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**STUDYING THE PRACTICE AND POSSIBLE IMPACTS**  
**OF AFTER SCHOOL ENGLISH TUTORIAL CLASSES:**  
**FOCUS ON A PRIVATE SCHOOL IN ADDIS ABABA**

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**ADDIS ABABA, ETHIOPIA**  
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## Table of Contents

Contents	Page
ACKNOWLEDGEMENTS .....	i
LIST OF TABLES .....	v
LIST OF APPENDICES .....	v
<i>ABSTRACT</i> .....	vi
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1. Background of the Study .....	1
1.2. Statement of the Problem.....	2
1.3. Objectives of the Study .....	4
1.3.1. General Objective .....	4
1.3.2. Specific Objectives .....	4
1.4. Research Questions.....	5
1.5. Significance of the Study.....	5
1.6. Scope of the Study .....	6
1.7. Limitations of the Study.....	6
1.8. Acronyms .....	6
CHAPTER TWO .....	7
2.1. Supplementary Instruction (SI).....	7
2.2. Definition of Tutorial Class or supportive English Classes .....	9
2.3. Objective of Tutorial or Supportive English Classes .....	10
2.3.1. Tutorial Class Promotes Interaction .....	10
2.3.2. Creating Opportunities and Promoting Learner Responsibility .....	11
2.4. The Practice of Supportive Activities in Teaching English Language .....	12

2.5. Role of Teachers in Teaching English Language .....	13
2.6. Kinds of Activities Given During Tutorial Class .....	14
2.6.1. Debate .....	15
2.6.2. Role plays .....	15
2.6.3. Drama.....	15
2.6.4. Telephone Conversations .....	16
2.6.5. Dialogues.....	16
2.6.6. Reading Activities .....	17
2.6.7. Writing Activities.....	18
2.7. Ways of Conducting Supportive English Classes .....	19
2.7.1. Peer Tutoring by Classmates .....	19
2.7.2. Cross- age Tutoring .....	21
2.8. Organizing Tutorial Activity Programmes .....	21
2.9. The Possible Impacts of after School English Tutorial Classes on Students Academic performance .....	22
2.10. English Language Improvement Center (ELIC) .....	22
CHAPTER THREE .....	25
RESEARCH METHODOLOGY .....	25
3.1. Research Design .....	25
3.2. Research Setting .....	25
3.3. Population and Sampling.....	25
3.4. Data Gathering Tools .....	26
3.4.1. Questionnaire .....	26
3.4.2. Interview with teachers.....	26
3.4.3. Classroom Observation.....	26

3.5. Data Analysis .....	26
CHAPTER FOUR.....	28
PRESENTATION, ANALYSIS AND DISCUSSION .....	28
4.1. Students’ Questionnaire Responses and Discussion .....	28
4.2. Students’ Responses to Open-ended Questions .....	36
4.3. Teachers Interview Responses and Discussion .....	37
4.4. Findings from Classroom Observation .....	42
CHAPTER FIVE .....	44
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	44
5.1. Summary .....	44
5.2. Conclusions .....	45
5.3. Recommendations .....	46
Bibliography .....	47
Appendices.....	51

## **LIST OF TABLES**

Table 1: Student's Response to Number of Tutorial Classes given per/week_____	28
Table 2: Student's Response to why they attend After School Class_____	29
Table 3: Student's Response to their Academic Performance_____	29
Table 4: Student's Response to their Performance in Comparison of Before attending and After attending the program _____	31
Table 5: Students Response to the Role of after School Tutorial Class to Develop Self-confidence_____	32
Table 6: Student's Response whether attending tutorial class become a trend or developed in their school_____	33
Table 7: Student's Response to their attitude and feeling towards after school English tutorial classes_____	34

## **LIST OF APPENDICES**

Appendix A: Students' Questionnaire_____	51
Appendix B: Students' Questionnaire translated into Amharic _____	56
Appendix C: Teachers' Interview Items_____	61
Appendix D: Checklist for Classroom Observation_____	63

## **ABSTRACT**

*The purpose of this study was mainly to describe or study the practice and possible impacts of after school English tutorial classes. It is believed that English tutorial classes enable students to enhance their English ability and academic performance. Hence, in this study an attempt was made to describe the practice and possible impacts of after school English tutorial classes. Six research questions were raised: What contents and skills targeted? What are the attitudes or views of teachers and students towards tutorial or supportive English classes? How tutorials are organized? And by whom they are conducted? Should tutorials be given to all students or students in needed like low achievers? What is the performance of students who attend tutorial classes? What are the impacts of after school English tutorial class?*

*The study involved four English teachers and ninety seven grade nine students who were attending after school English tutorial classes in Radical Academy in Addis Ababa. The instruments in this study were questionnaire, interview, and classroom observation. The questionnaires were administered for students. The questionnaires contained 24 items. Interview was also conducted with four English teachers. Interview contained 12 items. In addition, classroom observation was used. The study showed that tutorial English classes enhance learner's academic performance and help them improve their English ability. In addition, the results of the study showed that English teachers themselves are conducting after school English tutorial classes and dominates the class; however, it is better if there is different ways of giving support like getting support from their peers.*

*The study also showed that most of the respondents (English teachers and students) have positive attitudes towards after school English class program, but both respondents have risen complains on the implementation of the program. The teaching learning process in after school program was also observed by the researcher. The observation focused on learning tasks, classroom interaction, learner grouping and learning material. It was observed as learning tasks involve interaction, promote information sharing, students interact in the given activities, teacher motivate students to actively participate, and also teacher used different ways of grouping learners. In addition, the researcher observed as there was interest in most learners and participates in the lesson given, but some students have no interest and seemed like they are forced by school administrators and parents to attend the program.*

*Finally, the researcher recommended that all school communities (school administrators, teachers, students and also parents) should know and understand the main goal of the program or conducting after school English tutorial classes. The school should create conducive learning situation and create awareness on learners to have full of interest to take part in the program.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

As we know English language is international language. It has become the first of all languages that has a large number of speakers from different nations as a foreign language of the world, and it has been accepted globally as a language that serves multi-national and international purposes. This means English language serves as a medium of international communication, as a language of science and technology, international relation and diplomacy, tourism, trade and so on.

As David Cristal (2003) stated the socio-cultural explanation looks at the way people all over the world, in many walks of life, have come to depend on English for economic and social well-being. The language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, media and education. The convenience of having a lingua franca available to serve global human relations and needs has come to be appreciated by millions. At this time, English is a global language, and it is recognized in every country. Therefore, we may be strongly motivated to learn it, because we know it will put us in touch with more people than any other language; but at the same time it will take a great deal of effort to master it, and we may begrudge that effort. According to the above idea, it is obvious that English is global language and anybody can be benefitted by mastering it in his or her life.

When we come to the Ethiopian context, English is also an important language and the purpose of English language instruction is to prepare the learners for effective and efficient communication in English in their social and professional situations. Because this age is the age of globalization, and English has the main role to play in order for the country to communicate with the rest of the world. Therefore, language has become important for our society. When we see the relevance of the language from this point of view, it serves as a language of communication and diplomacy with international community, as a working language of international organization such as the African union and many other prominent NGOs in the country and also a medium of instruction in higher institutions, preparatory schools, secondary schools and a school subject in primary level education. Thus, English is important for students' academic success because as stated above the language plays vital roles in students' academic life. On the other hand, learning additional language apart from

the first or mother tongue is important for people. When one learns another language he/she knows others cultures, trade system, life style and can interact with others easily. Therefore, learning second language has many necessary things in every activity (Richards and Rodgers 1986).

Therefore, this research is to study the practice and possible impacts of after school English tutorial classes. Students learn the language in their regular time or on the formal ways. These students need to improve their English skills but the given time may not be enough to master the language in the regular period. These students need additional learning time and support to practice or master what they have learned in normal class. In addition to this, the main purpose of language teaching and learning is for students to become increasingly competent at all skills in a foreign language. Crosling & Webb (2005) stated as it is known that failing students who access learning support programmes often become successful students. The area of student learning support has therefore become a recognized and important aspect of higher education.

## **1.2. Statement of the Problem**

Language learning can be more effective if it is supported by favorable learning conditions. Classroom learning should be supplemented by different language practice to enhance learner's English skills. Students can get an opportunity to practice tasks given in language in supportive classes and can have good interaction with their peers. It is obvious that successful class interaction can support students learning situation. In Rosemary Sage (2006: 40), Paulo Freire (1972) describes successful class interaction means all of the following:

- 1. Students express themselves, enabling them to hear each other's voices and opinions.*
- 2. Dialogue occurs in pairs, or small-group or large-group talk, depending on class size to reflect and review the input.*
- 3. Students, in pairs, summarize the topic content and record their summary and so on. This model gives greater control in learning to the pupil. If valued and practiced, it produces more able, interested and committed learners, who view themselves as active participants. Therefore, we can really communicate effectively only if there is equality in interaction.*

As the above point of view all students should interact in the class to improve their English language skills.

When we take the above practice in Ethiopian context, we can say that there is interaction between teachers and students in the classroom. However, we may not be sure that effective interaction takes place in the classroom among all students. This may have different reasons that hinder learners from development of the language in the class during each period. In our country there are at least 60 students in one class, and all students may have different learning styles. This number of students can be taken as large class size and affect the way students interact in the class. Additionally, low achievers may shy to participate on the given activities; teachers may lack time to cope with all activities and lessons in the given periods. On the other hand, learners have their own preferences and styles in learning English. Supportive English class is conducted so as to help those students who are not effective in the regular class. However, this does not mean to say that students are not helped in the regular class. Due to this, tutorial or after school classes are being given in many Ethiopian schools to enhance students' English performance. During tutorial classes, students can learn in a small group specially low achievers participate in these classes freely. Most of the time, these classes are organized by director of the school and conducted by the teachers. Teachers get benefit from the class or from supplementary classes and invest their time to increase the performance of learners' language skills. Learners can be benefited from the class by enhancing their ability of the language and be competitive in regular class, or it is believed that tutorial classes are effective to improve students' language skills. Therefore, language learning will be effective if it is supplemented by appropriate and sufficient practices outside the classroom.

The practice of after school class activities can help the learners and create favorable conditions which will offer them opportunities to use the target language for real life communicative purposes. For example; activities such as debate, role play, drama, and dialogues can get emphasis in tutorial classes.

However, when we see the overall practice of our country's tutorial class, most of the time it depends on the interest of students and teachers. And also the number of students who want to attend the classes vary from school to school. In addition, if the number of students who attend tutorial class is low, the cost increases. This shows that, our attitudes towards tutorial class or after school class is low.

The researcher believes that learning in the classroom level alone is not enough to enhance learners' knowledge and skills. Therefore, students should get chances to practice the language they learn outside regular time. It is obvious that learning in the regular class has best activities that facilitate learning; however, to cope with all activities, teachers and students may lack enough time, different students may have different learning styles. In addition, as Nunan, D. Carter, R (2001) stated, Classroom interaction could be affected by a number of factors, e.g. individual learning styles: while some learn better by actively participating, others learn better by listening and internalizing the input. As we understand from this point of view, after school classes may play a vital role to help these students with different behaviors.

On the other hand, after school or tutorial classes play a great role to make students be active learners and improve their performance. So, the researcher tried to describe the practice and possible impacts of after school English tutorial classes at Radical Academy. This means the researcher showed how tutorial classes are practiced and conducted in one of Ethiopian secondary schools. In addition to this, the researcher tried to show the possible impacts on students' academic life whether after school classes affect their study time, homework, performance and so on.

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of this study was to study the practice and possible impacts of after school English tutorial classes in one selected private school in Addis Ababa. Thus, the study focused on describing the practice, the content, the activities, the view of teachers and students, the purpose of tutorial classes and also the possible impacts on students' academic life.

#### **1.3.2. Specific Objectives**

The study had the following specific objectives:

1. To describe kinds of tutorial class activities given more emphasis to assist EFL learning.
2. To identify the students' and teachers' views about the effect of after school classes on language skills improvement.
3. To examine how extra class activities are organized.
4. To examine the role of tutorial class activities in improving students' language skills.

5. To identify whether tutorial given for all students or students in need like low achievers.
6. To describe the impacts of after school English tutorial classes.

#### **1.4. Research Questions**

On the other way the study addressed the following specific research questions:

1. What contents and skills targeted?
2. What are the attitudes or views of teachers and students towards tutorial or supportive English classes?
3. How tutorials are organized? And by whom they are conducted?
4. Should tutorials be given to all students or students in need like low achievers?
5. What is the performance of students who attend tutorial classes?
6. What are the impacts of after school English tutorial class?

#### **1.5. Significance of the Study**

The main concern of this study was to describe the practice and possible impacts of after school English tutorial classes, and the result of this study may provide the following interesting contributions:

1. Secondary School English language teachers and students may benefit from the result of the study since it can make them be aware of the reasons why supportive English classes are conducted.
2. It would be a better way of improving English language skills in secondary schools through providing learners with opportunities to participate in tutorial class activities.
3. It provides students with the chance of using the target language beyond the classroom by encouraging them involve in tutorial or extra-class activities.
4. It may help students to identify their talents and interests.
5. Finally, the study can also serve as an addition to the body of research conducted around the teaching of English and may initiate further researchers to make related studies.

## **1.6. Scope of the Study**

This study described the practice and possible impacts of after school English tutorial classes. It focused on the practice in one private School in Addis Ababa. The subject of the study was grade 9 students and their teachers. Moreover, the study is limited to ninety seven grade nine after school English tutorial classes students and four English teachers.

## **1.7. Limitation of the Study**

It is obvious and agreed that the validity of a research result increases as the sample size increases and distribution is widened. In this study, one school was selected and also took one grade level students and teachers as a subject of the study. It was better to take different grade levels and school, but it was limited on grade nine Radical Academy students. This was due to financial and time factors, and it was not possible to include some more subjects.

While collecting data through questionnaire some students were not voluntary, and did not show interest to give their own response and respond to the questions of the questionnaire simply by copying from a near-by student. However, all necessary actions were taken to solve these problems and to make this study complete.

## **1.8. Acronyms**

CLT-	Communicative Language Teaching
EFL-	English as a Foreign Language
ELIC-	English Language Improvement Center
ELIP-	English Language Improvement Program
ELT-	English Language Teaching
ELQIP-	English Language Quality Improvement Program
ESL-	English as a Second Language
MOE-	Ministry of Education
SLA-	Second Language Acquisition
SGT-	Small Group Teaching
SI-	Supplementary Instruction

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK**

Learning English is an essential requirement for success both at school and for further education, training and employment for students who speak a language other than English as their first language. The English as a Second Language (ESL) program aims to develop ESL students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training. (New South Wales Department of Education and Training, 2004)

This chapter has brief ideas or issues related to the topic studied. It has a brief description about supplementary instruction, definitions of tutorial/ supportive classes, and objectives of the program, review of important activities of the program will be discussed briefly. In addition to this, how tutorial class is conducted will be discussed. Finally, impacts of the program will be given consideration.

In previous study Beniam A. (2008) tried to show his findings as extra class activities have important roles on language skills improvement among students. His study was mainly focused and aimed at examining the role of students activities outside the regular class hours in improving learners English skills especially on speaking skills and listening skills. It is obvious that his study has vital role; however, the present study described beyond the role of the program and focused on describing or studying how the program is practiced in the school.

### **2.1. Supplementary Instruction (SI)**

Supplementary instruction is an academic support program developed by Deanna C. Martin at the University of Missouri-Kansas City in 1973 to help support students enrolled in difficult courses and to improve the performance and retention of low-achieving students (Martin and Arendale 1993). Supplementary instruction (SI) offers regularly scheduled, out-of-class study sessions to all students enrolled in the course. The sessions are led by SI Leaders, students who have previously and successfully completed the course. All sessions are designed to get students working together to help develop strategies to master course content, review material, and prepare for quizzes and tests. The SI Leaders are there to help make sure you are on the right track and to offer support and

guidance. Moreover, according to Exley and Dennick (2004) a teacher may choose to organize and divide a larger group of students so that in fact they are working in a series of small groups. This is often referred to as syndicate (group) working and allows the teacher to use many small group teaching (SGT) approaches, even when the class size is large.

SI was also supposed to help students in developing study strategies for the future courses. The goals of the program included reducing attrition (falling) “without lowering academic performance” (Widmar, 1994). Therefore, attending supplemental instruction provide opportunities for shaping their own learning process, students necessarily become independent and active learners. Previous research demonstrates peer tutoring and other forms of supplemental instruction to be an effective strategy for increasing student achievement at various educational levels (Bargh & Schul, 1980).

On the other hand, Supplemental Instruction is an intense level of academic support that, like tutoring, is based in skill development and guided practice. So, supplemental instruction is designed to deliver academic support to students in a specific course by embedding a tutor, or supplemental instructor, in the class. The following are learning outcomes of supplemental instruction.

students will:

1. More effectively engage the course material through increased exposure and regular review of the specific course's fundamental learning skills
2. Through regular guided practice, develop increased confidence in applying subject skills to course assessments and other assignments
3. Become more responsible and mature learners and develop the skills necessary to engage the supplemental instructor and faculty in dialog conducive to solving academic issues
4. Increase their capacity to work in groups as well as their ability to lead discussions amongst their peers given course subjects, session exercises, or structure review with the supplemental instructors

5. Expand their knowledge of the course's larger academic field, possible career paths, and opportunities for advanced study.

In general, supplementary instruction can be as the formal and informal learning and developmental enrichment opportunities provided for students outside of school and beyond the regular school time. Some of these activities may occur inside the school building but are beyond those included in the formal curriculum of the school. It provides organized, peer-facilitated group study time, focuses on how students prepare for class outside of class, integrates what to learn with how to learn, revolves around student-to-student interaction and cooperative learning, targets at-risk courses rather than at-risk students and encourages students to take responsibility for their own learning.

## **2.2. Definition of Tutorial Class or supportive English Classes**

A tutorial is a method of transferring knowledge and may be used as a part of a learning process. More interactive and specific than a book or a lecture; a tutorial seeks to teach by example and supply the information to complete a certain task. Depending on the context a tutorial can take one of many forms, ranging from a set of instructions to complete a task to an interactive problem solving session (usually in academia or academic circle). In addition, tutorial class is a good situation and process to create interaction in learning. In Good and Brophy (2008), (Pearson and Graesser 1999) conceptualized tutoring as a five step process: 1. A tutor asks a question or provides a problem for the tutee to solve; 2. The tutee answers; 3. The tutor gives feedback; 4. Tutor and tutee collaboratively improve the quality of answer; and 5. Tutor assesses tutee's understanding of the answer. Steps 4 and 5 are important because these activities cannot be done frequently by teachers working with a whole class, and it is done in small class size to give support adequately. Hence, we can use tutorial classes to promote students learning ability.

Sometimes, students act as tutors to other students and a classroom setting is not enough for a student to learn all materials that they need to know in order to pass the test or to go on to harder classes. Academic tutoring from students at a higher grade level or experience in an academic setting can help to encourage and strengthen a student so that they do not fall behind.

In general, tutorial can be taken as a good interactive teaching learning process. As (Bligh, 1972) states in (Lam Bick-Har, 2007) active learning can be applied in tutorial classes. By nature, tutorials are highly interactive; it was believed as the effective means to promote higher order thinking and generic (broad) skill development. It is reasonable to believe that tutorial class facilitates active learning. Tutorial plays the role of support, remedial, investigation, revision on learning the specific themes introduced in lectures.

### **2.3. Objective of Tutorial or Supportive English Classes**

As everyone knows supportive class has its own objective and important in enhancing students' language ability. It is clear that learners may have different abilities and styles of learning. As a result, there are students who are active learners as well as passive learners in the regular class. Thus, the objective of teaching English in tutorial program is to provide proper supportive teaching to the learning difficulties of students, for instance, understanding a reading text, constructing meaningful sentences, speaking well, listening and etc., so that they can work and progress their knowledge in appropriate time.

As to Good and Brophy (1997), one of the aims of supportive English teaching seems to give support, encouragement, and task assistance. This is because some students become discouraged to the point of "failure syndrome" or "learned helplessness." They tend to give up at the first sign of difficulty and need more intensive and individualized encouragement.

#### **2.3.1. Tutorial Class Promotes Interaction**

Interaction is the prominent situation in language learning. As Rivers (1981) stated through interaction, students can increase their language stores as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, joint problem solving tasks, or dialogues journals. In addition to this, it is raised that teachers frequently over look how much students learn from their peers. Tutorial class gives opportunities for students to interact with peers. According to Good and Brophy (2008) stated, students usually enjoy activities that allow them to interact with peers. You can build peer interaction in to whole-class activities such as discussion, debate, role play and so on. As we understand from the above point of view, learners can enhance their academic performance by having good interaction. Especially this interaction is

very important and can be in remedial work with discouraged students because some students become discouraged to the point of “failure syndrome” or “learned helplessness.” They tend to give up at the first sign of difficulty and need more intensive and individualized encouragement. Most students who need remedial work on their expectations are low achievers of limited ability who have become accustomed to failure. These students may benefit from mastery learning. Give them tasks that they should be able to handle, provide individualized tutoring as needed, and allow them to contract for a particular level of performance, and to continue to study, practice and take tests until that level is achieved. Good and Brophy (2008).

### **2.3.2. Creating Opportunities and Promoting Learner Responsibility**

In traditional classrooms, the teacher’s talk is dominant. Teachers lecture, explain language skills, conduct drills, and at best lead whole-class discussions in which each student might get a few seconds to talk. Since there are more and more large classes, many students even don't have the opportunity to master English in class. The interactive approach helps to solve the problem. With traditional methods, language tends to be restricted to initiation only by the teacher. In general, tutorial class improves learning motivation and lead students to have well interaction.

Tutorial class can help learners to gain a responsibility for their learning and this is mainly done when students interact effectively. However, in a relatively small class of 15 to 20 students, traditional ways often give students a screen to hide behind. But in the tutorial program, the relationship between teacher and students and among students themselves is friendly and cooperative. Cooperative learning provides opportunities for face-to-face interaction among students in school tasks, which is considered important for second-language acquisition (Allright, 1984). Studies indicate that cooperative learning develops general mutual concern and interpersonal trust among students (Canale, 1980). So in interactive activity, students are aware that they "sink or swim" together, that each member is responsible for and dependent on all the others.

In general, as (Exley, K. and Dennick, R., 2004) tutorial class has the following advantages: It encourages students to learn actively and to participate in class, provides a forum for deeper and more critical engagement with a topic, allows the tutor to give feedback and support to individuals, requires the students to take responsibility for their own preparation and learning, and facilitates collaboration and group learning, develops many forms of communication, analytical and

problem-solving skills, allows a greater amount of interaction between teacher and students – it is the place you get to know your students. It allows students to practice a wide range of ‘transferable’ or ‘key’ skills, such as communication skills and group working. In addition to this, students and teachers can get to know each other better, supportive relationships between peers and with tutors can be built and exchange and bi-directional feedback can take place.

On the other hand, tutorial class has some disadvantages like: it requires significant investment of resources, especially tutors time, depends on the facilitation skills of the tutor and so may be variable in quality, needs to be organized and well managed to allow discussion, requires all students to participate (even shy or quiet people) and be encouraged and supported to do so. This may be a particular issue if some students are non-native English speakers and less confident to participate in activities. May be less effective if all students do not prepare adequately (ensuring students come to class having done their reading or pre-work).

#### **2.4. The Practice of Supportive Activities in Teaching English Language**

Language acquisition is a long process which benefits from a cycle starting with comprehensible input and leading to confident production of the language. Effective language learning will take place only if the appropriate conditions are take place. This means clear planning, delivery and evaluation in the classroom, knowledge of learners’ needs and strengths and an understanding of the language demands and opportunities of the curriculum (Christine Bold, 2004). Additionally, Bold 2004 stated that language acquisition is most successful with comprehensible input and opportunities for rehearsal and practice. As (Allright, 1984) states, in traditional way teachers are dominant in classroom and learners are passive and lack enough time to enhance their performance. However, when we see supportive activities, they are given in order to improve learners’ English ability and give an opportunity for students to participate in tasks they learn. As we understand from this point of view, learners learn language from favorable conditions or the way they learn should be suitable to acquire language.

On the other hand, English language is a medium of instruction accepted globally and ability in English on the part of both teachers and students determines the effectiveness of the teaching and learning process in the schools. This means, teachers and learners should have best practice of the language. Best practice make instructions in a clear manner, providing examples of good work,

showing concrete visual aids, and allowing students to practice activities given, for students to consider ideas are some techniques that help all students process the content. In addition to this, a major concern of second language teachers is how to generate rich and meaningful interaction in the classroom which will facilitate SLA. Supportive activities can be beyond regular class time and practiced in small class size.

## **2.5. Role of Teachers in Teaching English Language**

In any teaching-learning situation, the role of the teacher in the classroom is paramount significance because it is central to the way in which the classroom environment evolves. Moreover, the role adopted by the learner in the classroom also hinges (joint) on the role adopted by the teacher. Therefore, teachers must be clear about their role in the classroom so that there is no chasm (difference) between their perceptions of their role and what they actually practice in the classroom.

Teachers are responsible for the educational program of all students in their class. They are responsible by: assisting ESL students in their class to develop the competence in English necessary for achieving the outcomes of the key learning areas, developing and implementing teaching programs, practices and strategies that address the English language and literacy learning needs of ESL students in the key learning area, working collaboratively with ESL teachers, counselors and other personnel to ensure appropriate support, assessment and reporting for their ESL students.

Roles describe what people are supposed to do. In the domain of English Language Teaching (ELT), several methodologists (Littlewood, 1981; Richards and Rodgers, 1986; Tudor, 1993; Harmer, 2001) have suggested many potential roles for a language teacher. Richards and Rodgers (1986) consider teacher roles as part of the design component of a method, pointing out that these are related to the following issues:

- (a) The types of function teachers are expected to fulfill,
- (b) The degree of control the teacher has over how learning takes place,
- (c) The degree to which is the teacher is responsible for determining the content of what is taught, and

(d) The interactional patterns that develop between teachers and learners.

Littlewood (1981) conceptualizes the role of the language teacher broadly as the “facilitator of learning” in the context of Communicative Language Teaching (CLT) instead of rather narrow concept of the “teacher as instructor”. According to Littlewood, a teacher’s role as a facilitator entails the sub-roles of an “overseer or supervisor” of student’s learning, a “classroom manager”, a “consultant” or “adviser”, and sometimes, a “co-communicator” with the learners. Harmer (2001) point out that the ultimate aim of all roles is to facilitate the students’ progress in some way or the other. He talks about using certain “precise” terms for the roles that teachers play in the classroom: controller, organizer, assessor, participant, resource, tutor, and observer. In addition, Tudor (1993) looks at the role of the teacher in the context of the notion of the learner-centered classroom, a kind of classroom in which the focus is on the active involvement of the learners in the learning process.

When we see all the above ideas, teachers have a great role in enhancing student’s academic performance. They have responsibility of being good facilitator for their students. Similarly, we can take teachers role in supportive classes too. They are responsible to manage what should be learned, and what is important for learners. In supportive classes they can be tutor or facilitator to solve learner’s academic problem. If students supported by their teacher, they can improve their knowledge and be competitive in the class. Teachers in supportive class focus on selective activities and learners also have a chance to practice and participate in the given activities.

## **2.6. Kinds of Activities Given During Tutorial Class**

Many language tasks or activities may be given in normal classroom. Teachers raise activities for learners during formal class; however, the main question here is how these activities delivered or practiced. When we see it, the number of students in regular class especially in our country is high. And also teachers lack time to give opportunities for learners to participate in the activities given in the classroom. Most of the time teachers in high school prefer to cover the portion than getting learners practice language activities wisely. Because of these reasons, activities in tutorial class preferred to lead learners to expose themselves to varieties of activities with enough time to master them. The activities given consideration in tutorial classes may be the same with regular or different. This is because it depends on how students can enhance their academic performance than

only taking what is on text book. A group who organize the program may select activities should be given consideration to support learners.

There are many important activities given in tutorial classes to support students' language performance. In this class students practice and participate on all activities specially students who need assist or in need. The teachers or the students who lead the class give consideration for all skills because each skill has its own role in improving students' academic performance. However, the time given for each skill may vary. This is to mean that the time given for activities depend on the relevance of improving students skills. These activities can enhance ability of language skills. From these activities the following are some of them:

### **2.6.1. Debate**

Debate enables students to express their ideas in a safe environment, where they can have fun and experiment with a new language while being challenged by other students. It encourages students to take risks with language and to think and process in the target language and a sure way to improve speaking and listening skills dramatically. In debate participants voice their ideas and back them up with evidence. Debating involves research and teamwork and so accustoms students to work together. It allows them to build their knowledge base by helping others and gives them confidence to ask for help (Nancy Claxton, Ed.D. 2008).

### **2.6.2. Role plays**

Role plays and simulations promote critical thinking and creativity, encourage students to take risks with new language, and help develop cooperative skills in a safe setting. These exercises also compel students to think on their feet. Here, students are assigned roles and given a scenario (situation) with different elements and complications that they must address in their roles. For example, students may role play tourists and tour guides who must deal with a flooded town or a situation in which all hotels are booked. The activities in this section involve role playing and simulations to teach ESL (Nancy Claxton, Ed.D. 2008).

### **2.6.3. Drama**

Drama according to Maley and Duff (1978) releases imagination and energy and this could be considered as an educational objective. Thus, drama encourages students to exercise their sensitivity and imagination and thus makes learning more realistic and meaningful.

Susan (1981) defines drama as any activity which asks the participant to portray himself in an imaginary situation; or to portray another person in an imaginary situation. Drama is thus concerned with the world of 'let's pretend'. It provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination and memory. Drama refers more to informal drama (creative dramatics) as it is used in the language classroom and not on stage. The participants in the drama activities are thus learners and not actors.

Drama can foster language skills such as reading, writing, speaking and listening by creating a suitable context. Drama is a powerful language teaching tool that involves all of the students interactively all of the class period. Drama can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action. Teaching English as a foreign language inevitably involves a balance between receptive and productive skills; here drama can effectively deal with this requirement. Through drama, a class will address, practice and integrate reading, writing, speaking and listening. Drama also fosters and maintains students' motivation, by providing an atmosphere which is full of fun and entertainment. In so doing, it engages feelings and attention and enriches the learners' experience of the language.

In Dougill J. (1987), "drama is a unique tool, vital for language development" as it simulates reality and develops self-expression. Drama activities or techniques are equally successful in making learners experience language in operation and provide motivation to use language embedded in a context and a situation. The simple "acting- out" requiring the learners to adopt a new position involves them creatively.

#### **2.6.4. Telephone Conversations**

Telephone conversations test the learners' ability to react quickly and, though the learners are free to say whatever they like, they have to bear in mind whatever is said by the other speaker and continue the conversation accordingly. This technique helps in enhancing the speaking-listening skills of the learners.

#### **2.6.5. Dialogues**

Dialogue means a conversation between two or more people. According to, Billbrough, N. (2007) dialogue is an interaction between two people and can use as a source of input and as a way of structuring language practice. Using dialogues to help students develop their conversation skills is

common practice in most English classes. One of the main advantages to using dialogues is that students are given a rubric (instruction) as a basis on which they can then build. Once they have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation.

Dialogues can be used in many ways in a classroom. Here are a few suggestions for using dialogues in the classroom: it introduces new vocabulary and help students become familiar with standard formulas used when discussing various topics, as gap fill exercises for students as a listening exercise, use dialogues for role-plays, have students write dialogues to test key vocabulary and language formulas, have students memorize simple dialogues as a way of helping them improve their vocabulary skills, ask students to finish a dialogue, introduce dialogues as gap fill dictation exercises. Each dialogue is presented in full and focuses on a specific topic. Bilbrough, N. (2007).

#### **2.6.6. Reading Activities**

This is one of the issues should be given attention to enhance students language abilities. In the classroom students reading activities would greatly increase and develop the student's language ability. In language learning, reading is considered as one of the most important lessons for the learner. Researches in extensive reading have shown many beneficial effects on students. Nation (2001) claimed that when learners read, they not only learn new words, but they can also develop their syntactic knowledge as well as general knowledge of the world. Other recent studies have also shown that students who participated in extensive reading increased gains in the areas of vocabulary knowledge ( Hirsch, 2003; Horst, 2005) as well as in reading comprehension and reading fluency ( Hirsch, 2003; Iwahori, 2008; Sheu, 2003). One possible explanation for the increase is that students acquire new words incidentally through reading thousands and thousands of words every day. Learning vocabulary this way may be considered more effective than rote memorization because through reading interesting texts, students learn new vocabulary and review old ones. By increasing the amount of reading, especially reading for pleasure, it can increase both vocabulary knowledge and reading rate, both of which are an important part of reading comprehension (Martin- Chang and Gould, 2008). As we understand from the above points of view students should be exposed to read different materials and participate in activities. All

students may not get the chance to participate freely in the regular class. Therefore, these students need additional learning time beyond the regular period like supportive class time and extra activities.

In supportive class the teacher can use outside reading materials. Outside reading materials could also enhance student motivation especially if they find the reading passages from the course book too easy or uninteresting. With the use of outside reading materials, the teacher can also design many different activities for the classroom. For example, if the class is reading a short story, the teacher can use class discussions as a form of conversation practice. Teachers can also have students do different kinds of presentations based on their readings.

### **2.6.7. Writing Activities**

Writing skill is also one of the skills should be given consideration in improving students' academic performance. These activities can be given in the formal classroom teaching, but students may not be exposed to various writing activities. They may lack enough time to master writing ability; however, by the help of supportive classes and participating in activities given it is obvious as learners can improve their knowledge or academic performance. Teachers should teach the basics of how to write using various practices that will encourage students to begin to write on their own. Whether you are teaching an adult, child or foreign student, writing practices will help your student begin to write with confidence. According to Byrne, D. (1988) stated writing provides variety in classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher). At the same time, it increases the amount of language contact through work that can be set out of class. In addition to this, the practice of some form of writing enables learners to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention. Through different writing activities, it is possible to provide learners with some tangible evidence that they are making progress in the language.

In general, all of the above given activities can develop students language ability if they are practiced properly by students. In the classroom, all these activities may not be given attention due

to time limitation and large class size; however, during tutorial class teachers give attention on activities that improve students' language performance by using these activities and lead learners to participate on the given issues.

## **2.7. Ways of Conducting Supportive English Classes**

Conducting supportive classes also benefit students to make behavioral changes. As a result of participating in supportive classes many resistant learners have become cooperative, apprehensive (fearful) learners have become self-confident, discouraged students have become hopeful, and acquire a more positive attitude toward school. After all, they remarked that the use of support may not only build students' self-concepts but may also motivate those who have experienced much failure because of learning problems. It is likely that supportive or tutorial program involves teachers or students to tutor and students to be tutored. Normally, tutors can be regular class teachers and selected students and tutees are students who need support. Thus, these two persons, i.e., the teacher and students meet together with the expressed purpose of increasing the intellectual skills and school performance of the student. Moreover, usually this program is done out of the regular class or school program in a small group of individual teaching situations. Therefore, supports can be given to students by the regular class teachers, by using peer-tutoring or cross-age tutoring (Good and Brophy, 2008).

Good and Brophy (2008) also expressed that individualized tutoring would be the optional means of achieving most academic objectives, but classroom management responsibilities severely limits teachers' opportunities to tutor. They recommend that teacher or the selected student tutor struggling students as often as they can, both by making time to help them individually during class and arranging to tutor them outside class. Thus, one way to supplement instruction is to arrange for students to be tutored by someone other than the teachers. If teachers' aides are available, this is one important function they could perform. The same is true for adult volunteers in the classroom. Therefore, it is possible that students can tutor one another, i.e., the options are peer-tutoring and cross-age tutoring.

### **2.7.1. Peer Tutoring by Classmates**

Peer tutoring is a way of giving support to students. The term "peer" is used to indicate that students of similar age, grade, or academic status are working with one another or peer tutoring

occurs when the tutor and student are the same age. Peer tutoring can be referred as "peer teaching," "peer learning," "students helping students," "child-teach-child," or "peer homework help."

On the other hand, peer tutoring is a method of teaching in which one student (or a small group of students) receives personalized and individualized instruction (Medway, 1995). In tutoring, the teaching is called a tutor, while the student is called a tutee. Tutoring most often supplements traditional classroom instruction, which is typically conducted in large groups for those students who require remedial help and those who have difficulty learning by conventional methods.

Peer tutoring is usually effective when tutees are tutored in groups or individually. A tutoring session could also include recreation, games, refreshments etc. for making it more effective. Ultimately the participants of peer tutoring sessions, both tutors and tutees, begin to take control of their own learning. When students do not understand a teacher's explanation, peers are often able to provide explanation in words that are more easily understood, i.e., they are able to communicate in comprehensible words. Although teacher has an important role in monitoring student discourse and planning instruction that meets emerging needs, students are encouraged to work together, build social skills and develop friendships, adopt leadership role, participate in discussions, facilitate each other's learning and engage in problem-solving.

Peer-assisted learning provides opportunities for learner involvement, with the benefits of immediate responses and feedback through which students can also improve their problem-solving skills in collaborative tasks (Cowie and van der Aalsvoort 2000). Previous studies have shown that peer-assisted learning enables students to take more responsibility for their own learning, promotes creative problem-solving and develops group working skills (Boud, Cohen, and Sampson 1999; Rowland 2002).

In general, peer tutoring can be used as a supplement to large group classroom teaching, and it improves academic skills, fosters esteem, develop appropriate behaviors and promote positive relationships and cooperation among peers, students-both tutor and tutee-gain their self-esteem, self-respect, ability to interact with each other on a constructive and appropriate basis, helps students with learning problems to learn a new skill and develop a positive attitude towards school.

### **2.7.2. Cross- age Tutoring**

Cross age tutoring is a formal process in which caring older students helps younger students by tutoring them in specific areas, by role modeling good social skills or Cross-age tutors are students in higher grade levels who work with younger students (Thomas 1993). Good and Brophy (1997), Gausted (1993) also stated that cross-age tutoring shows where older students work with younger students, or the student is usually younger than the tutor.

Peer tutoring and Cross-age tutoring offer many advantages over the traditional teacher-centered model of education. Students can spend much more time actively engaged with the subject matter by working in pairs or together. They may find motivation to learn in helping others, and gain a sense of responsibility for their learning. Various peer and cross-age tutoring schemes have been shown to boost academic performance, improve self-concept, and decrease the likelihood of dropping out. These methods have proven successful with students with learning disabilities and low academic achievement.

## **2.8. Organizing Tutorial Activity Programmes**

It remains a common belief among various educators that success in any learning programme is determined in terms of how well learning is organized and managed. The fact that student activity programmes are one form of learning, they should effectively be organized and managed. This would be a leading factor for the activity programmes to be fruitful (Keefe and Jenkins, 1997). Therefore, the program needs effective management, and school administrator plays a great role to organize or order and make the program conducive. Then after teachers can conduct activities and help students to join and attend the program as much as possible.

Tutorial has been shown widely beneficial to students from diverse backgrounds, ages, and at different levels of skill and knowledge. It increases students' time spent in academic instruction and engagement, and has been used effectively to address individual needs in remedial programs for at-risk and for a second language learners (Greenwood, 1991).

## **2.9. The Possible Impacts of after School English Tutorial Classes on Students Academic performance**

After school tutorial classes maybe given for a few courses like English and Mathematics, and students who attend may give attention for the course they take in tutorial class. This may have its own impact on the knowledge of students and on other courses; students may face lack of time to study, to do their homework, to help their family and so on.

On the other hand, if there is no good administration to conduct, to arrange supportive classes, there will be a weakness. Here students may learn what is given from their teacher but do not give attention for what they learn. This means if supportive class is not properly managed by teachers or tutors and students don't realize why they are getting support, it may not be effective. So, since it is not sometimes properly managed by the school administrators and teachers, it fails. The teachers don't give support continuously. They just start and stop in the middle. This may be taken as the impact or weakness of supportive English class has on learners. This means students attend the class but have no good leaders. If this is something happen continuously learners may be affected and do not use their time properly.

## **2.10. English Language Improvement Center (ELIC)**

ELIC serves as resource centers and run different clubs to provide exposure for better learning and communication in English. They also deliver to build the capacity of English language instructors, academic, administrative and support staff and students.

The English Language Improvement Program (ELIP) was established in 2002 to help raise the standard of English in Ethiopia through the provision of language improvement courses for the country's primary and secondary school teachers. The program changed in 2009 to become the English language quality improvement program, (ELQIP). It was led by a team who were based in the ministry Education (MoE), Addis Ababa. (Pat McLaughlin and et al. 2012)

It is obvious that the English language is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects in Ethiopia. In studying English, students develop skills in listening, speaking, reading and writing which in turn help them

to understand texts, lectures, and to actively participate in their academic atmosphere and in the field of work. Moreover, in studying, English students learn to express themselves creatively and imaginatively to communicate with others confidently and effectively. However, the learning of English language as a subject in schools and as a course higher learning institutions is not enough to use it to the expected level of fluency and accuracy for different purposes. Therefore, it is on this ground that the Ministry of Education (MOE) established the English Language Improvement Centers (ELIC) in every higher education institution in the country. It is believed that these centers play significant roles to improve English language teaching and learning in the country through getting teachers and students able to use English language to their level best. It is also imagined that ELIC contributes a lot by addressing some of the core challenges by providing opportunities for Students, teachers, and office workers. In line with this, students, teachers and office workers are beneficiaries of the program as it lets them the opportunities to practice English language, and learn specific language content.

English language improvement Center (ELIC) is one of the programs that can help learners to improve their academic performance. This program may be given at school or university or college level. The researcher tried to see ELIP program in Adama University. This university has its own purpose to design the program. From these we can see some of them: The English Language Improvement Center here designed a year-round extracurricular program for the students, teaching staff, secretaries, and administrative staff. Therefore, more specifically, the program will help students to: Improve ability in English language skills, increase their exposure to audio and video materials in English, improve their language proficiency, improve their study skills, and enjoy working cooperatively with others. In addition it helps teaching staff to: improve their English language, develop their research skills, develop research report writing skill, and improve their research presentation skills. Administrative staff also can be benefited from the program because it increases their exposure to English language, improve their English language skills, use English for effective communication, and use English language for office works. Moreover, ELIC program helps Schools', Departments or Units' secretaries to: Increase their exposure to English language, improve their English language skills, use English for effective communication, use English language for office purposes, and develop minutes and memo writing skills.

ELIC in this university is free for: students who are intending to improve their English Language proficiency, students who want to improve their study skills, students who are with low English language proficiency level within this University, female students with very low language proficiency, interested teaching staffs that are intended to undergo their postgraduate studies, interested teaching staffs that are intended to conduct researches, secretaries in the University, and interested Administrative staff. The program runs throughout the academic year. Students can join at any point. The first semester: October \_January and The second semester: March – June.

In general, this program is helpful for learners to enhance their academic performance and gives opportunities to practice English language. When we see the practice of the program in this university referring to the coordinator of the program, many students benefited and got enthusiasm in their classroom learning. We can take this program as similar to after school class that takes place at high school level. It is believed that both programs designed to help learners to improve their academic life. The difference between these programs may be in the implementation and practice takes place. At university level ELIP is better organized than at high school level. Many interested groups can take part or join the program in university; however, at high school level only students participate in after school classes.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

As it is mentioned in the previous sections, the main goal of the study was to describe the practice and possible impacts of after school English tutorial classes. In order to achieve this goal the researcher used a descriptive method. The researcher employed this method mainly because it is believed that, it is suitable and relevant for the study which looks into what actually happens in the classroom in the teaching learning process and during tutorial classes. In addition, a descriptive method is concerned with conditions, practices, structures, differences or relationships that exist, opinions held, and processes that are going on or trends that are evident. To obtain descriptive information the researcher used questionnaire for students, interview for teachers and classroom observation.

#### **3.2. Research Setting**

The data collection was carried out in Addis Ababa Radical Academy. The selection of the school was purposive. It was selected because of no one did his/her research at this school in this area of study, and also limited schools are giving the program, but this school gives the program more continuously than others. And also students who attend the program are high in number. In addition, the school is near to the researcher's learning and living area.

#### **3.3. Population and Sampling**

The target population of the research was grade 9 students and teachers at Radical Academy. The researcher used census sampling technique to collect data. The reason that the researcher used census sampling is due to the low number of students who attended the program. So, all available students participated in the study. And also all the available English teachers who were giving the classes in the program participated or took part. There were ninety seven students and four teachers who participated in this study. In general, both students and teachers were selected by using available sampling technique.

### **3.4. Data Gathering Tools**

To obtain descriptive information in the practice and possible impacts of after school English tutorial classes various data gathering tools were employed. First questionnaire was prepared for students of the school. There was also an interview for the teachers. In addition to this, classroom observation was used to assess teachers teaching approach and the students' activities in the process of teaching learning of English language.

#### **3.4.1. Questionnaire**

The questionnaire was designed for students to attain the required information about the practice used in after school classes and also the possible impacts happen by giving tutorial classes. It consisted a number of items intended to get information for above ideas. It contained 24 items. The questionnaire for the students was conducted in Amharic so as to ensure better communication and maintain reliability.

#### **3.4.2. Interview with teachers**

The researcher used this data gathering tool mainly to support questionnaire or to get further information which could validate the responses revealed through the questionnaire. And also it helps for clarifying some of the answers given in the questionnaire or it helps to minimize ambiguity. The interview contained 12 items and four teachers participated.

#### **3.4.3. Classroom Observation**

The other data gathering tool that was used by the researcher was observing language tutorial classes one time per class to further enrich the information that was obtained through the other instruments. Three classes were observed one time each. In addition, the researcher used observation to determine the practice takes place in the program or teaching learning process and to observe class interaction in language classes to consider students activities and interest in using the language. During observation, issues such as learning tasks, classroom interaction, learners grouping, and learning material were emphasized and observed in after school classes.

### **3.5. Data Analysis**

To analyze the data that was collected through the above tools; both quantitative and qualitative methods of data analyses were employed. The data collected by questionnaire tabulated and

analyzed using percentage. The interview questions are open-ended and the data gathered were analyzed and discussed in words. Similarly, the practice and possible impacts of after school English tutorial classes which was observed by the researcher was analyzed and discussed qualitatively. In general, both quantitative and qualitative data were used and analyzed using descriptive statistical tools as frequency, percentage, and discussed in words.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION

The main purpose of this research is to study the practice and possible impacts of after school English tutorial classes. Hence, this part of the study presents the findings and discussions of data gathered through questionnaire, interview and classroom observation.

#### 4.1. Students' Questionnaire Responses and Discussion

The results from the data are discussed under the following two categories: students change towards the program which is collected using yes or no, comparison, rating scales items, and attitudes of students which are used open ended items towards the practice and possible impacts of after school English tutorial classes.

Hence, the tables that follow show the frequencies, and percentages of the students' responses to each item under each category. We can see all students questionnaire under appendix A.

**Table 1: Student's Response to Number of Tutorial Classes given per/week**

Item no	Response							
	1-2		3-4		5 and above		Total number of respondents	
	F	%	F	%	F	%	F	%
1	24	24.74	73	75.26	-	-	97	100

Item number one was designed to know about how many times they attend tutorial classes per/week. Most students about 75.26% of respondents reported that they attend English tutorial class 3-4 times per week. The other 24.74% of respondents attend the program 1-2 times per/week. From this we can understand that students do not miss almost all supportive classes given for them since 75.26% of respondents reported as they attend 3-4 times per/week.

**Table 2: Student’s Response to why they attend After School Class**

Item no	Response									
	Peer influence		Forced by parents		wants to enhance your knowledge		Wants to improve your examination result		Total number of respondents	
	F	%	F	%	F	%	F	%	F	%
2	-	-	17	17.53%	58	59.79%	22	22.68	97	100

Item number two goes to why students attend after school English tutorial classes. They responded their reason as follows. More than half of students about 59.79% reported as they joined the program to enhance their knowledge and another 22.68% of respondents reported as they want to improve their exam result. When we see this idea, it is good and most students participate in the program to improve their knowledge. The other respondents 17.53% answered as they attend program because of their parents influence or forced by their parents. These students may learn without interest and have no awareness about the program. However, the literature supports as supportive classes can add motivation or interest in students learning. In addition, supportive class or tutorial class gives opportunities for students to interact with peers. According to Good and Brophy (2008) students usually enjoy activities that allow them to interact with peers. They can build peer interaction in to whole-class activities such as discussion, debate, role play and so on.

**Table 3: Student’s Response to their Academic Performance whether they agree or not**

Item	Response					
	Yes		No		Total number of respondents	
	F	%	F	%	F	%
3	61	62.89%	36	37.11%	97	100
5	56	57.73%	41	42.27%	97	100
6	24	24.74%	73	75.26%	97	100

Item number three was designed whether students' academic performance and examination result improved after attending tutorial classes. For this item about 62.89% of the respondents answered "yes" and their academic performance enhanced gradually. As it is expressed by Hock, M, F. and et al. (1995) before and after-school tutoring programs have been identified as having the potential to turn academic failure into academic success. As these writers wrote two studies were conducted to determine the efficacy of an after-school tutoring program. Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. Therefore, attending the program has benefits to improve academic performance. However, about 37.11% of respondents answered "no" and reported as they couldn't enhance their academic performance. These respondents explained their reason as follows: they learn without interest, they learn by influence of parents and school, the time given is not enough and so on.

Item number five is about school organization on supporting learners. Here 57.73% respondents gave their opinion as it is organized well to support them. The other 42.23% of respondents refused and didn't accept the idea that their school has organized program to support them. From these respondents we can understand as the program should be organized better to support learners than before.

Item number six is whether after school English tutorial classes have negative impact on student's academic performance. On this item about 24.74% of respondents gave their view or answer that the program has negative impact on their academic performance. However, most respondents (75.26%) reported as the program has no negative impact. When we see the reasons of those respondents who responded "yes", stated their reason as tutorial class has negative impact and kills time or affect them to cope with other courses.

**Table 4: Student’s Response to their Performance in Comparison of Before attending and After attending the program**

Item no	Response					
	Before attending tutorial class		After attending tutorial class		Total number of respondents	
	F	%	F	%	F	%
8	38	39.18%	59	60.82%	97	100
9	42	43.30%	55	56.70	97	100
10	34	35.05%	63	64.95%	97	100
11	46	47.42%	51	52.58%	97	100
12	39	40.21%	58	59.79%	97	100

When the researcher comes to item number 8, 9, 10, 11, 12 they are comparison on the performance of learners between before and after attending tutorial classes. Item number 8 is when do students answer their teacher’s question. On this item 39.18% of respondents reported that they answer their teacher’s question before attending tutorial class. However, most students about 60.82% answer question and participate in the class after attending tutorial class. Here from these respondents (60.82%) we can understand the program has positive impact or helps learners to enhance their confidence in learning. Based on the above idea (Exley, K. and Dennick, R., 2004) suggested as tutorial class encourages students to learn actively and to participate in class, provides a forum for deeper and more critical engagement with a topic, allows the tutor to give feedback and support to individuals, requires the students to take responsibility for their own preparation and learning, and facilitates collaboration and group learning, develops many forms of communication, analytical and problem-solving skills, allows a greater amount of interaction between teacher and students.

On item number 9, 43.30% of respondents share their learning and studying techniques with the classmates before attending tutorial program. On the other hand, 56.70% of respondents reported as they share their learning and studying techniques with their classmates after attending tutorial classes. From this, we understand attending tutorial classes are effective and can lead learners to share ideas with classmates.

Again when the researcher comes to an item 10 and 11, they are on preparation and revision of lessons. In both cases students who do preparation and revision is greater than the rest. In these items 35.05% and 47.42% of respondents do preparation and revision respectively before attending tutorial classes. The other respondents are who do preparation and revision of lessons after attending tutorial classes. These are about 64.95% and 52.58% respectively. We can take these percent as positive toward the program but when we see the number especially on revision almost both sides are the same. Therefore, the school and teachers have to work hard to have attendant students who do best preparation on what they will learn and revise what they have learned.

On item number 12, the same to item 8, most respondents answer their teacher’s question after attending tutorial classes, on item 12 also 59.79% of respondents gave their response that they ask questions at the end of the lesson after attending tutorial classes. On the other hand, about 40.21% of respondents reported as they do not ask their teacher or tutor after the program. These respondents may lack interest to participate in the program, but literature supports as after school program leads learners to be active participant and add confidence in the class. So, the school administration and teachers do their best to create awareness on their students about after school tutorial classes.

**Table 5: Students’ Response to the Role of After School Tutorial Class to Develop Self-confidence**

Item no	Response										Total number of respondents	
	SA		A		N		DA		SDA		F	%
13	F	%	F	%	F	%	F	%	F	%	F	%
	28	28.86%	25	25.77%	22	22.68%	16	16.49%	6	6.19%	97	100%

Item number 13 in the above table was designed in attempt to see students’ attitudes towards after school class activities they were involved in, if they could help them to feel confident due to the practice of after school class activities. For this item of the respondents expressed their agreements (strongly agree and agree). When we see in percent, about 54.63% of respondents agreed with the idea given and they became confident after attending tutorial classes. In contrary to this agreement,

respondents who disagreed with the above item were not few in number. Hence, the school administration and teachers should give attention or focus towards the program and follow what is being doing and how their students spend their time in after school classes. If they do follow up as the literature supports, attending tutorial classes can add confidence and enthusiastic for learners.

**Table 6: Student’s Response whether attending tutorial class become a trend or developed in their school.**

Item no	Response										Total number of respondents	
	SA		A		N		DA		SDA			
	F	%	F	%	F	%	F	%	F	%	F	%
14	19	19.59%	26	26.80%	29	29.90%	15	15.46%	8	8.25%	97	100%

In the above table, students were asked to give their answer whether attending tutorial class become a trend in their school or not. From the total number of respondents who attend the program, only 46.39% gave their answer as it became a trend or developed and the school has a good practice to teach students in supportive classes. However, on this item, most respondents about 54.61% were not agreed with the point. When we see the response of these two groups of respondents, students who disagreed with the idea was more than who agreed (strongly agree and agree). This report tells us the program is not developed well and lacks a good trend or organized practice of giving after school English tutorial classes. Therefore, to give organized and measureable program all school communities (school administrator, teachers, students and parents) should play a great role and responsible to create conducive and adequate program.

**Table 7: Student’s Response to their attitude and feeling towards after school English tutorial classes**

Item no	Response										Total number of respondents	
	SA		A		N		DA		SDA		F	%
	F	%	F	%	F	%	F	%	F	%		
15	18	18.56%	33	34.02%	27	27.83%	10	10.31%	9	9.28%	97	100%
16	30	30.93%	42	43.30%	11	11.34%	8	8.25%	6	6.19%	97	100%
17	24	24.74%	38	39.17%	20	20.62%	8	8.25%	7	7.22%	97	100%
18	30	30.93%	21	21.65%	26	26.80%	13	13.40%	7	7.22	97	100%
19	20	20.62%	36	37.11%	17	17.53%	13	13.40%	11	11.34%	97	100%
20	22	22.68%	35	36.08%	18	18.56%	7	7.22%	15	15.46%	97	100%

Item 15 in table above was designed to see the attitudes and feeling of students whether they believe or not lessons in tutorial classes are more interesting than regular time. As to this item, half of the respondents (52.58%) of them expressed their agreement (strongly agree and agree). This indicates that these respondents accept or believe as lessons which are given in tutorial classes are motivating and interesting. When we see the rest respondents almost they are equal in number with respondents who agreed with the item number 15. They are about (47.42%). These respondents did not agree on the issue and they may have different reasons to give their disagreement with the point. Hence, all school communities have to work hard and have a responsibility to create conducive and favorable environment to make the program better or interesting as it can stimulate both teachers and learners.

Under item 16 in the above table, the respondents were asked if the activities in after school or tutorial classes gave them good chance to practice and to share their ideas with their friends in English language. To this item, 74.23% of the respondents mentioned that the activities gave them good opportunities to practice and share their ideas in English language with their friends. Here,

we can understand from what students mentioned as they have positive attitude for English tutorial classes and benefited from the program.

In item 17 in the above table, students were asked to give their response whether or not they learn all English skills in after school classes. For this item, the majority of respondents (63.91%) showed their agreement (strongly agree and agree). Here, this may show that students learn all English skills in after school program.

Item number 18 in the above table, was designed to see the feelings of the students about the activities, while the practice of the activities was took place. This item asked the students if they were interested in the activities or not. When we see the respondents for this item about 52.58% of them showed their agreement and have positive attitude towards the activities given during the program. As to this response, it implies that the students were interested with the tutorial class activities they were involved in and they have shown a positive attitude to the activities. However, almost equal number of students gave their disagreement on the item given. Students who said “not sure” are about 26.80%, “disagree” are 13.40%, “strongly disagree” are 7.22%. When we see the total number of these respondents, they are about 47.42% who showed their disagreement. Therefore, when we compare these two groups of respondents (52.58% and 47.42%) the first one is greater than the second with a few percent. Here we can understand that students and teachers should have awareness how tutorial class activities are important to enhance learner’s academic performance.

In item 19 students were asked whether or not they have positive attitudes towards learning English in supportive English classes. Here from the total number of respondents about 57.73% expressed their agreement by saying they have positive attitudes towards learning English because of the supportive English classes. On this issue the majority of them accepted the fact that they have shown some changes in their learning. like, most of the students indicated their agreements with the idea that said supportive English classes have helped them improve their academic performances, learning styles, and motivation to work hard and also improve their examination result. Therefore, supportive English classes are significant for these respondents. The other 17.53% respondents were not sure towards the issue and 24.74% showed their dis agreement as they have no positive attitudes towards learning English in supportive English classes. These respondents may have different reasons to express their disagreement and as they mentioned their

views in another item, they learn without interest, influence of the school and parents and so on. Because of this they are not happy to learn English in supportive English classes.

For item 20, the majority of students (58.76%) showed their agreements by saying English teachers provide learning activities according to the students' abilities and needs. As to these respondents activities given for them are interesting and helpful. When we see the rest respondents about 18.56% mentioned as they are not sure whether English teacher provides learning activities according to their abilities and 22.68% of respondents showed their disagreement or did not accept the issue given for them. However, from all the majority of respondents accepted or support the idea raised under this item.

#### **4.2. Students' Responses to Open-ended Question**

There were four open-ended questions. They were designed just to make the students express what they feel about after school English tutorial classes. The following are the questions and some of the most frequently given responses.

In item 21 the students stated what they feel about after school English tutorial classes or supportive English classes. To this item, the majority of respondents replied that supportive English class is very useful to improve the students' English language ability; however, they mentioned as they need more effective and planned program. In addition, much attention should be given to make it more effective.

The following were some of the common points mentioned to this item: I like the supportive class because it helps me improve my English ability and academic performance, Supportive class shouldn't be given without interest of students, It motivates me to give more attention to learn English, It is very important, but good teachers should teach us, The students should learn with interest, the program is good but the school administration should work more to make it good and well planned and so on. In general, they like the program and have positive attitudes towards supportive English classes but they underline that the school administration and teachers should create awareness and attention about effectiveness of the program.

In addition in item 22, students were asked to give their response to the relevance of after school English tutorial classes. To this item, the majority of respondents replied that they need the

program to improve their English ability and academic performance. In item 23, students were also asked to give their opinion on what kinds of activities or contents do they think should be given emphasis in tutorial classes. Here almost all respondents mentioned as all English skills or contents should be given consideration. Like activities under speaking skills, grammar, listening activities, writing activities and so on to enhance their language ability. Literature also supports as activities in tutorial class gives opportunities for students to interact with peers. According to Good and Brophy (2008) stated, students usually enjoy activities that allow them to interact with peers. Teachers can build peer interaction in to whole-class activities such as discussion, debate, role play and so on. As we understand from the above point of view, learners can enhance their academic performance by having good interaction and dealing with different activities.

Finally, in item 24 students were asked to reveal or evaluate the overall practice of after school classes in their school. As respondents gave their response in item 21, they feel good towards the program but have complained on the practice and management. In the same way, the majority of respondents raised their view as the program is necessary and supportive, but they mentioned as the school has no well-organized tutorial program, they give the program to for the sake of income and also the school should create conducive environment. However, as we see in chapter two in literature, well organized tutorial or supportive classes help learners to enhance their English ability and motivate learners to have confidence in their learning. Moreover, students somewhat raised as they support the program and it is acceptable. The main problem as they mentioned related with school administration and the way the give the program. Therefore, all school communities should know the importance of after school tutorial classes beyond generating income and know how to enrich the program for students.

### **4.3. Teachers' Interview Responses and Discussion**

This section is a presentation and discussion of teacher's interview. Interview questions depend on the practice and purpose of after school English tutorial classes. Under this section four English teachers were interviewed. We can see interview items under appendix C.

The following were the interview questions and some of the responses that were given.

In the first question the teachers were asked the purpose of tutorial program in their school. To this question, almost all the replied responses were similar. For example, the responses were as

follows: the purpose of the program is to make them competent, to help students identifying their academic problem area, to enhance students' capacity and to make them competitive with other Ethiopian school students, to strengthen students' knowledge and upgrade their achievement, enhancing the students result on the topics that the learners need improvement and etc. So, if we see all these response from teachers, they circulate around one major issue or purpose which is enhancing students' knowledge or academic performance.

In question number two, teachers were asked who they think should take the role of facilitating tutorial programmes in the school (English language teachers, the school, students, all of them). All the respondents gave their responses as all school community should take part to make the program practical. However, they raised their views as English teacher is main facilitator because he is the man of subject matter. He has to set from where to start where to go and what to learn. Even these teacher focused mainly on English language teachers they generalized their opinion as it must be in collaboration with school administrator and students. An Roinn (2000) stated that effective learning support requires a high level of collaboration and consultation involving the Board of Management, the principal teacher, class teachers, the learning support teacher(s), parents and relevant professionals. Such collaboration should be purposely and specifically planned and the responsibilities of each person or group should be clearly defined in the school plan. Therefore, all school communities should take part or take the role of facilitating or conducting tutorial program in the school.

In question number three English teachers were interviewed to give their response to what kind of student activities they believe could help learners to improve their English language skills and what activities are dominant in the program. For this item, all of teachers responded that student-centered activities like debate, dialogue, and role play, language games, drama, writing activities, listening activities, video program and so on can develop students English language skills. In general, all teachers also gave their responses as activities under all skills are given dominantly in the program to help students enhance their language ability.

In question number four, teachers were asked how English language teachers should help students who need support or what do they think the role of English language teachers should be to help students. For this item, teachers raised their opinion as English language teachers have great role or facilitator to help students by preparing tutorial or supportive classes. In addition to this, they

mentioned as students can get benefit from continuous practices either, writing, speaking, reading, or listening. Therefore, we understand from their response that continuous supportive practices under all skills can benefit students who need support. Also, they replied that teachers should be good facilitator and identify problem area or skill gaps. On the other hand based on the teacher's role in helping students who need support, Gavin Ried (2007) related with success and stated as success is an essential factor for motivation and for successful learning, and underlined It is a teacher's responsibility to ensure that a learners meet with success. So teachers have responsibilities to help learners using different ways until they succeed.

When I come to question number five, teachers were asked to give their response whether or not school administrator and English language teachers should encourage learners and have a responsibility to participate in supportive English program. For this question, all respondents replied 100% as both school administer and English language teachers should have a responsibility to encourage and participate in supportive English program. They said without collaboration of school administration and teachers the program will not hit its goal. Therefore, we can understand from the given response as it is must to participate in the program to make it more effective.

In item number six teachers were asked whether or not students get support through peer tutoring and cross-age tutoring. For this item almost all teachers responded as they have no well and managed peer and cross- age tutoring program in their school. However, they said as giving support using different ways are helpful than only from teachers. As it is explained in chapter two these two ways of giving support can help learners to improve their academic performance and general knowledge. Peer tutoring and Cross-age tutoring offer many advantages over the traditional teacher-centered model of education. Students can spend much more time actively engaged with the subject matter by working in pairs or together. They may find motivation to learn in helping others, and gain a sense of responsibility for their learning.

In question number seven teachers were interviewed whether or not they think there are impacts of after school classes on students who attend the class. The same to the above issues teachers gave their view towards the issue. From the total number of interviewed, two of them raised their idea as it may have negative impact on students who attend the program. They said as sometimes students may be stressed and stained then as a result they may hate learning and become deviant (diverge from an established course or from usual and accepted standards). In addition, they said if

students may attend the program without interest and knowing why they attend tutorial class, they may not be effective in their academic performance. The other two respondents gave their response as after school tutorial class has no impacts on students who attend the program. They mentioned that after school tutorial class has positive effect since it is to support learners or supportive program. From these responses we can understand after school tutorial class has more of positive impacts if it is practiced properly.

In item number eight teachers were also interviewed to give their answer whether or not their school is conducting tutorial program in a good manner. All respondents suggested that their school is conducting the program somewhat good and they are trying their best coping with some challenges, but they did not agree on their school is conducting the program 100% in a good manner or effectively. Hence, all the interviewees suggested that the school administrators should create conducive situations to conduct tutorial English class program and work with teachers to implement it wisely.

On the other hand, in question number nine teachers were asked on what practice and process does the school use to help learners. All respondents shared their opinions how to have effective practice that can hit the need of learners. When we see what they said, all teachers intention is on collaboration. They as all school administrators, teachers as well as students should believe in the benefit of the program. Therefore, the responses indicated that there are a lot of things that should be fulfilled by the cooperation of teachers, students, and school administrators to make the program more effective. In addition to this, they mentioned as the school can help learners by preparing effective tutorial classes using different supplementary references and supportive activities. Again they suggested as the teachers should be a good facilitator and guide their students, create awareness and interest on students about the effectiveness of the program and attend the class. Finally, two respondents underlined that the program should not be targeted towards only income generating rather supporting learners to become competent in their academic performance. As we understand from the given response, students can be benefited from tutorial program. Moreover, to make the program more effective all school administrators, teachers, and students have a responsibility and work in collaboration.

Item number ten is about to whom teachers think tutorial should be given (to all students, students in need low achievers). For this question, almost all teachers replied as the target of the program

should be for low achievers because the main target of tutorial class is making low achievers competitive, and participant. In addition, they raised their views as follows: if it is for low achievers, it is too much important, but targeting low achievers all students or interested students can attend or join the program. Therefore, as we understand from the respondents, it is obvious that tutorial class supports all students who have interest to improve their academic performance, but low achievers should be the main part of the program.

In question number eleven teachers were interviewed to give their answer whether or not they believe supportive language activities would help learners to develop self-confidence and responsibility for their learning. For this question, almost all respondents said “yes” they can develop self-confidence and have responsibility for their learning if the program (supportive classes) is practiced properly and with the interest of learners. This response shows that supportive classes or activities can help learners to develop their confidence and leads to have responsibility for their learning but as it is stated above the main issue is on its implementation or the way it is conducted.

Finally, for question number twelve teachers were interviewed how they evaluate the overall practice of after school English tutorial classes in their school. Almost all teachers replied as the purpose of the program is well; however, they dissatisfied with the practice that their school has. They indicated as it still needs to work on the attitude of students as the program help them. They mentioned some of the situations in the program. From these: some students are not interested but forced by the school and their parents to attend the program, teachers work for wages, the school works for profit making and so on. As these respondents revealed the reality they have, the school administrators should work with the collaboration of teachers to make the program more effective, and it is too much important to create awareness for learners to take part and accept the program with interest.

In general, after school tutorial program is helpful if it is implemented appropriately. It is effective if it is managed appropriately as it helps students to share their feelings, and it is beneficial because students had a lot to learn from their friends, and the role of the teacher is to facilitate and help them to better perform what they are given in the classroom. As to the researchers understanding, almost all teachers support the idea of after school English tutorial classes, but the necessary conditions should be taken into account for the participation of teachers and students in particular

and for the success of the program. Both school administrator and teachers have a responsibility to organize the class, and know how to guide and encourage the students in the right track so that the students can share their feelings and have positive attitude towards the program.

#### **4.4. Findings from Classroom Observation**

The classroom observation was made at Radical Academic School. The researcher observed after school English tutorial classes for one session each. We can see the observation checklist under appendix D.

During my observation, an attempt has been made to see after school English tutorial classes on the following points: learning tasks, classroom interaction, learner grouping, learning material etc.

Taking the above points into account, the researcher observed after school English tutorial classes for one day each. In first place, the researcher tried to observe learning tasks given for learners. In this program the tasks might be according to the needs of students and the level of difficulty. In other words, teachers might know what students need to learn or students themselves might inform teachers what kind of learning activities they want to learn. And the researcher observed how learning tasks takes place and relevant to students' need. As it is observed, the learning tasks involve interaction, promotes information sharing, relevant to students, and somewhat match with students interest.

In addition, the researcher observed classroom interaction as the teacher asked questions, explained the lesson, and gave direction, praised students who participated. At the same time, students answered questions, asked questions, talked to each other and participated in the class. This tells us as most students have a positive attitude towards the program and want to improve their academic performance.

The other thing what the researcher observed was learner grouping. It is observed that teacher gave exercise and used different styles of grouping system. He used group work, pair work and individual to make learners active participant in the activities given. It is obvious that different grouping style can be taken as effective and involves all learners in the tasks given. Not only this, different grouping system helps to get students interest and learning style.

When the researcher comes to the kind of learning materials, in after school English tutorial class the researcher saw while one teacher used other supplementary materials during speaking section in addition to the textbook. Here, we can understand that the teacher discussed other related tasks outside the students' textbook, and supportive activities beyond the regular period can motivate learners. Therefore, it is helpful if activities presented to enhance students' performance using selective activities or lessons.

In general, in researcher's observation, it is observed that the teacher was explaining the lesson, summarizes what students have learned, give additional exercise and notes, and discuss clearly in after school English tutorial classes. As the researcher observed it is a good place for learners and enables them to understand better what they have learned in their regular class or formal period.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary

As it is mentioned in the introductory chapter, the study aimed to describe the practice and the possible impacts of after school English tutorial classes. The study was conducted at Radical Academic School, and teachers and grade nine students were taken as the subject of the study. In this study, six research questions were raised: What contents and skills targeted? What are the attitudes or views of teachers and students towards tutorial or supportive English classes? How tutorials are organized? And by whom they are conducted? Should tutorials be given to all students or students in need like low achievers? What is the performance of students who attend tutorial classes? What are the impacts of after school English tutorial class?

To get valid answers for the above research questions, three instruments were used to collect the necessary data for the study: questionnaire, interview, and classroom observation. Questionnaires were prepared for students and distributed. Questionnaires include: yes or no, comparison, likert scale questionnaire and open-ended. In addition to this, interview questions were prepared for teachers to know their opinion and attitude towards after school English tutorial classes. On the other hand, the questions in the questionnaires and interview were grouped under the following categories. These were: Students feeling towards the program which is collected using yes or no, comparison, rating scales items, and attitudes of students which are collected using open ended items towards the practice and possible impacts of after school English tutorial classes, and attitudes of teachers towards the program and how supportive English class is conducted. Classroom observation was also one tool which was used to see the practice of the program in class. The researcher observed the teaching-learning process. The major findings obtained using these techniques are reported below, and the data gathered through the above mentioned tools were analyzed both quantitatively and qualitatively.

Most respondents showed their positive attitude as after school English tutorial class help learners to improve their academic performance and English skills if it is practiced properly. However, both respondents complained about its implementation and students concluded that school

administrators and teachers should work more and give emphasis to creating awareness and interest for learners. The respondents also raised as teachers should be the main facilitator or conductor of the program but in collaboration with school administration.

In general, in the students close-ended and open-ended questions in the questionnaires, and the teachers' interview questions, both students and teachers responded in the same way as they have positive attitudes towards after school English tutorial classes provided that favorable situations are available to implement the program effectively.

## **5.2. Conclusions**

The study reported that above half percent or most of the teachers and students have positive attitudes toward after school English tutorial class. However, the study revealed that there are some factors which may have negative impact on the program. The program is not well implemented in the school. Here both teachers and students complained that the program has some problems on the implementation.

Therefore, it can be concluded that the findings of this study are almost related with what has been stated in the review of literature. This is because it is stated as after school tutorial program gives many benefits for students or it can lead learners to success. For instance, the program should help students improve their academic performance as well as their English ability. And also it is important that the idea of conducting the program needs to be clearly understood by teachers, students and school administrator. In addition, although both teachers and students have positive attitudes toward after school English tutorial class, there are still some problems, from these problems for example: lack of interest, awareness, which make especially, students unwilling to participate in the program. Some students responded as they were forced to participate in after school classes. Thus, the effectiveness of the program in the school might be questionable as these respondents disagreed. However, as it has been said before the literature supports as the program helps learners to be effective in their academic issues. Therefore, it should be given a serious emphasis by the school administrators, teachers, and students. This means all school communities are responsible to have effective practice of the program in their school.

Moreover, from what the researcher observed after school tutorial classes are mainly conducted by regular English class teachers. This seems that even though peer-tutoring and cross-age tutoring

are some ways of giving help to students as stated in review of literature, they are less practiced in the school. So, this might indicate that the school does not have much experience in using peer tutoring and cross-age tutoring and does not have good practice of after school tutorial classes.

In general, many things should be taken into account to implement after school English tutorial classes that it may contribute to the success of the students. Students especially who need support to enhance their academic performance should be helped by having well managed and adequate tutorial classes.

### **5.3. Recommendations**

Based on the above findings and based on the conclusions made from the findings, the following recommendations have been made.

It is obvious that the main purpose or objective of giving after school English tutorial class is to help students to improve their English ability and academic performance. In addition, it is necessary that classroom learning should be supported by tutorial class activities. Therefore, to help and become competent in their academic performance, many things should be given consideration or emphasis. From these, it is recommended that:

1. In first place, the school administrators should create a conducive or favorable environment for the implementation of the program and encourage teachers and students to take part or participate in the program fully.
2. All school communities should know the purpose and use of the program. If they know it well, the school may have good practice of after school English tutorial class.
3. School administrators and English teachers should create awareness on students to have interest and attend the program heartedly.
4. Students should not be forced to participate in the program and the aim of the program should not be only to generate income.
5. It is better if the school has well managed peer and cross-age tutoring system practiced in the school. This may help to insist learners to be competitive in their learning.
6. Finally, all school administrators, English teachers, and students in general school communities should know their responsibilities and work collaboratively.

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## **APPENDIX: A**

**Addis Ababa University**

**College of Humanities, Language Studies, Journalism and Communication**

**Department of Foreign Language and Literature**

### **Student's Questionnaire**

Dear student,

The main purpose of this questionnaire is to gather facts and evidences on students' attitudes towards the practice and possible impacts of after school English tutorial classes. Thus, the outcome of this questionnaire depends upon your genuine response to each item. Therefore, you are kindly requested to give your genuine opinion.

Thank you in advance for your cooperation

Shemelis Tesfa

#### **Remember**

1. Make sure that you have answered all the questions.
2. Please try to fill in the questionnaire by yourself.
3. Do not write your name

#### **Part 1: General Information**

1. Name of the school \_\_\_\_\_
2. Grade \_\_\_\_\_
3. Sex \_\_\_\_\_ age \_\_\_\_\_
4. The total number of periods per week allotted for tutorial English classes \_\_\_\_\_

5. The total number of students in your class \_\_\_\_\_

6. The total number of students who attend tutorial classes \_\_\_\_\_

**Part 2: Answer the following questions**

**I. Please choose your answer for the following questions**

1. How many times do you attend tutorial classes per/week?

A. 1-2    B. 3-4    C. 5 and above

2. Why do you attend tutorial or after school English classes?

A. peer influence

B. Forced by parents

C. wants to enhance your knowledge

D. want improve your examination's result

E. other \_\_\_\_\_

3. Have your academic performance and examination result improved after attending tutorial classes?

A. Yes    B. No

4. If your answer for item 3 is "No" please list your reasons.

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5. Do you think tutorial classes in your school are well organized to support you?

A. Yes    B. No

6. Do you think tutorial or after school English classes have negative impact on your academic performance?

- A. Yes      B. No

7. If your answer for item 7 is “Yes” how?

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**II. Compare the following situation before and after attending tutorial class**

8. Do you answer your teachers question in the classroom?

- A. Before attending tutorial class  
B. After attending tutorial class

9. Do you share your learning and studying techniques with the classmates?

- A. Before attending tutorial class  
B. After attending tutorial class

10. Do you do some preparation (high light the main point, take notes) before the lesson started?

- A. Before attending tutorial class  
B. After attending tutorial class

11. Do you do revision (take notes, recite, do exercises) by yourself after the lessons?

- A. Before attending tutorial class  
B. After attending tutorial class

12. Do you ask teachers or tutors questions after the lessons?

- A. before attending tutorial class  
B. after attending tutorial class

**III. Five rating scales are given for the following ideas and questions. Please, read the questions or statements and put ("x") mark in the appropriate box which you think is proper**

5 = strongly agree

4 = Agree

3 = Not sure

2 = Disagree

1 = strongly disagree

Item	5	4	3	2	1
13. You think you become confidence after attending tutorial classes					
14. You think attending tutorial classes become a trend in your school					
15. You think the lessons in tutorial class are more interesting than regular time.					
16. You think the activities give you a good chance to practice and to share ideas with your friends in English language.					
17. You think you learn all English skills in after school classes.					
18. You think you are very much interested to be involved in the activities.					
19. You think you have a positive attitude towards learning English in supportive English classes.					
20. You think English teachers provide learning activities according to the students' abilities and needs in grade nine students?					

**IV. Please write your answer for the following questions**

21. What do you feel about supportive English classes?

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22. What is the relevance of after school English tutorial classes?

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23. What kinds of activities or contents do you think should be given emphasis in tutorial classes?

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24. How do you evaluate the overall practice of after school classes in your school?

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**APPENDIX: B**

**አዲስ አበባ ዩኒቨርሲቲ**

**የሎግኒቲ፣ ቋንቋ ጥናት፣ ጋዜጤኝነትና ኮሚኒኬሽን ኮሌጅ**

**የውጭ ቋንቋዎችና ሥነ-ፅሁፍ ክፍል**

**በተማሪዎች የሚሞላ መጠይቅ**

ውድ ተማሪዎች፡-

የዚህ መጠይቅ ወና አላማው በእንግሊዘኛ ማጠናከሪያ ትምህርት አሰራር እና ተፅዕኖን በተመለከተ ተማሪዎች ወይም እናንተ ስላላችሁ አመለካከት መረጃዎችን ለማግኘት ታስቦ የተዘጋጀ መጠይቅ ነው። በመሆኑም ከመጠይቁ የሚገኘው ውጤት ሊደረግ በታሰበው ጥናት የሚኖረውን ጠቀሜታ በመገንዘብ በመጠይቁ ውስጥ ለተካተቱት ጥያቄዎች እውነተኛና ግልፅ የሆነ መልስ ትሰጡ ዘንድ በትህትና ትጠየቃላችሁ።

ለትብብራችሁ አመሰግናለሁ

ሽመልስ ተስፋ

ያስተውሉ፡-

1. ሁሉንም ጥያቄዎች መመለሳችሁን አረጋግጡ
2. በጥንቃቄ በማንበብ በራሳችሁ ሃሳብ መጠይቁን መሉት
3. ስም መፃፍ አያስፈልግም

**ክፍል አንድ፡- አጠቃላይ መረጃ**

1. የት/ቤቱ ስም: \_\_\_\_\_

2. ክፍል፡- \_\_\_\_\_

3. የታ፡- \_\_\_\_\_ ዕድሜ፡\_\_\_\_\_

**ክፍል ሁለት፡- ለሚከተሉት ጥያቄዎች ትክክለኛውን መልስ ምረጥ/ጭ/**

1. የእንግሊዘኛ ማጠናከሪያ ትምህርትን በሳምንት ስንት ጊዜ ትከታተላለህ/ሽ/

ሀ. 1-2                      ለ. 3-4                      ሐ. 5 እና ከዚያን በላይ

2. የእንግሊዘኛ ማጠናከሪያ ትምህርትን ለምንድነው የሚትከታተለው/የሚትከታተይው?

ሀ. የጓደኛ ተፅዕኖ                      ለ. የቤተሰብ ግፍት

ሐ. እውቀቴን ለማሻሻል                      መ. የፈተና ውጤቴን ለማሻሻል

ሌላ \_\_\_\_\_

3. የእንግሊዘኛ ማጠናከሪያ ትምህርት መከታተል ከጀመርክ/ሽ/ የትምህርት እውቀትህ/ሽ/ እና የፈተና ውጤትህ/ሽ/ ጨምሯል?

ሀ. አዎ                                      ለ. አይደለም/አልጨመረም/

4. ለ3ኛ ጥያቄ የመለስከው/የመለሽው/ አልጨመረም ከሆነ ምክንያቱን ጻፍ/ፊ፡፡

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12. ከትምህርት በኋላ ወይም ከክፍለ ጊዜው መጨረሻ ላይ መምህሩን ወይም ማጠናከሪያ ትምህርት ሰጪውን ያልገባህን/ሽን/ ጥያቄ ትጠይቃለህ/ሽ/?

ሀ. ማጠናከሪያ ትምህርት ከመከታተሌ በፊት      ለ. ማጠናከሪያ ትምህርት ከመከታተሌ በኋላ

ክፍል አራት፡- ከዚህ በታች ለቀረቡት ሃሳቦችና ጥያቄዎች አምስት አምስት መመዘኛ ተሰጥተዋል፡፡      ለሃሳቦቹና      ለጥያቄዎቹ      ከተሰጡት      መመዘኛዎች የምትስማማበትን/የምትስማሚበትን/ መመዘኛ የ(x) ምልክት በማድረግ አመልክት/ቺ/፡፡

- 5. በጣም እስማማለሁ
- 4. እስማማለሁ
- 3. እርግጠኛ አይደለሁም
- 2. አልስማማበትም
- 1. በጣም አልስማማበትም

ተ.ቁ	ሐሳብ(ጥያቄ)	መመዘኛ				
		5	4	3	2	1
13	የእንግሊዘኛ ማጠናከሪያ ትምህርትን ከተከታተልኩ በኋላ በራስ የመተማመን አቅሜ ጨምሯል፡፡					
14	በትምህርት ቤቱ ውስጥ የእንግሊዘኛ ማጠናከሪያ ትምህርት ልምድ እየተተገበረ ነው ያለው፡፡					
15	በማጠናከሪያ ትምህርት ክፍል የሚሰጡ ትምህርቶች ከመደበኛው ይልቅ ማራኪና አስፈላጊ ናቸው፡፡					
16	በማጠናከሪያው ትምህርት ክፍል የሚሰጡ መልመጃዎች እንደለማመድና ሃሳብን ከጓደኞቹ ጋር በእንግሊዘኛ ቋንቋ እንድንገልፅ ጥሩ እድል ሰጥቶኛል፡፡					
17	በእንግሊዘኛ ማጠናከሪያ ትምህርት ውስጥ ሁሉንም የእንግሊዘኛ ክህሎቶች እማራለሁ፡፡					
18	በእንግሊዘኛ ማጠናከሪያ ትምህርት ውስጥ በመካተቴ በጣም ደስተኛ ነኝ፡፡					
19	በእንግሊዘኛ ማጠናከሪያ ትምህርት አማካኝነት እንግሊዘኛን ለመማር ጥሩ አመለካከት አለኝ፡፡					
20	የእንግሊዘኛ መምህራን የእንግሊዘኛ ማጠናከሪያ ትምህርትን ለ9ኛ ክፍል ተማሪዎች እንደችሎታቸውና እንደፍላጎታቸው ትምህርቱንና የተለያዩ መልመጃዎችን ያስተምራሉ/ይሰጣሉ/፡፡					

**ክፍል አምስት፡- ለሚከተሉት ጥያቄዎች የሚሰማህን/ሽን/ ግለጥ/ጭ/**

21. ስለ እንግሊዘኛ ማጠናከሪያ ትምህርት (እገዛ ትምህርት) ምን ይሰማሃል/ይሰማሻል/?

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22. የእንግሊዘኛ ማጠናከሪያ ትምህርት አስፈላጊነቱ ምንድነው ወይም ለምን ያስፈልጋል?

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23. በእንግሊዘኛ ማጠናከሪያ ትምህርት ውስጥ ምን አይነት መልመጃዎችና የትምህርት ክፍሎች ናቸው ትኩረት ማግኘት ያለባቸው?

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24. በአጠቃላይ ሁኔታ የእንግሊዘኛ ማጠናከሪያ ትምህርት ሂደትና ልምዱን እንዴት ትገመግመዋለህ/ሽ/?

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## **APPENDIX: C**

### **Addis Ababa University**

#### **College of Humanities, Language Studies, Journalism and Communication**

#### **Department of Foreign Language and Literature**

#### **Teacher's Interview**

Dear Teacher,

The main purpose of this interview is to gather facts and evidences on teachers' attitudes towards the Practice and possible impacts of after school English tutorial classes. It is assumed that you provide support for your students by arranging tutorial programs. This is because it is you who can conduct the supportive English classes program. Thus, the outcome of this questionnaire directly depends up on your genuine response to each item. Therefore, you are kindly requested to give your genuine opinion.

Thank you in advance for your cooperation.

Shemelis Tesfa

#### **Teacher's Interview Items**

1. Please introduce yourself
2. What is the purpose of tutorial program in your school?
3. Who do you think should take the role of facilitating tutorial programmes in the school? why?  
(English language teachers, the school, students, all of them)

4. What kind of student activities do you believe could help learners to improve their English language skills and what activities are dominant in the program?
5. How should English language teachers help students who need support? Or What do you think the role of English language teachers should be to help students?
6. Do you think that students get support through peer tutoring and cross-age tutoring?
7. Do you think that school administrator and English language teachers should encourage learners and have a responsibility to participate in supportive English program?
8. Do you think there are impacts of after school classes on students who attend the classes?
9. Is your school conducting tutorial program in a good manner?
10. What practice and process does the school use to help learners?
11. To whom do you think tutorial should be given? why? (To all students, students in need like low achievers)
12. Do you believe that supportive language activities would help learners to develop self-confidence and responsibility for their learning?
13. How do you evaluate the overall practice of after school English tutorial classes in your school?

## APPENDIX: D

### A Checklist for Classroom Observation

	Yes	No
<b>1. Learning Tasks</b>		
<input type="checkbox"/> Involve interaction		
<input type="checkbox"/> Promotes information sharing		
<input type="checkbox"/> Relevant to the students' needs		
<input type="checkbox"/> Match with students' interest		
<b>2. Classroom Interaction</b>		
<input type="checkbox"/> Teacher ask questions		
<input type="checkbox"/> Teacher or tutors explain the lesson well		
<input type="checkbox"/> Teacher gives direction		
<input type="checkbox"/> Teacher praises or motivates students who participate		
<input type="checkbox"/> Students ask question		
<input type="checkbox"/> Students answer question		
<input type="checkbox"/> Student talk to another student		
<input type="checkbox"/> Students participate in the class freely.		
<b>3. Learner grouping</b>		
<input type="checkbox"/> Individual		
<input type="checkbox"/> Pair work		
<input type="checkbox"/> Group work		
<b>4. Learning Material</b>		
<input type="checkbox"/> Textbook		
<input type="checkbox"/> Supplementary material		