency of use for learning academic and technical specialist courses in the Training school. As Table 14d indicates, the respondents do not seem able to give clear information about frequency of use of speaking activities in these courses.

However, as the majority of them indicated, asking and answering questions is the most frequent speaking activity. Whole class and group discussions are not common.

When the major categories of activities are compared overall reading and listening activities seem to be the most frequently used while writing and speaking activities are less frequently required in learning academic and technical subjects. Nevertheless, it is clear that any new syllabus and materials for teaching English could usefully also emphasize study skills such as making notes from books, interactive skills for participating effectively in discussion etc. in order to help students become more effective language users.

**Table 14d** Assessment of frequency of students' use of different speaking activities for studying other courses as made by students (S), subject teachers (ST) and technical subject teachers (TST) in percentages:

Table 14d		V. frequent	Frequent	Sometimes	Rarely	Never
Asking and answering questions	S	48.1	26	22.2	3.7	0
	ST	40	0	40	20	0
	TST	25	37.5	37.5	0	0
Giving oral reports	S	7.4	11.1	40.7	37	3.7
	ST	0	0	60	20	20
	TST	12.5	25	12.5	25	25
Participating in whole class discussions	S	14.8	44.4	33.3	7.4	0
	ST	0	20	40	40	0
	TST	25	12.5	62.5	0	0
Participating in pair/group discussions	S	11.1	14.8	40.7	26	7.4
	ST	0	20	40	0	40
	TST	12.5	12.5	37.5	37.5	0

### 5.8 The need for improvement of the current syllabus and materials as suggested by employers, English teachers and junior technicians

Employers, English teachers and junior technicians were asked to say to what extent they would want to see improvements to the current syllabus and materials. Other questions were intended to elicit information about what they felt an improved syllabus and materials should focus on.

As Table 15a indicates below, all the respondents strongly agreed with the idea of improving the current syllabus and materials. Regarding what the focus of any improved syllabus and materials should be, employers and English teachers assessed improved skills in speaking reading listening and writing to be more important than focusing on grammar or vocabulary while junior technicians (90%) felt more strongly that the new syllabus should develop knowledge of grammar and vocabulary.

Overall the respondents agreed that the new syllabus and materials should improve all the four language skills while junior technicians wanted focus also on grammar. English teachers and employers discriminated more clearly in favour of skills rather than knowledge, skills including vocabulary learning skills.

Such close agreement among the respondents with the skills' and knowledge areas' improvement implies that the current syllabus and materials have not ever considered the needs of the learners for the skills and knowledge for their studies and job. Therefore, it is clear that the new English course should place much more emphasis on language skills than before and more than on grammar and vocabulary, except strategies for learning vocabulary.

**Table 15a** Assessment of English teachers' (ET), employers' (E), and junior technicians' (JT) opinions regarding the improvement of the current syllabus and materials in percentages:

Table 15a		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The current syllabus and materials need to be improved	ET	75	25	0	0	0
	E	100	0	0	0	0
	JT	43.3	46.7	3.3	6.7	0
The improved syllabus and materials should focus on	ET	0	25	75	0	0
	E	33.3	0	50	0	16.7
	JT	43.3	46.7	3.3	3.3	0
1. Developing knowledge of grammar	ET	0	75	0	0	0
	E	0	66.7	16.7	0	16
	JT	43.3	36.7	13.3	3.3	3.3
2. Developing vocabulary	ET	25	75	0	0	0
	E	0	66.7	16.7	0	16
	JT	43.3	36.7	13.3	3.3	3.3
3. Improving reading skills	ET	50	50	0	0	0
	E	66.7	16.7	16.7	0	0
	JT	33.3	40	16.7	10	0
4. Improving listening skills	ET	25	75	0	0	0
	E	50	50	0	0	0
	JT	33.3	43.3	10	6.7	0
5. Improving writing skills	ET	25	75	0	0	0
	E	66.7	33.3	0	0	0
	JT	40	43.3	3.3	6.7	6.7
6. Improving speaking skills	ET	50	50	0	0	0
	E	83.3	16.7	0	0	0
	JT	50	36.7	6.7	3.3	3.3

English teachers, employers, and junior technicians were asked to comment on what content or topic areas should form the basis of any new courses. Most (average 58.3%) of the respondents ranked a balance between texts and topics from general English and technical English as the most relevant basis for any improved course. The respondents ranked texts or topics from technical English the 2nd best basis, and texts or topics from general English the least relevant.

**Table 15b.** Ranking of texts or topic areas for the improved English course according to their importance by English teachers (ET), employers (E), and junior technicians (JT) in percentages:

Table 15b		Most Important	2rd most important	3rd important
Texts or topics from Technical English	ET	25	50	25
	E	83.3	0	16.7
	JT	10	50	40
Texts or topics from General English and Technical English	ET	0	25	75
	E	0	50	50
	JT	6.7	40	53.3
A balance between texts and topics from General English and Technical English	ET	75	25	0
	E	16.7	50	33.3
	JT	83.3	13.3	3.3

As the findings show employers argued strongly for the importance of using job-related texts or topics from technical English alone as the basis for enabling the students to handle their future jobs successfully in English while English teachers and junior technicians accept the value of a balance or both technical and General English for the same goal.

The junior technicians' preference for a balance of texts appears to be an indication of the need to take into account the possible motivation and interest that can be generated for learning the language on the part of the learners, if used. Teachers may also be worried about their competence and thus retaining face if they are involved in teaching topics only through highly technical texts. So, the new English course should probably base itself on the balance of the texts indicated.

Teacher reorientation is an essential aspect of designing an effective ESP course. So, in this research English teachers were asked to evaluate themselves in terms of their ability to teach English through specialized texts, texts such as about airframe maintenance.

All of the teachers said that they would be able to teach English through such specialized texts if the texts or the materials were well prepared i.e. if enough support in the form of background information, answers to tasks, recommended procedures, were given. Teachers would also benefit from an awareness raising reorientation course in which attitudes to language and language learning, learner strategies and learning styles etc. could be discussed.

One factor all the teachers complained about was the insufficient time allocated for English. This needs to be taken into account, and efforts should be made to expand the number of teaching hours available for any new course.

#### **5.9 Technicians' job situation and their need for English language skills as perceived by employers, shop supervisors and junior technicians**

Employers, shop supervisors, and junior technicians were asked to describe in what situations aircraft technicians actually used English for their jobs, (See Appendices D, E and F). They were asked to rate three physical settings in terms of frequency of use of English. The following results were obtained. See Table 16 below. As the table indicates, English is used in the workshop more regularly than in flight. This is possibly stated because a greater number of people are engaged in maintaining the aircraft on the ground. In fact, as I found out from my observation, spoken English is very seldom used in the workshop, so the details given here are in that respect inaccurate. At present the majority of speaking in the maintenance area is in Amharic. This is attributed to the poor academic background and lack of confidence of students in English. However according to the Training School Commander, English should be used for the entire communicative process, on the grounds of the need to maintain high professional standards in aircraft maintenance. It is however open to question as to whether this is likely to be culturally acceptable or feasible.

Table 16 Description of frequency of use of English in various physical settings by aircraft technicians, as indicated by employers (E) shop supervisors (SS), and junior technicians (JT) in percentages.

Table 16		V.regular	Regular	Sometimes	Rarely	Never
In the workshop	E	16.7	83.3	0	0	0
	SS	26.7	60	10	0	3.3
	JT	26.7	50	20	3.3	0
In the office	E	0	16.7	50	33.3	0
	SS	6.7	20	56.8	13.3	6.7
	JT	3.3	30	36.7	23.3	6.7
In flight	E	16.7	66.7	16.7	0	0
	SS	56.8	23.2	10	10	0
	JT	30	36.7	20	13.3	0

Employers, shop supervisors and junior technicians were asked to rank the different language skills according to their importance for junior technicians' work. As can be observed from Table 17, reading skills is clearly the area that aircraft technicians need most as indicated by all groups of respondents. Junior technicians regard listening as more important for their work than writing. They also regard listening and speaking as more important than employers and shop supervisors do. Since it is likely that shop supervisors and junior technicians have a clearer idea of their needs than employers, improved listening and speaking skills would seem to be <sup>62</sup> skill areas that could be beneficial to junior technicians in their work.

**Table 17** Assessment of language skills important for the technicians' work as ranked by employers (E), shop supervisors (SS), and junior technicians (JT) in percentages:

Table 17		The Most important	2nd Most important	3rd important	4th important
Listening skills	E	16.7	0	33.3	50
	SS	10	13.3	46.7	30
	JT	16.7	43.3	33.3	6.7
Speaking skills	E	0	0	66.7	33.3
	SS	6.7	40	30	23.3
	JT	20	16.7	23.3	40
Reading skills	E	100	0	0	0
	SS	76.7	13.3	3.3	6.7
	JT	60	16.7	20	3.3
Writing skills	E	0	100	0	0
	SS	10	30	20	40
	JT	3.3	23.3	26.7	46.7

In general, therefore, reading skills were the considered most important area and listening and speaking the 2<sup>nd</sup> most and the 3<sup>rd</sup> important skills for the job.

Any new course design should clearly, take into account the relative importance of the skills indicated above. Nevertheless, this does not imply that the English course should strictly follow the order in this rank. For example, speaking was ranked the 3<sup>rd</sup> most important here but students had indicated elsewhere that it was the skill they wanted the most to improve and certainly since there is little evidence of speaking skills currently being used in the maintenance area, it shows that speaking skills should be given due emphasis.

#### 5.10 Junior technicians' English language proficiency as evaluated by employers, shop supervisors, and junior technicians themselves.

As Table 18 indicates, junior technicians' proficiency in listening was highly and probably overrated by all respondents, ranging from average to very good. Speaking abilities, being observable, were less positively but

probably more realistically rated, with most ratings being in the average to weak proficiency ranges.

Junior technicians' reading proficiency, not observable, was highly and probably overrated by all, with most ratings being in the good or very good categories. Junior technicians also regard their reading proficiency as adequate for their work.

Junior technicians rated their proficiency in writing to be good while employers and shop supervisors denied this. Junior technicians in fact regard themselves more proficient in all skills than their employers and shop supervisors do.

As can be observed from the finding, junior technicians are regarded to have better proficiency in reading and listening than in other skills the order being reading, listening, writing, and speaking. That is, more receptive, less observable, skills are perceived to be better developed than productive skills. This is probably unrealistic and somewhat unreliable as a finding.

**Table 18** An evaluation of junior aircraft technicians' English language proficiency by employers (E), shop supervisors (SS) and junior technicians (JT) in percentages:

Table 18		V.good	Good	Average	Weak	V.weak
Listening skills	E	0	50	33.3	16.7	0
	SS	23.3	30	36.6	10	0
	JT	33.3	40	23.3	3.3	0
Speaking skills	E	0	0	50	33.3	16.7
	SS	0	10	40	43.3	6.7
	JT	6.7	20	43.3	26.7	3.3
Reading skills	E	0	83.3	16.7	0	0
	SS	16.7	60	16.7	3.3	3.3
	JT	43.3	43.3	13.3	0	0
Writing skills	E	0	16.7	50	33.3	0
	SS	26.7	23.3	30	13.3	6.7
	JT	33.3	33.3	26.7	6.7	0

#### 5.11 Activities in workshops in English and difficulties encountered by junior technicians as assessed by shop supervisors and junior technicians

Shop supervisors and junior technicians were asked to

rank the reading activities engaged in most in English their workshops. From the suggested activities reading work manuals was ranked as the most frequent activity, followed by reading technical remarks from logs and reading charts and diagrams.

Table 19 Frequency of reading activities in English in workshops as ranked by shop supervisors (SS) and junior technicians (JT) in percentages:

Table 19	Most frequ.		2nd frequ.		3rd frequ.		4th frequ.		5th frequ.		6th frequ.	
	SS	JT	SS	JT	SS	JT	SS	JT	SS	JT	SS	JT
Reading work manuals	73.3	70	16.7	20	10	3.3	0	0	0	3.3	0	3.3
Reading orders and notices	10	0	3.3	6.7	3.3	10	20	16.7	16.7	16.7	46.7	50
Reading work reports	3.3	0	16.7	10	26.7	40	30	13.3	16.7	23.3	6.7	13.3
Reading charts and diagrams	0	0	30	20	23.3	30	16.7	26.7	13.3	16.7	16.7	6.7
Reading maps and work plans	0	26.7	3.3	40	6.7	16.7	23.3	6.7	40	6.7	26.7	3.3
Reading technical remarks from logs	16.7	26.7	36.7	36.7	20	23.3	6.7	6.7	13.3	6.7	6.7	0

Thus, the English course design should evidently provide training in reading activities such as interpreting work manuals, including decoding information from charts and diagrams. As most of sample work manuals analyzed in this study showed, charts and diagrams constitute an equal part of the manual as texts.

Shop supervisors and junior technicians were also asked to rank the most frequent writing activities carried out in their workshops. The most frequent writing activity carried out in the workshop was identified as writing technical remarks in logs, followed by filling in forms.

Technicians seem to spend very little time of their work on writing work reports and writing work plans in their work shops although there are such activities.

Table 22 indicates the frequency of speaking activities believed to be carried out in English. As indicated above these opinions need to be treated with care, as the researcher found little evidence of English being used in the workshops currently for oral communication. Regarding speaking activities, discussing technical problems was considered the most frequent activity while reporting orally to supervisors about their work was said to be a less frequently engaged in speaking activity.

Table 22 Frequency of speaking activities in English *in* workshops as ranked <sup>by</sup> shop supervisors (SS) and junior technicians (JT) in percentages:

Table 22	The most frequ.		The 2nd most frequ.	
	SS	JT	SS	JT
Reporting orally about your work	23.3	10	76.7	90
Discussing technical problems	76.7	90	23.3	10

Shop supervisors and junior technicians were asked if the junior technicians had any difficulties in the various subskills of reading, writing, listening and speaking while performing their duties in their workshops.

In general, as the findings indicate, the respondents judged that the junior technicians had only some or little difficulty in any of the reading skills suggested. Yet, shop supervisors tended to judge that the junior technicians had more difficulty than the junior technicians claimed they had.

**Table 23** Estimation of difficulties encountered by junior technicians in reading manuals as made by shop supervisors (SS) and junior technicians (JT) in percentages:

Table 23	V.much diff- iculty		Much diff- iculty		Some diff- iculty		Little diff- iculty		No difficulty	
	SS	JT	SS	JT	SS	JT	SS	JT	SS	JT
Reading carefully to understand detailed information in the manual	13.3	6.7	16.7	6.7	26.7	23.3	36.7	30	6.7	33.3
Reading to get the main information from the manual	20	3.3	6.7	3.3	36.7	26.7	16.7	30	20	36.7
Reading to understand the general idea of the text or manual	20	6.7	30	6.7	16.7	20	26.7	33.3	6.7	33.3
Reading quickly to find a particular piece of information	26.7	3.3	6.7	10	23.3	26.7	36.7	36.7	6.7	23.3

Regarding difficulties in speaking, the majority of respondents judged that the junior technicians had some difficulty in reporting orally in English. However, the shop supervisors claimed that the junior technicians had much more difficulty in this speaking skill <sup>than</sup> their junior technicians did, as Table 24 indicates.

Junior technicians were judged to have slightly less difficulty in asking and answering questions in discussions and in briefings than in giving oral reports. This judgement seems realistic possibly because giving oral reports is a relatively longer discourse which requires greater confidence while asking and answering questions is relatively simpler. In reality as explained above, there is at present relatively little English spoken in the workshop since confidence in using spoken English is low and technicians are more comfortable operating in Amharic.

**Table 24** Estimation of difficulties encountered by junior technicians in speaking in English as made by shop supervisors (SS) and junior technicians (JT).

Table 24	V.much difficulty		Much difficulty		Some difficulty		Little difficulty		No difficulty	
	SS	JT	SS	JT	SS	JT	SS	JT	SS	JT
Giving oral reports	13.3	3.3	26.7	13.3	30	40	23.3	26.7	6.7	16.7
Asking and answering questions in discussions and briefings	3.3	3.3	16.7	6.7	43.3	36.7	30	33.3	6.7	20

The data suggests that junior technicians are more reluctant to evaluate themselves than their supervisors, perhaps because it is a self evaluation in which they prefer to see themselves in a positive way.

Shop supervisors and junior technicians were also asked to evaluate the extent to which junior technicians had difficulty in listening.

As Table 25 summarizes the findings, the majority of shop supervisors evaluated their junior technicians to have much or some difficulty in understanding spoken explanations and instructions while the majority of junior technicians judged themselves to face little or no difficulty.

**Table 25** Assessment of listening difficulties encountered by junior technicians as made by shop supervisors (SS) and junior technicians (JT) in percentages:

Table 25	V.much difficulty		Much difficulty		Some difficulty		Little difficulty		No difficulty	
	SS	JT	SS	JT	SS	JT	SS	JT	SS	JT
Understanding spoken instructions	0	3.3	13.3	0	40	16.7	33.3	30	13.3	50
Understanding spoken explanations	3.3	0	16.7	6.7	36.7	13.3	26.7	40	16.7	40

Table 20 Frequency of writing activities in English <sup>in</sup> workshops as ranked by shop supervisors (SS) and junior technicians (JT) in percentages:

Table 20	Most frequ.		2nd most frequ.		3rd frequ.		4th frequ.	
	SS	JT	SS	JT	SS	JT	SS	JT
Writing work Reports	6.7	16.7	23.3	26.7	40	33.3	30	23.3
Filling in forms	40	6.7	40	20	13.3	56.7	6.7	16.7
Writing technical remarks in logs	40	53.3	33.3	40	13.3	3.3	13.3	3.3
Writing work plans	16.7	23.3	6.7	13.3	30	6.7	46.6	56.7

The two groups of respondents were asked to rank the frequency of listening activities carried out in the workshops. The following results were obtained.

Table 21 Frequency of listening activities in English workshops as ranked by shop supervisors (SS) and junior technicians (JT) in percentages:

Table 21	The most frequ.		The 2nd most frequ.	
	SS	JT	SS	JT
Listening to briefings, instructions	60	56.7	40	43.3
Listening to advice or help from fellow technicians or supervisors about technical problems	40	43.3	60	56.7

As Table 21 indicates, both shop supervisors and junior technicians ranked listening to briefings and instructions as the most frequently engaged in listening *activity in English*. Listening to advice or help from fellow technicians or shop supervisors about technical problems was considered the 2<sup>nd</sup> most frequently engaged in activity.

**Table 26** Assessment of writing difficulties encountered by junior technicians as made by shop supervisors (SS) and junior technicians (JT) in percentages:

Table 26	V.much difficulty		Much difficulty		Some difficulty		Little difficulty		No difficulty	
	SS	JT	SS	JT	SS	JT	SS	JT	SS	JT
Describing/reporting the work they have done	3.3	0	23.3	13.3	26.7	13.3	26.7	43.3	20	30
Explaining technical problems	10	0	20	3.3	43.3	20	13.3	50	13.3	26.7
Filling in forms	10	0	10	13.3	16.7	13.3	30	23.3	33.3	50

As discussed above, junior technicians regard themselves to have been performing their duties without difficulty in English. However, since there is a clear indication from other respondents of the existence of difficulty in the various work activities, the improved course should train aircraft students in the various sub-skills necessary for these job activities.

### 5.12 The nature of the work manuals and technical handouts

The researcher studied samples of the aircraft technicians' work manuals and aircraft students' technical course materials in order to identify the major communicative functions and notions that technicians would need to interpret and to identify the major content areas. Reference was made to Van Ek (1975) and Wilkins (1976) in order to provide a baseline inventory of functions and notions and in order to help describe the major content areas.

Samples selected for the study were taken from manuals for engine and airframe maintenance of Antonov-12, a Russian made transport aircraft, Mig-23 jet fighter Mig-21 jet fighter, L-39, a Czech-made jet trainer, Siamarchetti (SF 260) an Italian made *trainer aircraft* and Mi-24 Russian made helicopter.

The samples consisted of extracts from manuals for engine and airframe maintenance. However, for some aircraft types, the manuals for engine and airframe maintenance were found compiled in one booklet. So, the analysis was made considering the two part booklet as one text. For example, engine and airframe maintenance manuals for Antonov-12, L-39, Siamarchetti, Aloutte-III and Mi-24 were analyzed in this way.

Regarding the topic areas covered by the technical manuals, I have given the major identified topics covered by engine and airframe maintenance manuals of Antonov-12 and Mig-23, but I have not done this for the other manuals believing that it would be clear from the similarities of functions and notions among the manuals that the topic areas were similar.

To determine the communicative needs of the aircraft students in their specialist studies, the researcher also undertook an analysis of two sample materials. A handout for teaching 'Theory of Engine' and another handout for teaching

"Theory of Airframe" were selected from the four major technical courses.

A similar procedure was applied to the analysis. These texts were studied in order to identify the layout, functions and notions, and major topic areas or themes as was done in technical manuals. After analyzing each manual or handout, findings were indicated in tables, including examples of functions and notions extracted.

The findings of the analysis of Antonov-12 and Mig-23 aircraft maintenance manuals and a handout for "Theory of Engine" are given below. The findings of analyses of all other manuals and handouts are given in Appendix G.

## 1 Antonov-12

### Engine and airframe maintenance manual

#### Layout

The maintenance manual for engine and airframe of Antonov-12 transport aircraft, is mainly composed of diagrams and texts. The texts are broadly of two types: prose and noteform. A very substantial part of the manual is prepared in short noteform texts while relatively longer prose occurs less frequently:

For example, from the total of 200 pages, 38 pages or 19% is composed of diagrams, 18 pages or 9% is prose and 144 pages or 72% is text in noteform.

#### Functions

The researcher made an attempt to identify the key communicative language functions in this manual and to extract some examples. As Table 27 shows, in this manual instruction appears to be the most prominent function, followed by condition. Warning is the third most important

language function while definition and sequence occur less frequently.

Table 27 A summary of functions found in a sample taken from Antonov-12 engine and airframe maintenance manual:

Table 27			
Function	No of instances identified	Percent of the functions	Examples
Description	12	2.5	The airframe is an all-metal high-wing monoplane with a variable sweep wing and a swept tail unit.
Definition	8	1.7	The Ai-20m engine is an aerial altitude turboprop power plant operating jointly with a variable pitch propeller of left hand rotation.
Instruction	18.8	39.1	Perform the flushing procedure in the following case:
Purpose	40	8.3	To preclude fires, make sure the engine systems are not leaky by running the engine.
Cause	12	2.5	High voltage electricity causes corrosion of metals and deterioration of insulating material.
Result	24	5	Never allow accumulation of dust and dirt on the nuts, otherwise it will be difficult to timely detect defects.
Condition	92	19.1	If corrosion is detected on some of the parts, clean the affected area.
Warning	60	12.5	When carrying out operations pertaining to engine maintenance, do not fail to strictly observe the safety rules.
Rule	24	5	Engine starting and run up should be accomplished with the main wheels chocked.
Comparison	12	2.5	Magneta ignition is superior to battery ignition because it produces a hotter spark at engine speeds.
Sequence	8	1.7	The fuselage is disjointed in the following sequence: 1. Place the aircraft on a flat ground....

## Notions

The following are the most prominent notions found to occur in the Antonov-12 engine and airframe maintenance manual. Table 28 below summarizes the notions and their examples. In this manual the notion of time is the most prominent among the ones identified.

Table 28 A summary of notions in Antonov-12 engine and airframe repair manual:

Notion	No of instances in 50pp.	Percent of notions	Examples
Location	40	6.7	Check dimension C at two points along the circumference.
Time	248	41,3	Prior to checking, carefully inspect the skin after each flight.
Motion	120	20	If grease does not pass through the hinge, disassemble it.
Temperature	72	12	Aircraft engine may be cooled either by air or by liquid.
Measurement	120	20	Set an angle of 330° on the map angle setter.

### Major topic areas

The topic areas are many and all are specifically related to aircraft. The following are some of the many major areas:

- |                     |                           |
|---------------------|---------------------------|
| 1. Aircraft         | 11. Air                   |
| 2. Airframe         | 12. Rudder                |
| 3. Pressure         | 13. Controlling systems   |
| 4. Wing             | 14. Emergency             |
| 5. Fuel System      | 15. Filter                |
| 6. Engine operation | 16. Flight and navigation |
| 7. Tools            | 17. Altitude              |
| 8. Fire             | 18. Oxygen system         |
| 9. Safety rules     | 19. Radio telephone       |
| 10. Gas             | 20. Electricity           |

2 Mig-23

Engine maintenance manual

### Layout

Maintenance manuals of this air craft are prepared in two books, engine maintenance and airframe maintenance manuals. The following are the results of an analysis of a sample from the engine maintenance manual.

## Functions

The following are the most common language functions met by technicians while reading this manual. As has been noted for other manual types above, instruction is the most common communicative function.

Table 31 A summary of functions in Mig-23 airframe maintenance manual:

Table 31			
Function	No of instances	Percent of function	Example
Description	44	3.6	In the course of operation, the airframe is subject to various effects which might cause different troubles.
Definition	76	6.2	The movable wing section is the section which changes the sweep angle from 16° to 70°.
Classification	20	1.7	Constructionally and technologically the airframe is divided into the following main parts:
Comparison	4	0.4	The pressure in the bellow of the absolute pressure controller is greater than the atmosphere.
Purpose	88	7.2	Rotate the lower screw of the support to force the engine up.
Cause	8	0.8	Sun rays, moisture, active gases, duct and dirt cause destruction of protective coating.
Rule	52	4.3	Pipes which are to be installed on the engine should be free from twisting.
Instruction	575	47.6	Remove the rubber caps and plugs from the open ends of the pipelines.
Warning	68	5.6	It is forbidden to detach the covers of the access hatches from the fuselage using any levers, lest the covers might be distorted.
Sequence	200	16.6	When deprocessing the aircraft, do as follows: First, shift...
Condition	52	4.3	If torching occurs in the turbo starter exhaust pipe, crank the turbo starter without waiting for the HP rotor to come to a standstill.
Direction	20	1.7	To bring the jet nozzle flaps to the ground idle position, do the following:

## Notions

The following notions have been identified as the major ones in this manual. As Table 32 shows, the notion of location is the most frequently used one.

**Table 32** A summary of notions in Mig-23 airframe maintenance manual:

Notion	No of instances	Percent of notions	Examples
Location	164	38	The lower central part located beneath the fuel tank serves for passage of electrical pipelines.
Time	44	10.5	While inspecting, pay special attention to condition of riveted seams.
Motion	36	8.6	In this case broken rivets will jump out of their holes.
Measure	88	20.9	Use feeler gauge set No.2 to make sure there is no clearance in point "T".
Temperature	48	11.4	In case of sub-zero ambient temperature, it is necessary to heat the engine front casing.
Quantity	40	9.5	It comprises thirteen lateral frames, including the following heavy frames.

### Major topic areas

The following are major topic areas dealt with in repairing the airframe of Mig-23 jet fighter

- |                |                          |
|----------------|--------------------------|
| 1. Airframe    | 8. Systems               |
| 2. Wing        | 9. Hydraulic             |
| 3. Electricity | 10. Fire                 |
| 4. Air         | 11. Cooling and blowing  |
| 5. Power plant | 12. Take off and landing |
| 6. Maintenance | 13. Braking              |
| 7. Fuel system |                          |

As can be observed from the preceding tables, and tables given in appendix G, all the maintenance manuals have a similar nature. They are broadly composed of diagrams and texts, the texts in most cases indicating both prose and note forms. Although not a prominent feature, charts and tables are constituents of some manuals.

The manuals are also similar in the range and prominence of the functions and notions they employ. The most prominent functions to be interpreted from the manuals are 'giving instruction,' and 'explaining purpose'. Other

crucial communicative functions that technicians need to be able to interpret are 'explanations of rules', 'warnings', 'explanations of cause and effect', 'reason and result' 'condition' and 'sequence'.

Regarding language notions all technicians, seniors as well as juniors, need to be able to interpret the concepts given above and in Appendix G. But most importantly, they need to be able to interpret and communicate the concepts of 'location', 'time', 'measurement', and 'temperature'.

Therefore, these target needs of the learners should be considered within the criteria for the design of any future English course.

An analysis of a sample of technical subject teaching materials was also made. The overall aim of this analysis was to identify the most prominent communicative functions and notions needed in the student's specialist reading studies, so that such functions and notions could be incorporated in the design and teaching of English.

For this sampling , I chose two course materials, a handout for teaching "Theory of Engine" and a handout for teaching "Theory of Airframe". As was done for sample aircraft maintenance manuals, the researcher primarily concerned himself with the layout, functions, notions and major topic areas.

#### 4 Theory of Engine Teaching handout Layout

This booklet for teaching "Theory of Engine" course is composed of diagrams and text. The text is of two forms, prose and note form. From the total of 86 page 30 pages or 34.9% consist of diagrams, 20 pages or 23.3% are in prose and 36 pages or 41.9% are in note form.

#### Functions

The following communicative functions were identified as the most frequently used in the training course, "Theory of Engine," handout. The function of describing things or processes appears to be the most prominent language function followed by defining materials and their functions.

Table 33 A summary of functions in "Theory of Engine" handout.

Function	No of instances in 86pp.	Percent of function	Examples
Description	150	36.2	Today many of the steam power plants are operated by means of steam produced through nuclear fusion.
Definition	100	24.2	The engine is a device for converting a source of energy to useful work.
Classification	55	13.2	Fuels are classified according to their physical state, as solids, liquids and gases.
Comparison	13	3.1	The engine is more difficult to cool than the four stroke cycle engine, chiefly because the cylinder fires at every revolution of the crankshaft.
Purpose	27	6.5	To be satisfactory for use in an airplane the engine must possess the following characteristics:
Reason	15	3.6	The steam engine is important because it was the first artificial means of power.
Rule	7	1.7	At the intake stroke the intake valve must be open and the exhaust valve closed.
Cause	12	2.9	The heat in turn is converted to work power by means of the engine.
Condition	24	5.8	If the engine is on operation it repeats over and over.
Result	6	1.4	If the grease is soft, the cone will penetrate deeper and give a higher reading.
Instruction	5	1.2	To increase compression rate: 1. Install higher pistons 2. Use longer connecting rods.

## Notions

The following are the commonest notions found in this handout.

Table 34 A summary of notions in "Theory of Engine" handout:

Table 34 Notions	No of instances in 86 pp.	Percent of notions	Examples
Location	90	8.7	The lower end of the connecting rod is attached to the crankpin on the crankshaft.
Motion	160	15.5	The up and down movement of the piston is called reciprocating motion.
Time	145	14.1	The first powered flight in an aeroplane was made by the Wright Brothers in December 1903.
Temperature	125	12.1	In a gasoline engine, the heat from compression is not enough to ignite the fuel air mixture.
Quantity	130	12.6	No matter how many cylinders an engine has, whether 1, 2, 6 or 12, the same actions take place in each cylinder.
Possibility	50	4.8	These laws may be used to explain the operation of an engine.
Measurements	175	17	The capacity of automobile, aircraft and other engines to do work is measured in horse power.
Properties	62	6	A lubricant is any natural or artificial substance having greasy or oily properties which can be used to reduce friction.

## Major topic areas

The major topic areas dealt with in this technical course are as follows:

1. Power plants
2. Combustion
3. Heat
4. Energy
5. Measurements
6. Time
7. Operation
8. Carburation
9. Systems
10. Charging
11. Fuel and fuel system
12. Lubricants and lubrication
13. Temperature
14. Jet engines
15. Gas turbine engines
16. Turboprop engines
17. Construction (Engine)

It is clear that any future ESP syllabus for Air Force technician students must base itself firmly within the

topics, functions and concepts needed in the learners' study and work areas. That is, it is essential that the functions and notions most frequently found in the maintenance manuals and technical subject teaching materials, as discussed above, and the content from the major topic areas within which these functions and notions are used, should be reflected in any syllabuses of functions, notions, and themes that may be developed later.

### 5.13. Findings from the observation

An observation was made on the maintenance work of aircraft technicians to see which English language skills and communicative functions the technicians were actually using on the job.

For this purpose, I observed technicians who were repairing an engine for Antonov-12 and an air frame for Mig-21 jet fighter for a total of 5 hours, and the following are the results.

According to my recording of the activities, technicians were speaking and listening for a total of 3 hours in their work. That is, the technicians spent 60% of their time on speaking activities. However, since discussing involves both listening and speaking both skills may be said to have covered the same amount of time. Regarding the actual use of language, the technicians were not speaking at all in English during my observation, except using English names for the tools and equipment. After my observation I asked the chief mechanics why they preferred using Amharic instead of English. The answer was that in such group work and in order to be sociable, one common language was felt to be needed. It was felt that although English was what was needed for their work, their junior technicians had such serious problems with it that it was not possible for them to communicate other than in Amharic.

The major communicative function types used in the technicians' oral use of language were 'expressing and interpreting instructions', asking for advice and help and responding', suggesting a solution', 'discussing a problem', and 'expressing agreement' and disagreement. The relative frequency of use of the functions were as given in this order. Thus it can be suggested that if students' confidence and proficiency in oral skills in English could be improved, there would be considerably more use made of spoken English in the workshops.

Out of the total of 5 hours of observation, the technicians spent approximately 2 hours on group or individual silent activities. In other words, they used 40% of their total working hours for silent maintenance activity.

The technicians were not observed either reading a manual or writing in a log book during my observation despite responses in the questionnaire which had shown that reading and writing are the most frequently used skills for the job. When I consulted the chief mechanics in the Antonov-12 maintenance shop and asked them why the technicians were not referring to the manual they told me, since they were simply replacing an old engine with a new one, using the manual was not necessary. The technicians could easily fit the parts in their right places because such a repair was a very routine one and they had sufficient experience to work without the help of the manual. They also told me that there was not anything to log in writing during this particular maintenance because they had already logged the type and number of the engine in the record office.

Similarly, the chiefs in Mig-21 shop told me that they had easily located the damaged part in the rear section by disassembling the aircraft and had already started the repair. Therefore, no reference to the manual was required. Moreover, logging could be done after this repair was completed and the aircraft was approved by the quality control experts.

## 5.14 Interviews

As is discussed in Chapter 4 above, information obtained through interviews was aimed to confirm or crosscheck answers given to questions asked in questionnaires and also to ask questions which were not fairly answered in the questionnaires (See Appendix H).

### 5.14.1 The English teachers' interview

I planned to conduct the interviews with four English teachers who had already completed the questionnaire. Unfortunately, two of them were not able to come for the interviews and I conducted interviews with only two English teachers. It is recognized that the very small number of respondents can only be used to compare responses with those given in the questionnaire and also with those of the students.

In regard to the students' attitude and motivation, the teachers said that although their students had a reasonably positive attitude to and interest in learning English, their motivation was affected negatively by two major factors:

1. The learners' poor academic background which limited them from following the lesson as satisfactorily as expected.
2. The lack of variety of teaching aids and materials in the training school.

Nevertheless, the teachers said that they continued encouraging the students towards a positive attitude. In relation to what the students thought they would achieve from this English course, the teachers expressed the opinion that the majority of students were purely concerned to pass the course and get employed, although there were a few students who hoped they would be more qualified aircraft technicians and some who desired to be good users of English for broader communication purposes.

Asked which skills were most needed by technicians for

their future jobs, one teacher judged that most emphasis should be placed on speaking, listening, and reading. The other teacher judged most emphasis should be placed on speaking, writing, and vocabulary. However, they agreed that all the skills and vocabulary self development are important.

In questions concerning modes of class organization used, the teachers told me that most of the time students worked on individual or whole class activities which is also confirmed by students in their interview. Regarding other techniques, the teachers did not agree. One teacher told me he had been using some silent reading oral reports and also some problem solving activities while his colleague said he gave oral reports and set written reports but only towards the end of the course. This confirms that the methodology predominant in this school is teacher-centred in general.

Rating their students' level of skill and knowledge, my interviewees judged that students were good at reading, reasonable in listening, but they were weak in writing and very weak in speaking. The students were also evaluated to be interested in learning vocabulary, but poor at retaining it. Here I conclude the cause is most probably the absence of vocabulary learning strategies which would provide a long lasting base for vocabulary knowledge if used.

The teachers' impression was that their students were much more knowledgeable about grammar than in using any other skills and knowledge. One teacher said that the students spent a lot of time learning the grammar but they did not have the opportunity for applying it in the actual use of the language, that is, in speech outside the classroom or in the classroom. Furthermore he said that even the grammar learned was at sentence-level which could not enable them to use English confidently in longer discourse.

The researcher asked the interviewees which English language skills and areas of knowledge their students enjoyed. They said their students enjoyed reading, learning

grammar and learning vocabulary most. The students, they said, did not like to speak even with or to their friends due to their own opinions of their weakness in spoken English, and due to their unwillingness to be evaluated or laughed at by other students. Regarding the activities that appealed to students, the teachers answered broadly in complete agreement that asking and answering questions, memorizing the meanings of new words, writing grammar exercises, reading aloud and participating in class discussion' appealed most to them.

#### 5.14.2 The aircraft students' interview

An interview was designed and conducted with two groups of aircraft students (see Appendix I). Five students were randomly selected from those who were in their 4th semester study and 5 students were also randomly selected from the new first year first semester group of aircraft students. A selection of the two groups was made to see if there were any significant differences in responses regarding the students' expectations and perceptions of their learning and target needs. Thus I have obtained the following results.

In regarding to the relevance of their English course to their field, all the students judged that it was very important for their English course to be relevant to their future job and to be based on job tasks. Again all the students said they wanted to achieve proficiency in language sufficient for effective maintenance as their primary occupational goal. The learners were clearly able to see the general objective of the training, but they took the current English course to be relevant just because it was English, the language in which they would eventually be carrying out their jobs. What they could not see was the limitations of the course in terms of helping them to study their technical and academic courses more successfully, and teaching them the language skills needed for their future job.

100% of the students said the best way for them to

learn the language was conversing and solving problems in groups. 90% also said that they liked their teachers to help them to find out their own mistakes rather than telling them all their mistakes, and the majority of them, 60%, said they would like their teachers' help for working things for themselves. These findings indicate that the students want to carry out a degree of their own independent learning, which also matches with their responses in their questionnaire where they indicated that the best way to learn was by undertaking tasks in pairs/groups with some teacher control.

In regard to their preferred mode of study, 70% of them said they preferred to study in pairs or groups whereas 30% said they preferred to study in whole class mode most of the time. In this respect they were asked whether how frequently they used such modes of study in class. 60% of them said they were using whole class and individual work modes of learning regularly while 40% said they were using group work mode of learning. This finding is in complete agreement with the responses of the teachers.

Concerning the kind of activities they most enjoyed, 80% of the students said they enjoy discussing in English in pairs or groups and solving problems while 10% said they enjoyed reading silently for information or for pleasure and only 10% memorizing grammar rules.

Asked about their preferred vocabulary learning strategies, 70% of the learners said they liked to learn new words by using them to convey meaning, 20% by learning their definitions and 10% by hearing and seeing them.

Regarding the language skills students most want to improve, 70% of them said they wanted to improve speaking the most, while 20% wanted to improve reading and writing. Only 10% of them said they wanted to improve vocabulary and grammar most.

Students were asked which skills were most frequently

practised in class. 70% of them judged that learning grammar and studying reading passages in class were the most frequent activities while 20% said learning vocabulary was the most frequent activity. All agreed that listening, speaking, and writing were given little or no attention.

Students were asked for their opinions regarding the relative importance of language skills and areas of knowledge for their future job. All the interviewees judged that all the four English language skills were important for their job.

Throughout the interviews there was broad agreement in the answers given by both groups of students, 4th semester and 1<sup>st</sup> semester. However, when I compared opinions given by English teachers and their students, some contrary views emerged. Firstly, English teachers assume that what they teach their students is what the students like or enjoy learning. In this respect teachers said reading, learning grammar and learning vocabulary were what their students enjoyed most, whereas the majority of their students (70%) said they wanted to learn and improve speaking skills followed by reading and writing.

Secondly, the teachers judged that asking and answering questions, memorizing the meanings of new words, writing grammar exercises and reading aloud appealed to their students but most students said they would like or enjoyed discussing in pairs or groups, solving problems, reading silently for meaning and giving free oral reports.

So, this implies that the skills are taught neither according to the needs nor wants of the learners. Also it is clear that more varied methodological practices could be employed in order to motivate students and encourage more independent learning styles. On the whole, it seems that such modern learning activities and techniques are very neglected in the school, although some attempts are made by some teachers to use a more communicative or interactive approach.

## CHAPTER SIX

### CONCLUSIONS AND RECOMMENDATIONS

As a result of this study, the researcher has arrived at a number of conclusions which form the basis of certain criteria for the design of a new course for the aircraft technicians of the Ethiopia Air Force. First, a brief summary of the present difficulties is given, then the proposed criteria are discussed.

#### 6.1 Summary of the current situation

The learners are currently not effectively motivated in learning English, primarily due to the following factors:

- (a) The course is a repetition of the knowledge areas and the same teacher-dominated methodology that the learners have already experienced in schools.
- (b) There is a clear lack of consideration of their wants and preferences in their learning process.
- (c) There is a clear lack of relevance of content and focus as shown in their learning materials to their future jobs. Skills are not developed at all.
- (d) There is a lack of variety in the learning activities.
- (e) There is a lack of variety of teaching aids available or used.
- (f) Students do not have complete choice of field of study, since this is made by the organization at least to some extent.

These are, among other things, the main factors for students' demotivation and further contribute to students' poor academic performance and junior technicians' subsequent unsatisfactory job performance in English. Consequently, the learners' expectation has reduced to merely passing of the course and getting employed, rather than being able to use

English in a broader communicative situation. Similarly, the junior technicians' current use of more Amharic for speaking and listening in their work than English and their general problems to handle their reading, writing, and speaking activities in English is the effect of the deficiency of the training they have undergone.

The Air Force has sufficient resources for the design and teaching of a new English course. It has the ability to produce new teaching materials and purchase facilities and equipment to aid language teaching and learning. It has also a positive attitude towards the design of a new programme based on the needs of its technicians for a more successful job performance.

It is within this overall framework that the criteria proposed below should be interpreted.

## **6.2 Overall findings of target and learning needs analysis**

The subject and technical courses require students primarily to use their listening and reading skills. The students need the skills of listening to lectures, asking questions and asking for clarifications when necessary, and making notes from lectures and books. They need to be able to read and understand lecture notes while abilities in working out vocabulary meanings independently are also required to handle their studies successfully.

As far as their future work as aircraft technicians is required, the aircraft students need particular abilities at particular levels in all four skills. More specifically, the learners must have sufficient reading skills to confidently interpret work manuals prepared in both text and non-text forms, that is, complex text plus diagrams, charts, maps, tables, and graphs. They must also have the skill and

confidence to listen to and interpret instructions, and to discuss in English in the process of identifying technical problems and solving them. This means the technicians need to develop both interactive speaking-listening skills and transactional listening skills. They need to develop specific writing skills for writing clear and accurate work reports and technical remarks in logs, skills in which technicians currently lack competence.

It is also clear from the analysis that students feel very deficient in oral skills and strongly desire to improve their proficiency in speaking to enhance their own self esteem as well as provide the confidence to use the language for work purposes.

The students indicated they would like to learn the language in a learning situation which encourages more independent learning where a variety of techniques and activities such as pair or group work, problem-solving activities, silent reading, oral reporting, etc., are used and in which they have a chance to speak and improve in oral skills more.

Therefore, according to the information gathered in my target and learning situation needs analysis, the problem will be best addressed by designing a new course based on the criteria given below.

### 6.3 Views of language and language learning

The new course should be based on the view that language is primarily for communication and that language learning is a process of communication. Thus particular attention should be paid to the cognitive and affective aspects of the learning process. That is, in order to encourage effective learning on the part of the learners, the

wants and feelings of the learners should be considered.

The learners can be best involved in active information processing activities and best motivated if they are given opportunities for doing tasks either taken from real-life situations, like aircraft repairing or task that approximate to such activities from areas outside the technical field.

The new course should, therefore, be based on a more process-oriented view of language learning than an end-product or goal-oriented approach, focusing on developing skills and strategies for using the language and carrying out their own learning. The course should, furthermore, focus on language use more than form, not by showing how people use language but rather by making the learners learn how to use the language.

#### **6.4 The aims and objectives of the course**

The aim of the course should indicate the desired outcome for which the course is taught clearly. The following overall aim is suggested:

"To produce aircraft students with a sufficient level of proficiency and confidence in using English skills and strategies

- (a) to be able to complete their studies successfully;
- (b) to be able to carry out a range of language activities in order to perform their work as aircraft technicians successfully;
- (c) to be able to communicate more successfully in other situations as required."

The objectives of the course should be clearly stated showing specific short term plans for the teaching/learning

process that will enable the learner to attain the general goals. Objectives like the following are suggested:

Students should develop skills and strategies for deducing the meaning and use of unfamiliar lexical items through

- a. understanding word formation.
- b. contextual clues.
- c. prior knowledge

remembering word meanings

understanding and expressing conceptual meaning

understanding information not explicitly stated through making inferences.

understanding and expressing the communicative value(s) (functions) of sentences and utterances.

understanding and expressing relations between parts of a text through lexical cohesion.

getting the main information from a piece of written or spoken discourse.

understanding the general idea in a text or manual.

skimming.

scanning to locate specifically required information.

maintaining and developing oral discourse through agreement, disagreement, asking for clarification, and other ways of negotiating meaning.

translating information presented in texts, diagrams, tables,

etc into oral reporting or writing.

improving interactive and transactional listening skills.

improving skills for writing work reports.

summarizing a text (e.g. lecture, book) by taking notes.

### 6.5 The syllabus

The syllabus in the new course should be aimed at training students in developing the required communicative skills and strategies to use the language, rather than only learning its systems and rules. Thus it should be what Hutchinson and Waters (1987) would call a skills-centred syllabus, while every effort should be made to make it learning-centred by considering at every stage factors such as interest, motivation, provision for different learning styles, encouragement of independent learning.

The primary organization unit should be the topic. It should be a topic-based syllabus but incorporating sub-syllabuses of functions/notions, skills and strategies for reading, listening, speaking, and writing and vocabulary development and grammar.

The syllabus format might, therefore, look like this:

#### UNIT 1

Topic	-	Engines.
Communicative functions	-	Description, definition.
Notions	-	Power, temperature
Main skills	-	Integrated, but with primary focus on listening and reading.

- Vocabulary - Word building techniques, developing lexical sets as related to the topic.
- Language points - Derived from structures used in the text.

## UNIT 2

- Topic - Engine installation.
- Communicative functions - Giving and interpreting instructions, warnings and rules.
- Notions - Dimension, location, quantity, weight.
- Main skills - Integrated, but with special focus on reading, listening and speaking.
- Vocabulary - Guessing word meanings from context; using linguistic and non-linguistic clues, developing topic related lexical sets.
- Language points - Derived from structures used in the text.

## 6.6 Content area

The content should be based on the criterion that topics or themes derived from both general and technical English should constitute the syllabus content.

The technical contents or topics must be taken from aviation contexts in general and topics identified and shown in this work (see Appendix G) in particular. General topics should be selected on the basis of their compatibility with the needs and interests of these adult aircraft students.

Both the learning and target needs must be considered in the syllabus. That is, the syllabus objectives should naturally suggest topics that will generate interest and motivation and lead to communication and will at the same time meet identified target needs such as interpreting manuals, developing interactive listening skills and so on.

Thus the syllabus will be at least partially process-oriented in terms of the actual learning process.

### **6.7 skills and strategies**

To meet the needs of the learners in both subject studies and eventual jobs, as well the perceived lacks, and wants or desires of the students, the new English course should train the students in the four English language skills.

However, reading, listening and speaking skills are the three important skill areas which need the most emphasis. For example, listening and reading are the most important areas in subject studies. Again reading, listening, and speaking are the most necessary skills for the job. Speaking is also the skill indicated by aircraft students as being the one they most want to improve in for their own personal satisfaction, status, etc. as well as to be able to use it to communicate in the workshop.

There should be a balance of work to promote skills and strategies across the skills. As far as reading is concerned, the course should develop skills and strategies such as skimming, scanning, guessing at meanings of new words in context, interpreting charts and diagrams, etc. The main aim should be to help students read with understanding in order to be able to apply what they learn to solve a problem.

The course should develop speaking skills and strategies for negotiating meanings through asking for clarification, reformulating, etc, skills for asking questions in briefings etc.

In the listening skills component, the course should train the learners in a range of interactive listening as well as transactional listening skills and strategies.

The course should also teach the learners to develop greater confidence in active note-making and summarizing, skills for writing short work reports and for writing technical remarks.

#### **6.8 Methodology**

In order to achieve more interactive learning and develop a confidence in using skills and strategies and knowledge, the English course should employ the following methodology:

(1) The English teacher should employ a balance of modes of classroom organization including pair and group work in order to make the learning more cooperative and facilitate a variety of interesting learning activities that will motivate students to achieve learning.

(2) The English course should be supported by a variety of teaching aids such as tape recorders, videos, possibly a language laboratory for developing listening skills, etc. More particularly the use of parts of real aircraft to facilitate learning and stimulate students' interest should be encouraged whenever possible.

(3) Techniques like role playing, simulations, etc, should be employed. These can possibly be conducted in the Aircraft

Training School in collaboration with the Aircraft School instructors and using the parts of real aircraft that are available there. It may indeed be possible for the English programme to be linked up partly with aircraft training school courses in order to promote authenticity.

### 6.9 Language activities

The new course should employ a variety of activities from controlled to task based. These should be authentic in the sense that they have relevance or resemblance to activities which may be performed in the students' subject courses or future job. Others should be selected on the basis that they are believed likely to motivate and stimulate learning. For example:

- (1) Reading extracts from manuals and other texts selected for their anticipated interest and motivating influence, discussing and interpreting them and applying what they have learned in carrying out a variety of tasks.
- (2) Reading and interpreting diagrams, charts, tables, and maps taken from technical or other fields likely to be of interest to students and carrying out related tasks.
- (3) Listening to recorded or simulated briefings, instructions, advice and discussion on solving work-related problems or listening to other texts likely to stimulate interest and carrying out related tasks based on listening activities.
- (4) Reporting orally, discussing problem-solving activities in groups, carrying out role plays, debates to develop negotiating skills and strategies on topics of general interest as well as of technical origin.

- (5) Writing technical remarks for logs, writing reports, filling in forms, making lecture notes, and notes from books.

#### 6.10 Functions and notions

In the new course, functions and notion identified as key areas in the technical work manuals and subject teaching handouts should be emphasized. These would include language functions such as giving and interpreting instructions, warnings, showing conditions, definitions, descriptions, purpose, result, etc, and notions such as location, temperature, time, motion, etc. (See Sections 12 and Appendix G). Additional communicative functions and notions should be identified from other job related discourse and areas of general interest.

#### 6.11 Grammar and vocabulary

Although aircraft students do not come to the Airforce Training School to learn the structural or grammatical aspect of the language but, as this research indicates, to learn how to develop strategies for using what they have already learned, they have also indicated that they want to upgrade their knowledge of grammar for communication. Therefore, the course should give some attention to practising structures through which the intended communication is achieved. However, this language work, while focusing on structural patterns, should focus particularly on how grammatical choices affect meaning.

A vast area of vocabulary is contained both in the students' subject text and work manuals. Since it is not possible to teach all the vocabulary items contained in the work manuals and subject texts, the course should focus on

developing strategies for learning vocabulary to equip the learners with a lasting ability to cope with learning their own vocabulary, rather than trying to teach all the items that cannot practically be taught and may in any case be out of use some day due to rapid developments in the field of technology.

The vocabulary items which are used as examples for vocabulary development strategy training should mainly be taken from the actual work manuals and teaching handouts. Specific attention should be given to the use of sub-technical vocabulary used with technical senses in context.

Strategies taught for learning vocabulary should include strategies such as understanding the various ways of word formation, and being able to use this knowledge to work out new words, becoming aware of word boundaries and relationships such as those between antonyms/synonyms, etc. Strategies such as guessing meanings of new words from context should be taught as well as helping students to try out different ways of remembering new words.

#### 6.12 Language teaching materials

The materials for teaching English should be in harmony with the syllabus. That is, the materials should be written in accordance with the syllabus to be produced, making use of the findings in this research.

The materials should thus be based on topics derived primarily from technical, but also from general English. The materials should put the greatest emphasis on helping students develop confidence in carrying out communicative tasks involving reading, speaking, listening, and writing to prepare them for their later work.

The materials should be as authentic as possible. They would include exercises on diagrams, charts, tables, maps, and graphs from sources including technical manuals. Authentic materials can also be obtained for developing other skills by taking samples of oral communication from workshop interaction for listening, (e.g. video recordings of discussions during aircraft engine and airframe maintenance), texts from work manuals and subject texts for reading, and log books and other forms for writing lessons. Sample vocabulary items can be taken from work manuals and texts for subject courses.

The materials should make use of a variety of activities to generate more communicative learning. The activities should also be authentic and interesting to the learners. They should encourage more independent learning opportunities and provide opportunities for pair or group work as well as individual work.

#### **Additional recommendations**

I finally make a few recommendations to the Airforce and future syllabus and materials developers:

- (1) Steps should be taken to enable the preparation of a new English course for aircraft students with immediate effect. The syllabus developers and materials writers should be aware of the criteria developed in this research in order to base their syllabus and materials on the needs and wants of the learners.
- (2) The Airforce should exploit its potential resources to make them a primary base for producing a new course, the criteria for which have been given in the concluding part of this work.
- (3) The Air force has to provide the best possible learning situation. This requires, among other things, provision

of quiet attractive classrooms and adequate teaching aids. A lot of equipment stored or forgotten in the training school should be made usable until others are purchased, for the implementation of the new course.

- (3) Re-oriented teachers. Teachers need to be made aware of recent approaches to ESP teaching and recent theories of language and language learning in order to help them adopt a more learner centred approach to teaching English.
- (4) Before admission to the school, students should be proficiency tested to ensure they have the necessary ability for carrying out their English courses. The candidates should be given freedom to choose their own field so that they will be motivated, and achieve satisfactory academic performance and become efficient technicians.

## BIBLIOGRAPHY

- Abiy Yigzaw (1990) "The Communicative Needs of Students in Ethiopian High Schools", M.A Thesis, Addis Ababa University.
- Allen, J.P.B. and Widdowson, H.G (1979) "Teaching the Communicative Use of English ", in Brumfit and Johnson (eds.), The Communicative Approach to Language Teaching. Oxford: Oxford University Press.
- Bhatia, A.T.(1986) "Communicative Language Skills and ESP" in Peterson (ed.) (1986), ESP in Practice: Models and Challenges for Teachers. Washington D.C.: United States Information Agency.
- Bloor, M. (1984) "Course Design: Identifying the components of a Language Syllabus" in ELT Documents: 117 Common Grounds: Shared Interests in ESP and Communication Studies, Oxford: Pergamon.
- Breen, M.P.(1984) "Process Syllabuses for the Language Classroom" in ELT Documents: 118, General English Syllabus Design. Oxford: Pergamon.
- Brindley, G.P. (1989) "The Role of Needs Analysis in Adult ESL Programme Design" in Johnson (ed.) (1989) The Second Language Curriculum. Cambridge: Cambridge University Press.
- Brumfit, C.J.(1980) Problems and Principles in English Teaching. London: Pergamon
- Brumfit, C.J. and Johnson, K. (eds.) (1979) The Communicative Approach to Language Teaching. Oxford: OUP.
- Candlin, C. N. et al. (1976) "Doctors in Casualty: Specialist Course Design from Data Base" in International Review of Applied Linguistics v. 3
- Dubin, F. and Olshtain, E.(1986) Course Design: Developing Programs and Materials for Language Learning, Cambridge: Cambridge University Press.

Ewer, J.R. and Latorre, G.A (1969) A Course in Basic Scientific English, London: Longman.

Frydenburg, G.(1982) "Designing an ESP Reading Skills Course", in ELT Journal, Vol.36/3, Oxford University Press.

Haile Mehari (1989) " The Attitudes of Students and Teachers Towards the Use of ESP Teaching Material in Technical Schools in Addis Ababa", M.A. Thesis, Addis Ababa University.

Haile Micheal Aberra (1992) Questionnaires from Forthcoming Doctoral Dissertation, Addis Ababa University.

Holden, S. (ed.) (1977) English for Specific Purposes, London: Modern English Publications.

Holliday, A. and Cooke, T. (1982)" An Ecological Approach to ESP" in Waters (ed.) Issues in ESP: Lancaster Practical Papers in English Language Education, Vol.5 Pergamon pp 124-141.

Holmes, J. (1982) "Some Approaches to Course Design" Working Paper No. 7, Brazilian ESP Project.

Hutchinson, T. et al. (1979) "An English Language Curriculum for Technical Students" in Lancaster Practical Papers in English Language Education, Vol.2, Institute for English Education, University of Lancaster.

Hutchinson, T. and Waters, A. (1992) Some (Mis)guiding Principles of EST.(Unpublished Manuscript) pp. 1-3.

Hutchinson, T. and Waters, A. (1982) "Creativity in ESP Materials" in Issues in ESP: Lancaster Practical Papers in English Language Education, Vol.5 Pergamon.

- Hutchinson, T. and Waters, A. (1984) "How Communicative is ESP?" in ELT Journal, Vol.38/2, Oxford University Press.
- Hutchinson, T. and Waters, A. (1984) Interface: English for Technical Communication. Hong Kong: Longman.
- Hutchinson, T. and Waters, A. (1987) English for Specific Purposes: A Learning Centred Approach. Cambridge: Cambridge University Press.
- Johnson, K. (1982) Communicative Syllabus Design and Methodology. Oxford: Pergamon.
- Kennedy, C. and Bolitho, R. (1984) English for Specific Purposes. London: Macmillan.
- Kerr, L. (1977) "English for Special Purposes" in Holden (ed.), English For Specific Purposes. London: Modern English Publications.
- Mackay, R. and Mountford, A. (eds.) (1978), English for Specific Purposes. London: Longman.
- McDonough, J. (1984) ESP in Perspective: A Practical Guide. London: Collins.
- Morris, B. (1983), "The English Language Communicative Needs of Addis Ababa University Students " M.A. Thesis, Addis Ababa University.
- Munby, J. (1978) Communicative Syllabus Design. Cambridge: Cambridge University Press.
- Peterson, P.W. (ed.) (1986) ESP in Practice: Models and Challenges for Teachers. Washington D.C.: United States Information Agency.
- Prabhu, N.S. (1987) Second Language Pedagogy. Oxford: Oxford University Press.

- Richards, J.C (1985) The Context of Language Teaching.  
Cambridge: Cambridge University Press.
- Richards, J.C and Rodgers, T.S (1986) Approaches and Methods  
in Language Teaching: A Description and Analysis.  
Cambridge: Cambridge University Press.
- Richterich, R. and Chancerel, J. (1980) Identifying the Needs of  
Adults Learning a Foreign Language. Oxford: Pergamon.
- Robinson, P.(1991) ESP Today: A Practitioner's Guide.  
Prentice Hall.
- Selinker, L. et al. (eds.) (1981) English for Academic and  
Technical Purposes. Newbury House.
- Stevens, P. (1971) "Alternatives to Daffodils" in C.I.L.T.  
Reports and papers No. 7 pp.7-11
- Stevens, P. (1977) New Orientations in the Teaching of  
English. Oxford: Oxford University Press.
- Stevens, P. (1980) Teaching English as an International  
Language: From Practice to Principle. Oxford:  
Pergamon.
- Swan, M. (1985) "A Critical Look at the Communicative  
Approach 2" ELT Journal, Vol. 39/2, pp.76-87.
- Tarone, E. and Yule, G.(1989) Focus on the Language Learner.  
Oxford: Oxford University Press
- Trim, J.L.M. et al. (1980) Systems Development in Adult  
Language Learning: A European Unit Credit System for  
Modern Language Learning by Adults. Oxford: Pergamon.
- Trimble, L. (1985) English for Science and Technology: A  
Discourse Approach. Cambridge: Cambridge University  
Press.

- Van EK, J. (1975) Systems Development in Adult Language Learning. Strasbourg: The Council of Europe.
- White, R.V. (1988) The ELT Curriculum: Design, Innovation and Management. Oxford: Blackwell.
- Widdowson, H.G (1981) "English for Specific Purposes: Criteria for Course Design" In Selinker, L. et al. (eds.) English for Academic and Technical Purposes. Newbury House.
- Widdowson, H. G. (ed.) (1979) Reading and Thinking in English. Oxford: Oxford University Press.
- Widdowson, H.G (1983) Learning Purpose and Language Use. Oxford: Oxford University Press.
- Widdowson, H.G (1990) Aspects of Language Teaching. Oxford: Oxford University Press.
- Wilkins, D.A (1976) Notional Syllabuses. Oxford: Oxford University Press.
- Wilkins, D.A (1979) "Grammatical, Situational and Notional Syllabuses" in Brunfit and Johnson (eds.) (1979) The Communicative Approach to Language Teaching. Oxford: Oxford University Press.
- Wilson, J. (1986) "General Principles" in Harper (ed.) (1986) ESP for the University, ELT Documents 123, Oxford: Pergamon.
- Wingard, P. (1971) "English for Scientists at the University of Zambia" in C.I.L.T. Reports and Papers No. 7 pp. 53-63.
- Willmott, M.B. (1987) Modern Perspectives in Teaching English as a Foreign Language. Douglas: Domino Books.

## APPENDIX - A

### A Questionnaire for Aircraft Students of The Ethiopian Air Force Training School

Dear Respondent,

The purpose of this questionnaire is to use the answers as data for some research leading to a Master's degree in Teaching English as a Foreign Language (TEFL). The advantage to the Air Force Training School is that the results of the research may help to improve the quality of the English courses offered to Aircraft Students.

You will not be asked to write your name. This is to make sure that your answers will be confidential. So, you should try to be as open and frank as possible in your answers to the questions, and your answers should be TRUE and HONEST.

Please attempt all the questions, and read the suggested options carefully before giving your answers.

Thank you.

Part One  
Background information

1. Please give the following information about yourself in the spaces provided below:  
  
 Sex ..... Age .....  
 Academic level (before entering the Air Force Training School) .....  
 Year of study at the Air Force School.....
2. Was this field of study your first choice? Please tick:  
 ( ) Yes No
3. If your answer to Q.2 was **No**, what was your first choice (i.e. your preferred choice of study) ? .....

Part Two

Information about the current teaching/ learning situation at the Air Force School.

4. Please rank how often you make use of the following English language skills and areas of knowledge for learning other courses at the Air Force School.

Please use the following scale and circle a number 1,2,3,4, or 5 for each item:

- |                         |                |
|-------------------------|----------------|
| 5= Very frequently used | 2= Rarely used |
| 4= Frequently used      | 1= Never used  |
| 3= Sometimes used       |                |

- |                |   |   |   |   |   |
|----------------|---|---|---|---|---|
| 4.1 Listening  | 5 | 4 | 3 | 2 | 1 |
| 4.2 Speaking   | 5 | 4 | 3 | 2 | 1 |
| 4.3 Reading    | 5 | 4 | 3 | 2 | 1 |
| 4.4 Writing    | 5 | 4 | 3 | 2 | 1 |
| 4.5 Vocabulary | 5 | 4 | 3 | 2 | 1 |
| 4.6 Grammar    | 5 | 4 | 3 | 2 | 1 |

5. Which of the following English language skills and areas of knowledge are given most emphasis in your English class now? Please rank the following in order of emphasis by writing 1-6, with 1 being the most emphasized and 6 the least.

- |                        |                        |
|------------------------|------------------------|
| 1= Most emphasised     | 4= 4th most emphasised |
| 2= 2nd most emphasised | 5= 5th emphasised      |
| 3= 3rd most emphasised | 6= Least emphasised    |

- |                |       |
|----------------|-------|
| 5.1 Listening  | ----- |
| 5.2 Speaking   | ----- |
| 5.3 Reading    | ----- |
| 5.4 Writing    | ----- |
| 5.5 Vocabulary | ----- |

5.6 Grammar -----

6. How often do you need to do any of the following activities in English during your other courses at the Air Force School, (i.e. courses other than your English course)?

Please rank each activity using the following scale and circle each answer 1,2,3,4,or 5.

- 5= Very frequently needed
- 4= Frequently needed
- 3= Sometimes needed

- 2= Seldom needed
- 1= Never needed

Reading activities in English

6.1	Reading textbooks.	5	4	3	2	1
6.2	Reading handouts.	5	4	3	2	1
6.3	Reading aircraft manuals.	5	4	3	2	1
6.4	Reading test items.	5	4	3	2	1

Writing activities in English

6.5	Making lecture notes.	5	4	3	2	1
6.6	Making notes from books.	5	4	3	2	1
6.7	Writing reports, essays.	5	4	3	2	1
6.8	Writing other assignments.	5	4	3	2	1
6.9	Writing test answers.	5	4	3	2	1

Listening activities in English

6.10	Listening to lectures.	5	4	3	2	1
6.11	Listening to class discussions.	5	4	3	2	1
6.12	Listening to teacher explanations.	5	4	3	2	1
6.13	Listening to teacher questions.	5	4	3	2	1
6.14	Listening to teacher instructions.	5	4	3	2	1

Speaking activities in English

6.15	Asking and answering questions.	5	4	3	2	1
6.16	Giving oral reports.	5	4	3	2	1
6.17	Participating in whole class discussion.	5	4	3	2	1
6.18	Participating in pair/group discussion.	5	4	3	2	1

7. Which of the following modes of classroom organization best describes the way your teacher organizes classroom learning of English now?

Please use the following scale to rank each way of organizing the class and circle 1,2,3,4, or 5 for each answer:

- 5= Very frequently used
- 4= Frequently used
- 3= Sometimes used

- 2= Rarely used
- 1= Never used

7.1	Individual work.	5	4	3	2	1
7.2	Pair work.	5	4	3	2	1
7.3	Small group work.	5	4	3	2	1
7.4	Whole class, (eg. with teacher working on exercises, asking and answering questions.)	5	4	3	2	1

8. Which teaching aids does your English teacher use regularly?  
Please circle each item 1,2,3,4 or 5 as follows:

5= Very regularly used                      2= Rarely used  
4= Regularly used                            1= Never used  
3= Sometimes used

8.1	Teacher's books and Student's books.	5	4	3	2	1
8.2	Samples of Maintenance manuals.	5	4	3	2	1
8.3	Tape recorders.	5	4	3	2	1
8.4	Models (e.g. model aircraft).	5	4	3	2	1
8.5	Videos	5	4	3	2	1
8.6	Realia (e.g. parts of real aircraft).	5	4	3	2	1
8.7	A language laboratory.	5	4	3	2	1
8.8	An overhead projector.	5	4	3	2	1

9. Describe your present language learning situation. For each choice circle either (a) or (b).

- |     |                                    |  |
|-----|------------------------------------|--|
| 9.1 | a) Noisy classroom                 | b) Quiet classroom                               |
| 9.2 | a) Too many students in your class | b) Appropriate number of s's                     |
| 9.3 | a) Dark classroom                  | b) Light classroom                               |
| 9.4 | a) Dull classroom                  | b) Interesting classroom<br>(e.g. with displays) |
| 9.5 | a) Uncomfortable furniture         | b) Comfortable furniture                         |

10. To what extent are you satisfied with the following in learning English at this school now?

Use the following scale and circle your answer.

5= Very satisfied                      2= Dissatisfied  
4= Satisfied                            1= Very dissatisfied  
3= Neutral

10.1	Teacher's classroom management.	5	4	3	2	1
10.2	Teacher's encouragement to you.	5	4	3	2	1
10.3	Teacher's relationship with class.	5	4	3	2	1
10.4	Variety of learning activities.	5	4	3	2	1
10.5	Library facilities.	5	4	3	2	1
10.6	Relation of topics to your future job.	5	4	3	2	1
10.7	Relation of English language skills to your future job.	5	4	3	2	1
10.8	Relevance of passages and exercises in English textbooks to your future job.	5	4	3	2	1
10.9	How interesting the learning activities are	5	4	3	2	1

Part Three

Information about the kind of English and English language skills you would like to learn at the Air Force School.

11. Which of the following English Language skills and areas of knowledge do you particularly want to improve during the English course at the Air Force School?

Rank your answers using a scale from 1 to 6, with 1 being the skill you most want to improve and 6 being the skill you feel you least want to improve.

- |                      |                       |
|----------------------|-----------------------|
| 11.1 Listening ----- | 11.4 Writing -----    |
| 11.2 Speaking -----  | 11.5 Vocabulary ----- |
| 11.3 Reading -----   | 11.6 Grammar -----    |

12. Which of the following ways of organizing the class do you think would help you to learn best? Please circle ONE of the following:

- a) Highly teacher controlled. Students have little freedom.
- b) Largely teacher controlled. Students have some freedom.
- c) Some teacher control. Students also carry out tasks in pairs/groups.
- d) Students work in pairs, groups most of the time.
- e) Students work completely independently of the teacher in pairs/groups/ individually.

13. Rank the following according to what you would prefer to learn in your English course. Use the following scale:

- 1. Most preferred
- 2. 2nd choice
- 3. Least preferred

- 13.1 General English (i.e. the kind of English appropriate for communication in any situation or social activity) .....
- 13.2 Technical English (i.e. English specifically related to aviation activities) .....
- 13.3 A balance between topics from General and Technical English .....

Part Four

Information about the English Language needs you expect you will have in the target job.

14. In what working situation do you think you will use English most when you have completed your training? (Please rank in order of importance by writing 1-3, 1 being the most important and 3 being the least important.)

- 14.1 In the workshop -----
- 14.2 In the office -----
- 14.3 In flight -----

15. Which do you think you will need most in your future job? (Please rank in order of importance by writing 1-3, 1 being the most important and 3 the least)

- 15.1 General English -----
- 15.2 Technical English -----
- 15.3 A balance between General and Technical English -----

16. Please add any other comments regarding the English courses given in this school.

-----  
-----  
-----  
-----  
-----

## APPENDIX- B

### A Questionnaire for English Teachers The Ethiopian Air Force Training School

Dear Respondent,

The purpose of this questionnaire is to use the answers as data for some research leading to a Master's Degree in Teaching English as a Foreign Language (TEFL). The aim is to provide information that will enable the Air Force to improve the quality of the English courses given in to Aircraft Students in this school.

You will not be asked to write your name. This is to make sure that your answers will be confidential. Therefore, you should try to be as open and frank as possible in your answers to the questions, and your answers should be TRUE and HONEST.

Please attempt all the questions, and read the suggested options carefully before giving your answers.

NOTE: The questions are entirely about Aircraft Students and English courses for them.

Thank you.

Part One  
Information about the respondent

1. Please give the following information about yourself in the spaces below.
- Nationality.....  
Highest degree held .....  
Country degree earned .....  
Area of specialization .....  
Number of years of teaching English in the Air Force  
.....

Part Two  
Information about the present syllabus and materials

For each of the following questions, please circle the number that corresponds to your degree of satisfaction.

- |                   |                      |
|-------------------|----------------------|
| 5= Very satisfied | 2= Dissatisfied      |
| 4= Satisfied      | 1= Very dissatisfied |
| 3= Neutral        |                      |

2. To what extent are you satisfied with how directly and clearly the aims (long-term plans) of teaching english are stated in the syllabus you use?  
5 4 3 2 1
3. To extent are you satisfied with how directly and clearly the objectives (short-term plans) of teaching English are stated in the syllabus you use?  
5 4 3 2 1
4. How satisfied are you with the relevance of the syllabus to the English the learners will use in their future jobs?  
5 4 3 2 1
5. How satisfied are you with the relevance of the English teaching materials you use to the learners' target needs for English?  
5 4 3 2 1

Part Three  
Information about the actual teaching learning situation in the  
Air Force School.

6. How satisfied are you with emphasis given in the teaching materials to the following?

(For each item, please circle 1,2,3,4 or 5)

5= Very satisfied  
4= Satisfied  
3= Neutral

2= Dissatisfied  
1= Very dissatisfied

6.1 Listening skills.	5	4	3	2	1
6.2 Speaking skills.	5	4	3	2	1
6.3 Reading skills.	5	4	3	2	1
6.4 Writing skills.	5	4	3	2	1
6.5 Grammar.	5	4	3	2	1
6.6 Vocabulary.	5	4	3	2	1

7. Which of the following do you emphasize the most in your class-room teaching?

(Please rank from 1 to 6, 1 being the skill you emphasize most and 6 the one you emphasize least).

- 7.1 Listening skills .....
- 7.2 Speaking skills .....
- 7.3 Reading skills .....
- 7.4 Writing skills .....
- 7.5 Grammar .....
- 7.6 Vocabulary .....

8. How do you rate the English language proficiency of your aircraft students at the end of the English course?

(Please circle 1,2,3,4 or 5).

5= Very good  
4= Good  
3= Average

2= Weak  
1= Very weak

8.1 Reading	5	4	3	2	1
8.2 Writing	5	4	3	2	1
8.3 Speaking	5	4	3	2	1
8.4 Listening	5	4	3	2	1
8.5 Grammar	5	4	3	2	1
8.6 Vocabulary	5	4	3	2	1

9. How frequently do you use the following modes of classroom organization?

(Please circle 1,2,3,4 or 5).

5= Very frequently  
4= Frequently  
3= Sometimes

2= Rarely  
1= Never

9.1 Individual work.	5	4	3	2	1
9.2 Pair work.	5	4	3	2	1
9.3 Small group work	5	4	3	2	1
9.4 Whole class, (e.g. working on exercises with the teacher, asking and answering questions etc.	5	4	3	2	1

10. Which of the following ways of organizing the class do you think would help you <sup>students</sup> to learn best? Please circle ONE of the following:

- a) Highly teacher controlled. Students have little freedom.
- b) Largely teacher controlled. Students have some freedom.
- c) Some teacher control. Students also carry out tasks in pairs/groups.
- d) Students work in pairs, groups most of the time.
- e) Students work completely independently of the teacher in pairs/groups/ individually.

11. How frequently do students do the following language learning activities in your classroom?

(Please circle 1,2,3,4 or 5).

5= Very frequently  
4= Frequently  
3= Sometimes

2= Rarely  
1= Never

11.1 Asking and answering questions orally.	5	4	3	2	1
11.2 Solving problems through group discussion.	5	4	3	2	1
11.3. Repetition.	5	4	3	2	1
11.4 Controlled speaking.	5	4	3	2	1
11.5 Giving oral reports.	5	4	3	2	1
11.6 Listening to lectures and making notes.	5	4	3	2	1
11.7 Listening to and understanding your questions, instructions, etc.	5	4	3	2	1
11.8 Reading aloud.	5	4	3	2	1
11.9 Reading silently for meaning.	5	4	3	2	1
11.10 Controlled writing of grammar and vocabulary exercises.	5	4	3	2	1
11.11 Writing dictations	5	4	3	2	1
11.12 Writing reports, essays,	5	4	3	2	1
11.13 Learning vocabulary meanings.	5	4	3	2	1
11.14 Learning grammar rules.	5	4	3	2	1

12. Which teaching aids do you use regularly?

(Please circle 1,2,3,4 or 5).

5= Very regularly  
4= Regularly  
3= Sometimes

2= Rarely  
1= Never

12.1 Teacher's books and student's books.	5	4	3	2	1
12.2 Extracts from maintenance manuals	5	4	3	2	1
12.3 Tape recorders.	5	4	3	2	1
12.4 Models (e.g. model aircraft).	5	4	3	2	1
12.5 Videos.	5	4	3	2	1
12.6 Realia (e.g. parts of real aircraft).	5	4	3	2	1
12.7 A language laboratory.	5	4	3	2	1
12.8 Overhead projectors.	5	4	3	2	1

13. How satisfied are you with your aircraft students' motivation to learn English?

(Please circle the number that corresponds to your degree of satisfaction).

5= Very satisfied  
4= Satisfied  
3= Neutral

2= Dissatisfied  
1= Very dissatisfied

14. How positive or negative is your aircraft students' attitude towards the English course?

(Please circle the number corresponding to their attitude)

5= Very positive  
4= Positive  
3= Neutral

2= Negative  
1= Very negative

15. Do you think that the time allocated for teaching English to aircraft students is sufficient?

(Please circle the number corresponding to your opinion).

5= It is very insufficient  
4= It is insufficient  
3= Neutral

2= It is sufficient  
1= It is too much

Part Five

Information about the current English courses and opinions  
about ways of improving them

Below are a number of statements and questions about the current English courses and ways of improving them.

Please rate the following 2 statements on a 5 point scale as follows.

5= strongly agree

2= Disagree

4= Agree

1= Strongly disagree

3= Neutral

16. The current English syllabus and materials need to be improved.

5 4 3 2 1

17. If your answer to q. 15 above is '5' or '4' ; Please comment on the following:

The improved syllabus and materials should focus on:

- |                                       |   |   |   |   |   |
|---------------------------------------|---|---|---|---|---|
| 17.1 Developing Knowledge of grammar. | 5 | 4 | 3 | 2 | 1 |
| 17.2 Developing Vocabulary            | 5 | 4 | 3 | 2 | 1 |
| 17.3 Improving reading skills         | 5 | 4 | 3 | 2 | 1 |
| 17.4 Improving listening skills       | 5 | 4 | 3 | 2 | 1 |
| 17.5 Improving writing skills         | 5 | 4 | 3 | 2 | 1 |
| 17.6 Improving speaking skills        | 5 | 4 | 3 | 2 | 1 |

18. What do you think the basis of the improving course should be?

(Please rank the following in order of importance, 1 being in your opinion the most important and 3 the least )

- 18.1 Texts or topics from Technical English (I.e. from areas that are job-related e.g. to aircraft engines, Airframes, etc.) ....
- 18.2 Texts or topics from general English .....
- 18.e A balance between texts and topics from General English and Technical English .....

19. Do you think you would be able to teach English through specialized texts, ( e.g. texts about airframe maintenance) ?

( Please circle the letter of your choice )

( a ) Yes

( b ) If the materials are well prepared

( c ) No

20. Please add any other comments you have regarding the English courses given to aircraft students in the Air Force.

.....  
.....  
.....  
.....  
.....

## APPENDIX-C

### A Questionnaire for Academic and Technical Subject Teachers The Ethiopian Air Force Training School

Dear Respondent,

The purpose of this questionnaire is to use the answers as data for some research leading to a Master's Degree in Teaching English as a Foreign Language (TEFL). The advantage to the school is that the results of the research may help to improve the quality of the English courses offered to Aircraft Students.

You will not be asked to write your name. This is to make sure that your answers will be confidential. So, you should try to be as open and frank as possible in your answers to the questions, and your answers should be TRUE and HONEST.

Please attempt all the questions, and read the suggested options carefully before giving your answers.

Thank you.



5. Please rank how often your students need to do any of the following English Language activities during your course at the Air Force School. Please use the following scale and circle a number 1,2,3,4 or 5 for each item.

- 5= Very frequently used
- 4= Frequently used
- 3= Sometimes used
- 2= Rarely used
- 1= Never used

Reading activities in English

5.1	Reading textbooks	5	4	3	2	1
5.2	Reading handouts/notes copied into exercise books	5	4	3	2	1
5.3	Reading test items	5	4	3	2	1

Writing activities in English

5.5	Copying lecture notes	5	4	3	2	1
5.6	Making notes from books	5	4	3	2	1
5.7	Writing reports, essays	5	4	3	2	1
5.8	Writing other assignments	5	4	3	2	1
5.9	Writing test answers	5	4	3	2	1

Listening activities in English

5.10	Listening to teacher's explanations	5	4	3	2	1
5.11	Listening to other students in class discussions	5	4	3	2	1
5.12	Listening to other students in pair/group discussions	5	4	3	2	1
5.13	Listening to teacher's questions	5	4	3	2	1
5.14	Listening to teacher's instructions	5	4	3	2	1

Speaking activities in English

5.15	Asking and answering questions	5	4	3	2	1
5.16	Giving oral reports		5	4	3	2
5.17	Participating in whole class discussion	5	4	3	2	1
5.18	Participating in pair/group discussion	5	4	3	2	1

6. Please add any other comments, regarding the English language skills your students need for your course.

-----

-----

-----

## APPENDIX-D

### A Questionnaire for Sponsors (Employers) The Ethiopian Air Force

Dear Respondent,

The purpose of this questionnaire is to use the answers as data for some research leading to a Master's Degree in Teaching English as a Foreign Language (TEFL). The advantage of the research to the Air Force is that the results of the research may help to improve the quality of the English courses offered to Aircraft Students.

You will not be asked to write your name. This is to make sure that your answers will be confidential. So, you should try to be as open and frank as possible in your answers to the questions, and your answers should be TRUE and HONEST.

Please attempt all the questions, and read the suggested options carefully before giving your answers.

NOTE: The questions are entirely about Aircraft Students and English courses for them, and the job of aircraft technicians.

Thank you.

Part One

Information about the situation in which Aircraft Technicians use English.

1. What are the major divisions of work in which your aircraft technicians operate, using English? (Please specify, e.g. airframe repair, engine repair, etc.)

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....
- 6. ....

2. How often do your aircraft technicians use English in each of the following situations?

Please use the following scale and circle 1,2,3,4 or 5 for each item.

- 5= Very regularly
- 4= Regularly
- 3= Sometimes
- 2= Rarely
- 1= Never

- 2.1 In the workshop.                    5 4 3 2 1
- 2.2 In the office.                    5 4 3 2 1
- 2.3 In flight.                    5 4 3 2 1

Part Two

Information about English language skills needed by aircraft technicians.

3. Which of the following English language skills is most important for your aircraft technicians?

(Please rank them by circling 1-4, 1 being the most important and 4 the least.

- 3.1 Listening.                    4 3 2 1
- 3.2 Speaking.                    4 3 2 1
- 3.3 Reading.                    4 3 2 1
- 3.4 Writing.                    4 3 2 1



Part Five  
Information about students' choice of field.

8. How are your aircraft students assigned to this field?

(Please circle one letter.)

- (a) Students choose the field for themselves.
- (b) The Air Force chooses the field and assigns them.
- (c) Other way (Please specify).....  
.....

9. Please add any further ~~comments~~ *comment* you have regarding the training of Aircraft Students and their English language needs for their jobs.

.....  
.....  
.....  
.....  
.....  
.....  
.....

## APPENDIX-E

### A Questionnaire for Shop Supervisors The Ethiopian Air Force

Dear Respondent,

The purpose of this questionnaire is to use the answers as data for some research leading to a Master's Degree in Teaching English as a Foreign Language (TEFL). The advantage of the research to the Air Force is that the results of the research may help it to improve the quality of the courses offered to Aircraft Students.

You will not be asked to write your name. This is to make sure that your answers will be confidential. So, you should try to be as open and frank as possible in your answers to the questions, and your answers should be TRUE and HONEST.

Please attempt all the questions, and read the suggested options carefully before giving your answers.

NOTE: The questions are entirely concerned with the work of Aircraft Technicians.

Thank you.

Part One

Information about the situation in which aircraft technicians use English.

1. What is the central or specific duty in your workshop for which the technicians need English? (e.g. engine repair, airframe repair, etc. Please specify .....

2. How often do your Aircraft Technicians use English in the following situations? Please use the following scale and circle 1,2,3,4 or 5 for each item.

- 5= Very regularly
- 4= Regularly
- 3= Sometimes
- 2= Rarely
- 1= Never

2.1 In the workshop.	5	4	3	2	1
2.2 In the office.	5	4	3	2	1
2.3 In flight.	5	4	3	2	1

3. How often do your aircraft technicians use English with the following people? Please use the following scale and circle 1,2,3,4 or 5 for each item.

- 5= Very regularly
- 4= Regularly
- 3= Sometimes
- 2= Rarely
- 1= Never

3.1 With shop supervisors.	5	4	3	2	1
3.2 With other technicians.	5	4	3	2	1
3.3 With inspectors.	5	4	3	2	1

Part Two

Information about English language skills and activities needed in the workshop.

4. Which of the following English language skills do your aircraft technicians need most in your workshop?

(Please rank them by writing 1, 2, 3 or 4 in the space provided, 1 being the most important and 4 the least.)

- 4.1 Listening .....
- 4.2 Speaking .....
- 4.3 Reading .....
- 4.4 Writing .....

5. Which of the following reading activities do your aircraft technicians engage in most in English?

(Please rank them by writing 1-7 in the spaces provided, 1 being the most important and 7 the least.)

- 5.1 Reading work manuals .....
- 5.2 Reading orders and notices .....
- 5.3 Reading work reports .....
- 5.4 Reading charts and diagrams .....
- 5.5 Reading maps and work plans .....
- 5.6 Reading technical remarks from logs .....
- 5.7 Others (Please specify) .....

6. Which of the following writing activities do your aircraft technicians engage in most in English in your workshop?

(Please rank them in order of importance by writing 1-4 in the spaces provided, 1 being the most important and 4 the least)

- 6.1 Writing work reports .....
- 6.2 Filling in forms .....
- 6.3 Writing technical remarks in logs .....
- 6.4 Writing work plans .....
- 6.5 Others (Please specify) .....

7. If your technicians need listening skills in English, which of the following listening activities do they engage in most?

(Please rank them in order of importance by writing 1, 2, or 3 in the spaces provided, 1 being the most important and 3 the least.)

- 7.1 Listening to briefings, instructions .....
- 7.2 Listening to advice or help from fellow technicians or supervisors about technical problems .....
- 7.3 Others (Please specify) .....

8. If your technicians need speaking skills in English, in which of the following speaking activities do they engage most?

(Please rank them in order of importance by writing 1, 2, or 3 in the spaces provided, 1 being the most important and 3 the least).

- 8.1 Reporting orally about their work .....
- 8.2 Discussing technical problems .....
- 8.3 Others (Please specify) .....

Part Three

Information about difficulties encountered by Junior Aircraft Technicians in using English.

9. In your opinion, how good or how weak do you feel most of your Junior Technicians (technicians with less than 6 years experience) are in the following English language skills? (Please circle 1,2,3,4 or 5.)

5= Very good  
4= Good  
3= Average

2= Weak  
1= Very weak

9.1 Listening skills.	5	4	3	2	1
9.2 Speaking skills.	5	4	3	2	1
9.3 Reading skills.	5	4	3	2	1
9.4 Writing skills.	5	4	3	2	1

10. If your Junior Technicians face difficulties in reading a manual in English, how much difficulty do they face in the following? (Please circle 1,2,3,4 or 5)

5= Very much difficulty  
4= Much difficulty  
3= Some difficulty

2= Little difficulty  
1= No difficulty

10.1 Reading carefully to understand detailed information in the manual.	5	4	3	2	1
10.2 Reading to get the main information from the manual.	5	4	3	2	1
10.3 Reading quickly to find out the general idea of part of a manual.	5	4	3	2	1
10.4 Reading quickly to find a particular piece of information.	5	4	3	2	1
10.5 Others (Please specify) .....					
.....					
.....					

11. If your Junior Aircraft Technicians face difficulty in speaking in English, how much difficulty do they face in the following? (Please circle 1,2,3,4 or 5.)

5= Very much difficulty  
4= Much difficulty  
3= Some difficulty

2= Little difficulty  
1= No difficulty

11.1 Giving oral reports.	5	4	3	2	1
11.2 Asking and answering questions in discussions, briefings.	5	4	3	2	1
11.3 Others (Please specify) .....					
.....					

12. How much difficulty do your Junior Aircraft Technicians face in listening to English in the following? (Please circle 1,2,3,4 or 5.)

5= Very much difficulty  
4= Much difficulty  
3= Some difficulty

2= Little difficulty  
1= No difficulty

- 12.1 Understanding spoken instructions. 5 4 3 2 1
- 12.2 Understanding spoken explanations. 5 4 3 2 1
- 12.3 Understanding individual words  
in what is said. 5 4 3 2 1
- 12.4 Others (Please specify.) .....

13. To what extent do your Junior Aircraft Technicians encounter difficulty in the following while writing in English? (Please circle 1,2,3,4 or 5.)

5= Very much difficulty  
4= Much difficulty  
3= Some difficulty

2= Little difficulty  
1= No difficulty

- 13.1 Describing/reporting the work they have done. 5 4 3 2 1
- 13.2 Explaining technical problems. 5 4 3 2 1
- 13.3 Filling in forms. 5 4 3 2 1
- 13.4 Others (Please specify.) .....

14. Please add any other comments you have regarding the English language skills needed in your workshop. ....  
.....  
.....  
.....  
.....

## APPENDIX-F

### A Questionnaire for Junior Aircraft Technicians The Ethiopian Air Force

Dear Respondent

The purpose of this questionnaire is to use the answers as data for some research leading to a Master's Degree in Teaching English as a Foreign Language (TEFL). The advantage of the research to the Air Force is that the results may help to improve the nature and quality of the English courses offered to Aircraft Students.

You will not be asked to write your name. This is to make sure that your answers will be confidential. So, you should try to be as open and frank as possible in your answers to the questions, and your answers should be TRUE and HONEST.

Please attempt all the questions, and read the suggested options carefully before giving your answers.

NOTE: The questions are entirely concerned with the English language skills you need for your duties.

Thank you.

Part One

Information about the situation in which English is used by Aircraft Technicians

1. What is the central or specific duty in your workshop for which you need English? (Please specify.)  
.....  
.....

2. How often do you use English in the following situations?  
(Please circle 1,2,3,4 or 5)

5= Very regularly                      2= Rarely  
4= Regularly                            1= Never  
3= Sometimes

2.1 In the workshop.                      5 4 3 2 1  
2.2 In the office.                         5 4 3 2 1  
2.3 In flight                                5 4 3 2 1

3. How often do you use English with the following people?  
(Please circle 1,2,3,4 or 5 to show frequency of use)

5= Very regularly                      2= Rarely  
4= Regularly                            1= Never  
3= Sometimes

3.1 With shop supervisors.               5 4 3 2 1  
3.2 With other technicians.              5 4 3 2 1  
3.3 With inspectors.                       5 4 3 2 1

Part Two

Information about English language skills and activities needed in your workshop.

4. Which of the following English language skills do you need most in your workshop?

(Please rank them in order of importance by writing 1,2,3 or 4 in the spaces provided, 1 being the most important and 4 the least).

4.1 Listening .....                      4.3 Reading .....  
4.2 Speaking .....                      4.4 Writing .....

5. Which of the following reading activities do you engage in most in English?

(Please rank them in order of importance by writing 1-6 in the spaces provided, 1 being the most important and 6 the least.)

- 5.1 Reading work manuals .....
- 5.2 Reading orders and notices .....
- 5.3 Reading work reports .....
- 5.4 Reading charts and diagrams .....
- 5.5 Reading maps and work plans .....
- 5.6 Reading technical remarks from logs .....

6. Which of the following writing activities do you engage in most in English in your workshop?

(Please rank them in order of importance by writing 1-4 in the spaces given, 1 being the most important and 4 the least.)

- 6.1 Writing work reports .....
- 6.2 Filling in forms .....
- 6.3 Writing technical remarks in logs .....
- 6.4 Writing work plans .....
- 6.5 Others (Please specify) .....

7. If you listen, which of the following listening activities do you engage most in English?

(Please rank them by writing 1, 2 or 1 being the most important and 2 the least).

- 7.1 Listening to briefings, instructions .....
- 7.2 Listening to advice or help from fellow-technicians or supervisors about technical problems .....
- 7.3 Others (Please specify) .....

8. If you need speaking skills in English, which of the following speaking activities do you engage in most?

(Please rank them by writing 1, 2 or 1 being the most important and 2 the least).

- 8.1 Reporting orally about your work .....
- 8.2 Discussing technical problems .....
- 8.3 Others (Please specify) .....

Part Three

Information about difficulties you have encountered in using English.

9. In your opinion, how competent or how weak are you in the following English language skills?

(Please circle 1,2,3,4 or 5)

5= Very good  
4= Good  
3= Average

2= Weak  
1= Very weak

9.1 Listening skills-	5	4	3	2	1
9.2 Speaking skills.	5	4	3	2	1
9.3 Reading skills.	5	4	3	2	1
9.4 Writing skills.	5	4	3	2	1

10. If you face difficulties in reading a manual in English, how much difficulty do you face in the following?

(Please circle 1,2,3,4 or 5).

5= Very much difficulty  
4= Much difficulty  
3= Some difficulty

2= Little difficulty  
1= No difficulty

10.1 Reading carefully to understand detailed information in the manual.	5	4	3	2	1
10.2 Reading to get the main information from the manual.	5	4	3	2	1
10.3 Reading quickly to find out the general idea of part of a text or manual	5	4	3	2	1
10.4 Reading quickly to find a particular piece of information.	5	4	3	2	1
10.5 Others (Please specify) .....					

11. If you face difficulties in speaking in English, how much difficulty do you face in the following?

(Please circle 1,2,3,4 or 5).

5= Very much difficulty  
4= Much difficulty  
3= Some difficulty

2= Little difficulty  
1= No difficulty

11.1 Giving oral reports.	5	4	3	2	1
11.2 Asking and answering questions in discussions, briefings.	5	4	3	2	1
11.3 Others (Please specify) .....					

12. How much difficulty do you face in listening to English in the following?

(Please circle 1,2,3,4 or 5).

5= Very much difficulty  
4= Much difficulty  
3= Some difficulty

2= Little difficulty  
1= No difficulty

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 12.1 Understanding spoken instructions.            | 5 | 4 | 3 | 2 | 1 |
| 12.2 Understanding spoken explanations.            | 5 | 4 | 3 | 2 | 1 |
| 12.3 Recognizing individual words in what is said. | 5 | 4 | 3 | 2 | 1 |
| 12.4 Others (Please specify) .....                 |   |   |   |   |   |
| .....  |   |   |   |   |   |

13. To what extent do you encounter difficulties in the following while writing in English?

(Please circle 1,2,3,4 or 5).

5= Very much difficulty  
4= Much difficulty  
3= Some difficulty

2= Little difficulty  
1= No difficulty

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 13.1 Describing/reporting the work you have done. | 5 | 4 | 3 | 2 | 1 |
| 13.2 Explaining technical problems.               | 5 | 4 | 3 | 2 | 1 |
| 13.3 Filling in forms.                            | 5 | 4 | 3 | 2 | 1 |
| 13.4 Others (Please specify) .....                |   |   |   |   |   |
| .....   |   |   |   |   |   |

Part Four

Below are a number of statements about the current English courses and ways of improving them.

Please rate each of the following on a 5 point scale from 5, for a statement which you strongly agree with, to 1, for a statement that you strongly disagree with.

5= Strongly agree  
4= Agree  
3= Neutral/uncertain

2= Disagree  
1= Strongly disagree

14. The current English syllabus and materials need to be improved.  
5 4 3 2 1

15. If your answer to Qu.14 above is '5' or '4', do you think the improved syllabus and materials should focus on:

15.1 Developing knowledge of grammar.	5	4	3	2	1
15.2 Developing vocabulary..	5	4	3	2	1
15.3 Improving reading skills.	5	4	3	2	1
15.4 Improving listening skills.	5	4	3	2	1
15.5 Improving writing skills.	5	4	3	2	1
15.6 Improving speaking skills.	5	4	3	2	1

16. What do you think the basis of the improved course should be?

(Please rank the following in order of importance, from 1 to 3, 1 being the most important, 3 being the least important.)

- 16.1 Texts or topics from Technical English (i.e. from areas that are job-related e.g. concerning aircraft engines, airframes) .....
- 16.2 Texts or topics from General English. ....
- 16.3 A balance of texts and topics from General English and Technical English .....

17. Please add any other comments you have regarding the English language skills you need for your job.

.....

.....

.....

.....

.....

.....

.....

## Appendix G

Analysis of maintenance manuals for Mig-21, L-39, Sialmarchetti (SF 260) Aloutte III, Mi-24, and technical handout for "Theory of Air frame" course

Mig-21

**Engine maintenance manual**

**Layout**

As has been seen for other manual types (see section 512), the Mig-21 engine maintenance manual is composed of two major components, diagram and text. The text is of two types. They are prose and note form.

Therefore, 40 pages out of the 220 pages, or 9.1% is in prose while 160 pages out of the same total pages, or 72% is written in note form.

**Functions**

The following are the most frequent language functions most likely to have to be interpreted by the technicians in their Mig-21 engine repair manual. Of the 14 communicative function identified; instruction is the most frequently occurring function. This seems true for all the manuals primarily intended for maintenance. Purpose is the 2nd most frequently occurring communicative function in this particular manual type.

Table 35

Function	No. of instances of function from 57pp	Percent of function	Examples
Description	48	4	At after-burner power ratings the engine performance remains stable at speeds and altitudes stated in Book 1.
Definition	30	2.5	Engine P13-300 is a two-spool turbojet furnished with an after-burner and designed for flight installation on aircraft to create thrust in flight
Classification	16	1.3	The distinguishing features of installation and operation of engines equipped with after-burner control box are described in Chapter XV.
Comparison	12	1	In the turbine second stage the gas flow undergoes changes similar to those in the turbine first stage.
Purpose	188	15.5	The purpose of the nozzle diaphragm is to accelerate and direct hot gases onto the blades of the turbine first stage wheel.
Reason	20	1.7	The cabin is ventilated to the atmospheric level, since the atmospheric pressure below 2,000 meters is greater than the pressure in the air below.
Result	40	3.3	The turbo cooler employs the principle of converting part of the energy of air into mechanical energy. In this case, the temperature and pressure of the air at the turbo cooler outlet drop.
Rule	140	11.6	The pilot must keep a close watch on the indications of the following instruments.
Instruction	404	33.4	Install a new transmitter proceeding in the reverse order given above.
Warning	92	7.6	The check holes of the control rod shall not get opened when the rod length is being adjusted.
Condition	72	6	If this time is beyond the limits of 6.01 sec, carry out an adjustment as set forth in section 15.
Directions	52	4.3	The post flight preparation of the engine shall be accomplished by proceeding as follows: 1) check the engine by ear for freedom from extraneous noises. 2) visually inspect the aircraft air intake.
Sequence	72	6	To inspect the blades of the compressor V, VI, VII, and VIII stages, proceed as follows.
Suggestion	24	2	Pumps may be engine or electrically driven.

### Notions

The following are the most frequently communicated notions as given in this manual. As the finding in table '36' shows, technicians need to communicate the concept of time very frequently while maintaining the machines

Table 36

Table 36			
Notions	No of instances 55 pp.	Percent of notions	Example
Location	100	11.5	From the compressor the compressed air is delivered into the combustion chamber in a continuous flow.
Time	204	23.5	All openings exposed during dismounting of various units shall be closed with temporary caps.
Measurement	172	19.8	Build up pressure of 180 to 210 kg/sq.cm in the hydraulic system.
Temperature	128	14.7	When the free air temperature is below -40°c, warm up the engine with hot air ( 80°c max.)
Quantity	76	8.8	The engine turbine consists of two stationary nozzle diaphragm assemblies and two rotors.
Motion	88	10.1	The gas flow escaping from the passages between the blades of the turbine second-stage wheel enters the after burner diffuser.
Possibility	44	5	Taxiing may be carried out at any operating rating of the engine.
Colour	4	0.5	The engine plumbing is identified in colour as follows:
Dimension	52	16	Pipelines of up to 10 mm diameter are allowed to be parted not more than 2 mm.

Mig-21

Airframe maintenance manual

Layout

The major components of the maintenance manual for Mig-21 airframe are diagram and text. The text is prepared in two forms, prose and noteform.

Thus, out of the total 218 pages, 100 pages or 45.9% is diagram, 30 pages or 13.8% is prose, and 88 pages or 40.4%

Functions

The following communicative functions have been identified as the most frequently occurring in this sample manual. As the summary of functions in Table 37 indicates, the most common communicative functions to <sup>be</sup> interpreted are instructions and expressing purpose

Table 37

Functions	No. of instances in 53pp	Percent of functions	Examples
Description	92	9	The aircraft is powered by one turbo-jet engine, provided with an axial two spool compressors and after burner.
Definition	43	4.2	The airframe is an all-metal mid-wing structure with a delta wing.
Classification	20	2	Group I comprises tank No. 1, the front integral tanks.
Comparison	12	1.2	If the hydraulic pressure drops less than 30 kgf/cm <sup>2</sup> the hydraulic locks block the hydraulic pressure.
Purpose	130	12.7	To reduce the landing run, the aircraft is provided with a boundary layer control system and a drag chute.
Reason	40	3.9	As there is no sliding friction and no, heavily loaded bearings, lubrication is greatly, simplified.
Result	46	4.5	Effectiveness of the aircraft control surfaces and excellent stability of the machine provide for high maneuverability.
Instruction	208	20.3	After the check is over, restore the system to the initial state.
Warning	80	2.8	Never place foreign objects onto the wings and other parts of the aircraft structure.
Condition	100	9.7	If required, it is possible to drain the fuel only from the wing integral tanks.
Direction	24	2.3	To prevent failure of the aircraft equipment, observe the following.
Sequence	112	11	To drain the fuel do the following.

## Notions

Table '38' summarizes the notions most likely to be encountered by the technicians while referring to the airframe manual. As the number of instances and their percentages show, the concept of time seems to be communicated the most from the identified ones

Table 38			
Functions	No. of instances in 53pp	Percent functions	Example
Location	92	14.6	Fuel from the fuselage tanks is drained through the drain valve located on the pipeline which runs to the engine.
Time	124	19.7	Before the inspection, as well as before proceeding to any work on the aircraft, it is required to take safety measures to exclude accidental firing.
Measurement	84	13.4	At an ambient air temperature above +10°C set the system for supply of hot air.
Temperature	108	17.2	In winter, if the shock absorbers are charged in a warm room, it is required to take into account that at lower air temperature the pressure in the shock absorbers will decrease.
Quantity	52	8.3	There are four internal fuel tanks (No 1, 2, 3 and 4) wing fuel cell and one detachable tank.
Motion	120	19.1	This air is passed along the gas ducts in the port side.
Possibility	48	7.6	Foreign objects may be sucked through the shutters together with the air.

L-39

Engine and airframe maintenance manual

Layout

The engine and airframe maintenance manual for the L-39, (Czech made, trainer aircraft is composed of three major components. From the total of 756 pages 147 pages or 19.4% is diagram, 42 pages or 5.6% is tables and charts. From the same total pages, 105 pages or 13.9% is prose and 462 pages or 61.1% is in noteform.

Functions

The following are the most frequently used communicative functions found in this manual. The researcher read 76 pages, or one tenth of the total 756 pages. 38 pages from engine manuals and 38 pages from airframe manual section were read to identify these language functions

Table 39

Functions	No. of instances in 76pp	Percent of functions	Example
Description	15	2.8	The engine ground starting is performed with the use of the APU.
Definition	20	3.7	By the airplane parking is meant the time elapsed since the airplane landing or since the engine run up in the course of scheduled maintenance.
Comparison	14	2.6	Turbine exhaust temperature shows a rise by no means more than 100°C from initial value.
Purpose	55	10.1	In order to reach minimum friction, the moving parts of control system are seated in ball bearings.
Cause	25	4.6	Air brakes are extended by means of an hydraulic cylinder to the deviation of 55° maximum.
Rule	35	6.5	At a time of changing from the main to the emergency fuel supply system the HP rotor speed should not be less than 54.5 percent.
Condition	17	3.7	If some engine malfunctions are detected during operation on the ground it is necessary to shut down the engine.
Instruction	205	37.8	Turn off the anti-icing system only 3 to 5 minutes after leaving the icing zone.
Warning	40	7.4	Never start an engine whose rotors are stiff to rotate.
Classification	15	2.8	Liquid fuels are classified as volatile or non-volatile.
Result	19	3.5	Increasing compression ratio increases power output of engine.
Direction	19	3.5	To check the igniter plugs, proceed as follows: 1) Remove the igniter plugs from the flame igniter proceeding as instructed. 2) Switch on the circuit breakers of the ignition.

## Notion

The most frequently used notions are given below.

Table 40

Table 40

Notions	No. of instances in 76pp	Percent of notions	Examples
Location	103	15.4	The wing-tip tanks are attached on both ends of the main beam.
Time	158	23.6	Prior to starting the engine, check to make sure that: a) There are no foreign objects in front or aft of the aircraft. b) The aircraft throttle control lever is set in the CUT OFF position
Motion	95	14.2	With the emergency fuel supply system on, the fuel flow to the engine is metered by the throttle.
Quantity	89	13.3	The wing is of independent structure, having three girders with laminar profile of trapezoidal plan.
Quality	20	3	The fin is of trapezoidal shape fixed with rear fuselage part.
Temperature in	72	10.8	At air temperature of +5°C and below in case of cloudiness, fog, snow-fall, rain or drizzle, it is necessary to cut the anti-icing system.
Measurement	94	14	Fill oil primer 25-19-02-130 with oil (the amount of oil to be filled into the air starter reduction gear is approximately 120 cu.cm).
Dimension	38	5.7	Overall area of supporting feet is 462 cm sq.

### Siamarchetti (SF 260)

#### Engine and airframe maintenance manual

#### Layout.

The engine and airframe maintenance manual of this Italian made lightest training aircraft is composed of diagram and text. From the total 800 pages, 250 pages, or 31.3% is diagram and 45 pages or 5.6% is prose while 505 pages 63.1% of the whole book is in noteform.

## Functions

The following language functions have been identified. They are the most frequent ones in this maintenance manual. As in other manuals, instruction appears to be the most prominent language function encountered by the technicians. Despite its bulkiness, the manual has been written in simple and clear English

Table 41 Summarizes the functions below

Table 41

Functions	No. of instances in 80pp	Percent of function	Examples
Description	75	5.9	From the right air scoop, fresh air is directly ducted to the fresh air selector valve.
Definition	63	5	FS (fuselage station) is a horizontal reference designation starting at the nose of the aircraft.
Comparison	54	4.2	Servicing the tire by maintaining correct inflation pressure is the most important job in any tire preventive maintenance program.
Classification	51	4	Classifications of aviation fuel are identified by the following grades.
Purpose	165	13	This chapter is divided into sections to aid maintenance personnel in locating information.
Result	61	4.8	High pressure gas, including air pressure, is dangerous when precautions are not exercised.
Cause	44	3.5	Hydraulic fluid oil may contain tricresol phosphate, which produces paralysis if taken internally.
Reason	33	2.6	Aircraft levelling is required for specific maintenance functions.
Condition	145	11.4	If bad weather conditions exist, or are expected, the aircraft is to be moored.
Instruction	230	18	Place the jacks under the jack pads.
Rule	67	5.2	The aircraft should be on a level surface and protected from wind gusts, preferably in a hangar.
Warning	74	5.8	DURING TOWING DO NOT PUSH ON CONTROL SURFACES AND FREE SKIN PANELS.
Advising	35	2.8	It is recommended that the aircraft be secured in an area free of contamination from sand, dust or other environmental conditions.
Directions	90	7	To add fluid to the system proceed as follows: a) Remove bleeder bolts from the brakes. b) Connect a plastic tube
Sequence	35	6.9	To level the aircraft longitudinally, proceed as follows: 1) Screw out the two levelling screws 2) Put the levelling rule P/N UTO 855 on the shank of the levelling screws. 3) Deflate the tire or strut of nose or main landing gear.

## Notions

The following notions are those that the technicians will most frequently need to interpret of the identified most frequent notions 'location' covers the largest portion.

Table 42

Notions	No. of instances in 80pp	Percent of notions	Examples
Location	242	24.6	During flight, external fresh air enters through the air intake and it is conveyed through the air duct hose into the air diffuser tube.
Time	201	20.5	Parking procedures are generally used during good weather conditions.
Motion	125	12.7	The flow of hot and fresh air ducted into the mixing box is controlled by the cabin heat and cabin vent knobs.
Quantity	95	9.7	The quantity of oil in the oil tank in the wet sump of an engine can usually be determined by means of a dipstick.
Measurement	112	11.4	Measurements are to be carried out to the nearest full millimetre.
Temperature	92	9.4	The air cooling system consists of a ram air scoop located on the right forward side of the aircraft.
Dimension	75	7.6	Dimensions are given in metric for overall length, width and height at vertical stabilizer.
Possibility	40	4	The entire aircraft may be lifted by nose and rear jack points to perform removal and installation of wheels.

**Aloutte III**

**Engine and airfrance**

Layout

The engine and airframe maintenance manual for Aloutte III French made helicopter plane is prepared in diagram, charts, and tables, and in text.

From the total 880 pages, 270 pages, or 33.8% consists of diagrams and 30 pages, or 3.8% of charts and tables. From the given total pages, 500 pages, or 62.5% is text in short noteform. The manual does not contain long prose in its text component.

**Functions**

The following language functions have been identified as the most frequently occurring and need to be interpreted by the technicians while maintaining this helicopter plane. The language function showing instruction or imperative has been found as the most prominent function in all manual types. similarly, instruction is the most frequent here. But it seems to cover the largest part in the text (67.3% of the most frequent functions).

Table 43

Table 43

Functions	No. of instances in 80pp	Percent of functions	Examples
Description	64	2.6	The floor is coated with a special non-slip paint.
Definition	32	1.3	The special radiators used for this cooling are called inter-coolers.
Comparison	96	3.3	The cabin floor hatch (5) located in the left rear corner of the cabin is of the same construction as the floor proper.
Purpose	203	3.3	Inspect the forward bottom structure for general condition.
Result	24	1	Consequently, the torque valve can be considered to be correct if it is between 1.2 and 1.5m.
Rule	61	2.6	This hole should fall flush with the outboard rib of each stabilizer.
Instruction	1680	67.3	Ensure that every "Champion" nut is in place.
Condition	160	6.4	If a pressure drop is noted, use soapy water to determine the leakage points.
Warning	168	6.7	It is absolutely forbidden to start the engine and run with the cabin supply valve on the "CLOSED" position.

## Notions

The following are the most prominent notions to be interpreted by the technicians most likely when the job of maintaining an aircraft is performed.

Table 44

Table 44

Notions	No. of instances in 80pp	Percent of notions	Examples
Location	184	13.5	The four retaining screws are threaded into holes <del>provided</del> in the cabin floor.
Time	248	18.2	After changing the lower side panels, carry out sight harmonization.
Motion	128	9.4	These slides permit fore-and-aft movement of the seats.
Quantity	144	10.6	This equipment comprises the control pedestal (12) the three front seats(9) and the rear seat(3).
Quality	56	4.1	The rear upper portion of the body structure is trapezoidal in shape.
Possibility	24	1.8	It is possible that, following a flight report or a leak test, some rework may be required.
Temperature	168	12.4	If the temperature inside the engine cylinder is too great, the fuel mixture will be preheated.
Measurement	200	14.7	Check the tubes for straightness with a cord stretched along two generating lines at 90° starboard. Tube (18) is 1.5 mm thick.
Dimension	208	15.3	Bolt holes in body structure are 8-15 mm.

### Mi-24

#### Engine and airframe maintenance manual

#### Layout

The engine and airframe maintenance manual for this Mi-24 Russian made helicopter plane is prepared in diagram and chart and in text form.

From the total of 500 pages, diagrams and chart and in text form

From the total of 500 pages, diagrams and charts occupy 200 pages, or 40%, prose occupies 125 pages or 25% and noteform occupies 175 pages or 35%. Thus in this manual a relatively longer proportion of the text is in continuous prose.

**Functions**

From the total pages (500), 50 sample pages were read and analyzed for language functions. For the purpose of identifying diagram and text, the whole manual was considered.

The following are the most prominent communicative functions used in the manual.

**Table 45**

Table 45

Functions	No. of instances in 50pp	Percent of functions	Examples
Definition	13	2.2	Igniter is a kind of spark plug used to start the burning in a jet engine.
Description	41	7	The bearings used in aircraft engines are designed to produce a minimum of friction and a maximum of wear resistance.
Comparison	30	5.1	The engine is more difficult to cool than the four-stroke-cycle engine.
Rule	35	6	The pumps removed from the engine for storage or return for overhaul must be subjected to preservation.
Purpose	115	19	To prevent seepages of working fluid from the pump chamber, use is made of seal housing (13) with collar (917).
Cause	15	2.6	An excessively lean mixture may cause an engine to backfire through the induction system.
Reason	18	3	The engine is difficult to lubricate properly because the lubricants must be introduced with fuel air mixture through the carburettor.
Result	25	4.3	There is a loss of efficiency as a result of the fuel air charge mixing with the exhaust gases and the loss of some of the charge through the exhaust port.
Condition	97	16.6	If the correction was not provided, the main rotor speed would have decreased.
Warning	36	6.1	Never start the engine before checking that all the instruments are in the right positions.
Instruction	124	21.1	Install the shipping blanket cover over the engine.
Sequence	37	6.4	To replace the starter-generator, proceed as follows: 1) Unscrew and remove screws (5) 2) Disconnect the wiring from the starter generator.

**Notions**

The following are the most prominent notions or concepts identified.

Table 46

Notions	No. of instances of notions in 50pp	Percent of notions	Examples
Location	150	19.1	The pumping section of the pump consists of (4) impeller (3) mounted on the shaft.
Time	175	22.4	To prevent damage to the pump during transport, to protect it against corrosion during storage, the following items are fitted to the pump.
Motion	102	13	Having reached the periphery of impeller (1), the fuel enters the collector-volute (5).
Temperature	97	12.4	Keep the pumps preserved for long-term storage in special depots, where the temperature is maintained not below +10°C and not higher than +35°C.
Measurements	161	20.6	Booster pump (2) draws fuel from fuel tank (1) and forces it at a pressure of 0.6 to 1.7 kg/sq.cm.
Quantity	84	10.7	Provided on the external surface of casing (9) are two bosses with threaded holes.
Dimension	13	1.7	The spare jets of 0.9 and 1.15 mm in diameter are included in the individual set of the regulating pump.

### Theory of Airframe teaching handout

#### Layout

Unlike the aircraft maintenance manuals and "Theory of Engine" handout, this handout is devoid of any diagrams, charts, or tables. It is composed of only a text which is in noteform. The total 40 pages or 100% the material is prepared in a very short noteform text. Nevertheless, this material therefore does not give opportunities to students for practising extracting meanings represented in diagrams and charts.

#### Functions

The following functions have been identified in this teaching material. the number of functions seems to be smaller than the number of function types found in "Theory of Engine" teaching material as well as maintenance manuals. This is perhaps because the material is written in a very short noteform, even in clauses and phrases after giving the headings at the top of each paragraph. However, describing and defining things are the most frequent functions as also seen in the teaching text of "Theory of Engine"

Table 47

Functions	No. of instances in 40pp	Percent of functions	Examples
Description	130	41.3	The air intake is movable and the movement is controlled by YBA-23 series 3.
Definición	80	25.4	Mig.23 aircraft hydraulic system is composed of two systems that are not connected to each other.
Classification	35	11.1	The flaps are of float type and have three sections.
Purpose	45	14.3	The purpose of the canopy is to pressurize the cabin.
Cause	10	3.2	The reduced density of the atmosphere at higher altitudes causes the air to have less resistance to passage of electricity.
Condition	15	4.8	If the pedals are in the neutral position the hydraulic pressure flows to both chambers (A and B).

Notions:

The following notions have been identified to be the most frequently used in this technical course hand out. As in "Theory of Engine", the notion of 'quantity' is one of the most frequently communicated ideas.

Table 48

Notions	No. of instances of notions in 40pp	Percent of notions	Examples
Location	95	15.2	The pressurized cabin is located between frame No. 6 and 11.
Time	100	16	The additional air intake supplies additional air to the engine compressor during ground run-up.
Quantity	112	18	There are four internal fuel tanks (No.1, 2, 3 and 4).
Quality	85	13.6	Annular combustion chamber is a large circular chamber if turbojet combustion.
Measurements	70	11.2	When the wing sweep angle is from 16° to ± 55.2° the stabilizers' deflection angle up or down is ± 10 ± 1 degree.
Dimension	32	5.1	The area is given in a metric system.
Motion	130	20.8	The operating fluid from the hydraulic tank comes to the pump through the suction line.

**Major topic areas**

The major topic areas discussed in teaching and learning "Theory of Airframe" course are given below:

1. Air
2. Airframe
3. pressure
4. Temperature
5. Dimension
6. Measurements
7. Tools
8. Filter
9. ...
10. Oxygen
11. Hydraulics
12. Aerodynamics
13. Power Plant
14. Fire
15. Fuel
16. Take off
17. wing

**Appendix H**  
**Structured English Teacher Interview**

1. What is your aircraft students' attitude to the course?  
Are they well motivated?  
Do you encourage a positive attitude?
2. What do your aircraft students think they will achieve by learning English?
3. Which of the skills are most important for your aircraft students in relation to their future job?
  - a. speaking
  - b. listening
  - c. reading
  - d. writing
  - e. vocabulary
4. What opportunities do you give your students for practising in the four language skills?
5. What opportunities do you give students for working alone, in pairs, in groups, or in a whole class activity?
6. What kind of techniques do you use while teaching English in your classroom? For example, do you use, or get your students to discuss, solve a problem, give oral reports, write reports, read silently for meaning, etc?
7. What level of skill and knowledge do your students have in
  - a. Speaking
  - b. Listening
  - c. Reading
  - d. Writing
  - e. Vocabulary
  - f. grammar
8. How much do your students enjoy
  - Speaking
  - Writing
  - Listening
  - Vocabulary learning
  - Reading
  - learning grammar

9. Which activities do you think appeal to your students most?

Discussion in pairs or groups problem solving activities giving free oral reports reading aloud reading silently for meaning writing reports and essays writing grammar exercises memorizing vocabulary meaning asking and answering using new words in order to communicate

10. How much do you encourage a warm friendly relationship with your learners? For example, do you

- Take an interest in them as individuals
- Encourage them to be relaxed, open, or trusting?
- Encourage them to take responsibility for their learning?
- Praise/encourage all students equally?

What do you do about those who learn slowly or make mistakes frequently?

- Encourage them to think for themselves, that is, to try to learn? or do you try to teach them everything they do not know?

- Make the aims of your activities clear? What do you do with some difficult topics or lessons, for example?
- Help your students to use their prior knowledge?
- Set students problems to solve or give them things to learn?
- provide a variety of activities for learning? How do you achieve this because in your case the materials seem emphasize grammar and vocabulary, and reading passages?

11. Please add any comments you have regarding your English course

Appendix I  
Structured Aircraft Students Interview

1. To what extent do you think the English course is relevant to
  - a. Your studies (e.g Physics, or Maths, or Theory of engine and airframe, etc)?
  - b. Your future job, aircraft maintenance?
  
2. To what extent do you think it is important for your class to be
  - a. relevant to future job?
  - b. based on job texts?
  
3. Do you really want to improve your English?  
or are you simply regarding it as something you have to do?  
What do you think you think you will achieve from the course?
  
4. How do you think you learn best?
  - a. by reading and studying by yourself
  - b. by conversation/ solving problems in groups?
  - c. by memorizing/learning from any notebooks?
  
5. Do you like the teacher to
  - a. Tell you all your mistakes?
  - b. help you to find your own mistakes?
  - c. Give you plenty of feedback?
  
6. Do you like the teacher to explain everything?  
or help you to work things out for yourself?  
or get you to talk about your interests?
  
7. Would you prefer to study (most of the time)
  - a. in pairs or groups?
  - b. on a whole class? or

c. alone (individually)?

8. How frequently do you use the following ways of learning now?

Pair work    Whole class work/activity  
Group work    Individual work

9. What kind of activities do you enjoy?

- a. discussing in English in pairs or groups
- b. solving problems
- c. Reading silently for information or for pleasure
- d. Memorizing grammar rules
- e. Reading aloud

10. Do you like to learn words by

- a. Seeing them
- b. hearing them
- c. learning their definitions
- d. using new words to convey meaning

11. How would you like the following language learning activities if they were used in the Air Force school?

- a. Discussions in pairs or groups
- b. problem solving activities
- c. Giving free oral reports
- d. Reading silently to understand a text
- e. Writing reports and essays
- f. Memorizing word definitions and working grammar exercises.

12. How frequently do you do them in this school now?

- a. Discussions in pairs or groups
- b. Problem solving activities
- c. Giving free oral reports
- d. Reading silently to understand a text
- e. Writing reports and essays
- f. Memorizing word definitions and working grammar exercises.

13. Which skill do you want to improve most?

Speaking	Writing
Reading	Grammar
Listening	Vocabulary

14. How frequently do you practise these skills now?

Speaking	Writing
Reading	Grammar
Listening	Vocabulary

15. Which one do you think is the most important for your future job

Speaking	Writing
Reading	Grammar
Listening	Vocabulary

16. How important is it for you to have a friendly relationship with your teacher? Say for your class to be enjoyable?

APPENDIX I

AIRCRAFT STUDENTS' INTERVIEW

THE AMHARIC VERSION

1. ይህ ለሁን በመሰጠት ላይ ያለው የአገገላዘፍ ተምህርት ለግዛቱት የረቢታ ለለጭ በለሀ ያን ያህል ተገድቷል?
  - ሀ/ ለጥናቱ ግለተም ለፈዘከበት ሂሳብ ለይርገላን ዋጋ ገደረ ሃሳብ ተምህርቱን ለገሠጠ ለይርገላን ለከለ ተምህርት?
  - ለ/ ለወይዘሮች ሥራህ /ለይርገላን ጥገና/?
2. የአገገላዘፍ ተምህርት ለግዛቱት ለሰረላጊነት ለለጭ በለሀ ያን ያህል ታስባለህ?
  - ሀ/ ለወይዘሮች ሥራህ የረቢታ
  - ለ/ ከወይዘሮች ሥራህ ጋር በተዛመዱ የግልጽ ጽሑፍ ላይ የተሠረተ ጭህን
3. በአርገጥ የአገገላዘፍ ፕሎታህን ለግባባል ተረጎጋለህ? ወይስ ጭጭር ስለሌለህ በቻ ለገደምተግረጭ ለይርገህ ነጭ የምታየጭ? ከአገገላዘፍ ተምህርት ያን የምታገኝ ይመስልሃል?
  - ሀ/ በገለህ በግንባብና ግጥናት
  - ለ/ በውስጥ ወይም ፕገርን በጋራ በጭታት /ከሌሎች ጋር በሌላ/?
  - ለ/ በጭጭር ወይም ከግጥናት ግብታዎቹ ደብተር ላይ በግንባብ?
4. ለንጹህ በበለጠ የምትገኝ ይመስልሃል?
  - ሀ/ በገለህ በግንባብና ግጥናት
  - ለ/ በውስጥ ወይም ፕገርን በጋራ በጭታት /ከሌሎች ጋር በሌላ/?
  - ለ/ በጭጭር ወይም ከግጥናት ግብታዎቹ ደብተር ላይ በግንባብ?
5. ለስተጻፍ ያን ለንጹህ ይርገላህ ተረጎጋለህ?
  - ሀ/ ስህተትን በሙሉ ለንጹህ ይርገህ? ወይስ
  - ለ/ ስህተትን ራስህ ለንጹህ ይርገህ ለንጹህ
  - ለ/ ስለግጥናት ሥራህ ለርግት ለንጹህ
6. ለስተጻፍ ሁሉንም ነገር ለንጹህ ይርገህ ተረጎጋለህ? ወይስ ነገሮች ራስህ ለንጹህ ይርገህ ለንጹህ ይርገህ ተረጎጋለህ? ወይስ ስለራስህ ፍላጎት ወይም ደስ ስለ ግሉህ ነገሮች ለንጹህ ይርገህ ለንጹህ ይርገህ ተጠቅላለህ?

7. አብዛኛውን ጊዜ ለውጭ የምትመርጡ የተኛው ነጭ?

ሀ/ ሁለት ሆኖ ማለት ባለው?

ለ/ ከጠቅላላ ተግባራት ጋር? ወይስ

ጠ/ ብቻ?

8. ባህሪ ጊዜ ምን ያህል ለዘመተረሀ የሚከተሉትን የውጭ ጋር ጋር ተጠቅሞ ማለት?

ሀ/ ሁለት ሆኖ መሥራትን

ለ/ በውጭ መሥራትን

ጠ/ ከጠቅላላ ክፍሉ ጋር መሥራትን

ጠ/ በገሉ መሥራትን

9. የተኛው የውጭ ዘንድ ነጭ የበለጠ የሚያስደስተው?

ሀ/ በአገራዊና በውጭ መገናኛት

ለ/ ጥገና በውጭ መገናኛት

ጠ/ በጥገና ለውጭ ወይም ለውጭ ማን በብ

ጠ/ የሰነድ ወይም የአገልግሎት ስጦታ መሰጠት

ሠ/ ጠቅላላ ማንበብ

10. የአገራዊና የውጭ ጋር ጋር የምትመርጡ

ሀ/ በውጭ ነጭ

ለ/ በውጭ ነጭ

ጠ/ ተርጉሞችን በውጭ ነጭ

ጠ/ ለውጭ ጋር ጋር ማን ለውጭ ተጠቅሞ ነጭ

11. የውጭ ጋር ጋር የአገራዊና ጋር ጋር ጋር ጋር ጋር ጋር ነጭ

ለውጭ በውጭ ነጭ ተ/ባት ጋር ጋር ጋር ጋር?

ሀ/ የውጭ ወይም

ለ/ የጥገና መገናኛት ዘይቤ

ጠ/ ነጭ የውጭ ጋር ጋር

ጠ/ ለውጭ ነጭ ለውጭ በውጭ ጋር ጋር ጋር ጋር

ጠ/ ለውጭ ጋር ጋር ጋር ጋር ጋር ጋር

ሠ/ የውጭ ተርጉሞችን የአገልግሎት ስጦታ ወይም መሰጠት መሥራት ወይም መሰጠት

12. ለውጭ ባህሪ ጋር ጋር በውጭ ተ/ባት ጋር ጋር ያህል ለውጭ ተጠቅሞ ማለት?

ሀ/ የውጭ ወይም

ለ/ የጥገና መገናኛት ዘይቤ

ጠ/ ነጭ የውጭ ጋር ጋር

ሠ/ ለውጭ ጋር ጋር ጋር ጋር ጋር ጋር

ጠ/ የውጭ ተርጉሞችን መሰጠት የአገልግሎት ስጦታ መሰጠት መሥራት

13. የተኛውን የአገገላዝኛ አጭቶት ነጭ ለግባባ ስብሰባ የምትረሳገጭ?

ጭናገር

ጭዳና

ግንባብ

የአገገባብ / Grammar / አጭቶት

ግግጦጥ

የግግጦጥ ፕሌታ

14. አንድን አጭቶት ምን ያህል አዘጭተረህ አየተጠቀምክ ነጭ

ባህት ጊዜ በተ/በቶ?

ጭናገር

ጭዳና

ግንባብ

የአገገባብ / Grammar / አጭቶት

ግግጦጥ

ግግጦጥ ፕሌታ

15. አንድን የአገገላዝኛ አጭቶት የተኛውን ደብዳቤ የሰጠ ጠቀሜታ የሌላ ገጭ

ለወደፊት ሥረህ?

ጭናገር

ጭዳና

ግንባብ

የአገገባብ / Grammar / አጭቶት

ግግጦጥ

የግግጦጥ ፕሌታ

16. የአገገላዝኛ ጭምር ገር የጭናገር ጥረ ጭም ጭንጭሞ ጭናገር ምን

ያህል ጠቀሜታ ያለጭ ደብዳቤ ስላለ?

ለምሳሌ የክፍል ጭምር ለሰጧት አገገላዝኛ?