

**HIGH SCHOOL STUDENTS' PERCEPTION OF
ENGLISH LANGUAGE LEARNING:
GRADE 11 IN FOCUS**

By

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**ADDIS ABABA UNIVERSITY
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ABSTRACT

The purpose of this study was to investigate high school students' current perception of English language learning in relation to the new language teaching approach adopted recently. An attempt has been made to examine how high school students perceive the nature of language, the functions of an English language teacher and their own role as language learners. The study involved 200 grade 11 students.

The major instruments in this study were questionnaire and interview. The questionnaire contained 24 items which were classified into four groups. To consolidate the information obtained through the questionnaire, interviews were also conducted with the sampled students.

The study showed that most of the sampled students seemed to hold traditional perception of language learning. The study revealed that the students assessed more positively their perception of the nature of language, the functions of the language classrooms, their teacher's role and their own roles in the traditional approaches than in the more current ones.

CHAPTER ONE

Introduction

1.1 The objectives of the Study

It has been reported in some research works from English as a foreign language (EFL) contexts that learners' perception of language learning may negatively affect language learning. Cottrall (1995a) as abstracted in the *Language Teaching Journal* (1996:149) argues that language learners hold beliefs about language learning which affect (which inhibit) their receptiveness to what is presented in a language class.

Particularly, it has been reported that teachers who attempt to introduce communicative language teaching (CLT) to students who previously studied a foreign language in a 'traditional system' are likely to encounter resistance from their students (Abot, 1987; Deckert, 1987; Liu and Littlewood, 1997; Li, 1998). According to the reports of these researches, learners' reluctance and even sometimes resistance to readily accept the new language teaching and learning activity mainly emerges, in addition to many other factors, from the way they perceive how language learning should be. In other words, learners' preconceived notions and beliefs as a result of previous language learning experience could shape their expectation and their behaviour. It could determine what they expect from English language classes, what they expect from their English language teacher, how they should take part in English language learning, and how they understand the nature of language in general.

Ethiopia has already introduced communicative language teaching into its English language teaching context (Taddele Adamu, 1999). The implementation of the new English language teaching and learning practice, however, has obviously been taking place in a context where traditional English language teaching and learning approaches had prevailed for long. Learners had been exposed to the traditional English language teaching and learning practices. As a result, they may be well acquainted with the practice. Moreover, they may still hold beliefs and notions which favour the traditional English language teaching and learning activities.

At this stage, it seems essential to consider our students' views of English language learning. It appears worth giving due attention whether there is a match between students' perception and the underlying assumptions of the new English language teaching and learning practices. This is the central concern of this paper. Questions such as 'how do our high school students perceive English language learning?' and; 'Is their perception of English language learning in line with the objectives of the new English language teaching and learning practices?' are attempted to be answered in this study.

1.2 The Scope of the Study

This study investigates high school students' perception of English language learning. It is based on a random sample study of grade 11 students in two government Secondary School in Addis Ababa.

The study is limited to grade 11 students. I have decided the study to be limited to grade 11 students for the reason that I observed several times from my experience when teaching at high school that grade 11 and grade 12 students manifested resistant behaviour when they faced a new approach to English language teaching other than a usual one. They showed reluctance, for instance, when they were required to put themselves in groups so that they could participate in group discussion. In this study, however, for the sake of convenience, I have restricted the subjects to grade 11 only.

The researcher was well aware that it would have been better to extend the number of schools and subjects for the study. It would also have been advisable to employ more than two instruments, questionnaire and interview, to investigate the students' perception of English language learning. However, for constraints of money and time, the study was limited to only two secondary schools and two-hundred subjects.

1.3 The Significance of the Study

The area under discussion seems important to study because it may contribute to our general understanding about high school students' perception of English language learning. The study may come up with how high school students perceive English language learning. Their notion of the nature of language, the functions of the English language classes, the part that should be played by students and their English language teachers are main concerns of the study.

A clear knowledge of current beliefs and views of the students about English language learning, therefore, is essential for the teacher so that he can facilitate his students' participation in his activities of English language teaching. He can facilitate their participation, for example, by assisting them to adjust their notions to the existing English language learning situation if there is a mismatch between the two. It is also important for the learners so that they can cope up with the existing demand of English language classes. The trainers could also use the study in order to raise the awareness of their trainees about current perceptions of high school students concerning English language teaching and learning. Finally, the study may be used by researchers as a stepping-stone for further research. The important contribution of this study, therefore, is to make teachers, students, trainers and also curriculum designers be aware of current views of high school students about English language learning.

CHAPTER TWO

Review of Related Literature.

Recently, hoping that it would take the students to the goals they aspire to attain, Ethiopia has adopted the communicative language teaching (CLT) into English language teaching classrooms (Taddele Adamu, 1999). The adoption of the communicative language teaching practice, particularly in a context where traditional language teaching practices had prevailed for long, like in Ethiopia, however, underlies two principal assumptions, according to Francchairo and Brumfit (1983:90):

The first assumption is that we are concerned in the classroom with the language use, not language knowledge; the second is the view that we learn language most effectively by using it in realistic situations.

In his attempt to examine the difficulties of implementing CLT in Korea and other EFL Countries, Li (1998:679) also points out some theoretical assumptions of the adoption of CLT:

1. *a focus on communicative functions;*
2. *a focus on meaningful tasks rather than on language per se (e.g. grammar or vocabulary study);*
3. *efforts to make tasks and language relevant to a target group of learners through analysis of genuine, realistic situations;*
4. *the use of authentic materials;*
5. *the use of group activities; and*

6. *the attempt to create a secure, non-threatening atmosphere.*

Reports from many EFL researches show that students' perception of English language learning, in addition to other constraints, has been cited as a significant factor to be taken into account. In a survey to answer the question, "Why do East Asian students seem reluctant to speak English language?", Liu and Littlewood (1997) have come up with broad classifications of the possible causes. The two major categories identified by the study are learners' previous learning experiences and cultural attitudes towards learning. According to the two researchers, the learners' reluctance to participate in English language classes may have something to do with the teacher-centered primary and secondary education students have had. This is cited as a possible factor for shaping students' inhibition.

Anderson's (1993) study of CLT in China strengthens the idea that students' reluctance to accept CLT enthusiastically is because they may not be accustomed to it. The influence of traditional language teaching approaches is also mentioned as one of major causes of reluctance by Burnaby and Sun (1989) in China. A study conducted in Vietnam reveals grammar based examinations, class size and lack of exposure to authentic language as constraints on using CLT (Ellis, 1994).

According to Howatt (1984), though nowadays communicative techniques of language teaching have come to dominate the teaching of English as a foreign language, the grammar was at the center of language (English language education). Explicit discussion

and analysis of grammar was considered significant and appropriate to language development. Thus, in a traditional English language class, teaching grammar was given an out-weighting position in language education. The main concern was not language use, but language as knowledge or something to be known (Woods, 1996). Language learners are considered as merely passive receivers of knowledge as imparted by their teachers. The teachers have to explain linguistic items such as vocabulary, grammar and any other language forms. The explanation is followed by mechanical or meaningless drills. Moreover, learners are expected to master these linguistic items or forms not for the purpose of language use, but rather for use on examinations (Deckert, 1987). Therefore, learners are not given due consideration to practice the language in realistic situations by actually using it.

A few years ago, following the current trends of language teaching, Ethiopian schools have introduced the communicative language teaching practice into the English language curriculum. Different published materials, training courses, workshops or seminars could help high school English language teachers to acquire the communicative English language teaching techniques. This, however, may not mean that all high school English language teachers are in favour of the new English language teaching techniques. As it has been reported on several workshops and seminars, in spite of the supports, for example, workshops and seminars, offered at different levels by the Ministry of Education, there are many English language teachers who still do not try to implement at least some of the new techniques of language teaching. This reluctance of the teachers could be attributed to many factors which are beyond the scope of this study. A lot of

researches have also been conducted from the teachers' perspective in order to help them develop their awareness concerning the new language teaching approach. However, less is said about the readiness of the students to accept the newly introduced language learning techniques. It may be wrongly assumed that the students would readily accept whatever they are given.

To put it in general terms, when introducing CLT to students who have studied English language in traditional way teachers are likely to face resistance. They may find their students to be reluctant and even sometimes indifferent despite their efforts to introduce the new approach. By way of considering this situation, one can suggest that it has something to do with students' previous schooling experience of English language learning. As a result of this schooling exposure, they could develop beliefs or notions in favour of it. On the whole, it is assumed that, in addition to other factors, high school students' reluctance or resistance to the new classroom situation could be traced to some perceptions or notions and related expectations.

The following discussion would elaborate on these possible notions or perceptions and related expectations of the students.

2.1 The Nature of Language

Assumptions about language may play an important role in a language course, particularly where the target language is both the means by which other subjects are

taught and is also a school subject. Students could unknowingly develop beliefs about language throughout their academic experience (Woods, 1994). These beliefs about language could have an effect on learners' activities in their attempt to acquire the language. In other words, the notions the students hold about the nature of language could determine the way they approach the learning of the language. The students' strategies could also reflect their perception of the nature of language. If a student, for instance, has been exposed to traditional English language classes, he is likely to favour learning new vocabulary items with less regard to context. He may not have an experience of learning vocabulary items in context. Instead he tends to learn new words by rote. In this connection, Deckert (1987:175) States:

In schools that perpetuate the more traditional pattern of foreign language study, classroom drills and activities seldom simulate ordinary uses of language. Rather, students often learn new vocabulary items with little regard to context, language forms are manipulated unnaturally, rules about language are confused with the language itself and language samples are learnt by rote.

Students could easily form a habit towards a system to which they have been exposed, just as Ludwig (1983:216) states by saying: "Human behaviour is subject to a variety of interpretations and stereotypes, both negative and positive. Language, particularly foreign language, is no exception." When facing a new classroom pattern, students who hold beliefs which favour traditional approaches to language learning may reflect what they believe to be appropriate. They may approach words, for instance without regard for the thoughts the words should convey and without awareness of the experiences to which they should refer.

In this situation, the newly introduced English language teaching practice may fail to attain one of its objectives, i.e., teaching language as a system of conveying meaning. Otherwise, students would not be able to consider the target language as a means of communicating meaning. Thus, difference between the students' beliefs and what they are actually exposed to leads to a mismatch between what is useful to focus on in English language lesson and what is thought to be useful.

2.2 The Functions of English Language Classes

As research reports on English as a foreign language show, there has been a keen interest in adopting the communicative language teaching practice. The adoption and use of the new language teaching techniques, however, demands a new pattern of classroom processes: a shift in areas of focus, purpose of the English language classroom, and roles expected from the classroom participants (Li, 1998).

How do high school students understand the functions of English language classes? Do they understand it as a place where they use the target language, or as a place used by English language teachers for guidance through textbooks in order to enable their students to pass examinations?

Mostly, traditional English language class is used by teachers to give guidance through textbooks. It is an occasion of the preparation of learners for any future examinations. The English language teacher is viewed as an authority in all subject matter whether in the

textbook or not. Therefore, being able to attend the class is understood as having exposure to a useful resource or material which could reappear in an examination.

This understanding of the functions of English language classes have been encouraged for many years in our schooling system. Textbooks and examinations, for instance, are produced and uniformly distributed across the entire country. Uniformity in the course content and system of assessment may encourage students to view the function of the English language class as a place or an occasion of exposure to a pertinent resource or material for any examination. This understanding of the functions of English language classes, in turn, may negatively influence the students not to readily accept the new language teaching techniques. It may also have a negative impact on their creative use of the target language in classrooms.

As far as the techniques of language learning is concerned, the communicative language teaching approach, however, claims that language is best learnt by actually using it in a realistic forms in the classrooms (Widdowson, 1990; Legutke and Thomas, 1991). In other words, unlike the traditional approaches to language teaching, the new language teaching practice favours any activity of the use of the target language.

Here it may be vital to consider the notions of high school students about the functions of English language classes. They may believe that the traditional approach to language learning is appropriate system of language learning. As a result, it is hardly possible to introduce a new approach to students who are not ready to accept or who are not clearly

be aware of what is going on in their English language classes. Deckert (1987:174) states the fact by saying:

A teacher can not assume students' preparedness for creative response to assigned work, serious attention to teacher comments, or satisfaction on classroom activities. Instead, a teacher will often find students receiving a new communicative exercise as somehow a task for memorization--- while the class textbook assumes a less prominent role, students may evidence unhappiness that class sessions end without leaving in hand a list of "right answers" for rote learning.

2.3 The Role of the Teacher and Students' Expectation

The role which should be played by an English language teacher in the context of classroom teaching and learning could be influenced by the approach or methodology the teacher is following. This is so because in every methodology there are assumptions about the role the teacher is supposed to play and how students should learn. Richards and Lockhart (1994:97), for instance, clearly state the role the teacher should play in a communicative language teaching classroom by saying:

The teacher has two main roles: the first is to facilitate the communication process between all participants in the class, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group ----- . These roles imply a set of secondary roles for the teacher; first as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.

As Rudder (1999) points out, the teacher, however, is viewed as an authority in traditional language classrooms. He organizes classroom activities, controls the implementation of these activities, and evaluate the students' performances of the activities. These roles are based on the assumption that a teacher is an expert who should impart his knowledge to his students.

Our high school students are used to traditional English language class. Thus, they could have preconceptions about the form a language learning experience should take. We cannot ignore the fact that our high school students are used to an educational system where teachers overtly control the activities of the learners, emphasize the memorization of grammatical rules and vocabulary through mechanical procedures such as repetition and rote learning. In this process, the students are required to maintain a passive role.

If students from such background find themselves in a different language learning situation in which the teacher plays a less authoritative role, expects the students to interact in their groups, does not encourage memorization, and generally acts as if students should be responsible for their learning, then they may feel that their teacher does not know how to do the teaching of English language properly. Such a reaction may have a negative effect on the students' interest towards the lesson. They don't think that they benefit from the learning activity.

Teachers' reaction to such resistant situation or when there is a mismatch between learners' preconceptions and language learning experiences they actually confront in

classroom can take many forms according to Powell and Taylor (1985) as quoted by Tarone and Yule (1987:4):

they [teachers] can ignore a single students' initial unwillingness to take part and trust that he or she will see the benefit of their methods as the course proceeds. Faced with a large group's hostility, however, teachers may be forced to abandon their planned methods and, in a sense, give the 'customer' what they think they need. These two reactions are examples of what Powell and Taylor (1985) have termed the fight'em or join'em solution to this aspect of meeting learners' needs. A third response, called channel'em, is what many teachers aim for in such situation.

2.4 The Learners' Role

Identifying how learners perceive their own role in language learning is essential in order to get them to fully participate in a language learning activity. If they are clearly aware of the part they ought to play in the language learning process, they are supposed to actively participate and contribute to the language learning process. But, if they are not certain about what they should do in the process, they may not have interest in the language lesson. Instead, they could show resistant behaviour.

Students hold a wide variety of beliefs about language learning in general, and about the role they have to play in the process in particular as it is clearly stated by Wenden and Rubin (1987). These beliefs have numerous origins. Of these, students' previous experiences as language learners are influential. Some other beliefs could be held as a

result of peoples' opinions of English language learning and/or as a result of parental influence.

In traditional language teaching, students are perceived as merely passive receivers of information as supplied by their teachers. Their role in language learning is not more than listening, note taking, memorizing and recalling facts on examinations. They listen to their teachers' explanations. The explanations are mainly about the grammatical forms of the language. Then follows drills so that they could learn them by heart. The purpose of mastering the forms is not for language use, but for use on examinations (Deckert, 1987).

In the communicative language teaching activity, however, the role the learners have to play is defined in accordance with underlying assumptions of the new language learning techniques. Breen and Candlin (1980:110) describe the main role of learners in communicative language teaching classrooms by showing where the roles of the learners basically emerge from. They say:

The role of the learners as negotiators-between the self, the learning process and the object of learning emerges from and interacts with the role of joint negotiation within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an independent way.

Generally, in the previous discussion, an attempt has been made to identify some issues related to learners' perception of English language learning. In the discussion, students' English language learning experience is mentioned as one basic factor that shapes their

views. In other words, their preconceived notions of the nature of language, the functions of English language classroom, and the teachers and their own role could be determined by language learning experience, specifically, English language learning experience they have had. The goal they aspire to attain could also shape their beliefs of how English language learning should be.

Therefore, learners' reluctance to actively participate in English language classroom may result from, in addition to many other factors, their preconceived notions of how English language learning is. It is to mean that the notions they have could contribute to the mismatch between what and how they intend to learn the language, and their interpretation of the process. Hence, if there is a mismatch between what they believe to be appropriate and what they actually confront, reluctance and even resistance is what could result.

CHAPTER THREE

Methodology

There are some determining factors which make a researcher specify his choice of a research method (Seliger and Shohamy, 1989; Matiru, Barbara, et al, 1995). Accordingly, the nature of the problem which is going to be dealt with would mainly determine as to what methodology to use to gather reliable data for the research. In other words, the methodology that might be administered by a researcher could be determined by his research questions or the objectives of the research. In addition to this factor, the availability of time, financial resources and the population upon which the study is intended to be done on contribute a lot to arrive at a decision of the best method to use.

Since the main objective of this study is to identify and describe high school students' current perception of English language learning, a descriptive research method is chosen. A descriptive method is used to specify or describe a phenomenon without conducting an experiment. Questionnaire and interview, therefore, seem to be appropriate instruments to collect dependable data for the study.

The study consisted of a pilot survey in which a questionnaire and interview items were tested. To develop appropriate instruments for the study, I carried out a pilot study of fifty grade 11 students who are studying at Higher 12 Senior Secondary School. The main purpose of administering a pilot study, according to Seliger and Shohamy (1989:195), is "to try out the instruments". The pilot study helps to assess the quality of the instruments

and to revise them before they are used with actual subjects in the main research. If they are found to be unsuccessful in providing the researcher with reliable data, they should be reconsidered before they are used. Their clarity to the respondents and specificity should be examined. The questionnaire and the interview used in the study, therefore, included comments and suggestions generated during data collection for the pilot study.

3.1 Instruments

3.1.1 The Questionnaire

Twenty-four questionnaire items were designed to be answered by the students. Most of the items were adopted from Richards and Lockhart (1994). Five options to which the participants showed their reaction were given to each item. The options were ranging from "Strongly Agree" to "Strongly Disagree".

In order to keep the participants well informed about the main content of each item, I translated the questionnaire into Amharic. To be certain that the Amharic version was similar to the English one, some people read and commented on the translation. As much as possible, for the purpose of clarity, clear instruction and additional explanation were given.

In most cases, two items concerning one issue were designed. One of the items was in a positive statement, and the other one was in negative. This system was found successful for the purpose of cross-checking the responses of the participants during the pilot study.

It helped the researcher in identifying whether the participants have clearly comprehended the content of each questionnaire or not. It also helped me in distinguishing whether the participants have responded to the questionnaire with concern or not. For example, "The teacher should explain everything throughout the whole period in the English language classroom", was a positive statement, while, "The teacher does not have to explain everything throughout the whole period in the English language classroom", was a negative statement. However, both were intended for the same purpose, i.e., to get information about how students perceive the role of their English language teacher in the English language classes. If a participant showed his agreement to the idea expressed in the positive statement, he was supposed to show his disagreement to the corresponding idea expressed in the negative statement. But, if he showed his agreement or disagreement to both ideas stated in negative as well as positive statements, it might indicate that the respondent either did not understand the meaning of the item or was responding to it with less concern.

The questionnaire was distributed to the participants at the beginning of a class. They were advised to carefully read the questionnaire first, and to ask for clarification on points they might not be clear with. Some participants asked questions for further elaboration on a few items. Finally, all the questionnaires distributed were collected.

3.1.2 The Interviews

In order to obtain more elaborated data, I administered "semi-open" (Seliger and Shohamy, 1989:167), interviews. I prepared some core questions from which I generated many other more specific ones. This was done so that it could help to explore detailed information within a particular issue. It could also allow the interviewees to give free responses. Chances which might not be obtained in the first procedure, i.e., in the questionnaire, could be achieved in here.

Four core interview questions were prepared in advance. The main content of each question was not different from the content of the questionnaire. It differed only on how the participants should respond to each, and how much information expected from them.

In the questionnaire, the participants were expected to indicate their opinion by merely marking a tick under one of the five options of each item. In this way, they were restricted to the alternatives only. But, in the interview questions, they had freedom to supply further information.

Following the administration of the questionnaire, I conducted interviews with 20 of the students who participated in the questionnaire to further explore their perception of English language learning.

The interviews were also conducted in Amharic because it was feared that the informants could fail to understand the main idea of the question if it had been conducted in English. In addition to misunderstanding the main idea of the interview questions, they could also fail to express their ideas in English. As a result, I preferred to carry out the interviews in Amharic.

It was also realized that there might have been participants (interviewees) who were shy, and therefore, could not answer appropriately what they might be asked. In order to minimize their anxiety and develop confidence in them, I asked them a number of questions ahead of the actual questions which were relevant to the study. I did not raise any issues relating to the matter until I made certain that they were able to express their ideas fully.

Ten interviewees were selected from each high schools. Of these, 12 were boys, and the rest 8 were girls. All of them were willing to be interviewed.

3.2 The Participants

The target population of the study was students in grade 11 at Higher 12 Senior Secondary School and Addis Ketema Comprehensive High School in Addis Ababa. The two high schools were selected because I had acquaintance with the schools' principals and some teachers who are now teaching at these schools. I therefore expected support

from the principals, the teachers and from the students when administering the questionnaire and interview both for the pilot as well as the main study.

3.2.1. Participants of the Questionnaire

A total number of 200 grade 11 students participated in the study to answer the questionnaire. Of these, 135 were boys and the rest were girls. This number represented more than 30% of 11th grade students in the two high schools. The sample size thus fairly represented the target population of the study.

3.2.2 Interview Participants

Twenty students from participants of the questionnaire were chosen for the interviews. In selecting the interviewees, following Patton's "maximum variation sampling" (in Lincoln and Guba, 1985:200), I allowed for maximum variation in participants' academic strength, sex and age. For this purpose, I tabulated the background information on the survey informants based on the completed questionnaires. I first decided that students of all achievement groups, i.e., high, medium, and low achievers must be represented in the group of interview informants. I also decided to include a fairly proportional number of female students. Then I added informants' age. The result was a group that was taken as a representative of 200 students in the survey. On the whole, an attempt was made to have as varied a representation as possible.

CHAPTER FOUR

The Results

4.1 Methods of Analysis

As pointed out in the Literature Review part of this study, learners could have different perceptions of how language learning should be. Particularly, they could have different perceptions of the nature of language, the functions of English language classes, the role of their English language teacher, and their own role as language learners. Accordingly, the questionnaire was designed to assess their views in order to attain the objective of the study.

The questionnaire, the major instrument used in this study, was designed for and administered to students in the sample population. As it was stated in the methodology, chapter III, it consisted of twenty-four items. Positive and some corresponding negative statements included for the purpose of cross-checking opinions. All the items were grouped into four categories. They are presented here according to the classification in the questionnaire:

1. Students' perception of the nature of language, and consists of four positively and four negatively stated statements;
2. Students' perception of the functions of English language classes, consisting four positively and two negatively stated statements;

3. Students' perception of their English language teacher's role, and carries three positively and one negatively stated items; and
4. Students' perception of their own role as language learners, and consists of four positively and one negatively stated items.

4.1.1 Data Coding and Analysis

For statistical purpose, an arbitrary coding system developed by Likert for coding respondents' responses to Language Attitude Scale (LAS) items, was used. Each item was answered on a five point Likert Scale ranging from Strong agreement (5 points) to Strong disagreement (1 point) to a positive statement, and from Strong agreement (1 point) to Strong disagreement (5 points) to a negative statement. Likert assigned numerical values to responses in the following manner (in Taylor, 1973: 176):

- A. 1 point for strong disagreement with a positive statement;*
- B. 2 points for mild disagreement with a positive statement;*
- C. 4 points for mild agreement with a positive statement;*
- D. 5 points for strong agreement with a positive statement;*
- E. 1 point for strong agreement with a negative statement;*
- F. 2 points for mild agreement with a negative statement;*
- G. 4 points for mild disagreement with a negative statement;*
- H. 5 points for strong disagreement with a negative statement;*
- I. 3 points for any "no opinion" response.*

In the same manner, after the questionnaires were collected; all the five alternatives - "STRONGLY AGREE", "AGREE", "NO OPINION", "DISAGREE" and "STRONGLY DISAGREE" were coded in the following form:

I. **Positive statement:** "Strongly Agree" (5), "Agree" (4), "No Opinion" (3), "Disagree" (2), and "Strongly Disagree" (1)

II. **Negative statement:** "Strongly Agree" (1), "Agree" (2), "No Opinion" (3), "Disagree" (4), and "Strongly Disagree" (5).

Note that the negative statements and the coding system for them were marked with asterisk in all the tables in the findings section and the appendix.

The procedures used throughout the analysis and interpretation of the findings were as follows. All the data were tallied. The tallies were counted and registered as frequency which showed the number of respondents. Then the percentage and the mean were computed on the basis of the reaction of the respondents to each item. The percentage and the mean were computed following the formula:

I. **Percentage (%)** = $fr/n \times 100$, where *fr.* is frequency and *n* is sample population.

II. **Mean (\bar{X})** = fr/n . It is the summation of all the frequencies divided by the number of subjects.

To illustrate, supposing the respondents' reactions to the statement, "Language is learned well by actually practicing it," was as follows:

<u>Responses</u>	<u>Values</u>	<u>Frequency (fr.)</u>	<u>Percentage (%)</u>
Strongly Agree	5	35	17.5
Agree	4	60	30
No Opinion	3	65	32.5
Disagree	2	25	12.5
Strongly disagree	1	<u>15</u>	<u>7.5</u>
Total		200	100%

The Percentage was thus computed as $35/200 \times 100 = 17.5$, $60/200 \times 100 = 30$, $65/200 \times 100 = 32.5$ and $15/200 \times 100 = 7.5$. The result indicates that 17.5% of the students strongly agreed, 30% agreed, 32.5% had no opinion, 12.5% disagreed, and 7.5% strongly disagreed to the statement. The same procedure was applied to compute the percentages of all items, i.e., 1.1-4.5.

To illustrate how the mean was computed by using the responses of the respondents in the above illustration.

$$\begin{aligned} \text{Mean } (\bar{X}) &= \frac{(5 \times 35) + (4 \times 60) + (3 \times 65) + (2 \times 25) + (1 \times 15)}{35 + 60 + 65 + 25 + 15} \\ &= \frac{675}{200} \\ &= 3.04 \end{aligned}$$

The Mean score, 3.04, indicates the average number of students' responses on the given statement. It shows almost on "No Opinion" which is neutral in the scale.

The data were analysed and discussed on the basis of the statistical figures. For each perception variable included in the study, the percentage and the mean were computed based on the responses of the participants to each item. The degree of agreement or disagreement was calculated and the results were interpreted and discussed.

4.2 The Findings and Discussion

4.2.1 Students' perception of the Nature of Language

This part examined the views the students hold about language in general. It was attempted to assess how learners perceive the nature of language, its purpose and how they approach it to learn.

Some questions were purposefully designed to determine the students' views concerning the nature of language. The questions were phrased as statements which were to be answered by marking a tick (✓) in the space provided. The percentage and the mean of the respondents' reactions to every questionnaire item were calculated (see Table one).

In item 1.1 the students were asked whether or not they perceive language learning as a matter of learning a lot its grammar rules. As a reaction to the statement, 40% of them strongly agreed, 35% agreed, 6% had no opinion, 14% disagreed and 5% strongly

disagreed. 75% of the sampled students showed their agreement. This may imply that many students perceive language as a system of rules. As a result, they may understand language learning as mainly rule learning. The mean score of the item is 3.91 which shows more than average in the scale.

Table 1

Students' Perception of the Nature of Language

R E S P O N S E S														
I T E M	STRONGLY AGREE		AGREE		NO OPINION		DISAGREE		STRONGLY DISAGREE		TOTAL		MEAN	
	5 *1		4 2		3		2 4		1 5					
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		X
1.1	80	40	70	35	12	6	28	14	10	5	200	100	782	3.91
*1.4	12	6	26	13	12	6	73	36.5	77	38.5	200	100	777	3.89
1.2	57	28.5	69	34.5	25	12.5	37	18.5	12	6	200	100	722	3.61
*1.6	12	6	39	19.5	23	11.5	70	35	56	28	200	100	719	3.60
1.3	58	29	62	31	20	10	39	19.5	21	10.5	200	100	697	3.49
*1.7	20	10	40	20	20	10	65	32.5	55	27.5	200	100	695	3.48
1.5	103	51.5	48	24	7	3.5	30	15	12	6	200	100	800	4.00
1.8	10	5	32	16	6	3	50	25	102	51	200	100	802	4.01
Grand Mean														3.74

* Negative statements and values for negative statements

In item 1.2 the students were asked whether or not they were of the view that English, like their first language, is used for communicating meaning. It is interesting to note that more than 60% of the sampled students showed their agreement to the statement. It shows that many students (more than half) perceive that English language is used as a means for communicating meaning. However, significant number of students (25%) still do not seem to believe that English is used for communication purpose. This sort of perception could develop from considering the target language as any other school subjects.

In item 1.3, the students were asked if they believe that learning English is different from learning other school subjects in which it is a means to learn them or not. As a reaction to the statement, 29% of the sampled students strongly agreed, 31% agreed, 10% had no opinion, 19.5% disagreed, and 10.5% strongly disagreed. This indicates that 60% of the participant students understand that there are differences between learning a language and learning other school subjects. However, there are still significant number of students (30%) who seem to be in favour of the idea that there are no differences between learning them. This kind of perception could emerge from considering the target language as the same as other school subjects.

Item 1.5 was intended to assess whether or not the students perceive that learning English language is a matter of learning a lot of its vocabulary. It is interesting to note that more students showed their agreement to the statement than any other statements in this part. 51.5% of the sampled students strongly agreed to the statement, 24% agreed, 3.5% had no opinion, 15% disagreed, and 6% strongly disagreed. 75.5% of the participant students

seem to favour that learning English is a matter of learning a lot of its vocabulary. The mean score shows 4.00 which showed more than average in the scale.

The grand mean of this part is 3.74 which is more than average in the scale. Therefore, the result of the investigation seems to reveal that the majority of the students agreed to the statements. It means they seem to favour the traditional perception of language. In other words, most of them do not seem to understand language as a system for communication.

4.2.2 Students' Perception of the Functions of English Language Classes

This part investigated the perception that students have regarding the functions of English language classes. To attain this specific objective, the students were required to respond to six statements, four positive and two alternating negative statements.

As shown in Table 2, the students were intended to uncover their perception of the main function of English language classes in item 2.1. They were asked whether or not they perceive that the main function of English language classes is to learn "correct answers" for examination.

As a reaction to the statement, 19.5% of the students reported that they strongly agreed, 23% agreed, 8.5% had no opinion, 31% disagreed and 18% strongly disagreed. 42.5% of the sampled students agreed that the function of English language classes is mainly as a place to learn "correct answers" for examination. This may imply that significant number

number of students, 42.5%, perceive language classes as a place to learn "correct answers" for examination. They do not seem to understand it as a place to use the language.

Table 2

Students' Perception of the Functions of English Classroom

R E S P O N S E S														
I T E M	STRONGLY AGREE		AGREE		NO OPINION		DISAGREE		STRONGLY DISAGREE		TOTAL		MEAN	
	5 *1		4 2		3		2 4		1 5					
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		X
2.1	39	19.5	46	23	17	8.5	62	31	36	18	200	100	590	2.95
*2.3	30	15	67	33.5	18	9	43	21.5	42	21	200	100	602	3.01
2.2	69	34.5	49	24.5	10	5	46	23	26	13	200	100	689	3.45
*2.5	23	11.5	49	24.5	10	5	45	22.5	73	36.5	200	100	696	3.48
2.4	53	26.5	78	39	11	5.5	36	18	22	11	200	100	704	3.52
2.6	81	40.5	70	35	6	3	25	12.5	18	9	200	100	771	3.85
Grand Mean													3.38	

*Negative statements and values for negative statements

The mean score is 2.95 and 3.01 for positive and negative statements respectively. It is almost 3.00. This shows nearly 50% of the sampled 11th grade students seem to believe that the main function of English language classes is as a place to have exposure to materials for examination. The data show that it is less than 50% of the students seem to understand that the main function of English language classes is not to learn "correct answers" for examinations.

In items 2.2 and 2.5 the students were intended to reveal their views about whether or not English language classes function as a place to use the language. All the students in the sample population responded to the statements.

As one can see the responses in Table 2 on page 33, 34.5% of the students strongly agreed, 24.5% showed mild agreement, 5% had no opinion, 23% showed mild disagreement and 13% strongly disagreed to the statement of item 2.2. Consistent response is also observed in item 2.5 which directly negates item 2.2.

Though the majority, 59% of the students, seem to understand that an English language class is a place to use the target language, it appears that a significant number (42.5%) of the students do not understand it in this way.

The students were asked whether or not they perceive English language classroom as a place to take an assigned work which could be homework, assignment or classwork by their English language teacher (Item 2.4). All the students who took part in the study

responded to the statement. Accordingly, 26.5% of the participants strongly agreed, 39% agreed, 5.5% preferred to say "no opinion", 18% disagreed, and 11% strongly disagreed.

The majority, 65.5% of the sampled students, seem to believe English language classroom as being a place to receive an assigned work. The mean score of the students' responses to the statement is 3.52. It may denote that the majority of the students understand it as a place to take assignments.

In item 2.6 the students were intended to uncover their perception about the function of English language classrooms. They were specifically asked whether or not they perceive English language class as an occasion of teacher's guidance through a textbook. 40.5% of the participants strongly agreed that it is an occasion for teacher's guidance, 35% agreed, 3% had no opinion, 12.5% showed moderate agreement and 9% strongly agreed. The mean score is 3.85. It may imply that the majority of the sampled students perceive English language class as an occasion for teacher's guidance through a textbook.

As one could see from the data in Table 2 page 33, more than 75% of the students seem to understand English language classroom as an occasion for teacher's direction through a textbook. It is only 19.5% of them who do not seem to understand the situation in this way.

4.2.3 Students' Perception of the Role of the Teacher.

In this section, an attempt was made to identify how high school students perceive the role of their English language teacher. For this purpose, four statements, three positive and one negative, were prepared for the students to show their reaction. All the participant students of the study responded to the statements.

The students were asked to reveal their perception of the role to be played by their teacher during English classes in items 3.1 and 3.4. They were specifically asked if the teacher has to explain every subject matter throughout the whole period or not.

As one can see in Table 3, it is interesting to note that more than 81% of the students agreed that the whole period should be taken up by the teacher's explanations. 62.5% of the students strongly agreed to the statement in item 3.1, 19% showed their moderate agreement, 4% preferred to say "no opinion", 9% disagreed and 5.5% strongly disagreed. The mean score of the responses of the students is 4.24.

A consistent response is also observed with item 3.4 which directly negates item 3.1. 81.5% of the students disagreed that the whole period should not be covered by the teacher's explanations. 61% of them strongly disagreed, 20.5% disagreed, 5.5% strongly agreed, 10% agreed and 3% stayed neutral. The mean score of the responses to this item is 4.22.

Table 3
Students' Perception of the Role of the Teacher

R E S P O N S E S														
I T E M	STRONGLY AGREE		AGREE		NO OPINION		DISAGREE		STRONGLY DISAGREE		TOTAL		MEAN	
	5 *1		4 2		3		2 4		1 5					
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
3.1	125	62.5	38	19	8	4	18	9	11	5.5	200	100	848	4.24
*3.4	11	5.5	20	10	6	3	41	20.5	122	61	200	100	843	4.22
3.2	34	17	40	20	10	5	62	31	54	27	200	100	538	2.69
3.3	132	66	33	16.5	6	3	18	9	11	5.5	200	100	857	4.29
Grand Mean														3.86

* Negative statements and Values for Negative Statements

The data indicate that the students seem to view the teacher as an authority on all subject matter that is treated or not treated in the textbook. They appear to expect everything to be explained by their teacher.

In item 3.2, the students were asked to reveal their perception of whether or not the teacher should strictly follow the textbook. As a reaction to the statement, 58% of the students disagreed that the teacher should constantly follow the textbook. The mean score is 2.69 which is less than average, 3, in the scale. This may show that most of them are in favour to have their teacher use additional materials other than their textbook. This kind of view could be held by the students as a result of the need to have a wider exposure to different materials in addition to their textbook for examinations.

"The teacher has to strictly correct your English mistakes" was item 3.3. 66% of the sampled students strongly agreed to the statement, 16.5% moderately agreed, 3% said "no opinion", 11% disagreed and 5.5% strongly agreed. The mean score is 4.29.

The result indicates that 82.5% of the participants would rather their English mistakes be corrected by their teachers. If a teacher, however, neglects this role by emphasizing language fluency rather than accuracy, he could face a problem in classroom. He could find the students with this kind of perception of the role of the teacher to be resistant to his being tolerant to mistakes. He could encounter reluctance from his students. They may exhibit resistant behaviour to whatever effort the teacher makes.

4.2.4 Students' Perception of Their Role

In this part, an attempt has been made to investigate and discuss how high school students perceive their own role as language students. For this purpose, five statements were prepared so that the students could reveal their understanding of their role in language learning. They were asked to indicate their view by marking a tick (✓) under one of the five alternatives to each statement.

Whether the students perceive their role in English language learning to be simply listening to whatever might be explained by their teacher or not was asked in item 4.1 and 4.4. Item 4.1 is a positive statement, but item 4.4 is a negative one. It directly negates item 4.1. Both of them were intended to identify the students' view concerning their role in language learning. These items were particularly used to argue if the students perceive their role as merely listening to the teacher's explanation or not.

As a reaction to the statement in item 4.1, 19% of the students strongly agreed, 28% showed a mild agreement, 4% marked "no opinion", 29% moderately disagreed and 20% strongly disagreed. The mean score is 2.97 which is contained slightly below the neutral, "no opinion", in the scale.

To item 4.4, 25% of the students strongly agreed, 26% moderately agreed, 4% marked "no opinion", 24.5% showed their disagreement. Based on the above mentioned results, one could infer that almost 50% of the students seem to perceive their role in language

learning as just listening to what might be explained by their teacher. The result could also show a mismatch between how learners perceive their role and how they are actually expected to play in the new language teaching practices. In a communicative language classroom, the students need not expect everything from the teacher. They are rather supposed to actively participate in different situations created by the teacher.

Item 4.2 was intended to identify the students' views of whether their role in language learning is mainly to know words and sentences, or to master grammatical rules for examinations or not. 34% of the students who participated in the study showed strong agreement, 31% agreement, 22% disagreement, 8% disagreement and 5% neither agreement nor disagreement.

Table 4
Students' Perception of Their Own Role

R E S P O N S E S														
I T E M	STRONGLY AGREE		AGREE		NO OPINION		DISAGREE		STRONGLY DISAGREE		TOTAL		MEAN	
	5 *1		4 2		3		2 4		1 5					
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		X
4.1	38	19	56	28	8	4	58	29	40	20	200	100	594	2.97
*4.4	50	25	52	26	8	4	49	24.5	41	20.5	200	100	579	2.90
4.2	68	34	62	31	10	5	44	22	16	8	200	100	722	3.61
4.3	104	52	30	15	8	4	36	18	22	11	200	100	758	3.79
4.5	104	52	54	27	6	3	20	10	16	8	200	100	810	4.05
Grand Mean													3.46	

* Negative statements and values for negative statements

The data indicate that most of the students, 65% of them, seem to believe that their role in language learning is learning words, sentences or grammatical rules for examination. This kind of understanding of language learning does not seem to be in line with one of the objectives of the new language teaching practice, which is purposeful use of the language.

In item 4.3, the students were asked whether or not they are of the view that they need to practice the language by actually using it. 52% of the sampled students responded by showing their strong agreement, 15% moderately agreed, 4% showed neither agreement nor disagreement, 18% disagreed and 11% strongly disagreed. The mean score is 3.79. Though the majority of the sampled students, 67%, agreed that they need to practice the language by actually using it, a significant number of them, 29%, seem to believe that they don't need to do this.

Item 4.5 was intended to identify whether or not the students perceive memorization of their notebook or textbook as their role in language learning. 52% strongly agreed, 27% agreed, 3% had no opinion, 10% disagreed and 8% strongly disagreed. The mean score is 4.05. The result indicates most students seem to be of the view that memorization of any relevant materials is one of their role in language learning. 79% of them appear to believe this is their role.

The grand mean of this part is 3.46. It is above the mid point in the scale. It shows that more than 50% of the students perceive their role not in agreement with the new language

teaching practice. They still seem to approve the traditional role of students in language learning.

4.2.5 Interview with Students

An interview was carried out with students to obtain further information which could consolidate what the students revealed through the questionnaire. They were asked to show their perception of how English language learning should be. The content of the questionnaire and the interview were basically the same.

The questions designed for the interview were intended to elicit information on the following issues: (i) students' perception of the nature of language, (ii) students' perception of the role of the English language teacher, (iii) students' perception of the functions of English language classrooms, and (iv) students' perception of their own role as language learners.

To obtain information on the issues mentioned above, four core interview items were designed. Twenty students from two-hundred students who participated in the questionnaire were selected and interviewed.

The interview came up with many revelations. The perceptions the students revealed during the interview were basically the same as the ones already obtained through the questionnaire. For example, concerning their perceptions of teacher's roles, a large

majority of the students reported that they favoured to have their English language teacher talk more often than themselves or explain everything throughout the whole period, and correct every mistake they make. In the interview, they supported these perceptions they indicated in the questionnaire. The implication of this may be that these students have been exposed to an educational setting where they might have experienced teacher's dominant roles where they as learners of English language probably maintained a subordinate role.

Recently, the students were made to use a new material (textbook) where teachers are supposed to have less dominant roles and where the students are expected to take more responsibilities for their own learning. On the basis of the responses of the students, this approach appears to be against current perceptions and expectations of the students. On the problems that are likely to arise in situation of this kind, when there seems to be a mismatch between learners' perception and what they really experience in classrooms, Tarone and Yule (1989:10) write: "they [students] may feel that their teacher does not know how to do his job properly." The responses of the large majority of the students concerning their perceptions of the roles of the teachers' teaching the new materials seem to support this fear.

In the same way, the sampled students seem to support their perceptions of their own roles in language learning they revealed through the questionnaire again in the interview. For instance, according to their responses concerning their perceptions of their own roles as language learners, most of them seem to favour the ways of learning they experienced

in the previous materials. In the interview, they confirmed these perceptions of their roles. Most of them expressed that they are in favour of most often listening to the words of the teacher, mastering grammatical rules, words and sentences and memorizing them for examination. This seem to imply also that they might have less exposure to the new language teaching practice. It could also imply that they might not have been oriented about the new materials and language teaching practices.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Conclusions

In this study an attempt has been made to investigate high school students' current perception of how English language learning should be. Based on the findings of the investigation, the following conclusions are reached.

The study showed that the perceptions many students have about the nature of language seem to be not in agreement with how they should perceive language in the new language teaching practice. It does not seem to show, for instance, ordinary uses of language, as a means for communicating meaning. Rather the students positively assess the importance of manipulation of language forms, or memorization of language samples. In the new language teaching practice, however, language is viewed as a system for conveying meaning.

The study also showed that many students perceive the language classroom primarily as an occasion for teacher's guidance through a textbook. They also perceive it as an occasion to take an assigned work by the teacher. Furthermore, the teacher is viewed as an authority in all subject matter not treated in the text book. Therefore, attending class is perceived as exposure to a useful material that will reappear on examination. The

classroom is viewed in the new language teaching practice, however, mainly as a place to use the language.

The study revealed that many students perceive their role as just listening to their teacher's explanation throughout the whole period. Mastering grammatical rules, words and sentences for the purpose of recalling on examination is also perceived by the students as their essential role in language learning.

5.2. Recommendations

On the basis of the findings, the following recommendation are made.

(A). As was revealed in the questionnaire and the interview, the students do not seem to perceive the target language primarily as a means for communicating meaning. Thus, when facing the new approach in language classroom, they need a new orientation. They must see that, like their first language, English is a means for communicating meaning. They must experience that a command of even some elements of the target language can convey one's true intentions.

(B). English language classroom is a place to use the target language, and not a place to learn right answers, or recall book learning for examination. Therefore, the teacher, who is using the communicative techniques of language teaching, has to consciously reorient his students in respect to the basic functions of the language classroom. The most

important factor in reorienting students in respect to the functions of the classroom is the practice of assessment. If examinations continue to focus simply on ability to recall materials or manipulate forms, after communicative practice, the students will likely stick to the traditional perception of language learning. The teacher must therefore devise quizzes and examinations that appropriately evaluate their ability to use the language in creative and communicative ways.

(C). As was shown in the findings, the students seem to believe that their role in language learning is mainly to know words and sentences or master grammatical rules for recall on examination. Here again, the students must be reoriented about their role in the new language teaching practice. Students must be brought to see that preoccupation with recalling language samples is a road to failure if quizzes and examinations are designed for communication purpose.

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Appendix - A

Questionnaire

Dear respondents (students)! This questionnaire is for research purpose. Your honest response is highly required. Thus, be honest in your responses. You can ask for clarification on any item you might find not clear to your understanding.

Thank you!

Direction: Do you agree or disagree with each of the statements below? Please mark with a tick (✓) under one of the spaces that indicate how you feel. You are expected to indicate your opinion in only one of the five spaces with respect to every item: STRONGLY AGREE, AGREE, NO OPINION, DISAGREE, or STRONGLY DISAGREE.

Let's see one example: "English language is learned well by actually using it."

1. If you Strongly agree to the statement, mark with a tick (✓) the first space- STRONGLY AGREE.
2. If you agree to the statement, mark with a tick (✓) the second space - AGREE.
3. If you have no opinion which is to mean neither agree nor disagree, or you don't want to say any thing, mark a tick (✓) the third space - NO OPINION.
4. If you don't agree to the idea, mark with a tick (✓) the fourth space - DISAGREE.
5. If you strongly disagree to it, mark with a tick (✓) the fifth space - STRONGLY DISAGREE.

IF YOU ARE NOT CERTAIN ABOUT ANY STATEMENT, PLEASE ASK FOR CLARIFICATION.

ITEM NO.	STATEMENTS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1.1	1. The Nature of language Learning English language is a matter of learning a lot of its grammar rules					
1.2	Like your mother tongue, English language is used as a means to convey meaning.					
*1.3	Learning English <u>is not</u> different from learning other school subjects; however, English is a means to learn them.					
*1.4	Learning English language <u>is not</u> a matter of learning a lot of its grammar rules.					
1.5	Learning English language is a matter of learning a lot of vocabulary.					
*1.6	English language <u>is not</u> used to convey meaning as your native language does.					
1.7	Learning English is different from learning other school subjects because English is a means to learn them.					
*1.8	Learning English <u>is not</u> a matter of learning a lot of vocabulary.					

ITEM NO.	STATEMENTS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
2.1	<p><u>2. The Functions of the Classrooms</u></p> <p>The main function of English language classrooms is to learn "correct answers" for examination.</p>					
2.2	English language classroom is a place to use the language.					
*2.3	The main function of English language classrooms <u>is not</u> to learn "correct answers" for examination.					
2.4	The English language classroom is a place to take an assignment.					
*2.5	The English language classroom <u>is not</u> a place to use the language.					
2.6	You understand language classroom as an occasion for teacher's guidance through a textbook.					

ITEM NO.	STATEMENTS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
3.1	<p style="text-align: center;"><u>3. The role of the Teacher</u></p> <p>The teacher has to explain everything throughout the whole period.</p>					
3.2	The teacher has to strictly follow the textbook because it would help you pass examination.					
3.3	The teacher has to strictly correct your English mistake.					
*3.4	The teacher <u>does not</u> have to explain everything throughout the whole period.					

ITEM NO.	STATEMENTS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
4.1	<p style="text-align: center;">4. Learners' Role</p> <p>Your role in English language learning should be just listening to whatever might be explained by the teacher.</p>					
4.2	Your role in English language learning is mainly to know words and sentences or master grammatical rules for examination.					
4.3	You should practice the language by actually using it.					
*4.4	Your role in English language learning <u>shouldn't be</u> simply listening to whatever might be explained by the teacher.					
4.5	Out side the class, you should memorize what you have copied during the class.					

Appendix- B

በተማሪዎች የሚሞላ መጠይቅ

ዉድ ተማሪች ይህ መጠይቅ ለጥናታዊ ጽሑፍ ሥራ የሚዉል ነዉ።
 የእያንዳንዳችሁ መልስ በጣም ጠቃሚና ከግንዛቤ የሚካተት ነዉ።
 ስለዚህ ቀናና ግንዛቤአችሁን በትክክል የሚገልጽ መልስ እንድትሰጡ ትጠየቃላችሁ።
 ግልጽነት በጎደለዉ ነጥብ ላይ ማብራሪያ መጠየቅ ትችላላችሁ።

እድሜ ----- ያታ ----- ክፍል ----- የትምህርት ደረጃ ከክፍል -----

መመሪያ 1. ቀጥሎ ለተጠቀሱት ዝርዝር ሀሳቦች ግንዛቤአችሁን መግለጽ ትችሉ ዘንድ አምስት አማራጮች ተሰጥተዋል። እነዚህም ፣ በጣም እስማማለሁ፣ እስማማለሁ፣ ምንም ሃሳብ የለኝም፣ አልስማማም እና በጣም አልስማማም ናቸዉ። ከእያንዳንዱ ሥር በተሰጠዉ ባዶ ቦታ በአንድ ላይ ብቻ ግንዛቤአችሁን በትክክል ሊያንፀባርቅ ይችላል ብላችሁ በምታስቡት ቦታ ቲክ/ ✓ /አድርጉ።

ስለ አሞላሉ አንድ ምሳሌ እንመልከት፡- ቋንቋ በደንብ መማር የሚቻለዉ ቋንቋዉን በመጠቀም ነዉ።

1. በዚህ ሃሳብ በጣም የምትስማማ/ሚ/ ከሆነ ፣ «በጣም እስማማለሁ» ከሚለዉ ስር ባለዉ ባዶ ቦታ ቲክ / ✓ / ማድረግ ነዉ።
2. በዚህ ሃሳ የምትስማማ/ሚ/ ከሆነ ፣ «እስማማለሁ» ከሚለዉ ስር ባለዉ ባዶ ቦታ ቲክ / ✓ / ማድረግ ነዉ።
3. በዚህ ጉዳይ ምንም ሃሳብ ከሌለህ /ሽ/ ፣ ምንም ሃሳብ የለኝም « ከሚለዉ ስር ባለዉ ቦዶ ቦታ ላይ ቲክ / ✓ / ማድረግ ነዉ።
4. በዚህ ሃሳብ የማትስማማ /ሚ/ ከሆነ፣ « አልስማማም » ከሚለዉ ስር ባለዉ ባዶ ቦታ ላይ ቲክ / ✓ / ማድረግ ነዉ።
5. . በዚህ ሃሳብ የማትስማማ /ሚ/ ከሆነ፣ « በጣም አልስማማም » ከሚለዉ ስር ባለዉ ባዶ ቦታ ላይ ቲክ / ✓ / ማድረግ ነዉ።

በማንኛዉም ሐሳብ ላይ ለመረዳታችሁ እርግጠኞች ካልሆናችሁ ጠይቃችሁ ማብራሪያ ማግኘት ይኖርባችኋል።

1. እንግሊዘኛ ቋንቋን በተመለከተ	በጣም እስማማለሁ	እስማማለሁ	ምንም ዓሳብ የለኝም	አልስማማም	በጣም አልስማማም
1.1 እንግሊዘኛ ቋንቋን መማር ማለት ብዙ የእንግሊዘኛ ሰዋሰዉ (English Grammar) መማር ማለት ነዉ።					
1.2 እንግሊዘኛ ቋንቋ እንደ የአፍ መፍቻ ቋንቋህ /ሽ/ ለመግባቢያነት ይዉላል /ያገለግላል/።					
1.3 እንግሊዘኛ ቋንቋን መማር ሌሎች የትምህርት ዓይነቶችን ከመማር ይለያል። ምክንያቱም እንግሊዘኛ ሌሎች የትምህርት አይነቶች መማሪያ ቋንቋ በመሆኑ።					
1.4 እንግሊዘኛ ቋንቋን መማር ማለት ብዙ የእንግሊዘኛ ሰዋሰዉ (English Grammar) መማር ማለት አይደለም።					
1.5 እንግሊዘኛ ቋንቋን መማር ማለት ብዙ የእንግሊዘኛ ቃላትን (Vocabulary) ማወቅ ማለት አይደለም።					
1.6 እንግሊዘኛ ቋንቋን እንደ የአፍ መፍቻ ቋንቋህ /ሽ/ ለመግባቢያነት አይዉልም /አያገለግልም/					
1.7 ምንም እንኳን እንግሊዘኛ ቋንቋ ሌሎች የትምህርት ዓይነቶች መማሪያ ቢሆንም፣ እንግሊዘኛን መማር ሌሎች የትምህርት አይነቶችን ከመማር አይለይም።					
1.8 እንግሊዘኛን መማር ማለት ብዙ የእንግሊዘኛ ቃላትን (Vocabulary) ማወቅ ማለት አይደለም።					

<p style="text-align: center;">2. እንግሊዘኛ ክ/ጊዜ አገልግሎትን በተመለከተ</p>	<p style="text-align: center;">በጣም እስከማያሳሉ</p>	<p style="text-align: center;">እስከማያሳሉ</p>	<p style="text-align: center;">ሀሳብ ምንጭ ሃሳብ የሰጠኝ</p>	<p style="text-align: center;">አልሰማኝም</p>	<p style="text-align: center;">በጣም አልሰማኝም</p>
<p>2.1 እንግሊዘኛ ቋንቋን ክ/ጊዜ በዋናነት የሚያገለግለው ለፈተና የሚጠቀሙ ትክክለኛ መልሶች መማሪያ ቦታ በመሆን ነው።</p>					
<p>2.2 የእንግሊዘኛ ቋንቋ ክ/ጊዜ እንግሊዘኛ ቋንቋ የምትጠቀምበት /ሚበት/ ክ/ጊዜ ነው።</p>					
<p>2.3 የእንግሊዘኛ ቋንቋን ክ/ጊዜ በዋናነት የሚያገለግለው ለፈተና የሚጠቀሙ ትክክለኛ መልሶች መማሪያ በመሆን አይደለም።</p>					
<p>2.4 የእንግሊዘኛ ቋንቋን ክ/ጊዜ በመምህሩ የሚሰጡ አሳይመንቶችና መልመጃዎች መቀበያ ክ/ጊዜ ነው።</p>					
<p>2.5 የእንግሊዘኛ ቋንቋ ክ/ጊዜ የእንግሊዘኛ ቋንቋን የምትጠቀምበት /ሚበት/ ክ/ጊዜ ነው።</p>					
<p>2.6 የእንግሊዘኛ ቋንቋ ክ/ጊዜ መምህሩ የመማሪያ መጽሐፍን ተክትሎ ማብራሪያ የሚሰጥበት ጊዜ ነው።</p>					
<p>3.1 3. የመምህሩን ሚና በተመለከተ መምህሩ ሙሉውን ክ/ጊዜ ተጠቅሞ በማንኛውም ነገር ላይ ማብራሪያ መስጠት አለበት ።</p>					
<p>3.2 ለፈተና ስለሚጠቀምህ /ሽ/ መምህሩ የመማሪያ መጽሐፍትን ብቻ ተክትሎ ማስተማር አለበት።</p>					
<p>3.3 ለምትፈጽማቸው /ሚአቸው/ ማንኛውም የእንግሊዘኛ ስህተቶች መምህሩ ወደ እርማት መስጠት አለበት።</p>					

3.4	መምህሩ ሙሉ-ወ.ን የእግሊዝኛ ክ/ጊዜ ተጠቅሞ በማንኛውም ነገር ላይ ይብራራያ መስጠት የለበትም።					
	4. የተማሪዎች ሚና					
4.1	በእንጊሊዝኛ ቋንቋ ትምህርት ክ/ጊዜ የአንተ የአንቺ/ሚና መምህሩ የሚናገረውን ማዳመጥ ብቻ ነው።					
4.2	በእግሊዝኛ ቋንቋ ትምህርት ክ/ትልቁ ሚናህ /ሽ/ ቃላትና ዓ.ነገሮችን ወይንም የሰዋሰወ ህጎች (grammatical rules) ለፈተና ማወቅ ነው።					
4.3	እንግሊዝኛ ቋንቋን በመጠቀም ለምሳሌ ክንደኞችህ /ሽ/ጋር ክፍል ወስጥ በእንግሊዝኛ በመነጋገር መለማመድ ይኖርብሃል/ብሻል/					
4.4	በእንግሊዝኛ ቋንቋ ትምህርት ክ/ጊዜ የአንተ /አንቺ/ሚና መምህሩ የሚናገረውን በማዳመጥ ብቻ መወሰን የለበትም።					
4.5	ከክፍል ወ.ጨ በክፍል ወ.ስጥ የያዘካቸውን ማስታወሻዎች በመሸምደድ በቃል መያዝ ይኖርብሃል።					

Appendix - C

Some Core Questions for Interview

- I. How do you perceive your role as a language learner?
- II. What role should an English language teacher play when teaching the language?
- III. How do you understand the functions of English language classrooms?
- IV. Other than as a medium of instruction, English language is used for communication. Do you agree? How?

Appendix - D

ቃለ-መጠይቅ : ለመነሻነት የተዘጋጁ ጥያቄዎች

- I. እንደ እንግሊዝኛ ቋንቋ ተማሪነትህ ልታደርግ የሚገባህ ነገሮች ምንድን ናቸው?
- II. አንድ የእንግሊዝኛ ቋንቋ መምህር ቋንቋውን ለማስተማር ምን ምን ሚናዎች መጫወት አለበት?
- III. የእንግሊዝኛ ቋንቋ ክ/ጊዜን አገልግሎት (ጥቅም) እንዴት ትረዳለሽ?
ትረጃለሽ?
- IV. « ከመማሪያ ቋንቋነቱ ሌላ እንግሊዝኛ ለተራ መግባቢያነት ይወላል::»
ትስማማለህ ? ትስማሚያለሽ? እንዴት?

Appendix-E

Transcription of the Interview

I. How do you perceive your role as a language learner?

S₁. "Listening to the teacher, reading my note books, doing homework, assignment."

S₂. "Listening to the teacher's explanation, preparing for examination, reading the textbook,..."

S₃. "Participating in the Classroom-asking questions, answering questions and so on".

S₄. "Listening to the teacher's discussion, doing homeworks and getting my exercise book corrected."

S₅. "I have to ask questions, when I am not clear with the teacher's explanation."

S₆. "Answering questions when asked by the teacher or by other students, reading the textbook."

S₇. "Writing notes on my exercise book, listening to the teacher and"

S₈. "Writing some difficult works and looking them up in dictionary."

S₉. "Reading some grammar books for examination, listening to the teacher."

S₁₀. " Listening to the teacher and doing what he wants me to do."

S₁₁. "Note taking and reading the note, taking tests."

S₁₂. "Listening to the teacher, reviewing test questions, reading grammar books..."

S₁₅. "Practicing English by speaking to friends inside and outside the classroom."

S₁₈. "Answring questions, reading passages, and doing homework."

S₁₉. "Participating in the classroom, listening to the teacher and writing notes."

S₂₀. "I have to listen to the teacher's discussion attentively and asks some questions when I am not clear with."

II. What roles should an English language teacher play when teaching the language?

S₁. "I don't know. He has to teach because it is his jobs."

S₄. "He has to give notes. He has to explain clearly by giving examples."

S₅. "He has to read the passage. He has to instruct us to do homeworks and correct them."

S₆. "He has to read the passage. He has to instruct us to do homeworks and correct them."

S₇. "He has to prepare examination and correct them."

S₉. "He has to explain the whole period following the textbook."

S₁₀. "He has to ask questions and correct our mistakes."

S₁₃. "He has to prepare examinations and correct them."

S₁₄. "Giving assignments, correcting them. Discussing them lesson and asking questions."

S₁₇. "I don't know. He has to teach very well. Finished."

S₁₈. "Well. I like the teacher to explain his lesson very well. then he has to ask some questions."

S₁₉. "He has to let us sometimes speak in the classroom. I don't like a teacher who makes us busy by giving a lot of assignments and homeworks."

S₂₀. "He has to explain the lesson in a very interesting way."

III. How do you understand the functions of English language classrooms?

S₁. "It is a place where we learn English. This is to mean that where the teacher teaches and students learn."

S₂. "It is a place where we learn correct answers of the exercises. It helps us to pass examination."

S₅. "It a place where we listen to the teacher's discussion and receive assigned work."

S₆. "We practice English language in it. I mean we read the textbook, write notes and listen to the teacher in it."

S₇. "We review grammar tests, we prepare for examination ..."

S₈. "The teacher helps us to cover the test book in the language classroom."

S₁₀. "The teacher instructs us through the textbook in the language classroom."

S₁₃. "We learn something important which could help us to pass examination."

S₁₄. "We listen to the teacher's words in the class room."

S₁₆. "We are instructed by the teacher through the textbook in the language classroom."

S₁₇. "It is a place where we have to use the language. We don't have an opportunity to use out of the class."

S₁₈. "We show our assignments, homeworks and classworks to the teacher during language classes."

IV. Other than as a medium of instruction, English is used for communication. Do you agree? How?

S₁. "Yes, I agree. After all it is a language."

S₂. "Yes, I agree. Many people in the world speak English."

S₃. "Yes, I agree. We can express our idea to others and we listen to them through language."

S₅. "Yes."

S₆. "No, I don't agree. We have our own language."

S₇. "It is used to learn other subjects but not for communication."

S₈. "I agree that it is used for communication."

S₉. "I don't agree because it is not different from learning other subjects."

S₁₁. "I don't use English to express my idea as I use my native language."

S₁₂. "Yes, I agree that people use it for communication."

S₁₇. "I agree that English is used for communication."

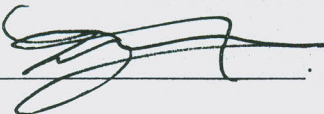
DECLARATION

The Thesis is my original work, has not been presented for a degree in any other University and that all sources of material used for the thesis have been duly acknowledged.

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Signature 

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