

**ETHIOPIAN CIVIL SERVICE COLLEGE STUDENTS'
VIEWS ABOUT CLASSROOM ACTIVITIES
OF SPOKEN ENGLISH**

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES

ADDIS ABABA UNIVERSITY



IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN TEFL

BY
MEAZA ZEWDIE
JUNE 1999

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

ETHIOPIAN CIVIL SERVICE COLLEGE STUDENTS' VIEWS
ABOUT CLASSROOM ACTIVITIES OF SPOKEN ENGLISH

BY
MEAZA ZEWDIE
INSTITUTE OF LANGUAGE STUDIES

APPROVED BY BOARD OF EXAMINERS

Teshome Demisse (Ph.D.)
ADVISOR


SIGNATURE

Mekonnen Assef
EXAMINER

Mf.
SIGNATURE

SEIME KEBEDE
EXAMINER

Seime Kebede
SIGNATURE

Acknowledgements

I am most grateful to my advisor, Dr. Teshome Demmisse, who has helped me throughout my work in reading my paper critically and providing me with constructive comments and suggestions. His concern and considerate approaches have also aided the smooth flow of my work.

I would also like to thank Dr. Hailom Banteyirga who, at the early stage of my research, helped me in defining the area of the research and in giving me guidance. My gratitude also goes to Dr. Mekonen Dissassa for his offer of advice with regard to Spoken English and for the books that he has, most willingly, lent me to use.

My thanks is also for Ethiopian Civil Service College students who have cooperated with me in providing the necessary information I needed for my work. My colleagues at the college too have made contributions in giving me comments and sharing their experiences to which I am very much indebted. I would not also like to pass the English Department secretary, Azeb Girma, without thanking her for her willingness to help me in ways she could.

I extend my gratitude to my friend Emebet Assefa and her secretary Yemisrach Negash for their immense help with the computer work. My thanks and appreciation also go to my friend, Girma Tilaye, whose great concern, share of experience and consistent encouragement have been great aid to my work. I owe my other friends too many thanks for their goodwill and assistance in one or another way.

Finally, I would like to express my heartfelt gratitude to the members of my family for their utmost considerateness in making things easier for me to pursue my work.

Table of Contents

	Page
Acknowledgments	i
List of Tables	ii
Abstract	iv
Chapter I - Introduction	
1.1 Statement of the problem	1
1.2 Importance of the study	3
1.3 Limitation of the study	5
Chapter II Review of Related Literature	
2.1 Introduction	6
2.2 On the effects of belief and attitude on language learning	6
2.3 On the nature of Spoken English	11
2.3.1 On the nature of speaking activities	13
2.3.1.1 On the treatment of error in speaking practice	16
2.3.1.2 On the importance of pronunciation .	17
2.3.2 On the nature of listening activities	19
2.4 On the nature of adult language learners	25
Chapter III Methodology	
3.1 Sample description	30
3.2 Course description	30
3.3 Collection of data	31
3.4 Procedure	33
Chapter IV Findings and Discussion	
4.1 Introduction	34
4.2 General views of the students about the Spoken English activities	34

	Page
4.2.1 Students' reactions and opinions about the listening activities	45
4.2.2 Students' reactions and opinions about the speaking activities	51
4.2.3 Further assessment of the students' views of the activities as done in the interview	57
4.3 Students' attitudes and performances as observed by the instructors	60
4.4 Students' reactions and performances as seen in the classroom observation	62
4.4.1 Observation of the individual presentations .	62
4.4.2 Observation of whole class discussions	64
4.4.3 Observation of the group and pair discussions	64
4.4.4 Observation of the activity of listening to the audio tape in the laboratory	65
4.4.5 Observation of the activity of watching the video lesson	65
 Chapter V Conclusion and Recommendation	
5.1 Conclusion	67
5.2 Recommendation	69
 Bibliography	 72
 Appendices	
Appendix 1 Students' Questionnaire and Responses	
1.1 Students' Questionnaire	76
1.2 Students' responses to the questionnaire	91
1.2.1 Responses to items in Part 1	91
1.2.2 Responses to items in Part 2	94
1.2.3 Responses to items in Part 3	95

	Page
Appendix 2 Students' Interview and Responses	
2.1 Students' interview questions	96
2.2 Responses to the interview	98
Appendix 3 Instructors' Questionnaire and Responses	
3.1 Instructors' Questionnaire	99
3.2 Responses to the questionnaire	103

List of Tables

	Page	
Table 1.1	Assessment of students' opinions with regard to the kind of activity they favour most	35
Table 1.2	Assessment of students' opinions with regard to the listening material they favour most	36
Table 1.3	The difficulty of the different activities as perceived by the students	37
Table 1.4	Assessment of the students' reasons for their difficulties to do the activities	38
Table 1.5	Assessment of the students' opinions with regard to the topics which interest them most	39
Table 1.6	Students' responses on the possibility of the use of the language outside the Spoken English class	40
Table 1.7	Assessment of the benefits the students expect to get from the course	41
Table 1.8	Students' perceptions of their improvements in general and in listening and speaking skills in particular	42
Table 1.9	Assessment of the students' reasons for their unsatisfactory improvement	43
Table 1.10	Students' views of the various aspects of the course and of themselves as language learners	44
Table 2.1	Areas of students' difficulties in listening	45
Table 2.2	Strategies followed by the students in listening when they come across something they do not understand	47
Table 2.3	Assessment of an aspect of the students' behaviour with regard to listening	48

	Page	
Table 2.4	Students' preference with regard to the kinds of speakers in the tape	48
Table 2.5	The situations in which the students listen better	49
Table 2.6	Aspects of the speech the students concentrate on while listening	50
Table 2.7	Assessment of the students' reasons for learning pronunciation	50
Table 3.1	The activities students value most in terms of improving the speaking skill	51
Table 3.2	The speaking activities in which the students feel free to speak	53
Table 3.3	Areas of difficulties of the students in speaking	53
Table 3.4	Assessment of students' beliefs with regard to when a student should start speaking using the language	54
Table 3.5	The best method(s) of improving speaking skill as perceived by the students	55
Table 3.6	Attitude of students towards error correction	56
Table 3.7	Assessment of students reasons as to why they refrain from speaking in the classroom	56
Table 3.8	The students' preference with regard to the speaking practice	57
Table 4.1	Assessment of the aim of the students in learning Spoken English	58
Table 4.2	Assessment of students' views about the benefits they get from the course	59
Table 4.3	The nature of the activities as percieved by the students . .	60

Abstract

This study is aimed at exploring students' views about Spoken English activities offered at Ethiopian Civil Service College (ECSC), the purpose of which is to see if there is a mismatch between the activities and the assumption held by the students regarding why they learn the language and how and what they expect to learn.

In an effort to investigate the students' views, their attitudes towards the activities as well as their expectations and beliefs are examined. This is done through questionnaire and interview prepared for the students. Classroom observation is also made to see the reactions of the students to the activities as well as their performances and the efforts they show to do the activities. In an attempt to examine the students' perceptions of the activities from different directions, the Spoken English instructors are asked of their observations about the attitude and performance of the students.

Although there is found to be some extent of disparity in how the students expect to learn the subject and what the activities entail, the finding of the study shows the students' difficulties as having emanated mainly from other areas rather than the supposed mismatch. Thus, the students' problems with the vocabulary and grammar of the language and also their lack of experience with speaking and listening practices are found to be the predominant obstacles for the students not to avail themselves of the activities.

In view of this, suggestion is made for the inclusion of the use of vocabulary and structure of the language which are necessary for the students to express their ideas in relation to the various topics. Practice of the speaking and listening skills with added time is also recommended as being helpful for the students to make a better use of the activities.

Chapter I

Introduction

1.1 Statement of the problem

As most local studies done on the various aspects of the teaching of the English language, this study also starts from the recognition of the role of the English language in our country and the importance of making the language accessible for use to those who need it. Thus, besides being the medium of instruction starting from junior high schools, English language is used in Ethiopia for the purpose of international communication.

Although this status of the English language necessitates the teaching of the language in our country, most researchers again have not failed to mention the problems involved in the teaching-learning process and the subsequent failure of students to make use of the language after having learned the language for over ten years. Mekonen (1984), for instance, expresses the severity of the situation by indicating the difficulty, on the part of some AAU Freshman students, to construct even a single sentence both in speech and writing. In recognition of this problem, attempt is made, as seen by the various researches done so far, to try to study the problem from different directions and find ways to minimize the effect of the problem.

Likewise, the researcher's decision to study students' views about Spoken English activities offered at ECSC is based on the observation that even though most of the students complete the course with passing grades, there does not seem to be improvement on the part of the students after taking the course. This is evidenced by the students' difficulties to express their ideas in English although the objective of the course is to help students overcome the fear of expressing thoughts in English and also to develop their speaking and listening skills.

The researcher believes that one way of approaching this problem is studying the students' views about the activities to see if there is a mismatch between the activities and what students think about learning Spoken English. Students can have beliefs and expectations in language learning and there can also be a mismatch between the students' expectations and what is being done in the classroom (Ellis, 1994; Wenden in Tudor, 1999; Horwitz in Wenden and Rubin, 1987). The effect of such mismatch on language learning is explained by Horwitz (in Wenden and Rubin, 1987: 19) as: 'When language classes fail to meet students' expectation, students can lose confidence in instructional approach and their ultimate achievement can be limited'.

It has also been indicated by different writers that it is adults who mostly hold beliefs about language learning owing to their past learning experiences which is well established in their systems. This is, shown by Tarone and Yule (1989), Horwitz (in Wenden and Rubin 1987), Nunan (1988), Ellis (1994) whose ideas are reflected in what Tarone and Yule write saying, '... some adult learners have quite powerful preconceptions about the form a language learning experience should take' (P.9). Since most of the students under consideration in this study are adults and they are expected to have learnt English in traditional ways, there is a possibility for a difference to be there between the students' expectations and the new learning experience involved in the learning of Spoken English. This can increase the possibility of the existence of mismatch between learners' expectations and the activities.

Therefore, in studying the students' views in connection with the activities of Spoken English, the researcher attempts to see the students':

- objectives in learning Spoken English.
- beliefs and expectations about learning Spoken English.
- reactions to the activities involved.

- preferences with regard to some aspects of the activities.
- difficulties in doing the activities and the causes of these difficulties.

In relation to oral activities, Bygate (1995) suggests the importance of these points in finding out what students think about the activities. Likewise, by making an assessment of the points listed above, the researcher hopes to get a fair view of the students with regard to the Spoken English activities to see if there is a mismatch between the students' expectations in learning Spoken English and what the activities entail.

1.2 Importance of the study

The study of learners' views with regard to why they learn a language and how and what they expect to learn is recognized as being important in bringing an improvement in the teaching - learning process. Getting learners' opinions, for instance, helps the teacher to understand his/her students' feelings regarding the lesson so as to determine what steps to follow before starting teaching. Hailom (1993) shows the necessity of such step in teaching by saying that it creates a 'meeting of mind' between the teacher and the students. We also find a similar point made by Tarone and Yule (1989) which says that knowing learners' views and needs helps to create in the learners positive feelings.

The consideration of learners' views is also important in the preparation of teaching materials, for a material which does not take into account the needs of students can be of little or no use to the students (Rivers, 1981) . A study done on the views of AAU Freshman students by Teshome (1995) also proves the importance of taking into account students' views and preferences by teachers and those who prepare teaching materials. Studies done on attitudes of students towards learning the English language can also be taken as a move towards the

acknowledgment of learners' opinions for the improvement of the teaching-learning process. The study of the attitude of 11th grade students by Medhanie (1986), for instance, proves to him the necessity of studying not only the attitude of students but also what causes these attitudes for the effectiveness of the teaching - learning process.

Although this study bears similarity with these and other studies done on students' views, attitudes, perception and the like, the context in which it operates is different in that no research has so far been done on the views of Ethiopian Civil Service Collage students with regard to Spoken English activities. Nevertheless, the researcher is of the hope that the finding of the study will add to what has already been found regarding the importance of learners' opinions in language learning.

At large, in view of the observation so far made of the significance of learners' views in the teaching-learning process, the finding of this study can possibly be helpful in the following ways:

- in creating awareness on the part of teachers about the possibility of students having preconceived ideas about learning language and the effect of this on their learning.
- in the preparation of teaching materials and devising activities which take into account learners' needs.
- as the subjects of this study are mostly adults, the finding of the study can possibly help to see the preferences of adult learners. The possibility of such learners being different from other age groups in their learning behaviour is shown by writers like Strzalka (1998:39): '... adult learners differ from other age groups in respect to their learning

experience, memory type, motivation and most of all in respect to their needs and expectation'.

1.3 Limitation of the study

Although there can be other factors which affect learners' performances and achievements in learning a language, this study focuses on learners' views particularly their beliefs and attitudes. This is due to time constraint to treat other factors at a reasonable depth.

There is also limitation which arises from views being not observable. The techniques that are used to investigate the students' views can have drawbacks in that there is a possibility for the students' responses and their reactions to the activities not to reflect their true feelings about the activities.

The subjects of the study, as mentioned earlier, are Civil Service College students. From the three faculties of Business and Economics, Municipal Engineering and Law, the samples are taken from the students of Business and Economics and Municipal Engineering. Although the Law students also take the course Spoken English, there is a slight difference in the course content prepared for them and the researcher excludes these students for the difference this might cause in the students' views.

Chapter II

Review of Related Literature

2.1 Introduction

In the three major divisions of this chapter, attempt is made to review literature on the major concerns of the study. Thus, in the first part is presented the effects of students' views on language learning. This is made mainly by observing students' beliefs and the consequent attitude they show towards language learning. In the second part, attempt is made to see what constitutes Spoken English activities by looking into the nature of speaking and listening activities in the two subdivisions of this part. The last section which deals with the nature of adult language learners is included in an attempt to see the subjects of this study against the characteristic nature of adult language learners which researchers have so far managed to learn about.

2.2 On the effects of belief and attitude on language learning

It has been noted that learners' beliefs about language learning and their consequent attitudes determine their approaches in learning the language. For instance, this is indicated by Hailom (1993) who observes the two as being determining factors in the learning and teaching process. In a similar account of this by Williams and Burden (1997), learners are understood as having perceived values about particular activities and that their performances are influenced by the value that they give to the activities.

The greater the value that individuals attach to the accomplishment of or involvement in an activity, the more highly motivated they will be both to engage in it

initially, and later to put sustained effort into succeeding in the activity (P.125).

It may be reasonable to assume that the values that learners attach to language learning activities emanate from the beliefs they hold about language learning, the possibility of which is shown by different writers. Ellis (1994:477), for instance, presents Hosenfeld's views on this who says that '... students form mini theories of L2 learning'. In addition to this, Ellis presents Horwitz's findings which show that the majority of the students surveyed hold the belief that people are born with special aptitude for learning foreign language and that the best way to learn English is to spend most of their time memorizing vocabulary and grammar rules.

Learners' beliefs about language learning is shown by some writers as having control over the way they learn the language. Tudor (1996:50) presents Wenden's view on this: '... learners' beliefs about language learning constitute a sort of inner logic which directs, consciously or unconsciously, what they do to promote their own learning.' Horwitz (in Wenden and Rubin, 1987:120) also indicates this effect as: '...what students think about language learning can affect how they go about doing it' and exemplifies this by saying, a student who believes that one must never say anything in English until it can be said correctly will probably avoid speaking most of the time.

The result of this, as shown by different writers is that learners show resistance to the kind of learning experiences which are not in line with their beliefs. Wenden (in Tudor 1996:50) thus writes to this effect saying, 'Sooner or later, a teaching method which is based on assumptions about language learning which differ from those held by learners is likely to encounter resistance and discontent'. In an agreement to this, Horwitz (in Wenden and Rubin 1987:19) says that 'Teachers are likely to find instances of students' concern or dissatisfaction

whenever instructional activities are inconsistent with students' preconceived beliefs about language learning'. Horwitz explains this as having a negative effect on the students' achievements: 'When language classes fail to meet student expectation, students can lose confidence in the instructional approach and their ultimate achievement can be limited' (P.119).

Some writers feel it necessary to consider the cause of students' beliefs for its significance in finding solution to the problem arising from the mismatch between instructional activities and students' beliefs or expectations.

Accordingly, one of the factors responsible for determining learners' beliefs about language learning is believed to be the learners' past experience of language learning. Ellis (1994:479) describes the findings of Little, Singleton and Silver on this: 'past experience, both of education in general and of language learning in particular, played a major role in shaping attitudes to language learning'. Tarone and Yule (1989) further describe this point as follows:

... many learners are used to an educational setting in which teachers overtly control the activities of the group in a relatively formal manner, emphasize the memorization of grammatical rules and vocabulary, often via mechanical procedures such as repetition and rote learning, administer frequent achievement tests, and generally require their students to maintain a passive and subordinate role. If students from such a background are thrust into a much more informal setting in which the teacher assumes a less authoritarian role, expects interactive group work among students, does not encourage memorization or administer achievement tests, and generally act as if students should be responsible for their own learning, then they may feel

that their teacher doesn't know how to do the job properly... (P.9).

Such attitude, according to Tarone and Yule, affects the students' ability to derive any benefit from the learning experience.

Personality and cognitive style are also put forward to explain learners' beliefs about language learning by Ellis (1994) taking into account the suggestion by Abraham and Venn's model. A similar account of this point is given by Wenden (1991) who writes that learners' beliefs are influenced by other beliefs they hold about themselves.

When on the basis of their understanding of language aptitude (person knowledge) learners decide they have no ability to learn a language, this will contribute to a general belief that they cannot learn a language successfully and, certainly, never without a teacher. Or if learners believe that certain personality types cannot successfully learn a language and if they believe they are that type of person, again, this will influence their attitudes towards their role and capability as language learners (P.54).

Some writers have also come up with suggestions of how to deal with this problem which in most cases creates a rift between the learner and the teacher.

Accordingly, teachers are advised to find out their students' opinions and attitudes about language learning. Wenden (in Tudor, 1996:50-51) says that this 'helps to understand how the students' beliefs influence their approach to learning in terms of both their individual learning strategies and their likely reactions to different teaching methodologies'. Similarly, Hailom (1993) makes a distinction

between 'good' and 'poor' teachers depending on the effort they show to understand their students.

... 'good' teachers are noted for being sensitive to students' requirements. The meeting of minds between the teacher and students can, thus, be realized. On the other hand, the 'poor' or ineffective teacher does not bother to understand his/her student. He/She will be concerned with by course coverage (P.32).

It is possible, according to some writers, to change learners' erroneous beliefs. One way of doing this, as suggested by Wenden (1991:130), is exposing learners to new and convincing information which helps them to examine their own beliefs and revise or change them completely. In doing so, Wenden (in Tudor, 1996) underlines the necessity of the students' understanding of how their language learning can be influenced by the belief they unconsciously hold.

It is ...important that the students themselves be given opportunities to think about their learning process, so that they can become aware of their own beliefs and how these beliefs can influence what they do to learn (P.52).

The discussion made so far of students' beliefs and attitudes, their effects on language learning, their causes and the possible solutions show that studying learners' views about language learning is a worthwhile effort which could minimize their problems in learning a language. As Ellis (1994: 479) writes, 'The study of learners' opinions about language learning constitutes an important area of inquiry, as it is reasonable to assume that their "philosophy" dictates their approach to learning and choice of specific learning strategies'.

Such information can also be pertinent to the issue raised in this study. Due to their past experiences of language learning and their expectations from the language classes, there is a possibility for the students to be discontent with some of the activities as most of these activities are expected to be different from the ones the students are familiar with. The mismatch between what students think about learning the language and the classroom activities, then, can possibly affect their achievements.

2.3 On the nature of Spoken English

Spoken English involves the practices of speaking and listening as the act of speaking is usually accompanied by listening in communication. Byrne (1986:8) writes, 'Oral communication is a two-way process between speaker and listener (listeners) and involves the productive skill of speaking and the receptive skill of understanding...'. The close tie between speaking and listening is also shown by Shumin (1997:9): '... speaking is closely related or interwoven with listening, which is the basic mechanism through which the rules of language are internalized'.

Some writers indicate that there is a tendency to lay more emphasis on speaking than on listening skill and show that listening cannot, however, be left to take care of itself. '...poor understanding inhibit the ability to speak' (Byrne 1986:8). This view is supported by Shumin (1997:9) who says, 'If one cannot understand what is said, one is certainly unable to respond'.

Moreover, the role of listening to the development of oral competence is shown as observed by the following statement made by Shumin (1997:9): '...there is little doubt that listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening which precedes it'.

Brown and Yule (1983) see the function of Spoken language as being 'interactional' and 'transactional'. The interactional function has to do mainly with maintaining social relationship and the transactional function is primarily concerned with conveying information and ideas rather than being nice to the listener as is the case of interactional function. This is further explained by Brown and Yule as follows:

... primarily interactional language is listener-oriented, whereas primarily transactional language is primarily message-oriented. Primarily transactional spoken language is frequently concerned to get things done in the real world - so a boss dictates a letter ... a patient discusses her symptoms with a doctor, a teacher explains an English construction to a class ... (p.13).

It has also been indicated by these writers the necessity for foreign learners of English to be able to express their transactional needs. However, speaking of what a course in Spoken English should enable students to do, Brown and Yule see the importance of both functions and state this as: '... the student should be able to "express himself" in the target language to cope with basic interactive skill like exchanging greetings and thanks and apologies, and express his needs - request information services etc.' (P. 27).

Similarly, having indicated the focus of many teaching materials as being on helping students with transactional language, Rixon (1991) writes of the necessity for students to know features of interactional language as well.

In the remaining part of this section, attempt is made to see an overview of what different writers presented on the nature of speaking and listening activities to meet such objectives as the ones mentioned above.

2.3.1 On the nature of speaking activities

Different writers express their views about the targets of learning speaking skill. Some are more inclined to the attainment of accurate speech as Hammerly (1991:54) who writes that ‘...an early emphasis on fluency-with communicative competence in mind - results in a major and apparently permanent loss of accuracy, making the attainment of a high level of SL competence impossible...’.

On the other hand, there are others who take the attainment of fluency and reasonable accuracy as being a more suitable target to actualize. Byrne (1986: 9), for instance, says that the main goal in teaching the productive skill of speaking is oral fluency and he describes this as: ‘...the ability to express oneself intelligibly, reasonably and without too much hesitation’. A similar view is reflected in what Pattison (1989) writes about the success of students in learning speaking.

... Their success in the world outside the school will be decided by their ability to understand and to make themselves understood, to express their own meanings, rather than by their ability to produce fault-free sentences which may not reflect what they really want to say...(p. 17).

Activities which can help students attain this goal are suggested. For example, Byrne (1986) writes that a speaking activity follows two steps. In the first step, the students imitate a model where, practice in the manipulation of the fixed elements of the language (phonological and grammatical patterns, together with vocabulary) is made; and in the second step the students use the language freely as in expressing their ideas. Byrne indicates that these two processes should be going on all the time side by side, although the proportion of controlled speech to free speech will change as the course progresses.

Similarly, Rivers (1981) observes the importance of imitation of a model in developing a fluent speech, and also recommends the practice of speaking where students get the opportunity to express their own ideas. In support of the idea of providing learners with the opportunity of expressing themselves, Haozhang (1997:33) writes saying, 'The language learning experience must involve the expression of the learners opinions and thoughts as she negotiates interactively with other classmates and with the teacher'.

Unlike the writers who recommend free talk for speech training, Brown et. al. (1984) are of the opinion that a more meaningful activity for speaking involves a task of graded levels of difficulty where students are given the opportunity to demonstrate and to improve their communication skills. Here, a student's performance on a known level of difficulty is assessed to diagnose his difficulties. In this way, the student is helped with his difficulties and performs similar tasks, or passes to the next level of difficulty if the performance proves to be successful. Brown and others take this to be most appropriate and effective as opposed to the free talk where it is difficult to see the progress made by the student.

That different materials can be made use of to facilitate the development of speaking skill is also shown. Shumin (1997) mentions the use of aural, visual and reading materials in this aspect. He says that aural materials such as news reports on the radio can be used as background or as input for interaction, while audiovisual materials such as appropriate films, videotapes can meet the need for exposure to many kinds of scenes, situations etc. The importance of listening to spoken form of the language in enhancing speaking competence is also shown by Haozhang (1997:33) who writes that '... students must have sufficient comprehensible language input most often through language tapes...'. Speaking of how reading materials can be manipulated, Shumin says appropriate reading materials structured with comprehension questions can lead to creative production

in speech. In addition, oral reports or summaries can be produced from articles in newspapers or from some well-designed books.

It has also been shown that for speaking activities to be effective, they need to be able to motivate the students' interests. This is indicated by Byrne(1986:99) who writes, '...the extent of the learners involvement and enjoyment in an activity is a good guide to its learning effectiveness...'.

Ur (1995:5) holds the view that even though the topic is a determining factor for the effectiveness of the activity, more important is not, however, what to talk about but why you need to talk about it. Ur explains this saying that students need a reason to speak more than they need something to speak about and the fact that the topic is stimulating will make the whole discussion more interesting.

Some writers also say that the activities should be appropriate to the level of students. That is, they should not be too difficult or too easy. This is again shown by Ur (1995 :15) who writes that '... the task must be hard enough to demand an effort on the part of the group members, but easy enough for it to be clear that success is within their grasp'.

The same applies to the subject matter in that where it is far removed from students' own lives, they may find difficulties in understanding and manipulating it and a too-close to home subject matter may be boring to them. (Ur, 1995).

Regarding task organization, group work is seen as being advantageous from the point of view of maximizing student talking and providing natural situation for speaking (Haycraft, 1995). Ur (1995:7) adds one more advantage to this saying '... students who are shy of saying something in front of the class or to the teacher often find it much easier to express themselves in front of a small group of their peers ...'.

Role-play is also the other form of communicative practice recommended in speaking practice. Ur(1995) indicates that as role-play exercises are usually based on real-life situations, this gives the students the opportunity to practice the kind of language they need outside the classroom.

2.3.1.1 On the treatment of error in speaking practice

Even though there seems to be a general agreement for not correcting each and every mistake that students make, some people are still inclined to not correcting mistakes while others see obvious necessity to provide students with corrections. The argument that the former group hold is, correcting mistakes inhibits students from making an attempt to speak: 'Being interrupted and corrected makes the students hesitant and insecure in their speech when they should really be practising communication...' (Klippel, 1991:8).

According to this group of people, errors which do not affect comprehensibility should be ignored. Pattison (1989:18) thus writes that correction is necessary only for 'errors of content or anything else which makes the message hard to follow'. There is also Klippel (1991) who holds the view that students should be encouraged to overcome their difficulties by finding alternative ways of expressing what they want to say.

Such leniency in error treatment is not, however, favored by other people. Their justification lies in what, for instance, Hammerly (1991:60) says: '... students do not learn to do something well by receiving broad and indiscriminate praise for communication that is linguistically inaccurate...'. Ur (1995) also shows that students benefit more if they get corrections than when they do not.

*...a student often knows he may be saying something wrong,
or may simply not know how to say it at all, and will learn,*

more from being given the appropriate form or item at a moment when he needs it to express himself than he will from being forced to paraphrase ... Withholding such help often hampers the discussion and discourages students more than giving it (P.21).

A more or less moderate view of error treatment which seeks to maintain balance between accuracy and fluency is presented by Got EBiowska (1990) who suggests that teachers should explain to their students the importance of not correcting students' mistakes in fluency work and how the students will benefit from not being corrected all the time. Got EBiowska quotes Finoechaio and Brumfit to show that widely occurring errors should, however, be corrected in specific sessions, for even fluency work will face problem without this.

2.3.1.2 On the importance of pronunciation

Time has shown that native-like pronunciation is not only very difficult to attain but also not desirable (Brown and Yule, 1983). Kenworthy (1987:13) also forwards a similar idea by saying that '... very few teachers today would claim that a pronunciation that is indistinguishable from that of a native speaker is not necessary or even desirable for their learners'. He adds that, intelligibility or being understood by a listener or listeners is now widely taken to be a reasonable goal in teaching pronunciation.

Care is, however, needed in situations where intelligibility is the main focus in teaching pronunciation. This is shown by Boda (1991 :28) who observes that too much tolerance especially in 'non-mother tongue' environment has a greater effect on intelligibility.

Regarding the teaching of pronunciation, different views are reflected. There is, for instance, the view which considers the teaching of the sound system in isolation. 'If students are taught to produce sounds and sound sequences in the desired way from the beginning of the program and are given appropriate correction and feedback they will gradually produce them ...' (Hammerly, 1991 :17).

The widely-held view of teaching pronunciation, however, overrules this as instanced by what Kenworthy (1987:113) says: '... it is impossible to restrict pronunciation work to particular lessons or slots. Whenever a new word is met in a text, learners will ask how it is pronounced ...'. Instead of teaching aspects of pronunciation in isolation, Kenworthy suggests the technique of integration. He describes the opportunities of integrating the teaching of pronunciation with the teaching of other aspects of the language as follows:

... When a learner says something and the teacher and/or class members don't understand, the intended word has to be discovered and its correct pronunciation presented; when learners are listening to taped material and misinterpret a speaker's intentions because they have missed some features of stress or intonation, the teacher must draw their attention to it (P. 113).

The other opportunity for teaching pronunciation arises in the teaching of vocabulary. Kenworthy (1987: 114) writes, '... no matter what type of work is being done at the level of vocabulary, it presents the teacher with opportunities for work on the pronunciation of the words ...'.

Stevens (1978:86) notes the necessity of taking into account learners' age and the degree of sophistication as language learners in teaching pronunciation: 'The most effective teaching approach takes account of the individual learner and

of his learning ability in relation to his age and to his degree of sophistications as a language learner?.

2.3.2 On the nature of listening activities

Earlier, it is indicated that there are two purposes for students to learn listening in connection with learning spoken English. While the first purpose has to do with improving the understanding of the spoken word, the second purpose is to provide a model of the spoken language for imitation (Rixon, 1991).

In connection with these purposes, Rixon sees the listening lesson in terms of giving the students two types of listening experiences- extensive and intensive. In extensive listening, the students simply listen as in for pleasure and the language level is within the reach of the students. In intensive listening, the students pay attention to content and language. Extensive listening serves the purpose of keeping the motivation and interest of the students while at the same time giving them extra contact with the spoken form of the language. Intensive listening, on the other hand, gives students the benefit to develop listening skills and knowledge of the language guided by exercises. An intensive listening can be conducted through three phases. Rixon describes what goes on in the three phases as follows:

Pre-listening - preparing the students to achieve the most from the passage.

While - listening - challenging and guiding them to handle the information and messages in the passage

Follow - up - reflection on the language of the passage (sound, grammar and vocabulary)

(Rixon, 1991: 64)

In a similar account of what the teaching of listening involves, Richards (1989) mentions two possibilities namely the manipulation of the language input that the learner hears and the manipulation of the tasks. This is further described by Richards as:

We can either manipulate the input that is, the language the learner hears, controlling for selected features such as grammatical complexity, topic, and rate of delivery, or we can manipulate the tasks we set for the learner. Manipulation of either (or both) is directed towards developing particular micro skills (P. 202).

The necessity to expose students to different listening experiences is also indicated by Underwood (1993) who writes that this can be achieved by using different listening texts which include stories, conversations, descriptive talk etc. as spoken by native or foreign speakers in formal or informal situations.

The effectiveness of a listening activity is also shown to lie in its being purposeful. Littlewood (1983), Brown and Yule (1992) indicate that this is achieved not only by asking students to answer questions on what they listen, but also when the information the learners obtain serve as a basis for discussion, oral reports or writing.

It is also noted by some writers that listening exercises should take after real life listening where people do not need to comprehend everything they listen to. This is explained by Brown (1993:147) as : ‘...in normal life we do not process discourse as though all of it were equally interesting or equally worthy of being remembered...’. It follows from this that the aim of listening activity should not be for students to achieve comprehension of everything said. ‘... the aim of listening exercise should be for the student to arrive successfully at a reasonable

interpretation, and not process every word, and not to try to work out all that is involved ... since that is, in principle an impossible task' (Brown and Yule, 1992:57).

Students can, therefore, be trained to listen selectively by giving them a pre-specified task which does not necessitate the understanding of the whole thing said. Brown (1993:148) thus writes, '... all that matters is that, in context of the task, they have been able to construct enough of a reasonable interpretation to make a decent effort at completing the task successfully'.

Purposefulness of listening tasks is also shown in its being realistic where students can relate what they are doing in the lesson to things that happen in real life (Underwood, 1993). Instances of such tasks, as indicated by Haycraft (1995:78) include listening to radio broadcasts and lectures: '... part of learning a language is acquiring the ability to listen to the radio broadcasts which are valuable for useful, everyday specializations such as technical, economic or literary discussions'. With regard to lectures, Haycraft writes that listening to lectures can also be helpful in a realistic way if it can be made to train students in listening, memorizing, summarizing, asking or answering questions and in note taking.

Removing the idea of testing from listening activities is shown to be important in teaching listening. According to Underwood (1993), this can be achieved by giving the students problem solving activities where students work towards the successful achievement of the activity. Similarly, Richards (1989) identifies two types of listening activities and describes them saying the first types of activities assume a set of skills is already acquired and simply provide opportunities for the learner to practise them. In the second case, the activities assume that the skills are not known and try to help the learner acquire them. While the former are more of testing the latter tend to be teaching. Richards shows the importance of pre-listening activities in rendering a listening activity more of

teaching than testing by saying, 'The amount of preparation the learner is given before a listening task is often important in giving a teaching rather than a testing focus to an activity. Pre-listening activities generally have this purpose' (P. 203).

Concerning the use of video for listening work, Underwood (1993) points out that the visual clues not only contribute to the immediate act of comprehension, but also help the students to build up the kind of knowledge of context which is important for successful listening. However as there is a possibility to understand the message simply by watching, it is necessary to provide tasks which draw on both listening and watching.

And, although authentic materials are taken to be suitable in preparing students for real-life listening, reservations to its effectiveness especially with students of lower levels is expressed by some writers. This is instanced by what Rixon (1991) writes about her views on authentic materials:

...authentic materials can be very valuable, but authenticity is not an absolute virtue in the teaching world. The clearer focus and shorter length of many non-authentic materials can make them much more suitable for many teaching purposes... (P. 15).

The view held by Richards (1989) with regard to the use of authentic materials for listening bears similarity with what Rixon says in that he too agrees with the difficulty it could cause to the learners by saying, '... much authentic discourse may be too disfluent or difficult to understand without contextual support ...' (P. 203). His idea about the necessity for listening materials to aim for relative authenticity also approximates the idea forwarded by Rixon regarding the suitability of non-authentic materials for teaching purpose.

Group and pair works are also recognized to be helpful in listening activities. Underwood (1993) writes that discussion of different persons' perception of what was heard is a useful aid to improve listening skills. It also helps to remove some of the feelings of isolation and anxiety.

With regard to problems that students face in learning listening, it has been indicated that one of the problems arises from the tendency to try to understand everything heard (Underwood,1993;Ur, 1997). This, however, affects the students negatively. As Ur (1997:15) shows, 'A foreign- language learner who tries to understand every single word that is said to him will be handicapped...'. Ur says that this is because the student is not taking advantage of a natural rest, nor is he sorting out the significant content from the insignificant one.

The other problem lies in keeping up with the speed of the speakers. Underwood (1993) attributes this to the fact that the students are so busy working out the meaning of one part of what they hear that they miss the next part. In connection with this, Underwood mentions limited knowledge of vocabulary as being the cause for students to stop and think about the meaning of the word and thus miss the next part of the speech. This is shown as being evident mostly with students who have learnt English in a method which is more concerned with accuracy rather than fluency. That students need to get over such approach to listening is shown by Underwood (1993:18) who writes that '... students need to develop the skill of keeping up with the speaker even if this means letting parts which they have failed to sort out pass...?.'

Rixon (1991) also writes pronunciation as being the most obvious source of difficulty and that it cannot be ignored. There are, however, different suggestions on how this aspect of the language need be treated (see section 2.3.1.2).

At large, with these and other problems that could arise in learning listening, it is necessary to help students understand what listening entails and how they should approach it. 'It is worth spending a little time explaining the process of listening to your students (in their own language if necessary) and talking to them about how they listen in their native language' (Underwood 1993:22).

As shown in the introduction part of this chapter, one of the purposes of reviewing the literature on the nature of Spoken English activities is to see these vis-à-vis the Spoken English activities offered at Ethiopian Civil Service College.

The researcher is able to see that most of the activities offered to the students bear similarity with the ones suggested in section 2.3.1 and 2.3.2. For instance, the speaking practice which is mostly based on free talk is recommended as being important in improving learners fluency in speech although there are other people who give more importance to activities of graded levels of difficulties as shown in section 2.3.1. With regard to correction of errors in speaking, the general comments that most instructors give after presentation find support from some writers who believe that correction should be done on a limited scale. There are again others who see the importance of specific help as the situation permits.

Concerning the listening practice, problem solving activities are suggested as being the best to develop purposeful listening. Although the listening activities the students practise consist of questions and answers, these are not, however, problem solving in the same sense as the description of problem solving activities show. The contents (topics) of the material used in the activities have also similarity to the ones suggested by the writers which include, for instance, news and lecture.

This being the overview of the nature of Spoken English activities, it now remains to see what the students think about the activities. As has already been indicated, for a material or activities to be useful to students, the value of the activities as well as the way by which this value is realized should be recognized by the students.

2.4 On the nature of adult language learners

It has been noted by some writers that adulthood has different phases (Erikson quoted by Butterworth and Harris, 1994; Dacey and Travers, 1991; Feldman, 1994). Butterworth and Harris quote Erikson to identify the three phases of adulthood which are: young adulthood, maturity and old age. There seems to be, however, variation in notion of the demarcation of age within these three phases. Feldman (1994), for instance, writes early adulthood as starting from around age 20 and lasting until about 40 to 45. He shows the age range for middle adulthood to be from 40 or 45 to around 65. Dacey and Travers (1991), on the other hand, place young adulthood in the age range of 19 to 34 while the age range for middle adulthood, according to them, is approximately 35 to 64.

Although there is a commonly-held view that language is best learnt at a younger age, there have been indications that adults are not also at a disadvantage. In fact, maturity is taken to be an advantage in certain aspects. Stern (1983:363) presents Ausbel's view on this: '...greater cognitive maturity and greater learning experience on the part of the older language learners are assets...'.

It appears that adults have their own approaches to language learning and these have to be looked into in order to organize language education which can be of help to them. Shumin (1997) describes the usefulness of such investigations in the teaching of spoken language as follows:

... in order to provide guidance in developing competent speakers of English, instructors of EFL should keep these questions in mind: what affects adult EFL learners' oral communication? What are the components underlying speaking effectiveness? And how can adult EFL learners speaking abilities be improved?... (P.8).

Thus, apart from other factors which distinguish adults from children or young learners, we find the affective factors which play a great role especially in the learning of the spoken language. These factors include motivation, self-confidence, anxiety, attitude, self-esteem and the like (Kamala, 1992; Shumin, 1997; Smith in Sidwell, 1984).

In relation to motivation, Kamala (1992: 47) writes that unlike children who can easily be engaged in a learning activity by external motivation, adults need strong internal motivation. In Kamala's own words '...motivation is a prerequisite of every action undertaken by a grown-up'. This may explain adults' preference of materials which are related to real life to the ones which deal with imaginary events. In connection with such preference of adults, Smith (in Sidwell, 1984:14) writes that '...students need to recognize that the material they are learning is relevant to their needs, and both related to real life and realistic in its demands... Too much learning about imagined events and people, or too little language acquisition, may frustrate ...'.

Anxiety is also shown to be more intense with adults than with children. This, according to Smith, arises from a worry that they may not be able to cope.

... Despite their greater age, experience and sophistication, adults may be more reluctant than children to commit themselves in speech. They may have doubts about their capacity to learn.

Consequently they may be anxious about losing face or looking silly if they make a mistake in speech... (P.8).

This calls for the teacher to create an appropriate teaching-learning environment that prevents embarrassment and encourage the students' active participation (Kamala, 1992). In relation to this, Smith (in Sidewell 1984:8) also shows the importance of fostering self-image which he writes as: 'Teachers can help to foster the self-image by praise for success in learning, and by recognition whenever possible of existing knowledge and experience ...'.

With regard to error correction, most adults are grouped under the category of students who need correction for their errors. In fact, they go further than this and demand explanations. In relation to this, Kamala (1992:48) writes that '...with adults it is not enough to say "This is not correct"; they want us to tell them why they are wrong...'. The need to avoid criticism in correcting mistakes is also shown by Kamala and Smith alike whose ideas are represented by what Kamala (1992:48) says as: 'We must... do our best to sugar coat the bitter pill or criticism which can be terribly unpleasant'.

It is shown earlier in this section that maturity has its own advantage in certain aspects of a second language learning. Some writers indicate that this does not, however, include the pronunciation aspect and write the aging process as affecting the ability to pronounce the target language fluently with native like pronunciation (Scarcella and Oxford quoted by Shumin, 1997). The difficulties faced by adult students in this regard is described by Shumin (1997) as follows:

... Even if they can utter words and sentences with perfect pronunciation, problems with prosodic features such as intonation, stress, and other phonological nuances still cause misunderstanding or lead to communication breakdown... (P.9).

Different from this is the view presented by Stevens (1978:86) who says that ‘... people who learn a second or foreign language can learn good pronunciation, at any age’. He explains that there are both advantages and disadvantages of maturity in connection with the ability to the learning of pronunciation and describes the disadvantages to be reduced auditory discrimination, inferior self-monitoring (paying more attention to what we say and less to the phonetic detail), reduced power of mimicry and increased shyness. On the other hand, the adults’ ability to know how to learn, their possession of deliberate concentration plus their ability to follow detailed instruction and to intellectualize their learning are of great advantage to them to learn pronunciation. Stevens says that these capacities have to be taken into account in devising methods to teach pronunciation to adults and shows the appropriate method for adults in comparison to the method suitable for young learners as: ‘...young learners will learn best through mimicry with speech training games for interest and for special points of difficulty, ... Linguistically-sophisticated adults can profit more easily from phonetics, particularly from the deliberate use of drills and exercises in practical ear training...’ (P.86).

In connection with listening practices, Strzalka (1997:41) notes that adult learners are not comfortable with aural recorded texts which she explains as: ‘They complain about the quality of the recording and frown at any background noises. What irritates them most is “the impossible speed” at which the people in the recording speak’.

It has also been shown that adults show inhibition with role-plays as practice for speaking (Strzalka, 1998; Kamala, 1992; Cook, 1991). This disposition which is believed to have arisen from the self-conscious nature of adults is described by Kamala (1992:47) as: ‘The play component of foreign - language teaching is ...

inappropriate with adults, who may not feel at ease and therefore unwilling to take part in role-play or other game-like exercise; lest they seem ridiculous’.

Apart from the characteristic features of adult language learners mentioned thus far, it is shown that adults bring certain expectations to the class with them as a result of their past learning experiences (Smith in Sidwell, 1984). There are indications as shown in section 2.2, that these expectations have impact on how they react to the new learning experiences. It is then, necessary to discuss with the students on the kinds of methods and their success before starting the lesson. That adults are capable of such negotiations is shown by Smith who writes, ‘...adults are much more able than children to indulge with their teacher in purposeful dialogue about the lesson’ (P. 6).

Adults are, at large, noted to be demanding foreign language learners (Strzalka, 1998) and the conditions through which they learn best is summed up as follows: ‘...Adults learn best when they do not have to rely on memorizing, but can learn through activity at their own pace with material that seems relevant to their daily lives and use their own experience...’ (Rogers quoted by Smith, 1984:14).

The fact that most of the students in this study are adults makes the consideration of the points in this section important. It helps to see the subjects against the various characteristic nature of adult learners, for there is a possibility that the reactions and opinions they have of the Spoken English activities can be traced back to these characteristics which they are said to possess by virtue of their maturity.

Chapter III

Methodology

3.1 Sample description

As has already been mentioned, the study takes as its subjects first year students of Ethiopian Civil Service College. This is an institution recently established with the aim of educating civil servants coming from the different regions of the country. Most of the students joining this college, therefore, have some years of work experience and enough to be categorized under mature learners. The students joining this college are expected to complete secondary school education and to pass the college's entrance exam. Apart from completing secondary school education, some of the students have also college or university diploma.

The samples are taken from the faculties of Business and Economics and Municipal Engineering. From a total of about four hundred students, a sample of hundred students are taken. While taking twenty-five students each from Economics and Municipal Engineering sections, a total of fifty are taken from Accounting for the reason that the number of Accounting students are about twice the number of Economics and Municipal Engineering students.

3.2 Course description

The students take three English courses in the first and second year of their tenure in the college. While the Freshman College English and Spoken English are given in the first year, the students take Sophomore English during the second year.

The Spoken English course, in which the researcher is interested to work on, is a one-semester and a one-credit hour course with two contact hours a week. The

objective of the course is described to be helping students to overcome the fear of expressing thoughts in English and also to develop learners' fluency and accuracy in listening and speaking in English. This is hoped to help students meet their academic and real-life communication demands.

The activities used to realize these objectives include listening and speaking practices. The listening practices involve listening to audio cassettes in the language laboratory and answering questions based on the listening text. There is also a session for watching video lesson which serves as a visual aid for the listening practice. The speaking session involves group discussion and individual presentation which usually come at post listening stage.

3.3 Collection of data

Collection of data is made chiefly through a questionnaire prepared for the students. Students' interview, classroom observation and instructors' questionnaire are also used in an effort to see the research issues from different directions and to obtain a relatively reliable information.

The questions in the students' questionnaire and interview are prepared in Amharic and in English. Most of the students filled in the Amharic version of the questionnaire. This is for the purpose of making it easier for the students to respond to the questions. The English version of the questionnaire is filled by those students who preferred it to the Amharic one. With most students, the interview is also conducted in Amharic.

In the students' questionnaire which contains twenty-six items, attempt is made to elicit information concerning the attitude of students towards the Spoken English activities and also their opinions about learning Spoken English. As the activities contain speaking and listening sessions, the two sections in the

questionnaire are devoted to questions pertaining to speaking and listening activities. Questions based on the preferences of adult students in relation to learning Spoken English are also included.

Even though there are other techniques such as the open-ended or semi open-ended formats of questionnaires which are recommended for studies which seek to elicit opinions of respondents, the researcher mainly makes use of the Likert Scale for the reason that this technique is known to be equally good and easier to use. Alreck and Settle (1985) write the following about Likert Scale and its advantage over open-end question:

This is a form of opinion or attitude measurement: An unstructured or "Open-ended" question might be used for this purpose, but that type of question has many problems associated with analysis and interpretation ... Likert scaling is very popular with researchers because of the power and simplicity of the format (P. 133 - 134).

Therefore, in the face of the relatively large number of items in the students' questionnaire, the researcher mainly makes use of the Likert technique for its easiness for the students to provide answers and for the subsequent analysis of the data.

The researcher intended to take for the interview a quarter of the sample of the students who filled the questionnaire. However, two students did not show up as per the schedule, and the interview is conducted with the rest twenty three students.

The classroom observation, which makes up to seven hours of video recording, is made in an attempt to see the students' reactions to the activities and

their performances. The recording is made when the students are engaged in the various aspects of the Spoken English activities--listening in the English language laboratory, watching video lessons, discussing in groups and pairs and making individual presentations.

Through the instructors' questionnaire, the Spoken English instructors are asked about their observations of the reactions and performances of the students. The questionnaire is filled by the five Spoken English instructors. This does not, however, include the researcher who has also taught the course.

3.4 Procedure

The students' questionnaire is administered first, followed by the administration of the students' interview and the instructors' questionnaire. Questions in the interview and the instructors' questionnaire are set based mainly on the responses made by the students in the questionnaire prepared for them. This is done for the purpose of cross checking where there seems to be a conflict in the responses given by the students.

The researcher hopes that the use of these four methods will increase the reliability of the data obtained which in turn helps to understand the problem and to find appropriate solution.

Chapter IV

Findings and Discussion

4.1 Introduction

As indicated in the preceding chapter, the researcher has made use of different methods to gather data regarding the students' views about Spoken English activities. These methods include students' questionnaire, students' interview, classroom observation and teachers' questionnaire. It is also mentioned that while the students' questionnaire is the chief method used to collect the data, the other methods are used in support of this method.

In this part, attempt is made to analyse the data thus obtained. This is done mostly by analyzing the students' responses made in the questionnaire in connection with the data obtained in the interview, classroom observation and the teachers' questionnaire as the issues raised in all of these are similar to each other.

All of the responses are attached as appendices, and in the discussion are presented some of these responses whose inclusion in the discussion is felt by the researcher as being important.

4.2 General views of students about the Spoken English activities

In this part are treated the items in the first part of the students' questionnaire which deal with the students' views about the activities in general. The responses to some of these items are seen in relation to other items outside this part in order to see the commulative effects of the issues raised by the items.

Accordingly, item 1 and its five sub-divisions try to see the attitude of the students towards the activities in the various sections of the course. From the students' response, as shown in Table 1.1, it is possible to see that most of the students seem to have positive attitude towards all of the activities although there seems to be a tendency to like one more than the other. Thus, the most favoured activity appears to be the video lesson which gets support from 97% of the subjects. The students seem to enjoy almost equally the group and whole class discussion next to the video lesson as seen by the figures 89% and 88% respectively. The less favored activities seem to be listening to the audio-cassette and the individual presentation as evidenced by the respective figures of 79% and 77%.

Table 1.1
Assessment of students' opinions with regard to the kind of activity they favour most

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Listening to audio cassette	24	55	8	9	4	100
Watching video lesson	54	43	-	2	1	100
Pair and group discussion	46	43	5	6	-	100
Individual presentation	33.7	43.9	7.1	12.2	3.1	100
Whole -Class discussion	42	46	6	4	2	100

These findings seem to match the responses of the instructors where most of them have shown their agreement of the positive attitude of the students towards the Spoken English activities as shown by their responses to item 1 in the instructors' questionnaire. Their responses to item 6 also shows the video lesson as being most appealing to the students while some of them seem to see listening to the audio tapes and the individual presentations as being less and least appealing respectively. (see Appendix 3, section 3.2),

The students' preference of the video to the audio tape for listening purpose is also shown by the students' responses to item 6 in part II where 98% of the

subjects are found to be in favour of the video tape with 55.1% going for the audio cassette (see Table 1.2 below).

Table 1.2
Assessment of students' opinions with regard to the listening material they favour most

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Audio cassette	11.2	43.9	8.2	30.6	6.1	100
Video cassette	72	26	1	-	1	100

Such attraction to the video lesson can possibly be due to the reason that watching the video lesson has the effect of relieving the students of the tensions they face in listening to the audio cassette where the only means of getting the message is the sound which at times can be obstructed owing to the clarity of the recording, background noises, the speed of the speakers etc. The video recording can in such cases provide students. visual clues which help them to build the context they need to understand the message (Underwood, 1993).

In item 2 which examines the difficulty level of the activities, a relatively more number of students (68%) seem to have found the listening tasks difficult (see Table 1.3). This is supported by the comments the students made in response to items 7 and 8 of the interview. Examples of such remarks include: 'listening to native speakers makes me hate the course', 'especially, the listening part is difficult' etc. (see Appendix 2, section 2.2). Although watching the video lesson is the most favoured activity, as shown by the responses of the students in item 1, the students seem to find it difficult next to listening to the audio tape. This can possibly be taken as a further proof that the students have difficulties with listening as the video tasks also draw on listening. Even though individual presentation is the least favoured activity, here it is not rated by the students as being the most difficult.

Table 1.3
The difficulty of the different activities as perceived by the students

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Listening to the audio cassettes and answering questions	37	31	5	17	10	100
Watching the video lesson and answering questions	18	40	7	28	7	100
Exchanging opinions and expressing views in pairs or group discussions	18	36	6	33	7	100
Individual presentations	23.1	33.7	5.3	25.3	12.6	100

Item 3 tries to examine the students' reasons for their difficulties to do the activities. Accordingly, most of them (84%) seem to believe that it is because they do not have the experience of speaking or listening in the language (see Table 1.4). This seems to find support in the comments made by some of the students in response to item 9 in this part where they write that they do not have such learning experience or their language background is poor (see Appendix 1, section 1.2.1). Also shown in Table 1.4 is that the reason which says there is incompatibility between the difficulty level of the activities and the level of the students is supported by 64.7% of the subjects. A small number of students seem to go for the reason that the activities are not interesting which further shows the positive attitude of most of the students towards the activities, and still smaller number of students seem to think the reason as being that they are not good language learners.

Table 1.4
Assessment of the students' reasons for their difficulties to do the activities

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Incompatibility between the difficulty level of the tasks and the level of your English language knowledge	28.3	36.4	9.1	19.2	7	100
Lack of experience in listening and speaking	56.8	27.4	4.2	7.4	4.2	100
Lack of interest in the activities	10	8	11	39	32	100
You think you are not a good language learner	4	7	13	34	42	100

In item 4, attempt is made to see the attitude of the students towards the different topics included in the course. As seen in Table 1.5, the students seem to have liked most the topics -- 'Following Directions', 'Formal and Informal Introductions', 'Following Instructions', 'Expressing Likes and Dislikes', 'Cultural Experiences'. A relatively less number of students seem to go for the rest with the least number going to the topic 'News Report'.

Table 1.5
Assessment of the students' opinions with regard to the topics which interest them most

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Introduction to Pronunciation	41	33.7	5.3	17.9	2.1	100
Formal and Informal Introduction	52	43	2	3	-	100
Following Instruction	47	47	3	1	2	100
Following Direction	59	38	1	1	1	100
Expressing Likes and Dislikes	59.6	35.4	2	3	-	100
Why I Changed Jobs	28.3	45.5	15.1	10.1	1	100
Unusual Millionaire	29.6	41.8	13.3	13.3	2	100
Cultural Experience	38.7	48.4	8.6	3.2	1.1	100
News Report	24.2	29.3	17.2	16.2	13.1	100
Listening to Lecture	30.5	42.1	12.6	9.5	5.3	100

The negative reaction of most of the students to the 'News Report' can possibly be explained by their difficulties to listen to the news, for the task in this part involves listening to BBC news to which most students complained as being difficult to understand. This is shown by their responses to items 7 and 8 of the interview (see Appendix 2, section 2.2).

Here, we might count on what Rixon (1991) and Richards (1989) say regarding the unsuitability of authentic materials for teaching purpose because of the many difficulties the students can possibly face due to the various aspects of authentic speech with which they are unable to cope.

In item 5, the students are asked about the possibility of putting into practice the kinds of language they learnt under the topics specified in item 4. Except in the situation of listening to lecture, most of the students do not seem to have much use of the language outside the classroom (see Table 1.6 below).

Table 1.6
Students' responses on the possibility of the use of the language outside the Spoken English class

Items	Very High	High	Fair	Low	Very Low	Total
	%	%	%	%	%	%
Exchanging greetings with people in formal and in informal situations	17	11	34	15	23	100
Following and giving instructions	10.1	15.2	31.3	25.2	18.2	100
Following and giving directions	16.2	15.1	21.2	17.2	30.3	100
Exchanging opinions with people and expressing views	19.2	14.1	26.3	16.2	24.2	100
Listening to TV or radio news	21	16	25	18	20	100
Listening to lectures and taking notes	20	34	27	9	10	100

In response to item 4 of the interview, most of the students have said that the transactional use of the language is more relevant to their needs than the interactional one (see Appendix 2, section 2.2). All of them have, however, said that it is good to learn the language though the chances to use them outside the classroom is less.

The instructors' responses to similar question in item 3 in the instructors' questionnaire show that most of them think that the transactional use of the language is more relevant to the students' needs than the interactional one. Moreover, the students' need of the transactional use of the language is shown by their responses to item 7 and 8 in the interview. This is exemplified by what some students remarked saying that they want to learn how to make speech in seminar or other meetings or how to explain things in relation to their works (see Appendix 2, section 2.2).

Item 6 tries to see the expectations of students with regard to their achievements in taking the course. As shown in Table 1.7, even though 61% of the students expect to attain a high level of proficiency, the expectation of the overwhelming majority (93%) seem to be in line with the objective of the course

which is to improve the speaking and listening ability and not to seek native like proficiency. Otherwise, unrealistic demands on the part of students could possibly lead to disappointment and failure to draw the benefit specified under the objective of the course.

Table 1.7
Assessment of the benefits the students expect to get from the course

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
To overcome all your listening and speaking difficulties	25.8	36.1	11.3	19.6	7.2	100
To improve your listening and speaking skills to a certain extent	49.5	43.5	3	3	1	100

The students are asked in item 7 about the improvements they made after taking the course. Even though there does not seem to be a great difference between the number of students who say that their improvement is little + very little and much + very much as is shown by the respective figures of 37% and 30% in Table 1.8, we can see that the percentage of students who say their improvement is little + very little is greater than those who say their improvement is much + very much or fair. Also shown in response to item 8 in part II of the questionnaire which asks the students about the changes or improvement in their listening skill, a greater number of students again seem to be of the opinion that their improvement is little + very little. With regard to the speaking skill which is dealt by item 10 in part III, the greater number of students rated their improvement as fair with the next great number going to those who say their improvement is little + very little and the least goes to those who say much + very much (see Table 1.8 below).

Table 1.8
Students' perceptions of their improvements in
general and in listening and speaking skills in particular

Items	Very much	Much	Fair	Little	Very Little	Total
	%	%	%	%	%	%
General	9	21	33	19	18	100
Listening skill	6.1	22.5	33.7	21.4	16.3	100
Speaking skill	8	23	37	16	16	100

From these responses, it is possible to deduce that most of the students do not believe that the changes made in their speaking and listening skills is satisfactory. This observation finds support in the students' responses to item 2 in the interview where most of the interviewees rated their improvements in their speaking and listening skills as unsatisfactory. Again item 6.2 in the interview finds less number of students who believe that the activities are capable of improving the speaking and listening abilities of the students (see Appendix 2, section 2.2).

Even though the responses of most of the instructors to a similar question in item 8 shows undecidedness, their responses to items 9,10, and 11 indirectly show that they have doubts of the students making satisfactory changes. This is particularly more evident in their responses to item 10 where most of the instructors responded negatively to the question -- 'Do you think that the course is successful in bringing the desired result?' (see appendix 3, section 3.2).

Item 8 seeks what the students think are responsible for not being able to bring satisfactory improvement. As shown in Table 1.9, a greater number of the students (63%) say that it is because the duration of the course is short. The time factor is again given by the students in response to item 9 in this part and items 7 and 8 of the interview (see Appendix 1, section 1.2.1 and Appendix 2, section 2.2).

Most of the instructors have also indicated the shortness of the duration of the course as being one factor. This shows that this problem is felt by the students and the instructors alike indicating its significance. Also shown in Table 1.9 is that there do not seem to be many students on the side of the other reasons with 23.2%, 11.1% and 21.2% saying the activities are too difficult, the activities are too easy and the activities are not interesting respectively.

Table 1.9
Assessment of the students' reasons for their unsatisfactory improvement

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Lack of interest in the activities	3	18.2	14.1	36.4	28.3	100
Tasks were too difficult	5	18.2	17.2	41.4	18.2	100
Tasks were too easy	2	9.1	16.2	44.4	28.3	100
Shortness of the duration of the course	30	33	11	12.9	14	100

It is also possible to see from the above table that the number of students who think the tasks are too difficult (23.2%) and too easy (11.1%) are relatively less, though the former are greater in number than the latter. This can be taken as an indication that most of the students did not find the activities too easy or too difficult. This seems to be supported by the students' response to item 6.1 in the interview where most of the interviewees showed their agreement that the activities can generally be said that they match the levels of most of the students. Most of these students did not, however, fail to mention that the part which deals with listening to the news is difficult and that the students are of different levels of the English language knowledge. Most of the instructors also seem to be of the opinion that generally speaking the activities suit the levels of most of the students (see Appendix 3, section 3.2).

In response to item 9 which requires the students to give additional reasons to the questions asked in item 8, the students have made different remarks on the

various aspects of the course - method, content, exam etc. Some of the comments made in response to this item are raised in the discussion at various points. The researcher has tried to see these comments by dividing them into different categories. Accordingly, the first category contains the comments related to the students' views about the course in general. In the second category are included comments which seem to be beliefs about the students themselves as language learners and the third category contains comments related to the exams (see Appendix 1, section 1.2.1).

From the list of these responses, it is possible to see that there is, on the part of some students, discontentment which arises from the way they think about themselves, the language learning experience as well as their feelings about the exam. The researcher has used some of these points to design the interview questions to further examine the students' views with regard to some aspects of the activities. Some of the responses made in response to this item are shown below in Table 1.10.

Table 1.10
Students' views of the various aspects of the course Spoken English and of themselves as language learners

Responses	Frequency
The activities are more of testing	1
The activities make the students worry rather than helping them	1
The method by which the course is given is not helpful	1
The methods should take into account the nature of adult learners	1
More time is given to listening than to speaking while the problem of the students lies in speaking	1
The lessons are not applicable outside the classroom	1

I consider myself as having less knowledge than others	1
I believe I cannot learn language at this age	1
The grading system makes me hate the course	1
I learn for grade	1

4.2.1 Students' reactions and opinions about the listening activities

In this part are treated mainly the items in the second part of the questionnaire which deal with the listening activities. Through these items attempt is made to see the students' reactions towards the activities including their preferences and expectations in learning listening.

Thus the students' responses to item 1 as seen in Table 2.1, show that most of the students (88.8%) find the pronunciation and the speed part of the recorded speech as causing difficulties to them when listening to the audio tapes. The second most difficult part of the speakers' speech appears to be vocabulary which is supported by 74% of the students and the idea or the topic on which the speakers speak seems to pose difficulty to less number of students as shown by the figure 41%.

Table 2.1
Areas of students' difficulties in listening

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Speed	59.2	29.6	4.1	5.1	2	100
Pronunciation	56.1	32.7	4.1	5.1	2	100
Vocabulary	30	44	8	15	3	100
Idea/Content	14	27	14	35	10	100

That the students find the speed and the pronunciation of the speakers difficult to understand the message is also shown by the comments they gave in response to item 9 in the first part and items 7 and 8 of the interview. Some have,

for instance, remarked that the people in the tape speak with fast speed for them to understand the message and others suggested that the speed should be decreased (see Appendix 1 section 1.2.1 and Appendix 2 section 2.2).

Underwood (1993:16) indicates many English language learners as having the belief that they have problems with the speed of the speakers and explains this by saying, 'They are so busy working out the meaning of one part of what they hear that they miss the next part or they simply ignore a whole chunk because they fail to sort it all quickly enough'. We have also the finding of Strzalka (1997:41) which shows the problems of pronunciation and speed in listening as being a problem usually faced by adult language learners: '... what stresses them most are ... listening to native speakers talking rapidly ...'.

Whether these explanations work for these particular students can best be shown by further investigation of the points. Nevertheless, here we have some indications to the relevance of the points to the students in question. For instance, the students' urge to be able to listen to everything they hear to understand the message, as shown by their response to item 2 in this part can be a clue to the justification of what Underwood said about the students missing one part while struggling to understand the other. What Strzalka wrote concerning the speed and pronunciation as being problems particularly to adult learners can also possibly describe the subjects in this study as most of them fall under the category of adult learners.

Item 2 tries to see if the students try to understand everything they listen to or construct the message from the part they manage to listen. The fact that there is a need on the part of foreign learners to comprehend everything they hear is indicated by Ur (1997). Underwood (1993) also indicates this tendency as being more with those students who have been taught their English in a way which gives more

emphasis to accuracy rather than fluency. That such approach is inhibitive to learning listening or to the act of listening in general is shown by both writers alike.

As shown in Table 2.2, it seems that the greater number of the students surveyed in this study fall under the category of the learners who try to understand everything said, for the act of rewinding the tape again and again or stopping the tape to ask the teacher for help whenever they come across things they do not understand is a sign that they are the type of students who think understanding depends on understanding everything said.

Table 2.2
Strategies followed by students in listening when they come across something they do not understand

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Rewinding the tape again and again	43	25	8	17	7	100
Going on listening without stopping the tape	7.2	20.6	11.3	39.2	21.7	100
Stopping the tape and asking the teacher for help	21	34	16	18	11	100

The students' responses to item 7 in this part seem to be in support of these findings where most of the students seem to experience the feeling of fear and helplessness when they are unable to understand every thing they listen to (see Table 2.3 below).

Table 2.3
Assessment of an aspect of the students' behavior with regard to listening

Item	Always	Most of the time	Sometimes	Never	Total
	%	%	%	%	%
I face the feeling of panic and hopelessness when I am unable to listen to everything I heard in the tape.	11.3	35.1	44.3	9.3	100

The students' responses to item 3 show their preference with regard to the kinds of the speakers in the tape. Although much difference is not seen between the number of students who prefer native speakers and those who opt for non-native speakers, the students who prefer the native speakers (66%) are slightly more than the others (60.6%) (see Table 2.4 below).

Table 2.4
Students' preferences with regard to the kind of speakers in the tape

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Native speakers	23	43	3	21	10	100
Non-native speakers	35.4	25.2	6.1	14.1	19.2	100

This finding, however, seems to contradict the students' responses to item 1 in this part where most of the students say that their difficulties lie in the speakers' pronunciation. The researcher's own interpretation of this incompatibility is that there is a possibility that despite their difficulties, the students enjoy the speeches of the native speakers out of their eagerness to improve their speeches in this direction. There can also be the possibility that the students find the non-native speakers difficult to understand owing to the quality of the recording or other reasons.

Item 4 tries to see if the students listening capacity is affected in trying to find answers to questions in which case they could possibly feel tense and their listening capacity can be less than when they listen without having to answer questions. Similar to this is the idea of Rixon (1991) which indicates the necessity of exposing students to the spoken form of the language and letting them learn on their own without always testing them on what they have heard. The students' responses, however, show that the majority of them agree that they understand better when there are questions than when there are not (see Table 2.5).

Table 2.5
The situations in which the students listen better

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
When there are questions to be answered	40	48	4	5	3	100
When there are not questions to be answered	10.2	13.3	11.2	39.8	25.5	100

This can be attributed to the purposeful nature of adult learners who need to have reasons for the things they do. This is shown by Kamala (1992:47) who writes that '... motivation is a prerequisite of every action undertaken by a grown-up'. Without doubting this, the researcher's assumption here is, the students might have thought task-based listening as the only purposeful task in listening and they might not have recognized the value of listening without having to answer questions. The purpose of the latter is explained to be keeping the motivation of the students and thereby giving them extra contact with the spoken form of the language. This does not, however, reduce the necessity of task-based listening which has got its own significance in the improvement of listening skill.

Attempt is also made to see the extent of the students' effort to improve their pronunciation. The students' response to item 5, as seen in Table 2.6, can possibly be a sign that many students do not show interest in this area as it is shown that

87.8% of the students pay attention to the message while the percentage of the students who also show concern to how it is said amounts to 63%.

Table 2.6
Aspects of the speech the students concentrate on while listening

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
The message	42.4	45.4	5.1	5.1	2	100
How the people speak	21	42	16	12	9	100

This finding may have its explanation in the students' responses to item 9 in part III of the questionnaire where the majority of the students (85%) say their aims of learning pronunciation is to enable themselves be understood by their listeners or to avoid communication barrier due to incorrect pronunciation (see Table 2.7 below).

Table 2.7
Assessment of the students' reasons in learning pronunciation

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
To speak like the natives	27	29	10	24	10	100
To improve intelligibility	46	39	8	5	2	100

On the other hand, we have more than half of the students (74%) who are interested in the lesson given on pronunciation as indicated by the students' responses to item 4 in part I. The students' failure to pay attention to how the people in the recording speak can possibly, then, be due to lack of awareness to make use of such opportunities to improve their pronunciation, for even intelligibility is hard to achieve without such effort. The importance of such effort on the part of the learners is indicated by Kenworthy (1987) who writes that

integrating the learning of pronunciation with the learning of the other aspects of the language is not to be left only to the teacher, but the students also need to avail themselves of the chances they come across for a successful change to be obtained in this aspect. Kenworthy puts this as: ‘No matter how much teachers work towards integration in their teaching, unless the learners themselves ... integrate pronunciation into their learning, then little success or positive change can be expected ...’ (P. 14).

4.2.2 Students’ reactions and opinions about the speaking activities

In this part are treated mainly the students’ responses to items found in part III of the questionnaire which deal with the students’ reactions to the speaking activities.

Item 1 deals with the students’ views about the different speaking activities with regard to their values to improve speaking skill. Accordingly, the majority of the students (88%) seem to be of the opinion that the pair discussion is the most helpful, and group discussion and individual presentation are supported by 79% and 75% of the students respectively. Less number of students (63.5%) seem to take whole class discussion as being helpful with the least number (58%) going to the listening of the recorded speech (see Table 3.1 below).

Table 3.1
The activities students value most in terms of improving the speaking skill

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Pair discussion	42	46	4	6	2	100
Group discussion	40	39	13	5	3	100
Individual presentation	24	49	8	11	8	100
Whole class discussion	18.7	44.8	18.7	14.6	3.2	100
Listening to the recorded speech	12	46	11	24	7	100

The students' views in this regard seem to justify what is said about the advantage of group and pair work over whole class discussion. As mentioned in the Literature Review, group work has the advantage of maximizing students' talk and those students who are shy of speaking to the whole class or to the teacher find it easier to speak in small groups to their friends. The finding of the classroom observation also seems to be in agreement with this where the students who take part in the whole class discussion are relatively fewer as compared to the group and pair discussion where most of the students are observed engaged in the discussion.

Here also, listening to the recorded speech ranked least which can possibly be explained by the students' feelings about listening which is explained earlier in part II. There is also the possibility that the students are unaware of its value to improve speaking skill. The significance of listening to the improvement of speech is, however, so much so that the findings of Anderson and Lynch (1991), for instance, show that the speeches of those students who first experienced listening is found to be better than those who did not.

In item 2, attempt is made to see in which of the above mentioned activities the students find themselves free to speak. As shown in Table 3.2, there seems to be a direct relationship between the activities the students said are helpful to improve speaking skill and those in which they feel free to speak. Thus, pair and group discussion again ranked first and second. Individual presentation is supported by the least number of students as being easy. It was not taken to be the least helpful activity, though.

Table 3.2
The speaking activities in which the students feel free to speak

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Pair discussion	39.4	46.5	7.1	4	3	100
Group discussion	28	52	8	8	4	100
Individual presentation	13.2	39.4	17.2	19.2	11	100
Whole class discussion	19	44	19	16	2	100

This may be explained by the students' fear of making mistake and looking foolish in public as this is more so with individual presentation than in group discussions where the students interact freely with their friends and the feeling of fear of making mistake is less. It is also indicated in the Literature Review that anxiety is more intense with adult students than with younger ones which makes them afraid of losing face or looking silly if they make a mistake in speech.

It has also been tried to see where the students' difficulties lie in their efforts to speak. Thus, their responses to item 3 show that most of the students (81.6%) claimed that their difficulties lie in not knowing enough vocabulary. Grammar and pronunciation are also considered to be problems by 75% and 72% of the students respectively and a relatively less number of students (69%) say their difficulties lie in lack of confidence to speak (see Table 3.3 below).

Table 3.3
Areas of difficulties of the students in speaking

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Pronunciation	35	35	4	18	6	100
Grammar	31	44	8	14	3	100
Vocabulary	45.9	35.7	7.2	10.2	1	100
Confidence to speak	42	27	4	19	8	100

This finding seems to have support from the responses of the instructors to item 5 where most of them have shown their agreement of grammar and vocabulary as affecting the intelligibility of the students, while less number of instructors seem to see pronunciation as causing problem in the speeches of the students (see Appendix 3, section 3.2). In addition, the comments made by some of the instructors show that the students have difficulties of vocabulary and structure. It is also possible to see from the classroom observation of the individual presentation that the students difficulties lie mostly with vocabulary and grammar rather than with pronunciation or confidence to speak.

An examination of the students' belief as to when a student should start speaking using the language is done in item 4. A greater number of the students (56.7%) seem to disagree with the idea that it is after studying the grammar and enough vocabulary while those who support this idea amount to 36.1% (see Table 3.4). Similarly in item 5, the overwhelming majority of the students (97%) seem to be of the belief that the best way to improve the speaking skill is to practise speaking the language, though the number of students who go for studying grammar and vocabulary is not negligible amounting to 72% and 84.9% respectively as shown in Table 3.5.

Table 3.4
Assessment of students' beliefs with regard to when a student should start speaking using the language

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
After mastery of the grammar and vocabulary of the language	16.5	19.6	7.2	33	23.7	100

Table 3.5
The best method(s) of improving speaking skill as perceived by the students

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Studying grammar rules	25	47	6	17	5	100
Studying the meaning of words	26	58.6	5	8.1	2	100
Practising speaking the language	79.8	17.2	3	-	-	100

The Students' view with regard to thinking the best method of improving speaking as being studying grammar and vocabulary seems to agree with the responses of the instructors to item 4 in the instructors questionnaire which show that there is expectation on the part of the students to learn the language in traditional ways. In addition, the comments of some of the instructors to item 9 show these expectations of the students as being interference to their learning (see Appendix 3, section 3.2). This, however, seems to contradict the students' responses in which most of them say that the best method of improving speaking skill is practising the language. The researcher's assumption here is that the students might possibly be influenced by what their instructors told them about ways of improving speaking skills without really bringing a change of attitude. It is also possible that while accepting the idea of practising the language as being the best method to improve speaking, they may also have felt the need to learn grammar and vocabulary because of the problems they face in these areas.

In item 7 it was tried to examine the students' views with regard to error correction. A greater number of the students (78.4%) seems to be of the opinion that a good teacher is the one who always gives correction to students (see Table 3.6). This belief of the students is also shown by their responses to items 7 and 8 in the interview where the students express their needs of correction to the mistakes they make. The instructors have also shown this tendency of the students which is

shown by their responses to item 7 (see Appendix 2, section 2.2 and Appendix 3 section 3.2).

Table 3.6
Attitude of students towards error correction

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
A good teacher is a teacher who always shows his/her students the correct way of saying things.	53.6	24.8	6.2	8.2	7.2	100

The students' responses to item 6 show that most of them (85.7%) refrain from speaking (as in asking or answering questions or expressing their ideas) for the reason that they have difficulties to express their ideas in English. Relatively less number of students say that it is because they are afraid of making mistakes and because that they are shy (see Table 3.7).

Table 3.7
Assessment of students' reasons as to why they refrain from speaking in the classroom

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Difficulty to express ideas in English	43.9	41.8	3.1	6.1	5.1	100
Fear of making mistakes	22	25	9	31	13	100
Shyness	22.2	24.2	5.1	28.3	20.2	100

Asked if the students are shy of making mistakes, all of the instructors, however, responded positively with four of them showing strong agreement (see Appendix 3, section 3.2). The students' preference of group and pair discussion to individual presentations which is indicated by the responses of the students to item 2 in this part and also the relatively less number of students who take part in whole class discussion than in the group or pair discussion as shown by the classroom

observation can possibly be indirect proofs that the students have a feeling of fear of making mistakes.

Item 8, which seeks to examine the students' preference of the kinds of speaking practice, finds that most of the students (80%) choose free talking while the percentage of students who prefer the practice of imitation amount to 68% (see Table 3.5). This finding seems to go slightly against what is said about students who have learnt English in traditional ways having preference for rote learning and repetition to interactive group work (Tarone and Yule, 1989). On the other hand such preference of the students can possibly be accounted to what is said about adult language learners regarding their reluctance to engage in mechanical activities (Kamala, 1992).

Table 3.8
The students' preferences with regard to
Speaking practices

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Imitation	21	48	13	11	7	100
Free-talking	36	44	12	7	1	100

4.2.3 Further assessment of the students' views as done in the interview

In this part are treated the responses of the students in the interview. Most of the responses are, however, raised in the discussion of the responses to the other items in the previous sections. Here attempt is made to see the remaining part.

Accordingly, item 1 tries to see the aim of the students in learning Spoken English. This question is asked on the basis of the students' comments to item 9 in

part I of the questionnaire which make the students appear that their concern lies in passing the exam rather than improving their skills (see Appendix 1, section 1.2.1). For a successful achievement of the course objective, however, it is necessary for the students to have an understanding of the course objective and to move in that line. A mismatch between the students' aims and the objective of the course, as explained in the Literature Review, can affect the students in achieving the desired result.

As shown in Table 4.1, the students' responses to item 1 shows that their primary concern is to improve their speaking and listening skills although some of them have also admitted that they are also concerned about passing the exam. The responses obtained from some of the instructors to item 10, however, show that the students do not make effort to improve their skills. This could possibly reduce the reliability of the students' responses, for we would expect them to show efforts to improve their skills if their concern is totally improving the skills as they claimed. There could, however, be other explanations for this that even though the students are interested to improve their speaking and listening skills, they might not have been able to show the efforts that is expected of them for different reasons. Lack of time can be one as the students and the instructors alike have indicated this to be the major problem.

Table 4.1
Assessment of the aim of the students in learning Spoken English

Items	Frequency
To pass the exam	1
To improve the listening and speaking skills	22
Others	-
Total	23

The other point that the researcher wanted to see further was if the students think that the activities have helped them and if so in what ways. Most of the

students seem to be of the opinion that the activities have, indeed, been of help to them, and most of them have again expressed their improvement in terms of getting the awareness of how to improve their skills rather than getting direct improvement from the activities (see Table 4.2 below).

Table 4.2
Assessment of the students' views about the benefits they get from the course

Items	Frequency
Direct improvement	3
Indirect Improvement by showing the ways how to improve the skills	20
Total	23

From the students' response to item 9 in part I of the questionnaire, it is also shown that some of the students seem to have the feeling that the activities are more of testing than being practices through which the students experience the skills of listening and speaking. What the students say about the activities being worrying in response to the same item can have the same implication. Such feelings might have arisen from the fact that all listening exercises are accompanied by questions to be answered and the students know that the presentations are graded.

The need to consider this point arises from the usefulness of removing the idea of testing in teaching listening or speaking, the significance of which is described in the Literature Review in relation to learning listening. If the students have the feeling that they are constantly being tested when the intention is to give them practices, this can possibly have the effect of causing uneasiness which in turn can reduce their capacity to learn.

Nevertheless, the students' responses to item 5 of the interview as seen in Table 4.3 shows that most of them do not seem to see the activities as being testing.

Table 4.3

The nature of the activities as perceived by the students

Items	Frequency
More of testing	4
More of practice	19
Total	23

Through items 7 and 8 which require the students what they think should be included and what improvements they feel should be made, attempt is made to further examine the students' beliefs and expectations. From the responses, it is possible to see such expectations of the students as the need to be given corrections, the activities to go from simple to difficult, to get more practices especially on how to make speeches or conduct themselves in seminars or other meetings (see Appendix 2, section 2.2). Some of the comments made in this section are discussed in relation to the responses to the other items.

4.3 Students' attitudes and performances as observed by the instructors

It has already been indicated that the purpose of the instructors' questionnaire is to see some of the issues raised in the students' questionnaire and interview from a different perspective - the instructors' observation. It has also been shown that in most cases the instructors' responses are found to support those of the students.

Although most of the responses made by the instructors have already been discussed in connection with the responses to the other items, in this part are treated the remaining which deal with the comments of the instructors.

Most of the instructors seem to be of the opinion that there is a mismatch between the activities and the students' needs as shown by their response to item 9. They have explained this as being the case that while there is a need on the part of the students to learn the vocabulary and grammar of the language, the focus of the Spoken English activities is the use of the language or communication. One instructor in addition has indicated his doubts of the activities reflecting the real needs of the students (see Appendix 3, section 3.2).

In response to item 10, most of them have also expressed their doubts that the course has brought the desired results. The reasons put forward for this include -- the shortness of the duration of the course, lack of efforts on the part of the students and inefficiency on the organization and content of the material (see Appendix 3, section 3.2).

The comments that the instructors made in response to item 11 suggest solution to the problem which include the necessity for the students to have intensive practice of the skills, reorganizing the materials, placing the students in accordance to their levels of proficiency, improving the recorded materials (see Appendix 3, section 3.2).

As can be seen from the comments of the students so far raised and others included in the appendix, there seems to be similarity between these comments and the ones made by the instructors shown above. For instance, there is an agreement on the part of most students that the change made by them after taking the course is unsatisfactory which goes with the instructors' expression of doubt about the course bringing the desired result. There is also similarity in the reasons both gave to this. Thus most of the students, as the instructors, accounted the problem to the shortness of the duration of the course. Some students have also shown their desire for the content of the material to go from simple to complex which seems to have pertinence to what the instructors said about the inefficiency of the organization

and content of the material. The remedial measures suggested by the instructors are also reflected in the students' responses. Thus, the students also felt the necessity of having more practice and also saw the presence, in one class, of students with different English language background as creating part of the problem.

Apart from increasing the reliability of the students' response, the similarity between the comments made by the students and the instructors show the students understanding of the situation and the meeting of mind between the two.

4.4 Students' reactions and performances as seen in the classroom observation

This part deals with the findings of the observation which is made to see the reactions of the students to the activities by way of checking their responses to the items in the questionnaire and the interview. Thus, attempt is made to see the students' behaviour in the individual presentations, in group and pair discussions and in whole class activities. They are also observed when listening to the audiotapes in the language laboratory and when watching the video lessons in the TV room. Attempt is made to include in the observation the sections from which the samples are selected. A summary of these observations is presented here by putting them into different categories.

4.4.1 Observation of the individual presentations

The observation of the individual presentation mostly involves the presentations on 'Following Directions'. Before making the presentations, the students have done some tasks which involve how to ask and show directions of places. That is, they got an input of the language used in this situation both through the audio and the video cassettes.

In the presentation, the students have brought with them a map of the direction of the places they show to the class which in most cases were the places in their own home towns.

Except some female students who looked shy and showed a feeling of uneasiness, most of the students seemed to have done their presentations confidently. It is also possible to see that although the students have little or no problem of intelligibility, most of them were observed as having a problem of vocabulary to express their ideas and their sentences also suffer from grammatical inaccuracy.

The observation of the individual presentations on the topic 'News Report' shows a different result. Here, the students were reporting the news they heard on the radio or TV orally to the class. Unlike the presentations on the topic 'Following Direction', most of the students here showed a feeling of uneasiness and seemed to finish their speeches in just few sentences.

The teacher has later accused the students of not making enough preparation, while some of the students claimed that it was because of the problem they have with the language and lack of experience to speak in front of audience.

Where the students have made preparations as in the presentation of 'Following Directions', they did not seem to have problems of confidence to speak in front of the class but the students seem to be devoid of this confidence in the absence of preparation as in the second presentation. This can be an indication that the students' uneasiness and lack of confidence to speak originates from their fear of making mistakes in public. A recall from the Literature Review on the nature of adult learners shows us this as being the characteristic feature of adult learners. Although this can also be the case with learners of other age groups, there is a

likelihood that it can be more intense with adults, for we have reasons to expect these learners to be more self-conscious than the others.

4.4.2 Observation of whole class discussions

Whole class discussion is led by the instructor who asks questions with the students answering them. It is usually held in the pre-listening stage where there is a discussion of the meanings of words or of the idea of the listening text. It is also held after listening where there is a discussion of the answers.

In all of these, most students do not seem committed to answering questions. They seem to be content with listening to the others speaking and writing the correct answer as it comes out of the teacher's mouth. Even though they are observed scribbling things down in the while listening or watching, they do not seem to have the confidence to try to tell the teacher what they have got for answers except at times when they speak in chorus.

Again this reluctance of the students to speak can be taken as an indication of their lack of confidence which might possibly have arised out of fear of making mistake and concern for self-image.

4.4.3 Observation of the group and pair discussions

The students hold pair or small group discussion to discuss the brain storming questions before listening to audio tape or watching video lessons and also after listening or watching to discuss the answers or other extension points.

Here, most students are observed engaged in the discussion, though at times some students are seen talking less than others. This supports the students response

to item 2 in part III which shows that the students find it easier to speak in group discussion than in the other situation.

This finding can also be taken as a further proof of the students' fear of making mistakes for this is more so in whole class discussion where the students talk to the class or the teacher and less in group discussion where the interaction is among the students themselves and the situation is more or less informal.

4.4.4 Observation of the activity of listening to the audio tape in the laboratory

The observation here shows the students listening to the audio tapes through the headphones. The students seem attentive and busy taking down notes. Their eagerness is also shown in the discussion they hold with their friends about what they heard in the tape.

This shows that although the students experience difficulties with listening as indicated in their responses to item 2 in part I, they are eager to do the work involved. This is also shown by the students' responses to item 1 in part I of the questionnaire where more than half (79%) of the students' reaction to this activity is positive.

4.4.5 Observation of the activity of watching the video lesson

The video lesson is usually the extension of the laboratory work where the students watch video films on a similar topic with what they listen in the audio tape.

The observation here shows the students watching the video after a brainstorming discussion with the teacher. The students watch the lesson with

interest, though they look more relaxed when they simply watch than when they have questions at hand. The significance of this can be that there is a possibility for the students to understand better when they feel relaxed than when they are not. The importance of the two types of listening is not, however, to be denied. As indicated in the Literature Review and later in the discussion, while one provides the extra contact with the language, the other helps to develop purposeful listening.

Chapter V

Conclusion and Recommendation

5.1 Conclusion

The researcher's objective in conducting this research is stated to be making an investigation of students' views about Spoken English activities to see if there is a mismatch between what students think about learning Spoken English and the classroom activities. The necessity to do this arises from the observation that there does not seem to be satisfactory improvement on the part of the students after taking the course. The significance of such investigation is also shown to be that getting students' views helps to make the lesson meaningful to the students by bridging the gap that could possibly exist between the assumption held by the students about learning the language and the intentions of the course objective as realized by the activities.

Attempt is, thus, made to make an assessment of the students' reactions to the different activities and of their expectations and opinions about learning spoken English making use of multi-method approach.

In all measures, the researcher is able to find out that most of the students have positive attitude towards learning Spoken English. They are eager to improve their communicative skills and view most of the activities as being helpful to achieve their ends. Although there appears to be some extent of mismatch between the needs of the students and the course objective, it is also possible to see that the researched problem owes its cause more to other reasons than to the supposed mismatch.

Thus, the students' expectations in taking the course are found to be mostly in line with the course objective and what it entails. Most of the students, for instance, seem to have the objective of improving their communicative abilities rather than expecting from the course all that is needed for effective communication. This goes in agreement with the course objective which states that the aim is to enable students develop their speaking and listening skills and not to attain native like proficiency. Most of the students also seem to have accepted the idea that the best way to achieve this end is practising the skills. This, besides being the intentions of the activities, is what most writers recommend for an improvement of communicative skills as shown in the Literature Review. Also, the students' positive reactions to almost all of the topics can be an indication of their agreement to the content of the course.

Without doubting the possibility of the students' agreement with the what, the how and the why of the course as shown above, the researcher prefers to see the unanimous nature of the agreement with scepticism. For instance, most of the instructors have agreed as there being a mismatch between the needs of the students and the objective of the course which they have explained that there is a need on the part of the students to learn grammar and vocabulary while most of the activities entail the communicative use of the language. A closer examination of the students' reactions about the different activities also reveals disparity between what the students believe about doing the activities and what ought to have been done. This includes, for instance, the strategies the students follow in listening, their attitudes towards making mistakes and the manner by which they need correction to be given.

It is also possible to see that although the students seem to have no objection to the content of the activities and how they are given, most of the students seem to be of the opinion that the improvement that they made after taking the course is unsatisfactory. They have attributed this to the time factor which they have said is

too short to draw satisfactory benefit from the activities. In addition, the students' poor English language background plus their unfamiliarity to the new learning experience are shown as having been obstacles for the students not to make enough progress.

5.2. Recommendation

On the basis of the findings of the study, the researcher makes the following recommendations hoping that these would possibly help to minimize the students' problems and thus enable them to make a better use of the activities.

- As most of the students could be new to such learning experiences as the ones involved in the Spoken English activities, it is necessary for the students to have some ideas about the course before starting the lesson. Therefore, the opening session where discussion is held between the instructors and the students about the course should be strengthened. The exchange of opinion between the instructor and the students with regard to the objective and the method by which this objective can be realized is useful in helping the students weigh between their own ideas and the one introduced by the instructor. Such discussion is also helpful to create awareness on the part of the students concerning the kind of benefits that the activities can provide including the difficulties they may possibly face and how to cope with their difficulties.
- As the students seem to have difficulties with the structure and vocabulary of the language and that most of them feel the need to get such lessons, it would be advantageous if these elements are included in each unit as part of, for instance, post-listening tasks. The necessity to include these items in a speaking course is also shown by Bygate (1995:3): '... in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective.'

- Regarding the treatment of error, although correction of each and every mistake is unmanageable and also not necessary, the students can benefit more if the general comments by the instructors at the end of the presentations are extended. This can be done, for instance, by arranging specific sessions for those students who need to be told of where their weaknesses lie and how they can improve it. Also, in the face of what has been said about the self - conscious nature of mature learners, this would be less painful than being told of their errors in public.
- In addition to the topics included in the course, it would be advantageous if other topics are added after making an assessment of the students' needs. The necessity to do this is indicated by the comments that some students made.
- As the students seem to have favoured group and pair discussion for practising speaking, increasing the use of these methods can have a good effect. In addition, it would be useful to increase the participation of the students in the other types of activities by making the situations favourable for them. This can be done, for instance, by avoiding direct criticism, encouraging the students by acknowledging the efforts they make, creating a friendly atmosphere where the students can feel free to speak, etc.
- It would be advantageous if the duration of the course is increased so that the students can draw sufficient benefits from the activities.
- Lastly, in this study, attempt is made to see the learning behaviour of students which constitute mostly adult learners. Some of what has been said about the learning behaviour of such students is exhibited by the subjects of the study, although there are instances where divergence is observed. For a more understanding of the learning behaviour of mature learners, and thus to organize

appropriate language education, the researcher suggests for further studies to be made preferably by making comparison between mature and young learners with respect to their approaches to language learning.

Bibliography

- Alreck, L, Pamela and R.B Settle. 1985. The Survey Research Handbook, U.S.A. Richard D. Irwin inc.
- Anderson, Anne and T. Lynch. 1991. Listening. O.U.P.
- Boda, S. Augustin. 1991. "Does pronunciation Matter". English Teaching Forum. Vol xxix No 4. P. 28-30.
- Brown, Gillian et. al. 1984. Teaching Talk: Strategies for Production and Assessment. C.U.P.
- Brown, Gillian and G. Yule, 1983. Teaching the Spoken Language. C.U.P.
- Brown, Gillian. 1993. Listening to Spoken English. Longman Group UK Limited.
- Butterworth, George and M. Harris. 1994. Principles of Developmental Psychology. U.K. Lawrence Erlbaum Associates Ltd.
- Bygate, Martin. 1995, Speaking. O.U.P.
- Byrne, Donn, 1991. Teaching Oral English. Longman Group UK Limited.
- Cook, Vivian, 1991. Second Language Learning and Language Teaching. Great Britain.
- Dacey, John and J. Travers. 1991. Human Development. U.S.A. Brown and Benchmark.
- Ellis, Rod. 1994. The study of Second Language Acquisition. O.U.P.
- Feldman, S. Robert. 1994. Essentials of Understanding Psychology. U.S.A. McGraw - Hill Inc.

- Got EBiowska, Aleksandra. 1990. Getting Students to Talk. Prentice Hall International UK Ltd.
- Hailom Banteyirga. 1993. "Exploration in the Preparation of Pre-Service EFL Teachers: A Learning Centred Approach". Ph. D Thesis, A.A.U, School of Graduates.
- Hammerly, Hector. 1991. Fluency and Accuracy. Great Britain. Multilingual Matters Ltd.
- Haycraft, John. 1995. An Introduction to English Language Teaching. Longman Group Ltd.
- Haozhang, Xiao, 1997. "Tape Recorders, Role-plays and Turn - Taking in Large EFL Listening and Speaking Classes" : English Teaching Forum. Vol.35 No. 3 P. 33-35.
- Horwitz, K. Elaine. "Importance of studying student Belief". Wenden and Rubin 1987. Learner strategies in Language Learning. Prentice Hall (UK) Ltd.
- Kamala, Margareta, 1992. "Teaching EFL to Adults: Between Must and Must: Not" English Teaching Forum. Vol. 30 No 3 P. 47 - 48
- Klippel, Friederike. 1991. Keep Talking C.U.P.
- Kenworthy, Joanne. 1992. Teaching English Pronunciation. Longman Group UK Ltd.
- Littlewood, William. 1983. Communicative Language Teaching. C.U.P.

- Medhanie H. Ghiorgis. 1986. "The Attitude of Eleventh Grade Students Towards the Learning of English as a Foreign Language". M.A. Thesis, A.A.U, School of Graduate Studies.
- Mekonen Disasa. 1984. "The Determination of the English Language Proficiency of Freshman: an exploration of some of the variables that contribute to proficiency in English". M.A. Thesis, A.A.U., School of Graduate Studies.
- Nunan, David. 1988. The Learner Centred Curriculum. C.U.P.
- Pattison, Pat. 1989, Developing Communication skills. C.U.P.
- Rivers, M. Wilga. 1981. Teaching Foreign - Language Skills, 1981. University of Chicago.
- Richards C. Jack. 1989. The context of Language Teaching. C.U.P.
- Rixon, Shelagh. 1991. Developing Listening Skills. London. Macmillan Publishers LTD.
- Smith, David. "Modern Language and Adult student". Sidwell Duncan. 1984. Teaching Language to Adults. Centre for Information on Language Teaching and Research.
- Stern, H.H. 1983. Fundamental Concepts of Language Teaching. O.U.P.
- Strzalka, Agnieszka. 1995. "Seven Things Adult English Learners Dislike": Englsh Teaching Forum. Vol. 36 No. 2 P. 39 - 42.
- Strevens, Peter. 1978. New Orientations in the Teaching of English. O.U.P.
- Shumin, Kang. 1997. "Factors to consider: Developing Adult EFL Students' Speaking Ability": English Teaching Forum. Vol. 35 No. 3. P. 8-14.

- Tarone, Elaine and G. Yule. 1989. Focus on the Language Learner. O.U.P.
- Tudor, Ian. 1996. Learner Centredness as Language Education. C.U.P.
- Teshome Daba. 1995. "AAU Freshman Students' Views and Preferences with Respect to Structure - Based Versus Task - Based Approaches to ELT". M.A. Thesis, A.A.U, School of Graduate Studies.
- Ur. Penny, 1995. Discussion That Works. C.U.P.
- Ur, Penny. 1997. Teaching Listening comprehension. C.U.P.
- Underwood, Marry. 1993. Teaching Listening. Longman Group UK Limited.
- Wenden, Anita. 1991. Learner Strategies for Learner Autonomy: Prentice Hall International (UK) Ltd.
- Williams, Marion and R.L.Burden. 1997. Psychology for Language Teachers. C.U.P.

Appendix 1

Students' Questionnaire and Responses

1.1 Students' Questionnaire

**TO BE FILLED BY FIRST YEAR ETHIOPIAN CIVIL
SERVICE COLLEGE STUDENTS**

Dear Students,

The purpose of this questionnaire is to gather information concerning students' opinions of the Spoken English activities for a research purpose. The findings of this research can contribute to the improvement of the course. Therefore, knowing that your responses will in no way affect you or any one, you are expected to give free and honest responses without any reservation.

Show your responses by putting a tick (✓) mark in one of the five boxes given against each question

Example

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Your reason(s) of learning the English language is (are)					
a) to speak in the language		✓			
b) to read books written in the language	✓				
c) to write in the language		✓			
d) to pass exams				✓	

Part One
General

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The activity(ies) you enjoy most in your Spoken English class is (are)					
1.1 listening to the cassettes in the laboratory.					
1.2 watching the video lessons .					
1.3 the pair and the group discussion.					
1.4 speaking in front of the class (presentation).					
1.5 whole class discussion.					
2. The task(s) you find difficult to do is (are)					
2.1 listening to the cassettes in the laboratory and answering the questions.					
2.2 watching the video lessons and answering the questions.					
2.3 exchanging opinions and expressing your views in group and pair discussion.					
2.4 speaking in front of the class (presentation).					
3. If you faced difficulty(ies) in doing the above task(s), the cause(s) of your difficulty(ies) is (are)					
3.1 the incompatibility between the difficulty level of the tasks and the level of your English language knowledge.					

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	3.2 lack of experience in speaking and listening using the language.					
	3.3 lack of interest in the tasks.					
	3.4 you think you are not a good language learner.					
4.	The topic(s) that you find interesting is (are)					
	4.1 'Introduction to Pronunciation'					
	4.2 'Formal and Informal Introduction'					
	4.3 'Following Instruction'					
	4.4 'Following Direction'					
	4.5 'Expressing Likes and Dislikes'					
	4.6 'Why I Changed Jobs'					
	4.7 'Unusual Millionaire'					
	4.8 'Cultural Experience'					
	4.9 'News Report'					
4.10 'Listening to Lecture'						
5.	The benefit(s) that you expect to get from the course is (are)					
	5.1 to be able to listen and speak in English with no difficulty.					
	5.2 to improve your listening and speaking skills to a certain extent.					

		Very much	Much	Fair	Little	Very Little
6.	What is the possibility for you to use the English language in the following situations outside the Spoken English class?					
	6.1 Exchanging greetings with people under formal and informal introduction					
	6.2 Following and giving instructions					
	6.3 Following and giving directions					
	6.4 Exchanging your opinions with people and expressing your views					
	6.5 Listening to news in the TV or in the radio					
	6.6 Listening to lecture and taking notes					

		Very much	Much	Fair	Little	Very Little
7.	How much do you think you have improved by taking the course?					

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8.	If you think you haven't improved much the reason(s) for this is (are)					
	8.1 the tasks are not interesting to you.					
	8.2 the tasks are very difficult.					
	8.3 the tasks are very easy.					
	8.4 the time given for the course is short.					
9.	If you have other reason(s), to the question asked in No 8, write it (them) below.					

Part Two On Listening

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	During listening, the part(s) of the recorded speech which causes difficulty(ies) to you is (are)					
	1.1 speed.					
	1.2 pronunciation.					
	1.3 vocabulary.					
	1.4 the idea.					
2.	When you come across something you don't understand in the tape,					
	2.1 you rewind the tape again and again.					
	2.2 you go on listening without stopping the tape.					
	2.3 you stop the tape and ask the teacher for help.					
3.	You prefer when the people speaking in the tape are					
	3.1 native speakers of English.					
	3.2 non-native speakers of English.					
4.	You are able to understand the message better when					

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	4.1 you listen without having to answer questions.					
	4.2 you listen and answer questions.					
5.	During listening, you concentrate on					
	5.1 the message.					
	5.2 the way (how) the people speak.					
6.	What you like most is listening to					
	6.1 the audio cassette.					
	6.2 the video cassette.					
7.	<p>According to some studies, when some students fail to understand each and every thing they listen, they feel frustrated and give up hope. How many times have you faced such situation?</p> <p style="text-align: center;"> <input type="checkbox"/> Every time <input type="checkbox"/> Usually <input type="checkbox"/> Some times <input type="checkbox"/> Never </p>					
8.	<p>How much, do you think, the listening activities have helped you to improve your listening skill?</p> <p style="text-align: center;"> <input type="checkbox"/> Very much <input type="checkbox"/> Much <input type="checkbox"/> Fair <input type="checkbox"/> Little <input type="checkbox"/> Very little </p>					

Part Three On Speaking

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Which practices(s) do you find helpful to improve the speaking skill?					
	1.1 Group discussion					
	1.2 Pair discussion					
	1.3 Speaking in front of the class					
	1.4 Listening to the recorded speech					
	1.5 Whole class discussion					
2.	You find it easier to speak					
	2.1 in the pair discussion.					
	2.2 in the group discussion.					
	2.3 when speaking in front of the class.					
	2.4 in whole class discussion.					

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.	Your difficulty of speaking lies in					
	3.2 pronunciation.					
	3.2 grammatical rules.					
	3.3 vocabulary.					
	3.4 confidence to speak.					
4.	It is after studying the vocabulary and grammatical rules of the language that a student should start speaking.					
5.	Speaking ability is best developed by					
	5.1 studying the grammatical rules of the language.					
	5.2 studying the meaning of words.					
	5.3 practising speaking the language.					
6.	Your reason(s) for not asking or answering questions, or expressing your ideas in the classroom is (are)					
	6.1 it is difficult for you to express your ideas in English.					
	6.2 you are afraid of making mistakes.					
	6.3 due to shyness.					
7.	A good teacher is a teacher who always shows his/her students the correct way of saying things when the students make mistakes.					
8.	Which do you find interesting to do?					
	8.1 Practising the language you heard in the tape.					
	8.2 Exchanging opinions and expressing your views based on a point or a question.					
9.	Your objective in learning pronunciation is (are)					
	9.1 to be able to speak like the native speakers.					
	9.2 to enable yourself to be understood by your listeners.					

10.	How much, do you think, the speaking activities in Spoken English class helped you to improve your speaking skill? <input type="checkbox"/> Very much <input type="checkbox"/> Much <input type="checkbox"/> Fair <input type="checkbox"/> Little <input type="checkbox"/> Very little
-----	---

Students' Questionnaire (Amharic Version)

በኢትዮጵያ ሲቪል ሰርቪስ ኮሌጅ አንደኛ ዓመት ተማሪዎች የሚሞላ መጠይቅ

የተከበራችሁ ተማሪዎች፤

የዚህ መጠይቅ ዓላማ ተማሪዎች በ “Spoken English” ትምህርት አሰጣጥና ይዘት ላይ ያላቸውን አስተያየትና ግንዛቤ ለመሰብሰብና የምርምር ጥናት ለማካሄድ ነው። የምርምሩ ውጤት ትምህርቱ ለተማሪዎች የበለጠ ጠቀሜታ እንዲሰጥ አስተዋጽኦ ሊኖረው ይችላል። ስለዚህ ተማሪዎች የሚሰጡት አስተያየት ማንንም ሊጎዳና ሊጠቅም የማይችል መሆኑን ተገንዝበው ለተጠየቁት ጥያቄዎች ካለምንም ፍራቻ ነጻና እውነተኛ አስተያየታቸውን እንዲሰጡ ይጠበቅባቸዋል።

ማስታወሻ፦ በመጠይቁ ውስጥ ያሉት ጥያቄዎች የወንድን የታ ብቻ የሚያመለክቱት ትክክለኛነቱ ታምኖበት ሳይሆን ተለምዶዋዊ አሰራር በመሆኑና የሁለቱንም የታዎች ለማመልከት አመቺ ባለመሆኑ ነው።

የሚከተሉትን ጥያቄዎች ካነበብክ በኋላ መልስ ለመስጠት ከጥያቄዎቹ አኳያ ባሉት ሳጥኖች ውስጥ ምልክት(✓) አስቀምጥ

ምሳሌ

	በጣም አስማማለሁ	አስማማለሁ	ለመወሰን ያዳግተኛል	አልሰማም	ጨርሶ አልሰማም
የአንግሊዝኛ ቋንቋን የምትማረው					
ሀ/ በቋንቋው ለመነጋገር ነው		✓			
ለ/ በቋንቋው የተፃፉ መጽሐፍትን ለማንበብ ነው	✓				
ሐ/ በቋንቋው ለመጻፍ ነው		✓			
መ/ ፈተና ለማለፍ ነው				✓	

ክፍል አንድ
አጠቃላይ ትምህርቱን በተመለከተ

	በጣም አስማማለሁ	አስማማለሁ	ለመወሰን ያዳግተኛል	አልሰማም	ጨርሶ አልሰማም
1. በ "Spoken English" ክፍል ውስጥ በይበልጥ የሚያስደስትህ የነበረው የክፍል ሥራ (ሥራዎች)					
1.1 ላቦራቶሪ ውስጥ ካሴቶችን ማዳመጥ ነው።					
1.2 በቪዲዮ የሚሰጠው የቋንቋ ትምህርት ነው።					
1.3 በጥንድ ወይም በቡድን ሆኖ ከክፍል ጓደኞችህ ጋር መወያየት ነው።					
1.4 በተማሪዎች ፊት ወጥቶ መነጋገር ነው።					
1.5 በአጠቃላይ በክፍል ውስጥ የሚደረገው ውይይት ነው።					
2. በክፍል ውስጥ ከሚሰጡት ሥራዎች ለመስራት የሚያዳግትህ					
2.1 ላቦራቶሪ ውስጥ ካሴቶችን አዳምጦ የተዘጋጁ ጥያቄዎችን መመለስ ነው።					
2.2 በቪዲዮ የሚሰጠውን ትምህርት አይቶ ጥያቄዎቹን መመለስ ነው።					
2.3 በጥንድ ወይም በቡድን ሆኖ ሀሳብን መስዋወጥና አስተያየትን መግለፅ ነው።					
2.4 በተማሪዎች ፊት ወጥቶ መነጋገር ነው።					
3. ከላይ የተጠቀሱትን የክፍል ሥራዎች ለመስራት ችግር ከነበረብህ የችግርህ መንስኤ ነው (ናቸው) ብለህ የምታምነው					

		በጣም እስማማለሁ	እስማማለሁ	ለመወሰን ያዳግተኛል	አልስማማም	ጨርሶ አልስማማም
	3.1 የሚሰጡት የክፍል ሥራዎች ካንተ የእንግሊዝ ቋንቋ የአውቀት ደረጃ ጋር ያለመመጣጠን ነው።					
	3.2 ከዚህ በፊት በቋንቋው የመነጋገርና የመስማት ልምድ ስላልነበረህ ነው።					
	3.3 በክፍል ውስጥ የሚሰጡት ሥራዎች ፍላጎትህን ስለማያንግግሩት ነው።					
	3.4 የቋንቋ ትምህርት የመማር ተሰጥቶ የለኝም ብለህ ስለምታምን ነው።					
4.	በትምህርቱ ሥር ከተካተቱት ክርክሮች ፍላጎት ያሳደረብህ (ያሳደሩብህ)					
	4.1 'Introduction to Pronunciation'					
	4.2 'Formal and Informal Introduction'					
	4.3 'Following Instruction'					
	4.4 'Following Direction'					
	4.5 'Expressing Likes & Dislikes'					
	4.6 'Why I Changed Jobs'					
	4.7 'Unusual Millionaire'					
	4.8 'Cultural Experience'					
	4.9 'News Report'					
	4.10 'Listening to Lecture'					
5.	በትምህርቱ አገኛለሁ ብለህ የጠበከው ጠቀሜታ					
	5.1 የእንግሊዝኛ ቋንቋን አነጋገር ጠንቅቆ ማወቅና በዚያው መጠን በቋንቋው መነጋገርና ማዳመጥ መቻል					
	5.2 በተወሰነ ደረጃ በቋንቋው የመስማትን ጅና የመነጋገር ችሎታን ለማሻሻል					

		በጣም ብዙ	ብዙ	መጠነኛ	ትንሽ	በጣም ትንሽ
6.	ከታች በተጠቀሱት ሁኔታዎች ውስጥ ከ 'Spoken English' ክፍል ውጪ የእንግሊዝኛ ቋንቋን ለመጠቀም ያለው አጋጣሚ (Possibility) ምን ያህል ነው?					
	6.1 ከሰዎች ጋር በ 'formal' እና 'informal' ሁኔታዎች መተዋወቅና ስላምታ መስጠት					

	በጣም ብዙ	ብዙ	መጠነኛ	ትንሽ	በጣም ትንሽ
6.2 ትዕዛዞችን ደረጃ በደረጃ መቀበልና መስጠት					
6.3 የቦታ አቅጣጫዎችን መንገርና መቀበል					
6.4 ሀሳብን ከሰዎች ጋር መለዋወጥና አስተያየት መስጠት					
6.5 በሬዲዮ ወይም በቴሌቪዥን ዜና ማዳመጥ					
6.6 'Lecture' ማዳመጥና ማስታወሻ መውሰድ					
7. 'Spoken English' በመማር ምን ያህል መሻሻል ያደረግህ ይመስልሃል።					

	በጣም አስማማለሁ	አስማማለሁ	ለመወሰን ያዳግተኛል	አልሰማማም	ጨርሶ አልሰማማም
8. በፊት ከነበረኝ ችሎታ ብዙ ለውጥ አላመጣሁም የምትል ከሆነ ለዚህ ምክንያት ሊሆን የሚችለው (የማችሉት)					
8.1 በክፍል ውስጥ የሚሰጡት ሥራዎች ፍላጎት ስለማያሳድሩብህ ነው።					
8.2 የክፍል ሥራዎች በጣም ከባድ ስለነበሩ ነው።					
8.3 የክፍል ሥራዎች በጣም ቀላል ስለነበሩ ነው።					
8.4 ጠቅላላ የትምህርቱ ጊዜ አጭር ስለነበር ነው።					
9. በተራ ቁጥር 8 ለተጠየቀው ጥያቄ ተጨማሪ ምክንያት ካለህ ከታች በተሰጠው ባዶ ቦታ ላይ መጻፍ ይቻላል።					

ክፍል ሁለት
የማዳመጥ ክፍልን በተመለከተ

	በጣም አስማማለሁ	አስማማለሁ	ለመወሰን ያዳግተኛል	አልሰማማም	ጨርሶ አልሰማማም
1. በካሴት የተቀረፁ የሰዎችን ግጥም በምታዳምጥበት ጊዜ የንጥሩን ፍሬ ሀሳብ ለመረዳት እንዳትችል ችግር የሚፈጥርብህ (የሚፈጥሩብህ)					

		በጣም እስማማለሁ	እስማማለሁ	ለመወሰን ያዳግተኛል	አልስማማም	ጨርሶ አልስማማም
	1.1 ሰዎቹ የሚነጋገሩበት ፍጥነት					
	1.2 የአነጋገራቸው ስልት (Pronunciation)					
	1.3 ሰዎቹ የሚጠቀሙባቸው ቃላት					
	1.4 ሰዎቹ የሚነጋገሩባቸው ርዕሶች (ሀሳብ)					
2.	በማዳመጥ ወቅት ልትረዳው የማትችሉው ነገር ሲያጋጥምህ የምታደርገው ነገር (ነገሮች)					
	2.1 ካሴቱን ወደኋላ እያጠነጠኑ ደግሞ ደግሞ መስማት					
	2.2 ካሴቱን ሳያቆሙ ማዳመጡን መቀጠል					
	2.3 ካሴቱን አቁሞ መምህሩ እንዲረዳህ መጠየቅ					
3.	በካሴት ውስጥ ለማዳመጥ የምትመርጠው					
	3.1 እንግሊዝኛ ቋንቋ ቋንቋቸው የሆኑትን (native speakers of English)					
	3.2 እንግሊዝኛ ቋንቋ ቋንቋቸው ያልሆኑትን (non-native speakers of English)					

		በጣም እስማማለሁ	እስማማለሁ	ለመወሰን ያዳግተኛል	አልስማማም	ጨርሶ አልስማማም
4.	የሰማኝውን በይበልጥ ለመረዳት የምትችሉው					
	4.1 ጥያቄ መመለስ ሳይኖረብህ ዝም ብለህ ስታዳምጥ ነው።					
	4.2 አዳምጠህ ለሚቀርብልህ ጥያቄ መልስ መስጠት ሲኖርብህ ነው።					
5.	በምታዳምጥበት ወቅት ትኩረት የምትሰጠው					
	5.1 ለመልክቱ ነው።					
	5.2 ለአባባሉ ነው።					

		በጣም አስማማለሁ	አስማማለሁ	ለመወሰን ያዳግተኛል	አልሰማማም	ጨርሶ አልሰማማም
6.	በይበልጥ ማዳመጥ የምትወደው					
	6.1 የድምፅ ብቻ ካሴት (audio - cassette) ነው።					
	6.2 የድምፅ እና የእይታ ካሴት (Video cassette) ነው።					
7.	ጥናት እንደሚያመለክተው አንዳንድ ተማሪዎች የሚያዳምጡትን እያንዳንዱን ነገር ለመረዳት ሳይችሉ ሊቀሩ የፍርሃትና ተስፋ መቀረጥ ስሜት ያድርባቸዋል። አንተስ እንዲህ አይነቱ ሁኔታ ምን ያህል ጊዜ አጋጥሞህል? (በመረጥከው መልስ አጠገብ በተሰጠው ሳጥን ውስጥ ምልክት አኑር) <input type="checkbox"/> ሁልጊዜ <input type="checkbox"/> ብዙ ጊዜ <input type="checkbox"/> አንዳንድ ጊዜ <input type="checkbox"/> በጭራሽ					
8.	በክፍል ውስጥ ይሰጡ የነበሩት የማድመጥ መልመጃዎች በፊት ከነበረህ የማድመጥ ችሎታ ምን ያህል እንድታሻሻል ረድተውሃል? <input type="checkbox"/> በጣም በዙ <input type="checkbox"/> ብዙ <input type="checkbox"/> መጠነኛ <input type="checkbox"/> ትንሽ <input type="checkbox"/> በጣም ትንሽ					

ክፍል ሶስት
የንግግር ትምህርትን በሚመለከት

		በጣም አስምምለሁ	አስማማለሁ	ለመወሰን ያዳግተኛል	አልሰማማም	ጨርሶ አልሰማማም
1.	የንግግር ችሎታን ለማሻሻል የበለጠ ጠቀሜታ አለው (አላቸው) ብለህ የምታስበው					
	1.1 በጥንድ የሚደረገው ውይይት ነው።					
	1.2 በቡድን የሚደረገው ውይይት ነው።					
	1.3 በተማሪዎች ፊት ወጥቶ የሚደረገው ንግግር ነው።					
	1.4 ክፍሉን ሁሉ የሚያጠቃልል ውይይት ነው።					
	1.5 በካሴት የተቀዱ የሰዎችን ንግግር ማዳመጥ ነው።					
2.	ለመናገር የሚቀልህ					
	2.1 በጥንድ በሚደረገው ውይይት ውስጥ ነው።					
	2.2 በቡድን በሚደረገው ውይይት ውስጥ ነው።					
	2.3 በተማሪዎች ፊት ወጥተህ ስትነጋገር ነው።					
	2.4 በአጠቃላይ ክፍል ውስጥ በሚደረገው ውይይት ነው።					

		በጣም አስምምላሁ	አስማማለሁ	ለመወሰን ያዳግተኛል	አልሰማማም	ጨርሶ አልሰማማም
3.	በአንግሊዝኛ ቋንቋ ለመነጋገር በምታደርገው ጥረት በአብዛኛው ችግርህ					
	3.1 የአነጋገር ስልት (Pronunciation) አስማወቅ ነው።					
	3.2 ሰዋሰዋዊ ህግጋት (grammatical rules) አስማወቅ ነው።					
	3.3 የቃላት አጥረት ነው።					
	3.4 የመናገር ድፍረት ማጣት ነው።					
4.	አንድ ተማሪ በአንግሊዝኛ ቋንቋ መነጋገር መጀመር የሚገባው የቋንቋውን ሰዋሰዋዊ ህግጋት (grammatical rules) እና ብዙ ቃላትን ጠንቅቆ ሲያውቅ ነው።					
5.	የንግግር ችሎታን ለማዳበር በይበልጥ ይረዳል (ይረዳሉ) ብለህ የምታምነው					
	5.1 የቋንቋውን ሰዋሰዋዊ ህግጋት (grammatical rules) ማጥናት ነው።					
	5.2 የቃላትን ትርጉም ማጥናት ነው።					
	5.3 በቋንቋው በመነጋገር ልምምድ ማድረግ ነው።					
6.	በክፍል ውስጥ ጥያቄዎችን ለመመለስ፣ ለመጠየቅ ወይም አስተያየቶችን ከመስጠት የምትቆጠቡ					
	6.1 ሀሳብህን ለመግለፅ የሚያስችል የቋንቋ ችሎታ ያንሰኛል ብለህ ስለምታስብ ነው።					
	6.2 ተናገሮ ስህተትን ከመስራት ዝም ማለትን መርጠህ ነው።					
	6.3 በዓይናፋርነት ምክንያት ነው።					
7.	ጥሩ አስተማሪ የሚባለው ሁልጊዜ ተማሪዎች የሚሰሩትን ስህተት አየመዘገበ የሚያርምና ትክክለኛውን አባባል የሚያሳይ ነው።					
8.	በክፍል ውስጥ ስትሰራው ብዙ ፍላጎት የሚሳድርብህ					

		በጣም አስምምላሁ	አስማምላሁ	ለመወሰን ያዳግተኛል	አልሰማምም	ጨርሶ አልሰማምም
	8.1 በካሴት ያዳመጥካቸውን አባባሎች (አገላለጾች) ደግመህ በማለት መለማመድ ነው።					
	8.2 በተወሰነ ጥያቄ ወይም ነጥብ ዙሪያ ሀሳብ በመለዋወጥና አስተያየት በመስጠት በጥንድ ወይም በቡድን ሆኖ መወያየት ነው።					
9.	የአነጋገር ስልትን (pronunciation) የመግር አላማህ					
	9.1 እንግሊዝኛን ልክ እንደ ቋንቋው ተናጋሪዎች ለመናገር እንድትችል ነው።					
	9.2 በቋንቋው ከሰዎች ጋር ስትነጋገር አባባሉን ባለማወቅ ሊደርስ የሚችለውን አለመግባባት ለማስወገድ ነው።					
10.	በክፍል ውስጥ ይሰጡ የነበሩት የንግግር መልመጃዎች በፊት ከነበረህ የንግግር ችሎታ ምን ያህል እንድትሻሻል ረድተውሃል? <input type="checkbox"/> በጣም ብዙ <input type="checkbox"/> ብዙ <input type="checkbox"/> መጠነኛ <input type="checkbox"/> ትንሽ <input type="checkbox"/> በጣም ትንሽ					



1.2 Students' Responses to the Questionnaire

1.2.1 Responses to items in Part 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.1	24	24	55	55	8	8	9	9	4	4	100	100
1.2	54	54	43	43	-	-	2	2	1	1	100	100
1.3	46	46	43	43	5	5	6	6	-	-	100	100
1.4	33	33.7	43	43.9	7	7.1	12	12.2	3	3.1	98	100
1.5	42	42	46	46	6	6	4	4	2	2	100	100
2.1	37	37	31	31	5	5	17	17	10	10	100	100
2.2	18	18	40	40	7	7	28	28	7	7	100	100
2.3	18	18	36	36	6	6	33	33	7	7	100	100
2.4	22	23.1	32	33.7	5	5.3	24	25.3	12	12.6	95	100
3.1	28	28.3	36	36.4	9	9.1	19	19.2	7	7	99	100
3.2	54	56.8	26	27.4	4	4.2	7	7.4	4	4.2	95	100
3.3	10	10	8	8	11	11	39	39	32	32	100	100
3.4	4	4	7	7	13	13	34	34	42	42	100	100
4.1	39	41	32	33.7	5	5.3	17	17.9	2	2.1	95	100
4.2	52	52	43	43	2	2	3	3	-	-	100	100
4.3	47	47	47	47	3	3	1	1	2	2	100	100
4.4	59	59	38	38	1	1	1	1	1	1	100	100
4.5	59	59.6	35	35.4	2	2	3	3	-	-	99	100
4.6	28	28.3	45	45.5	15	15.1	10	10.1	1	1	99	100
4.7	29	29.6	41	41.8	13	13.3	13	13.3	2	2	98	100
4.8	36	38.7	45	48.4	8	8.6	3	3.2	1	1.1	93	100
4.9	24	24.2	29	29.3	17	17.2	16	16.2	13	13.1	99	100
4.10	29	30.5	40	42.1	12	12.6	9	9.5	5	5.3	95	100
5.1	25	25.8	35	36.1	11	11.3	19	19.6	7	7.2	97	100
5.2	49	49.5	43	43.5	3	3	3	3	1	1	99	100
	Very High		High		Fair		Low		Very Low		Total	
6.1	17	17	11	11	34	34	15	15	23	23	100	100
6.2	10	10.1	15	15.2	31	31.3	25	25.2	18	18.2	99	100
6.3	16	16.2	15	15.1	21	21.2	17	17.2	30	30.3	99	100
6.4	19	19.2	14	14.1	26	26.3	16	16.2	24	24.2	99	100
6.5	21	21	16	16	25	25	18	18	20	20	100	100
6.6	20	20	34	34	27	27	9	9	10	10	100	100
7	9	9	21	21	33	33	19	19	18	18	100	100
8.1	3	3	18	18.2	14	14.1	36	36.4	28	28.3	99	100
8.2	5	5	18	18.2	17	17.2	41	41.4	18	18.2	99	100
8.3	2	2	9	9.1	16	16.2	44	44.4	28	28.3	99	100
8.4	30	30	33	33	11	11	12	12.9	14	14	100	100

Responses to item 9

Comments Related to the Students' Views About the Course

	Responses	Frequency
1	The time is short.	20
2	The cassettes are not clear.	8
3	Less time for practice and more time for tests.	1
4	It makes the students worry rather than helping them.	1
5	The method by which the course is given is not helpful.	1
6	More assignments which makes me worry whenever the period comes.	1
7	The lessons are not applicable outside the classroom.	5
8	The activities do not go from simple to difficult.	2
9	Group work does not help students who have difficulties in speaking, better if the time is used for other works.	1
10	Teaching methods should take into account the nature of adult learners.	1
11	Listening to the native speakers makes me hate the course.	1
12	More time is given to listening than to speaking practice while the problem of the students lies in speaking.	1
13	Difference in the level of the background of the students in one class has a negative impact on those students having poor English language background.	3
14	More practice and access to the use of the laboratory and the TV room outside the class hours.	1
15	Writing should also be there with reading passage and choice of answers.	1
16	Practising the use of the language for chairing meeting and for other uses related to our works should be included.	1
17	Correction should be given to our mistakes.	1

**Comments Related to the Students' Beliefs about
Themselves as Language Learners**

	Responses	Frequency
1	Lack of the kind of learning experience as the one in Spoken English class and poor English language background.	7
2	The activities are too difficult and this makes me hate the course.	1
3	What we listen does not match our knowledge level.	1
4	Fear of making mistake.	1
5	I consider myself as having less ability than the others.	1
6	I believe that I can not learn language at this age.	1

Comments Related to the Exams

	Responses	Frequency
1	The questions in the exam are more difficult than the practice questions.	2
2	There is a shortage of time and inaudibility of the tapes during exam.	1
3	Grading system makes me hate the course.	1
4	I learn for grade.	1

1.2.2 Responses to items in Part 2

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.1	58	59.2	29	29.6	4	4.1	5	5.1	2	2	98	100
1.2	55	56.1	32	32.7	4	4.1	5	5.1	2	2	98	100
1.3	30	30	44	44	8	8	13	15	3	3	100	100
1.4	14	14	27	27	14	14	35	35	10	10	100	100
2.1	43	43	25	25	8	8	17	17	7	7	100	100
2.2	7	7.2	20	20.6	11	11.3	38	39.2	21	21.7	97	100
2.3	21	21	34	34	16	16	18	18	11	11	100	100
3.1	23	23	43	43	3	3	21	21	10	10	100	100
3.2	35	35.4	25	25.2	6	6.1	14	14.1	19	19.2	99	100
4.1	10	10.2	13	13.3	11	11.2	39	39.8	25	25.5	98	100
4.2	40	40	48	48	4	4	5	5	3	3	100	100
5.1	42	42.4	45	45.4	5	5.1	5	5.1	2	2	99	100
5.2	21	21	42	42	16	16	12	12	9	9	100	100
6.1	11	11.2	43	43.9	8	8.2	30	30.6	6	6.1	98	100
6.2	72	72	26	26	1	1	-	-	1	1	100	100
	Always		Most of the Time				Sometimes		Never		Total	
	Fr.	%	Fr.	%			Fr.	%	Fr.	%	Fr.	%
7	11	11.3	34	35.1			43	44.3	9	9.3	97	100
	Very Much		Much		Fair		Little		Very Little		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
8	6	6.1	22	22.5	33	33.7	21	21.4	16	16.3	98	100

1.2.3 Responses to items in Part 3

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.1	42	42	46	46	4	4	6	6	2	2	100	100
1.2	40	40	39	39	13	13	5	5	3	3	100	100
1.3	24	24	49	49	8	8	11	11	8	8	100	100
1.4	18	18.7	43	44.8	18	18.7	14	14.6	3	3.2	96	100
1.5	12	12	46	46	11	11	24	24	7	7	100	100
2.1	39	39.4	46	46.5	7	7.1	4	4	3	3	99	100
2.2	28	28	52	52	8	8	8	8	4	4	100	100
2.3	13	13.2	39	39.4	17	17.2	19	19.2	11	11	99	100
2.4	19	19	44	44	19	19	16	16	2	2	100	100
3.1	35	35	37	37	4	4	18	18	6	6	100	100
3.2	31	31	44	44	8	8	14	14	3	3	100	100
3.3	45	45.9	35	35.7	7	7.2	10	10.2	1	1	98	100
3.4	42	42	27	27	4	4	19	19	8	8	100	100
4	16	16.5	19	19.6	7	7.2	32	33	23	23.7	97	100
5.1	25	25	47	47	6	6	17	17	5	5	100	100
5.2	26	26.3	58	58.6	5	5	8	8.1	2	2	99	100
5.3	79	79.8	17	17.2	3	3	-	-	-	-	98	100
6.1	43	43.9	41	41.8	3	3.1	6	6.1	5	5.1	98	100
6.2	22	22	25	25	9	9	31	31	13	13	100	100
6.3	22	22.2	24	24.2	5	5.1	28	28.3	20	20.2	99	100
7	52	53.6	24	24.8	6	6.2	8	8.2	7	7.2	97	100
8.1	21	21	48	48	13	13	11	11	7	7	100	100
8.2	36	36	44	44	12	12	7	7	1	1	100	100
9.1	27	27	29	29	10	10	24	24	10	10	100	100
9.2	46	46	39	39	8	8	5	5	2	2	100	100
	Very Much		Much		Fair		Little		Very Little		Total	
	8	8	23	23	37	37	16	16	16	16	100	100

Appendix 2
Students' Interview and Responses
2.1 Students' Interview Questions

1. Your main concern in learning Spoken English is
 - 1.1 to pass the exam
 - 1.2 to improve your speaking and listening ability
 - 1.3 others

2. Do you think there is a satisfactory improvement in your speaking and listening skills after taking the course?
 - 2.1 Yes
 - 2.2 No

3. Were the activities of any help to you? If yes in what way(s)?
 - 3.1 In improving your speaking and listening ability
 - 3.2 In showing you the way by which you can develop your listening and speaking skills
 - 3.3 Others

4. Which use(s) of the Spoken English are relevant to your need(s)?
 - 4.1 Interactional (the use of the language to maintain social relationship)
 - 4.2 Transactional (the use of the language to convey and receive information and ideas)

5. How do you view the nature of the activities?
 - 5.1 More of testing
 - 5.2 More of practice

6. What is your general opinion of the Spoken English activities?
 - 6.1 They match the students' ability
 - 6.2 They are adequate to improve the speaking and listening ability of the students
 - 6.3 Others

7. What improvements do you think should be made on the activities?

8. What do you suggest to be included in the course?

Students' Interview Questions
Amharic Version

1. 'Spken English' ስትማር የነበረህ ትኩረት
 - 1.1 ፈተና ለማለፍ
 - 1.2 የመናገርና የመስማት ችሎታን ለማሻሻል
 - 1.3 ሌሎች

2. ትምህርቱን ከወሰድክ በኋላ አጥጋቢ ለውጥ አምጥቻለሁ ብለህ ታስባለህ?
 - 2.1 አዎ
 - 2.2 አይ

3. በክፍል ውስጥ ይሰጡ የነበሩት ሥራዎች ረድተውኛል ብለህ ታስባለህ? ከሆነ በምን መንገድ?
 - 3.1 የመናገርና የመስማት ችሎታህን በማሻሻል
 - 3.2 የመናገርና የመስማት ችሎታህን ለማሻሻል የምትችልበትን መንገድ በማሳየት
 - 3.3 ሌሎች

4. የትኛው የእንግሊዝኛ ቋንቋ ጥቅም ነው ከአንተ ጥቅም ጋር በይበልጥ ተዛማጅነት ያለው?
 - 4.1 Interactional (ማህበራዊ ነገ ለሆኑ ጉዳዮች)
 - 4.2 Transactional (መረጃ ወይም ሀሳብ ለመለዋወጥ)

5. የትምህርቱ አሰጣጥና ይዘት በአጠቃላይ ስትመለከተው ወደ የትኛው ያዘነበለ ይመስልህ?
 - 5.1 ተማሪዎችን በመፈተን
 - 5.2 ለተማሪዎች ልምምድ በመስጠት ማስተማር

6. በ'Spoken English' ክፍል ውስጥ ይሰጡ ለነበሩት የክፍል ሥራዎች ያለህ አጠቃላይ አመለካከት ምንድን ነው?
 - 6.1 ይዘታቸውና አሰጣጣቸው የተማሪውን ችሎታ ያገናዘበ ነው
 - 6.2 የተማሪውን የመናገርና የመስማት ችሎታ ለማሻሻል ብቃት አላቸው
 - 6.3 ሌሎች

7. በትምህርቱ አሰጣጥ ወይም ይዘት ላይ ሊደረጉ ይገባቸዋል የምትላቸው የማሻሻያ ሀሳቦች አሉ? ካሉ ምን ምን ናቸው?

8. ሌሎች በትምህርቱ ሊካተቱ ይገባቸዋል የምትላቸው ካሉ ተጨማሪ አስተያየት

2.2 Students' Responses to the Interview

Total Number of Interviewees = 23

Responses to Items 1 - 6

Items	Frequency
1.1	1
1.2	22
1.3	-
2.1	5
2.2	18
3.1	3
3.2	20
4.1	16
4.2	21
5.1	4
5.2	19
6.1	16
6.2	10
6.3	-

Responses to items 7 and 8

	Responses	Frequency
1	The presence of students with different levels of background has a negative effect	6
2	The activities should go from simple to complex	8
3	The duration of the course is short	23
4	The activities are difficult especially the listening	1
5	The participation of the students in group work and other types of activities should be increased	5
6	The use of language for making speech in seminars or other meetings and how to express our ideas with regard to our studies and our works should be added.	8
7	The people in the tape speak with fast speed, the speed should be decreased.	2
8	Feedback should be given to individual students on their performance.	4
9	More practices of speaking and listening should be given.	7

Appendix 3

Instructors' questionnaire and Responses

3.1 Instructors' Questionnaire

Dear Instructor,

In this questionnaire, you are required to give your opinion on the attitude and performance of your students in Spoken English class. This is for the purpose of a research study the objective of which is to examine the attitude and belief of students about learning Spoken English. As the finding of this study can help us to improve the course, your cooperation to give responses which are based on what you objectively viewed in your classroom is very important.

Thank You

I. Show your responses by putting a tick(✓) mark against your choice

1. Your students' attitude towards learning Spoken English is
 - 1.1 Positive
 - 1.2 Negative
 - 1.3 Difficult to say

2. Speaking of the majority of the students how do you see the difficulty level of the activities in relation to the level of the students?
 - 2.1 The activities are above the level of the students
 - 2.2 The activities are below the level of the students
 - 2.3 The activities are suitable to the level of the students (not too difficult or not too easy)

3. Which use of the language do you think is more relevant to the students' needs?
 - 3.1 Transactional (the use of the language to get things done or to convey information and ideas)
 - 3.2 Interactional (the use of the language for establishing and maintaining social contact)

4. How often have you encountered with the expectation of students to learn the language in traditional ways?
 - 4.1 Always
 - 4.2 Most of the time
 - 4.3 Sometimes
 - 4.4 Rarely
 - 4.5 Never

II. Show your responses by putting a tick (✓) mark in one of the five boxes given against each question

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5.	Which of the following affect(s) the intelligibility of your students most in their speech?					
	5.1 Pronunciation					
	5.2 Grammar					
	5.3 Vocabulary					
6.	The activities which appeal to your students most is (are)					
	6.1 Listening to the audiotapes in the laboratory					
	6.2 Watching the video lesson					
	6.3 Group discussion					
	6.4 Pair discussion					
	6.5 Whole class discussion					
	6.6 Individual presentation					
7.	What is your students attitude towards making mistakes?					
	7.2 They expect you to correct each and every mistake they make.					
	7.2 They are shy of making mistakes.					
8.	There is a satisfactory change in the students' speaking and listening abilities after taking the course.					

9. Do you observe any mismatch between the needs of the students and the activities? If yes what?

10. Do you think that the course is successful in bringing the desired result? If not what do you think is (are) the main problem(s)?

11. Other Comments

3.2 Responses to the Questionnaire

Responses to Items 1 - 4

Item	Frequency
1.1	4
1.2	-
1.3	1
	Total 5
2.1	1
2.2	-
2.3	4
	Total 5
3.1	3
3.2	1
	Total 4
4.1	-
4.2	3
4.3	2
4.4	-
4.5	-
	Total 5

Responses to Items 6- 8

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
5.1	1	2	-	2	-	5
5.2	2	3	-	-	-	5
5.3	3	1	1	-	-	5
6.1	1	3	1	-	-	5
6.2	5	-	-	-	-	5
6.3	1	4	-	-	-	5
6.4	1	4	-	-	-	5
6.5	4	1	-	-	-	5
6.6	2	-	-	3	-	5
7.1	2	1	1	1	-	5
7.2	4	1	-	-	-	5
8	-	1	4	-	-	5

Responses to Items 9-11

Responses to Item 9

- Many of the students have poor English language background regarding vocabulary and structure and the materials focus on language use (communication).
- Sometimes students want a detailed discussion of grammatical or language items whereas the activities are meant to encourage students to put to use whatever language they have at their disposal.
- Some of the activities don't take into consideration the students' real needs plus the organization of the course doesn't seem to have a clear and easy to follow pattern. The language learning experience of the students has also interfered constantly in the teaching learning process.
- Almost all the activities seem to be up to the interest of the students though there are some more activities that the students need.
- Difficult to say.

Responses to Item 10

- It is really very difficult to say that the offering of the course has been brought to a successful end, because I don't see students struggling hard to improve their English once the offering of the course is over. Getting As and Bs may not mean anything.
- In terms of learner training (how to learn English), it could fairly be said successful, because the students have at least observed some basic points. But if the desired result is to teach the students "Spoken English" in the strict sense of the term, I am afraid not.


- It is difficult to say yes. One of the reasons could be time and the students do not have access to practise what they learn. Thus, I do not see encouraging results and achievements by the students.
- Students' lack of effort, the materials (tasks) are not coherent enough, some other important skills should be included (e.g vocabulary and grammar).
- Raising the credit to two hours.

Responses to Item 11

- English language courses should be given as foundation courses. Students should take the English lessons before they start the content subjects. This will give the students to practise the skills intensively. Perhaps we should also think of placing the students into different proficiency levels and teach the materials which suit these levels.
- Aiming at enabling the students to use Spoken English in academic and real life situations is being too ambitious. The students don't have much exposure to the language. Their only exposure is only through the formal education system. So it is difficult to achieve better results.
- Much of the course material should be reorganized. Quality of some of the recorded materials have to be thought about seriously. The time should also be considered.
- No comment.
- No comment.

DECLARATION

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

NAME : MEAZA ZEWDIE
SIGNATURE : 
DATE : JUNE 2, 1999