

The Implications of Self-help-explorative
Supervision for the Professional
Development of Teachers in an EFL
Setting

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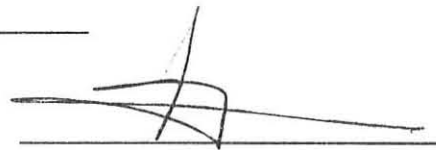
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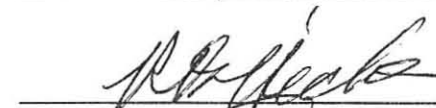

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ABSTRACT

The major objective of this study was to see how working with 'self-help-explorative supervision' as applicable to teachers in an EFL setting could provide them with opportunities for professional development and change in classroom practice. Two teaching behaviours, that is, questioning and treatment of errors were, therefore, selected as appropriate basis for promoting the experience.

The data was then interpreted using the statistical method of percentile distribution, displayed in tables. Findings seem to reveal that the majority of the participants in the study changed aspects of their teaching behaviour within the three cycles of experience on each behaviour. The change, however, was not the same for all teachers, as some appeared to change more rapidly than the others.

The qualitative findings seem to show that the interaction generated during the post-observation discussions was highly supportive. The descriptive data obtained from the observation of one's own teaching was also seen as useful-by the participating teachers.

Moreover, interview comments given by the teachers reveal that they have found the experience as an appropriate direction of change. The experience itself has been found to be enjoyable to all of them, too.

In general, both the quantitative and qualitative findings do seem to suggest that this practice has paved the way for the participating teachers to begin to see the direction of professional development. This could possibly suggest the potential benefits of the 'self-help' view of supervision for teachers. Therefore it deserves due attention if teachers of English are to develop professionally

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CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE PROBLEM

Professional development is becoming a major concern for teachers, for they cannot be effective in their teaching if they themselves are not developing professionally. This means that professional growth is an essential aspect for teachers in coping up with the demands of their own work. Protherough and Atkinson (1991: 118) quoting an American study, for instance, say, "professional development for teachers is essential to excellence". It means they need to understand themselves and the principles governing their teaching as teachers of English. To this end, "professional autonomy, authority, and responsibilities of classroom teachers must increase greatly" (Lange, 1990:246).

Neither initial training nor teaching experience by themselves seem to guarantee professional growth and the development of classroom decision-making skills. For instance, it has been observed that initial training does not seem to guarantee effectiveness in classroom practice to happen (Protherough and Atkinson, 1991).

It also appears that experience alone is insufficient for teachers' professional growth. To this effect, Wajnryb (1992:25) says "we cannot assume that because teachers are experienced they necessarily remember or understand well the process of becoming a teacher."

The problem with the usual teaching appears to be that the teacher cannot be aware of the rationale behind his/her teaching. Accordingly, Wajnryb (1992: 14) quotes Maingay (1988) saying, "Very often the crucial thrust of teacher development is asking questions of behaviours that are (or have become) ritualised."

The usual practice of teachers of English, for instance, appears to be largely limited to one of implementing teaching

materials prepared by the so-called 'experts' whose understanding of the classroom needs may not be as adequate as that of the teachers themselves. In this respect, Allwright (1996:8) says:

There are still, many people (teachers who see teaching just as a 'job') who do in fact find that they can manage well enough by repeating themselves, by teaching the same things in the same way every academic year, rather than by constantly renewing themselves.

Furlong (1996:16) also claims, "...while it is possible to 'act' like a teacher simply by following routines and recipes established by others, becoming an effective teacher demands a deeper understanding of the process involved in teaching and learning". Hence, it becomes necessary to look beyond mere delivery of instruction as prescribed in detail by other authorities. As A.L. Adams, quoted by Pratt (1980) puts it; "being in a profession means being ultimately accountable".

If teachers are to be effective in their teaching then, it is evident that they need to constantly examine and renew their established classroom practices. Stern (1983), for instance, emphasizes the need for being prepared to scrutinize established classroom practices. Richards and Nunan (1990:XVIII) also stress the need for teachers "to assess their current practices and examine afresh the assumptions underlying their own practices". Moreover, according to Olson (1992:77), "professional development happens when the value of practice is re-appraised".

To this effect, the personal and creative growth of teachers capable of making independent decisions thus needs to be enhanced. Bartlett (1990:205) states that "We could claim that the degree of authority and responsibilities we have in our work as teachers is determined by the level of control that we can exercise over our actions."

Teachers can have a greater power over their teaching if they are in a position to develop the strategies (skills) which could contribute to the solution of classroom problems. Accordingly, Pennington (1990:134) opts for "the development of both skills and judgment". What needs due attention may, therefore, be sensitivity of teachers to different professional practices.

A greater awareness that professional growth depends on continuous learning and up-grading may also be required. It follows that teachers may learn better through their own efforts. Clark (1987:49) quotes Rogers (1969) as saying:

The only man who is educated is the man who has learned how to learn; the man who has learned how to that no knowledge is secure; that only the process of seeking knowledge gives basis for security.

An opportunity for lived experiences and informal settings thus seem to be indispensable. Wood and Thompson (quoted by Boydell, 1986:23), for instance, claim that "Adults need direct, concrete experiences and informal learning situations." This is because when understanding is gained by meaningful practice, the scope of knowledge could be enhanced. Furthermore, Clement as quoted by Zeichner and Liston (1987:44) thinks, "We cannot improve teacher education apart from the conduct of schooling..."

1.2. Statement of the Problem

One form of language teacher development is enhanced by teaching supervision. All the same, this practice as traditionally practised appears to have hardly served any significant developmental purpose. Rather, it could be said to have been employed mainly for the purpose of prescriptive evaluation, where teachers are required to meet the demands of

the supervisor. Much of the usual practice of observation also seems to be unsystematic and subjective, (Williams, 1989).

In this respect, a broader and creative use of supervision may be essential. Gebhard (1990:162) quotes De Bono (1970:63) as saying "any particular way of looking at things is only one from among many other possibilities". Teachers could thus be initiated to take responsibility for their own supervision through peer supervision (Gebhard, 1990) or through the use of teacher centers (Zigarmi, 1970 quoted by Gebhard, 1990). Observation systems may also be used towards this end. Lucio and McNeil (1979:238) claim that "Supervisory action at all times should be predicated on a desire to help teachers to be self-dependent and self-motivated."

The enhanced capacity and the will to up-grade one-self making creative use of the best available opportunities becomes a priority for teachers. What is equally important is teachers own assessments of their professional needs. As pointed out by Protherough and Atkinson (1991:117), "Genuine professional development only comes when it is grounded in a particular teacher's awareness and a desire to meet it."

Accordingly, Fanselow's (1977), 'Self-help-exploratory supervision' seems to offer opportunities for teachers to work jointly towards their own professional development, paying attention to the process of exploration (Fanselow, 1990).

In this tradition then, establishing mutual relationships among fellow teachers becomes a necessary step towards promoting the continuity of their own professional autonomy or development, and for this reason it needs due attention. For instance, Johnston (1991:19) claims, "It is a well-established fact that teachers learn best from other teachers".

There are some indications that this process has shown some success within the context of initial and in-service teacher

development situations (Gebhard, 1990; Fanselow, 1990; Parkinson and Davies, 1992, Williams, 1994; Johnston, 1991).

And inside of this country, the 'Self-appraisal-Exploratory Strategy' which is at an experimental stage at A.A.U. also appears to be in line with this direction of teacher development. (Hailom, 1996).

In settings like ours, where the supervisory practice in schools seems to be one of evaluative and where other forms of teacher in-service development opportunities are hardly available, sensitivity of ELT teachers in our high schools to such kind of practice as a means of teachers' professional development appears to be worth considering.

The position of English teachers in our high schools may, for instance, be characterized as follows: hardly any research tradition; less opportunity for workshops, and professional discussions; little access to do reading for scarcity of modern sources in language teaching and learning in the libraries, and the like. In view of all this then, there appears to be a pressing need for looking for strategies which might work best for our own teaching situations, and it is this aspect of the problem that this study attempts to address, by considering Fanselow's (1977) notion of 'exploring' teaching and also in connection with the recent interest in the discovery and inquiry-based approaches to teacher development including the 'Self-appraisal-Exploratory strategy' at AAU. Allwright (1996), also suggests looking for practical procedures that could be manageable by the teachers themselves, as a driving force toward professional development.

In this study, therefore, an attempt has been made to see the extent to which such process could be adopted as to offer possibilities of enabling teachers to develop an understanding of their own classroom practice, which appears to be central to the process of professional development itself. It also means

that the implications of language teaching supervision (observation) for the professional development of teachers also needs to be studied.

1.3. Objective of the Study

This study mainly attempts to describe the teaching behaviour of teachers of English in relation to whether or not it is possible to introduce a scheme of self-help-exploratory process of supervision (observation) for promoting professional development of teachers. In particular, an attempt has been made to investigate the extent to which such process could be introduced as a possible route to the 'exploration and generation' of options in teaching, as a result of which change in teaching behaviour may be entailed. By the same token, the teachers' own perceptions of such experience will also be considered.

The study, then focused on the following questions:

1. Does this practice make a difference in their teaching behaviour?
2. How far does it pave the way for self-appraisal?
3. What does the experience itself mean (is like) for the teachers?
4. Do they find it to be a considerable direction of teacher change?
5. To what extent could it be workable in the actual teaching situation?

1.4. Significance of the Study

The problem at hand merits investigation for the very reason that the result of the study could primarily have direct personal and pedagogical relevance for the fellow teachers in:

- Sensitizing them to alternative classroom practices and thus having an impact on the way they teach.
- arousing interest in them to embark on the same process, there by promoting personal responsibility for their own professional development.
- breaking away from the usual way of doing in isolation-in paving the way for joint-work, whereby individual and collective efforts are jointly enhanced:
- developing the courage to try new ideas or to explore freely.

The insights derived from the study could be of some help to those teachers who want to carry out investigative projects for their own needs i.e, in setting an example of action-research, which is felt to be simple and practical. Action research is an effective tool in teacher development because it is "situational, or context-based, collaborative, participatory and self-evaluative". (Cohen and Manion, 1980 quoted by Nunan, 1990:63) The study may also have its own contribution in developing teacher research tradition at school level. Accordingly, assessment, as traditionally understood, should not be part of the supervisor's role". (Stones, 1984) and Blumberg, 1977 quoted by Boydell, 1986).

The result will also inform other concerned bodies, who may wish to contribute to the improvement of teachers.

1.5 Delimitation of the Study

The scope of this study is limited to the effectiveness of the process of 'exploring' teaching as a scheme for introducing strategic change in the classroom practice of five teachers of English at Medhanealem Comprehensive Secondary School with two teaching behaviours, in focus. Thus, findings to be procured and

conclusions to be reached at are about professional growth through individual and collective effort. Moreover, due to the nature of the data collected, that is the activities and interactions required during the experience, the study focused on two teaching behaviours and five teachers from the same high school.

The specific teaching behaviours, are merely used as a stepping stone towards promoting the practice of 'exploring' teaching among the five participating teachers. Therefore, the treatment of these behaviours in this study is to be distinguished from other studies which have dealt with questioning and treatment of errors per se or rather in depth and with a different purpose. It is not also within the scope of this study to evaluate the teachers' performance or mastery of these teaching skills but rather to describe the process of change in behaviour in relation to the activities and the interaction during the experience.

1.6. Limitation of the Study

The data was collected from the exchanges in the classrooms and post-observation discussions, the interview comments given by the participating teachers. The approach maintained as appropriate for collecting reliable and valid information for the study was found to be systematic classroom observation and non-judgemental discussions of teaching in different cycles using note-taking and audio-taping. It is, however, the data obtained from classroom observation through audio-taping that constitutes the major part for the study.

Taking into account the time required for the observation act and post-observation discussions in different cycles on each teaching behaviour, the study is limited to two teaching behaviours, practised by five volunteer teachers from the same high school.

As far as observation is concerned, the observed teachers were not engaged in the role of observing for this would have required more time, material, time-tabling problems of adjustment, and the like, than could be managed within the scope of this study. The experience could have, however, been further enriched, if there were an opportunity for the teachers to observe others' teaching. An increase in the number of teaching behaviours could have also allowed more opportunities for the teachers to 'explore' teaching-that is , seeing teaching differently.

Though there is a lot that the visiting teacher himself has, learnt from this experience, this has not been included here, as part of the data for the study.

Definition of Terms

The following words are used in the study with the meanings given below:

- Activity: What the participants do during the discussions of teaching.
- Descriptive: A systematic presentation of what the teacher does in contrast to evaluative or judgemental.
- Developmental: Classroom visits aimed as providing opportunities for teachers to develop informed decision-making skills.
- Error: Something that a learner gets wrong in terms of linguistic, semantic content, etc. wise and thus rejected as wrong by teachers.
- Exploring: The process of perceiving teaching differently, particularly one's own teaching.
- Interaction: A process of the reciprocal effect that the participants, including the visiting teacher, have on each other through their actions.
- Observation instruments: Tools designed for description of the teaching behaviours in accordance with the purpose of the study.
- Professional: One who attempts to understand the principles governing his practice and exploits the options open to him/her in an on-going basis
- Questioning: Teachers' presentation of questions in a way as to have different effects on the students.
- Recorded: Audio-taped samples of exchanges in the classrooms and discussions along with the interview comments.
- Self-help: The process of promoting professional development through individual and collective effort, in contrast to externally imposed.

Systematic

classroom Observation: The process of focusing on specific aspects of teaching behaviours.

Teacher

Behaviour: What the teacher does in the teaching-learning process; that is, the teachers' use of questions and treatment of errors. (in this study)

Teacher

development: A process of teachers' growth through out their career as they make and re-make themselves.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This part of the study is intended to serve as a conceptual framework for investigating the implications of 'Self-help-explorative' supervision for the professional development of teachers in an EFL setting. Concepts ranging from language teaching supervision for prescriptive evaluation up to supervision for teacher development, with particular emphasis to Fanselow's (1977) Self-help-explorative view of supervision have thus been considered. By the same token, concepts related to observation and professional development have also been dealt with.

2.1. Second and Foreign Language Teaching Supervision As a Changing Process

Significant changes seem to have been observed over the past years in the nature of supervision. Supervisory position, and supervisory activities, for instance, were initially treated as an aspect of administrative power. Teachers were thus, evaluated as effective or ineffective on the basis of how much their personalities matched with that of their heads'. According to E.Stones (1975:5) several studies on supervision "seem to be saying that merit in teaching is very much in the eye of the beholder." Accordingly, the judgements thus made seem to be largely about the teacher rather than the teaching-learning process.

By the end of the century, however, (See; H.Lucio & D. McNeil: 1979), the responsibility was shifted to experts, who were 'efficiency-oriented'; the major focus being on teaching procedures. Accordingly, Richards (1990:4-5) quotes (Peterson and Walberg, 1979; Ornstein, 1985) saying the following:

Teachers were often evaluated according to how they matched profiles of good teachers derived from the opinions of experts despite the fact that there was no evidence that teachers having these characteristics were actually successful in bringing about higher levels of learning in their pupils.

The supervisor's visit to a teacher's class was, therefore intended to see the best methods for the teacher to apply in his/her own classroom. This was done irrespective of variation in the language teaching learning situations. According to Mackay (1990:35) also, "The effective assessment of teaching performance has always been invariably linked to the need for an operational model of teaching." In such tradition then, Richards (1990:8), " Teaching is viewed as a kind of technology, and the teacher educator's task is to get the teacher to perform according to certain rules."

The focus of attention later on shifted to specific teaching circumstances in that competence in self-improvement and self-analysis seem to be the standards for judging teachers' professional efficiency. Accordingly, the goal towards which a supervisor should work was meant to be staff development rather than the improvement of the individual teacher. (H.Lucio and D.McNeil, 1979)

2.2. Prescriptivism in Teacher Supervision

The directive supervision seems to represent the type of prescriptive evaluation prevailing in a number of countries. In directive supervision, according to Gebhard (1990:156), the role of the supervisor is "to direct and inform the teachers, model teaching behaviours, and evaluate the teachers' mastery of defined behaviours." Fanselow (1990;182) takes the major aims of supervision to be one of "providing a means for a more experienced person to help or evaluate a less experienced person".

Such role-relationship is, therefore, criticized by Fanselow (1990) for allowing a wider scope for external help, in the usual dependent sense.

The teachers' responsibility for decision making for their own teaching, seems to be limited or restricted under such tradition of supervision. For instance, as pointed out by Gebhard (1990:166),

Many second-language teacher educators seem to limit their approach to supervision and their choice of supervisory behaviors-In doing so they risk restricting or in the case of very directive supervision, even retarding teachers' progress in assuming responsibility for their own teaching and in developing their talents as professional teachers.

The development of the trainee's ability to assess his/her own practice could also be retarded. Hailom (1996)) views the prescriptive approach to be conceptually defective and cognitively ineffective in helping trainees undergo cognitive restructuring in order to accommodate changes taking place in the profession. Allwright (1996) also describes it as 'static', where a career pattern of no change is implied, for initial training is meant to provide trainees with all what they need to come out as professionals. It, therefore, means no need for further change or development in the future.

The traditional role-relationship, therefore, seems to raise fundamental questions about the dynamics of interpersonal relationships and influence of the supervisor on the teacher (Boydell, 1986). For instance, "supervisors of teachers tend to see themselves as administrators rather than as senior staff with important training responsibilities." (Sheal, 1989) Moreover, analysis of a number of supervisor-teacher conferences reveals that, "only 0.04% of the supervisors' talking time related to how teachers would go about solving classroom problems." (Blumberg cited in Boydell, 1986:138).

Reavis (1978) in a review of literature on supervision as cited in Zeichner and Robert (1982:39) concludes: "No study has found traditional supervision favoured." Rather, "the model of assessment seems to have a harmful effect on teaching." (Protherough and Atkinson 1991:102) . In such circumstances, therefore, teachers cannot be expected to have faith in the importance of such practice in their teaching.

2.3. Teachers' Experience in Language Teaching Supervision

Teachers' need for supervision could vary depending on their experience. Beginning and less experienced teachers, for instance, are said to favour the supervisor's help (Freeman 1990; Coperland as quoted by Gebhard, 1990) in that they need to be told whether or not they are doing properly (Johnston, 1991; Williams, 1994). On the other hand, some experienced teachers, may not want to be told how to teach (Gebhard, et al. 1990)

Instead, according to Tony Wright (1990:84), they may have such questions as:

Should I change my ways? Am I succeeding at present?
What do new ideas mean for my daily work? ... What is
the basis for what I am doing in the classroom at
present?

2.4. Supervision As Teacher Development

The two concepts of 'training' and 'development' seem to occupy a central position in the preparation of teachers. These concepts could thus relate to the short and long terms of teachers' professional development, respectively. It follows that, skills for immediate classroom survival alone do not seem to guarantee the development of professional maturity. Therefore, the developmental aspect also deserves due attention for teachers to make informed-decisions. Allwright (1996:4), for instance, argues for

"a dynamic integration of the two concepts of 'training' and 'development' via research."

Professional development, in turn, would require integrating new ideas with what is already known through individual and collective effort (Olson, 1992; Wragg, 1970-71) To this end, action relevant to a specific teaching situation seems to have high relevance for the creative growth of teachers. Clarke (1995:245), for instance, quotes Schon as saying, "... thought is embedded in action and knowledge in action is the corner stone of professional development."

Moreover, McGregor (1960:3) cited in David Pratt (1980:12) has the following to say:

The professional draws upon the knowledge of science and of his colleagues, and upon knowledge gained through personal experience. The degree to which he relies upon the first two of these rather than the third is one of the ways in which the professional may be distinguished from the layman.

Certain qualities required of a professional include the following: Patience, receptivity, willingness to look at things from different perspectives (Smith, 1996); open-mindedness; that is, willingness to form and revise beliefs in the light of evidence and argumentation (Furlong, 1996); retaining confidence in personal strengths for self-appraisal and identifying short comings with honesty (Hancock and Settle, 1990).

2.4.1. The Self-help-Explorative Supervision

Fanselow (1977) proposes the self-help-explorative supervision in an attempt to foster the tradition of self-responsibility for promoting professional development among teachers by exploring teaching freely, whereby a strategic change in classroom practice may be entailed.

In contrast to the usual practice of a one-way information transfer, therefore, Fanselow proposes the following (1990:183):

Whereas the usual aim of observation is to help or evaluate the person being seen, the aim I propose is self-exploration-seeing one's own teaching differently. Observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to help or evaluate is providing a product.

According to Gebhard (1990) also, this model is proposed to encourage teachers, to gain an awareness of their teaching through observation and exploration.

To this end, the role of the supervisor is re-defined as a 'visiting' teacher, who should join others in the process of exploring teaching. Fanselow, for instance, has the following to say: (1990:184)

Using the word supervisor-a person with supervision-hardly supports our autonomy. When I observe and when I invite others to observe me, I refer to all of us as 'visiting' teachers to avoid the use of the word, supervisor.

Williams (1984), in a 'peer-mentoring' practice also maintains a similar notion of 'visit' in the spirit of becoming non-judgemental. Lucio and McNeil (1979:VIII) however, believe that, "Supervision requires a super-vision-a superior perspective attained by special preparation and position." Boydell (1986:123) also questions the practicability of such view, when he states, "Even if it is desirable to change the supervisor's role, to what extent is it possible to do so in practice?"

Such re-conceptualization of the role of the supervisor, however, seems to be possible, there by entailing a shift in the role-relationship between the supervisor and the teacher. In view of this, Fanselow (1990:184) says, "Although supervisors may

consider their roles so set that empowering teachers to make decisions seems impossible, such redefinition is possible in any field."

Central to such view is, therefore, the belief that teachers could be empowered to making decisions for their own classrooms. (Fanselow, 1990; Jarvis, 1972 quoted by Fanselow (1990); Liston (1987) quoted by Zeichner and Liston (1987); Gebhard (1990). For instance, teachers could gain insights into how they can investigate their teaching and also be armed with the investigative skills necessary for performing such roles. As Freire (1970) and Jarvis (1972) quoted by Gebhard et al (1990:22) point out, "this ability sometimes empowers teachers. They become free from oppression knowing that they have the power to teach based on awareness of classroom interaction and its consequence"

Moreover, the ability to investigate teaching would thus be of par amount to them for they could do it in their future career of teaching.

The rationale for Fanselow's conceptualization of this model seems to emanate from the basic consideration that helpful prescription could hinder exploration (Fanselow, 1990). It does so by encouraging in the developing teacher a certain 'learned helplessness' (Abramson, Seligman and Teasdale, 1978 quoted by Fanselow, 1990: 183)

The usual practice of top-down ready-made information transfer, for instance, fails to take into account the fact that learning involves the personalized construction of meaning (Freire, 1970 quoted by Wajnryb, 1992:11). It follows that supervisors may need to be aware of the choices of supervisory styles in approaching teachers. It means, "the educator needs to choose styles wisely and judiciously, ever aware of how damaging prescriptiveness can be (Wajnryb (1992:11)

2.4.1.1. The Theoretical Basis of the Model

The whole thrust of Fanselow's point of view, seems to go against the acceptance of knowledge as a product. Freire (1970) quoted by Fanselow (1990:184) also points out that "learning consists acts of cognition, not transference of information.... Each of us needs to construct, and reconstruct, and revise our own teaching".

The focus, therefore, is on the practical knowledge that teachers acquire about teaching through understanding and use in their own class-rooms (Clarke, 1995; Fanselow, 1990; Gebhard, 1990; Freire, quoted by Fanselow (1990) and H.Lucio and D.McNeil, 1979). Teacher knowledge from this perspective, Schuman (1988: P,37 quoted by Clarke, 1995:244) is "a situated knowledge made powerful by the contexts in which it is acquired and used." Accordingly, inquiry, which is grounded in practice seems to lead to innovations and is thus encouraged as-career-long practice.

2.4.1.2. Observing to Explore

The view maintained here appears to be that teachers can learn more from observation and discussions about teaching. As pointed out by Gebhard, (1990: 163), for instance, "The aim is to provide opportunities for teachers to become more informed and more capable of making their own decisions about improving their teaching. Accordingly, "Teachers can make their own choices about what they wish to focus on rather than subscribing to externally-imposed decisions about the direction of their professional development." (Wajnryb, 1992:12)

Fanselow, (1990: 184), for instance, states that "when we observe others to gain self-knowledge and self-insight and when we generate our own alternatives based on what we see others do, we construct our own knowledge." To this end , he describes observation as a mirror of one's own teaching. A teacher may, for

instance, confront his/her assumptions about teaching by observing others.

Moreover, there seems to be an opportunity for engagement with the experience on an individual base. This practice according to Wajnryb (1992:12) " places the learner at the center of the experience and has little scope for external help in the conventional dependent sense." Seen from this perspective, Fanselow (1990) describes observation as a journey towards discovery and self-knowledge. To this effect the context in which self-discovery takes place needs to be a supportive one.

In the model for visiting teachers, for instance, teachers explore teaching through self-exploration. According to Gebhard (1990:163);

The goal to see teaching differently is achieved not because the supervisor has helped to do so, but because the teacher has discovered a way to view his/her own teaching differently through self-exploration. The aim is likewise for teachers, including the visiting teacher, to construct and reconstruct teaching based on awareness gained from observation of teaching.

To Bronowski as quoted by Fanselow (1990) the process of exploration is the habit of truth.

The major role of the visiting teacher, therefore, becomes one of stimulating fellow teachers to join him in this process so that they may also be initiated to promote a similar kind of attitude afterwards. Gebhard (1990:163), for instance, points out that, "The visiting teacher is not seen as a 'helper' (which is the basis for other models of supervision) but as another perhaps more experienced teacher, who is interested in learning more about his/her own teaching and instils in teachers the desire to do the same.

2.5. Language Teaching Supervision In Ethiopia

The supervision practice in our high schools, as it stands now, appears to be more of evaluative than developmental. In this respect, it seems to reflect the evaluative side of the usual (traditional) practice of language teaching supervision that has been practised in a number of countries.

It is, however, different as regards the people in charge of the supervision act are concerned; that is, the practice is such that a person in a position of a supervisor has the responsibility of supervising teachers in every department, irrespective of any speciality in the field. In this respect, it may be said that there appears to be no language teaching supervision as such, except for the one being carried out by department heads, who are themselves English teachers. Even then, the department heads' role in this process is very limited in that the department head is only a member of the administrative body who is in charge of supervision at school level. Since teachers are judged against a set of yardsticks and directives as given by superiors, the department heads' evaluation of teachers is meant to serve more of administrative purposes than educative. Experience shows us that supervision in schools is generally done twice a year utmost; that is, at the end of each semester.

It is only recently that some interest seems to have been shown in supervision to serve a developmental purpose at school level. The roles and functions of supervision in the education system of the country, for instance, has been structured into Regional Education Bureaus, Zones and Woreda educational offices. This was done in accordance with the re-classification of the country to a state structure, following the change in the political system. In this structure, according to the Education and Training policy of, April 1994, the responsibility of enhancing teachers' potential creativity has been given to schools.

The structuring of the supervision practice at school level for instance, seems to give emphasis to teacher development, in accordance with the career structure set by the Ministry of Education. According to the Educational Programmes Supervision Manual, 1994, the school Directors, Deputy Directors, Department heads, Senior teachers are assigned with respective roles to play in the supervision practice within the school system. The responsibility of working towards the professionalization of teachers is one of the major roles of Department Heads and Senior Teachers. One of the major roles of Department Heads, for instance, is meant to be encouraging teachers to be engaged in doing action research. Senior teachers also have the responsibility of conducting classroom supervision, within their departments, with the aim of assisting and guiding teachers, besides other roles. Much remains to be done, however, if teachers are to be provided with conditions, in which they could learn to make themselves.

On the other hand, the effort being made by the Department of Foreign Languages and Literature at Addis Ababa University in upgrading the efficiency of teachers of English at high schools is worth mentioning, though this may not be expected to have a wide coverage. It may well-been seen as an appropriate direction of change. The idea of doing research for teacher development, for instance, have been stressed in ELT workshop conducted by the department for teachers of English in the secondary school region of Addis Ababa; ofcourse, not forgetting other sensitivity practices on teaching methodologies. (Hailom, 1995)

More importantly, the recent trend in the training of EFL teachers by the same department appears to give due attention to the process of 'Self-appraisal' as central to the development of trainees.

2.6. The Self-Appraisal-Exploratory Strategy

The trainee-centred self-appraisal exploratory strategy, which is in an experimental stage at the AAU is intended to focus

on the enhancement of the development of the will-power of the trainees to learn and explore. According to Hailom (1996:5), "The strategy of using classroom data obtained from lessons observed for the training of teachers at AAU has been practised since the academic year 1993-94". This process also seems to share a similar view with that of Fanselow's (1977), 'Exploring and generating' alternatives in teaching, where the major focus is on initiating trainees to develop as professional practitioners.

This strategy is expected to enable trainees to develop higher values of professional excellence. According to Hailom (1996:5), for instance, "It was observed that trainees learned more from practice and reflection on practice than from the so-called theory-biased methodology courses". To Wajnryb (1992: 15), "The process of reflecting and re-appraising is the stuff of which teacher development is made." It appears that the underlying principles of this strategy and some of the activities also seem to have relevance to the concerns of this study.

This study, which mainly focused on describing how opportunities could be provided for EFL teachers in the high schools to change their teaching behaviour, has been carried out broadly within Fanselow's (1990) conception of 'The Self-help-explorative supervision' and also in line with other discovery and inquiry based approaches to teacher development, like (Wajnryb,1992) and also locally, in the direction of 'The Self-appraisal-Exploratory Strategy' (Hailom,1996), which is being implemented in the training of English language teachers at A.A.U.

The data obtained from observation has been employed to the benefits of the participating teachers in the study. The post-observation conferencing with each teacher was, for instance, based on the data obtained from the teacher's own teaching. The teachers, therefore, could not feel that they are being used by the researcher for his own ends and thus resent the experience.

Though Fanselow's (1990) notion of exploring and generating alternatives in teaching has been adopted as a major strategy in conducting the study (work) an attempt has, however, not been made neither to 'test' the model nor the theory on which it has been founded. It is rather an attempt of adapting it as applicable to teachers of English in our high school teaching situation. Zeichner and Robert (1982:37), for instance, have revealed the inevitability of some sort of change in the constituent elements of a model being interpreted for use in a particular setting. In so doing, they highlight the limits of thinking about supervision in terms of models.

As a step towards Fanselow's (1990) direction, therefore, his view of describing teaching and non-judgemental discussions have been adopted as guiding principles for the study, without, however, attempting to stick to each and every single step that he proposes for conducting discussions: collecting and describing data, grouping activities using technical language, (developing categories) interpreting data .

It is, therefore, Fanselow's (1990) alternative suggestion of starting discussions using existing categories that has been maintained, rather than attempting to develop categories during discussions. Furthermore, the discussions are meant to be non-judgemental discussions of teaching and are taken as an on-going components of this process of self-understanding of one's own teaching. Fanselow (1990), for instance, recommends limiting observation and discussion to as little as five minutes rather than ignoring the whole practice intending to wait for an opportune moment to occur, in which case the practice may not likely take place at all.

The major focus is on possibilities that teachers could do in order to become more informed and stay aware of their own classroom practice on a continuous basis, It is this search for self-understanding or rather self-discovery that is believed to serve as a driving force for professional development and change.

Moreover, the teacher's desire for self understanding and improvement is also taken as central to this process. Since the process focuses on practical problems emanating from one's own teaching, there could be a possibility for becoming interested in such practice.

Teachers are believed to have the opportunity to understand what they can do and to further their own professional development for the future. There also appears to be room for both self-discovery and mutual supportiveness, which are both vital to professional growth. It gives room for 'self-discovery', in that it is the teacher himself/herself who is to explore their own teaching though the visiting teacher may have his/her own contributions to make.

It would also give room for transforming individual and collective effort, as both the visiting and visited teachers join the experience for the same purpose. It could, therefore, enlist the cooperative efforts of teachers in tackling common problems.

The visiting teacher has the responsibility of facilitating situations whereby the observed teachers could freely and actively take part in the discussions. This in turn demands conducting discussions in a non-threatening and less evaluative way.

The visiting teacher could share his own and other experience for the teachers to try the ones they like or all ways on different occasions and see the consequences. It is, therefore, for the teachers to make use of such opportunities or not. Accordingly, an increase in the change of behaviour is expected to occur gradually.

During the discussion, therefore both will have the opportunity to listen to each other on issues raised and discussed, there by examining one's own beliefs and decide whether or not to make changes.

2.7 Observation Systems

Existing classroom observation instruments have been used with certain revision and adaptation in order to match the specific research context. Seligeeer and Shohamy(1989) also stress the advantage of using existing procedures rather than developing a new one, provided that it is appropriate to the concerns of the study.

2.7.1 Questioning Behaviour

Classroom questions could be classified in a number of ways for different purposes. It means different categories could be used on the basis of the framework one intends to be working with, Distinctions could be made between questions as display and refrential; open and closed, etc. Another way of looking at questions would be in terms of levels; that is, based on the level at which questions are framed. As pointed out by Van Lier (1988:224), for instance,

An analysis must go beyond simple distinction such as display and refrential questions, yes/no and open-ended questions, and so on to investigate what different tasks questions set, and the different commitments they place on the answer.

The cognitive work that questions demand of their responses thus becomes an important consideration. In this respect, Tsui (1995-23) says:

The type of question that the teacher asks affects the kind of response that the students produce. Studies of questioning have proposed various categories of questions, according to such factors as their cognitive demand and their effects on students.

In determining the system of observation for 'Questioning Behaviour' therefore, some systems which seem to serve as a

conceptual framework for classifying questions have been considered. In view of this, Perrott (1982:42) states that following:

There are many ways of classifying questions, and most of these classification are useful in that they provide a conceptual framework for looking at them. One of the best known classifications in Bloom's Taxonomy of Educational Objectives (1956).

Likewise, Van Lier (1988:224) claims that "Bloom's taxonomy of educational objectives is still the most widely used resource for cognitive question types".

2.7.1.1. Classifications of Questions by Levels

Bloom's taxonomy classifies questions into six levels, according to which they engage students in a process of cognition, that is, questions at each level require a response which uses a different kind of thought processes. The six levels are: knowledge, comprehension, Application, Analysis, Synthesis, and Evaluation. (Perrott, 1982:42) Accordingly, knowledge questions are classified as Low-order; Comprehension and Application, Middle-order; Analysis, Synthesis and Evaluation, High-order (Farrant, 1980).

Though Bloom's taxonomy of questions could be important in showing the cognitive demand required at each level, the categorization of questions into three different orders does not seem to be easily manageable, Moreover, it appears that this

work has not been specifically meant for use in EFL classrooms.

Another one is Mehan's (1979) classification of four types of elicitation, which to Van Lier (1988:824) is a practical alternative, easier to handle and yet useful. Mehan (1979) as quoted by Van Lier (1988:224) distinguishes the following four types of elicitation:

Choice elicitation: asks for agreement or disagreement (yes/no) or choice from a list produced by the teacher;

Product elicitation: requires a factual response such as a name, date colour, place;

Process elicitation: asks for respondents' opinions or interpretations;

Metaprocess elicitation: asks students to be reflective about the process of making connections between elicitation and responses.

This system, however, seems to be too brief to cover the questions that could be asked by teachers in a language classroom.

Still another one is that of Tollefson's (1989), which divides questions in to five levels based on the complexity of

cognitive demand that each level places on the students. The five levels of questions include: Literal Comprehension, Recognition, Inferential comprehension, Evaluation, and Appreciation. Each level in turn is further subdivided into subcategories of question types.

Questions in the first two levels seem to resemble a testing situation, where explicit recall or reorganization of explicit information from a text is required. Generally, these are display questions (Tollefson, 1989); which are more or less knowledge checking questions, and thus classified as 'Low-level' questions.

What is missing in the above case is, therefore, (Tollefson, 1989:9) "inducement to think, to become personally involved in understanding and communicating and in actively processing input". It follows that students could better be engaged in such activities by including the rest three levels of questions in the taxonomy requiring different mental operations. These one are classified as 'High-level' questions. In terms of such categorization, "The shortness of a response bears no relation to the potential cognitive work required to produce it" (Van Lier, 1988:235).

Regarding the classification of questions in terms of levels, Richards (1990:5) also quotes Winne (1979) as saying "low-level questions require recall of facts; higher level questions require synthesis, analysis and critical thinking". It does, therefore, seem that both levels could find a place in

the teaching-learning process of English.

This system has also been intended to serve for training teachers to ask a broad range of questions of varying cognitive difficulty. It would mean that more knowledge of the possible responses to questions may not be enough for teachers.

The categorization of questions is to be made on the basis of anticipated student response. Most frequently, teachers questions and students responses will be consistent though this may not always be the case. (Perrott, 1982).

2.7.1.2 Skill of Questioning

The skill of questioning also remains to be an important one in the repertoire of a language teacher. Teachers, for instance need to determine the skill to be used and when it would be appropriate to use specific skills. To this end, Farrant (1980:190-191) says:

The teacher's skill in questioning lies not only in his being able to use the right kind of questioning for specific tasks but in his being able to probe or use further questions to get from his pupils what he is after. It also lies in his being able to redirect questions to other pupils to widen participation without making the pupils whose answers have been inadequate feel their contribution of little value.

Developing a question strategy which would involve a well-balanced use of skills, therefore, becomes crucial in improving

the quality and quantity of students' participation. In this respect, Perrott (1982:89) says "To a large extent, the ability to use a skill appropriately is dependent upon a clear awareness of its function. Failure to be aware of these Functions can result in an inappropriate use of skills".

Though there are different questioning skills, including Redirecting, Prompting, Refocusing, Pausing (Perrott, 1982), only the first three have been considered here, however. The redirecting skill of questioning, for instance, involves using a question calling for a response of facts or alternative responses. Furthermore, the use of clues or hints characterize the prompting skill of questioning. The probing skill of questioning, unlike prompting, seeks clarification or additional information from students. Accordingly, student participation seems to be essential in language learning though it may not be possible to equate the former with the latter. (Tsui, 1995).

The following aspects of questioning have been focused on during the discussions: The quality and quantity of questions; that is, questions in terms of levels and skills used; any also source of questions.

TEACHERS' QUESTIONS

CLASSIFICATION OF QUESTIONS IN TERMS OF LEVELS

The categories used, with examples are as follows:

CATEGORY AND DESCRIPTION	EXAMPLES OF EXPONENT OF EXPRESSION
<p>1. LITERAL COMPREHENSION Requires the student to focus on ideas and information explicit stated in the text.</p> <p>1.1. Recognition require the students to locate or identify, information explicitly stated in the text:-recognition of details, main ideas, sequence, comparisons and character traits.</p> <p>1.2. Recall requires the student to recall from memory information explicitly stated in the text recall of details, main idea, sequence, comparisons, cause-effect, character traits organization.</p>	<p>Find, show me, Locate, Identify Read the line that point out Tell me, state List, recall Describe</p> <p>T: what is the word for---? T: what caused---? T: Tell me what you know about----- T: State/define-----</p>
<p>2. REORGANIZATION Reorganization requires the student to analyze, synthesize, or organize information involves both quotation, summary and paraphrase: classifying, outlining, summarizing, synthesizing</p>	<p>Compare contrast, List, paraphrase, classify, Divide, summarize</p> <p>T. How is ---different from ---? T. How is ----the same as---? T. What do you understand by--? T. Compare/ contrast 'x' with---? T. What does the rule mean when it says----?</p>

<p>3. INFERENCEAL COMPREHENSION</p> <p>Requires the student to use information explicitly stated in the text along with personal experience and knowledge in order to conjecture and form hypotheses.</p> <p>Supporting details, main idea, sequence, comparisons, cause effect, character traits organisation predicting outcomes, interpreting, figurative language.</p>	<p>Pretend, Suppose could this have happened if-- -? How would-----? What might have happened if-- -? If we assume----, what might-- ---? What would the consequence be if---? What are the implications of ----?</p>
<p>4. QUESTIONS OF EVALUATION</p> <p>Evaluation requires the student to compare information and ideas in a text with material presented by the instructor or other authorities and with students' own knowledge and experience in order to form judgements of various kinds: Reality or fantasy; fact opinion: adequacy validity, Appropriateness, worth, desirability.</p>	<p>4. Should, in you opinion Do you agree/disagree---? What part of the passage best describes---? Do you believe----? Would you have-----? Is it right that-----?</p>
<p>5. APPRECIATION</p> <p>Requires emotional response, identification, reaction to language imagery</p>	<p>5. Do you know any one like-- --? What did you think when---? Did you (dis) like---? Why did you (dis) like---?</p>

Source: Tollefson (1989)

SKILLS OF QUESTIONING
REDIRECTING

Teacher redirects the same question to several students, when a student fails to respond correctly; or teacher asks a question that can be answered differently; that is, which calls for an answer of related facts or allows a variety of alternative responses.

PROMPTING

Teacher forwards a questions cuntainingand then uses a series of questions, I ask you to blink?

hints or clues in order to lead the same student to give response when

the student does not know the response; gives a very weak response; a partly or completely incorrect response. The teacher may also use use direct hints or a single prompt

PROBING

Teacher asks a series of questions, related to the original one, in circumstances where a student's response is poorly organized, lacking in detail or incomplete though it may not be wrong. The teachers may use more than one probing skill in a probing sequence or rather a probing skill may require one prompt or a series of probes

Source (Perrott, 1982)

T: What kind of friend
do you like?
S: (Silence)
T: Who can try?yes?

Abebe, can you try?

T:What would you do if
I ask you

SS:Blinking their eyes
T:So, what are you
doing?

What have you been
doing?

Opening and-----

S: Closing

T: Closing what?

T: My eyes.

T: Your eyes.

(Tsui,1995)

T: Is it right that--?

S: Yes/No

T:Why do you say that?

S: Because-----

T: What do you mean by
that or can you
elaborate further?

S: Of course----

T: Can you state that
in another way?

2.7.2. Error Treatment

Error treatment appears to be another area which could be addressed by using observation systems that may easily be handled by teachers. In this respect, Malamah-Thomas (1987) describes an observation instrument on error treatment along with the method of correction. It has eight categories together with a grid of three types of errors. According to Malamah Thomas (1987:67), for instance, "Much can be learnt from applying a simple instrument aimed at raising awareness about or focusing attention upon specific areas of methodology." Norrish (1983:50), also suggests a method of correction involving the use of a tick against the particular class of mistake or error in fluency.

Since the major concern has been in the type of acts teachers are performing when they provide-treatment of learner oral errors, an attempt has been made to develop a system of description which would address or handle the following aspects of error treatment:

Who treats errors?

Were there opportunities for student self-correction?

In what ways or how do teachers deal with errors?

What kind of feedback do the teachers provide?

In this respect, Norrish (1983:6) states that "what the teacher teaches is not always the same as what the learner learns" and thus emphasizes the importance of encouraging freer types of language activities in the classroom.

Chaudron's (1977) features and types of corrective reactions in the model of discourse, as quoted by Allwright and Bailey (1991), identifies 27 types, and deals primarily with the various things teachers do to treat errors. Long's model in Allwright and Bailey (1991) also deals with decisions pertaining to the entire process of dealing with errors. Other sources like Allwright (1988); Tsui (1995); Wajnryb (1992); Norrish (1983) also deal

with the issue of error treatment from different angles, including who, when, how to treat errors and the types of errors to treat.

The major aids in this regard have been found to be that of Malamah-Thomas' ((1987) observation instrument on the methodological practice of teachers' error correction, Tsui (1995) and Chaudron (1977): Malamah-Thomas' view that observation instruments for purposes of awareness-raising on specific areas of methodology need not be more comprehensive or more formal has been considered to be relevant to the concerns of the study, too. However, since this system does not seem to be as exhaustive as to handle the aspects of interest in this study, it has been used as a frame of reference.

Tsui's (1995) description of the decision making process and the examples given seem to be clearly and briefly stated that a resort has been made in developing the system used in this study. Chaudron's (1977), though appears to be highly important to the concerns in this area, it seems to be highly complex as to match the intention in this study. The categories for the descriptions, however, have direct relevance here, too.

In order to determine the categories then, an attempt has been made to start with Malamah-Thomas (1987), which has eight categories for method of correction.

The first category which deals with giving correct answers has been elaborated and paraphrased as to have two categories of 'provide' and 'modelling', Under class III, The second category which deals with transfer of treatment has been rephrased and categorized under this class too.

Two categories have been added to The third category of feedback which merely deals with negative feedback as to have three categories, under class I.

The fourth, fifth, sixth, seventh categories which deal with teachers' attempt to get the same student to self-correct have also been elaborated and brought under class III categories.

Class II categories, which include three elements of time of treatment have newly been added.

The eighth category, that is, the non-verbal category, has been deleted as it is not of present interest.

The current system then identifies three elements of language of feedback henceforth to be known as class I categories; which refer to the affective aspect of teachers feedback; that is, to the evaluation and provision of information related to the student's response, and acknowledgement, too. The first one refers to the negative aspect, and the rest two, to the positive aspect.

Class II categories, include three elements of time of treatment, i.e., to the decision that the teacher makes as to when to correct or treat the error.

Class III Categories, refer to how errors are treated; this includes the question of who treats the errors and in what ways the errors are treated.

Class IV, Categories, to errors that are not treated.

TREATMENT OF ERRORS

Type of Act:	Description
Negation	Teacher shows rejection of part or all of students' response, by using words like no,...
Acceptance	Teacher confirms the accuracy of student response.
Acknowledge	Teacher gives explanation when a student fails to answer or no response is offered.
Interrupt:	Teacher treats errors immediately by interrupting the student in the middle of the sentence.
Delayed	Teacher delays treatment until the student finishes what ever he/she has to say.
Postponed	Teacher points out errors but postpones the treatment until later in the lesson or beyond the limits of a lesson or. - Teacher patterns and distributes errors among students to use them as a starting point for a future lesson. Teacher collects errors to design exercises for future lessons.
Provide	Teacher gives explanation when a student fails to answer or no response is offered.
Modelling	Teacher report a student's response with correction. T: ____ ? S: Because he can play and also he can speak the German.

T: He can speak German, and also how about the girl?

Self-correct Teacher gets the student to repeat his/her response with intent to have the student self-correct.

Explain Teacher provides information as to identify, nature cause or type of the error made
T: sing song. Pay attention. Not singsong.
Pasttens.

Repetition with
change and emphasis Teacher explicitly indicates the location of an error
T: No, not they cooking food. Pay attention.

Clue Teacher implicitly indicates the location of an error by repeating student's answer up to point of error or by asking the student to repeat a certain word on phrase.

T: _____?

S: Careful and friendly

T: Careful?

S: Helpful

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The study attempts to investigate whether or not it is possible to introduce a strategic change in the classroom practice of teachers through the self-help-explorative supervision' as applicable to teachers in an EFL setting.

The study is descriptive and the subjects of the study are teachers in a single department at Medahnealem Comprehensive Secondary School. A descriptive approach has been adopted for the study for its relevance for observational studies of teaching in classroom settings (Stern, 1983) and documenting data in an on-going basis.

The methodology has also been data-based in that the data obtained from classroom observation has been used for developmental purpose. Williams (1989:85), for instance, sees the relevance of a data-based methodology for teachers to examine existing classroom practices and consider the application of new ideas to their own teaching situations.

3.1. Population and Sampling Procedures

The population of the study is composed of five teachers of English at Medahnealem Comprehensive Secondary School. This sample size is believed to give the study depth in allowing different cycles of observations and post-observation discussions with the teachers under study.

To make the study manageable, this specific high school is selected for the very reason that the required number of teachers teaching at the same grade level could be found there, by virtue of its large population size. The selection has been made on a voluntary basis making sure that the volunteers are teaching at the same grade level. Accordingly, grade eleven was taken, for

the required number of voluntary teachers was found among the teachers teaching at that level. Moreover, sex composition has not been taken as affecting (influencing) the result of the study.

As a study focusing on a systematic analysis of particular aspects of classroom interaction, two specific teaching behaviours; that is, 'Questioning and Error Treatment' have also been selected on the basis of importance in the language classroom. Hilary Constable (1994: 5-6), for instance, states that "If a study is to make a contribution to what is learnt through a systematic study, it must focus on something rather than everything".

Questioning, for instance, appears to be a very important aspect of classroom interaction to which a considerable amount of time is devoted (Sinclair and Coulthard, 1975.) Yoseph's (1990) study also shows that 59.3% of the lesson time of English lessons in Junior Secondary schools is devoted to asking questions. Moreover, according to Chaudron (1988), quoted by Tsui (1995:23), "Studies of teacher questioning behaviour show that questions constitute 20 to 40 percent of classroom talk."

In this respect, the kind of questions asked; that is, the cognitive demand of the questions could have a bearing on the students' response. Willson (1973) as quoted by Tollefson (1989:9) found that "the cognitive complexity of the response was largely determined by the cognitive complexity of the question." Teachers, may therefore, need to pay attention to the level of cognitive difficulty involved in the students effort to respond to a particular question. (Tollefson 1989) This would mean that teachers use of questions in terms of levels is worth considering.

Error treatment also seems to be another important aspect of a teacher's teaching repertoire. It is in the feedback, for instance, that teachers make evaluations of students' response.

Though it may not be possible to precisely tell what kind of error treatment is most effective, decisions made by the teacher as to whether or not to correct an error, and how and when to correct it, will have important effect on students' learning. (Tsui, 1995).

3.2. Data Collection Instrument

To get valid and reliable information for the study; a combination of research techniques including classroom observation and discussion about teaching, and interviewing have been used for data collection. Audio-taping has also been used for recording. Allwright (1988), for instance, feels that the value of classroom observation as a research tool has been firmly established. Seliger and Shohamy (1989) also recognize the value of observation in studying teachers' and students' behaviour.

More specifically, then, systematic classroom observation has been used for it seems to have the advantage of making explicit the aspects under investigation in allowing the researcher to focus his attention on those aspects. In view of this, McIntyre and Macleod (1986:10) as quoted by Tsui (1995:163) define systematic classroom observation as follows:

By systematic observation procedures, we mean those procedures in which the observer, deliberately refraining from participation in classroom activities analyses aspects of these activities through the use of a predetermined set of categories or signs. This analysis may take place during the observation, or may be based on selective records such as audio and video recordings, or on transcripts of classroom discourse.

An audio-taped semi-structured interview has also been used to draw the teachers' perceptions of the experience which is likely to be missing in the above data collection procedures. It

becomes vital, therefore, to listen to the views and experiences of the participants in the study.

Finally, the data collected from classroom observation will be cross-checked with the data collected from the post-observation discussions and interviewing.

Questionnaires, however, have not been used for the nature of the study does not seem to demand its use. To Seliger and Shohamy (1989), for instance, it appears that surveys and questionnaires are useful for collecting data from large groups of subjects.

The observation was then carried out on the basis of the following procedures.

1. Observation instruments that could address the objectives and intent of the study have been set.
2. Different procedures have been used in determining the reliability and validity of the data collection instruments for the two teaching behaviours.
3. A try-out was, therefore, made of only one of the instruments of data collection for the very reason that it was only one of the teaching behaviours (Questioning) that has been found to be manageable at that stage of the study. This was done with two volunteer teachers of English who are not included in the main study and in a high school different from the target high school.

The try-out was done in the following manner: The observation was made by the researcher, whose role was that of a 'visiting' teacher with some expertise in classroom observation on a Master's programme in TEFL, in the course 603 at Addis Ababa University during the same year.

The researcher observed each teacher for three different cycles using audio-taping and note-taking followed by a corresponding taped-post -observation discussion.

Regarding the qualification of the teachers observed, both have BA degrees: One in Foreign Languages and Literature, and the other in Educational Administration. Their teaching years of experience is almost similar; that is , on the average twenty years. (See, Appendix-A: number 1).

The two teachers were observed in their normal classrooms both Grade 11 (with an average of 75 students in each classroom during the teaching learning process.)

Questions that address the reliability and validity of instruments (tools) include the following:

First, questions of reliability addresses the extent to which an instrument is reliable or objective; that is, whether or not there is consistency or stability in the use of the instrument. The criterion of reliability is thus used to provide information on whether the data collection procedure has been consistent and accurate.

In this respect, use of formal observation tools seem to have the advantage of reducing subjectivity or rather minimizing inaccuracies and inconsistencies. According to Seliger and Shohamy (1989:184), for instance, "When observation is made with the aid of a formal tool, such as checklist, which specifies what the observer should focus on, there is less reason to suspect inaccuracies."

There hasn't been any intention of looking for correlation between the teaching behaviours and student achievement, as there could not be simple cause-effect relationship. E.Stones (1975:5), for instance, in criticizing Rosenshine's process-product problem states that, "if you are looking for high correlation

between process and product in this case, you are doing the wrong thing."

Question of validity relates to assuring the quality of the instrument used, that is, whether or not the tool fully handles the aspects of questions posed by the teacher or are supposed to be raised in the teaching-learning process.

To determine the validity of the instrument i.e., the extent to which the checklist could measure what it is intended to measure, the following procedures were followed:

During the try-out of the instrument an attempt has been made to see whether there are items to be included, or that need improvement or that need to be avoided in the checklist; that is, aspects of teacher questions that need to be included or avoided from the checklist.

Three graduate students in the field of psychology at AAU were consulted to give their comments upon the checklist.

At last, necessary improvements (minor once) were made on the basis of the try-out. Seliger and Shohamy (1989:184) state that, "Results of the pilot can be used to revise the data collection procedures and the research as a whole."

From this, a conclusion has been reached that the instrument could serve the purpose for which it was intended and thus valid. At last, the instrument was used for the final study by the researcher, himself. The instrument for error treatment, however, was tried but on available data; that is, on Wondowossen's (1992) study on 'The Classroom Feedback Behaviour of Grade Eleven English Teachers' in order to get an overall impression of error treatment. It seems to have been workable in that it had managed to handle the aspects of error treatment that are pertinent to the study if not to exhaust everything in feedback. This was due to the reason that this is not an indepth

study on feedback like that of Wondwossen's. And for the rest, the necessary adjustments have been made after implementation in the main study, Seliger and Shohamy (1989) for instance, say: (1989:195)

When it is not possible to administer a pilot, the researcher should compute reliability and validity after the instrument has been used in the real study and make the necessary adjustments, such as deleting certain items, before the data of the whole study is analyzed. This will help ensure that the data analysis is based only on reliable and valid data.

The observation scheme for the final study has also been designed in a way as to match with the purpose of the research model.

The study consisted of three stages:- Pre-observation stage; the observation (visiting) act; a post-observation discussion.

The pre-observation stage (meeting) has been used for discussing with the teachers the purpose and nature of the research, the procedures to be followed in the study, the rationale behind the data collection. This would contribute to gaining the trust of the participants in the study.

Awareness-raising orientation has also been provided to the participating teachers in that they have also been introduced to the system of data collection procedures and the manner of conferencing the post-observation discussions. Some ways of putting classroom exchanges in note form, the benefits of learning an observation system, and a briefing on using observation systems have been considered so that there could be a common language to start the post-observation discussion with.

The specific teaching behaviours to be focused on during the act of observing and the categories for these behaviours have

only been introduced during the first cycle of the post-observation discussion.

Though the guiding principle in a study like this one requires trust and professional ethics, a precaution has been felt necessary to take not to alert the teachers to the central focus of observation for reasons of methodological validity. If a teacher, for instance, knows in advance the specific teaching behaviour under observation, he/she may attempt to act superficially. In view of this, Wajnryb (1992:19), states that, "The element of concealment has to do with research method, and care should be taken that such matters are handled with discretion and professionalism."

The teachers have then been observed in their normal classrooms, teaching in the way they felt appropriate. Accordingly, each teacher under study has been observed in three different cycles on the two specific teaching behaviours for thirty minutes each on the average.

A post- observation discussion has also been carried out with each observed teacher following each observation act. This lasted for two months. In general then, a total of 15 observation class hours and 15 discussion hours have been spent at Medhanealem Comprehensive Secondary School.

A certain amount of time has therefore been set for observation and discussion; that is, 2/3 days per week for 15 hours have been allotted to the classroom observations and 15 hours to the post observation discussions.

Regarding the subjects for the final study, the preliminary information reveals that they are very much similar with those in the try out as regards qualification and years of service in teaching, with a difference in sex composition, however. (Appendix, A-2). In the main study then, two of the participants are female teachers, and three, male. This difference in sex

composition has not been considered to have a major influence on the result of the study.

Regarding the observing act, the main concern has been with collecting data, on which to base the post-observation discussion and for the research as a whole.

This has been made using audio-taping and note taking, by the researcher. The data thus obtained, particularly by note taking has been used as a basis for the discussions with the observed teachers and listening to the tape whenever necessary.

During the observation session necessary care has been made by the resercher in order not to affect the classroom dynamics, by taking a back seat and refraining from interfering in any of the classroom activities. In this respect, Johnsotn (1991), for instance, advices remembering what it means to be observed.

The post-observation discussions have then been conducted within the same day in order to base the discussions on fresh data. The arrangement was made in such a way that each observed teacher has a break time within the same day the observation has been carried out, as every teacher has classes in both shifts. Though an attempt has been made to conduct the discussions following each observation session, as in the pilot study, this has not been possible to do so for reasons of time-tabling of the school.

During the discussions, the major focus has been on describing what has been said or done by the teachers rather than evaluating whether he or she has done good or bad.

3.2.1 RECORDING OF THE LESSONS

The method for recording the observed data depended on the purpose, goal and design of the study. Accordingly, the nature of the study deems it necessary that a tape-recorder be used as

the recording was to be done on an on-going basis. Audio taping was chosen for having the advantage of capturing (picking up) the exchanges and doing the transcription later on, than merely depending on-note taking. And it also seems less intrusive than video-taping, too. According to Seliger and Shahomy (1989: 165) for instance "audio-tapes are less intrusive than video-tapes and better in capturing the exchanges than note-taking."

The audio-recording was done using a National Panasonic tape-recorder 2 way-system, by placing it in a position which would allow for recording. The post-observation discussions were audio-taped ,too.

Following this, tapes of the exchanges were transcribed by listening to the tape, that is by rewinding, pausing and stopping it, in which case the transcriptions constitute the main part of the data.

3.3. Method of Analysis

Different methods have been employed depending upon the nature of basic questions of the study and the data collected. All the basic question have been tested based on the information thus procured from the classroom observations the post-observation discussions and through interviewing.

The score for the data obtained from classroom obervation on the aspects of the specific teaching behaviours in focus was determined by counting from what occured in the transcriptions using the categories in the observation system. This was done per observation cycle for each teacher.

Following this, the score for each item in the category was summed up with this process so as to have s single score for an item within the different cycles. Each score was then changed into percentile distribution with reference to the items in the category.

The analysis was more focused and was made on an on-going basis, making sense of the audio-recordings and corresponding transcripts, as well as notes. Moreover it focused on the changes that the teachers showed in their teaching behaviour in the different cycles in relation to the corresponding post-observation discussions at each cycle.

CHAPTER FOUR

CHAPTER FOUR RESULTS AND DISCUSSION

This comprises quantitative and qualitative procedures employed in the study. Discussion of the results is also provided keeping in mind the research questions and thus making only those distinctions necessary to answer these. Accordingly, this section of the study presents the data collected from observation on aspects of the two teaching behaviours selected as appropriate areas of focus of the study. It, therefore, consists of the data on the teachers questioning behaviour and their treatment of errors, for all the three cycles of the observation act, on each behaviour. The transcription, however, contains the behaviour during cycle one that is, on questioning and treatment of errors for each teacher and samples of the rest two cycles.

4.1 Results: Quantitative Findings

In descriptive research Seliger & Shohamy (1989) suggest the possibility of displaying results in tables showing frequencies, a sample size and the like. Accordingly, this part includes the change in teaching behaviour, involving the quantification of the data obtained from observation.

4.1.1 Questioning Behaviour

Table I

	Cycle one	Cycle Two	Cycle There
Total No of Qs	105	147	185
Teacher Question	105=100%	141=95.92%	179=96.76%
Student Question	---%	6= 4.08%	6=3.24%

The table shows the overall pattern of questioning for all the observed teachers; that is, teacher and student questions during the three cycles of observation. Regarding the distribution of teacher and student question; as indicated in Table I, the frequency of teacher question is higher than student questions at each cycle. Out of the total number of question posed during each cycle, most are; 100%, 95.92%, 96.76.% were posed by the teachers themselves, whereas student question, with a frequency of 0; 4.08;3.24 percent are the least. There is, however, an increase in the frequency of student-posed questions from cycle one to two and three.

Table II.

Classification of Questions

LEVEL OF QUESTIONS	CYCLE ONE	CYCLE TWO	CYCLE THREE
Total No of Questions	105	141	180
Low Level Questions	93 = 88.57%	131 = 92.91%	130 = 72.22%
High Level Questions	12 = 11.43%	10 = 7.09%	50 = 27.78%

Table II, shows the distribution per level of questions for all the five observed teachers during the three cycles of the observation act. Regarding the classification of questions then, the observed teachers used both levels of questions in the classification during each cycle. Most of the questions posed during each cycle, (Table II) are low-level type; and the least used being, the high-level ones. There is, however, an increase in the frequency of the use of high level questions for the 3rd cycle of observation.

It means there is a change in the number of questions in the classification of high-level questions during the third cycle in relation to that of the first cycle.

Teachers' Skill of Questioning

Skilfully posed questions is meant to refer to questions where the teachers phrased or constructed their questions in such a way as to have different effects, like increasing student participation, leading a student to give a response and further justify it there by giving depth to the discussion and maximizing the rate of interaction with the same student, whereas with the non-skilfully posed ones the teacher himself/herself responds to his/her own questions or merely gives chance to a single student once and stops there.

Table III

Total No.of Qs	Cycle One	Cycle Two	Cycle Three
	105	141	180
Skilfully posed Qs	23=21.9%	37=26.24%	53=29.44%
Non-skilfully posed	82=78.10%	104=73.76%	127=70.5%

Table IV

Total No. of Qs	Cycle One	Cycle Two	Cycle Three
Skilfully-Posed Qs	23	37	53
Redirecting	16.69.57%	22.59.46%	31=58.49%
Promoting	5=21.74%	13.35.14%	5=9.43
Probing	2=8.7%	2=5.41%	17=32.08%

Table III shows the distribution of skilfully posed questions in relation to those that were not skilfully posed for the different cycles of all the observed teachers. And **Table IV**, the distribution of per skill of questioning during the same cycles. Only 21.9 percent of the questions (**Table III**) from the total number of questions posed during the first cycle reflect the teachers skill of questioning. It is also the re-directing skill of questioning that was used more often than the rest two-prompting and probing. There is, however, an increase in

the skilful use of questioning for cycles II and III. (See Tables III and IV)

4.1.2 Discussion on the Result

Necessary information regarding the two teaching behaviours has been obtained during the teaching-learning process in the different cycles of observation through audio-taping. The data thus obtained is then analyzed using the observation system designed for this purpose. This section, therefore, presents a discussion of the results based on related literature.

The pattern of interaction for all the five observed teachers on the two teaching behaviours particularly during the first cycle appears to be one-way. There has been some sort of change during the two subsequent cycles of the observation act, for the majority of teachers, however. Such pattern of interaction, as reflected at the start of the experience also seems to be shared by other language teachers, as well. According to Tsui (1995:13), for instance, "The dominant pattern of interaction is that of teacher question, student response and teacher feedback, which is commonly found in all classrooms and is typical of language classroom exchanges".

4.1.2.1 Questioning Behaviour

The pattern of questioning during the first cycle, for the most part, was such that the teachers introduced the topic of the lesson for the period, determined the exercises to be covered and directed questions for the students to respond on a volunteer basis and by assigning turns themselves. Concerning the frequency of the occurrence of questions during this time, the result has shown that the number of teacher questions, which is 100 percent (Table I) makes up the total number of questions

posed in the teaching-learning process, with hardly any room for student question. Within a 30' lesson of grammar and vocabulary teaching (T₂, T₄, T₅,); and reading comprehension (T₁, T₃) then, teacher question constitutes 100 percent of the total number of questions posed during the first cycle, for each teacher. (Appendix B-1)

This shows that the flow of questions was totally from the teachers to their students and not the other way round. It also means the teachers were the sources of all questions posed during this first cycle of the observation act, whereas the students role was merely limited or restricted to one of responding. In view of this, Tsui (1995:7) states that "As a result, students are reduced to a very passive role of answering questions and carrying out teacher's instructions".

During the subsequent two cycles of observation-cycles II and III, however, there appears to be an increase in the degree to which students' participated in asking questions, 4.08; 3.24 percent, respectively; though the teachers generally continued to be major sources of questions. The increase in the frequency of student questions for the two cycles on the average was 3.66 %, whereas it is 8.24 percent, from cycle I to II.

The frequency of the occurrence of student questions for cycles II and III appears to be minimum as compared to that of teacher questions and may even not be as high as one expects it to be. It still could, however, be taken as a step in the right or proper direction of change in relation to the situation in cycle I. To Richards (1990:6), for instance, "The use of student questions rather than teacher questions orients instruction toward students".

Getting the students to participate in class activities, both in asking and responding was a major problem that teachers faced, as reflected in the different cycles of observation. Despite the teachers' insistence for students to ask questions, the students appeared reluctant to do so that the teachers frequently complained for failing to see the involvement of their students to the degree they expected it or rather wanted it to be. Research done on this area also seems to suggest that getting students to participate in class is a major problem that teachers in ESL classrooms face. Tsui (1995:82), for instance says "It is not only difficult to get students to initiate questions and volunteer answer, but also to get them to respond to teacher questions even when they are called upon to do so."

As to the levels of questions used by teachers, the result shows that most of the questions for the majority of teachers during the first cycle were under the classification 'low-level', as where high-level questions were the least used ones. Out of the total number of questions posed during this cycle of observation, ie, 88.57 percent of the questions were low-level in contrast to the number of high-level questions, which forms only 11.43 percent of the total number.

The majority of questions used were geared towards testing the students' ability of recognition or recall of specific grammatical or vocabulary items in the student's text-book. Such questions more or less have a similar nature in that they require merely a superficial understanding of explicitly stated information in the text: comprehension-checking; blank-filling; and the like.

Such practice also seems to be a common with teachers in language classrooms. Wajnryb (1990:46) for instance, has to say this: while teachers often plan their questions in

term³ of the lesson's content, they seem to place less emphasis on considering their questions in terms of the cognitive and linguistic demands made on the learner. These demands relate to both decoding the question and encoding the response.

During the second and third cycles, however, teachers' use of high level questions has increased from that of the first cycle though the number of high level questions is still outnumbered by low level questions. The number of high level questions used by the teachers during cycles II and III was 7.09 and 27.78 percent, respectively and shows an increase of 16.35 percent during the 3rd cycle (Table II) from that of the first one which was only 11.43 percent. The fact that two teachers (T₁ and T₃) dealt with reading comprehension lesson seems to have influenced the increase in the number of high level questions used during this cycle, for otherwise there could have been a decrease in the number of high level questions (see, Appendix B-2)

Questions that required learners' ability to reason out or justify what one has said; infer from a text, give opinions or suggestions, and the like were used by the majority of teachers, particularly during cycle III (See Appendix B-2)

Some studies have also examined the consequences of teachers' changing number of referential questions asked. (Willson, 1973 quoted by Tollefson, 1989) and perrott, (1982), for instance, have demonstrated that training can help teachers to change their questioning strategies so that they can include a range of higher-order questions in their use of questions in the teaching-learning process. Redfield and Rousseau (1981) quoted by Van Cier (1918:224) concluded that "higher cognitive questions produced better educational results."

Though such question were still only few as compared to the low level ones, for cycles II and III, the important fact, however, remains to be that the majority of teachers seem to be aware of the significance of including high level questions in their lessons and also have begun the process of using such questions.

Regarding the skill of questioning; that is, how questions were directed by teachers, the result shows that only 23 questions 21.9 percent, from the total number of questions posed during the first cycle appear to be skilfully presented, whereas the largest number of question, 82 (78.10 percent) did not reflect skill of questioning. (Table ~~that~~^{III}). It is the teachers' use of the re-directing skill of questioning which constitutes the largest part, 69.75 percent in relation to the number of questions reflecting the skills of prompting and probing, which is very minimal 21.74 and 8.7 percent, respectively.

The total number of questions reflecting teachers' skill of questioning for cycles II and III for the majority of teachers, however, is greater relatively to that of the first cycle (See Appendix B-3). During these cycles, for instance, teachers used the skills of prompting and probing better, whereas the situation in cycle I did not go much further than re-directing questions to other students before attempting to give the response themselves. There is, for instance, an increase by 23.38 percent for the skill of probing from cycle I to III. (Table III.)

Though using hints or clues could aid students in responding successfully (Tsui, 1995, perrott, 1982), it is however, the ability of requiring fuller answers from students, through the probing skill of seeking clarification or additional information that could result in a better understanding of the lesson material (Perrott, 1982). Davies (1981:163) quoted by Biadgelin^gn (1995:45)

states that "Good questioning skill helps students to become alert and mentally active and they know more than they imagine".

In view of this, the observed teachers' attempt to use the different skills of questioning, particularly the increase in the number of probed questions could also be said an encouraging one; that is, in the right direction of looking at one's own questioning behaviour from different angles. The case with the participating teachers in the study could, therefore, reflect the start of the process of making informed decisions relevant to one's own classrooms and thus as a driving force for the process of professional growth to begin.

4.1.2.2 Treatment of Errors

Table V
Who Treated the Errors?

TOTAL No.OF ERRORS	CYCLE ONE	CYCLE TWO	CYCLE THREE
Treated	35	46	65
Teacher-treated Errors	16 = 45.71%	12 = 26.09%	18 = 27.69%
Other-treated Errors	14 = 40%	12 = 26.09%	14 = 21.54%
Self-Corrected Errors	5 = 14.29%	22 = 47.83%	33 = 50.77%

Table V shows the distribution of the treatment of errors by teachers, by other students, and by the student who produced the error. The pattern in the teachers' management of errors during the first cycle, for the most part involved treatment by the teachers themselves and transference of treatment to other students: 45.71 and 40 percent, respectively; except for one teacher (T_4), where self-correction, 14.29% has been reflected (See, Appendix B-4). During this cycle, treatment of errors for the teachers (T_1 and T_5) was totally teacher-treated and for the other two (T_2 and T_3) teacher-treated and other-treated, with the exception of (T_4), which reflected all the three. (see Appendix B-4)

During this time then, the treatment given by teachers was 45.71 percent and that of the students, 54.29 percent (Table V.) In the decision-making process of error-treatment, Tsui (1995:51) also points out the possibility that "the teacher can decide to correct them, to get the student who produced the error to correct them or to get other students to do so".

The way of treatment of the errors for this cycle (I), for instance, involved the teachers' themselves dealing with the errors directly with explanations and modelling when a student failed to give the response expected by them. They also transferred treatment to other students before giving the treatment themselves. It is, however, the opportunity for self correction that received the least attention by the majority of teachers though it is to this way of treatment that the literature in this area seems to lend its support. According to Zamel (1981) as quoted by Wajnryb (1992 :50) for instance, feedback is most effective when it:

Points out crucial features of the language; gives information that allows the student to 'discover by oneself' rules and principles of language; reduces ambiguity of choice for the learner.

And language of feedback to error in its most narrow definition, according to Wajnryb (1992:51) is referred to as "teachers response to error"

During the two subsequent cycles of the practice with error treatment, however, there appears to be a significant increase in the opportunity for self-correction, which was 47.83 and 50,79 percent, respectively (Table V). The result, also shows that the opportunity for self-correction during the second and third cycles for each teacher was better than of that the first cycle. (see Appendix B-4) More-over, the treatment of errors by students in general for the two cycles is higher: 73.80 and 72.31 percent,

respectively in relation to the treatment given by the teachers themselves: 26.09 and 27.69 percent respectively.

The treatment of errors during these two cycles included the teacher using different ways to lead the same student to correct himself. This was done by repeating the students' response in part or full, requiring the student to repeat his/her own response. Long (1977) has also been quoted by Tsui (1995) saying; "If the teacher decides to get the student to self-correct, the teacher can point out to the student the presence of an error, the location of an error or the identity of the error."

This practice of encouraging self-correction in error treatment appears to be crucial in the learner's learning process. Wajnryb (1992:51), for instance, seems to highlight the importance of reducing the alternatives open to the learner by explicitly and specifically highlighting where the error is and defining what choices are there by reducing the alternatives open to the learner. The change shown by the teachers for cycles II and III in the way of maximizing the opportunity for students' self-correction could be said an important start in the direction of the teachers' decision-making process of error treatment. And obviously, this could be better seen as an important part of the whole process in the professional development of the teachers concerned rather than an end in itself.

As shown in the above tables, there appears to be an evidence that the majority of the teachers changed aspects of their teaching behaviour while participating in the three cycles of the observation period on each behaviour. Constable (1994:176), for instance, points out that "Be as it may, it remains important that the change a teacher is counselled personally to make should be small, manageable steps in the right direction." Moreover, Fanselow (1990:185) claims that "Since one or two communications

often affect what is done and since many of our communications are unconscious, we can only hope to see and later try out one or two alternative communications per class period."

Each teacher also has tried, with differing degrees of success to work with the teaching behaviours within the principles and procedures of this practice. To Pennington (1990:132), "A distinguishing characteristic of the notion of teaching as profession is the centrality of career growth as an on-going process."

The feasibility of proposal for change in teacher performance is also to be judged against the real constraints of the teaching situation. As indicated by the teachers in their interview comments, for instance, the teachers have been operating under constraints of teaching load (See, Appendix D); Protherough and Atkinson (1991:50) have also pointed out that "it is not always easy to find schools where potential English teachers will be adequately supported". It may, therefore, be suggested that this practice can possibly be tried as a possible means of introducing change in the classroom practice of teachers, even where favourable situations don't seem to exist.

Though the observed change may be important, looking into the realm of interactions generated during the different cycles and the participants' perceptions of the experience may also contribute to a full understanding of the problem being researched. In this respect Norton (1994:127), for instance, has the following to say:

Observed changes are valuable, but in themselves may be of limited worth in the understanding of change. Perhaps to gain a deeper understanding of the teaching process and how it changes, there is also a need to understand how the influences that generate change are accommodated within the teacher's own beliefs and actions.

To this effect, the post-observation discussions may provide a general picture of the kind of interaction generated and the interview comments, about their perceptions of the experience.

4.2 Qualitative Findings

This section contains sample post-observation discussions and interview comments under different headings. In post observation discussions with a similar nature, only representative samples, and those that appear to differ from the rest have been included out of the whole set of the transcribed data of the post observation discussions. It is, however, the similarities that are far more salient than the differences.

The interview comments include teachers' perceptions regarding the behaviours observed, the practice in general; things learnt from the experience, etc. Only the samples, that may give a general picture are, however, contained here, too.

4.2.1 Discussion of the Post-Observation Discussions

The series of post-observation discussions seem to have ensured a systematic topic coverage on aspects of the specific behaviours. Moreover, the discussions were grounded in the teachers' own classroom practice and thus seem to be pertinent to their day-to day teaching. Leo van Lier (1984:9) says, "I am sure that classroom data can be used in many exciting ways to get teachers to reflect on their experience".

Questions were, for instance, looked at from different angles as a step towards understanding their own teaching whereby classroom practice seems to be improved. The major issues with questioning included such aspects of

questioning like, the pattern of questioning; the levels of questions; the skill of questioning.

Specific Questions including the following were used in order to guide the discussions;

Regarding the pattern of questioning:

What would be the possible outcomes of a one-way questioning pattern?

Who was the source of questions-how much of the questions did the teacher ask?

What was the role of the students in this process?

What could this mean in terms of language learning?

How might this affect the teaching-learning process?

What opportunities could be provided for students to take part in questioning?

Regarding the level of questions:

What kinds of questions did the teacher ask in terms of levels?

How would this relate to objectives?

How could it be possible to use a variety of questions?

How far does the textbook allow for asking different levels of questions?-How would it be possible to pose questions skilfully?

The treatment of errors also followed more or less a similar procedure.

When were the errors treated?

What would be the consequence of treating every single error? on the student(s); on the lesson

How were the errors treated?-who treated the errors and in what ways?

Was there any opportunity for student self-correction?

What kind of feedback was given?

What was the focus of attention in the lesson?

During the post-observation discussions, a description of what the observed teachers did was initially given by the researcher (a visiting teacher in this study) to start the discussions with. Following the descriptions, the classroom exchanges were studied for patterns and consequence of behaviour. Categories from the observation system were used to classify the exchanges; that is, to see the characteristics of the classroom exchanges. The characteristics of what was done was also examined in relation to the objectives of the lesson, wherever necessary.

As the ethos of the experience was intended not to be evaluative, the non-judgemental aspects of the discussions, have been emphasized. The following instance is an excerpt from the post-observation discussions following the first cycle of observation:

VT :Ok! Let's look at your questioning behaviour in terms of levels. Let's start with your questions...your questions were,
Whose fault? which one? what was the dilemma?
Who is she? she said what? what is moving fast?
What did she want to say? what does she do?
Why was she happy? why was she angry?
How are they to divorce? Yes!_____ What?
And then you went on to present perfect..tense
What is the tense we have?.....

There appear to be a number of similar instances to suggest that the approach maintained in the discussions was, for the most part, descriptive rather than judgemental. As the major focus of the practice was intended to be encouraging teachers, to ~~could~~ learn what they could for themselves from the experience, an attempt has been made to refrain from making judgements, attributing superior or inferior quality to a practice. By

the same token, necessary care has also been made by the researcher not to appear that he is in charge of the discussions but rather create an atmosphere where the practice may be owned commonly.

Explanations to support one's practice were not required or requested from the observed teachers as to why he/she did this or that; either. Rather each participating teacher was free to go on his/her own way. The visiting teacher, for instance, wanted the teacher to look at the questions in terms of the levels of questions posed by the teacher.

For the most part it appears that, the teachers gave their own evaluations of what happened in the lesson and discussed freely whatever they felt was appropriate. Following the above presentation of the visiting teacher's for instance, the observed teacher gave his assessment as follows:

T1-1: The Questions I raised in my teaching period were directly from the ... meaning from text book because we must follow the text book... I have to usestarting from every simple to the more general which add knowledge and to the ...but this is not the first day of teaching the comprehension question ...I should have to follow the text! Unless I follow the text, I cannot cover the portion. So, I should have to stick to the text. Because of that question are directly asked from the text..That is a good process I think because I started from simple question to difficult that..... That is the process and ...explanation of the grammar will come at the end. That is the method I follow.....

VT: Uh! I am not saying that there is nothing (anything) done wrong....I am not saying that there is anything

done wrong...as to the method I just wanted us to see the questions in terms of levels..

As could be seen from the above piece of data, the teacher identified the textbook as the source of all his questions and also gave his own evaluation of how the lesson went. This particular teacher, however, appeared to dwell more on generalities rather than the specific issues, which was on level of questions; a tendency which the visiting teacher has observed being reflected by the majority of the observed teachers. The teacher has also used questions requiring students' ability of inferring dictated by the nature of the lesson, which was on reading passage, without him aware of using such questions, however. This seems to have given rise to the number of high level questions posed during the first cycle of observation.

The above piece of data also seems to show the teachers' main preoccupation with knowledge transmission in a lesson where the focus should have been on developing reading comprehension. This may well represent the beliefs many teachers hold about language teaching-learning. Course coverage is also mentioned as the major concern of the teacher, as is with the rest, too.

A number of other instances, could be cited to show the teachers' assessment of their own teaching or rather questioning behaviour. (See, Appendix C)

The majority of teachers seem to see the advantage of including high level questions in their teaching though they feel that their students are not up to the standard to respond to high level questions. The limits of the textbook in allowing for asking high level questions was raised to which the majority suggested the possibility of preparing supplementary materials. (See Appendix C)

There seems to be an underestimation of their students ability in the target language that such bias was reflected by the teachers, even prior to using such types of questions in their teaching and see the consequence.

The teachers also complained that their students insist on dealing with each and every single question in the student's text book.

The issue of the teacher as the sole source of questions was discussed to which the need for involving students in asking question was taken to be advantageous though student participation was seen as a major problem. Questions were also raised by the teachers and discussed, in which case a high degree of mutual supportiveness seems to have been reflected.

There were also some uncertainties reflected during the discussions, in which case the teacher, appeared uncertain about levels of questions when the visiting teacher wanted him to see the possibility of using high level questions even in grammar lessons though the teacher himself had initially categorized his own questions as belonging to both levels. (See Appendix c)

The teachers themselves also gave their own evaluations of the questions posed in relation to the previous ones based on the data obtained from their teaching. Each one also identified his own progress (See Appendix C)

The researcher, as a visiting teacher, wants the teachers to see the issue of judgementality or descriptiveness, from different angles despite the teachers' insistence that he be more evaluative and tell them the weak and strong sides in their teaching. As a result of the discussions, however, the teachers came to

see that they are in a way evaluating their own work themselves-and also realized the possibility that evaluation in the usual sense may lead to defensiveness

For the most part, the teachers also gave their own assessments of how the treatment of errors went (see Appendix C)

Different possibilities of treating errors were discussed on the basis of the data obtained from the teachers' own teaching, to which they came to say that they could have managed it differently, like, for instance, giving opportunity for self-correction. (See Appendix C)

Teachers' attitude towards errors was also reflected, where the majority did not seem to consider errors as a weakness of students. The majority also saw the problems with treating every single error on the spot but one, who strongly felt that all errors should be treated on the spot. (See Appendix C)

Though, the visiting teacher invited the teacher to see the consequences of frequent interruption from the point of view of the student himself/herself and from that of other students, and also the lesson itself, the teacher felt that at least other students may learn from the correction, however discouraging it could be to the student. The teacher also felt that an error is an error and no such distinction as serious or minor be made: (Appendix C)

It is only this specific teacher who maintained such position, for the rest seemed to see the advantage of differentiating between errors that are serious and those that may not be.

The majority felt that they have found the data presented on their teaching behaviour as useful and also

identified their own progress in treating errors. (See Appendix, C)

The following could therefore be taken as opportunities that seem to have contributed to the change in teaching behaviour.

- Observing their own teaching based on the descriptive data presented by the visiting teacher
- Studying and discussing their own teaching and others teaching
- Examining their belief about language teaching and learning
- Raising questions and giving comments and suggestions
- Awareness of the system of describing and discussing teaching
- Familiarity with observation systems
- Mutual supportiveness with the visiting teacher

4.2.2 Discussion of the Interview Comments

The perception of the teachers' regarding the experience have been included for the very reason that the data obtained from classroom observation quantitatively doesn't seem to have the potential to reveal this. Accordingly the perceptions of the teachers' as reflected in their interview comments generally appears to be highly positive.

Feelings about the Visiting Teacher's Presence in their Class

The teachers' personal feelings about the presence of the researcher's (the visiting teachers presence) in their own class appears to be highly positive. Most of them said that his presence did not affect their teaching, but rather saw it as having positive effect on the teaching-learning

process. (See, appendix D)

Reactions to the post-observation discussions.

The teachers feelings about the Post-observation Discussions reveal that the discussions on questioning and the treatment of errors were of particular importance to them. They seem to have become more aware of the issues involved in questioning and management of errors. For instance, they felt that they have come to realize the importance of making effective use of questions like using variety of questions and providing opportunities for student self-correction. As one teacher (T₁) said, it helped him to reflect, and another teacher (T₂) said that it was free and found it simpler and very easy. In general, they seem to view the discussion as central to the whole practice, as one teacher (T₄) said that observing without discussions means nothing (See, Appendix E)

On the usefulness of the Teaching Behaviours and the Categories.

The two teaching behaviours observed have been highly valued by all the participating teachers. The categories used for the teaching behaviours also seemed to be of some value to the observed teachers.

(See, Appendix D)

Feelings about being Observed in this way.

The teachers' reactions to this practice in relation to the usual practice of observation or supervision in schools is generally positive. The teachers' evaluative comments do seem to confirm that the descriptive approach to classroom observation could be highly beneficial in contrast to the usual one carried out by people, even without-any speciality. They also treated it as one of

fault finding; The teachers also seem to show preference for observation without any context of bureaucratic requirement. Some, however were not against the evaluative element of observation.

Teachers' Feelings about the Practice Itself

The teachers' evaluation of the experience itself is on the whole positive. For instance, they said that they have found it enjoyable and liked it very much. (See, Appendix D)

Feelings about Things Learnt or not Learnt from the Experience.

The teachers' did seem to appreciate the opportunity of joining in this experience for they thought that they have gained something useful from this practice, particularly in questioning and error treatment. One teacher (T₄), however, felt that what she had not learnt is about her way of presentation; that is, weaknesses or strong points (See Appendix D)

On the Implications for other Fellow Teachers

The teachers' saw this practice as having a potential benefit in the way of promoting teachers' professional development, and reflected their belief that fellow teachers would benefit if such practice could be promoted among other teachers, and saw a role for the English department to play in this process (See Appendix D)

Problems and Obstacles that May be Encountered

The teachers also have the expectations that such practice could be practicable if tried though some obstacles, may be encountered in the way of implementation.

Time constraint due to load of teaching is taken as a major obstacle to which some suggested a reduction of teachers' load and also arrangement of the school time-tabling in such a way that teachers within the same department could be free at the same time. Some doubted the willingness of some teachers in taking part in such practice. No one however, doubted about its workability and were of the opinion that there could not be any problem that could not be overcome-one teacher (T₄₃) even talked of the possibility of bringing their own tape-recorders.

On whether or not they have been initiated to do the same

Most of the teachers seem to feel that they have been initiated or encouraged to begin to examine their own classroom practice and also promote a similar kind of attitude among their fellow teachers.

General Comments about the Observation Act and the Post-observation Discussions

The teachers' reaction to the whole practice seem to suggest that they have found it as having the potential to allow them to understand and improve their classroom practice. They also said that they would try to make it practical in the future.

Two coincides, that is, the evaluation of teachers by students and school administration, which took place during the practice with error treatment seems to have affected the observed teachers' participation in this experience. This was due to the very reason that some students used this opportunity to insult teachers in mass rather than commenting on teachers' weaknesses or strong sides in specific terms.

The observed teachers also seemed to be uneasy about the school's evaluation carried out by a group of four people, including the principal, two deputy directors and respective department heads, ~~treatment~~ as having negatively affected their participation in the practice (See, Appendix D)

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this research was to describe how working with the 'Self-help-explorative supervision' as applicable to teachers in high schools, could provide them with opportunities to change their teaching behaviour and see teaching differently, as a step towards promoting their own professional development. The study, therefore, attempted to:

- See the change in teaching behaviour
- Find out what the experience itself is like for the teachers
- See how far it would be possible to introduce change in the classroom practice of teachers through this process
- See the possibility of initiating teachers to work for their own professional development without the context of prescriptive evaluation.

The following procedures were followed for the attainment of the research requirement:

- One senior secondary school and five volunteer teachers were selected
- Data collection instruments were developed and one of them; that is, questioning, was tried during the pilot study, and the other, on error treatment on available data in this area. Awareness-raising orientation was given to the participating teachers prior to the study too.
- The researcher, with a role of a visiting teacher, observed the teachers under study for three different cycles on each teaching behaviour; that is,

questioning and treatment of errors, using note-taking and audio-taping.

-Post-observation discussions were also conducted, with the observed teachers, following each observing act.

-An audio-taped interview was administered to draw the teachers' perceptions of the experience and related issues.

Transcription was done of the data obtained from the exchanges in the classrooms and post-observation discussions, including the interview comments. It is, however, sample transcriptions that have been included in the study.

Finally, the quantitative findings are presented and interpreted using percentage distribution displayed in tables, and discussions are given vis-a-vis relevant research and literature.

The following findings are then, obtained:

Changes in Behaviour

The findings do seem to suggest that the majority changed aspects of their teaching behaviour during the experience though the change for some seems more dramatic than the others.

The areas in which teaching behaviour changed include; pattern of questioning, level of questions, skill of questioning, opportunity for student self-correction.

5.1.1 On the Distribution of Teacher and Student Question

There is an increase in the frequency of student questions for the majority of teachers during the second

and third cycle in relation to cycle one, where student question was not observed: 4.08 and 3.24 percent, respectively.

5.1.2 On the Level of Questions

There was also a change in the level of question for cycle II and III in that the majority used both levels of questions, with an increase by 16.35 percent in the use of high level questions for the third cycle though low level questions were still dominant.

5.1.3 On the Skills of Questioning

The teachers also expanded their skill of questioning in that the skills of re-directing, prompting, and probing were used better during the second and the third cycle, whereas the first cycle was highly dominated by the use of the redirecting skill of questioning.

5.1.4 On Treatment of Errors

The majority of them focused on providing opportunities for self-correction, during the second and third cycle in which case this was rarely used during the first cycle.

5.1.5 On the Post-observation Discussions and Interview Comments

The data obtained regarding the nature of interaction generated during the discussions and the interview comments given by the teachers do seem to support the findings obtained from classroom observation. The findings seem to show that there were opportunities for discussing freely, raising questions, giving suggestions and the like.

The teachers' perceptions of the experience also seem to suggest that they have found the practice as an appropriate direction of change. Ball and Bow (1990) as quoted by Cooper and McIntyre (1994:18) have also pointed out the importance of finding out, "how far and in what ways teachers find it necessary and possible to change well established classroom strategies

The teachers also seem to value the experience for its importance in:

- raising their awareness of the issues involved in questioning and treatment of errors;
- developing their sensitivity towards their own classroom practice
- arousing their interest to embark on the same process.

5.2 Conclusions

Both the quantitative and qualitative findings seem to suggest the potential benefits of the experience; that is, the self-help view of supervision for teachers' professional development and change. The change in teaching behaviour that the teachers have shown as a result of taking part in this experience does seem to reasonably indicate the start of the teachers' empowerment to make informed decisions relevant to their own classrooms. It has, for instance, been a chance for the teachers to try something different from the usual way of doing, as such practice has never been tried before at school level.

The variation shown in the change of behaviour is something that is to be expected as the major focus was on 'exploring' teaching rather than a mere transmission of knowledge on the specific behaviours, not for getting other variables having to do with each individual teacher.

The post-observation discussions seem to have high relevance in the process of exploring teaching. Though the non judgmental aspects of discussions may be emphasized, certain elements of evaluations would also be there. As far as there is good rapport with teachers, they don't seem to dislike the evaluative aspects of supervision/observation but rather the bureaucratic aspect of it, that is, teachers need sympathetic kind of evaluation . The need for change in classroom practice was highly felt by the teachers that they participated in this experience with willingness.

The teaching behaviours and the observation systems also seemed to be of value to the teachers. In this respect, limited focus or rather systematic topic coverage could be profitable to teachers. Furthermore, observation systems could serve as a starting point to start the non-judgemental discussions of teaching with. To this end, simple systems that could be manageable by the teachers themselves may better contribute towards this end.

The teachers also did seem to make use of some of the ideas gained from this experience, there by building on their previous experience rather than trying to adhere to certain prescriptions. Change in classroom practice thus would call for making decisions through investigation and common sense.

The experience has also been found to be supportive and enjoyable to the teachers that they appreciated the opportunity of joining in this kind of experience. The teachers appeared to accept it as an important step towards their won professional growth. Though there appears to be much more to be done in this area, this experience could be said to have undoubtedly paved the way for the teachers to work for their won professional development through individual and joint effort.

It would, thus, be of potential benefit to the teachers concerned and to others who may wish to join in this endeavour of the process of 'exploring' teaching. Sensitivity of teachers to such practice therefore, becomes essential; that is, it appears to be worth doing by teachers in our high schools. To this end, Hailom (1996:16), for instance, claims that "External appraisal should be used as a facilitator and resource for self-appraisal"

Regarding this direction of teacher development, Wajnryb (1992:6) also says:

These days, teachers development is widely understood to be something very different: it is something that happens within the classroom and within oneself. It is often initiated by teachers themselves, and the role of school-based support is to help channel these energies in directions that will be valuable and meaningful to the teachers concerned.

5.3 Recommendations

The following recommendations are made on the basis of the research findings and the conclusions thus reached. The present trend in teacher preparation seems to show the importance of a developmental approach than a mere preoccupation with prescribing what teachers should do. The belief that prescriptive evaluation would bring about change in the classroom practice of teachers, as it used to be the case with the usual practice of teacher supervision, has not proved to be of much help. It may, therefore, be this kind of practice which seems to allow for promoting individual and collective effort that needs to be encouraged in schools if a strategic change in teachers' classroom practice is to be entailed.

It means, teachers need opportunities for promoting their personal and creative growth through joint effort. To this end, the contribution of schools becomes vital; that is, schools need to take greater responsibility in allowing or creating favourable conditions for teachers to work together for their own professional development through cooperative work in an on going basis. According to Jhon Furlong (1996:163); for instance, "To a very considerable extent the future of the profession is now in their hands". Teachers' therefore, need to be allowed time for observation and discussions; that is, there need to be opportunities where discussions about teaching could be possible and encouraged too.

Accordingly, English departments need to play a more co-operative role as a stage for bringing teachers to work together for their own professional development. Protherough and Atkinsonn (1991:119) claim that "Good practice is shared through example, discussions, working together and sharing of resources and at its best the department can be its in-service team."

In this direction of teachers' professional growth then, schools may have to create a link with other bodies like the Department of Foreign Languages and Literature at AAU. This is because "Universities do have an important contribution to make to school-based teacher education." (furlong, 1996: 86)

Teacher supervisors also need to understand their role differently and thus they themselves may need appraisal, to be clear with what could be required of them. According to Lucio and McNeil (1979:252), "appraisal is applicable to all teachers and supervisors regardless of length of service". It means they need to question the validity of the practice of prescriptive evaluation, to which supervisors seem to be devoted. Accordingly, they need to pay attention to the developmental aspects of supervision, which appears to hold some promise in promoting the professional development of teachers. To this and, they need to conceive their role as educators, too.

Supervisors also need to understand the importance of discussions in creating a conducive atmosphere for developing shared understandings about teaching in contrast to the usual practice of treating the supervision process in isolation.

Finally, the researcher recommends other researchers to see how school-university relationships may be strengthened in a way as to promote the professional development of teachers.

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SCHOOL OF GRADUATE STUDIES
INSTITUTE OF LANGUAGE STUDIES

NB: Your cooperation in giving genuine information is highly valuable to the fulfilment of the study

You don't need to write your name

Please indicate:

I. Name of the Institute _____

II. Biodata regarding the teachers observed

1. Age in years: _____

2. Sex _____

3. Qualification: Please circle any of the following you hold:

a. MA b. BA (English) c. BA (Other)

d. Diploma (English) e. Other (please specify)

4. Number of years spent in teaching English _____

5. Number of students in the observed classroom _____

Appendix, A-1: Biodata Regarding the Teacher's Observed during the Pilot Study

Age	T1	T2
	43	48
Sex	M	M
Qualification	BA(English)	BA(Other)
Years Spent in Teaching	22	25

Appendix, A-2 Biodata of Teachers during the Final Study

Age	T1	T2	T3	T4	T5
	46	47	41	40	31
Sex	M	M	M	F	F
Qualification	BA	BA	BA	BA	BA
Number of years spent in Teaching English	24	21	20	18	19

Appendix, B-1: Distribution of Teachers' Questions and Students' Questions

	No. of Qs	First Cycles	Second Cycle	Third Cycle
T1	Total TQ SQ	28 28=100% --=0%	44 43 1=2.27%	44 44 --=0%
T2	Total TQ SQ	20 20=20% --=0%	28 24 4=4.28%	50 46 4=8%
T3	Total TQ SQ	17 17=100% --=0%	21 20 1=4.76%	33 31 2=2.06%
T4	Total TQ SQ	23 23=100% --=0%	16 16 --=0%	30 30 --=0%
T5	Total TQ SQ	17 17=100% --=0%	38 38 --=0%	28 28 --=0%

Appendix, B-2 Level of Questions

	First Cycle	Second Cycle	Third Cycle
T1	L1=13 L2=10 L3=4 L4=1 L5= -	24 15 4 - -	22 16 5 1 -
T2	L1=8 L2=12 L3=- L4 - L5 -	13 8 2 - 1	31 4 11 - 1
T3	L1=6 L2=4 L3=3 L4=- L5=4	6 4 3 - 4	13 5 9 3 1
T4	L1=9 L2=14 L3=- L4=- L5=-	3 13 - - -	- 13 5 12 -
T5	L1=11 L1=6 L3=- L4=- L5=-	26 11 1 - -	12 14 2 - -

Appendix B-3 Skills of Questioning

		First Cycle	Second Cycle	Third Cycle
	Total Number of QS	28	43	44
	Redirecting	4	16	19
	Prompting	1	4	-
	probing	2	-	2
T2	Redirecting	20	24	47
	prompting	6	2	2
	Probing	1	2	-
	.	-	1	12
T3	Total Number of Qs	17	20	31
	Redirecting	3	1	3
	Prompting	-	-	1
	Probing	-	-	-
T4	Total Number of Qs	23	16	30
	Redirecting	3	2	4
	Prompting	3	6	4
	Probing	-	-	2
T5	Total Number of Qs	17	38	28
	Redirecting	-	1	3
	Prompting	-	1	-
	Probing	-	1	1

Appendix, B-4: Management of Errors

		First Cycle	Second Cycle	Third Cycle
T1	Teacher corrected Self corrected other corrected corrected	1 - - -	6 - 6 -	8 2 8 -
T2	Teacher corrected Self corrected corrected	6 - 5	1 6 4	- 7 1
T3	Teacher corrected Self corrected Other corrected corrected	2 - 8	1 1 -	- 3 2
T4	Teacher corrected Self corrected Other Corrected Corrected	4 5 1	2 14 -	7 17 3
T5	Teachers-Corrected Self Corrected other Corrected Corrected	3 - - -	2 1 1 -	- 4 - -

Appendix C: POST-OBSERVATION DISCUSSION
Assessment of the level of questions used

- T₅₋₁ It's not high level...but it's knowledge...
- T₄₋₁ : I stress only to help students the grammatical pattern correct.
- T₁₋₃ : Both levels
- T₃₋₂ : Uh! I think in most cases it is more or less the same...It is high level....
- T₄₋₂ : I don't say high level or low level but it is between the two.
- T₄₋₂ : Previously, I am using all the questions in the text...Today I was asking them to use their own preferences...That's the difference....

Types of Questions to Ask

- VT : What about including or using variety of questions?
Do you see it as relevant?
- T₅₋₁ : Yes, variety of questions...yes...sometimes.

The Student's Textbook

- T₂₋₁ I don't think. It doesn't allow. Even though it allows they can't answer that.
- T₅₋₁ : Yes, sometimes...we will be selective Uh but...we will be forced to deal...most of the time they... they want to do all the exercises Uh...from the text-book.

Source of Questions

- T₃₋₁ : It must be from the students

Questions and Suggestions

- VT : Ok, then, by way of comment,...anything that you want to give..you can share your own experience regarding questioning. Anything that you want to suggest.
- T₅₋₁ : Most of the time.....

They don't ask.....

Most of the time you have to ask....

So, what do you say in order to motivate students' participation? How to create a good classroom!

T_{4.2} : Perhaps in the future we would use them;

But up to now, I didn't know the skills of using them.

VT : Do you have any suggestion?

T_{4.2} : Personally, I gained a useful experience from the discussion of lesson.

I didn't know skills of questioning, levels of questions before...It will be helpful for my students. I might give a better lesson.

VT : Even if it is a grammar lesson would it be possible to include high level questions:

T₃ : I doubt-uh-the distinction between high level questions... what is that?

VT : (Gives the distinction)

T₃ : Just I got the distinction...The main thing that I raised this question is that... What do you say if they don't ask questions or if they keep silent? I think I propose....I project....if there is no response what can we do?

Who Treated the Errors?

VT : So, can we see it in terms of who treated the errors?

T_{2.1} :The teacher and the students I think who treated the errors...Uh! when the teacher asks and when they make mistakes Uh.. sometimes the students gave correction and sometimes the teacher corrects...

Possibilities of treating errors

VT : This time let's be more specific...

In this case, as an alternative, could it have been possible to give chance for Gezahegn himself to try... to self-correct?

T_{2.1} : Ya! it's possible. I think it would have been better to give chance to Gezahegn himself rather Uh (Similes)...

T₂₋₁ : In ~~an~~stead of correcting that, I could have overlooked it
....because...it is not that much serious...when they make
minor mistakes, giving correction may not be necessary.

Teachers' attitude towards errors

VT : So, it's a good point...that your raised it
Do we take them as weaknesses of students?

T₂₋₁ : In language learning, students make mistakes...
it's natural.

T₄₋₁ : I corrected most of the errors...and then when students
make mistakes. I gave chance to other students...Atleast
other students have to correct the errors of others...There
is peer correction.

T₄₋₁ : Errors should be treated on the spot

VT : On the spot! Do you think all errors should be treated?

T₄₋₁ : Ofcourse!....all errors should be corrected...
If they are not corrected, they may think they are right...
It is better to treat errors whether it is minor or major.

Reaction to data

T₄₋₂ : It's very helpful...Number one-I didn't know that I used
too much No's;
Number Two, I have not treated or I have not the errors
treated by the student himself...I should have given them
chance.....I say no and other students gave correction

VT : Anything that you want to share us from your own
experience

T₄₋₁ : Errors could arise from our teaching

T₄₋₂ : I did not use too much negative...I also gave chance
to...for self correct...

Appendix D: INTERVIEW COMMENTS

Feelings about the Observer's Presence

- VT : Has the observer's (Visiting teacher's) Presence in your class, in any way, affected your teaching?
- T₅ : It's positive...That means positive in the teaching-learning process.
- T₂ : No, his presence doesn't affect my teaching...his presence didn't affect my teaching...it was helpful.

Reactions to the Post-Observation Discussions

- VT : How did you find the post-observation conferencing with the visiting teacher?
- T₄ : The discussions were valuable...it's great. That's what I can say.
- T₂ : It was free...it was free. I found it very simpler and it was very easy.
- T₃ : It is very good, ofcourse you can listen to our discussions....you suggest some of the alternatives that is help for us to do a lot in our teaching learning process.

The usefulness of the Two Teaching Behaviours

- T₁ : Ya: Ya:...because, I can say that, for example, error treatment is important to teach and...
- T₂ : Ya, it's good. It is worth doing...this questioning behaviour and error treatment...they are worth teaching.

The Categories Used

- T₁ : Yes, you should have to follow certain certain categories, when we treat errors.
- T₂ : Yes, it's relevant

Feelings about being Observed in this way

- T₁ : Ya! that one is very different from this one.
Uh! your observation is help...help uh...a sort of help...in reflection or in reflecting on what I should do....and in case of administrative observation....they are...yes, more Uh...critic. They are finding the faults that I commit rather than helping me what I should do
- T₂ : This one is better I think... the previous one was.... more of....fault finding system...but this one is very interesting.
- T₃ : Ofcourse!Supervisors don't tell us the example...all the point...what we have to do-for example, may be the supervisor he might be graduate from foreign language teaching or he might be from some other department and he didn't tell us each and everything...the alternatives
- T₄ : I think this one is more beneficial...as an observed teacher....
- T₅ : That means it was simple...this one...it has something to do....that means we should know something...so it has got a procedure...

Feelings about the Experience Itself

- T₁ : It helped me Uh....Um how far Uh. I am good at teaching...Uh....whether I can get feedback...I cannot consider
- T₂ :I react to it positive,...and I liked it very much
- T₃ : As I understood, I have got an advantage, for example, I won't get this alternative methods from myself, by myself but I got from you...what you read...any books that express, you should it,...
- T₄ : I said it already! I think Uh...it's a good practice Uh...if we get such a chance once a while...I think Uh we may improve a lot of thing Uh I mean we can improve certain weaknesses, weakness in a sense the way we teach...the way we handle students...

Feelings about Things Learnt or not Learnt

T₄ : I think I have gained some points as I have already said regarding the skill of questioning...regarding treatment of errors...but what I have not learnt is that...I didn't get any information about my way of presentation from the observer...may be there could be weakness or strong points...he should have said something about that...as far as I am concerned I have gained from this discussion, the discussion and Uh! the experience, but I wanted to know...what's about my...class, how I handle the class or what is the weak point...what is the weak point...what is the strong point...If, Uh...he had said something about that I would have been very happy.

T₁: I have learnt and I Uh...will try to make it practical what I got from this observation

Implications for Other Teachers

T₂ : It develops our profession...by exchanging experience with one another, we can learn a lot....

T₁ : Yes! it is possible that teachers uh at the same level should discuss their method of teaching...Uh, if possible they should discuss Uh...the problems they face in their teaching and Uh...to improve their method of teaching there should be interaction between the colleagues..the teachers teaching the same subject....

T₄ : Ofcourse, it will have positive effect and they will benefit...really! Even if we deal with such kinds of practices and Uh! you know...in our department...it will be of much help! as far as I see it and it has positive effect....to observe his colleague. If the teacher is free, he can go to his colleague Uh...observe them while they are teachingUh he should also have to make...preparation, and in his teaching...but if his load is high it will be boring

T₂ : I don't think that there are obstacles...but if there is a need...if there is a willingness...it might be possible...but sometimes we are not willing, of course...otherwise, it is possible, there is no much obstacles on this...

T₂ I will try to make it practical in the future...So, I appreciate your approach...Uh...and better...I wish you success.

On whether ~~to~~ or Not They Have been Initiated to Do the Same

T₅ : This practice has encouraged me to do things or Uh! to do things...which I didn't know. So, I have get some idea...how I do things...so I have got ideas from this classroom observation...so it was very good

T₃ : In my case, I expect Uh that I will do that to the...I expect this...this method, I don't mean all points to use but some when the need arise...just I have to use it, that is by combining or in different localities...in disciplines to teach, to discuss...

T₂ : It initiated me or motivated me a lot and Uh...I will try to make it practical....I've learnt a lot and Uh...I'm very much interested in it

T₄ : To a great extent! to a great extent!...

T₄ : Ok! The experience is ofcourse good, but as you know there were obstacles...obstacles of this evaluation and Uh...students were in the auditorium insulting teachers...in fact greatly affects teachers' mood as well as...it created disciplinary problems in class after those discussions and they were insulting teachers...as well as a whole..in general. So, this really affected this practice of our observation and discussion...and the class was not as usual...especially after almost a month a month...The students' character has changed and this really affects and that's what I feel..and Uh during the beginning it was nice...teachers were cooperative

....students were participating to answer questions. When we dealt with questioning... students were questioning and after that everything changed. The mood of teacher...especially that of teachers changed.. That's what I can say...Uh! and the others are problems of evaluation...The administrators came to every class, they are four..They just created unnecessary mood on the students and students always,.. they feel that those teachers Uh those administrative people are coming. They just look at them through the window and everything... They have nothey don't pay attention to their lesson and this greatly affects the observation and our practice of this...that's what I can say and the other things...it's Ok.

TRANSCRIPTION

T: Teacher
T₁: Teacher One, Cycle One
T₂₋₁ : Teacher Two- Cycle One
S: The first student
S₁: The second student, etc.
SS: Group of Students
C: Class
VT: Visiting teacher

Appendix E: TRANSCRIPTION

T₁-First Cycle (Questioning)

- T : Let's discuss expressions.
-The first question, please! -splitting the cost.
-Which one will match with that number? yes!
- S : Share the money
- T : Number four, a split second, yes!
- S₁ : Dry and open vegetables
- T : Is it right?
- S₂ : No
- T : No, yes Teshager.
- S₃ : A brief instance
- T : Number five? number five, split peas, a split peas, yes!
- S₄ : Dry and open vegetables
- T : Yes, dry and open vegetables;
Have you get all things right?
- S : Yes
- T : Good, let's proceed to number A. Question number one says "Zertihun started to say", I'm, what did She want to say? yes!
- S₆ : She wanted express that she felt sorry for her parents are going to divorce.
- T : Number two, number two says, Kibru started to say "so I'll do it. I want be able to do that job unless____. What did he want to say? Yes, make it loud!
- S₇ : He wanted to say that...he'll not be able to make the job unless he married an educated girl.
- T : Number three, number three says..."
Zertihun started to say? You want to __? what did she want to say? Yes.
- S₈ : She wanted to ask if her father wanted to divorce his wife.
- T : Number Four! Zertihun asked, "And now you don't respect her any more? what do she want to say?
- S : (Inaudible)
- T : Somebody else, yes

T : Any other? yes.

S₁₁ : Woizero Matebua.

T : Number five? number five says. Matebua said, "None of us can do anything. "Then, whose fault was it? Then whose fault, come on! Is it Kibru's fault only? what do you think? yes!

S₁₂ : Inaudible)

T : Yes, is the fault of...
Ok, when we say as time goes on, as time goes on, one has to adjust...adjust what? adjust himself to every thing. why?
Then, number six-Zertihun started to say,
You can...What did she want to say? or what does she mean? yes.

S₁₃ : Zertihun wanted to tell her father that he can...

T : Number seven! Kibru said, "I am delighted to hear you speak like that, Matebua...
Why was he happy?

S₁₄ : Yes! she agreed to his idea

T : Good, she agreed to his idea of marry a new lady or an educated what?...an educated lady, good.
Number eight! Number eight says...Matebua said,
"He is in a delemma "What was that dilemma? what is the dilemma? yes, the back girl?

S₁₅ : The dilemma is whether to divorce Woizero Matebua or leave this new job.

T : Number nine? number nine says, Kibru said, you are making me very angry indeed. Why was he angry?

S₁₆ : She opposed.....

T : She opposed what? she opposed his idea of...what?

S₁₆ :marry?

T : Yes, number ten? Number ten says,
Zertihun asked "Who is fit to be an ambassador's wife?

S₁₇ :An educated girl.

T : Yes, an educated girl, why?

S₁₇ : An educated girl who can easily fit...

T : who can easily mix with ambassadors what? with

ambassador's wife.

Ok. This is part A

Now let's proceed part B

Kibru would not divorce Matebua if she ___what?

yes!

S₁₈ : were educated

T : Number two? number two says....

If kibru marries an educated girl, she___ yes!

S₁₉ : Will be an ambassador's wife

T : Yes she will be an ambassador's wife, in other words, she will easily mix with an ambassadors what?

S₂₀ : Wife

T : Ok? number three? it says, Zerithun will be sad if Kibru...what? yes!

S₂₁ : If Kibru divorce

T : If kibru divorce what?

S₂₂ : divorce her mother

T : Ok, number four? four says...

If Kibru hadn't been appointed ambassador, Yes___? what? yes!

S₂₃ : He wouldn't divorce his wife.

T : Yes, he wouldn't have divorced his wife

Number five? Number five says,

Ellizabeth would not have had the chance to be educated if she....

S₂₄ If she hadn't been a daughter of _____

T : A daughter of what?

S₂₄ A daughter of the sister of the Ministry of education.

T : Before dealyng the assignments we proceed to the to-day's lesson, this is, on page....The item today which we are going to learn is present perfect.

Have you eaten your breakfast? have you eaten your breakfast? Raise your hand and stand up! Have you eaten your breakfast and tea? yes, Sofonias?

S₂₆ : Yes, I have

T : Yes, I've eaten my breakfast

Have you washed your face?

S₁₇ Yes I

T : Make it loud! Yes, I have washed my face.
Good! this is your turn, Have you eaten your lunch today?

S₂₈ :Yes!

T : Is he right? yes, stand up and tell. Yes,

S₂₉ : No

T : No...No Back lady, have you eaten your lunch today?

S₃₀ : No

T : Make it loud, number I...I didn't....
You should have to respond it in present perfect. Have you eaten your lunch today? yes!

S₃₁ : No, I haven't eaten

T : Yes, No; I haven't eaten, fine
: How long have you learnt English? for how long haven you learnt English? for how long have you learnt English?

S₃₂ : I have learnt

T : Good, I have learnt English for eleven years. fine
Now we are going to make, this is a role play, role play, here is what? a shop keeper and a customer.

S₃₃ : (Shop Keeper,) -Yes sir!

S₃₄ (Customer)...what do you have?

S₃₃ : Orange-a kilo, or one killo, two and half what? good! what?
A package of rice is equal to six. Good Butter a kilo twenty four what? a packet of lentiles, five birr a kilo five birr a kilo. So he wants to buy a lot of bread, a kilo of orange, a kilo of ietiles, a bar of soap. This is a shop keepeerw now you play on. Ok Good morning Mr A.Ok! Good morning Mr.B
What would you say Mr B?

S₃₄ : (Inaudible)

T : Ok, this will be a role play. I want two students who can play this role? Two students. One will play a shop keeper's role and the other says the customer's role. B is the customer, A is the shop keeper.
Now you ask him; you are shop-keeper.

S₃₅ : Ok, Good morning!
T : Good morning! Make it loud
S₃₅ : Good morning
T : Yes, have you.....
S₃₅ : have you.....
T : have you got bars of soap?
S₃₅ : No, I'm sorry, I haven't any bar of soap

T₂-First Cycle (Questioning)

- T : (Writes, would rather on the blackboard) page one-six-one
: Now, who can read this phrase? yes, yes Militia?
Read it!
- S : Would rather
- T : Should rather...would rather
Yes, yes, Abebech
- S₁ : (Inaudible)
- T : And what about this? W'd rather, yes
- S₂ : (Inaudible)
- T : Yes, Yes,
- S₃ : Would rather
- T : Would rather...Meaning I would rather
The difference is what? Uh....
Tell me the difference between the two? This one and this one
- s₄ : The second one is the short form of the first one
- T : Yes, very good. The second is the shortest form or the contracted form you can say, Say I would rather...I'd rather;
he should rather....he'd rather
Ok. what does the phrase would rather indicate?
What does it indicate or,
What does the phrase, would rather express?
What does it express? yes, yes, Gezahegn
- S₅ : The phrase would rather expresses preference.
- T : Yes, it expresses preference. Where there are two alternatives, would rather is used to express the one you like best. Let me give you example. Let me give you example. I'd rather drink tea than coffee....
This means___? what does this mean?
Yes, Abebe!
- S₆ : I.....
- T : I like tea better than coffee...or
I'd rather starve than beg.....

First of all, what is the word starve?
 What does it mean?
 The word starve means____! Yes, Gezahegn

S₇ : Shortage of
 T : Yes, Abreham, would you try?
 S₈ : Shortage of food
 T : Yes, Gezahegn....Yusuf....yes, Anteneh
 Suffer or die from great hunger.
 Beg....Beg.....Beg...
 What does beg mean? why don't you try!

S₉ : (Inaudible)
 T : Say it in English.....not in Amharic!
 S₁₀ : Help
 S₁₁ : Deserving help
 T : To ask especially for food or,
 If I say, I'd rather die than become a traitor!
 Yes,....Traitor
 You know traitor! Who can tell me the meaning of traitor?

S₁₂ : Men who his car
 T : What does that mean?
 S₁₃ : Somebody who betrays his country
 T : Disloyal.
 This sentence means_____

S₁₄ : I like dying than become traitor
 T : She'd rather hang herself than marry him
 This means____. Atsedo, would you say?
meaning what? Give me examples of your own on this

S₁₅ : He'd rather watch TV than go to the bars.
 S₁₆ : I'd rather study Biology than maths
 T : The student w'd rather....
 What do you understand?

S₁₇ : (Inaudible)
 T : Another!
 S₁₈ : I'd rather play football rather than volley ball
 T : What do you understand from this?
 Now, would you rather go to Asmara than go to Gondar
 Which one do you prefer? Who can answer this one with yes

or no?

S₁₉ Yes, I'd rather go to Asmara.

T : Give me another example on this

S₂₁ : Would you rather take this book rather than that one?

S₂₂ : Would you rather have whisky?

T : Would rather not..... What does it express?

S₂₃ : Negative

T : Negative what?

S₂₄ : Negative preference

T : That's all.

T₃-First Cycle (Questioning)

- T :Comprehension ...As you know yesterday, it's discussion on comprehension...
What homework, yesterday....Uh...we saw?
Yes, who would read the instruction and then the first question? yes, please!
- S :Comprehension A
Zertihun started to Say,I'm.....
what did she want to say? She wanted to say I'm-in doubt
- T : Is there any? what do you say about this?
what is your view? what is your opinion?
This time you have to go back and refer the conversation, isn't it?
Based on that what did she want to say?
Will your read it? Uh!
- S₁ : In the first conversation...
- T : Uh what did he tell her?
- S₂ : He has been an ambassador.....she says...her father is going to be an ambassador.
- T :Why? Try to complete this....
What does she intend to say?
- S₃ : I'm not going to
- T :Ok. Is there any other?...How do you understand it?
Let we promote to number two!
- S₄ :Kibru started to say I'll____
He unless I divorced my wife.
- T :Will you say it again?
- S₅ : Unless I divorced my wife....
- T :Ya! he wanted to say that, but, do you have another point or...
do you agree with it?
- S₆ : Kibru is well educated than Mintwab
- T : Uh! yes, Matebua!.
- S₇ Matebua
- T : Ok, if you had been him, if you had been him, what would you do?

If you had been Ato Kibru, what would you do?

S₈ : I don't know what to do?

S₉ : I think, I would divorce her because I have much plan

T : Is there any other? Uh!

S₁₀ : If I had been him, I would not divorce because, we know love is more than anything.

T : So, Uh! so.... yes... sometimes
Ok.... If you had been him, what would you suggest? or which one do you support?
If you had been Zertihun, which one do you support?

S₁₁ : I'd divorce her...I'd divorce and marry a new one...Uh!to lead a good life.

T : To lead a good life!

S₁₂ : If I would have been Zertihun I would advice my father not to divorce my mother....because I want both of them having together....because if they divorce something will obstacle throughout my life.

T : Ofcourse, it's your view...what about if you would have been...Uh! Woizero Mintwab? Or Ok.Uh!...Let me ask you-divorcing!divorcing; Is it good or bad?

SS : It's bad

T : Why? why? why it's bad?
To say bad or good, you have to give your reasons...is it so?

S₁₃ : Bad

T : In what ways?

S₁₄ : (Inaudible)

T : Therefore, it has good and bad effect.
What about others?

S₁₅ I hope, it's bad but in 75 percent bad.... may be 25 percent it could be good.

S₁₆ It's bad.

T : Good. Ok we can see...you can give your opinion.
It's your observation...I invite you to give your opinion on this....
what about number three? ok. Who will try to read it?

S₁₇ : Zertihun (Interruption)

T : Which one are you reading?

S₁₈ : Zertihun started to say...

T : When she say that what did she want to say?
Alright...I think it's time.

T₄-First Cycle (Questioning)

- T : Now we are going to start the structure part with would rather.
- Now, who like to express the use of would rather, the phrase would rather..... what is the use?
- S : To express preference
- T : Yes, would rather is used to express preference
Who can use preper to?
- S : I prefar reading to writing
- T : Now who can use would rather?
- S : I would rather reading than writings
- T : There are some mistakes and pay attention
You said, I would rather reading tan writing
Uh,... If you remember when we studied, conditional sentences would is followed by bare infinitives. The same is true with would rather to express present preference
Now the second group is used to show preferences for likes,
- S₁ : I like tea better tan coffee...
- S₂ : I like reading better than writing
- T : Now, I will give you some vocabularies and you can make your own sentences;-singing... reading...Now, Uh... who can make a sentence using these two alternatives?
- S₃ : I like singing than dancing.
- T : Again!
- S₃ :... I like singing better than dancing.
- T : You said, I like signing better than dancing.
Now, use prefer to,
- S₄ : I prefer singing to dancing
I'd rather have sing than dance
- T : No
- S₅ : I'd rather sing than dance.
- T : I'd rather sing than dance.
Driving and riding
- S₆ : I like driving butter than riding
- S₇ : I prefer driving to riding

T : The third one is sleeping and working
 S₈ : I like sleeping better than working.
 T : And?
 S₉ : I'd rather study science than arts.
 S₁₀ : I prefer science to arts.
 T : I prefer what? you need a verb?
 S₁₀ : I prefer to study science to arts
 T : engineering or science-arts
 S₁₁ : I'd rather study engineering than science
 T : Staying at home and going out in the evening
 S₁₂ : I like staying at home better than going out.
 S₁₂ : I prefer staying at home to going out
 T : Listening to the radio or watching TV
 S₁₃ : I like listening to radio better than watching TV
 T : And?
 S₁₄ : I'd rather listen to the radio than watch TV
 T : Cooking and washing
 S₁₅ : I like cooking better than washing
 T : And
 S₁₆ : I prefer cooking to washing
 T : Listening or speaking
 S₁₇ : I like listening better than speaking
 S₁₈ : I prefer listening to speaking
 T : Show or clothes....
 S₁₉ : I'd rather buy shoes than clothes
 T : Ok next! tennis/football
 S₂₀ : I'd rather play tennis than football
 S₂₁ : I like playing tennis better than football
 oranges/bananas
 S₂₂ : I'd rather eat oranges than bananas
 T : drama and music
 S₂₃ : I'd rather watch drama than listen to music national or
 artificial
 S₂₄ : I'd rather have natural hair than artificial
 T : I would rather what?
 Sister/brothers
 S₂₅ : I'd rather have sisters than brothers

S₂₆ : I prefer sisters to brothers
T : Let's look at your exercise 12:3 contracted from I'd rather
-who can use would rather?
S₂₂ : I'd rather die than become a traitor
T : Who likes to do number?
S₂₈ : I'd rather be married than bachelor
T : The pronoun is she
We will see how to make questions
S₂₉ : Would he rather garden than dust it
T : Would he rather what?
Who likes to make his own sentences
I'd rather sit then stand
S₃₀ : I like sitting better than standing
S : I prefer sitting to standing
T : Never use I'd rather to waling walking to running
S₃₁ : I'd rather walk than run
T : Anouther person who likes to make his own sentences S₃₂
: I like listening better than speaking
S₃₃ : I like eating better than drinking
T : What's that? I'd rather what!
S₃₄ : I like listening to talking
S₃₅ : I like cake better than sandwich
T : Another person!
S₃₆ : I like football
T : Now, you said.... I like foot ball
Better than what? you should nave two alternatives
S₃₇ : I like working better than walking
S₃₈ : I loke TV better than radio
S₃₉ : I like doctor better than engineer
T : Would rather what?
S₄₀ : I'd rather have football or basket ball
T : I'd rather____; don't use have

T : Would Rather.....

Ok. Today we start page... on page 165...

The topic is would rather

What is the meaning of would rather?

Ok,there!..... a phrase, you know it!

So, what is the meaning of or the phrase

Would rather?

Number one, says....

I'd rather keep quiet rather than stand in your father's way.

So, when you are coming to would rather you have got two alternative...So, alternatices will be discussed under this topic. So, would rather having positive, would rather expressed by interrogatives or question form...

So, the second one is,

She'd rather drink milk than coffee.

Which one does the prefer? does she prefer milk or coffee when we say she'd rather drink milk than coffee, which one does she prefer?

Is it milk or coffee? ok

S : She prefer milk

T : Yes, she prefers milk than coffee

(goes on to explain)

Oral Exercise!

Ok, who an say number one?

Read it!

S₁ : I'd rather stay at home than do our.

T : Yes, I'd rather stay at home than go out. Number two!

Who can try like number one? Ok you!

S₂ : He would rather pay her (Interruption)

T : Repeat is number two!

He'd rather pay her, you have to say,

Ok, what about number three?

She'd rather go home you've to say.

S₃ : She'd rather go home

T : Number four. Ok. try!

S₄ : They'd rather watch.

T : Number Five! Who can read number five?

S₅ : We'd rather tread news paper (Interuption)

T : Yes, we'd rather read news paper....

So, when you read you follow this and like that_____.

So when we are coming to Exercise 12:3

We have to join.....

(Given extended explanation in the use of would rather with bare infinitives)

I'd rather buy a house...

Which one is the verb? The first ver!

SS : buy

T : Yes, I'd rather buy a house and then after the house.. what do you do then?

The second verb...so, this will be come the example and the like this one we have to do.... so, when you have a pronoun, you have to use the contracted form... Number one! we've got the question. Dawit. Who can construct like the given?

S₆ : I'd rather die than become a traitor.

T : I'd rather die than become a traitor, This is the answer for number one so you have got two verbs, that are die and traitor.

So, what is the meaning of traitor? Do you Know?

What's traitor?

S₇ : We'd rather do it now than later

T : Number three!

S₈ : He'd rather live in the country than in the city.

T : Yes, this preference is to live in the country than in the city.

So, ok Number four.

S₉ : She'd rather be inteloigent than beautiful.

T : Yes, that's fine! so, she'd rather be intelligent than

SS : Beautiful

T : So beautiful-so the better one is intelligent than become beautiful...

Ok. questions regarding this..do you have questions.....

Ok. when we are coming to B-part, we have got would rather...when would rather is followed by present perfect tense, we want to express what? past preference.

What is the rule of present perfect tense?

Do you know... present perfect tense? Uh!

S₁₀ : Uplus present part..past participle

T : present perfect tense...I said

S₁₁ : Subject plus have or has plus past participle of the verb.

T : I said present perfect... I need only the rule of present perfect tense....

How do you express the verb in present perfect tense?

S₁₂ : have plus had plus verb-three

T : When you want to express past preference the verb should be changed into present perfect tense... So, have for what.... For what do we use have... and for what pronoun do we have...Uh.

S₁₃ : have for plural

T : For plural nouns

S₁₃ : Plural nouns

T : What about pronouns?

S₁₄ : Plural

T : So, let's see the example,

We'd rather have visited the zoo than the museum

They would to visit which one? the zoo.

When we are coming to exercise.. we do what?

Now, we have got questions.

Re-write the following sentences by using would rather with the present perfect.

They wanted to go by plane but they went by train.

How do you change into past preference by sung present perfect tense.

S₁₅ : We'd rather have gone by plane than by train.

T : Yes, the answer for number one is what?

She wanted to be married in june but she married in

S₁₆ : She'd rather marry (Interruption)
T : Who can correct? ok.
S₁₇ : She'd rather have been married in June.
T : He'd rather stay here
S₁₈ : He'd rather...have....have....
T : Where is the verb?
S₁₉ : The first one.
T : The first one is..yes
The second one:
S₂₀ : He'd rather have bought a new house than paged the reat.
T : Who can correct? The first one is right but she second
one is wrong.

T₁-First Cycle (Error Treatment)

- T : Unit 13...page 174
Is there any one has eaten honey. Is there any one who has eaten honey? yes or No
- S : Yes
- T : Yes? Tell me in full sentence!
- S₁ : Yes I have eaten honey
- T : What does it taste?
- S₂ : It has a weet taste
- T : What purose...uses are eating honey? What are the uses
What are the use of honey?
- s₃ : To keep health
- T : Yes to get enrgy, to protect from different disease Is that all
- S₄ : It gives heat and energy.
- T : Yes, it gives and enrgy.
- S₅ : To make wax?
- T : Yes, to make wax...
It gives is wax...do you agree?
Do you agree with this fo no?
Agree? why do you agree Mr. Monitor?
Stand up and say, because of this or that....
Samuel, do you abree or disagree?
To make wax, you eat honey! do you agree?
- S₆ : No I disagree
- T : You disagree...If disagree, why do we eat honey?
- S : (Inaudible)
- T : What does belching mean?
- S₇ : Sending gas from the stomach
- T : Yes, sending gas from stomach
What does disinfect mean?
- S₈ : To avoid infaction
- T : Yes to avoid infection. Do you have something to add?
- S₉ : Make free from bacteria
- T : Yes, make free from bacteria. Any other?
Fine, these are the key words you should know
Now read the bood and discuss the following questions. I

will write the question o the blackbord. Write the questions on the blackbord

In groups, discusd them in groups. Discuss the following questions in groups.

Make a group in your desk and read the unit and then discuss.

Now you can discuss in your groups...in your desk you do, in your desks you do in 3's or 4's. Be quik!

You can discuss it only in English with you colleague on your desk.

Ok, class break your groups, let's come to general dicussion.

Look at the blackbord. Now..your book and look at the blackbord.

Honey is make by what? by what honey is made?

Yes from the back

S₁₀ : Honey is made by bees

T : Is it only made y bees? no other insect can make honey except bees? yes.

S₁₁ : It is made by bees Ok yes

T ; Yes it is made by bees

S₁₂ : It is made from eucalyptus tree

T : Yes? ok, it is made from....ok it's made from...ok it is made by bees only, bees are the makers of honey! only bees!

It is only bees! yes...or no! No, if no, then waht are other insects that can make honey?

S₁₃ : Beetlls

T : Yes beetles Belts also make honey. What otheres, what others?

Yes? anyother...earth flies...

What are the uses of hony now? what are the uses of honey?

You read from the pasage. Now you can scope to it

S₁₄ : The uses of honey is to treat healing of wound and sores

T : Yes to treat healiing of wound and sore...healing of wound and sore. Yes!

S₁₅ : Speeds up the growth of tissues

T : Yes it speed up the growth of tissues.

S₁₆ : It stimulated digestion. What else? only this?

S₁₇ : for medical purposes

T : Good it is a medicine, medicinal she says, medicine...what other? she got one, what is the second?...not...
Not any other?, tell. Yes!yes?

S₁₈ : Health problem

T : Healthe problem! No

S₁₉ : Food

T : Ok, foods, it's good item food what? item food what? item...These are the to major values of medicine, the whole thing..the use is

1. It can be used as a food item
2. It is a medicine for it gives relife for differnt disease. Fine!

The remaining point honey is used to what? what? yes.

S₂₀ : To make wax

T : Wax only wax? only wax?

S₂₁ : to make candle

T : Good very nice of you. Yes candle. This is really very good. Very good...
Then we proceed to unit...for homework for next day, hoping to you good.
The homework will be start part, part B...part what? part B home work. page what? 177.
So, the first one...make longer.
Which word will martch with that word? make longer? yes? yes?

S₂₂ : Prolong

T : Yes, prolong. Number one is prolong...giveing enough...Make longer. Fine.
The second is part C. on the same page...C page 177 Look at number one....., altermatives are given according to the passage. Coose the one which will go with the first or, the ____ of the patient honey helps to treat a running nose... Meaning...or unning nose meaning.

S :B

T : B Good

For V no. 1, B is the right answer and then we proceed to what? page 178, that is exercise what? exercise 13.1. look at number one. 13.1 page 179 No. 1

Fill in the blank from the above words...fill in the blanks from the above words.

T : The inventory consists of different...yes!

S item

T : item that the ...is items

Ok, thank you very much for listening....That is what we have for today. If you've questions you're welcome to ask. You have any question! You've question! If you have any doubt?

You can ask. Ok, if you don't have...class on....

T₂-First Cycle (Error Treatment)

- T : Page 132-Exercise 17:1..... correction our previous classwork.
Reduce the following sentsense, it says by using present participles to join two clauses together to reduce the repetition
- N Now number one. Who can do number one?
I picked up he hot pan. T thought it was could, yes Geahecgh!...come and write...you can use the blackbord
- S : Thinking it was hot, I picked up the hot pan
- T : Is there any mistake here?...one minor mistake!
- S₁Thinking it was cold, I picked up the hot pan
- T : That's the correct asnwer
Number two we heard a loud crash. We ran to the windo
Yes!
- S₂ : Rushing the window, we heard a loud crash
- T : Rushing the windw, we heard a lound crash
It is correc? what's wrong?
- S₃ : The first action is hearing the loun crash.
- S₄ : Two
- T : There are ___?
- S₅ : Two
- T : Yes, the form of the verb for____past participle? past partciple Zelalem
- S₆ : Verb to be.
- T : Um!verb-to be....verb to be!
- S₇ : Verb-three
- T : Could you give example of verb-therr? yes; Yusuf.
- S₈ : broken
- T : Broken, Aberra
- S₉ : Going
- T : No! You.
- T : What kind husband is a____ man? Uh! Martha
- S₁₈ : Married man...married man:
All these wods,...they are past participle used as an

adjective-verbal adjective, because they modify the noun....

T : So, this is the example, and we have exercise 13:6 We will do that, but take this down.

Do you have question on this?...Otherwise, take this and we will do exercise 13:6

C : Students copy from the black board

T : Exercise 13:5, fill in the blanks.....

Now, number one

-The-officer gets his pension regularly....

So, what kind of participle is this one?

Use suitable last participles, yes!

S₁₅ : Retired

T : Retired...The retired office....correct!

___meat is easily digested, yes, Kibe.

S₁₆ : Number two Eaten food

T : Eaten food: what does this mean does it give sense to you? yes:

S₁₇ : Cooked food

T : Cooked, Cooked meat is easily digested

S₁₀ : Keeping

T : No

S₁₁ : buy

T : No

S₁₂ : Went

T : went, it's not a verb

S₁₃ : Eating

T : eating, no...eaten possible

T : What's that? it's not a verb...it's an adverb or like that

S₁₄ : Weighing

T : No verb-three...give me verb three.

S₁₅ : Weighed

T : What? cut, is it cut-cutten? no, no,

Hurry up!

S₁₄ :

T : It's not verb...it's not a verb...yes, you!

T₃-First cycle (Error Treatment)

- T : Last period as we have seen it is the tag question. If the statment is in the positive form, the f=tag form is what?
- S₁ : Negative
- T : If the statemtn is in the negative form, the tag form is what?
- S₂ : Postive
- T : What about the imperative...what about the in perative? Do you have anything to say about imparative? If it is imparatives what it seems....the tag question form
- S₃ Future
- T : Future,yes. Is it positive or negative?
- S₄ Positive
- T Positive, Ok.
What is the tag question form of this?
I am very lare Yes.
- S₅ : Amn't I?
- T : Would you say it again?
- S₅ : Amn't I?
- T : what about the others? yes.
Read the statement and the tag form
- S₆ I am very late, aren't I?
- T : Is that? what else? Don't forget the tag question. This is to ionform you or to assure you ok, next!
- S₁ : You had better not to tell a lie, had you?
- T : Is that?
You had better not to tell a lie
What is the tag torm of this?
- S₈ : Had you?
- T : Do you agree with it? please wat up.
Anybody who tries to give answer?
- S₉ : You had not better tell a lie.
- T : That is ok. How do you say this about?
Your clarification.
- S₁₀ : Tag question.

T : Yes, I hardly know it.
Then, What we did.. the tag from

S₁₁ : Do I?
Do you agree? what about the rest? why? Hardly is negative
ok.
Is there any other word as you see as hardly.
This seem positive but meaning negative. Is there any
other?

S₁₂ : Little

T : Little, Uh...

S₁₃ Scarcely

T : Nether of them complained

T : What about this? yes, please!
What about this one also?
Yes, please.

S₁₄ : Neither of them complained, do they?

T : Uh

S₁₅ : Did they?

T : Did they?
We eill end up on this
And inversion will you try oh it?

S₁₆ : They will never commit the same mistake again.

T : How these are organized? We can see from the first
example
Never will they comit the same mistake again.

T : Is it not question? ok,
Now, shall we see the exercise
I think it is very siple. It os not difficult to replace

S : Zeberga hasitated for a moment....

T : All right, yes

S₁₈ : Hardly for a moment Zeberga hesitated

T : Yes, this is one way of saying the sentence
ok; Number tow

S₁₉ : You should on no account....
No on account should ypu....

T : Will you repeat it again?

S₂₀ : On no account....

S₂₁ : At no time kirgwe has neglected.....

T : Please pay attention others, let him finish it.
Is there any or it's correct? yes!

S₂₂ At no time has kirgout neglected.

T : Ya: What is the difference between hers and yours

S₂₃ : (Inaudible)

T : So, Which one is correct Do you agree?

S₂₄ At

T : Therefore there is no diffirence.
Which one comes first?
As you have seen it from the example or other excercises

S₂₅ : Zirgwe comes before the verb.

T : Therefore, the answer will be what?

S₂₆ : At no time.....

T : will you say it aganin.

S₂₆ : At no time

T : Still there is problem I think, Is that, Ok.

S₂₇ : Rarely had witnessed.....

T : I can't hear you. Very difficult to hear. Why not you
say it a little bit loudly?

S₂₈ : They wash their clother lonly once a weak.
Only ones a week they wash theit clothes.

T : How do you correct it? or it's correct a little bit,
will you help him.

S₂₉ Only once a weak they wash their clothes.

T : Ok. I think it is better to go to the next unit.
Ok, what is that?

S₃₀ : You should.....

T : You substitute should with what?

S₃₁ : Had better

T: That means had better has qvalent meaning with, should .

T_{4-1st Cycle (Error Treatment)}

- T : What do we mean by question tag?
S₁ : They are invitations to agreement?
T : Yes question tags are not questions... Uh-they are you have seen that where we make the questions which are requesting the person's confirmation or denial.
What do we mean by confirm and deny?....
We have studied these since when we deal with the passage... spit the passage... apit...confirm means what?
Uh!
- S₂ : (Inaudible)
T : Uh!Uh! confirm means agree or approve, agree or approve....
S₃ : Something that is not true.
T : Deny means what? anyway we haven't started with denial
Now, deny means regers and therefore you have refuse or disapprove. This is what it means the idea of question tag. Now, the Now the second rure...what about the verbs...verbs?
- S₄ : Positive statemtn take negative tag and negative sentence take positive tag....
T : What about the verb? the kind of verbs?
When we come across finite verbs..or helping verbs...
What do we do?...Uh...
- S₅ : (Inaudible)
T : No.when we come across certain verbs like....
S₁₀ : Does she?
T : does she?No, Not does she?
S₁₀ : did she?
T : did she? yes, did she?
T : Now, she looked everywhere for her former husband.
S₁₁ : Doesn't she?
T : Not doesn't she?....pst tense
S₁₁ : didn't she?
T : didn't she
T : What are the words...expressing negative idea?...who

cantell me? what are they word, what are the words?

S₁₂ : few

S₁₃ : hardly

S₁₄ : Scarcely

T : Good...Okey, words which are negative...little, few, hardly scarecely, rarely....Seldom

Now please make sentences with a tag? who can make with hardly?

S₁₅ : She hardly speake English

Now, the sentence here, what does it show?

S₁₆ : Negative

T : The sentence here shows almost no

What is question tag for this?

S₁₇ : does she?

If I say-He is a student, what should be the tag?

S₆ : is he?

T: : Please say it agani!

S₆ : Isn't he?

T : Isn't he? he is a student, isn't he?

what do we mean by negative statements?

S₇ : Hardly

T : No, this the fifth one. We have said that a negative statement does no necessaryily mean one with a negative verb.

T : Now a sentence with negative objects...with negative objects:

S₈ : There is nothing in the had

S₉ : There is nothing in the Kebele hall

T : No: There is nothing in the kebele shop; is there?

Now, she looked nowhere for her former husband

What should be the tag?

T : Yes, does she? does she?...It means it has negative idea.

S₁₈ : The little money was stolen

T : Say it loudly

S₁₈ : The little money was stolen.

T : No

S₁₈ : The little money she was stolen.

T : Yes, the little id different from little...a little and the little means almost no.
The litle money he has was stolen
What should be the qusion tag?...

S₁₉ : didn't he

T : No...

S₁₉ : Wasn't it!

T : Yes wasn't it?
The little money she has was Solan
No! no!

S₁₉ : was it?

T : Yes, was it?

T : Now, what about imperatives? Imperatives.
Impeative means command
-Open the door

S₁₈ : Open the door, will you?

T : Will you? yes for imperatives...whether it is negative or positive the tag should be.... will you?
It I say-don't shout! don't show... were should be the tag? don't about yes!

S₁₉ : Will you?

T : Yes, will you?
The oter one is imperativs including the speraker . Now if I say, Let's start, what should be the tag?

S₂₀ : Shall we?

T : Shall we?
And if I say, Let's win by overselves

S₂₁ : Shall we?

T : Why? The difference between this is..this is, with the speaker....
Let means what?

SS : allow

T : Yes, let means allow.....
-Let's work by overselves..., what should be what should be the tag?

S₂₂ : Will you?

T : Yes, will you-will you?
 And we have stndied had beeter....and are have the last
 one.
 -You had better....
 What should be the tag for this one?

S₂₃ : Won't you?

T : Np

S₂₄ : Will you?

T : No,....hadn't you?
 Now, when you come across nouns or proper nouns, like
 Ayele or Ababe,
 You tag should be?
 That boy ran fast....your tag should be didnt he?
 Never did n't that boy.
 -I am very stupid...

S₂₅ : amn't I?

T : No!

S₂₅ : Aren't I?

T : Aren't I?
 Some people say, Am I not?... but say aren't I
 I am not stupid

S₂₅ : Am I

T Am I?
 They went out just now. They went out just now.

S₂₆ : does they?

T: didn't they? didn't they?

T: : He. ought to be on time
 Take care of the pronoun
 How do you say? oughtn't___?Uh.

S₂₇ : He

T : I ought to be on time. The subject is I....

S₂₇ : Oughtn't I?

T : Yes, oughtn't I.....oughtant I...
 She came very lare..... The came very late....

S₂₈ : does she

T : No

S₂₂ : did she?

T : No

S₂₈ : didn't she?...

T : Yes, didn't she?

T : Let me have a look at your book.

S₃₀ : Will you?

T : Yes, will you?

This is all about question tags if you have questions

You can ask many question which is not cler....any

point:

T₅-First Cycle (Error Treatment)

- T : Infingitve wit-to. page two-o-Six
That is the day's lesson...we have got bare
infinitives...what is the meaning of bare infinitives?
- S : Infinitive without 'to'
- T : So, infinitive without to..so, now we see
infinitives..Ok. The first one is infinitive with to
phrase.... we have come to exercises bare infinitives of
...Number one_____. She wasn't involved... what is the
meaning of involved...it's definition!
- S₁ : Engaged
- T : Ya! ingaged or participating
Put the appropriate verbs for the given blanks
- S₂ : To be honest....
- T : To be honest...Ok be honest with you....number Three! We
pass to another...
- S₃ : To come to the point (Interruption)
- T : Ya!
- S₃ : how do you know that?
- T : Ya! To come to the point how do
you know that?
Now the second one is-
Kata will tell you who to talk to
Infinitive...instead of clauses.
I was glad when I heard of your appointment
Which one is the danse?
- S₄ : When heard of your appointment
- T : We asked if we could join them....
Which one is the main clause? and,
Which one is subordinate clause?
- S₅ : We asked
- T : We asked them main clause and which one is the
subordinate clause?
- S₆ : If we join them.
- T : Ok. Let's do number one!
- S₇ : I was moved (Interruption)

T : is what? Ok.

S₇ When I saw her.

T : Yes, I as moved..when
I saw her so ill in subordinate. So, this changes in to
infinitive phrase

S₈ : I was...

T : The verb of the subordinate clause is so number Two:
Which one is phrase and which one is clause?

S₉ : The subordinate clause is... we ask....

T : Which one is the subordinate clause and which one is the
main clause?

S₁₀ : You have agreed when the bell goes....that you will take
care of

T : Ok you.

S₁₁ : You have agreed to take care of

T : The subordinate clause when we change it into infinitive
phrase.

S₁₂ : You should....

T : She would? ok.

S₁₃ : If she is.... subordinate clause....she would drop

T : Yes, drop is the verb and we change it into
infinitive.....it becomes to drop...so, she would be
sorry to drop out of school...

S₁₄ He hopes that he will meet his family.
: You have promised the....

T : Yes

S₁₅ He hopes to meet....

T Yes, she hopes is the main clause and _____ is the
subordinate clause

S₁₅ He will meet

T Which is the main verb? This is future ... so, if you have
to change it... so, you say,...He hopes to meet his
family.
So, that is, that means instead of clauses.

APPENDX —

T₂ Second Cycle (Questioning)-

T : Last time, we learned or we discussed would rather plus infinitive. The difference is, it refers to the present, that is, they are the three forms. They are-question form, negative form and positive form.

- The present perfect tense!

T : Her brother has studied maths than English

S : The first sentence, it tells the difference is, it is present but the second one have difference, that is the first one refers in the present and the second one is difference

T : How do we know that? How? Yes...

S : By its formula

T : What is the formula ?

S: Her brother studied

T: What about number one ? the first one ? would rather plus present perfect tense shows past preference and the second +___?

S. The first sentence is would rather plus main infinitive,

T : Yes, good!

T : what does zoo mean? what is zoo? what is the meaning ?

S₁ : Study of animal.

T : is he correct ? Zoo, study of animal ? Yes, uh...! uh...!
where do we find zoo in Ethiopia ? There are some places for animals ? where do we find that ? where do we find zoo?

S₂ : Awash National Park.

T : One. Another! where do we find park ?

S₃ : Semein Mountain, Gondar,

T : Especially, what kind of animal ?

S₄ : Wolia Ibex

T : He would rather have studied engineering rather than medicine... he wanted to study medicine, but he studied engineering. What is medicine ? Why do we study medicine ? Yes !

S₅ : 000 3 4 7-

T : Why do we want to study medicine ? to become what ?
First tell me medicine ?

S₅ : We study medicine to become pharmacist particularly, ~~we~~

T : We study medicine to become doctor. Medicine is the prevention of and cure of disease. We study medicine to become doctor ? Yes !

T : Who wants to be doctor ? Yes !

Tell me in Amharic ! Yes

S₆ : Doctor is a person who study medical science and medical physics.

T : why do we study engineering ?

A person who studies what ?

S₇ : A person who studies metal work

T : Only metal construction, yes ! Plus different types of plans.

We study engineering to become an engineer

Give examples, yes !

S₈ : ^{He prefer} Coffee than tea

T : Where is the verb ?

She said her brother have, have what ? tea than coffee
Her brother have studied Geography rather than he studied Law.

S₉ : Always he said we use, I, I...

Why don't we use another person ?

His brother has studied or his brother would have studied.

T: Good suggestions, it is better to say he would rather...

He or she studies maths than we know his ability

S₁₀: Would rather plus present perfect tense means what ?

T : This one will give... would rather plus present perfect tense indicates... indicates... indicates past preference

S₁₁ What about would rather plus past perfect tense ?

T We don't have such kind formula

S₁₂ What about had plus---

had rather plus present perfect ?

T what is the difference ? So, we don't have such kind of sentence

Now let's go to had better

what does had better mean ?

APPENDIX

T₂₋₃rd Cycle (Questioning)

T: Today's lesson is on page 171-Review Exercise Six, Review Six, on Tag Questions... Page 171 Tag Questions or Tag endings.

What are tag questions? What are they?... tag questions... Yes, ... Anteneh?

S: Short form of question

T: Why do we ask tag question? Could you give examples or ... why do we ask tag questions?

S₁: Shortest form of answers to confirm the first

T: You said... the short form of questions why do we ask tag questions? Yes, Anteneh

S₁: To confirm the first sentence

S₂: We are learning, aren't we?

T: What... yes! Another person yes Another Person, Same question... Yes, Yusuf what are tag questions?... tag questions?

S₃: why do we ask tag questions?

T: Could you give me examples?

Another example, other example, again! yes, Gezahegn

S₃: Questions added to a sentence

T: Good... Tag questions are questions added to the end of Sentence... added to the end of sentence to

S₄: You can speak English: Can't you? Yes, I can.

T: Why? why you say it's positive or negative tag? why do you say that it's negative?

S₄: The question!

T: You mean if the sentence is positive, the tag question

is...

What about the reply or the response?... response,
I mean the answer.

- You can speak English, can't you ?

what about the response?...

S₇: Yes, I can

T : Is it negative or positive

S₅: Positive

T : The response is positive so, he said---

You can speak English, Can't you ? Yes, I can

~~T~~ : Can you ? Is it positive or negative ?

S₆: Positive tag

T : Why do we use positive tag ? Yes... why?... why do we
use positive tag ?

S₆: Because the statement is positive.

T : The above sentence is... positive statement and negative
tag.

What about second statement ?

You can't speak English,... ? the tag is —

S₇: can you ?

T : why?... why do we add positive tag ?

S₇: Because... the statement is negative

T : And again, another example... again, yes.

You are students. You are students, ? Aberash §

add tag question... add tag question...

S₈: Aren't you ?

T : Is it negative or positive ? w.. why ?

S₈: Negative

T: Why ?

S₈: Because it is...

S : Because the statement is positive

S₈: negative

T : why

S₉: are you ?

T : are you? Positive or negative ?

S₉: positive

T : Why ?

S₉: Because the statement is negative.

T : What about the response ?

S₉: No... no, we aren't

T: Go and bring water. This sentence, go and bring water, what kind of sentence is it ? What kind of sentence is it ?

S₁₀ Imperative or command

T : What is the tag added there ? - Add tag question there
Go and bring water...

S₁₀: Will you ?

T : why do you say like that ? Why do you say?

S₁₀: Imperative statements take future tag.

T : Always imperative statement... imperative statement
add what type tag ? Positive future tag.

S₁₁: Why imperative take positive future tag ?

T : Why? He asked why imperative take positive future tag.
This is a rule of English grammar.

S₁₂: For negatives?

T : Don't bring the book. For this what kind we ask, he asked.

S₁₃: The same; will you ?

S₁₄: For both, the same?

T : What is the response of imperative positive sentence
go and bring water ?

S₁₅: Yes, I will

S₁₆: If the sentence has future verb, if the verb in the
sentence is future verb---

T: You will go tomorrow, what is the tag added there ?
That is his question. Anybody ! ... This is his question.
Anybody !... This is what kind statement ? If the
statement is positive, won't you ? And here, you will
go tomorrow; will you ? so we repeat the same verb.

T: Number three! You never used to work so hard...
This sentence first of all, is it negative or positive?
Yes, Abdi! you never ~~used~~ to ---

S₁₇: did you?

T : why ? Because the sentence...

S₁₇: Yes, I did

S₁₈: I am very late, Amn't I ?

T : He said, amn't, is that correct ?

S₁₉: aren't I ? Yes, I am .

Number six. We needn't worry about food. Now add tag
question, Mubarek! don't you try!

S₂₀: do we

T : why

S₂₁: Because it is negative sentence

^T
4-3 Cycle (ET)

T : Okey, we shall start... the second one is grand _____

S : I am going to ...

T : use some!

S : somebody is knocking at the door

T : Somebody is...

S : knocking the door

T : Somebody is knocking at the...

say it loudly:

S : I am like football

T : I like... don't say, I am like...

S : I like football

T : Ya: I like football

S₂ : Our country always lose in football game

T : Please say it again!

S₂ : Our country always loses in football game

T : Our country ways loses in football game

S₃ : Ear ring

T : Earring, Uh!

T Yes, loudly

S₃ : Is there earring

T : Ok There is no subject in your sentence Uh!

Tewodros

S₃ : Several money was earnings

T : Several money were earrings at their marriage.

Another Earring!

S₄ : Zinash bought earring for Easter

T : Zinash bought _____

S₄ : Earrings

T : For____

S₄ : Easter

T : Good

S₅ : Getachew broken his ink-pot

T : Getachew Uh____

S₅ : has broken his ink pot

T : Getachew has broken his ink-pot. Uh!

S₅ : Ink-pot

S₆ : Boy-hood

T : Uh!

S₆ : Before a boy is (Interruption)

T : Before a boy is—

S₆ : Eighteen

T : What do we mean— before a boy is eighteen,
before a boy is eighteen, what do we mean ?
what does that mean ?...

S₆ : A boy whose age is... less than eighteen.

T : Yes, a boy whose age is less than eighteen.

S₇ : up... not down

T : Loudly

S₇ : Not down

T : which is the word combined with up ?

S₇ : upward... upward... not down

T : Yes... not down, down ?

S₇ : Towards the

T : The last one, Loudly !

S₈ : Backward- Not freeward

T : Not freeward Not freeward. Backward is what ?

S₈ : Forward

T : Okey Time... Time

S₉: Time-date

T : No

S₉: Time- table

T : Time-table, time-table is a program

S₉: Getachew uses the time -table

T : Getachew uses —

S₉: the time table

T : Our unit-leaders prepare time tables for teachers or
the director prepares time-table

T : Story

S₁₀: Story-teller

T : Good, story- teller

Make, sentence using story- teller

S₁₁: Getachew has bought story- teller book

T : Getachew has brought story_____

S₁₁: Story-teller's book

T : Getachew has bought a book about story ~~teller~~...
story- ~~teller~~ is a person, Uh!

S₁₂: My mother told me a good story- teller books

T : My mother told me. _____
My mother told me about good story-tellers

S₁₂: My -mother was a good story-teller- Uh;

T : My mother was a good story teller

S₁₃: Tesfaye Sahilu is a good story teller person

T : Tesfaye, ... Uh! Tesfaye
Don't say story - teller person...

S₁₃: Summer

S₁₄: summer- time

T : Summer- time. Make sentence!

S₁₄: Farmers plough the land

T : Farmers, plough the land, when ?

S₁₄: during summer

T : Yes, well-behaved... well-behaved...

use Well-behaved

Yonas is well-behaved student.

T : Now tell me ~~+~~ ?

S₁₅: Table

T : No

S₁₅: Table-cloth ?

T : Table cloth-good Uh! Sentence

S₁₅: Some table cloth are expensive to buy

T : Good

S₁₅: I want our table cloth

T : ~~and~~ ?

S₁₆: Let me to try with fountain - pen

T : We have not started with infinitives .

S₁₆: I am bought, fountain-pen from shops

T : Don't say I am bought

S : I have bought

With this, we end our lesson.

DECLARATION

I, the undersigned, declare that this thesis work is mine and every material used has been duly acknowledged.

Name TSIGUE ADDISSE

Singnature  _____

Date 24/6/97 _____

Place and Data of Submission

Addis Ababa University

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