

**A COMPARATIVE STUDY OF MALE-FEMALE  
STUDENTS'EFL CLASSROOM PARTICIPATION: WITH  
SPECIAL REFERENCE TO FOUR NON-GOVERNMENT  
SECONDARY SCHOOLS IN ADDIS ABABA**

**A THEIS SUBMITTED TO THE DEPARTEMENT OF FOREIGN  
LANGUAGES AND LITERATURE IN PARTIAL FULFILMENT FOR  
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS  
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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**JUNE 2006**



## **ACKNOWLEDGEMENTS**

I would, first of all, like to express my heartfelt gratitude to my advisor Dr. Gessesse Tadesse, who has devoted his precious time and knowledge in giving me invaluable and constructive suggestions and unfailing encouragement right since the identification of the problem till the completion of the thesis work.

I also wish to express my heartfelt thanks to my friends and colleagues who sincerely supported my efforts by offering me with valuable comments and insights. Their due concern and unreserved help and encouragement made me work hard.

My appreciation goes to my family members\_ my wife, W/ro. Yesufwork Girma and my children, Messay Kidane, Temesgen Kidane and Rediet Kidane, whose unreserved support encouraged me to change my wish into practice.

I would also like to dedicate this work to my unforgettable parents, Ato Gedefaw Afrie and W/ro. Askale Wondimagegn.

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## ACRONYMS

EFL\_\_ English as a Foreign Language

Flint\_\_ Foreign Language Interaction Analysis

TEFL\_\_ Teaching English as a Foreign Language

FIAC\_\_ Flanders' Interaction Analysis Categories

P\_\_ Probability

St.D.\_\_ standard deviation

Mss\_\_ male students

Fss\_\_ female students

M\_\_ male

F\_\_ female

DF\_\_ Degree of freedom

Init.\_\_ initiates

Criti.\_\_ criticizes

Fedba.\_\_ feedback

Gicu.\_\_ gives cue

MLG\_\_ Male students' long response

MSR\_\_ male students' short response

FASK.\_\_ female students asking teachers for help

MINT.\_\_ male students initiate classroom participation

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## **ABSTRACT**

The purpose of this study was to find out the level of Grade 11 male and female students' participation during EFL classroom interactions in non-government secondary schools in Addis Ababa.

To this end, since the study used statistical data analysis, quantitative method was employed. Four teachers and 160 students (90 male and 60 female) were taken as samples of the study from four non-government secondary schools. Two types of questionnaire (one for teachers and one for students) and slightly modified Moskowitz's Foreign Language Interaction (FLint) Analysis System were used in the data collection process so that points could be taken for male and female students separately during EFL classroom interactions. The data obtained using FLint was analyzed using a t-test statistical method.

Results of the data analysis indicated that students' talking to their teachers, receiving teachers' help and feedback, being called upon by their teachers, initiating and dominating participation during EFL classroom interactions showed insignificant differences. However, teachers assigning students as group leaders during group discussions, directing challenging questions and giving praise/encouragement showed significant differences in relation to male and female students' classroom participation.

On the basis of the findings, it is recommended that teachers should be given the valuable courses on classroom interaction during their training so that they can develop the necessary skills to encourage equal participation of students in EFL classroom interactions. Continuous classroom observations by well-trained professionals and peer observation within and/or among schools should be done to help English language teachers share experiences and learn from each other.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the study

In schools where English is given as a subject and used as a medium of instruction, it is crucial that the teaching of English should be given an important consideration. As much as possible, students should be encouraged in their EFL Classroom participation and given as much equal opportunity as possible.

Encouraging classroom participation is one of the greatest challenges for EFL teachers. Whatever is done by the teacher can influence students either positively or negatively. Teachers treat, consciously or unconsciously, their male and female students differently (Sunderland, 1994). She further states that in mixed-sex classes teachers' differential treatment is not only by student's individual characteristics but also by the social characteristics of gender (Ibid).

As research works indicate, in mixed-sex classrooms all students do not get their share i.e. some may get more chance of talking time and other may get less than their share (Allwright and Bialek, 1991). These variations could create unequal opportunity between male and female students' classroom participation.

Male students take all the advantages in classroom participations such as turn taking, selection of topics and interruption (Sunderland, 1994). In the Ethiopian context, female students' classroom participation is less than boys for turns in teacher- fronted EFL classroom and they also lack confidence in asking and answering questions because they fear their teachers and male counterparts (Semunesh, 1997).

As Kelly (1988) in Norton and Toohey (2004) explains, "Boys get more instructional contacts, more high level questions, more academic criticisms and slightly more praise than girls" (2004:224).

There seems to be a general assumption that among teachers and students themselves that female students' participation in EFL classrooms is much less than males' (Melkamu, 1999). As Almaz (1991) States, "Teachers unobtrusively push children into traditional gender roles by prompting reinforcing independent and assertive behavior roles in boys and dependent and passive in girls" (1991:8).

According to Bank and Hall (1997), "...teachers interact with males more frequently, ask them better questions, and give them more precise and helpful feedback. Girls do not receive fair treatment." (1997:39)

In mixed-sex classes, classroom participation could be affected by external and internal gender factors in which girls are highly influenced than their male counterparts (Melkamu, 1999).

Culturally, in Ethiopia, the society's gender bias affects females' classroom participation because they are seen as low academic performers than males. Females (Semunesh, 1997) are made to share more responsibilities since their early ages and are also overburdening with physically more taxing and time consuming tasks than males.

The family's background is one of the reasons that affect students' classroom participation. Students, especially females, who are from lower income and less educated families, are found less participants in their EFL classrooms (Tadele, 1990; in Semunesh, 1997; Melkamu, 1999).

## 1.2 Statement of the problem

Though participation is highly appreciated in EFL classrooms, as research works have shown, students do not participate equally in mixed-sex classroom interaction. Many local research works, for example, Genet (1991); Semunesh (1997) and researches from outside, Sunderland (1992); Jones et al. (2000), have been conducted on EFL classroom participation and they have found that female students' classroom participation is less than their male counterparts.

One of the reasons mentioned for the low classroom participation of female students is their being shy and less assertive/confident than their male counterparts (Coats, 1993; Semunesh, 1997). Since assertiveness is the ability to express oneself and one's rights without violating the rights of others (Amanuel, 1996), it plays a pivot role in maximizing classroom participation.

Many local researches focused on female classroom participation in government schools. And some were done by comparing government and non-government schools' female and male students' classroom participation. However, this study focuses on male and female students' EFL classroom participation in non-government secondary schools. This is because in non-government secondary schools Plasma Teaching is not used so that the teacher-student and student-student classroom interaction is practiced more in EFL classrooms than government secondary schools where the Plasma Teacher plays the dominant role than the actual classroom teacher. Thus, the study tries to answer the following questions:

1. Do male and female students equally participate in EFL classrooms in non-government secondary schools?
2. How do EFL classroom teachers, in non-government secondary schools, interact with male students in mixed-sex classes?

3. How do EFL classroom teachers, in non-government secondary schools, interact with female students in mixed-sex classes?

### **1.3 Objectives of the study**

The study aims to investigate the extent to which grade 11 male and female students' participation in mixed-sex classroom interaction in non-government schools and to pinpoint the teacher-student interaction in these schools. More specifically, the study aims to find out:

- A) The level of both male and female students' EFL classroom participation in non-government secondary schools.
- B) How EFL teachers treat male and female students in classroom interaction in non-government secondary schools.

### **1.4 Significance of the Study**

As indicated earlier, the study is designed to examine the level of male and female students' participation in EFL classrooms. Therefore,

- 1) Teacher training colleges could benefit from the study that they could revise their curricula and give proper training by designing courses that help EFL teachers to develop their professional skills on classroom interactions.
- 2) Researchers who are interested in studying mixed-sex students' EFL classroom participation could get the necessary information from the study on what students' classroom participation in non-government secondary schools looks like.
- 3) Above all, this study could be essential for classroom teachers. They could understand the problems that affect students' classroom participation and find the appropriate solutions so as to treat their male and female students equally in mixed-sex classroom interactions.

## CHAPTER TWO

### RELATED REVIEW LITERATURE

#### **2.1 EFL Classroom Participation and Its Effect on Students' Learning**

Language learning research works have focused on classroom participation assuming that it is directly related to learning or, at least to the opportunities of learning (Lier, 1988). Lier also states further the importance of classroom processes as follows:

*Communicative approach to language learning have placed the classroom in the center of attention, since it is only through a better knowledge of classroom processes that communication principles can be applied in practice.(Lier, 1988:77)*

Classrooms, especially EFL classrooms, are better places where communication principles can be put into practice through active teacher-student and student-student interactions. This in turn exposes the students to using the target language outside classrooms in their day to day activities.

Of all, the main purpose of language learning is for communication. Hence, students' classroom participation is vital which enables them to use the language effectively and this in turn gives them chance to develop their conversational skill (Littlewood, 1981). In classrooms, where the target language is used as a medium of communication, classroom participation becomes even more important for the students not only to learn the language but also to put the language they are learning into use (Tsui, 1995).

3. How do EFL classroom teachers, in non-government secondary schools, interact with female students in mixed-sex classes?

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- 3) Above all, this study could be essential for classroom teachers. They could understand the problems that affect students' classroom participation and find the appropriate solutions so as to treat their male and female students equally in mixed-sex classroom interactions.

Studies suggest that in some contexts, boys and men may dominate mixed-sex classroom interaction through interruption and unsolicited responses while girls and women profit more from the same-sex group discussions (Jones and Smart, 1995; cited in Amanuel, 1996). In mixed-sex classrooms, it is likely that male students usually begin a dialogue or pair work practice (Sunderland, 1992). This may give male students more practice to initiate a conversation which may in turn make the whole class develop the notion of 'male firstness' in any conversational discourse. Other researchers, Genet, (1991); and Tsige, (1991) in their studies found that females were less classroom participants than their male counterparts and they were also found to be poor academic achievers.

## **2.2 EFL Classroom Interaction**

In the teaching-learning process, especially in the communicative language learning, the very important aspect is classroom interaction. Classroom interaction is practiced in two ways: teacher-student interaction and student- student interaction.

### **2.2.1 Teacher- Student Interaction**

A language teacher is the one who carries the responsibilities for successful interactions between the teacher and students and among students themselves. The teacher should set the class in motion, give the necessarily support to students. The teacher can be a great help to the students in offering advice, monitoring the strength and weakness of the students and demonstrating activities in the classroom (Litllwood, 1984). He further states that interaction gives learners more opportunities to speak, to express their own individuality and to negotiate in the classroom (1984). Therefore, it is important to know that teachers' behavior is one of the most influential factors

that can determine the participation of students in EFL classroom interaction (Tsui, 1995).

Recent researches indicate that teachers tend to interact differently more with male students than with female students in elementary, junior, and high schools (Bailey, 1993). This may be because boys are more actively engaged in classroom discourse that their interaction would be higher than girls.

Spender (1982) in Sunderland (1992:88) pointed out that teachers of mixed classes pay more attention to male students "...even when the teachers are committed not to doing so and even when they think they are distributing their attention equally."

A more detailed analysis of classroom interactions in 1995, in Hong Kong Institute of Education shows that "...the male lecturers were observed having more interactions (79%) with male trainees compared with only (14%) with female trainees." (Forrester, 1997:4). This shows that male lecturers favor their own gender. In addition, Forrester further states that female lecturers were found to have even more interaction with male students than male lecturers have. He also says, "There is a high consistency in female lecturers' classroom interactions being gender-biased against their own gender." (Ibid). This also shows that female lecturers give even less attention to female trainees than their male colleagues do.

Albright (1997) founded that both male and female teachers interact more with boys than girls when answering questions and they reprimand girls more often than boys. She further states that in mixed-sex classes, boys control the classroom conversation, ask and answer more questions, receive more praise, get help when confused and are the center of interaction.

Spender (1982) as cited in Norton and Toohey (2004:224) says, “The maximum time I spent interacting with girls was 42% and on average 38% and the minimum time with boys 58%.” She realized this after she had carefully listened to her own lesson audio recording. Her intention and perception, when she started the class, was that she would spend more time with girls.

Teachers should encourage their students to ask for information, seek clarifications, express ideas, agree and/or disagree with peers and teachers. Moreover, students should be guided “to go beyond memorized patterns and monitored repetitions in order to initiate and practice in meaningful interaction.” (B.Kumaravadivelu,1993:12). When students initiate interactions they may have the opportunities to be engaged in discourse features such as clarification, confirmation, comprehension, requesting and reacting. This avoids students from being passive and helps them to use the language freely. The more learners participate in the classroom interaction and engage in the negotiation of meaning, the better they will learn language (Kumaravadivelu, 1993; and Tsui, 1998).

Long (1983b), as cited in Ellis, (1994) has developed the following model of the interactive hypothesis to show that negotiation of meaning is important in acquiring language.

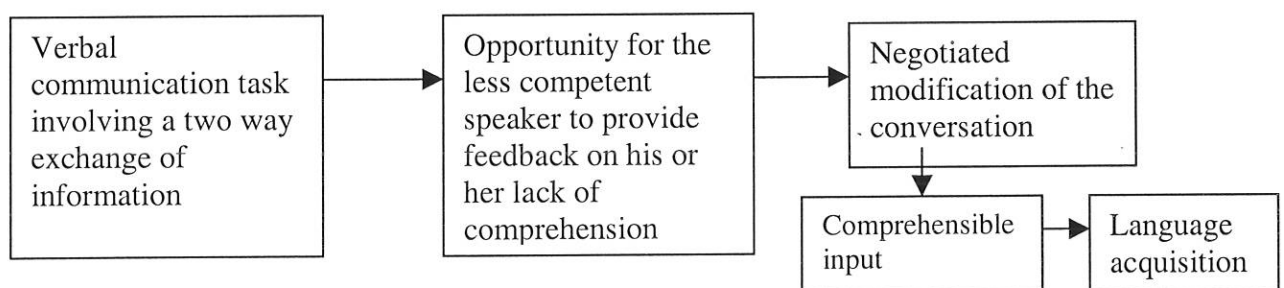


Figure1. Model of the interactive hypothesis

The hypothesis clearly shows that classroom interaction helps the less participant students to increase their verbal communication either with their teachers or fellow students by producing a comprehensible input.

In a language classroom, learners are usually divided into two by their level of participation in interaction. The first ones are 'high input generates' (HIG)-those who initiate conversations and their communication strategies presumably generated high level of input. The second ones are 'low input generators' (LIG)-those who participate minimally and are generally passive in classroom interaction (Seliger, 1977; in Allwright and Bially, 1991).

Teachers in their classrooms either call upon particular student to talk – 'direct nomination' or throw the turn to the whole class – 'general solicit'. Teachers may also call upon some learners more frequently than they do on others. On the other hand, some learners may choose either to respond more frequently to general solicits or to speak without waiting for any turn and others may choose to be silent unless they are called upon (Allwright and Bailey, 1991).

In their secondary school foreign language classroom studies (Alcon, 1994; Baters, 1986; in Norton and Toohey, 2004) reported that boys used significantly more solicits and were dominant in oral and participatory activities including speaking to the teacher in the target language.

Diriba (2000) reported that male students were found confident, quick respondents and used all the opportunities to participate and use the classroom interaction more effectively than female students. On the contrary; female students were hesitant, passive listeners and raised their hands slowly after the teacher had decided whom to select.

### 2.2.2 Student- Student Interaction

Though much of the responsibility goes to the teacher in facilitating the classroom interaction, students take the biggest share to participate in the already existed interaction. They are also expected to initiate interactions so as to make the target language communicative. Therefore, the interpersonal relation in the classroom is not only teacher-student relationship but also student-student interaction.

Holmes (1989); in Sunderland (1992) states that student- student interaction is intended to increase the opportunities for classroom communication in general, oral interaction in particular. It also develops participants' proficiency. Lier (1988) supports this idea and says, "The interaction model of language acquisition holds that learning occurs in and through participation in speech events, that is, talking to others, or making conversation, is essential." (Lier, 1988:74). Therefore verbal interaction among the participants enables the students to learn the target language effectively,

Much language teaching methodology is now communicative in which pair work and group work have got wider acceptance for creating authentic communication in the classroom (Elis, 1993). When Hedge (2000) writes about the necessity of pair work and group work in language classrooms, she says,

*There is a principal underlying current ELT practice that interaction pushes learners to produce more accurate and appropriate language, which itself provides input for other students. This is one reason why pair work and group work have become common features of contemporary classrooms. (Hedge, 2000:13)*

This shows that when students are talking in pairs and groups, their having opportunities to negotiate meanings is becoming high. This in turn helps the participants to produce more comprehensible output and each student is exposed to more input. Moreover, pair work and group work may of course be particularly characteristic of language classrooms, with implications for learning opportunities in terms of both comprehensible input and speaking practice.

Harmer (1991) and Brown (1994) underline that pair work and group work do not only give students greater opportunities to speak the target language but also encourage students' co-operation which is important for the atmosphere of the class and for the motivation to learn with others. Similarly Jolly and Early (1974) in Brumfit (1984) state that in learning foreign language, group work plays a considerable role in involving each of the students in different tasks. It also helps to create an interactive classroom atmosphere.

However, simply having students work in pairs and groups does not ensure that all students will participate equally. Coats (1993) asserts that male students dominate the EFL classroom participations. She says,

*Boys' talk in classroom differs from girls' both in style and quantity. Boys' confidence is apparent in the way they respond to questions; they participate actively, call out answers, and make lots of guesses, while girls listen passively. (Coates, 1993:196)*

Tannen (1990), a socio-linguist, in University of North California Publication (UNC) (1990) showed that men and women communicate in different ways. Men tend to speak in order to acquire information and assert their position within a hierarchy where as women tend to speak in order to share experiences and establish a condition of equality with in a communication situation.

In pair work and group work activities male students have been found to speak more frequently and take longer turns than female students (Holmes, 1989; in Sunderland, 1992). Lockhead and Harris (1984) in Amanuel (1996) support this idea that within a mixed-sex discussion groups, males dominate and tend to take more turns, have greater influence and be more task oriented than females.

Semunesh (1997) shows that in group discussions boys tend to dominate girls by co-coordinating the discussion without being chosen, by attempting to speak on behalf of females complain that females are shy and incompetent, by taking long turns and by interrupting females' turns.

However, Amanuel (1996), in his study on gender differences in participation in group discussions concludes that sex composition had no significance impact on the verbal productivity of either boys or girls.

### **2.3 Factors Affecting EFL Classroom Participation**

There are different factors that can affect students' classroom participation. The following are the major ones that may hinder students' especially female students' EFL classroom participation.

#### **2.3.1 The Role of Gender in Classroom Participation**

Sunderland (1994:1) defines gender as "a culturally shaped group of attributes and behaviors given to the male or to the female".

One can understand from the above definition that since gender is the manifestation of one's personality, students and teachers may come to the

language classroom with their own notion of masculinity or femininity. Sunderland (1994:3) says, "Gender identities vary from woman to woman, from man to man, and any individual's sense of masculinity or femininity may or may not coincide with a popular societal notion of masculinity or femininity." Students and teachers are gendered unless all participants have spent all their lives in the same sex environment. Therefore, language classroom or any classroom cannot be free from gender roles, identities and relations whether the participants are all female, male, or male and female (Sunderland, 1994).

Though there are other factors, for example, classroom environment, that affects both male and female students equally, gender has been included as one which affects language learning. The psychology of learning shares that gender is capable of affecting the learners' second or foreign language access and performance (Louraine, 1996; cited in Melkamu, 1999).

One important aspect of teaching and learning language is students' active participation in classroom interaction. Students need to participate actively in different activities and tasks rather than being passive listeners. When students respond to the teacher's questions, ask their teacher what they don't understand, participate in pair and group works, they are actively involved in the negotiation of comprehensible input which is essential in learning language (Tsui, 1995).

Lier (1988) underlines the importance of active participation in language classrooms that it is useful since it is the prerequisite for interactions and hence communication. Good and Brophy (1987) in Nunnan and Lamb (1996) assert that students will learn more if they are actively engaged in classroom discussions without being passive.

Male and female students might take different routes in learning a second or foreign language, with males tending to favor objectivity (rules, facts, logic) and females subjectivity (feelings, cultural sensitivity, empathy) (Sunderland, 1994).

Tennal (1992) cited in Bress (2000) maintains that there are fundamental differences between men's and women's communication styles in which a man's world focuses on competition, status and independence while woman's world focuses on intimacy, consensus and interdependence, and boys and girls learn these life perspectives in their early childhood in the same-sex groups.

### **2.3.2 Family Background**

Family background is one of the influential factors that can hinder the students' education in general and foreign language learning in particular. Gatson (1979) cited in Semunesh (1997) argues that a child born into a well-to-do, well educated and cultured family has far greater advantage over a child born into a poor and uneducated family in the acquisition of knowledge in general and in language learning in particular.

Though low economic and educational background of the family could affect both sexes, girls are seen to be more affected than boys. Wanna and Tsige (1994); Semunesh (1997) argue that poor and uneducated parents prefer to educate their sons rather than their daughters because they want daughters to help them with house work. Even if these parents send their daughters to school, the girls are engaged in helping mothers with the house work before and after school where as boys are free and have more time to do their homework.

### **2.3.3 Differential Teacher Treatment**

Differential teacher treatment occurs when a teacher gives male students more attention than females or vice versa. Research works from outside assert that it is unlikely to be intentional, rather the collaborative, unrecognized process between teachers and students and when teachers are reacting to different pressures those boys and girls present (Swann & Graddol, 1988; Good et al, 1973; in Norton and Toohey, 2004).

There is no classroom rule that makes teachers treat their students differently and teachers may not apply it consciously. Sunderland (1994:148) says. "Though EFL teachers may not likely to think this [differential teacher treatment] themselves, it appears that we do treat our male and female students differently." Since teachers and students are part of the society they come from, they reflect their social practices in classrooms. Therefore, in mixed-sex classrooms teachers usually treat their students differently as Sunderland (1994:148) states, "not only by their individual characteristics but also by the social characteristic of gender."

Concerning the teachers' attention with respect to the gender of students, Good et al. (1973) in Norton and Toohey (2004) found that male students were given more response opportunities in the form of the range of question types addressed to them. In addition, boys were asked challenging and open questions more often than girls (Swann and Graddol, 1988; in Norton and Toohey, 2004)

Kelly, (1988:29) also pointed out that boys get "more instructional contacts, more high-level questions, more academic criticism and slightly more praise than girls." When more attention is given to males than females, it may make students develop idea that high academic achievement is a male domain. It

may also result in females less classroom participation and lack of confidence which affect their overall academic performance.

Unequal praise and criticisms teachers make towards their students in mixed-sex classrooms create a feeling of independence in males and dependence and underachievement in females (Jones et al. 2000).

According to the UNC publication (1990), studies of classrooms in different educational levels show that teachers tend to call on male students more frequently, wait longer for male students to respond to questions, accept the responses of male students who call out answers without being called on, but tell female students who call out answers that they must raise their hands first and wait to be addressed. The publication further states that teachers interrupt female students before the end of their responses, ask male students more questions that call for 'high order' critical thinking.

Though boys receive more attention from their teachers in language classrooms, it doesn't mean that all boys get more attention than all girls. In addition, boys and girls cannot be treated only as members of a particular social group. For example, language teachers of a mixed sex class give the most attention to high-achieving boys and the least attention to the low-achieving boys (Good et al. 1973; in Norton and Toohey, 2004).

Bali, (1997) in his study on 'Antecedents of Gender Specific' in Kenyan schools, found that teachers were gender biased because their assumptions of boys seemed to be higher, for example, as heading for university to qualify as engineers, doctors, etc. than those of girls and they believe that girls were slow learners.

Melkamu, (1999) supports this idea and concludes that as to gender and teacher treatment in EFL classrooms, there seems to be a systematic bias in

treatment of girls for which girls ideas and contributions were undervalued and given less credence. Diriba (2000) also concludes that teachers do not pay attention to female students and if they happen to give a chance to the female students to participate, they treat the female students more negatively than they do male students.

#### **2.3.4 Anxiety**

Anxiety, generally, is something which is associated with feelings such as uneasiness, frustration, self-doubt, apprehension, or worry that affect one's participation or performance (Brown, 1994). Language anxiety, specifically, can be a feeling of tension and apprehension associated with foreign language contexts including listening and speaking (Horwitz et al. 1986).

Though students are likely to experience anxiety in listening, speaking, reading or writing in EFL classrooms, anxious students mostly complain that their difficulty is speaking in their classrooms participation (Spolsky, 1989).

Researches have distinguished different types of anxiety which can be grouped into 'debilitating anxiety' -creates excessive worry and self-doubt and results in less participation and avoidance of language use; and 'facilitative anxiety' - helps students keep alert to learning and eager to participate (Scovel 1978, cited in Brown 1994; Alwright & Bialey, 1994).

Horwitz et al. (1986) point out that foreign language learning is psychologically unsettling process because it threatens one's self-concept as a competent communicator. Hence, in foreign language classrooms, students often suffer from "language learning anxiety" which can have a debilitating effect on the learning process.

Horwitz et al. also suggested that certain types of classroom activities, for example, giving less attention to girls' participation, male domination over girls, etc, may promote "language anxiety, particularly, those that expose the students to negative evaluations by the teacher or by peers." (Horweityz et al. 1986: 423).

Therefore, if teachers are aware that a particular student is shy or anxious, more is expected from them to create relaxed classroom atmosphere before they expect the student to be willing to speak in public (Alwright & Biale, 1994).

Abate (1996) in his study on 'Some Students Performance in Classroom Tasks and Tests in English Classrooms in Ethiopian Civil Service College' shows that the comparison of participations and performances of high-, average-, and low anxious students revealed the presence of significant differences among students. Finally, Abate concludes that more anxious students, especially female students, were found less participants and low performers in their English classrooms (1996).

Horwitz et al. also suggested that certain types of classroom activities, for example, giving less attention to girls' participation, male domination over girls, etc, may promote "language anxiety, particularly, those that expose the students to negative evaluations by the teacher or by peers." (Horweityz et al. 1986: 423).

Therefore, if teachers are aware that a particular student is shy or anxious, more is expected from them to create relaxed classroom atmosphere before they expect the student to be willing to speak in public (Alwright & Biale, 1994).

Abate (1996) in his study on 'Some Students Performance in Classroom Tasks and Tests in English Classrooms in Ethiopian Civil Service College' shows that the comparison of participations and performances of high-, average-, and low anxious students revealed the presence of significant differences among students. Finally, Abate concludes that more anxious students, especially female students, were found less participants and low performers in their English classrooms (1996).

## CHAPTER THREE

### Methodology

#### 3.1 Research Methodology

The target populations were samples of male and female students and EFL classroom teachers in mixed-sex classrooms from four non-government secondary schools in Addis Ababa. The number of subjects were 160 (90 male and 70 female) students and four English language teachers of the targeted schools. The 160 subjects were grade 11(10+1 preparatory) students from four sections of four non-government secondary schools under study.

The selected schools were Miskaye Hizunan Medihanialem, Lideta Cathedral, Enat and Elshadie Holly Savior Secondary Schools. These schools were selected for the following reasons:

1. They were among schools where Plasma Teaching was not practiced for which, in Plasma Teaching, the interaction between the actual classroom teacher and students was almost invisible. In other words, in government secondary schools, EFL classroom teachers were giving introduction and conclusion at the beginning and end of the EFL Plasma program and what they were mostly doing was what they were told by the Plasma teacher. Therefore, this study focused on non-government secondary schools because the classroom interaction, especially teacher-student interaction, could not be affected by external party.
2. These schools had small number of students be in their classrooms when compared with government schools so that students' classroom participation and teachers' behavior could be observed easily.
3. They were geographically convenient for the researcher to conduct the study.

Miskaye Hizunan and Lideta Cathedral secondary schools had three grade 11 sections each where as Enat and Elshadie Holly Savior schools had two grade 11 sections each. One EFL teacher was assigned for grade 11 sections in each school.

Since the same teacher was assigned for grade 11 sections in each targeted schools, the researcher took the list of students from the directors' offices and chose four sections (one section from each school) where more female students were found. All students in the selected sections were taken as samples of the present study.

However, the number of female students was less in the study because the number of boys surpasses the number of girls in grade 11 classrooms of the targeted schools. In addition, all EFL teachers who were teaching grade 11 students in the targeted schools were the subjects of the study. All teachers in the study were males because there were no female teachers assigned to teach in grade 11 of the selected schools.

Grade 11( 10+1 preparatory) students of the four secondary schools were chosen as target population because they were assumed to be more mature than grade 9 and 10 students. In addition, according to the country's New Educational Policy, these students were being prepared for tertiary education. Therefore, it is expected that more reliable information can be obtained from these students as they are relatively cognitively and affectively matured.

### **3.2 Data collection Instruments**

As it is clearly stated in chapter one, the purpose of this study was to compare the level of male and female students' classroom participation in EFL

classroom interaction. In order to obtain the relevant information for the study, questionnaire and classroom observation schedule (checklist) were used.

Before the actual data gathering commenced, the following steps were undertaken. In the first phase, two kinds of questionnaire and classroom observation checklist which were based the objective of the research were set. In the second phase, short time training was given to the co-observer on the skills of observing teachers' and students' classroom behavior using Moskowitz's (1971) Foreign Language Interaction (Flint) Analysis technique. Finally, the data was collected using both instruments in EFL classrooms of the targeted schools.

### **3.2.1 Questionnaire**

Two kinds of questionnaire (one for English language teachers and one for students) were prepared and administered to the selected subjects. The questionnaires were set based on the research questions so as to meet the objectives of the study. Therefore, both teachers' and students' questionnaires were used to collect the necessary data on how often male and female students' participate in EFL classrooms and how EFL teachers interact with their students in mixed-sex classrooms. The subjects were asked to respond to the items in the scale using five-point Likert Scale: Always (5); usually (4); sometimes (3); rarely (2) or never (1). The items in each questionnaire were paired to get relevant information about male and female students' participation and their interaction with their EFL classroom teachers independently.

The English version of students' questionnaire was translated into Amharic so that students could understand the questions and give responses easily. Before administering on the subjects, both questionnaires were evaluated by five teacher educators who were Addis Ababa University students for their second

degree in TEFL. These teacher educators evaluated the concept, organization and clarity of the questionnaires. As a result, based on the comments given, some words in the items were changed because they seemed difficult to students to understand and the number of items was reduced from 20 to 16. Some changes were also made on teacher's questionnaire. Then, the final copies of the questionnaires were distributed to the subjects (both teachers and students) at the end of the last classroom observation date in their respective classrooms and the data was collected in the presence of the researcher.

### **3.2.2 Classroom Observation**

The second instrument used to collect data was classroom observation. The observation was done using observation schedule (checklist). The checklist was adapted from Moskowitz's (1971) Foreign Language Interaction (FLint) Analysis System in Allwright and Bialy (1991:204\_205). Moskowitz's checklist was chosen because it has been found better, according to the researcher's view, than Flanders' (1970) Classroom Interaction Analysis System for which Flanders' checklist gives more emphasis to the teachers' behavior.

In addition, Flanders' schedule uses teachers' 'criticism' for only to justify teachers' classroom authority to correct students' unacceptable behavior. However, Moskowitz's checklist uses teachers' 'criticism' not only for trying to change the non-acceptable behavior of students but also to tell students that their responses are not correct or acceptable. Though it was not included in the checklist of the present study, Moskowitz's schedule consists of teachers' and students' classroom nonverbal behavior, but Flanders' doesn't. Yeshimebet (1998) argues that Flanders' Classroom Interaction Analysis Categories (FIAC) is concerned with only verbal behavior in the classroom interaction process.

To make the study reliable, the observations were made by the researcher and a co-observer. The co-observer was given training by the researcher on how to

classroom interaction. In order to obtain the relevant information for the study, questionnaire and classroom observation schedule (checklist) were used.

Before the actual data gathering commenced, the following steps were undertaken. In the first phase, two kinds of questionnaire and classroom observation checklist which were based the objective of the research were set. In the second phase, short time training was given to the co-observer on the skills of observing teachers' and students' classroom behavior using Moskowitz's (1971) Foreign Language Interaction (Flint) Analysis technique. Finally, the data was collected using both instruments in EFL classrooms of the targeted schools.

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The English version of students' questionnaire was translated into Amharic so that students could understand the questions and give responses easily. Before administering on the subjects, both questionnaires were evaluated by five teacher educators who were Addis Ababa University students for their second

make the classroom observation using the designed checklist for the study before the actual classroom observation took place. Then, the pilot classroom observation was made by the researcher and the co-observer together in a non-targeted non-government secondary school.

When the researcher and the co-observer discussed the results after the pilot classroom observation, the results were found not exactly the same but similar. The results of both observers were calculated by using the Enter Observer Agreement calculation system to see if there was a significant difference between the two observers' results. As the Enter Observer Agreement calculation (0.87) showed, the difference between the observers' results was insignificant (See appendix 'A').

Then, the actual classroom observation was done together with the co-observer and the four classrooms were (one from each school) observed three times each. The observations were done without informing the subjects (both teachers and students) about the purpose of the study assuming that they wouldn't behave naturally if they knew the purpose.

Since there was no significant difference between the researcher and the co-observer on the results of the pilot study, the average result of each item was taken for the main study to be analyzed. Finally, the responses from the questionnaires and points from classroom observations were tallied and given to the statistician to be computed.

## **CHAPTER FOUR**

### **Interpretation of data**

In this chapter, the responses from students' and teachers' questionnaires and data obtained from classroom observations are analyzed and interpreted. Then, the results of the data are discussed under separate heading. The responses from both questionnaires and points from the classroom observation checklist are computed statistically. The mean and standard deviation are used to show the difference between male and female students' classroom participation. The statically t- Test value at a significant point  $p < 0.05$  level is also used to see if the difference between both sexes' participation in EFL classroom interactions is significant or not. (See appendix 'G' for sample calculations)

#### **4.1 The Students' Questionnaire**

The 16 items of students' questionnaires are put into three major groups according to the relationship of ideas they contain. They are:

- A) Teachers' talk, help and encouragement
- B) Teachers' group formation
- C) Teachers' feedback and types of questions

#### 4.1.1 Teachers' Talk, Help and Praise/Encouragement

Table1. Teacher-student interaction

Item	Teachers'	Student's Sex	Mean	Standard Deviation (St.D.)	t-probability
1&2	Talking to	Mss	1.94	.84	.565
		Fss	1.98	.94	
3&4	Helping	Mss	1.84	.85	.000
		Fss	2.51	1.10	
9&10	Praising/ Encouraging	Mss	2.11	1.09	.000
		Fss	2.51	1.23	

\* Significant at  $p < 0.05$  level

Table1 shows that the mean for teachers' talking to male students is 1.94 and the mean for teachers' talking to female students' is 1.98. Since the two means show little difference between male and female students' talking to their teachers, the statistical t-value also shows that the difference is insignificant.

The above table also shows the amount of help teachers give to their students. The mean for teachers' helping male students is 1.84 and the mean for teachers' helping female students is 2.51. As we can see from the means teachers give help more frequently to female students than to male students. Therefore, the statistical t-test value (.000 at  $p < 0.05$  level) shows that there is a significant difference between male and female students in getting help from their teachers' in EFL classroom interactions.

In addition, Table 1 reveals that the means for teachers' giving praise/encouragement to male and female students are 2.11 and 2.51 respectively. As the two means show difference, the statistical t-value (.000 at

p<0.05 level) indicates that the difference between male and female students in receiving praise/encouragement from their EFL teachers is significant.

#### 4.1.2 Teachers' Group Formation

The following table shows the students' opinion on how EFL classroom teachers group their students during EFL classroom discussions.

Table2. Teachers' Group Formation

Items	Teachers' Classroom activities	Mean	St.D.	t- probability
5&6	Mixed-sex grouping	2.53	1.17	.960
	Single-sex grouping	2.54	1.10	
7&8	Assigning male students as group leaders	2.27	1.11	.000
	Assigning female students as group leaders	1.98	.98	

\* Significant at p<0.05 level

As Table2 shows the mean for teachers' mixed-sex grouping system is 2.53 whereas the mean for teachers' single-sex grouping system is 2.54. As we can understand from the means in the table, teachers apply mixed and single-sex grouping systems in their EFL classrooms almost equally.

The above table also shows that in mixed-sex classroom discussions the mean for teachers' assigning male students as group leaders is 2.27 where as the

mean for teachers' assigning female students as group leaders is 1.98. The calculated t-test value (.000 at  $p < 0.05$  level) indicates that there is a significant difference between male and female students in teachers assign male students as group leaders more in mixed-sex group discussions.

#### 4.1.3 Teachers' Feedback and Directing Questions

The following table (Table 3) shows the teachers' feedback to students' questions, opinions, etc., and the level of questions that EFL classroom teachers ask male and female students during classroom interactions.

Table3. Teacher- student Interaction

Items	Teachers' Interaction	Student's Sex	Mean	St.D.	t-probability
11&12	Giving feedback to	Mss	3.83	1.14	.613
		Fss	3.86	1.06	
13&14	Calling upon	Mss	2.31	1.08	.724
		Fss	2.28	1.00	
15&16	Directing challenging questions to	Mss	2.14	.97	.000
		Fss	1.62	.72	

\* Significant at  $p < 0.05$  level

As Table 3 indicates, the mean for teachers' feedback to their male students is 3.83 whereas the mean for teachers' feedback to female students is 3.86. The calculated t-test value shows that difference is insignificant between both sexes in receiving feedback from their teachers in EFL classroom interactions.

Table3 also shows the frequency of teachers' calling upon their students' names when students answer questions and/or give opinions. Hence, the mean

for male students being called upon is 2.31 whereas the mean for female students is 2.28. Though the mean for female students seems smaller, there is no statistical significant difference between the two sexes being called upon by their teachers in EFL classroom interactions.

Finally, the above table reveals to whom EFL classroom teachers direct challenging questions more during EFL classroom interactions. The mean for teachers' directing challenging questions to male students is 2.14; and the mean for teachers' directing challenging questions to female students is 1.62. Based on the two means, the calculated t- test value (.000 at  $p < .05$  level) shows that there is a significant difference between male and female students in being asked challenging questions by their teachers during EFL classroom interactions.

## **4.2 The Teachers' Questionnaire**

The 14 items teachers' questionnaire is also classified into two major groups according to the relationship the items have. They are:-

- a) EFL Students classroom participation
- b) EFL classroom teachers interaction

### **4.2.1 Students' EFL Classroom Participation**

The following table shows male and female students' participation in EFL classroom interaction.

Table4. Students' Classroom participation

Items	Students' Participation	Student's Sex	Mean	St.D.	t-probability
1&2	-initiating classroom participation	Mss	3.17	1.17	.501
		Fss	3.83	1.17	
3&4	-dominating classroom participations	Mss	2.67	.82	.296
		Fss	3.17	.75	
5&6	-expressing opinion freely	Mss	3.83	.52	.093
		Fss	4.67	1.47	

\*significant at  $p < 0.05$  level

As Table 5 shows the means for male and female students' initiating classroom participation are 3.17 and 3.83 respectively. One can see the difference between the two means. However, the difference between male and female students' initiating classroom participation is insignificant.

In addition, Table 5 shows, as reported by teachers, that the mean for male students' dominating classroom participation is 2.67 where as the mean for females' dominating classroom participation is 3.17. Though the difference between the two means is shown, the calculated t-test value shows that the difference is insignificant.

Finally, the same table also reveals that the means 3.83 and 4.67 show male and female students' expressing their opinion freely respectively. As it is clearly seen from the means, female students express their opinion more freely than male students. However, according to the calculated t-test value, the difference is insignificant between the two sexes in expressing their opinion freely in EFL classrooms.

#### 4.2.2 EFL Teachers' Classroom Interaction

EFL teachers' classroom interaction is very important factor that can help students' to develop their teacher-student interaction.

Table5. Teachers' classroom interaction

Items	Teachers' Interaction	Student's Sex	Mean	ST.D.	t-probability
7&8	-Assigning group leader	Mss	3.33	.52	.490
		Fss	2.83	1.47	
9&10	Praising/encouraging	Mss	3.67	.82	.041
		Fss	4.67	.82	
11&12	Helping students when confused	Mss	3.83	.41	.076
		Fss	4.33	.52	
13&14	-directing challenging questions to	Mss	3.33	.62	.465
		Fss	3.00	1.26	

\* Significant at  $p < 0.05$  level

As table 4 shows the mean for teachers' assigning male students' as group leaders in mixed sex group discussions is 3.33 where as the mean for teacher's assigning females for the same purpose is 2.83. Though the mean for female students is below the average, the difference is insignificant between the two sexes for being assigned as group leaders in mixed-sex group discussions.

Table 4 also indicates the mean for teacher's praise/encouragement given to male and female students are 3.67 and 4. 67respectively. the calculated t-test value (.041 at  $p < .05$  level) shows that there is a significant difference between

Table6a. Differential Teacher Treatment

<b>Teachers' Behavior</b>						
	<b>Initiating questions to</b>		<b>Calling upon</b>		<b>Praising/ encouraging</b>	
<b>Student's Sex</b>	Mss	Fss	Mss	Fss	Mss	Fss
<b>Mean</b>	6.6111	6.1667	3.3889	3.3889	2.1662	2.4444
<b>St.D.</b>	2.5699	3.4513	1.7868	1.7536	.8575	1.0416
<b>t-probability</b>	.646		1.000		.399	

Table6b. Differential Teacher Treatment

<b>Teachers' Behavior</b>						
	<b>Criticizing (negative comments)</b>		<b>Giving feedback to</b>		<b>Giving cues to</b>	
<b>Student's Sex</b>	Mss	Fss	Mss	Fss	Mss	Fss
<b>Mean</b>	.8889	.3889	.8333	1.2778	1.7222	1.0556
<b>St.D.</b>	1.1318	.6077	.8575	1.1785	.8948	.7254
<b>t-probability</b>	.024		.134		.010	

Table 6a shows that the mean for teachers' initiating questions to male students is 6.61 and the mean to female students for the same purpose is 6.17. The statistical difference is not significant for male and female students in number of questions asked.

As it is shown in the above table (6a), the teachers' calling upon their male and female students during EFL classroom interactions is statistically calculated and the mean is the same (3.39 each). This shows that all male and female students who were participating in classroom interaction were called upon by their teachers.

Table 6a also shows that the mean for teachers' praising/encouraging male students is 2.17 whereas the mean for the same purpose to female students is 2.44. This also doesn't show any significant difference between male and female students in receiving praise/encouragement from their teachers.

Table 6b shows that, teachers' criticism/ negative comments to their students were also observed during classroom observations. As it is indicated clearly, the means for teachers' criticizing male and female students are .89 and .39 respectively. According to the calculated t-test value (.024 at  $p < 0.05$ ), surprisingly, there is a significant difference between male and female students in receiving negative comments when their answers were considered wrong.

The same table (6b) also indicates that the mean for teachers' giving feedback to their male students is .83 whereas the mean for the same purpose to female students is 1.27. Though there seems a big difference between the two means, the calculated t- test value doesn't exhibit any significant difference between male and female students in receiving feedback to the questions and opinions they proposed.

their teachers than females. This could be the result of less male students' participation in initiating questions, comments, etc., during classroom interactions. Hence, the low level of teachers' praise/ encouragement may lead male students to withdraw from participation in classroom interactions with their teachers.

The result of classroom grouping clearly indicates that EFL classroom teachers apply mixed and single-sex grouping systems in their classrooms. However, the frequency of both systems is very low. This indicates that the very important activity\_group discussion in communicative language teaching, is not given due attention by EFL teachers. During classroom observations, teachers were observed that they were giving classroom activities to students' individually. No teacher was observed in applying either mixed or single-sex grouping system in their classrooms. This may be because teachers were not aware of the importance of group work in communicative language teaching and learning or they might ignore it intentionally. Whatever the case may be, the absence of group work in classroom discussions affects the students' foreign language acquisition in general and student-student interaction in particular.

The results from students' and teachers' responses indicate that teachers assign female students as group leaders less frequently than male students. However, this could not be seen during classroom observations because, as discussed above, group discussions were not held among the students in all observed classrooms.

The result from students' responses implies that the frequency of teachers' feedback to males was similar to that of females'. However, the students' responses contradict the classroom observation result. During classroom observations teachers were observed that they were more responsive to female

students' questions than to males'. This may be because female students were initiating more classroom participation than their male counterparts.

The results of teachers' calling upon male and female students in EFL classroom interactions show that the frequency of teachers' calling upon both sexes was almost equal. The result of the classroom observation also confirmed that teachers were observed calling upon their male and female students in every question and answer-interaction. However, the result of the present study is not in line with the UNC Publications' (1990) finding for which the Publication states that teachers tend to call upon male students more frequently than they do female students.

According to the students' response, EFL teachers direct challenging questions to male students more frequently than they do to female students. This situation was also reported by the teachers that they direct challenging questions more often to male students. Similar results were found in previous researches by Kelly, 1988; Good et al. 1973; Swann and Graddol (1988) cited in Norton and Toohey, 2004. According to their findings, boys were asked challenging and high-level questions more often than girls.

The situation of both male and female students' initiating classroom participation was above average (3.00). Though the result shows that the difference is insignificant, female students show better initiation in classroom interaction. The same result was also exhibited from classroom observation that females initiated classroom participation more frequently than male students did. This may be because these female students have developed, as it is indicated in 2.3.5, facilitative anxiety which can help them to be alert to learning and eager to participate actively in classroom interaction. On the contrary, male students were found less initiating than females. This could be due to teachers' low praise/encouragement of male students' classroom participation. This result is similar to Dart and Clarke's (1988) finding in

Norton and Toohey, 2004; which says that at secondary level, girls in year 8 science classes initiate more interactions with their teachers than did boys.

From the statistical results one can understand that classroom participation of female students was higher than that of males. In other words, male students' were dominated by female students in classroom interactions. This may be because female students were found better in initiating classroom interactions and were given more praise/encouragement by their teachers.

The result shows that female students were found better in expressing their opinion in classroom interactions than male students did. This in turn indicates that females were not shy rather they were confident to speak in front of their teachers and classmates. Since they are private school students, it is expected that they were born into a well-to-do, educated, and cultured family. As it is stated in 2.3.3, students from such a family have greater advantage in learning language. Hence, female students may be allowed to discuss matters freely with their family at home. This in turn may help them to develop confidence and a feeling of speaking in public.

This result is in line with Amanuel's (1996) finding which states that Addis Ababa University female freshman students were found assertive/confident and they said that they never thought that male students were superior to female students in learning foreign languages. On the contrary, researchers like Coats, 1993; Genet, 1991; Semunesh, 1997; argue that female students were found to be shy and less confident than their male counterparts.

The results from teachers' and students' responses indicate that both male and female students got cues from their EFL classroom teachers. However, female students got cues less frequently than males did. On the other hand, male students got cues more frequently and this may be because since they were less classroom participants, teachers were intended to motivate them to

## CHAPTER FIVE

### Summary, Conclusion and Recommendations

#### 5.1 Summary

The major concern of this study was to find out the level of male and female students' participation in mixed-sex EFL classrooms and the differential teacher treatment during EFL classroom interactions in selected non-government secondary schools of Addis Ababa.

In order to achieve the purpose of the study, two types of questionnaires and classroom observation schedule were used. The items of the instruments were designed to collect the required data about teacher-student and student-student interactions in EFL classrooms. However, due to the absence of pair and group discussions among students during classroom observations in selected schools, the questions related to group work activities could not be answered fully.

The data obtained using questionnaires and Flint Analysis System was analyzed using a t-test to see the significant difference between male and female students' participation and teacher differential treatment.

The results of the findings are summarized as follows:

- 1) Though teachers' talking to their students was found low, female students received more attention than males.
- 2) When they got confused, female students asked and received help more frequently than male students did during classroom interactions.
- 3) Praise/encouragement was used for males and females during classroom interactions. However, male students were found to be praised less frequently than females.

- 4) Teachers' and students' responses showed that mixed and single-sex groupings were used in EFL classrooms; however, these groupings were not practiced during classroom observations. The result also showed that teachers assign male students more frequently than they do females; however, this could not be proved during classroom observation as discussed above.
- 5) Female students received feedback from their teachers more frequently than males did as the means (3.83 and 3.86) show for male and female students respectively. This may be because females were found more participants in classroom interactions.
- 6) The frequencies of teachers' calling upon male and female students in classroom teacher-student interactions were observed high for both sexes.
- 7) The result obtained from the teachers' and students' responses showed that teachers asked male students challenging questions more frequently than they did females.
- 8) As the result shows, female students were found dominant and better classroom participation initiators than their male counterparts. However, the statistical t-test value doesn't show any significant difference between the two sexes' participating and dominating the classroom interaction.
- 9) Though female students were found better in expressing their opinions freely in classroom interactions than males the difference is found insignificant.

## 5.2 Conclusion

Based on the results of the findings, it can be concluded that Addis Ababa non-government secondary school grade 11 male and female students' participation in EFL classroom interactions was found in a better condition. Though most of the differences were insignificant, female students showed high level of participation when compared to male students. However, teachers' behaviors such as helping students when confused, assigning students as group leaders (though it was not practiced during classroom observations), directing challenging questions, praising/encouraging and criticizing/giving negative comments towards male and female students, and students' initiating classroom participation showed significant difference between the level of both sexes' participation in EFL classroom interactions.

The magnitude of teachers' interaction was high with females when compared to males. Moreover, classroom participation was dominantly used by female students. Therefore, though females' participation was higher than males', the cumulative average of male and female students' classroom participation showed that the differences were insignificant.

On the other hand, there was no as such statistical evidence for teachers to be gender-biased. That is to say, though teachers tended to show some behaviors such as directing challenging questions and giving cues more towards to male students, the overall result showed that teachers gave almost equal attention to their male and female students during classroom interactions.

### 5.3 Recommendations

Considering some problems involved in non-government secondary schools of Addis Ababa with regard to EFL classroom teacher treatment in mixed-sex classrooms, the following recommendations are made based on the findings of the study:

- 1) Although the difference is insignificant, teachers' giving more attention to female students during classroom interaction will help female students to be motivated in maximizing their classroom participation. However, when they are given less attention, male students may withdraw from classroom participation. To improve this condition, teachers should be given valuable courses during their training so that they could develop skills in encouraging equal participation of male and female students during classroom interactions.
- 2) From the findings teachers were not observed in applying pair and group work among students in their classrooms. This can have its own negative impact on learning language in general and in student-student interaction in particular. To avoid such a problem, EFL teachers should attend workshops, seminars and short term trainings on how to apply pair and group work activities in classroom discussions. In addition, continuous classroom observations should be done by well-trained professionals so as to help teachers to develop their professional skills. Peer observation in schools and/or among schools should also be practiced so that teachers can share experiences and learn from each other.
- 3) Finally, there are other problems such as classroom discipline that can affect students' classroom participation negatively. Hence, to give a more complete picture of male and female students' participation in non-government secondary schools, studies on different subjects and different grade levels should be conducted.

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## Appendix-A

### Inter Observer Agreement

	ITEMS	OBSERVER		CO-OBSERVER	
TEACHER	Initiates questions to	<u>Mss</u> 6	<u>Fss</u> 5	<u>Mss</u> 6	<u>Fss</u> 5
	Calls upon	<u>Mss</u> 4	<u>Fss</u> 3	<u>Mss</u> 4	<u>Fss</u> 3
	Praises/encourages	<u>Mss</u> 3	<u>Fss</u> 3	<u>Mss</u> 3	<u>Fss</u> 3
	Criticizes	<u>Mss</u> 3	<u>Fss</u> 2	<u>Mss</u> 2	<u>Fss</u> 2
	Gives feedback	<u>Mss</u> 2	<u>Fss</u> 2	<u>Mss</u> 2	<u>Fss</u> 2
	Gives cue	<u>Mss</u> 1	<u>Fss</u> 0	<u>Mss</u> 1	<u>Fss</u> 0
STUDENTS	Give long response	<u>Mss</u> 2	<u>Fss</u> 2	<u>Mss</u> 2	<u>Fss</u> 2
	Give short response	<u>Mss</u> 3	<u>Fss</u> 3	<u>Mss</u> 3	<u>Fss</u> 3
	Ask teacher for help	<u>Mss</u> 5	<u>Fss</u> 4	<u>Mss</u> 4	<u>Fss</u> 4
	Initiate participation	<u>Mss</u> 2	<u>Fss</u> 4	<u>Mss</u> 2	<u>Fss</u> 4

$$\text{Inter Observer Agreement} = \frac{\text{TA}}{\text{TA}+\text{TD}} = \frac{102}{102+14} = \frac{102}{116} = 0.87$$

TA =Total agreement

TD =Total disagreement

## APPENDIX\_B1

**Addis Ababa University**  
**Institute of Language Studies**  
**Department of Foreign Language and Literature**  
**(DFLL)**

### Student's Questionnaire

Dear Student,

The aim of this questionnaire is to gather the information about male and female students' participation in English language classrooms. Since your responses are important to arrive at a reliable result, you are kindly requested to give your genuine response on each item.

Name of the school \_\_\_\_\_

Grade and Section \_\_\_\_\_

Student's sex: Male  Female   
Teacher's sex: Male  Female

#### **Instruction**

1. You don't need to write your name.
2. Please circle the number, which you think can be the answer for the corresponding item according to the following five- point scale.

#### **Scale**

5= Always  
4= Usually  
3= Sometimes  
2= rarely  
1= never

No	Questions	always	usually	sometimes	rarely	never
1	My English teacher talks to male students in English classes.	5	4	3	2	1
2	My English teacher talks to female students in English classes.	5	4	3	2	1
3	My English teacher helps male students in English classes.	5	4	3	2	1
4	My English teacher helps female students in English classes.	5	4	3	2	1
5	My English teacher uses mixed-sex grouping system in classroom activities.	5	4	3	2	1
6	My English teacher uses single-sex grouping system in classroom activities.	5	4	3	2	1
7	In mixed-sex group activities my English teacher assigns male students as group leaders.	5	4	3	2	1
8	In mixed-sex group activities my English teacher assigns female students as group leaders.	5	4	3	2	1
9	My English teacher praise/encourages male students. .	5	4	3	2	1
10	My English teacher praise/encourages female students.	5	4	3	2	1
11	My English teacher gives positive feedback to male students.	5	4	3	2	1
12	My English teacher gives positive feedback to female students.	5	4	3	2	1

13	My English teacher calls upon male students to answer questions.	5	4	3	2	1
14	My English teacher calls upon female students to answer questions.	5	4	3	2	1
15	My English teacher asks male students challenging questions.	5	4	3	2	1
16	My English teacher asks female students challenging questions.	5	4	3	2	1

## APPENDIX\_B2

በአዲስ አበባ ዩኒቨርሲቲ  
በቋንቋዎች ጥናት ኢንስቲቲዩት

የውጭ ቋንቋዎችና ስነ ጽሁፍ ትምህርት ክፍል

ውድ ተማሪዎች፡-

በተማሪዎች የሚሞላ መጠይቅ

የዚህ ጥናት ዋና ዓላማ በእንግሊዘኛ ቋንቋ ትምህርት ክፍል-ጊዜያት የወንድና የሴት ተማሪዎች የክፍል ውስጥ ተሳትፎ በምን ደረጃ ላይ እንዳለ ለማጥናት ነው። ስለዚህ የአንተ/ቺ ለዚህ መጠይቅ የምትሰጠው/ጪው መልስ ለጥናቱ መሳካትና ትክክለኛ ነት ወሳኝ ነው ብሎ የዚህ ጥናት አቅራቢ ያምናል። በመሆኑም የሚከተሉትን ጥያቄዎች በጥሞና አንብቦ/ሽ ትክክለኛ ነው የምትለውን/ይውን መልስ እንድትሰጥ/ጪ በትህትና ትጠየቃለህ/ትጠየቁያለሽ።

ለትብብርህ/ሽ በቅድሚያ አመስግናለሁ።

የት/ቤቱ ስም \_\_\_\_\_

የክፍል ደረጃና ሴክሽን \_\_\_\_\_

ፆታ፡- ወንድ  ሴት

መመሪያ፡-

ሀ. ስም መጻፍ አስፈላጊ አይደለም

ለ. ከእያንዳንዱ ጥያቄ ፊት ለፊት ከተሰጡት ቁጥሮች መካከል ጥያቄውን በትክክል ይመልሳል ብለህ/ሽ ያመንክበትን/ሽበትን ቁጥር በመክበብ መልስ/ሽ። ቁጥሮቹም የሚወክሉት መለኪያ እንደሚከተለው ነው።

መለኪያ፡-

5= ሁልጊዜ

4 = አብዛኛውን ጊዜ

3 = አንዳንድ ጊዜ

2 = አልፎ አልፎ

1= በፍጹም

ቁጥር	ጥያቄ	ሁልጊዜ	አብዛኛውን ጊዜ	አንዳንድጊዜ	አልፎ አልፎ	በፍጹም
1	የእንግሊዘኛ መምህራ በክፍል ውስጥ ወንድ ተማሪዎችን በእንግሊዘኛ ቋንቋ ያናግሯቸዋል።	5	4	3	2	1
2	የእንግሊዘኛ መምህራ ሴት ተማሪዎችን በእንግሊዘኛ ቋንቋ ያናግሯቸዋል።	5	4	3	2	1
3	በእንግሊዘኛ ክፍለ ጊዜ ወንድ ተማሪዎች ትምህርቱን የመረዳት ችግር ሲያጋጥማቸው የእንግሊዘኛ መምህራ ይረዷቸዋል።	5	4	3	2	1
4	በእንግሊዘኛ ክፍለ ጊዜ ሴት ተማሪዎች ትምህርቱን የመረዳት ችግር ሲያጋጥማቸው የእንግሊዘኛ መምህራ ይረዷቸዋል።	5	4	3	2	1
5	መምህራ በእንግሊዘኛ ክፍለ ጊዜ ሴትና ወንድ ተማሪዎችን በየቡድኑ ቀላቅለው በመመደብ እንዲወያዩ ያደርጋሉ።	5	4	3	2	1
6	መምህራ በእንግሊዘኛ ክፍለ ጊዜ ሴትና ወንድ ተማሪዎችን በየቦታቸው ለየብቻ በመመደብ እንዲወያዩ ያደርጋሉ።	5	4	3	2	1
7	የእንግሊዘኛ መምህራ ሴትና ወንድ ተማሪዎች ተቀላቅለው በሚወያዩበት ጊዜ ወንድ ተማሪዎችን በቡድን መሪነት ይመድባሉ።	5	4	3	2	1
8	የእንግሊዘኛ መምህራ ሴትና ወንድ ተማሪዎች ተቀላቅለው በሚወያዩበት ጊዜ ሴት ተማሪዎችን በቡድን መሪነት ይመድባሉ።	5	4	3	2	1
9	የእንግሊዘኛ መምህራ ወንድ ተማሪዎችን ጥያቄ እንዲጠይቁ፣ እንዲመልሱና አስተያየት እንዲሰጡ ያበረታታሉ።	5	4	3	2	1

No.	Questions	Always	Usually	Sometimes	Rarely	Never
1	In my English classes, male students initiate classroom participation.	5	4	3	2	1
2	In my English classes, female students initiate classroom participation.	5	4	3	2	1
3	In my English classes, male students dominate classroom participation.	5	4	3	2	1
4	In my English classes, female students dominate classroom participation.	5	4	3	2	1
5	In my English classes, male students express their opinion freely.	5	4	3	2	1
6	In my English classes, female students express their opinion freely.	5	4	3	2	1
7	I assign male students as group leaders in mixed-sex group discussions.	5	4	3	2	1
8	I assign female students as group leaders in mixed-sex group discussions.	5	4	3	2	1
9	I praise/encourage male students for their classroom participation.	5	4	3	2	1
10	I praise/encourage female students for their classroom participation	5	4	3	2	1

11	I help male students in my English classes when they get confused.	5	4	3	2	1
12	I help female students in my English classes when they get confused.	5	4	3	2	1
13	I direct challenging questions to male students.	5	4	3	2	1
14	I direct challenging questions to female students.	5	4	3	2	1

**Open-ended Questions**

1. Who do you think participate confidently in your English classes, males or female? What do you think are the reasons?

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2. In your English classes, who do you think are passive in classroom interaction, males or females? What do you think are the reasons?

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## APPENDIX\_D

### EFL Classroom observation checklist

Name of the School \_\_\_\_\_

Grade \_\_\_\_\_

Subject \_\_\_\_\_

Teacher M F

No. of female students in the class \_\_\_\_\_

No. of male students in the class \_\_\_\_\_

Observer: \_\_\_\_\_

Date of Observation \_\_\_\_\_

Classroom context \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Part A: Teacher's Behavior

No.	Teacher's Behavior	MS	FS
1	TEACHER- initiates questions (individual solicits) to		
2	-Calls upon (gives opportunity to ask or answer Questions; to give comments, opinions, etc.)		
3	-Praises/encourages (gives positive reinforcement, E.g. excellent, very good, keep it up, etc.)		
4	-Criticizes (gives negative comments, e.g. bad,)		
5	-Gives feedback to		
6	-Gives cues		

#### N.B.


MS=Male student

FS=Female student

**Part B: Student's Behavior**

<b>N o.</b>	<b>Student's Behavior</b>	<b>MS</b>	<b>FS</b>
<b>1</b>	STUDENT - gives responses a) Long responses (long solicited responses)		
	b) Short responses (short solicited responses)		
<b>2</b>	-Asks teacher for help		
<b>3</b>	-Initiates participation (gives comments, asks for clarification, asks teacher's opinion, etc.)		
<b>4</b>	-Dominates pair And group discussions		
<b>5</b>	-Leads group discussions		

(Adapted from Moskowitz, 1971; in Allwright and Bailey, 1991:204)



## APPENDIX-E

### STUDENT'S QUESTIONNAIRE

#### Number of Students and Their Responses for Corresponding Items

	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16
S1	4	2	4	3	1	5	4	2	3	3	2	2	3	2	4	2
S2	3	2	2	1	1	2	3	2	3	3	3	3	1	3	3	3
S3	3	2	3	4	1	3	2	1	3	4	2	2	3	3	5	3
S4	2	2	2	3	2	4	3	2	2	3	3	2	3	3	3	1
S5	3	2	3	3	1	4	4	3	5	5	3	3	2	4	4	2
S6	2	2	3	2	2	5	3	3	4	4	2	3	3	4	1	3
S7	2	2	3	1	2	4	3	3	5	4	2	2	3	3	2	2
S8	2	2	3	3	1	2	1	1	4	4	3	3	2	2	3	1
S9	2	2	2	3	3	4	2	2	3	5	4	3	2	3	3	2
S10	3	2	5	2	3	5	3	3	4	3	3	3	4	3	3	3
S11	2	3	3	2	2	4	3	3	2	1	4	4	3	2	2	3
S12	3	2	3	2	1	5	3	3	2	4	5	4	2	2	1	3
S13	1	2	2	2	3	3	2	2	3	3	4	3	1	3	2	1
S14	2	2	3	2	4	2	2	1	4	2	2	2	2	4	3	2
S15	1	1	2	3	3	2	2	1	3	3	3	3	3	3	2	1
S16	2	2	4	2	4	3	1	1	3	3	5	5	5	4	2	2
S17	2	1	3	2	2	4	2	2	1	1	2	1	4	1	2	1
S18	4	2	5	3	5	3	2	3	1	2	1	3	3	2	1	2
S19	1	2	2	2	3	4	1	1	2	3	2	2	4	4	3	2
S20	3	4	2	2	1	4	3	4	3	3	5	5	3	4	2	1
S21	2	2	2	1	2	1	2	2	1	2	2	2	3	3	2	1
S22	2	2	3	2	3	4	3	3	4	3	3	2	2	2	3	2
S23	1	3	4	2	4	3	3	2	3	5	4	4	3	5	3	4
S24	4	4	2	2	3	1	2	2	1	1	4	4	3	3	2	1
S25	1	1	4	1	5	2	2	1	1	4	5	5	4	2	5	2
S26	2	2	3	2	4	2	3	2	2	1	5	5	3	3	3	1
S27	3	2	2	2	4	2	1	1	3	2	4	4	3	3	1	2
S28	2	2	1	1	4	2	2	2	2	4	5	5	3	4	2	1
S29	2	2	2	1	3	2	1	1	5	3	4	4	4	3	1	1
S30	1	1	2	1	2	1	1	1	3	4	3	3	1	4	3	1
S31	1	1	2	1	1	2	1	1	4	3	4	4	2	2	4	2
S32	2	1	2	1	3	1	3	1	3	2	4	5	5	4	1	2
S33	2	2	3	2	1	2	5	5	3	5	5	5	1	1	2	1
S34	4	3	2	2	3	5	3	2	2	1	3	2	1	1	1	1
S35	2	2	1	1	2	1	2	2	3	3	4	3	3	3	2	2
S36	1	1	2	1	2	3	1	1	1	2	5	5	1	1	1	1
S37	3	4	5	2	3	3	1	2	2	1	5	4	1	1	2	1

S38	1	1	3	1	1	1	1	1	1	1	3	5	5	1	1	2	1
S39	1	1	1	1	4	3	1	1	1	1	5	5	5	1	4	2	1
S40	1	1	4	4	3	2	1	1	2	3	3	4	4	2	3	2	2
S41	2	2	4	3	4	3	2	4	3	4	5	5	5	3	4	2	1
S42	2	2	3	3	4	2	4	2	2	2	4	4	4	2	3	2	2
S43	1	1	3	1	3	1	3	1	4	3	5	4	4	1	3	1	1
S44	1	1	2	2	1	1	1	1	2	1	2	2	2	1	2	2	1
S45	2	2	1	1	4	2	2	1	3	1	5	4	4	1	2	1	2
S46	1	1	1	1	4	3	1	1	3	4	4	4	4	3	4	1	3
S47	1	1	2	1	1	2	1	1	2	4	4	4	5	1	2	3	2
S48	3	2	2	1	3	2	1	1	2	1	2	2	2	3	1	2	1
S49	1	1	1	1	3	1	4	2	2	1	4	4	4	4	1	2	2
S50	2	2	1	1	1	2	3	3	2	1	4	4	4	3	2	2	1
S51	1	4	4	1	2	2	3	2	3	5	5	5	5	2	2	2	2
S52	1	2	2	3	2	2	3	1	4	2	4	4	4	2	2	2	1
S53	1	1	2	2	4	3	1	1	1	3	4	4	4	3	3	1	2
S54	2	3	4	1	4	2	2	2	1	1	4	4	4	3	2	2	1
S55	1	1	2	1	2	1	1	1	2	1	5	3	2	2	2	2	2
S56	1	2	3	2	3	3	2	1	1	2	4	4	4	3	2	2	1
S57	3	2	2	2	4	2	1	1	3	2	5	4	4	2	3	4	3
S58	3	4	3	2	4	2	2	2	1	4	3	4	4	2	3	1	2
S59	4	2	2	1	4	3	3	2	2	3	3	3	3	1	2	2	1
S60	3	2	1	2	4	3	1	1	3	1	4	4	4	3	3	2	2
S61	3	4	4	2	4	2	4	3	2	3	4	5	2	3	2	2	1
S62	1	2	3	2	3	2	3	1	1	2	4	4	4	3	1	3	1
S63	2	2	4	3	3	2	3	1	2	2	5	4	4	2	1	4	2
S64	1	2	3	1	2	2	2	1	4	2	2	3	1	2	3	1	1
S65	2	2	3	2	1	3	1	2	1	3	3	4	2	4	1	2	2
S66	2	1	4	3	1	2	2	2	2	2	4	5	3	2	4	2	2
S67	1	1	3	3	3	1	5	3	2	2	3	2	2	2	2	2	2
S68	1	2	4	3	3	2	5	3	3	3	2	1	1	3	2	2	1
S69	1	1	3	2	4	3	1	3	2	4	3	4	3	2	4	2	2
S70	2	2	2	3	4	2	3	1	2	2	5	5	2	2	2	2	2
S71	3	2	2	2	4	3	4	2	2	1	2	3	2	2	3	2	2
S72	2	2	1	2	3	3	2	1	2	2	3	3	1	1	2	1	1
S73	1	1	3	1	4	2	3	3	1	2	4	4	2	3	4	1	1
S74	2	2	2	2	3	2	4	4	3	2	5	5	2	2	2	2	2
S75	3	1	3	1	3	2	2	2	1	1	5	5	3	1	2	2	1
S76	2	2	2	1	4	2	1	1	1	1	4	5	2	2	3	2	2
S77	3	2	4	1	1	1	2	1	2	2	5	5	3	3	2	1	1
S78	2	2	1	1	3	3	1	1	1	1	4	3	2	2	2	2	1
S79	1	1	1	1	3	3	1	1	1	4	5	5	4	3	2	2	2
S80	2	1	2	2	3	3	3	2	3	3	4	4	3	3	2	1	1
S81	1	1	2	2	1	1	1	3	1	5	5	5	5	1	2	2	2
S82	2	2	3	2	3	3	2	2	1	4	5	4	2	3	1	1	1
S83	1	1	3	1	3	3	3	3	1	4	4	2	2	2	2	2	2

S84	2	2	3	3	5	3	1	1	1	2	5	5	3	3	5	3
S85	1	1	2	2	3	3	1	1	2	2	4	4	5	4	4	1
S86	3	3	2	1	2	1	2	2	2	3	5	5	3	3	2	2
S87	2	2	3	1	4	2	1	1	1	3	4	4	1	2	1	1
S88	2	3	3	1	4	2	2	2	1	4	5	5	3	2	2	2
S89	1	1	3	3	3	4	3	3	1	1	4	4	3	2	2	2
S90	1	1	1	1	1	1	1	1	1	1	4	4	1	1	1	1
S91	2	2	3	1	4	2	2	2	1	1	5	4	2	2	2	2
S92	2	2	3	3	1	1	2	2	2	2	4	4	4	3	3	1
S93	1	1	2	3	3	2	3	4	1	1	3	3	2	2	2	2
S94	1	1	1	1	4	3	4	2	1	3	4	4	2	2	1	1
S95	2	3	4	2	1	4	2	2	2	2	4	4	2	2	2	2
S96	3	1	4	2	1	4	2	1	3	2	4	4	2	2	2	2
S97	1	1	2	4	1	5	4	1	1	1	5	5	1	1	2	1
S98	2	2	3	1	2	4	1	2	1	1	4	4	2	2	3	1
S99	1	2	2	2	4	3	2	2	3	3	4	4	2	1	2	1
S100	1	1	2	2	1	4	1	1	1	2	5	5	1	1	2	2
S101	2	1	2	1	1	4	1	1	2	2	5	5	2	2	3	2
S102	2	2	2	2	1	2	2	2	1	2	3	3	1	2	2	1
S103	2	2	5	1	2	2	1	2	5	3	5	5	5	4	5	3
S104	2	1	4	2	3	3	1	2	2	3	4	5	2	2	2	1
S105	3	5	5	2	5	2	5	2	3	3	3	5	5	1	5	1
S106	2	3	5	1	1	4	4	1	1	1	5	5	5	5	1	4
S107	3	1	3	1	2	3	2	2	2	3	4	5	2	2	2	1
S108	2	2	1	2	2	3	1	2	2	1	5	5	1	1	4	1
S109	3	3	2	1	3	4	3	3	3	3	5	5	2	2	1	3
S110	1	1	1	2	3	3	4	3	1	2	5	4	3	2	2	1
S111	1	2	2	2	4	1	3	3	2	2	3	4	2	2	1	2
S112	1	2	2	2	4	1	3	3	2	2	3	4	2	2	1	2
S113	2	1	3	2	2	1	4	4	3	5	4	5	2	2	2	1
S114	1	2	2	3	1	2	3	4	4	4	4	4	1	2	1	1
S115	3	2	1	4	2	2	2	2	5	5	2	2	2	2	2	2
S116	1	1	2	1	3	2	1	1	1	2	5	5	1	2	1	1
S117	1	1	2	2	2	2	3	1	1	3	4	3	2	1	2	1
S118	1	1	3	3	1	1	1	3	1	2	4	4	1	1	2	2
S119	2	2	1	1	3	2	2	3	1	1	2	2	2	2	2	2
S120	1	2	1	1	2	2	1	1	2	2	5	5	3	3	2	1
S121	1	1	2	2	1	2	3	3	3	3	4	4	2	2	2	2
S122	1	1	1	2	2	2	4	4	3	5	4	4	2	2	2	2
S123	2	2	1	2	3	3	4	3	3	3	5	5	1	1	2	2
S124	2	3	4	1	3	3	1	1	2	5	5	5	3	5	1	4
S125	1	1	1	1	2	1	4	4	1	1	5	5	2	2	2	2
S126	1	2	1	2	2	1	1	1	2	2	4	4	1	1	1	1
S127	2	2	3	2	3	4	2	2	2	3	3	3	1	2	1	1
S128	2	3	4	2	2	3	3	1	4	2	3	3	3	2	2	1
S129	2	2	3	2	1	4	2	3	2	2	4	5	2	2	2	2

S130	1	2	1	1	1	3	3	2	1	1	4	4	2	2	1	1
S131	1	4	4	1	4	2	3	4	3	3	5	5	3	3	4	3
S132	2	3	1	1	3	4	3	1	1	1	5	5	2	2	2	1
S133	1	1	2	1	1	1	3	1	2	2	3	3	2	2	2	1
S134	3	3	5	3	3	3	1	1	1	5	1	1	5	1	1	1
S135	3	3	3	3	3	4	2	2	1	1	5	5	3	3	1	1
S136	2	2	4	3	1	1	2	1	1	2	4	4	2	2	2	2
S137	1	1	1	2	3	3	1	2	2	4	5	5	1	2	1	1
S138	3	5	1	1	1	5	2	2	1	1	2	2	2	2	1	1
S139	2	2	2	1	1	2	2	3	1	2	4	4	3	4	2	2
S140	2	2	2	2	1	3	1	1	1	2	4	5	1	1	2	1
S141	2	2	2	2	1	1	2	2	2	1	4	4	2	1	1	2
S142	2	1	3	3	1	1	3	3	2	2	5	5	2	2	2	1
S143	2	5	2	1	1	1	1	2	1	5	1	1	1	1	1	1
S144	2	3	3	2	3	4	4	3	2	4	4	5	3	3	3	2
S145	3	2	1	5	2	3	2	2	2	2	4	4	1	1	1	1
S146	2	3	4	3	2	1	1	1	1	4	4	1	1	1	2	1
S147	1	5	5	2	3	4	4	3	3	1	4	1	1	1	3	2
S148	2	2	3	1	2	3	1	1	1	2	4	4	2	2	2	1
S149	4	4	3	2	2	5	2	3	4	2	5	5	3	3	3	2
S150	2	1	2	1	3	2	1	1	1	3	4	4	1	1	1	1
S151	1	2	2	1	1	1	4	4	1	1	4	5	3	2	3	2
S152	4	2	1	2	3	2	3	4	2	1	3	1	4	5	1	1
S153	3	4	2	1	5	3	3	3	1	4	4	4	1	1	3	3
S154	2	2	1	1	2	2	3	4	1	1	1	1	1	1	1	1
S155	2	3	3	4	2	3	1	1	4	3	2	4	5	2	2	2
S156	1	1	1	1	2	2	1	2	3	1	5	5	3	2	2	1
S157	2	1	1	2	3	3	2	1	3	1	4	4	1	1	1	1
S158	3	2	4	1	1	2	3	2	1	2	5	4	4	2	2	1
S159	4	2	3	1	1	3	5	3	2	1	4	4	2	2	2	1
S160	5	3	2	1	4	3	2	1	1	3	2	5	1	2	2	2

S=student  
i=item

## APPENDIX-F

### TEACHER'S QUESTIONNAIRE

#### Number of Teachers and Their Responses for Corresponding Items

	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14
T1	3	5	5	2	5	3	3	4	4	4	4	5	3	3
T2	4	5	2	5	3	4	3	4	2	2	4	4	5	5
T3	5	5	3	4	3	4	3	3	4	5	4	4	4	5
T4	3	3	2	5	1	1	4	1	3	3	4	4	3	5

## APPENDIX-G

### Paired Samples Statistics for Students' Questionnaire

Items Paired		Mean	No. of Respondents	Standard Deviation
Pair 1	I-1	1.94	160	.89
	I-2	1.98	160	.94
Pair 2	I-3	1.84	160	.85
	I-4	2.51	160	1.10
Pair 3	I-5	2.53	160	1.17
	I-6	2.54	160	1.10
Pair 4	I-7	2.27	160	1.11
	I-8	1.98	160	.98
Pair 5	I-9	2.11	160	1.09
	I-10	2.51	160	1.23
Pair 6	I-11	3.83	160	1.06
	I-12	3.86	160	1.14
Pair 7	I-13	2.31	160	1.08
	I-14	2.28	160	1.00
Pair 8	I-15	2.14	160	.97
	I-16	1.62	160	.72

### Paired Samples Test for Students' Questionnaire

Items Paired	DF.	Significant(at p<0.05 level)
Pair1 I1-I2	159	.565
Pair2 I3-I4	159	.000
Pair3 I5-I6	159	.960
Pair4 I7-I8	159	.000
Pair5 I9-I10	159	.000
Pair6 I11-I12	159	.613
Pair7 I13-I14	159	.724
Pair8 I15-I16	159	.000

I=Item

DF=Degree of freedom

## Students' classroom behavior

### STUDENTS

CST	Give response		Ask teacher for help	Initiate participation (asks questions, teacher's opinion, etc.)	Dominate group discussion	Lead group discussion	Total number of participants													
	Long response	Short response																		
	M	F	M	F	M	F	M	F												
Ob1--	5	8	Ob1--	3	3	Ob1--	3	0	O 1--	2	2	O 1--	0	0	Ob1--	0	0	Ob1--	13	13
Ob2--	5	7	Ob2--	1	3	Ob2--	1	1	O 2--	0	1	O 2--	0	0	Ob2--	0	0	Ob2--	7	12
Ob3--	5	11	Ob3--	2	2	Ob3--	3	2	O 3--	1	3	O 3--	0	0	Ob3--	0	0	Ob3--	11	18
<b>Total</b>	<b>15</b>	<b>26</b>	<b>Total</b>	<b>6</b>	<b>8</b>	<b>Total</b>	<b>7</b>	<b>3</b>	<b>Total</b>	<b>3</b>	<b>6</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>Total--</b>	<b>31</b>	<b>48</b>

CST\_\_ Cathedral students

### STUDENTS

MST	Give response		Ask teacher for help	Initiate participation (asks questions, teacher's opinion, etc.)	Dominate group discussion	Lead group discussion	Total number of participants													
	Long response	Short response																		
	M	F	M	F	M	F	M	F												
Ob1--	12	3	Ob1--	3	1	Ob1--	0	1	Ob1--	1	2	Ob1--	0	0	Ob1--	0	0	Ob1--	16	7
Ob2--	8	9	Ob2--	1	2	Ob2--	2	3	Ob2--	2	4	Ob2--	0	0	Ob2--	0	0	Ob2--	13	18
Ob3--	7	8	Ob3--	0	11	Ob3--	0	2	Ob3--	2	1	Ob3--	0	0	Ob3--	0	0	Ob3--	9	22
<b>Total</b>	<b>27</b>	<b>20</b>	<b>Total</b>	<b>4</b>	<b>14</b>	<b>Total</b>	<b>2</b>	<b>6</b>	<b>Total</b>	<b>5</b>	<b>7</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>Total</b>	<b>38</b>	<b>47</b>

MST\_\_ Miskaye Hizunan students

## APPENDIX\_M

### Cumulative Teacher's Classroom Observed Behavior

<b>TEACHERS</b>													
	Initiate questions to		Call upon		Praise/ encourage		Criticize (give negative comments)		Give feedback to		Give cue		
Student's sex →	M	F	M	F	M	F	M	F	M	F	M	F	
ET	18	10	14	18	7	5	1	2	3	2	6	4	
HT	17	15	5	6	7	7	1	0	3	6	5	4	
CT	21	34	9	19	4	12	4	1	2	5	4	3	
MT	31	34	13	11	6	8	8	3	2	7	7	3	
<b>Total</b>	<b>87</b>	<b>93</b>	<b>41</b>	<b>54</b>	<b>24</b>	<b>32</b>	<b>14</b>	<b>6</b>	<b>10</b>	<b>20</b>	<b>22</b>	<b>14</b>	

ET= Enat Teacher

HT=Holly Savior Teacher

CT= Cathedral Teacher

MT=Miskaye Hizunan Teacher

## APPENDIX\_N

### Cumulative Student's Classroom Observed Behavior

<b>Students</b>										
	Students' Response				Ask teacher for help	Initiate participation, teachers' opinion etc		Total numbers of participants		
	Long Response		Short Response			M	F	M	F	
Student's sex →	M	F	M	F	M	F	M	F	M	F
EST	10	7	8	3	2	6	2	6	22	22
HST	12	10	5	5	5	8	3	7	25	30
CST	15	26	6	8	7	3	3	6	31	43
MST	27	20	4	14	2	6	5	7	38	47
<b>Total</b>	<b>64</b>	<b>63</b>	<b>23</b>	<b>30</b>	<b>16</b>	<b>23</b>	<b>13</b>	<b>26</b>	<b>116</b>	<b>142</b>

EST=Enat Student


HST = Holly Savior Student

CST= Cathedral Student

MST= Miskay Hizunan Student

## Declaration

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

Name Kidano Gedefaw  
Signature   
Place: - Addis Ababa  
Date: - June 2006