

**THE ENGLISH LANGUAGE TEACHING COMPETENCE
OF PRIMARY SCHOOL FIRST-CYCLE LEVEL
TEACHERS-EMPHASIZING ATTITUDINAL
COMPETENCE**

**BY
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ABSTRACT

Measuring teaching competence has become the central theme of educational policies to safeguard the quality of instruction. Teachers are expected to play their roles in order to satisfy the needs and objectives of their students by providing the best teaching. They need to create positive learning environments. They need to have adequate knowledge in the subject they teach and the necessary skills to communicate the knowledge.

The main purpose of this study is to investigate the English language teaching competence of primary school, first-cycle level teachers. The researcher of this study mainly focuses on the teachers' attitudinal competence. Competence is a wide area of professional necessity. Mainly, there are three components of competence which are essential to be effective in teaching. These are attitudinal competence, knowledge competence, and skill competence. These competences have many sub-components.

Specifically, the study attempts to: discover the attitude of English language teachers toward their students, identify the attitude of English language teachers toward the English subject, describe the teachers' view of effective English language teaching, understand what the teachers think about a competent English language teacher, and describe what the first-cycle level primary school English language teachers look like in their classes. To achieve the main purpose as well as the specific objectives of this research, I use mainly three instruments of data collection. These are questionnaire for teachers and students, interview for teachers, and classroom observation. All the 16 English language teachers in the two government primary schools first-cycle level are participated in the study. A closed-ended questionnaire is prepared for them. This questionnaire consists of five different parts. A sample of 30 students are selected randomly from the two schools of primary first-cycle level to fill a closed-ended questionnaire consisting of ten items. These items focus on the English teachers' competence to teach the target language in general, and how they treat their students, positively or negatively.

To the interview data, seven English teachers are interviewed voluntarily. The purpose of the semi-structured interview is to verify the validity and reliability of the teachers' responses of the questionnaire items. There are also some general questions about their profession, and specific ones about their students English language learning. During the classroom observations, there are six classes observed in the two schools.

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DEFINITIONS OF KEY TERMS

- Attitude:** A predisposition to respond either positively or negatively to persons, situations, or things. Attitudes carry a strong emotional component and therefore can never be neutral.
- Competence:** It can be defined as ability, qualification, skill, or Effectiveness
- Pedagogical knowledge:** It refers to a way of knowing the subject matter that allows it to be taught. This knowledge combines that of the subject matter itself with knowing how students learn the content.
- Practical knowledge:** It is an account of how a teacher knows or understands a classroom situation. It is gained through experience.
- Subject matter knowledge:** It refers to the understanding of concepts, relations, and functions of contents that learners need to learn.

LIST OF ABBREVIATIONS

- AKS** Attitude, Knowledge, and Skills
- DfE** Department for Education
- ESLCE** Ethiopian Secondary School Leaving Certificate Examination
- TEFL** Teaching English as a Foreign Language

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The English language is a foreign language for Ethiopian students. Students learn this foreign language for some reasons. First, they know that it is used as a medium of instruction in high schools, colleges, and universities. Second, it is incorporated in the school curriculum as one subject with specified objectives and organized activities. Third, students learn the English language to pass classroom and national examinations. Fourth, English language is an international language and they think that good ability in the language helps for future career, for example, to get a better job. Students may also have other intrinsic and extrinsic values that initiate them to learn the language.

Teachers are expected to play their roles in order to satisfy the needs and objectives of students. They need to create positive learning environments. All students must feel that they are positively and equally valued and accepted, and that their efforts to learn are recognized. That is why teachers have responsibilities more than imparting knowledge. Teaching includes helping learners to learn by themselves, to develop skills and attitudes, and to express ideas, feelings, opinions and experiences.

The teacher is the powerful person in the classroom to make learning happen as Clark (1995) states. If so, to be effective in teaching, teachers must be competent and ready to devote their time, energy, and knowledge to help children learn the best. They need to have adequate knowledge in the subject they teach and the necessary skills to communicate the knowledge. Thus, classroom learning is determined mainly by the effectiveness of the teacher.

1.2 Statement of the Problem

Children have a basic right to the full development of their mind and of their capacity of learning (Fisher, 1995). It is believed that every child getting the opportunity to schooling has the capacity in learning. At the same time, as Wyse (2002) indicates, children are interested to learn what teachers and adults can teach them. Many researchers notice that the development of children's learning depends on the quality of teaching and learning that teachers as well as learners perform. To this, Altman (1981) in Hailom (1998; 401) says, "Good (i.e., successful) teaching is an activity which facilitates learning, while bad (i.e., unsuccessful) teaching by extension is any activity which fails to facilitate learning (either by failing to effect learning or by affecting it negatively -by obstructing learning)."

The quality of education is thus determined by who the teacher is and what he/she does in the classroom (Clark, 1995). So teachers can have the potential for enhancing the quality of education by bringing life to the curriculum they teach and inspiring students to curiosity of learning as Clark (1995) explains. On the other hand, teachers can degrade the quality of education through error, laziness, cruelty or incompetence as the author states.

Among many teachers of primary classes in Ethiopia, the critical determinants of effective teaching like: knowledge of the subject matter, pedagogical skills, and motivation are actually lacking (Ambaye, 1999). Teachers are even dependent on activities specified in text books. Most of the teachers lack the skill and the will to develop and use their own activities in the classroom, Hailom (1998) states. The poor or ill preparation of the teachers then results in considerable effects in the quality of teaching and learning in general as Ambaye (1999) indicates.

Primary education has been viewed as the most crucial educational level. This is because, it is the base of the formal education, and any problem occurring at this level would reflect at the secondary and tertiary levels as Yalokwu (2002) describes. She latter says that shortage of competent teachers remains one of the main problems facing quality education in primary schools of Ethiopia. It is believed that competent teachers who devote their time to the full development of children's mind solve the many problems that primary education faces. So to enhance students' English language learning and achieve the ultimate goal of teaching in general, primary schools need to have competent teachers.

1.3 Objective of the Study

The main purpose of this study is to investigate the English language teaching competence of first-cycle primary school teachers. Specifically it is to:

- discover the attitude of English language teachers toward their students
- identify the attitude of English language teachers toward the English subject
- describe the teachers' view of effective English language teaching
- understand what the teachers think about competent English language teacher
- describe what the first-cycle primary school teachers look like in the English language teaching

1.4 Significance of the Study

The study of the English language teaching competence of primary school first-cycle level teachers is important for several reasons. First, English language is the key to learning in secondary and tertiary

levels. Students are observed in serious problems to use the English language in all levels. Second, the quality of education has become the central theme of the Ministry of Education in the country. Therefore, measuring the teachers' teaching competence is one of the ways to maintain the quality. Third, the primary school first-cycle level is the base of the formal education. Any problem occurring at this stage would reflect at the secondary and tertiary levels as scholars indicate. Lastly, the study may serve as an initial stage for those who wish to make further study on related topic at any level.

1.5 Scope of the Study

The study is conducted in Addis Ababa, Gullele Sub-City, Kebele 20 and 21, in two government primary schools of first-cycle level: namely Addis Zemen and Diell Betigill primary Schools. The issue of teachers' teaching competence is the quest of country-wide for quality education. This study tries to assess the attitude of the English language teachers toward their learners, subject matter, and the profession in general. It also identifies the understanding of the teachers to the target language.

1.6 Limitations of the Study

This study intends to investigate the English teachers' teaching competence. Because of lack of time and standardized test, the subject matter knowledge of the English teachers who are considered as subjects of the study is not examined. And emphasis given to the teachers' attitudinal competence. However, to compensate the data of the teachers' knowledge competence, it is tried from classroom observations and the students' questionnaire responses. The sample size of the teachers and students taken as subjects of the study is also small to represent a region. Therefore, there is a need for future work using a considerable area of the same purpose.

1.7 Organization of the Study

The study is organized under five chapters. The first chapter deals with the introduction which consists of background of the study, statement of the problem, objectives, significance, scope, and limitations of the study. The second chapter deals with the literature review of the study. It consists of factors that affect quality instruction. Some of the essential components of teaching competence included in this chapter are attitude, knowledge, and skills. The third chapter is about methodology and procedure of the study. It shows subjects of the study and data collection procedure and instruments. Chapter four consists of the data presentation and analysis. There are used percentages, means, standard deviations, and variances in different tables. At last, chapter five gives summary, conclusion, and recommendations of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Teaching Competence

Teaching competence represents, as Brundrett and Silcock (2002; 8) define, "a base-line for teaching effectiveness." It is indicated that competence is the main representing of effective teaching. The authors above explain that a competent teacher is a person who possesses and exercises required skills through continuous effort. Those skills can be determined by theories of education and practical classroom situations.

The word 'competence' is synonymous with the terms of quality, efficiency, and adequacy (online). Its dictionary meanings are ability, power, skill or talent to do something. Teaching competence is, as Brundrett and Silcock (2002) explain, a set of abilities, knowledge and belief in which a teacher possesses and uses specialized skills for effective teaching and learning processes. Therefore, competency is the possession and understanding of skills to do certain kind of work satisfactorily.

Teachers get professional concepts about educational theories of teaching and learning, one from courses they take in colleges and universities; second from actual classroom experiences; and third from trainings and innovations (Ryan and Cooper, 2004). Having these, teachers are expected to learn to be competent so that they can make their profession a base line of skill according to the researchers.

It is already said that effective teaching is based on the teaching competence of the teacher. Again the teaching competence of the teacher is shown by having and exercising specialized skills through

sustained effort. However, the question is to know those skills that measure the effectiveness of the teacher.

Different researchers as well as policy makers put standards to maintain the quality of education. From his research, Clark (1995) finds out that quality of education is most directly influenced by three roles of the teacher: teacher as a person, as curriculum planner, and as instructor. As a person, a teacher is changing and developing experiencing the good and bad things of life as all adults do. In addition, a teacher is a powerful person in the world of children. School children make the greatest amount of daily contact with their teachers as Clark (1995) indicates. Therefore, teachers have significant opportunities to influence the personal development of their students according to the researcher.

As curriculum planner, a teacher is sometimes responsible for creating his or her own curriculum (Clark, 1995). Then the quality of education's content depends most directly on the teacher determining the worthiness of what shall be learned as the researcher describes. Clark (1995) further notes that even when the teacher is not directly responsible for creating the curriculum, the quality of education can be affected by his or her interpretation of it. In planning and decision making teachers may change the curriculum from what was intended by the designers into what is actually experienced in the classroom, the researcher explains.

The third path of influence on the quality of education is through instruction, Clark (1995) states. Here what is primarily concerned is how teachers act in the classroom. During instruction teachers intend to advance students' knowledge. Instruction can be done in different forms such as lecturing, demonstration, discussion-leading, storytelling, practice with feedback, questioning, etc, as Clark (1995)

lists. Some teachers may have a repertoire of various forms of instruction that can be invoked to fit the demand and opportunities of the situation; other teachers may be naturally stick to one form of instruction, but uncomfortable or barely competent with others (clark ,1995).

Clark (1995) summarizes what he discovers in that teachers influence the quality of education both positively and negativity. The influence takes place through three roles: teacher as a person, as curriculum planner, and as instructor. Weakness in any one of the three domains can degrade the quality of education. Strength in three should be the goal of teaching, Clark (1995) recommends.

The other researchers Ryan and Cooper (2004) state that many educators and they themselves believe, elementary and secondary school teachers need to have attitude, knowledge, and skills which are essential to the teaching profession in order to achieve effective instruction. Then, they put the three AKS into five main areas of competence important for a teacher to act in a competent manner:

- 1 Attitude that foster learning and genuine human relationships
- 2 Knowledge of the subject matter to be taught
- 3 Theoretical knowledge about learning and human behavior
- 4 Personal practical knowledge
- 5 Skills of teaching that promote student learning

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2.1.1 Attitudes that foster learning and genuine human relationships

It is mostly believed that if teachers have warmth, empathy, sensitivity, enthusiasm, and humor, they are much likely to be successful. And many people argue that with out these attributes, an individual is unlikely to be a good teacher. Researchers conclude that

effective teachers are fair, democratic, responsive, understanding, kindly, stimulating, etc all positive traits. However, other researchers like Ryan and Cooper (2004) disagree with this conclusion stating that what human interactions would be improved if teachers possessed only positive characteristics.

Attitudes are fundamental dimensions or extensions of an individual's personality to act in a positive or negative way toward people, ideas, events etc (Ryan and Cooper 2004). According to these researchers there are four major categories of attitudes that affect teaching behavior.

2.1.1.1 The Teacher's Attitude toward Self

It is agreeable that teachers need to know and understand their students in order to help them have meaningful experiences and develop their abilities. But before teachers can do this, as Ryan and Cooper (2004) indicate, teachers must know and understand themselves. The two researchers explain this by saying.

Unless teachers recognize their own needs and anxieties, they will be unlikely to understand and empathize with their students' needs or expressions of anxiety. They may not recognize that students' inabilities to learn, inattentiveness, impudence, or irritability may be the result of anxiety. (Ryan and Cooper: 2004; 153)

This is self understanding of the teacher in which what he is doing and why that is done is first recognized by him. Writers like Cullingford (1995) are interested in defining what unsuccessful teachers exactly lack. One fundamental characteristic is a lack of self awareness. According to Cullingford (1995), incompetent teachers do not quite know what they are doing, whether it is right or wrong. A second factor is defensiveness. They can not bear any criticism,

except constructive. These kinds of teachers react as if everyone else is to blame them, especially those who observe them.

There are some essential ways to develop self-understanding presented by Ryan and Cooper (2004). The first one is reading books about teachers. For example, books by sensitive and compassionate people who have made progress in their own struggle to know themselves can be a valuable aid in self-examination.

Another method of achieving self-understanding is participant observation which is the process of observing a class and recording what the teacher hears, sees, and feels. Then by comparing what is seen with one's own teaching it may tell more about oneself than about the people observed. However, according to Cullingford (1995), teachers do not like to be commented on their weaknesses, and they do not like to be observed in their classroom where they are teaching.

2.1.1.2 The Teacher's Attitude toward Children

Researchers agree that children are very enthusiastic to learn all the things that teachers and other adults can teach them. This is one positive thing of children as Fisher (2001) and Wyse (2002) state. The difficulty comes as Wyse (2002) indicates when some children appear to show that they do not want to learn. There may be many reasons for this according to Wyse (2002): the lesson may not be interesting; or they may be tired; moreover, they may not like the subject particularly. Beyond this, Ryan and Cooper (2004) underline that children are sensitive observers of their teacher's behavior, and they often see and become pre occupied with aspects of the teacher's attitude toward them. The teacher may not be aware of this. Hence, it should be considered that a teacher's effectiveness could be reduced by the following feelings or attitudes toward students:

- 1 A strong dislike for particular pupils and obvious fondness for others
- 2 Biases toward or against particular ethnic groups
- 3 A bias toward certain kinds of student's behavior such as docility or inquisitiveness
- 4 Uneasiness in working with children who have disabilities.

(Ryan and Cooper, 2004; 154)

As it is earlier said that self-awareness is the first job to be achieved by teachers, the second job is to understand about children in their classes. When teachers know their students including taking into account race and ethnicity, they try to treat them fairly (Ryan and Cooper, 2004).

Cultivating positive attitudes is one way of approaching students positively. There are many ways that a teacher can show of being positive. Wyse (2002:3) states for example, saying simply: "that's really good, well done, lovely work and positive body language such as smiling." The writer adds that the way to respond to wrong answers is also an important element about being positive. As he said, it needs to remember that children want to learn and so when they answer a question or suggestion it should be seen as positively as well as seriously. That means a teacher should never ridicule a child for a wrong answer.

Furthermore, Wyse (2002) confirms that respecting children is one main factor of showing positive attitude toward them. He said that they should be given the same respect as adults. One way of achieving this is to try to talk to them in a way that how to talk to respected adults, Wyse (2002) states. Another part of showing that a teacher respects children is illustrated by how the teacher talks about them when they are not around. Unfortunately, as the above writer says, primary school staffs talk in inappropriate ways about children.

And Wyse (2002; 5) advises, "Part of your professional awareness is to avoid this."

2.1.1.3 The Teacher's Attitude toward Colleagues and Parents

As Ryan and Cooper (2004) describe, there may be problems with those who represent authority like administrators, supervisors and cooperating teachers because of the teacher's attitude toward them. Teachers may not be able to do their work while dealing with people who out rank them in position or prestige according to the above writers. To solve such a problem the researchers suggest that teachers can work together with those in authority avoiding any predispositions to hostility or any anxiety and considering themselves as valuable in the over all run of education.

Another problem indicated by Ryan and Cooper (2004) is that some teachers strongly drive for recognition from both authority bodies and students by computing with other teachers. Such teachers do this by trying to have the best lesson plans or maintain the closest relationship with administration. As a result of this motive, they isolate themselves from the staff and they need to help others, not for help from others, Ryan and Cooper (2004) express.

A feeling of superiority to other teachers or parents of children is another serious problem of some teachers as the writers notice. Some teachers may feel they are intellectually superior to colleagues, and socially superior to students ' parents.

Some teachers simply have little tolerance for people who differ from them in values, cultural background, or economic status, and as a result, they treat others with disdain and contempt rather than patience and respect.

(Ryan and Cooper: 2004; 158)

By saying so much, the researchers recommend that teachers should be genuine, value others as worthy and show empathy when they deal with other teachers and parents of students. And "the teacher does his best, not in competition with others but in collaboration with them" (Cullingford 1995; 14).

2.1.1.4 The Teacher's Attitude toward the Subject matter

As students are sensitive about the teacher's attitude toward them, they are also very conscious to the teacher's attitude toward the subject matter, researchers state. Ryan and Cooper (2004) notice that one of the most important characteristics of the good teacher is enthusiasm for what he is teaching. If the subject teacher does not like what he teaches, it is unfair to say that students are not active participants and motivated to progress. Ryan and Cooper (2004;158) put this: "The bored teacher conveys boredom to the students and who can blame them for failing to get excited if the teacher, who knows more about the subject than they do, doesn't find it engaging?" This indicates that students are usually criticized for being demotivated yet the teacher does not value his teaching.

The curriculum that they haven't constructed may be one reason for some teachers not to feel enthusiasm to what they teach, the researchers suggest. If so, allowing them to teach what they are enthusiastic about guarantees their enthusiasm, according to Ryan and Cooper (2004). But this doesn't mean to pass the time by playing, they say. That means, particularly in elementary levels, the teacher is to teach a wide range of subjects. But he may not be an enthusiastic teacher in teaching all subjects. And Ryan and Cooper (2004;158) quotes from a student this: "There is nothing worse than sitting in a lesson knowing full well that the teacher is dying to get rid of you

and rush back to the staff room to have a cup of coffee."

2.1.2 Knowledge of the subject matter to be taught

Research on teacher knowledge is one of the newest approaches to research on teaching, Clark (1995) states. The writer points to researchers and insists on saying that the teacher's knowledge of the subject matter is the most important and most neglected in teaching; as he said:

Logic and common sense suggest that one cannot teach well what one does not understand. But how many of us have had the experience of being taught by a teacher or professor who is clearly expert at a discipline, but who is unable to communicate that knowledge to struggling students?

(Clark, 1995; 12)

Three important components contribute to a teacher's knowledge of the subject matter according to Ryan and Cooper (2004). First, teachers need to understand the structure of the subjects they teach well enough to analyze and convey elements and possible uses. Teachers primarily get this knowledge in subject matter courses they take in college.

Second, the teacher must understand the content of the school curriculum that pupils are expected to know. The researchers explain that much of what prospective teachers learn from their study in colleges and universities is not taught to children. This is particularly true for elementary school teachers who teach what is rarely taught in universities, the writers suggest. When they describe this, a mathematics major preparing to teach in elementary school may never have occasions to use differential equations or calculus in the content she or he teaches to elementary age children.

The third type of knowledge shown by effective teachers is pedagogical content knowledge. This knowledge is, as Ryan and cooper (2004:159)

describe, "the knowledge that bridges content knowledge and pedagogy." Pedagogical content knowledge represents the "blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adopted to the diverse interests and abilities of learners, and presented for instruction." Ryan and Cooper 2004; 159). The effective teacher who possesses this knowledge performs the most powerful explanations, illustrations, examples, and demonstrations to teach his subject so that students can understand it effectively, the researchers explain. Teachers learn pedagogical content knowledge from courses of educational methods in colleges and universities.

The three types of knowledge: structure content, curriculum content, and pedagogical content are essential for effective teachers, the researchers believe. Researchers like Clark (1995) conclude that good teachers must not only know how to manage, give feed back, and make practical plans. The good teacher must also be a practical scholar, a student of the academic disciplines, and a fluent explainer. And the good teacher is 'a life long learner' of subject matter and of methods to present his teaching, Clark (1995) concludes.

2.1.3 Theoretical knowledge about learning and human behavior

A theory is a hypothesis designed to bring genralizable facts, concepts, or scientific laws in to systematic connection, Ryan and Cooper (2004) describe. There is on the other hand, they say, a 'theory -in-use' which is something we possess in our mind and apply or use it on the basis of our belief. The researchers exemplify that the teacher may have such a theory -in-use that students should not be dominated by one student when they work in group; or a classroom management theory-in-use that the teacher makes

students busy by providing them activities frequently to manage the class effectively.

According to researchers like Ryan and Cooper (2004), many teachers question the basic value of theory. They view that many beginner teachers are told by their seniors to forget all the theory they take in college. And pre-service teachers also often complain that courses in college are too theoretical. However, the above researchers believe that theoretical knowledge about learning and human behavior equips the teacher with psychological, anthropological, sociological, and other related disciplinary concepts to run the classroom effectively.

Ryan and Cooper (2004) explain that the effective teacher can use theoretical knowledge in two ways: to interpret new or ambiguous situations and to solve problems. They consider an example of how theoretical knowledge can help the teacher interpret classroom events and solve the problems arising from them. There is a concept known as the zone of proximal development in educational psychology which shows a range of tasks that a child cannot yet do alone, the researchers describe. In this level of development, even though the child is not competent to do the task(s) alone, he can accomplish when assisted by a more skilled partner or by the teacher demonstrating or modeling the task(s). In other words, the child is on the way of being able to solve a problem but just needs some help, clues, structure, or encouragement to try, Ryan and Cooper (2004) indicate. This assistance is called scaffolding which allows the student to complete tasks he can't accomplish independently, the researchers state. Good and Brophy (2003) say also scaffolding is a form of support provided by the teacher or another student to help students progress from their current abilities to the intended goal. Therefore, scaffold instruction is

successful when the teacher understands the zone of proximal development from his theoretical knowledge about learning and human behavior.

Ryan and Cooper (2004) examine how the theoretical knowledge about the zone of proximal development assists the teacher in helping a student. They respond that, first, the teacher must determine whether the student is missing some important understanding or making some structural error. That is to decide if the student is in the zone of proximal development where some more assistance would help him, or the teacher needs to reteach some important knowledge.

Second, it is to see what sort of scaffolding would benefit the student. This means to think of what kind of assistance he needs. Then, by having a more skilled student with the assisted one and making them do the tasks aloud, the teacher can easily treat errors of the assisted student. And if solved correctly, the teacher can ask the student to work a similar problem, or the teacher can provide him a model (Ryan and Cooper, 2004).

The researchers finally recommend, "An understanding of the zone of proximal development and its related scaffolding strategies represents the kind of theoretical knowledge that can help you interpret and solve classroom problems" (Ryan and Cooper, 2004:164.) Other researchers like Good and Brophy (2003) inform that in the zone of proximal development the notion of scaffolding is closely associated with the idea of gradual transfer of responsibility for managing learning from the teacher to the student(s):

Early in the process, the teacher assumes most of the responsibility for structuring and managing learning activities and provides students with a great deal of information, explanation, modeling, or other input. As students develop expertise, however, they can begin to assume responsibility for regulating their own learning.....

Good and Brophy, 2003:418).

2.1.4 Personal Practical Knowledge

It is the shortest component of the areas of teaching competence. Personal practical knowledge is the set of understandings of teachers about the real situations of their work. Personal practical knowledge includes the beliefs, insights, and habits that teachers follow to do their works in schools, Ryan and Cooper (2004) mention. The researchers explain that teachers use their personal practical knowledge to solve dilemmas, resolve tensions, and simplify the complexities of their work. As they exemplify, ~~the~~ personal practical knowledge of a teacher can be about assigning students to groups is better than allowing them to choose their own groups; and other beliefs.

Finally researchers notice that since teachers' personal practical knowledge is so interwoven with them individually, it is not able to put it into a 'codified' body of teaching knowledge. However, case studies of teachers provide rich images of how teachers use their personal practical knowledge to make their work sensible and structured, Ryan and Cooper (2004).

2.1.5 Skills of teaching that promote students' learning

The primary teacher needs to understand all the complex skills of teaching and the needs of individuals and groups as well as how they learn, Cullingford (1995) states. The followings are some of the essential skills to effective teaching (Ryan and Cooper, 2004:165):

- 1 The ability to ask different kinds of questions, each requiring different types of thought processes from the student.
- 2 The ability to plan instruction and learning activities
- 3 The ability to diagnose student needs and learning difficulties.
- 4 The ability to vary the learning situation to keep the students involved.
- 5 The ability to recognize when students are paying attention and to use this information to vary behavior and, possibly, the direction of the lesson.
- 6 The ability to use technological equipment, such as computers, to enhance student learning.
- 7 The ability to assess student learning
- 8 The ability to differentiate instruction based on the students' experience, interests, and academic abilities.

Simply knowing such skills does not guarantee the ability to act on them, the researchers agree. They reason out that there is a big difference between 'knowing' and 'doing'. For example, as they explain, teachers may know the importance of holding high expectations for all children, regardless of sex, race, ethnicity, or social class, but then not act on this knowledge. So, it is recommended that all prospective teachers need to develop a repertoire of teaching skills to use when appropriate in varying classroom situations.

2.1.5.1 Classroom Management Skills

I know that classroom management is one area of research in education. But here, I bring the skills of classroom management since they are essential indicators of effective teachers. There is a great concern for beginning teachers about the managing of their classroom and maintaining discipline according Ryan and Cooper (2004). "Will I

be able to manage and control my classes so I can teach effectively?" is a question most beginning teachers ask themselves, Ryan and Cooper (2004:166).

Managerial behavior in the classroom is achieved by developing teacher student rapport, good organizational skills, and effective discipline, petty (2004) lists. Managerial behavior also includes duties like record keeping and managing time, facilities, and resources in the classroom Ryan and Cooper (2004) add.

2.1.5.1.1 Teacher- Student Rapport

Good teacher-student relationships are based on mutual respect; the student respects the teacher for his authority; and the teacher respects each student as an individual (Clark, 1995; Petty, 2004; and Wyse,2002). The research of Clark (1995:14) indicates "teaching is good when a class becomes a community of honest, nurturant and mutually respectful people". Wyse (2002) also suggests that the teacher's positive attitude toward children and the way he values their opinions and responses show his respect.

Petty (2004) states that since rapport takes time to establish, a teacher should not expect students to like him from the first lesson. Even he shouldn't over act for approval. It is not him who needs approval, rather the children (Cullingford, 1995). Of course, his effective teaching pays him latter according to the researchers.

To develop rapport with children, the teacher must first insist that his authority is accepted by the students. Petty (2004; 96) refers a psychologist in the education field, David Hargreaves and says: "Teachers must convey that their authority is legitimate that it exists to maximize learning; and they must show confidence in their ability to enforce their authority."

To feel confident the teacher values greatly or establishes the very beginning rapport and formal authority. The students accept his authority when the teacher applies it with confidence; Petty (2004:97) informs the following in addition:

Stride about the room as if you are absolutely confident of your ability to control the group. Appear to be self-confident, relaxed, and in control- especially when you are not! This is particularly important in your first few lessons or when coping with a difficulty.

Second the relationship shifts from the teacher's formal authority towards his personal authority, Petty (2004) states. After he builds his formal authority in the beginning fairly and effectively, the teacher will show some skills in teaching. The following skills help the teacher in his forming of good personal authority and rapport with the students.

- 1 Showing a genuine interest in each student's work, and using praise-especially in recognizing a student's individual contributions or attempts to learn, regardless of their previous attainment or innate ability
- 2 Having a clear set of rules and applying them fairly and consistently, without bearing grudges from one class to the next
- 3 Using the students' names
- 4 Showing ordinary polite respect for students by saying 'please' and 'thank you'.
- 5 Having a professional approach to your teaching and its organization, e.g well-planned and organized lessons, good time-keeping, tidy appearance, etc.
- 6 Being patient
- 7 Choosing teaching methods which allow students to make personal contributions and reacting positively to these
- 8 Showing an interest in students' attitudes, feelings and needs

- 9 Showing an interest in students as individuals, e.g smiling, using eye contact and speaking to them one to one.
- 10 Recognizing each student's individuality, e.g their personality traits, interests, style of dress, etc.
- 11 Developing a relaxed and confident style that is not too formal, using humor where appropriate; relaxed humor conveys confidence

(Petty, 2004:99)

To conclude what the researchers say, they agree that managing a classroom is accomplished effectively when the teacher first establishes a rapport with his class.

2.1.5.1.2 Organization in the Classroom

The most important aspect of organization is the management of time since it is very easy for children to spend their time waiting, noticed by Cullingford (1995). As he said, they may wait for signals from the teacher, they may wait for someone to reply to a question, or they may wait to begin work, or for the bell. All these can be minimized by avoiding tasks that are impossible, and tasks so easy that pupils learn nothing, the researcher suggests. Cockburn (2001) also comments that the teacher will have fewer management problems if he sets interesting and worth doing tasks for the children.

Under the management of time there is what researchers call 'academic engaged time' in which students spend their time being successfully engaged with academically relevant activities or materials. Academic engaged time indicates that a primary goal of elementary teachers should be to keep students on task, Ryan and Cooper (2004). And when pupils begin a task, this is the very time to leave them alone, Cockburn (2001) describes.

Academic engaged time also known as academic learning time , and it is obvious that classes that are poorly managed usually have little academic learning time, according to the researchers Ryan and Copper (2004). Cullingford (1995) also advises that the teacher needs to give children clear signals, when they should stop what they are doing and listen, and when they should be carrying on with their work.

Researchers on classroom management in the elementary school grades explain which skills can help teachers improve their classroom management and keep their pupils on task. Effective teachers in classroom management keep students involved in academic tasks, minimize the frequency with which students became disruptive, and resolve minor disruptions (Cockburn, 2001; Good and Brophy, 2003; Petty, 2004).

The above researchers identify the first concept of classroom management skills termed as 'withitness'. This means that successful classroom managers know what is going on in the class. "Teachers who regularly scan the room can respond to problems effectively and nip most of them in the bud" (Good and Brophy, 2003: 153). This is strengthened by Petty (2004) in that to show his presence, the teacher should walk close to students occasionally, and scan all the faces in the room with eye contact from time to time.

The second important point to the management of classroom is setting appropriate tasks. The teacher needs to avoid tasks which are too difficult or too simple, Cockburn (2001). The students work should be interesting, involving varied activities so that they will be motivated to continue their exercise. In line to this Peety (2004:110) says the following:

Satan finds work for idle hands to do. Is the work too easy or too difficult? Is it clearly defined? Has the task been going on so long that students are bored? Do the students finish very quickly? You must do your best to make sure every student has something to do all the time, and you are available to give help where necessary.

It is obvious in general that the time students spend on academically relevant tasks is the most basic principle in the research of teaching effectiveness (Graves et al., 1999).

2.1.5.1.3 Effective Discipline

Maintaining effective discipline in the classroom is one quality of a competent teacher. There are some important points under effective discipline. These are ignoring minor misbehavior, giving instruction not by shouting or anger, and stopping sustained minor misbehavior (Good and Brophy, 2003; Petty, 2004). Trying to control every minor problem may be more disruptive than the problem itself as the researchers notice. So they advise that it is better to ignore the problem and delay to take a measure.

When minor misbehavior is repeated or intensified, the teacher must take action to stop it (Good and Brophy, 2003). If inappropriate behavior begins and continues, it must be stopped immediately for three reasons, Petty, 2004 describes; one to stop the behavior spreading to other students, second to prevent the student gaining from the misbehavior, and third it is easier to stop behavior which is not started.

There are some important techniques that help teachers to eliminate minor problems without disrupting the flow of classroom activity (Good and Brophy, 2003; Petty, 2004). These are eye contact and gesture, physical proximity with or without touching, and asking for response. With simple eye contact teachers can communicate with

the misbehaved student. Eye contact also implies that the teacher is 'with-it' which means he knows what is going on in the classroom (Good & Brophy, 2003).

Touching can be used when students are in small groups or when they carry out their tasks individually. It helps to gain attention of the misbehavior. This is done with physical proximity when the teacher moves around the room, closer to the offending student(s). The teacher's presence around them makes the students focus on their work. Calling for response is also one method of capturing students attention toward the lesson (Cockburn, 2001; Good & Brophy, 2003; Petty, 2004).

To conclude this section of the literature, it is recommended that a major task of teachers is to learn how to manage their classes so that pupils are productively engaged. As researchers notice, classroom management requires a thorough understanding of theoretical knowledge and research findings, as well as practical experience. Teachers primarily get this knowledge or theory from educational, social, and humanistic psychology (Ryan and Cooper, 2004).

2.1. 5.2 Questioning Skills

Researchers discover that teachers ask a lot of questions. For example, Fisher (1995) cites from a research that a group of teachers asked on average more than three hundred questions a day. However, they often fail to ask questions that require students to process and analyze information (Ryan & Cooper, 2004).

A good question is defined as it is supposed to offer intellectual challenge, to encourage students to think (Fisher, 1995). According to him, this is the theory that is not seen in practice, because many of the questions teachers ask inhibit intellectual activity. Good questions

provide both challenge and interest to the students (Good & Brophy, 2003). Teachers need to ask clear, purposeful, brief, and thought provoking questions (Cockburn, 2001).

Questions of most teachers are also criticized in that they invite the same volunteers and exclude the shy, uninvolved or lazy pupils (Muijs & Reynolds, 2001). This indicates when teachers ask questions, they should see each individual equally. It is advised by Cockburn (2001) to create a climate of inquiry for all pupils by asking thought provoking questions. Teachers can inform students that more than one answer is wanted. This enables students to think and participate actively. But first the questions asked must be challenging and productive (Fisher, 1995).

Good questioning skill requires providing students with sufficient time to think and respond to questions (Ryan & Cooper, 2004). From a research, Good & Brophy (2003) notice that longer wait times lead to more active participation by a large percentage of the students and an increase in the quality of their responses. According to the research of Rowe (1974 a,b) mentioned in Good & Brophy (2003;383) teachers who extended their wait times to three to five seconds, the following changes seen

- 1 An increase in the average length of student responses
- 2 An increase in unsolicited but appropriate student responses
- 3 A decrease in failures to respond
- 4 An increase in speculative responses
- 5 An increase in student- to-student comparisons of data
- 6 An increase in student initiated questions.

Therefore, the time the teacher waits before initiating another question or turning to another student is as important as the question itself to actively engage the learner in the learning process (Borich, 1988). According to Borich (1988), a wait-time of at least

three seconds should be observed before asking another question, or repeating the previous question, or calling on another student.

To sum up what is discussed under questioning skills Ryan and Cooper (2004, 172) have identified some techniques in addition to wait-time as signs of effective questioning strategies. These are:

- 1 Phrasing questions clearly. Avoiding vague questions
- 2 Asking questions that are purposeful in achieving the lesson's intent
- 3 Asking brief questions, because long ones are often unclear
- 4 Asking questions that are thought provoking Encouraging students to respond in some way to each questions asked.
- 5 Distributing questions to a range of students, and balance response from volunteering and non volunteering students
- 6 To stimulate thinking, probing students' responses or demanding support for their answers
- 7 Providing students with feedback about their responses, both to motivate them and to let them know how they are doing.

2.1.5.3 Planning Skill

Another skill shown by effective teachers is the skill in planning (Ryan & Cooper, 2004). Good lesson planning is characterized by clear statements of what pupils are supposed to learn in the classroom (Cockburn, 2001). He adds that clear purposes in terms of learning outcomes are essential for good teaching. This is strengthened by Ryan & Cooper, (2004) in that the plans teachers make for lessons influence the opportunity students have to learn. This is because plans determine the content students experience in the class and the focus of the teaching process (Ryan & Cooper, 2004).

What is important in planning is that plans provide a starting point to do work (Fisher, 1995). He continues to say that a clear beginning or

focus shows where and how to start and what to do, and what steps or actions to take. In other words, Cockburn (2001:136) states that systematic planning in any curriculum model involves these components: why? what?How? and Have I?

The 'why' questions about purposes in which the teacher is asking himself why he is doing this or that. The teacher needs to have answers as objectives, goals or aims of teaching the lesson or material. The 'what' is about content, what the teacher is planning to teach the pupils. The 'How' concerns about methods in which how the teacher is going to teach the pupils in order to achieve the objectives of learning. The last one according to Cockburn (2001) is the 'Have I' which means evaluating whether the pupils have learnt what was intended.

Petty (2004; 391) explains that in teaching the planning procedure falls into four patterns:

- 1 Deciding on aims and objectives
- 2 Planning the lesson (how best the learning achieved)
- 3 Carrying out the plan (teaching the lesson)
- 4 Evaluating the action

As a final point, I have tried to see three skill areas under the final component of teaching competence. These are classroom management skills, questioning skills, and planning skills. Researchers have identified these skills as competencies shown by effective teachers. Therefore, as Ryan & Cooper (2004) notice, developing classroom management, questioning, and planning skills should be an important concern for those preparing to teach and be competent in the profession.

2.2 Reading and Writing in Elementary Classes

Children show interest in reading and writing when they are in the informal settings of home and community, before they start formal

instruction (Finn, 1990). They learn many things about reading and writing before coming to school (Cunningham et al., 1995). By looking at people reading and writing different things, children realize that print gives information, knowledge, and pleasure, Barr and Johnson (1997) describe.

Therefore, as Ruddell (2001) and other writers express, most children enter school with rich picture and print experiences from their environment such as from television, movies, magazines, newspapers, street signs, and so forth. Children make major changes in reading and writing when they are in the primary grades. They develop their knowledge of print which represents idea and meaning; they realize that each word is made up of letters that represent sounds; and more they broaden their knowledge and form reading and writing strategies by actively engaging in such literacy activities (Barr & Johanson, 1997; Ruddell, 2001).

2.2.1 Reading

Reading is not a task that once mastered by pupils (Cullingford, 1995). According to him, it is an activity that needs continuous development and practice. The development of reading by children is explored in the following areas as Barr and Johnson (1997), and Cunningham et al. (1995) describe.

2.2.1.1. Knowledge of Print

Print is what children read and write (Cunningham et al., 1995). The writers list that print includes letters, words, punctuation, sentences, and space between words and paragraphs. Children are aware of some concepts about print in the "emergent literacy" especially if they come from rich literacy backgrounds (Barr & Johnson, 1997). Emergent literacy is the stage of development during which children make their own attempts in reading and writing, Cunningham et al., (1995) explain.

Barr and Johnson (1997) express the value of emergent literacy for the development of children's print identification and understanding. The writers describe that emergent literacy is the period of children's pre -school years, in which they see street signs, advertisements, T-shirt slogans, printed directions and so on. Children encounter printed words inside and outside their home and see people read and write. Through these experiences, they learn that print has meaning and function (Barr & Johnson, 1997).

In general the knowledge of print develops when children are in an environment that is filled with opportunities to read, write, speak, and listen to language (Graves et al., 1999). Thus the teacher needs to create such an environment- 'a language rich environment' in his classroom, Graves et al. (1999: 55). A language rich environment classroom is one that is permeated with things to read, write, listen to, and talk about (Cunningham et al., 1995). So, classroom walls should be covered with posters, pictures, signs, labels, and student work as the above writers express.

2.2.1.2 Phonemic Awareness

Phoneme awareness is the conscious awareness of sounds within words (Barr & Johnson, 1997). It is the ability to hear, identify, and manipulate the individual sounds phonemes in spoken words (online). Knowing how words are pronounced implies the ability to detect the value of particular sounds (Cullingford, 1995). Even though some children develop phoneme awareness prior to reading printed materials, it is believed that the teaching that develops phoneme awareness in the context of reading and writing activities is more effective (Cunningham et al., 1995).

Children learn to identify phonemes in words, for example, by saying words in lengthy. This enables them to hear the sounds at the beginning ending, and middle of words (Barr & Johnson, 1997). Another way of learning to hear and identify phonemes in words is through word families, the researchers describe. This is by hearing and seeing rhyming words, children become aware of how the beginning consonants change while the word endings stay the same (Barr & Johnson, 1997), for example, 'cat', 'bat', 'rat' P.81.

2.2.1.3 Prior Knowledge and Vocabulary

Prior knowledge enables children to construct the meaning of text (Cunningham et al., 1995). The writers notice that in addition to activating prior knowledge before reading and writing, children need to understand and use massive vocabulary. Children can not make meaning of what they are reading without knowing what most of the words mean (on line).

Prior knowledge and vocabulary are considered as inseparable areas of children's literacy development, according to the writers. But prior knowledge is not limited to vocabulary knowledge; it includes experiences and contexts (Barr & Johnson, 1997). Successful teachers and students know that learning occurs best when prior knowledge is activated (Cunningham et al., 1995). These writers advise that it is necessary to give attention to prior knowledge and vocabulary when preparing to read and write. Teachers need to ask their pupils to call up what they know about a topic before actually engaged in reading. There are some ways of activating prior knowledge listed by Cunningham et al., (1995; 94):

- 1 Brainstorming (associating concepts or producing connected ideas)
- 2 Graphic representations
- 3 Asking and answering questions before reading
- 4 Predicting, and
- 5 Discussing

2.2.1.4 Reading Comprehension

Reading comprehension is the result of word identification, prior knowledge, comprehension strategies and interest in reading (Cunningham et al., 1995). Children need to identify or be aware of words to derive meaning from print as the above writers indicate. Recognizing printed words is an important achievement of children in reading (Barr & Johnson, 1997). The researchers explain that word awareness requires being able to segment sentences into spoken words that relate to printed words. So, when children recognize words in reading, they will develop awareness that printed words are those used in spoken.

Effective readers use the context of sentences in conjunction with their background knowledge to identify words in reading (Graves et al., 1999). 'Shared reading' can be also an effective way to help children develop word awareness and form a concept of word (Barr & Johnson, 1997). Shared reading is an approach in which the teacher and the children read a book together (Cunningham et al., 1995). In the beginning, the teacher reads several times aloud. As the children become more familiar with the words, they join and share the reading, Cunningham et al. (1995) explain.

It is earlier mentioned that prior knowledge and vocabulary are important factors for the development of children's reading and writing program. Here is also noted that prior knowledge is crucial for reading comprehension. Students require a great deal of information before they can understand what is presented in print (Cunningham et al., 1995). Having knowledge of the world is essential for comprehension, but it is useless if it is not connected to the text being read (Barr & Johnson, 1997). It is necessary to activate relevant information about the reading. Readers need to know first something

about what they are going to read (Graves et al., 1999).

Comprehension strategies are other essential techniques for reading understanding. As defined by Pearson et al. (1992) in Graves et al. (1999:165), reading comprehension strategies are "conscious and flexible plans that readers apply and adopt to a variety of texts and tasks." Graves et al. (1999) explain that 'conscious' means students engage comprehension strategies deliberately to extract meaning from what they are reading. And flexibility and adaptability, according to the writers, are characteristics of comprehension strategies which indicate using them in ways only when appropriate for particular situations.

There are some key comprehension strategies mentioned by Barr and Johnson (1997: 11), Cunningham et al. (1995: 163) and Graves et al. (1999: 167). These include:

- 1 Calling up relevant back ground knowledge
- 2 Asking and answering questions before reading
- 3 Determining what is important (e.g key vocabularies)
- 4 Predicting what the passage will contain
- 5 Summarizing what is important
- 6 Making inferences using existing knowledge along with information in the text.
- 7 Dealing with graphic information

The researchers notice that most children become better readers by developing these strategies which require active involvement in reading. Many good readers develop such reading strategies with out instructional support, but most others need specific instruction and guidance (Barr & Johnson, 1997).

2.2.2. Writing

Children develop writing in a similar process with reading (Barr & Johnson, 1997). According to Cullingford (1995) also, children start writing and reading at the same time. They do not learn to read and then, wait to write; the two go together (Cullingford, 1995).

As children attempt to read, they develop to be aware of phonemes and words; as they write, they wonder how to spell words (Cunningham et al., 1995). Generally when children attempt to write and read, they explore the nature of print (Barr & Johnson, 1997).

Children often begin to learn to write by trying out pictures and scribes (Graves et al., 1999). The drawings that children form are symbolic in which the children know exactly what they mean and can interpret them to other persons (Cullingford, 1995). Thus, children can 'write' even if they do not yet know the letters of the alphabet, and then they read back what they have written (Graves et al., 1999). They will find easiest if they are given the opportunity to read back their writing immediately, Graves et al., (1999) describe.

There are many reasons why young children are reluctant to write as Bearne (1998:16) lists:

- 1 they may lack the confidence to put themselves on the task given
- 2 they may think that they can not make the correct letter shapes or words
- 3 they may find the physical effort too great
- 4 they may be unsure what to write
- 5 they may find the classroom environment inhabiting
- 6 they may not have developed the link between speech and writing

So teachers must help reluctant children become independent and confident writers. Cullingford (1995) has mentioned four principles of writing that need to be understood by teachers to make children love the work of writing. These are:

2.2.2.1 Ownership

This is the sense of personal responsibility and individual pride as the researcher expresses. When an individual accomplishes a kind of writing work by expressing his own idea or others information, he feels some sense of achievement. For example, one of the first attempts of children in writing is their own name (Cullingford, 1995).



The writing of their name shows a true sense of ownership and achievement, the writer describes. Therefore, every activity that teachers provide should create a sense of ownership. When the work of writing comprises this idea, children will not do it simply to respond to someone else's request rather they will personally engaged in the work and strive harder to achieve some kind of success (Cullingford, 1995).

Children can develop a sense of responsibility and pride in their writing by doing tasks that require, for example:

- 1 to give information to a friend how to find a place or something
- 2 to confirm a relationship with a person
- 3 to thank a person for what has been done
- 4 to express one's own thought about something

(Bearne,1998:21)

Therefore, it is important to allow pupils and is worth producing in order to give them the sense of ownership. Barr & Johnson, (1997) also notice that children can choose their own topics to develop ownership and commitment in their writing work.

2.2.2.2. Self Exploration

It is the ability to find the right word to communicate what one wants to say (Cullingford, 1995). It is the self-discovery that shows how children are capable of reflecting their ideas by writing. This can be developed by providing opportunities for experimenting with writing, Bearne (1998) states. First, children need to feel that their attempts will be accepted so that they continue their writing work interestingly (Bearne, 1998). It is very important to accept a variety of writings that children do-"from scribbling to one letter representations to invented spelling to copied words" (Cunningham et al., 1995:50).

Second, children also need to have a wide range of opportunities in which to use and develop their skills (Bearne, 1998). If teachers want their students to explore and develop as writers, they must provide them with opportunities that allow students to express their ideas in a variety of different forms of writing (Barr & Johnson, 1997). Children can be so given the freedom to choose the content of their writing, the form their writing and the materials they will write with and on (Cullingford, 1995). Thus, they can explore and reflect their ideas independently and with confidence.

2.2.2.3 Self Correcting

When pupils start to see that they can write more than one draft and that their first draft does not have to be perfect, they begin to understand two things, according to Cullingford (1995). First, they understand the value of writing, that it needs to be written more than once. Second, they realize that even if the final product is not perfect, they can improve it by thinking again. This happens when students get the chance and time to see their writing more than once. This increases their writing development automatically (Cunningham et al., 1995).

Self-correcting can be constructed from drafting and re-drafting one's work (Barr & Johanon, 1997). According to these writers, the students natural writing will be hindered when punctuation, spelling, and mechanics are considered during the drafting and early stages of writing. All these can be corrected by the students themselves in the re-drafting or final writing. Re-drafting allows the pupils to look at their own work, analyze it and discover its qualities (Cullingford,1995). As he states, there is no fear of making mistakes, for these can be corrected by the pupils themselves.

2.2.2.4 The Audience

Writing is always carried out for an audience, even if the audience is one self, Cullingford (1995) describes. Since it is a form of communication, writing needs to be shared (Barr and Johnson, 1997). When children get audience for their writing, they feel that their work is accepted. Children are motivated to write when they realize they are writing for an audience, that they are producing something other people will want to read (on line). Audiences must respond as readers and listeners, not as teachers or critics, to help children develop as writers (Cunningham et al., 1995). That is they must respond to the ideas of what is written, not its form and positively, rather than negatively.

Writing for an audience is writing with a purpose (Cullingford, 1995). When children learn that they are writing for an audience, they understand their writing has purpose. A sense of an audience also allows children to discover that what they produce can be improved (Cullingford, 1995). According to the writer, having an audience creates the awareness of success in writing which needs to communicate in the best way. That means, what is produced can be appreciated by audiences when it is most communicable.

Generally writers believe that writing is not done for nothing. It needs to have readers. Writing is used to communicate ideas, feelings and opinions. As a result sharing can be the easiest and the most simple way for young writers to be heard as Barr and Johnson (1997) indicate. And the main motivation for learning to write is to communicate with others, hence children must have a supportive audience who reads or listens to what is produced positively (Cunningham et al., 1995).

2.3 Listening and Oral Language in Elementary Classes

Children must develop skills in both listening and speaking in order to be effective participants in classroom interactions (Brumifit et al., 1991). Through listening and speaking, learners learn about themselves and others. They develop the skills of exchanging ideas and experiences, getting information, and responding feelings and opinions. Learning to express their thoughts, ideas and feelings, and being able to respond to the communication of others, enable students to participate successfully in real world situations also (on line). Hence, learners need to be given opportunities to develop, practice and integrate both sets of skills (Cullingford, 1995).

2.3.1 Listening

Listening in a foreign language is a difficult work, according to Brumfit et al. (1991). There are some general observations suggested by Mc Donough and Shaw (1993) why listeners in the target language are not fully competent. Firstly, students have a tendency to focus on features of sound in which they attempt at phonological decoding rather than attend to the wider message. A second point is that previous knowledge or context may be ignored. Learners at lower levels cannot be expected to mentally organize what they hear without considerable support as Mc Donough and Shaw (1993) indicate. The support is to establish a frame work for listening so that learners approach the listening practice with points of reference as the writers state.

Thirdly, mishearings of listening errors caused by using an inappropriate frame of reference make students confused. For example, from the native context, a student thinking of a sadly familiar problem in his country heard "plastic bullets" for "postal

ballots" which is about electoral procedure (Mc Donough & Shaw, 1993:138). Fourthly, a student may be reluctant to use extra listening skills like taking risks by guessing, or anticipating, and establishing a frame work for understanding with out worrying about details.

Teachers can make easier the children's task of listening English by preparing their students for listening. According to Brumfit et al., (1991), to prepare pupils for the kinds of listening in the classroom, teachers do the following:

- 1 They make explicit the reasons for listening to something. If children know what they will be expected to do while or after listening, they can focus on the most important part of the message or simply listen for gist.
- 2 They equip their pupils with specific strategies for different listening purposes, such as listening to follow instructions or descriptions, to fill a chart or produce a certain work, and find a general idea, etc.
- 3 They build up their pupils' confidence by emphasizing that children are not expected to understand or remember every word of a spoken message.
- 4 They encourage pupils to exercise 'intelligent guess' using background knowledge or context clues. (Brumfit et al.,1991:159)

Byrne (1986) finds some basic reasons why learners face considerable difficulties in listening the foreign language. In the first place, they have very limited experience of the spoken language. In lower levels, children may still be mastering basic phonological and grammatical patterns as well as vocabulary, all of which the native speaker understands so effortlessly. Secondly, unless they are engaged in conversation either with their teacher or with fellow students in the

classroom, they do not interact outside the classroom by using the target language. Finally, listening situations in the classroom lack contextual clues so that learners are hindered to predict something about the topic, setting, and participants.

To minimize those problems mentioned above, different writers suggest what they consider important goals for the listening comprehension. Learners should be exposed to a wide variety of the spoken language, for instance, conventional, narrative, informative texts, hence, they can develop their listening experience of the target language (Byrne, 1986).

Giving the learners opportunities to interact while listening is another point to help students develop conversational skills (Cullingford, 1995). Most often, children are required to listen to their teachers for longer times of a lesson, according to Cullingford, 1995. But during interaction, the listener can have also a chance to participate as a speaker, for example, in a conversation, or discussion type activities and games (Byrne, 1986).

Providing learners various listening activities that require them to listen flexibly, for example, for specific information, for the main idea, or to react to instructions helps students to face the different forms of listening (Brumfit et.al., 1991). So, teachers need to develop awareness of the skills such as listening for gist, listening for specific information, predicting, inferring opinion or attitude, and recognizing discourse markers. Then, learners will be able to use specific strategies for different activities that demand them (Brumfit et al., 1991).

2.3.2 Oral Language

One of the basic problems in foreign language teaching is to prepare learners to be able to use the language (Bygate, 1987). Oral language is the greatest use of language and is the basis of communication (Cullingford, 1995). According to him, there is plenty of oral language used in the classroom though much of that 'talking' is done by the teacher, rather than by the students. There are some points mentioned to make children develop oral language in the classroom. First of all, the teacher needs to avoid the faulty assumption of authoritarian knowledge giver; instead he should see himself as friendly and interested facilitator of student learning (on line).

Secondly, the teacher can encourage students to bring their ideas and background knowledge into class. To achieve this, the teacher must be a good and responsive listener to children's talk (on line). Thirdly, providing opportunities for discussion, speaking, and expression of ideas, experiences and opinions also help children to develop oral language and more to speak and explore their own thinking (online). Lastly, Cullingford (1995) says, giving children a task that each of them can perform easily is the simplest way to encourage the children to talk. This develops children's confidence, as the writer indicates.

Oral language development in the classroom doesn't mean teaching children to speak, because speech involves thinking, knowledge, and skills. Of course, it improves their ability to talk or communicate with other people more effectively (on line). Children's oral language development in the target language requires providing with the skills and opportunities to communicate their ideas and experiences (Bearne 1998).

There are some ways of engaging children in rich language experiences so that they can develop oral language as listed by Bearne (1998).

A. Drama

Drama offers opportunities to develop both speaking and listening skills. It is to engage children in an imaginative play using appropriate structures, styles, and vocabularies. This allows involving the two skills as if the children as someone else, a mother or father, a shop keeper or a doctor.

B. Pictures

Pictures are one of the richest sources of discussion. Children can throw their feelings or opinions by looking at pictures. The more clearly visible, striking and colorful the better it attracts children's attention. On the whole, professionally drawn pictures or photographs can be used or those in the text book, or pictures cut from magazines and news papers can provoke children to talk.

C. Stories

Telling a story in the foreign language is one of the most useful sources of input for young learners. Fortunately, young children love to be told stories. The best effective combination in developing children's oral communication is pictures and stories together (Bearne,1998).

Moreover, to develop effective oral communication and listening, pupils should be taught to:

- 1 Use the vocabulary and basic grammar of English
 - 2 Clarify and express their ideas
 - 3 Adapt their speech to a widening range of circumstances and demands
 - 4 Listen, understand and respond appropriately to others.
- (DfE 1995:2 in Bearne, 1998:41)

CHAPTER THREE: METHODOLOGY AND PROCEDURE OF THE STUDY

3.1 Methodology of the Study

The purpose of this study is to investigate the teachers' teaching competence of the English language in two elementary government schools of first-cycle level. The researcher accomplishes the main purpose of the study by using descriptive method which comprises both qualitative and quantitative analysis.

3.1.1 Subjects of the Study

The subjects of the study are the English language teachers and students from two elementary government schools in Addis Ababa, Gullele sub-city, Kebele 20 and 21. These schools are: Diell Betigill and Addis Zemen primary schools respectively. The two schools are selected to the study because they are near to the researcher's residence so that it would be easy to go to the schools frequently and on time to get the required data. All the 16 English language teachers are included in the study from the two schools. Concerning the students, a sample of 30 is selected from both schools to fill a structured questionnaire. The students are selected randomly.

3.1.2 Data Collection Instruments

There are three research instruments employed to obtain information from the subjects of the study. These are: questionnaire, interview, and classroom observation.

3.1.2.1 Questionnaire

Closed -ended questionnaires are used for teachers and students to elicit the necessary data. The teachers' questionnaire consists of five parts. The first part is about their demographic information; the second part contains 8 items to be answered with the five Likert Scale: very much agree, agree, undecided, disagree, and totally disagree. These 8 items of the Likert Scale are designed to know the respondent teachers' about a good English teacher. The third part of the teachers' questionnaire again consists of 8 items of 'yes'/'no' questions. These questions elicit information from the respondent teachers about their own English lessons.

In the fourth group of the questionnaire items, the teachers are asked to give their responses in four scale forms: Always (A), Usually (U), Sometimes (S), and Never (N). These items ask the respondents how often they do those activities (Please see Appendix I). The last part of the teachers' questionnaire is also answered in rating scale (1st, 2nd, 3rd, 4th, and 5th). Here, there are five competence components. And the teachers are asked to rate these components according to their importance they think 1st, 2nd, 3rd, 4th and 5th.

In the students' questionnaire there are 10 items in the form of five Likert scales: Excellent (5), Very good (4), Good (3), Poor (2), and Very Poor (1). The items are translated into Amharic language for clear understanding when distributed. They focus on the English teachers' competence to teach the target language in general and treat the students positively or negatively. (Please see Appendix II).

3.1.2.2 Interview

There are seven English teachers interviewed from both schools: three teachers from Diell Betgill primary school, and four teachers from Addis Zemen Primary School. These teachers are selected voluntarily. The purpose of this semi-structured interview is to verify the validity and reliability of the teachers' responses to the questionnaire items. The interview is conducted in Amharic language in fear of misunderstanding and to obtain deep and rich data.

3.1.2.3 Classroom Observation

There are six classes observed in the research study while the teachers teach the English language. The observations are carried out from 6/08-8/08/2000 E.C. The classes are Grade 3A, 4C, 4E, 3B, 3A, and 2A respectively. During the classroom observations, with an assistant there are two differently categorized data collected. These are qualitative and quantitative data. The quantitative data are in the form of check list collected by the assistant. He is a first year TEFL student to be familiar with the check list items. The items are referred from a teachers' college practicum evaluating sheet of prospective teachers. Besides the contents of the items include points addressed in the review of related literature. The qualitative data are in the form of note taking to see what the English teachers look like in their classes. This is done by the researcher himself.

3.2 Data Collection Procedure

The teachers' questionnaire items are first designed from the literature review. Then, having seen by my advisor, the questions are reformulated and rearranged for two and three times.

In the teachers' questionnaire items, it is tried to include different types so that the respondent teachers would not feel tired.

Before the final distribution of the questionnaire, a pilot study is carried out to assess the content, logical flaws, clarity of the questions, and reliability of the questionnaire. Accordingly, teachers' questionnaire is piloted on six teachers from the two schools. Similarly, students questionnaire is piloted on fifteen students.

Based on the inputs obtained in the pilot study from both respondents of teachers and students, some adjustments are made. For instance, some questions are left out from the teachers' questionnaire since they do not elicit the required data. Some types are also transformed into other types. The logical flaw of some items is changed in the teachers' questionnaire. Concerning the student's questionnaire, the researcher recognizes from the pilot study that there should be given orientation to children about how to mark the items. This is because some students have earlier marked an item with two or three values.

Finally, both the teachers' and students' questionnaires are ready and distributed to the respondents. The distribution of the two subjects is conducted in different times. The researcher himself does the distribution and collection of the two questionnaires. Therefore, all items are clearly filled in and returned.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the analysis and interpretation of the results of the study. To do this, items in the two questionnaires: the teachers' and students' are categorized into groups in tables. Responses to each item are analyzed and converted into percentage. Means, standard deviations and variances are also calculated and interpreted. The data also include interview and observation results.

4.2 Data Presentation and Analysis

The following section of this unit will present the data obtained through both the teachers' and students' questionnaires, the teachers' interview, and classroom observations. Quantitative and qualitative methods are used to analyze the responses of the subjects. To accomplish this, first, the responses are organized and tabulated. Then, they are described in percentage based on the tabular frequency distribution. The data obtained from interviews and classroom observations are also presented and described qualitatively and quantitatively.

4.2.1 The teachers' responses to the questionnaire

Table 1: Responses of the teachers' attitude toward a good English teacher

N= 16

(Number of respondents)

N o	Items	Respondents									
		V. much agree		Agree		Undecided		Disagree		Totally Disagree	
		No	%	No	%	No	%	No	%	No	%
1	He/She treats his/her students with respect.	13	81.25	2	12.5	0	-	0	-	1	6.25
2	He/she is friendly with his/her students.	8	50	7	43.75	0	-	1	6.25	0	-
3	He/she doesn't need to prepare a lesson plan.	1	6.25	1	6.25	1	6.25	1	6.25	12	75
4	He/She translates everything of the lesson into Amharic language to students.	1	6.25	1	6.25	1	6.25	10	62.5	3	18.75
5	He/she controls his/her class firmly.	9	56.25	7	43.75	0	-	0	-	0	-
6	He/she believes that his/her personal characteristics affect the quality of teaching.	5	31.25	10	62.5	0	-	1	6.25	0	-
7	He/she likes some students more.	2	12.5	4	25	0	-	6	37.5	4	25
8	He/she believes that every student is capable of high academic achievement.	2	12.5	5	31.25	0	-	8	50	1	6.25

Table one shows that 81.25% of the respondents very much agree that a good English teacher treats his/her students with respect. And 12.5% of the respondents agree to the same point. Totally we can say 93.75% of the teachers have positive attitude to respect their students. This helps the teachers to create good relationship with students. Where as, 6.25% of the respondents account for the idea that a good English teacher does not need to treat students with respect. From the data, we can say that most of the respondent teachers understand that respecting children is a quality of good English teacher.

In the same table, it is shown that 50% of the respondents very much agree that a good English teacher is friendly with his/her students. And 43.75% of the respondents agree to the same idea. So it is possible to say that again 93.75% of the teachers respond positively to the behavior. Where as 6.25% of the teachers disagrees to the point in the way that a good English teacher does not need to be friendly with his/her students. Again most of the respondent teachers know that to be friendly with students is a characteristic of a good English teacher.

From the table above we can see that the same number of respondents spread over different measures. That is, 6.25% of the respondents put under the first four scales in item number 3. One of the respondents answers that he/she does very much agree a good English teacher does not need to prepare a lesson plan. And the other 6.25% responds that he/she agrees to the same point. So totally we can say that 12.5% of the teachers have negative feeling to the need for a lesson plan.

Where as, the other 6.25% of the respondents answer that it is undecided whether preparing a lesson plan is important or unimportant. However, the majority of the respondents which account 75% totally disagree to the idea. This means, they respond that a good English language teacher needs to prepare a lesson plan. And 6.25% of the respondents disagree to the same point. So totally 81.25% of the teachers respond that it is necessary to prepare a lesson plan to teach the English language in a competent manner.

In the same table it is seen that again the same number of respondents respond to three different values. That is 6.25% of them spread over the first three values in item number 4. In the first place, 6.25% of the teachers very much agree that a good English language teacher translates every thing of the lesson into Amharic language to students. And the other 6.25% of the teachers agrees to the idea. Totally 12.5% of the respondents believe that a good English language teacher does translate everything of the lesson into Amharic language to students. The respondents may be thinking of the age of their students, or their exposure and background to the target language that they respond in the way. However, even this is the case, it should not be everything of the lesson translated to students. In addition, 6.25% of the teachers does not know whether it is a behavior of a good English language teacher to translate everything of the lesson into Amharic language. Where as the majority of the respondents, 62.5% plus 18.75% disagree and totally disagree respectively to the behavior. So we can say that 81.25% of the respondent teachers understand that translating everything of the lesson into Amharic language is not a good characteristic to teach the target language in a competent manner.

Table one also shows that 56.25% of the respondent teachers very much agree that a good English teacher controls his/her class firmly. And 43.75% of the respondents also agree to the same point. Totally all the respondents believe that controlling the students firmly is a good behavior of an English language teacher. In the same table, 31.25% of the respondents very much agree that a good English teacher believes his/her personal characteristics affect the quality of his/her teaching. And 62.5% of them also agree to the same point. Totally we can say tat 93.75% of the respondents value their personal characteristics since the quality of their teaching is affected as they believe. Where as, 6.25% of the respondents disagree to the idea that one's personal characteristics do not affect the quality of teaching.

From the same table we can see that 12.5% of the teachers respond that they very much agree a good English language teacher likes some students more. And 25% of the respondents also agree to the same idea. So, totally it is possible to say that 37.5% of the teachers respond positively to that behavior of a good English language teacher. Where as, the other 37.5% and 25% of the respondent teachers disagree and totally disagree respectively to the same point. They answer that it is not a characteristic of a good English language teacher to like some students more than others. Totally 62.5% of the teachers seem that they like their students equally. The remaining 37.5% of the teachers respond that they like some students more according to their belief.

In table one again it is shown that 12.5% of the teachers respond that they very much agree a good English language teacher believes every student is capable of high academic achievement. And 31.25% of the teachers agree to the idea. Totally we can say 43.75% of the

respondents believe that every student is capable of high academic achievement. This may indicate that these teachers work their best to enable their students achieve high in their learning.

However, 50% and 6.25% of the respondents respectively disagree and totally disagree to the same characteristic of a good English language teacher. So, totally 56.25% of the respondent teachers believe that every student is not capable of high academic achievement. This may to say that there is individual difference among students to be effective in learning the target language. But from the literature it is believed that children are very enthusiastic to learn all the things that teachers and other adults can teach them. From this, we can say that the learners' capabilities can be based on what and how their teachers teach them.

Table 2: The mean number of the responses of the teachers' attitude toward a good English teacher

Key of the scales

4= Very much agree

2= Undecided

3= Agree

1= Disagree

0= Totally disagree

N	4	3	2	1	0	Total
1	13	2	0	0	1	16
2	8	7	0	1	0	16
* 3	12	1	1	1	1	16
* 4	3	10	1	1	1	16
* 5	0	0	0	7	9	16
6	5	10	0	1	0	16
* 7	4	6	0	4	2	16
8	2	5	0	8	1	16
Total	47	41	2	23	15	128
X	5.87	5.12	0.25	2.87	1.87	

(*) Items which are reversely coded.

In table two we can see that, 5.87 is the mean number of the teachers who respond that they very much agree to the points indicated in table one. And the mean number of the teachers who respond that they agree to the same points about the same idea is 5.12. Totally we may say that 10.99 of the teachers in average respond positively to those measures of a good English language teacher.

Table 3: The standard deviations and variances of table 2

N	$(X-\bar{X})^2$	$(X-\bar{X})^2$	$(X-\bar{X})^2$	$(X-\bar{X})^2$	$(X-\bar{X})^2$
1	50.83	9.73	0.06	8.23	0.75
2	4.53	3.53	0.06	3.49	3.49
3	37.57	16.97	0.56	3.49	0.75
4	8.23	23.81	0.56	3.49	0.75
5	34.45	26.21	0.06	17.05	50.83
6	0.75	23.81	0.06	3.49	3.49
7	3.49	0.77	0.06	1.27	0.01
8	14.97	0.01	0.06	26.31	0.75
Total	154.82	104.84	1.64	66.82	60.82
S	4.39	3.61	0.44	2.88	2.75
S ²	19.35	13.1	0.2	8.35	7.6

The statistics of the standard deviation provide a measure of the dispersion of the scores from the central tendency. In the first column of the above table the standard deviation is 4.39; and its mean is 5.87. This means, the scores shown in the previous table are dispersed 4.39 far from the mean.

The variances in each column show the amount of dispersion, with a larger variance implying more variability than a small variance. So, in the first column, the variance is 19.35; and the mean is 5.87. This shows, there is larger variability of the responses from the central tendency.

Table 4: The teachers' responses to their own English lessons

N= 16

(Number of respondents)

No	Items	Respondents			
		Yes		No	
		No	%	No	%
1	Interest in what students do	13	81.25	3	18.75
2	Preparing one's own activities	13	81.25	3	18.75
3	Accepting mistakes in the English lessons	16	100	0	-
4	Enthusiasm to teach the English language	16	100	0	-
5	Knowledge in the level	11	68.75	5	31.25
6	Providing equal opportunity to students to answer questions	14	87.5	2	12.5
7	Interest to help weaker students	13	81.25	3	18.75
8	Interest to teach children in general	15	93.75	1	6.25

From table four we can see that 81.25% of the teachers are interested in what their students do during the English lessons. It may be related with reading, spelling, oral communication, or listening and responding in the English language. Where as, 18.75% of the respondents respond that they are not interested by their students' activities. Which means the learners may be inattentive to the lessons or they may not particularly like the subject; they may be passive participants.

From the same table, 81.25% of the teachers respond that they prepare their own activities in the English lessons. This indicates that the majority of the teachers are not totally dependant on the English textbook. In the opposite, 18.75% of the respondent teachers do not prepare their own activities. That means they depend on the English textbook in the grade level. They may lack the skill or the motivation to prepare their own activities.

In table four, it is shown that completely 100% of the respondent teachers accept their mistakes in their English lessons. There is, therefore, willingness to learn alongside the pupils. And in the same table we can see that all the respondents are enthusiastic to teach the English subject. This indicates, all the teachers are interested in the subject matter they teach. They have one of the most important characteristics of a good English language teacher that is, enthusiasm for the subject matter. So, the students can be motivated by the good feeling of their teachers toward the lessons.

Table four also shows that 68.75% of the respondents believe that they have the required knowledge to teach the English language in the level. This indicates that the teachers are confident in their subject matter knowledge. As it is the base for prospective teachers to teach in a competent manner, it is necessary to equip with the knowledge of the subject matter. However, a significant number of the respondents, 31.25% do not believe that they have the required knowledge in the level. It indicates that they are not fully confident in their knowledge.

In the same table we can see that 12.5% of the teachers respond they usually choose good students to answer questions. This indicates the respondent teachers do not encourage every student to answer questions. This again hinders the students to participate actively. However, a large percentage that is 87.5% of the teachers respond they do not usually choose only good students to answer questions. That means they encourage and promote students participation when they ask questions. They invite the shy, uninvolved or lazy pupils to answer questions. This is encouraging that a climate of inquiry for all pupils will be created.

From table four again we can see that 81.25% of the teachers respond that they like working with weaker students. That means they are motivated to help slow learners. However, a considerable number of the respondents which account 18.75% do not like working with slow learners as they respond. Such teachers lack the willingness to help their pupils. But this is a human characteristic as well as a responsibility of the teachers. They need to have increased their students' learning.

In addition, it is also shown in the above table that 93.75% of the respondent teachers are happy to teach children. That means they like to spend their time with their pupils. Children are sensitive observers of their teachers' behavior toward them. When they see that the teachers have positive attitude toward them, they will be motivated to learn the target language. Where as, from the respondents, 6.25% are not happy to teach children. This tells that such percentage of the teachers do not have positive attitude toward children. This unhappiness can be reflected on the teaching environment. The teachers do not show smiling face to the students.

Table 5: The mean number of the teachers' responses about their English lessons

N	X	Y	Total
1	13	3	16
2	13	3	16
3	16	0	16
4	16	0	16
5	11	5	16
* 6	14	2	16
7	13	3	16
8	15	1	16
Total	111	17	128
$\bar{X}$	13.87	2.12	

The average number of the teachers who respond 'yes' to the items about their English lessons is 13.87(86.68%). Where as, 2.12(13.25%) teachers in average answer 'no'. This indicates that most of the teachers do those activities in their English lessons. (Please see in Appendix I)

Table 6: The standard deviations and variances of table 5

N	$(X-\bar{X})^2$	$(Y-\bar{Y})^2$
1	0.75	0.77
2	0.75	0.77
3	4.53	4.49
4	4.53	4.49
5	8.23	8.29
6	0.01	0.01
7	0.75	0.77
8	1.27	1.25
Total	20.82	20.84
S	1.61	1.61
S ²	2.6	2.6

Here the standard deviation is 1.61 in both 'yes' and 'no' responses. This shows the scores from the previous table are dispersed 1.61 distances from the central tendency which is 13.87 for the first column and 2.12 for the second column. The standard deviation for both means is fortunately the same. The variance of the two columns is also the same. That is 2.6. It is a small variance that it indicates there is small variability of the responses in the previous table from the central tendencies.

Table 7: The teachers' responses to allow their learners to develop the English language

N=16

(Number of respondents)

No	Items	Respondents							
		Always		Usually		Sometimes		Never	
		No	%	No	%	No	%	No	%
1	I allow students to exchange and share what they have written	7	43.75	3	18.75	6	37.5	0	-
2	I allow students to speak freely in English language	9	56.25	5	31.25	2	12.5	0	-

In table seven it is shown that 43.75% of the respondents always allow their students to exchange and share what they have written. And 18.75% of the teachers respond they usually allow the students to do so. Providing opportunities to learners, to see each others' writing work, create a sense of competition.. They also learn from each other. They develop the habit of exchanging ideas, opinions, and other information through written language. In the same table, 37.5% of the teachers respond they sometimes give their students the chance to exchange and share their writing.

We can see also in table seven, 56.25% of the respondent teachers always allow their students to speak freely in English language. To the same point, 31.25% of the respondents usually provide the students the opportunity to communicate freely using the English language. And 12.5% of the teachers respond they sometimes give the chance to their students.

Table 8: The teachers' responses to respect their students

N= 16

No	Items	Respondents							
		Always		Usually		Sometimes		Never	
		No	%	No	%	No	%	No	%
3	I listen to my students with respect	12	75	3	18.75	1	6.25	0	-
4	I use my students' names during lessons	12	75	4	25	0	-	0	-

Table eight shows that 75% of the teachers respond, they always listen to their students with respect. And, 18.75 % of the respondents usually listen to their students with respect. It is very important to show respect for learners. This helps to create good rapport with them. In addition, when students are shown respect, they will be encouraged to do activities and attend lessons with interest. Children need to be given the same respect as adults. Primary school teachers need to listen their students with respect. The above statistics show the majority of the respondents positively do their responsibility in line with the point indicated.

Again in the same table, we can see that 75% of the teachers respond they always use their students' names during the lessons. And 25% of the respondents usually call their students by their names in the lessons. One of the basic things about forming a relationship with students is knowing their names. Children participate actively when the teacher approaches them positively by calling their names.

Table 9: The teachers' responses to cooperate with staff members and school administrators

N=16

No	Items	Respondents							
		Always		Usually		Sometimes		Never	
		No	%	No	%	No	%	No	%
5	I cooperate with the school administrators	7	43.75	2	12.75	7	43.75	0	-
6	I cooperate with my staff members	10	62.5	0	-	6	37.5	0	-

Table nine shows 43.75% of the respondent teachers always cooperate with the school administrators. And the others 12.5% usually cooperate with the authority bodies in the school. In addition, 43.75% of the teachers respond they sometimes cooperate with the school administrators. In the same table, 62.5% of the teachers respond that they always cooperate with their staff members. And 37.5% of the respondents sometimes cooperate with their colleagues. For the benefit of themselves and their students, teachers need to cooperate and share ideas each other. Some teachers may strongly drive to compete with other teachers for recognition. Some others may feel that it is a weakness to ask for help from their colleagues. Teachers may also develop a feeling of superiority or inferiority because of their level of status. But what is important for teachers is to believe that every teacher in the surrounding is valuable in the teaching enterprise as scholars state. And so there must be a work of unity.

**Table 10: The mean number of the teachers' responses
how often to do the activities**

Key of the Scales
 4= Always
 3= Usually
 2= Sometimes
 1= Never

N	4	3	2	1	Total
1	7	3	6	0	16
2	9	5	2	0	16
3	12	3	1	0	16
4	12	4	0	0	16
5	7	2	7	0	16
6	10	0	6	0	16
Total	57	17	22	0	96
$\bar{X}$	9.5	2.83	3.66	-	

The mean number of the teachers who always do the activities is 9.5. This means, from the total of 16 teachers, 9.5 of them (59.37%) always: allow their students to exchange and share what they have written, and to speak freely in English language, listen to their students with respect, use the students' names, and cooperate with the school administrators and with their staff members. Where as, 2.83 of them (17.68%) in average usually do the activities, and 3.66(22.87%) do sometimes too.

Table11: The standard deviations and variances of table 10

N	$(X-\bar{X})^2$	$(X-\bar{X})^2$	$(X-\bar{X})^2$	$(X-\bar{X})^2$
1	6.25	0.02	5.47	-
2	0.25	4.70	2.75	-
3	6.25	0.02	7.07	-
4	6.25	1.36	13.39	-
5	6.25	0.68	11.15	-
6	0.25	8.00	5.47	-
Total	25.5	14.78	45.3	-
S	2.06	1.56	2.74	-
S ²	4.25	2.46	7.55	-

The standard deviation in the first column of the above table (2.06) shows that the teachers' responses who say that they 'Always' do those activities deviate from the mean in 2.06 distance. And the variance in the same column (4.25) indicates the variability of the teachers' responses.

Table 12: The teachers' responses to rate the competence components

Key

Cm = Classroom management

Smk= subject matter knowledge

Ps = Planning skills

Pk=Pedagogical knowledge

Tsr=Teacher-student rapport

N=16
(Number of respondents)

Competences	Respondents	
	N	%
Cm	1	6.25
Smk	9	56.25
Ps	1	6.25
Pk	5	31.25
Tsr	0	-
Total	16	100

From table twelve, we can see that 6.25% of the teachers respond classroom management is the most important component to teach the English language in a competent manner. Where as, 56.25% of the teachers respond that subject matter knowledge is the first important component they think to teach in a competent manner.

Of course, it is impossible to teach without knowledge of the subject matter; hence, it is not surprising such percentage of teachers respond to subject matter knowledge in the first choice.

In the same table 6.25% of the teachers again respond that the skill of planning is their first choice to teach the target language in the best way. The skill of planning is one of the factors for effectiveness in teaching. The plans teachers make determine the content students will learn in a lesson. Therefore, even though it accounts a small percentage in the above table, teachers need to equip with the skill of planning. The remaining 31.25% of the teachers respond that they believe pedagogical knowledge is the most important part to teach the English Language in a competent manner. It is true that pedagogical knowledge is one of the important components of knowledge that effective teachers need.

What is left from the competence lists is teacher-student rapport. The respondent teachers do not believe that this competence component is very important. Almost all the teachers respond that teacher-student rapport is the least important characteristic for a competent English language teacher. However, it is said that good teaching is based on the mutual understanding and respect of the teacher and students. The first thing that a teacher needs to do is to create a rapport with his students according to scholars.

4.2.2 The students' responses to the questionnaire

Table 13: The students' responses to their English teachers' abilities of the first three items

N= 30

(Number respondents)

No	Items	Respondents									
		Excellent		V. good		Good		Poor		V. Poor	
		No	%	No	%	No	%	No	%	No	%
1	The ability to introduce lessons by motivating students	21	70	4	13.33	5	16.66	0	-	0	-
2	The ability to use simple and clear language to present lessons	19	63.33	9	30	2	6.66	0	-	0	-
3	The subject matter knowledge of the teacher	19	63.33	8	26.66	3	10	0	-	0	-

From table thirteen, we can see that 70% of the students respond their English teacher is 'Excellent' to introduce lessons by motivating them. And 13.33% of the students respond that the English teacher is 'Very good' to do so. Where as, 16.66% again respond that the ability of the teacher is 'good' to introduce lessons by motivating the class. Therefore, the majority of the respondent students believe that their English language teachers are competent in introducing lessons with motivation.

In the same table, it is shown that 63.33% of the respondent students answer, the ability of their English language teacher to present lessons in simple and clear language is 'Excellent'. And 30% of the students respond that the English language teacher is 'Very good' to the same competence. The remaining 6.66% of the students answer that the teacher is 'good' in using simple and clear language when presenting lessons. Again according to most of the responses the English language teachers are competent to present lessons in simple and clear language.

Table twenty five also shows that 63.33% of the students respond their English teacher is 'Excellent' in his/her subject matter knowledge. The others 26.66% of the children believe their teacher is 'Very good' in his/her English language subject matter knowledge. Where as, 10% of the remaining respond the teacher is 'good' in his/her subject matter knowledge.

Table 14: The students’ responses to their English teachers’ abilities of the next three items

N= 30

(Number of respondents)

N o	Items	Respondents									
		Excellent		V. good		Good		Poor		V. Poor	
		N o	%	No	%	No	%	No	%	No	%
4	The ability to organize students	14	46.66	4	13.33	10	33.33	2	6.66	0	-
5	The ability to implement different teaching methods	20	66.66	5	16.66	5	16.66	0	-	0	-
6	The ability to select and use suitable teaching media	17	56.66	4	13.33	6	20	3	10	0	-

From table fourteen, we can see that 46.66% of the students respond their English language teacher is 'Excellent' in his/her ability to organize the class during the English lessons. And 13.33% of the others answer, the ability of their English language teacher to organize the class is 'Very good'. Where as, the remaining 33.33% of the randomly selected children respond 'good' about their English teacher's competence to the same point. However, there are also learners who respond that their English language teacher is 'poor' in organizing the class during his/her lessons. These respondents account 6.66%.

In the same table it is shown that 66.66% of the respondent children understand, the ability of their English language teacher to implement different teaching methods is 'Excellent'. And 16.66% of the learners respond that their English language teacher's ability to use different teaching methods is 'Very good'. The others 16.66 also answer that their teacher is 'good' in the same competence point.

Table fourteen also shows the ability of English language teachers to select and use suitable teaching media. Based on the students' responses, 56.66% of the respondents believe that their English teacher is 'Excellent' in his/her competence to select and use suitable teaching media. And 13.33 % answer their teacher's competence is 'Very good' to the same point. The others 20% of the respondent children respond it is 'good' their English language teacher is in selecting and using appropriate teaching media. However, the respondent students which account 10% answer that their English language teacher's ability to select and use suitable teaching media is 'poor'.

Table 15: The students' responses to their English teachers' abilities of the last four items

N= 30 (Number of respondents)

No	Items	Respondents									
		Excellent		V. good		Good		Poor		V. Poor	
		No	%	No	%	No	%	No	%	No	%
7	The willingness to help weaker students	19	63.33	5	16.66	1	3.33	5	16.66	0	-
8	The teacher's relationship with students	19	63.33	3	10	7	23.33	1	3.33	0	-
9	The condition that the teacher class students by their names	20	66.6	2	6.66	5	16.66	2	6.66	1	3.33
10	The enthusiasm of the teacher to teach the English language	18	60	7	23.33	3	10	2	6.66	0	-

Table fifteen shows in item number 7, 63.33% of the students respond that their English teacher is 'Excellent' in his/her willingness to help weaker students. And 16.66% of the others answer that the willingness of their English language teacher to help weaker students is 'Very good'. Where as, 3.33% of the students believe, it is 'good' that their teacher is in his/her willingness to help weaker students. However, the remaining respondent children which account 16.66% answer that their English language teacher is 'poor' in his/her willingness to help weaker students. From this we can say that a considerable number of students know that their English language teachers lack the willingness to help slow learners.

In table fifteen again, we can see that 63.33% of the randomly selected respondents answer their English language teacher's relationship with them is 'Excellent'. And 10% of the others respond that the relationship is 'Very good' that their English language teacher has with them. In addition, 23.33% of the students believe that the teacher's relationship with them is 'good'. However, the remaining 3.33% of the learners respond that their English language teacher has a 'poor' relationship with the class.

In the same table it is also shown the condition that the teacher calls his/her students by their names. 66.66% of the students respond that their English language teacher is 'Excellent' in using the names of the students. And 6.66% of the respondents answer it is 'Very good' that their teacher uses the names of the students. Again 16.66% respond 'good' to the condition of their English language teacher to call the students by their names. The learners answer 'poor' and 'Very poor' to the condition of the teacher about the same point. So the students understand that their English language teachers need to use their names.

Table fifteen also shows the students' responses about the enthusiasm of the teacher to teach the English language. It is shown that 60% of the respondents answer their English language teacher is 'Excellent' in his/her enthusiasm to teach the target language. And 23.33% responds that it is 'very good' the enthusiasm of their teacher to teach the English language. However, the remaining 6.66% of the respondent learners answer the enthusiasm of their teacher is 'poor' to teach the English language. Therefore, the students need enthusiastic teachers so that they will be motivated to learn.

Table 16: The mean number of the students' responses to their English teachers' competence

N	5	4	3	2	1	Total
1	21	4	5	0	0	30
2	19	9	2	0	0	30
3	19	8	3	0	0	30
4	14	4	10	2	0	30
5	20	5	5	0	0	30
6	17	4	6	3	0	30
7	19	5	1	5	0	30
8	19	3	7	1	0	30
9	20	2	5	2	1	30
10	18	7	3	2	0	30
Total	186	51	47	15	1	300
$\bar{X}$	18.6	5.1	4.7	1.5	0.1	

The mean number of the students, who respond 'Excellent' to their English teachers teaching competence, is 18.6. This means, from 30 students, 18.6 students respond that their English teachers are excellent. And from the same sample of students, 5.1 numbers of students in average respond that their English teachers are very good in those competences. From the same table, we can see that the mean number of the students who respond 'good' to their English teachers competences is 4.7. Therefore, from these data the majority of the students believe that their English teachers are

competent in those competences.

Table17: The standard deviations and variances of table 16

N	$(X-\bar{X})^2$	$(X-\bar{X})^2$	$(X-\bar{X})^2$	$(X-\bar{X})^2$	$(X-\bar{X})^2$
1	5.76	1.21	0.09	2.25	0.01
2	0.16	15.21	7.29	2.25	0.01
3	0.16	8.41	2.89	2.25	0.1
4	21.16	1.21	28.09	0.25	0.1
5	1.96	0.01	0.09	2.25	0.1
6	2.56	1.21	1.69	2.25	0.1
7	0.16	0.01	13.69	12.25	0.1
8	0.16	4.41	5.29	0.25	0.1
9	1.96	9.61	0.09	0.25	0.81
10	0.36	3.61	2.89	0.25	0.01
Total	34.4	44.9	62.1	24.5	0.9
S	1.85	2.11	2.49	1.56	0.3
S ²	3.44	4.49	6.21	2.45	0.09

From the table above in the first column, the standard deviation (1.85) indicates that the students' responses of 'Excellent' deviate from the mean (18.6) of the same column in 1.85 distances. And the variance in the same column (3.44) tells the variability of the responses. Since the variance is small, there is small variability in the students' responses of 'Excellent'.

4.2.3 The teachers' responses to the Interview questions

1. What is your reason to become a teacher?

2. Do you think that teaching is your right choice?

Two interviewees answer the first general question; it is because of the ESLCE grade point that they become teachers. That means, their grade point is not able them to join a university and achieve their dream in a different profession. Then they respond that the teaching profession is not their right choice.

The other two interviewees say that it is to get income and help themselves that they become teachers. One of the two adds that she also needs to serve the society and play her role in the education development. Then, these two teachers confirm that the teaching profession is their correct choice.

One teacher when interviewed the first general question answers that it is because of his interest he becomes a teacher. The profession is, therefore, his right choice according to his response. Another teacher says that his model teachers in elementary as well as secondary schools case him to be a teacher. And he responds that the profession is interestingly his first choice.

One last teacher says that it is incidentally that she joins the teaching profession. She has never thought of to become a teacher as she responds. And teaching is not her right choice according to her response.

3. Who is a competent English teacher? (What does he/she do?)

4. What does an English teacher need in order to teach in a competent manner?

To the third interview question about a competent English language teacher, a respondent says that it is who speaks the language and uses correct grammar. This teacher focuses on grammar knowledge to be competent in teaching the target language. Then, to the fourth question, she again says that a teacher needs to have enough of the subject matter knowledge in order to teach the target language competently. Another interviewee responds to the same question: 'A teacher who speaks the language freely is a competent English language teacher'. This interviewee adds that a teacher who believes all languages are equal is competent. Then, he says to the forth question that an English language teacher needs to have speaking

competence to teach the language in a competent manner.

The next teacher says that a competent English language teacher is who uses teaching aids when necessary and applies different teaching methods appropriate to the level of students. This interviewee again answers that an English language teacher needs to have complete teaching aids, reference materials, guides, and annual plan to teach in a competent manner.

A different teacher answers to the same questions that a teacher who enables learners to read, write, and speak is a competent English teacher. This teacher says, generally a competent English language teacher develops the four skills of the students. Again the same teacher responds that an English language teacher needs to know the target language and love his/her students to be competent.

The fifth teacher says that a competent English language teacher is who takes training courses, improves his/her profession, and is willing to learn from his/her mistakes. This interviewee also believes that an English language teacher needs to have subject matter knowledge and professional ethics in order to teach in a competent manner.

The other interviewee believes that a competent English language teacher is who manages his/her classroom very well and has the subject matter knowledge and is fluent speaker. In addition, this teacher says that an English language teacher needs to have preparation, classroom management skills, and subject matter knowledge in order to be competent. At last, another interviewee responds that a competent English language teacher is who has pedagogical and subject matter knowledge.

This interviewee again says that an English language teacher is competent when he/she has a less plan, preparation, interest, and enthusiasm.

5. What do you find difficult in teaching the English language?

6. How do you solve those difficulties?

About the difficulties in teaching the English language the teachers find that most of their students are slow learners. The learners do not have background knowledge about the target language according to the interviewees. One interviewee says that her students are in grade 4; but their grade level is not parallel with their reading ability and word recognition. Another interviewee adds that the students' interest is also so low that they do not follow their learning actively.

A different teacher says also he finds the large number of students difficult to correct their exercise books. From the other group of teachers, one interviewee says that she doesn't find any difficulty in teaching the English language. Another teacher interviewed answers pictures in the English text book create problem of understanding for him. This teacher teaches in grade 2; and he says that when trying to describe the pictures from the students' textbook, he is unable to understand them. A different teacher also responds to the same interview question that lack of understanding to the meaning of some words is her first problem. A second problem is shortage of teaching aids as she tells.

About the solutions, two of the interviewees give their responses to solve the problem of their students' low level of understanding. As the two teachers explain, they teach some of their grade four students' alphabet reading and word identification.

The teachers say that they select those students who are not able to read passages and paragraphs. Then, they teach these students beginning from alphabet and word reading. Another teacher says that he uses Amharic language to solve the problem. A different teacher has also selected group leaders to control or check the groups of students if they have done their homework because of large number of students. The teacher who has a problem of understanding the pictures from the English textbook says that he brings other clear pictures and other teaching aids according to his response.

One teacher at last again gives her response that she uses available teaching aids to help the students to understand their learning. However, there is one serious problem mentioned by two of the interviewees. The problem is that most students are from poor families. This social problem is reflected in their learning. As the teachers respond their students do not eat breakfast or lunch when they come to school. And this is remained unsolved by the interviewees.

7. What are you doing to develop your profession?

8. Do you have an intention to change the teaching profession in the future?

All the interviewed teachers respond that they are up grading themselves to develop their profession. Most of them will complete their diploma courses in the near future according to their responses. They also take language improving courses. However, to the question asked whether they have intended to change the teaching profession, four interviewees say 'yes'. Where as three interviewees do not have an intention to change the profession.

9. Which of the students you teach do you like most?

10. Which of the subjects taught in 1-4 grades you are most interested to teach?

When the teachers are asked about their attitudes toward the learners, three interviewees say that they most like active, disciplined, and motivated students. Students who do their homework, and who show effort to their learning are loved by the teachers according to the responses. Another interviewee responds to the same question by saying that he most likes those students who do not afraid to speak. This teacher adds that he likes students who are encouraged by themselves. A different teacher answers this question in that he likes students who show interest to their learning.

The fifth teacher answers to the same question that he likes medium students most. This is because, as he responds, medium learners help him to pace his instruction in a balance speed. The teacher tries to bring both slow and fast learners to the average ones. At last, one teacher says that she looks everybody of her student equally. This teacher again says that even though she is angry with some of the students' low achievement, she does not have developed strong dislike or especial fondness for some groups.

To the next question, from the different subjects taught in 1-4 grades, the first interviewee says that she is most interested in teaching Amharic language. And second, she would like to teach Environmental Science. Another teacher interviewed says she likes most to teach Mathematics, Amharic, and English in the order of her interest. Where as, the third interviewee prefers to teach Environmental Science. The other three teachers interviewed give their answer to the same question which subject (s) they are most

interested to teach in the level, English is their first choice. Lastly, one teacher finds hard to choose as her favorite, from Mathematics and English subjects to teach. This teacher interestingly likes to teach both subjects in 1-4 grades.

11. Which of the students you teach do you respect?

12. Do you think that your relationships with students affect your English teaching?

When teachers are interviewed to answer the question about their respect to the students, two of the teachers say that they respect clever students. The other two interviewees answer the question that they respect those students who have good behavior and good participation. Three other interviewees respond that they respect all of the students.

Then, the interviewed teachers answer the next question if they think that their relationships with students affect the English teaching. Five interviewees respond that they do not think the relationship they have with their students affect their instruction. One of these interviewees explains her answer in the way that she does not approach her students so near and so far. Therefore, the learning or teaching is not influenced by the relationship.

The remaining two interviewees believe that their relationships with students affect their teaching-learning process. One of these teachers exemplifies that if the students do not like the teacher, they will not also like the subject he/she teaches. The other teacher on the other hand says that students will not be afraid to speak or participate if they know that they have good relationships with their teacher.

13. What do you do to be a competent English teacher?

The teachers are also asked in the interview what they do to be a competent English language teacher. Most of the interviewees say that in addition to their up grading diploma program, they read different books; they watch films; they also listen news according to their response. One of the teachers responds that she intends to learn in private language school in the future to improve her English language competence.

14. The teachers' responses about their students' English language learning of the interview questions

Three teachers give response that their students can identify words during reading exercise from the English textbook. The teachers say that the majority of the students can read words correctly. The other two interviewees answer that there are students who can understand words in reading and there are also students who cannot identify words. In the contrary two teachers respond that it is difficult to say most of their students are able to recognize words in reading activities. These teachers add that, of course, there are students who can identify words.

The good news is that five of the interviewees know that their students are motivated to read passages from the English textbook. According to the teachers, the students completely raise their hands to read paragraphs and passages. Where as, two interviewees say that even though they have an interest in reading, most of them are unable to identify words, phrases, and sentences.

When the interviewed teachers are asked how they enable their students to read different words, the first teacher says that he first reads a passage and then asks the students to read one by one. The teacher adds that he selects words and writes on the blackboard.

The second interviewee answers the same question that she selects words and asks her students to practice pronunciation. Then, the equivalent meaning of words in Amharic language will be given to students as the teacher says. Another interviewee answers that she first asks able students to read. Then, other slow readers will be motivated when the able students are praised as the teacher says.

The fourth interviewee says that she advises her students to read at their home. In addition to this, the teacher makes the students to read in group so that the clever helps the others according to her. Another teacher responds that he first reads to them; and then he uses related pictures and other teaching aids to help the students understand the reading. The sixth teacher answers the question in that he prepares pre reading questions and other comprehension questions to motivate the students first to read. At last, a different teacher says she gives tutorial reading classes to selected students who have difficulties; and she teaches word formation alphabetically.

About the students' writing experience, two of the interviewed teachers answer that they have never allowed their students to exchange and share what they have written. Another teacher says that even though the students are not able to write, she tries to allow them to exchange and share what they have written. The fourth interviewee responds that she gives this kind of opportunity to her students after examination about their answers. The fifth interviewee says that his students practice copying and other simple exercises like 'what is your name? how old are you? etc'.

The last two interviewees also answer the same question in the way that they sometimes allow their students to exchange and

share what they have written. One of these two teachers says that when learners are allowed to exchange and share what they have done, they start criticizing each other. In addition the teacher recalls that some of the students bring what their parents, brothers or sisters have written for them.

Again when teachers are interviewed about their students' interest to write short paragraphs by themselves, most of them answer that the learners are not able to do so. The teachers explain this by saying that their students copy what is written in the blackboard or from their English textbook. And the students may write in sentence level about themselves. But there can be seen spelling error according to the interviewees. One interviewee says that her students write about their weekend's activities. And they present it to the class. Another teacher answers the question in that some students ask other people to write for them when given as homework.

All the interviewed teachers answer that they allow their students to develop oral communication by using the target language. Three of the teachers explain this from their experiences. One of these says if a student is late for class, he/she will ask permission to enter. And to borrow a pen, to go to toilet they ask politely using the English language. According to this teacher, she also encourages the learners to speak freely outside the classroom. The other interviewees say also that they ask their students in pairs to practice some kind of dialogue.

The interviewed teachers answer the question, if they think that their students listen the English language effectively in that three of them say 'not completely'. According to these teachers, some

Table fifteen also shows the students' responses about the enthusiasm of the teacher to teach the English language. It is shown that 60% of the respondents answer their English language teacher is 'Excellent' in his/her enthusiasm to teach the target language. And 23.33% responds that it is 'very good' the enthusiasm of their teacher to teach the English language. However, the remaining 6.66% of the respondent learners answer the enthusiasm of their teacher is 'poor' to teach the English language. Therefore, the students need enthusiastic teachers so that they will be motivated to learn.

Table 16: The mean number of the students' responses to their English teachers' competence

N	5	4	3	2	1	Total
1	21	4	5	0	0	30
2	19	9	2	0	0	30
3	19	8	3	0	0	30
4	14	4	10	2	0	30
5	20	5	5	0	0	30
6	17	4	6	3	0	30
7	19	5	1	5	0	30
8	19	3	7	1	0	30
9	20	2	5	2	1	30
10	18	7	3	2	0	30
Total	186	51	47	15	1	300
$\bar{X}$	18.6	5.1	4.7	1.5	0.1	

The mean number of the students, who respond 'Excellent' to their English teachers teaching competence, is 18.6. This means, from 30 students, 18.6 students respond that their English teachers are excellent. And from the same sample of students, 5.1 numbers of students in average respond that their English teachers are very good in those competences. From the same table, we can see that the mean number of the students who respond 'good' to their English teachers competences is 4.7. Therefore, from these data the majority of the students believe that their English teachers are

competent in those competences.

Table 17: The standard deviations and variances of table 16

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1	5.76	1.21	0.09	2.25	0.01
2	0.16	15.21	7.29	2.25	0.01
3	0.16	8.41	2.89	2.25	0.1
4	21.16	1.21	28.09	0.25	0.1
5	1.96	0.01	0.09	2.25	0.1
6	2.56	1.21	1.69	2.25	0.1
7	0.16	0.01	13.69	12.25	0.1
8	0.16	4.41	5.29	0.25	0.1
9	1.96	9.61	0.09	0.25	0.81
10	0.36	3.61	2.89	0.25	0.01
Total	34.4	44.9	62.1	24.5	0.9
S	1.85	2.11	2.49	1.56	0.3
S ²	3.44	4.49	6.21	2.45	0.09

From the table above in the first column, the standard deviation (1.85) indicates that the students' responses of 'Excellent' deviate from the mean (18.6) of the same column in 1.85 distances. And the variance in the same column (3.44) tells the variability of the responses. Since the variance is small, there is small variability in the students' responses of 'Excellent'.

4.2.3 The teachers' responses to the Interview questions

1. What is your reason to become a teacher?

2. Do you think that teaching is your right choice?

Two interviewees answer the first general question; it is because of the ESLCE grade point that they become teachers. That means, their grade point is not able them to join a university and achieve their dream in a different profession. Then they respond that the teaching profession is not their right choice.

The other two interviewees say that it is to get income and help themselves that they become teachers. One of the two adds that she also needs to serve the society and play her role in the education development. Then, these two teachers confirm that the teaching profession is their correct choice.

One teacher when interviewed the first general question answers that it is because of his interest he becomes a teacher. The profession is, therefore, his right choice according to his response. Another teacher says that his model teachers in elementary as well as secondary schools case him to be a teacher. And he responds that the profession is interestingly his first choice.

One last teacher says that it is incidentally that she joins the teaching profession. She has never thought of to become a teacher as she responds. And teaching is not her right choice according to her response.

3. Who is a competent English teacher? (What does he/she do?)

4. What does an English teacher need in order to teach in a competent manner?

To the third interview question about a competent English language teacher, a respondent says that it is who speaks the language and uses correct grammar. This teacher focuses on grammar knowledge to be competent in teaching the target language. Then, to the fourth question, she again says that a teacher needs to have enough of the subject matter knowledge in order to teach the target language competently. Another interviewee responds to the same question: 'A teacher who speaks the language freely is a competent English language teacher'. This interviewee adds that a teacher who believes all languages are equal is competent. Then, he says to the forth question that an English language teacher needs to have speaking

competence to teach the language in a competent manner.

The next teacher says that a competent English language teacher is who uses teaching aids when necessary and applies different teaching methods appropriate to the level of students. This interviewee again answers that an English language teacher needs to have complete teaching aids, reference materials, guides, and annual plan to teach in a competent manner.

A different teacher answers to the same questions that a teacher who enables learners to read, write, and speak is a competent English teacher. This teacher says, generally a competent English language teacher develops the four skills of the students. Again the same teacher responds that an English language teacher needs to know the target language and love his/her students to be competent.

The fifth teacher says that a competent English language teacher is who takes training courses, improves his/her profession, and is willing to learn from his/her mistakes. This interviewee also believes that an English language teacher needs to have subject matter knowledge and professional ethics in order to teach in a competent manner.

The other interviewee believes that a competent English language teacher is who manages his/her classroom very well and has the subject matter knowledge and is fluent speaker. In addition, this teacher says that an English language teacher needs to have preparation, classroom management skills, and subject matter knowledge in order to be competent. At last, another interviewee responds that a competent English language teacher is who has pedagogical and subject matter knowledge.

This interviewee again says that an English language teacher is competent when he/she has a lesson plan, preparation, interest, and enthusiasm.

5. What do you find difficult in teaching the English language?

6. How do you solve those difficulties?

About the difficulties in teaching the English language the teachers find that most of their students are slow learners. The learners do not have background knowledge about the target language according to the interviewees. One interviewee says that her students are in grade 4; but their grade level is not parallel with their reading ability and word recognition. Another interviewee adds that the students' interest is also so low that they do not follow their learning actively.

A different teacher says also he finds the large number of students difficult to correct their exercise books. From the other group of teachers, one interviewee says that she doesn't find any difficulty in teaching the English language. Another teacher interviewed answers pictures in the English text book create problem of understanding for him. This teacher teaches in grade 2; and he says that when trying to describe the pictures from the students' textbook, he is unable to understand them. A different teacher also responds to the same interview question that lack of understanding to the meaning of some words is her first problem. A second problem is shortage of teaching aids as she tells.

About the solutions, two of the interviewees give their responses to solve the problem of their students' low level of understanding. As the two teachers explain, they teach some of their grade four students' alphabet reading and word identification.

The teachers say that they select those students who are not able to read passages and paragraphs. Then, they teach these students beginning from alphabet and word reading. Another teacher says that he uses Amharic language to solve the problem. A different teacher has also selected group leaders to control or check the groups of students if they have done their homework because of large number of students. The teacher who has a problem of understanding the pictures from the English textbook says that he brings other clear pictures and other teaching aids according to his response.

One teacher at last again gives her response that she uses available teaching aids to help the students to understand their learning. However, there is one serious problem mentioned by two of the interviewees. The problem is that most students are from poor families. This social problem is reflected in their learning. As the teachers respond their students do not eat breakfast or lunch when they come to school. And this is remained unsolved by the interviewees.

7. What are you doing to develop your profession?

8. Do you have an intention to change the teaching profession in the future?

All the interviewed teachers respond that they are up grading themselves to develop their profession. Most of them will complete their diploma courses in the near future according to their responses. They also take language improving courses. However, to the question asked whether they have intended to change the teaching profession, four interviewees say 'yes'. Where as three interviewees do not have an intention to change the profession.

9. Which of the students you teach do you like most?

10. Which of the subjects taught in 1-4 grades you are most interested to teach?

When the teachers are asked about their attitudes toward the learners, three interviewees say that they most like active, disciplined, and motivated students. Students who do their homework, and who show effort to their learning are loved by the teachers according to the responses. Another interviewee responds to the same question by saying that he most likes those students who do not afraid to speak. This teacher adds that he likes students who are encouraged by themselves. A different teacher answers this question in that he likes students who show interest to their learning.

The fifth teacher answers to the same question that he likes medium students most. This is because, as he responds, medium learners help him to pace his instruction in a balance speed. The teacher tries to bring both slow and fast learners to the average ones. At last, one teacher says that she looks everybody of her student equally. This teacher again says that even though she is angry with some of the students' low achievement, she does not have developed strong dislike or especial fondness for some groups.

To the next question, from the different subjects taught in 1-4 grades, the first interviewee says that she is most interested in teaching Amharic language. And second, she would like to teach Environmental Science. Another teacher interviewed says she likes most to teach Mathematics, Amharic, and English in the order of her interest. Where as, the third interviewee prefers to teach Environmental Science. The other three teachers interviewed give their answer to the same question which subject (s) they are most

interested to teach in the level, English is their first choice. Lastly, one teacher finds hard to choose as her favorite, from Mathematics and English subjects to teach. This teacher interestingly likes to teach both subjects in 1-4 grades.

11. Which of the students you teach do you respect?

12. Do you think that your relationships with students affect your English teaching?

When teachers are interviewed to answer the question about their respect to the students, two of the teachers say that they respect clever students. The other two interviewees answer the question that they respect those students who have good behavior and good participation. Three other interviewees respond that they respect all of the students.

Then, the interviewed teachers answer the next question if they think that their relationships with students affect the English teaching. Five interviewees respond that they do not think the relationship they have with their students affect their instruction. One of these interviewees explains her answer in the way that she does not approach her students so near and so far. Therefore, the learning or teaching is not influenced by the relationship.

The remaining two interviewees believe that their relationships with students affect their teaching-learning process. One of these teachers exemplifies that if the students do not like the teacher, they will not also like the subject he/she teaches. The other teacher on the other hand says that students will not be afraid to speak or participate if they know that they have good relationships with their teacher.

13. What do you do to be a competent English teacher?

The teachers are also asked in the interview what they do to be a competent English language teacher. Most of the interviewees say that in addition to their up grading diploma program, they read different books; they watch films; they also listen news according to their response. One of the teachers responds that she intends to learn in private language school in the future to improve her English language competence.

14. The teachers' responses about their students' English language learning of the interview questions

Three teachers give response that their students can identify words during reading exercise from the English textbook. The teachers say that the majority of the students can read words correctly. The other two interviewees answer that there are students who can understand words in reading and there are also students who cannot identify words. In the contrary two teachers respond that it is difficult to say most of their students are able to recognize words in reading activities. These teachers add that, of course, there are students who can identify words.

The good news is that five of the interviewees know that their students are motivated to read passages from the English textbook. According to the teachers, the students completely raise their hands to read paragraphs and passages. Where as, two interviewees say that even though they have an interest in reading, most of them are unable to identify words, phrases, and sentences.

When the interviewed teachers are asked how they enable their students to read different words, the first teacher says that he first reads a passage and then asks the students to read one by one. The teacher adds that he selects words and writes on the blackboard.

The second interviewee answers the same question that she selects words and asks her students to practice pronunciation. Then, the equivalent meaning of words in Amharic language will be given to students as the teacher says. Another interviewee answers that she first asks able students to read. Then, other slow readers will be motivated when the able students are praised as the teacher says.

The fourth interviewee says that she advises her students to read at their home. In addition to this, the teacher makes the students to read in group so that the clever helps the others according to her. Another teacher responds that he first reads to them; and then he uses related pictures and other teaching aids to help the students understand the reading. The sixth teacher answers the question in that he prepares pre reading questions and other comprehension questions to motivate the students first to read. At last, a different teacher says she gives tutorial reading classes to selected students who have difficulties; and she teaches word formation alphabetically.

About the students' writing experience, two of the interviewed teachers answer that they have never allowed their students to exchange and share what they have written. Another teacher says that even though the students are not able to write, she tries to allow them to exchange and share what they have written. The fourth interviewee responds that she gives this kind of opportunity to her students after examination about their answers. The fifth interviewee says that his students practice copying and other simple exercises like 'what is your name? how old are you? etc'.

The last two interviewees also answer the same question in the way that they sometimes allow their students to exchange and

share what they have written. One of these two teachers says that when learners are allowed to exchange and share what they have done, they start criticizing each other. In addition the teacher recalls that some of the students bring what their parents, brothers or sisters have written for them.

Again when teachers are interviewed about their students' interest to write short paragraphs by themselves, most of them answer that the learners are not able to do so. The teachers explain this by saying that their students copy what is written in the blackboard or from their English textbook. And the students may write in sentence level about themselves. But there can be seen spelling error according to the interviewees. One interviewee says that her students write about their weekend's activities. And they present it to the class. Another teacher answers the question in that some students ask other people to write for them when given as homework.

All the interviewed teachers answer that they allow their students to develop oral communication by using the target language. Three of the teachers explain this from their experiences. One of these says if a student is late for class, he/she will ask permission to enter. And to borrow a pen, to go to toilet they ask politely using the English language. According to this teacher, she also encourages the learners to speak freely outside the classroom. The other interviewees say also that they ask their students in pairs to practice some kind of dialogue.

The interviewed teachers answer the question, if they think that their students listen the English language effectively in that three of them say 'not completely'. According to these teachers, some

students listen and others also try. There are also students, who do not listen lessons during the English period, according to their response. The fourth interviewee says that most of her grade two students listen in the English lessons. The fifth teacher again says that most of his students listen the target language. Another teacher, however, answers the question reasoning the age and the background of the learners that it is hard for them to listen the target language. At last the seventh teacher says that most of his students can listen what is presented from the lessons. But as he explains, about other things from his experiences, the learners find it difficult to understand.

The teachers interviewed also give their answers about what they do to help their students to develop oral English Communication. One of the teachers says he provides his students opportunities to greet each other being in pair and introduce themselves one by one. The second teacher responds that she advises her students not to afraid; and she encourages them to use the target language when they ask questions, knock and enter the class, or search for a pen. Another interviewee answers the same question in the way that he encourages the learners to speak even with a broken language. The remaining four interviewees give some kind of similar responses that they ask their learners to practice dialogue, or conversation, group discussion, and drama. Two of these teachers add that their students are asked to present some kind of work or activity so that they can develop oral communication in the target language.

4.2.4 Qualitative analysis of the classroom observations

Observation 1

The first observation is started in grade three. The teacher first greets the students; and she writes the date and the lesson: 'Apr 14/08 Lesson 95' The teacher then asks the students to remember the previous lesson: 'What was our previous lesson?' Some students say together ' what people and animals can and can't do'. The teacher without any further question moves to the daily lesson 'today's lesson- - - page 109 about Bilen and Daba,' the teacher says.

After the students have opened their text book on the page mentioned, the teacher asks them to read a passage: 'who can read the passage?' The students read the passage one by one. The teacher says 'this row' when she wants to ask students row by row. She also asks students who do not raise their hands. With some students who have difficulties to read, the teacher leads them word by word and phrase by phrase.

After the reading, the teacher asks the students oral questions: 'where does Bilen live? What can she do? What can't she do? Where does Daba live? What can he do?' and so on. When the students answer the questions they are not allowed to look or read the passage. The teacher wants them to memorize what they have read.

The teacher then gives class work. She does one example from the exercise. After some time, the teacher moves around and corrects the students' exercise books. At last she says: 'It is enough for today. For tomorrow do exercise two.'

To summarize this observation, the young female English language teacher looks confident. She uses correct grammar of the target language. Her classroom management skill is also good. For example, she asks the students row by row. But most of the students do not participate actively. Because of this it seems the teacher asks involuntary and weaker students to participate in the reading exercise as well as in answering oral questions. What I observe most important is that the teacher seems interested in her lesson. It is encouraging that she is motivated to teach children the English language. What I feel inconvenient is, the teacher arbitrarily says 'Very nice' to some students and 'Good' to some others.

Observation 2

The second observation is in grade four. The teacher greets the students as usual; and she says: 'Is there a home work?' The students say together, 'yes' repeatedly. But the teacher again says 'we are on page- -'; and she writes the unit and lesson topic: 'Unit 17 Asking and saying what people are doing'.

The teacher explains the daily lesson. Her explanation is about the present continuous tense. She models as an example the action of eating by herself. She says 'If I eat now, look I say I am eating'. The teacher then calls one student to model the actions of jumping and dancing. The student models the two actions very well. The teacher uses Amharic language very often to confirm that her explanation is clear and the students understand it.

The teacher then refers pictures from the English textbook and asks the students: 'who can tell me what the people doing?' The teacher asks weaker students frequently. But she gets no response. Other

students try to tell sentences from the pictures in their text book. The teacher praises nobody.

The teacher then gives class work; 'Write 5 sentences about the pictures' she writes. In the mean time, however, the teacher asks the students oral questions: 'who is wearing a hat? who is wearing shoes?' Some students answer the oral questions together. After some time, the teacher corrects the students' exercise books of the class work. At last the teacher said that there is a second period in the afternoon and correcting their class work will be continued then.

To conclude the second observation, the young teacher looks confident during her lesson. When she explains the daily lesson she freely uses herself as a real model. She also asks a student to show the actions of jumping and dancing. However, the teacher feels that the majority of the students do not know about the target language. I understand this from the beginning when I introduce myself, where I come from and what I want to do in their classroom. The teacher believes that the students do not understand what I have said. And she wants them to tell in Amharic language what I have said. In addition, the teacher repeatedly asks weaker students to answer questions. Without any help, clues and encouragement she calls those students one after the other. In general, the teacher seems that she doesn't have good attitude toward most of the students.

Observation 3

My third observation is in grade four again. The teacher starts his lesson by asking the students to remind the previous lesson: 'what was our topic at the morning?' the teacher asks. The

students answer together: 'what people want and don't want'. They read it from their text book. The teacher says 'I think class work - - - make four sentences about what you want'. The students were given a class work in the morning period. The teacher wants to do it with them. They then raise their hands to tell their sentences. A student says 'I want to watching movie'. The teacher writes it on the blackboard. After some hesitation, the teacher says 'I think - - - modify like this. I want to watch movie'. Another student says 'I want to your pen. The teacher writes it on the blackboard. Another says: 'I want to do class work'. The teacher again writes it on the blackboard. Then the teacher says: 'It is enough modify your sentences like this. I give another question.' He calls two students and said to them if they are ready to practice an activity. The two students stand up and go in front of the class. The teacher says: 'Follow them what they did- - - what they speak. Listens'. The two students practice a kind of activity as a shop keeper and buyer. Their voice is so low that we are unable to hear them. The teacher frequently says: 'Are you hear?' to check if the class listens to the activity. The students say 'yes'. When the two students finish, the teacher says 'clump your hand'. The students clump.

The teacher again gives a class work by doing examples. He writes on the black board examples:

Almaz is a teacher.

She need a chalk.

Hana is a student.

She need_____.

The students raise their hands. One student says: 'a daster.' The students raise their hands to give a 'correct' answer. A student

says: 'a pen'. The teacher then asks them to write similar sentences based on the above examples. After some time, the teacher said to the students to exchange their exercise books. But most of them have not finished. So they do not exchange their exercise books. Of course they are not given enough time. At last, the teacher says 'today we are learn about what people want and

don't want. Don't forget today's lesson. Tomorrow we will continue the exercise three. For tomorrow I will give the home work- - - exercise three'.

To say some points about this observation, the teacher uses the English language freely. He speaks naturally even if there are some grammatical problems observed. It seems that the teacher lacks the subject matter knowledge as seen some overt grammar errors. Some of the good points that have been reflected by the teacher are: first, the teacher is interested in the lesson. He teaches the students freely and with smiling. Because of this the students are very much motivated. Second, he encourages real use of the target language. The teacher himself speaks naturally. He is not worried to use correct grammar. Third, it seems that he has good attitude toward the students. He approaches them positively. He accepts their responses positively. Generally, he has enthusiasm to teach the subject.

Observation 4

This observation is in grade three. The teacher greets the students and writes: 'Unit 16: Lesson 96.' Then, she asks them the previous lesson: 'what was the last week lesson?' A student says 'Bilen and Daba'. The teacher says 'ok. Another student?'. The students become quiet. The teacher then asks them about Bilen:

'who can tell me about Bilen?' A student answers: 'she can ride a bicycle'. The teacher says 'Another student?' Another student says: 'she can play tennis'. The other students tell about Bilen. But the teacher doesn't praise the students. She then asks another question. 'Who can tell me about Daba?' A student says 'He lives in oromya'. Another says 'He can ride a horse'. The teacher revises the previous lesson like this.

Then the teacher starts the daily lesson. She writes the lesson: 'Lesson 96: Listen and speak. Read the sentences and touch the pictures'. The teacher writes some sentences from the textbook on the blackboard:

It can run and jump.

It can't fly

It eats fly.

The teacher then asks the students to read these sentences: 'who can read the sentences?' The students read the sentences together. Then the teacher asks them one by one to show pictures from the English textbook. A student stands and touches the picture of 'cat' from the teacher's text book.

The teacher writes other sentences:

It is a bird.

It eats meat.

It can fly.

She asks some students one by one to read these sentences. From three students, none of them can read the sentences. The teacher calls another student to read. The student reads the first sentence; and the whole class repeats after the teacher. The teacher continues the other sentences like this by asking a

student first to read; and then the class follows after the teacher.

After reading the sentences and touching the correct pictures, the teacher gives class work. She writes on the blackboard: 'Can you write the sentences in the correct column?'

an eagle

a lion

It is a bird
It is an animal
It has wings
It can fly
It can't fly

The students do not understand how to do the class work. The teacher says: 'you know the meaning of column?' There is no response from the students. The teacher tries to explain how to do the exercise. She writes one sentence as an example under the column of 'an eagle'. Then, the students seem that they understand and they continue to do it. After some time, the teacher moves around and corrects the students' exercise books.

To conclude this observation, the teacher is a business like. She makes busy herself as well as the students. She does everything one after the other. She first revises the previous lesson by asking and answering method. Then, she presents the daily lesson by practicing reading and touching activities. After that, students are given class work. To give some inconveniency, the teacher doesn't use praising words even if the students answer questions correctly. To add another, the teacher doesn't speak naturally. It seems that she is afraid of making grammar errors. Because of this, she is not observed when she encourages the students to speak freely.

Observation 5

This observation is in grade three. The teacher first writes: 'page 102 Lesson 89.' Then she moves around the class to see if the students take out their English exercise books and textbooks. The teacher again says 'page 102' and asks one student to read a sentence from the English textbook. The student reads the sentence 'Abebech and Melaku are sleeping'. The teacher says 'ok. Another student'. Another student reads a different sentence. This is done to revise the previous lesson.

The teacher again says: 'page 102 homework ... exercise one and two'. This is to say that there is homework and the teacher wants to do it with the students. The homework is about practicing who sits with whom, between whom, in front of whom and behind whom. The students do not understand what to say by looking at the pictures from their textbook. This indicates that they do not do the homework, or the instruction given to them is not clear.

The teacher then brings the exercise to the real classroom seating. The teacher asks the students one by one: 'who sits with you?' Some students answer it correctly. 'Haimanot sits with me. Aman sits with me. Matheos sits with me.' etc. But the teacher doesn't praise the students. Simply she passes from one student to the other.

The teacher also asks the students to say right or wrong: 'Haimanot sit between--- Lemlern and Fikre. Right or wrong?' The students say together 'Right'. Then, the teacher passes to exercise two. There are four sentences in the textbook to be filled with the words: with, between, and by. The students give their answers one

by one correctly. But the teacher doesn't praise them except writing their answers on the blackboard.

The teacher gives class work. She writes: 'Now write 3 true sentences'.

Who sits	with in front of behind	you?
----------	-------------------------------	------

The teacher draws the table; and again she writes the following three questions:

1. Who sits with you?
2. Who sits in front of you?
3. Who sits behind you?

After some time, the teacher starts correcting some of the students' exercise books.

To summarize this observation, the teacher seems that she lacks confident to teach the English language. This is reflected when she starts her lesson. In the beginning there is no clear instruction about the revision questions. The teacher moves here and there to maintain classroom silence. She picks a stick and says continuously 'Silent!' most of the students are confused what to say or answer about the revision questions. The other point is that during the oral questions, even though the students answer the questions correctly; the teacher doesn't often encourage the students. The teacher seems that she does not have good attitude toward the students. She does not often smile. It seems that she is demotivated. And in general, she does not have enthusiasm to the lesson.

Observation 6

This observation is in grade two. The teacher here writes: 'UNIT SIXTEEN' and says 'Yesterday we have learn about your brother name, my brother name, and so on'. Then he writes: 'Listening/Speaking- Touch the broom'. And he says: 'Today we are learning - --'. He moves near to the students and says 'One student stand up - -- both of you stand up'. He instructs the two students in Amharic language. It is to practice touching different things in the classroom. One of the two students instructs the other to touch different things in the classroom. She says: 'Touch the daster! Touch the door! Touch the window! Touch the desk!' The teacher again asks the two students to exchange their roles. And they continue the same practice. Other pairs of students practice the activity in front of the class.

The teacher doesn't praise any pairs of the students. But the class clamps when the pairs return to their seats. The teacher writes again: 'Reading: Read and Touch'. He writes the following words:

- | | |
|---------------|-----------|
| 1. door | 4. chair |
| 2. table | 5. window |
| 3. blackboard | 6. desk |

These words are from the students' textbook. Oral instruction is given to the students to read the words and touch related objects. The students raise their hands. The teacher selects one student. The student reads the words near to the blackboard. While he is reading, he goes to the object and touches it. The teacher asks the class to follow reading the words after the student. 'All are say table!' the teacher orders. He wants the students to participate together. After some practices, the teacher writes:

'Writing: Copy the following'.

Touch the table

Read the book

This writing activity is in the students' textbook. The students are asked to copy from the blackboard.

After some time the teacher returns to the previous reading and touching practice. One student is asked to stand up and read those words from the blackboard. The teacher says: 'everybody say after she'. The student reads the words one by one and the class follows her. But it seems that the students are bored to practice the reading exercise. At last, the teacher says 'any question welcome.' And after he has insured that students do not have any question, he leaves the room.

In general to comment some points from this observation, the teacher in the beginning tries to revise the previous lesson. But it would be better to ask the students if they could remind the previous lesson. After that, without any clear instruction he starts the practice stage. Even in the practice exercise, the students only who raise their hands are given the opportunity. In the copying exercise, the students are asked to copy two command sentences. However, instead of giving time to do the copying exercise and check their work, the teacher returns to the reading practice. All in all it seems that the teacher is not motivated in the lesson. He is not observed when he encourages the students.

4.2.5 Quantitative analysis of the observation check list items

Table 18: The classrooms' observations checklist analysis

N=6

(number of classroom observations)

No	Items	Checklists			
		Yes		NO	
		No	%	No	%
1	Is the aim of the lesson clear?	5	83.3	1	16.7
2	Does the teacher write clearly on the board?	6	100	0	-
3	Does the teacher introduce the daily lesson clearly?	0	-	6	100
4	Do students participate actively in the lesson?	3	50	3	50
5	Does the teacher use relevant examples to the lesson?	6	100	0	-
6	Does the teacher speak naturally?	4	66.7	2	33.3
7	Does the teacher smile often?	1	16.7	5	83.3
8	Does the teacher ask students thought – provoking questions?	3	50	3	50
9	Does the teacher encourage real use of language?	3	50	3	50
10	Does the teacher seem interested in the lesson?	2	33.3	4	66.7
11	Does the teacher manage his/her time wisely?	3	50	3	50
12	Does the teacher summarize the daily lesson?	0		6	100

From table eighteen we can see that 83.3% of the aims of English language lessons in the level are clear. Where as only 16.7% of the lessons are not clear. So it is possibly to say that if students put their effort on their side, they will be able to understand what is taught in the class room. In addition, the table shows that 100% of the teachers' hand writing is clear and legible. Therefore, students do not face difficulty to copy and/or understand what is written in the blackboard.

What is the worst thing seen from the statistics in the above table is all the teachers who are observed in teaching the English language in 1-4 grades do not introduce the daily lesson clearly. As the table shows it accounts 100% of the teachers that do not introduce their lessons clearly.

From table eighteen we can understand that 50% of the students in the primary schools first-cycle grades participate actively in the English lessons. It again shows that half of the classes do not have active participants. So teachers should work more than this by motivating students to participate actively in classes.

What seems interesting in the above table is that all the teachers who teach the English language in 1-4 grades use relevant examples during their lessons. This is encouraging even though most of the teachers depend on the students' text book. The other positive thing shown in table eighteen is 66.7% of the teachers speak naturally when they teach their English lessons.

Table eighteen shows that, only 16.7% of the teachers in the elementary first-cycle level teach their English lessons with smiling. Where as 83.3% of them present their lessons 'seriously'. They do

not often smile when they approach their students. In the same table, it is also shown that half of the teachers in the level ask their students thought provoking questions. When they do this they bring the lesson to the students' real world; and the teachers give the students the opportunity to discover their real situations. However, it would be better if more than half of the teachers allowed their students to relate the lesson with themselves and/or their environment.

It is also indicated that 50% of the teachers who teach the English lessons in 1-4 grades encourage real use of the target language. Half of the teachers in the level allow their students to use the English language relating with the real world. When students are encouraged to the real use of the target language, they feel that English is taught for communication.

In table eighteen it is shown that only 33.3% of the teachers seem interested in their English lessons. Where as 66.7% of them do not seem interested in their lessons. Unless teachers seem interested during the English lessons it will be hard for the students to participate actively. The statistics show that the majority of the teachers do not have positive attitude toward the subject matter or/and the students.

From the same table it is understood that 50% of the teachers manage their time wisely. Half of the teachers have been observed that they use the students learning time by providing appropriate tasks which are not too easy or too difficult. But it is totally based on the students' text book. Where as the other halves pass the learning time with repeated and boring activities. At last, we can see from table eighteen that all the teachers who teach the English

language in the primary schools first-cycle grades do not summarize their lessons. They do not say some points at the end of the lessons. And this is discouraging that the teachers do not have good endings.

Table 19: The mean number of the English teachers who are competent or not competent according to the checklist analysis.

N	X	Y
1	5	1
2	6	0
3	0	6
4	3	3
5	6	0
6	4	2
7	1	5
8	3	3
9	3	3
10	2	4
11	3	3
12	0	6
Total	36	36
$\bar{X}$	3	3

Key

- X Number of teachers who are put under the category of 'Yes' in the observation Check list items
- Y Number of teachers who are put under the category of 'No' the observation check list items
- N Number of Items in the check list

$$\bar{X} = \frac{\sum X}{N} = \frac{36}{12} = 3$$

The total number of the English teachers observed in the observation practice is six. Now the mean number of teachers who are put under 'Yes' in the observation check lists is three; and the mean number of teachers who are put under 'No' is also three.

From the statistics it is possibly to say that 50% of the teachers who teach the English language in the primary schools first-cycle level are competent based on the observation check list competence items.

Table 20: The standard deviation and variance of table 19

No	X	$X - \bar{X}$	$(X - \bar{X})^2$	Y	$Y - \bar{Y}$	$(Y - \bar{Y})^2$
1	5	2	4	1	-2	4
2	6	3	9	0	-3	9
3	0	-3	9	6	3	9
4	3	0	0	3	0	0
5	6	3	9	0	-3	9
6	4	1	1	2	-1	1
7	1	-2	4	5	2	4
8	3	0	0	3	0	0
9	3	0	0	3	0	0
10	2	-1	1	4	1	1
11	3	0	0	3	0	0
12	0	-3	9	6	3	9
Total	36	18	46	36	18	46

The standard deviation: $S = 1.9$

The standard deviation provides a measure of the dispersion of the scores from the central tendency. So here the scores dispersed 1.9 far from the mean.

When calculating the variance, it is used the average squared deviation of values from the mean. The variance reflects the amount of dispersion, with a larger variance implying more variability than a small variance.

$$\text{The Variance: } S^2 = \frac{\sum (x - \bar{x})^2}{N} = \frac{46}{12} = 3.8$$

Table 21: Individual teachers' competence based on the observation check list items

N	X	%	Y	%	Total (%)
1	8	66.6	4	33.33	100
2	4	33.3	8	66.66	100
3	9	75	3	25	100
4	4	33.33	8	66.66	100
5	5	41.66	7	58.33	100
6	6	50	6	50	100
Total	36	299.98	36	299.98	600

Where: N is the number of observations

X is the number of 'Yes' responses

Y is the number of 'No' responses

From the above table we can see that in the first observation the observed teacher is 66.6% competent to teach the English language in the level. In the second and fourth observations, however, we can see that the two teachers are 33.33% competent each to teach the target language in the level. The most competent teacher among the teachers observed is shown in the third column which is 75% competent. The fifth observation in the same table shows that the teacher is 41.66% competent to teach the English language in the level. In the last column of the above table, the observation shows that the teacher is an average teacher (50% competent) to teach the English language in primary school first-cycle (1-4) grades.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the summary of the study, the conclusions drawn based up on the findings, and recommendations are provided.

5.1 Summary

This study is conducted in two primary government schools. The general objective of the research is to investigate the English language teaching competence of teachers in 1-4 grades. Specifically the study discovers the attitude of the teachers toward their students and the English subject. It also describes the teachers' view of a competent English language teacher.

The subjects of the study are both teachers and students. All the English teachers in both schools which are 16 in number are included in the study. A closed structured questionnaire is distributed to the 16 teachers. Of these teachers, 7 are selected for the semi-structured interview. The selection is based on relationship between them and the researcher. There are 6 classroom observations conducted in both schools. Qualitative and quantitative data are collected from the observations with an assistant. Concerning the students, samples of 30 children are asked to fill the closed structured questionnaire. Their responses are first tabulated and then analyzed in tables.

According to the respondent teachers to the questionnaire items, all the teachers except one have positive attitude to respect their students. In addition, the same numbers of the teachers respond that it is a good characteristic of an English language teacher to be

friendly with students. Respecting learners pays back the teachers. The students who are respected will have positive attitude toward their teacher. Again they develop motivation to the subject. Learners express their feelings, opinions, and experiences when they become friendly with the teacher. Therefore, to the above two behaviors- respect and friendship, 15 number of the respondent teachers which account 93.75% of the total population have positive responses.

The respondent teachers also believe that it is necessary to prepare a lesson plan to teach in a competent manner. As it is said by Fisher (1995), plans provide a starting point to work. And planning is a skill shown by effective teachers, Ryan and Cooper (2004) add. So in the statistics, 13 teachers which account 81.25% believe that a good English teacher prepares a lesson plan to his/her lessons. The same number of teachers which share the same percentage also understand that translating everything of the lesson into Amharic language is not a good behavior of an English teacher.

All the respondent teachers believe that it is important to control their classes firmly. They think that this is a good behavior of an English teacher. However, according to Petty (2004), to be effective in classroom teaching it is very helpful to develop a relaxed and confident style which is not too formal. This also helps to attract students. Instead of controlling classes firmly, creating a working atmosphere in the classroom by providing activities which are not too easy or too difficult is a behavior of competent teachers (Good and Brophy, 2003). But the responses of the teachers to the above behavior are put into two scales. Nine of the teachers (56.25%) very much agree to the idea. Where as seven of the others (43.75%) agree to the same point. So we may say that the second groups do

not have much confidence on that variable.

It is understood from the questionnaire that the respondent teachers value their personal characteristic since it affects their teaching. In number, 15 of the teachers (93.75%) recognize that they want to have good personal behavior so that they can be models of their students.

When they respond about their English lessons, 13 numbers of the teachers (81.25%) are interested in what their students do. This may indicate that their students are active participants, they do what the teachers ask to do, and they show good things in line with the target language. Showing an interest in what learners have tried helps to gain students attention during the lessons.

The same numbers of respondents respond that they prepare their own activities in the English lessons. This is encouraging that a large number of the teachers are not totally dependent on the English text book in the level. Again 13 of the respondent teachers like to help weaker students. So we can say that their attitude toward their learners in general is positive.

All the respondent teachers except one are also happy to teach children. These teachers like their learners. The very reason to become a primary school teacher needs to love pupils according to scholars. It is also indicated that all the respondents are happy to teach the English language. That means they have enthusiastic to the subject matter. This is one of the qualities of a competent English teacher according to Ryan and Cooper (2004).

The students' responses about their English teachers' competence show that the teachers are in 'Excellent' and 'Very good' scales to the competences. From the sample of 30 students, 18.6 in average answer that their English teachers are 'Excellent', 5.1 answer 'Very good' and 4.7 respond 'good'. Therefore, most of the respondent students believe that their English teachers have such competences (Please see Appendix). However, there are some students who have responded that their English teachers lack some qualities and willingness. For instance, the largest numbers of students from the responses of 'poor' values are found in item 7. That means, there are five respondents (16.66%) who answer that their English teachers' willingness to help weaker students is 'poor.'

The interview responses of the teachers show that four of the teachers enter into the teaching profession with interest. Their first choice is the teaching career. Whereas, the other three are not interested in teaching. It is a fact that a person is effective when employed in his field of interest. The second group of the teachers interviewed lack this quality of effectiveness.

All the answers that the interviewees give about a competent English teacher are qualities that help to be competent. Some of these are: subject matter knowledge, fluent speaking, the use of appropriate teaching aids and methods, goodness to learners, professional ethics, pedagogical knowledge, preparation, interest, and enthusiasm. Therefore, according to their answers, a competent English teacher needs to have such qualities. And the respondent teachers of this study understand the necessary components of teaching competence.

5.2. Conclusion

The study aims to investigate the English language teaching competence of primary school first cycle level teachers. To achieve this, the researcher finds out some essential components of teaching competence from different scholars. These components can be grouped into attitude, knowledge, and skills. The teacher's attitude toward himself or herself, toward learners, toward the subject matter, and toward colleagues and school administrators, the subject matter knowledge, pedagogical knowledge, and other organization, disciplinary and planning skills are some of the important areas considered for of quality English teaching.

In this research it is found that all the respondent English teachers are willing to accept their mistakes during the English lessons. Thus, they develop their own learning along with the learners. The crucial point in education as Cullingford (1995) expresses is that the teacher cannot stop learning. The research of this study fortunately, has also observed in one of the two schools practices of participant observation among the teachers including my respondents. This is because participant observation is one helpful method of achieving self awareness.

As it is one of the specific objectives of this research, the teachers' attitude toward their students is discovered. In the beginning, from the semi-structured questionnaire of the teachers, it is understood that except one of the respondents, all the English teachers believe that a good English teacher treats pupils with respect. Again the same numbers of respondents are happy to teach children. In addition, 12 number of the teachers (75%) answer that they always listen to their students with respect; and 3 others (18.75%) usually

do this too. 13 number of the teachers (81.75%) are also interested in what their learners do, and the same numbers like working with weaker students. Therefore, from these statements and figures we can state that the majority of the English language teachers have positive attitude toward their students.

To the interview questions that assess the teachers' attitude toward their learners, three interviewees say that they are most interested in active, disciplined, and motivated students. The other interviewees give different answers. For instance, one likes medium students most. Another says, he likes students who do not afraid to speak. Still a different teacher is interested in learners who show interest to their learning. Only one of the interviewees says that she looks everybody of her student equally. This teacher does not hide the truth that she of course feels angry by some of the students' low achievement in the target language.

The teachers' attitude toward the subject matter is shown that all the 16 respondents are happy to teach the English subject. It is positive that all the teachers respond they like teaching the target language. However, when the teachers are interviewed which of the subjects taught in 1-4 grades they are most interested to teach, only three from the seven teachers put English as their first choice. So, we may say that the other four teachers are not allowed to teach the subject(s) that they are enthusiastic.

The subject matter knowledge of the English teachers is not directly assessed by testes. This is because of shortage of standardized testes. But equivalently the classroom observations and the students' questionnaire answer the question. Before this, when the respondent teachers rate the five competence components, more

than half of the respondents give subject matter knowledge is their first important choice. From this we can understand that how the teachers are aware of the importance of subject matter knowledge. It is because of this awareness that all the interviewed teachers are up grading themselves to diploma level as they respond.

As a result of learning themselves and reading books, it is observed in most of the classes, confident style and natural use of the target language. In some of the teachers observed, of course, there are some grammatical problems in speaking as well as written forms as discussed in the observation analysis. But the teachers are motivated to the fluency development of the target language.

The sample students give their responses about their English language teachers' teaching competence which includes the subject matter knowledge. In average more than half of the learners (18.6) or 62% from the sample respond that the teachers are 'Excellent' in relation to those indicators of competence. And the others 5.1 and 4.7 in average of the students answer that their English language teachers are 'Very good' and 'good' respectively. To the particular question that asks the subject matter knowledge of the teachers, 19, number of the respondent students (63.33%) answer 'Excellent', and another 9 or (30%) respond 'Very good'.

The respondent English teachers have viewed that effective English language teaching is achieved by controlling the class firmly. Almost all the teachers have believed that a good English language teacher controls his/her class firmly. However, even for the purpose of classroom discipline, scholars like Good and Brophy (2003) advice to provide learners with purposeful and interesting activities to make the learning effective.

The teachers interviewed in this study give their responses about a competent English language teacher. Most of them answer that a teacher who has enough of the subject matter knowledge is competent. Some of the interviewees say that a competent English language teacher is who uses appropriate teaching aids, and applies different teaching methods according to the level of the learners. One interviewee adds to the subject matter knowledge, a competent English language teacher is who manages his classroom very well, and speaks fluently. Therefore, the English language teachers in this study recognize what components and skills of teaching competence are needed to teach in a competent manner.

5.3 Recommendations

Based on scholars and the results found, the following recommendations are forwarded.

1. Teachers need to have the quality of showing interest to their pupils, colleagues, and parents. And they are to be able to demonstrate that interest through ideas and shared values.
2. Teachers should have enthusiasm to teach the subject matter. Whatever subject matter he/she teaches, the teacher must feel enthusiasm for it. Children are very conscious about the teacher's interest to their learning. And becoming excited the teacher himself/herself about the subject he/she is teaching is the first step to enhance the students' learning as scholars indicate.
3. It is important for teachers to be interested in teaching their lessons. Unless the teacher is interested it will be harder to motivate the learners. This is because students can understand the teacher's attitude toward the subject or

lesson he is teaching. And they feel that it is first his responsibility to be excited by what is going on in the classroom.

4. It is a human characteristic as well as a responsibility to help pupils being a teacher. Slow learners need clues and support. The students' responses to the questionnaire show that the willingness of the English language teachers to help weaker students is 'poor' according to some of the responses. Therefore, teachers must develop the habit of helping weaker students.
5. The English language teachers should praise their pupils for their trial. It is when they do this that the students are motivated to participate actively. In some of the English classes, it is observed that most students do not participate actively. Therefore, teachers should develop an interest in what their pupils have tried. It is believed that learners come to school to learn.
6. All learners must be respected. The interviewed teachers respond that they respect clever students and active participants of the lessons. This means, the English language teachers in this study have valued the opinions of only clever students. However, as Cockburn (2001) lists one of the positive ethos teachers need to create in their classrooms is an atmosphere where all pupils feel valued.
7. Teachers need to recognize their relationship they have with the learners since it affects instruction. Some interviewed English teachers in this study answer that they most like clever and active participant learners. They respect also these

kinds of students. But the teachers' effectiveness might be reduced by such feelings or attitudes toward students.

8. At last, it is recommended that further study be made on the English language teachers' teaching competence based on the components of competence used in this study or other additional standards in order to provide quality instruction.

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APPENDICES

Appendix I

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

(Graduate Programme)

Questionnaire to be filled by _____

Primary school teachers of 1-4 grades

Objective: The aim of this questionnaire is to get your inputs into my research work on Teacher Competence in Teaching English Language in 1-4 grades.

First, I would like to thank you for your willingness and cooperation to complete this questionnaire. I assure you that any response you provide to this questionnaire will be kept strictly confidentially.

I. Please put a tick () mark about your personal information below

- | | | |
|--------------------|--------------------------------------|---|
| ▪ Sex | Male ☐ | Female ☐ |
| ▪ Age | 20-30 ☐ | 31-40 ☐ |
| | 41-50 ☐ | 51& above ☐ |
| ▪ Qualification: | Certificate ☐ | First Degree ☐ |
| | Diploma ☐ | |
| ▪ Work Experience: | 1-5 years ☐ | 11-15 years ☐ |
| | 6-10 years ☐ | 16 years & above ☐ |

II. Please put a tick (✓) mark to the choice that best express your idea about a good English teacher.

No		Very much agree	Agree	Undecided	Disagree	Totally Disagree
1	He/She treats his/her students with respect.					
2	He/She doesn't need to prepare lesson plan					
3	He/She controls his/her class firmly.					
4	He/She likes some students more					
5	He/She is friendly with his/her students					
6	He/She believes that every student is capable of high academic achievement.					
7	He/She translates everything of the lesson into Amharic language to students.					
8	He/She believes that his/ her personal characteristics affect the quality of his/her teaching.					

III. Please think of your own English lesson. And you are kindly asked to put a tick (✓) mark under "yes" / "no"

No		Yes	No
1	I am interested in what my students do		
2	I accept my mistakes in the English lessons		
3	I am happy to teach the English subject		
4	I prepare my own activities		
5	I believe that I have the required knowledge in the level		
6	I usually choose good students to answer questions		
7	I like working with weaker students		
8	I am happy to teach children		

IV. Please put a tick (✓) mark in front of the alternative that best express your idea

1. I allow students to exchange and share what they have written

Always ☐

Usually ☐

Sometimes ☐

Never ☐

2. I allow students to speak freely in English language

Always ☐

Usually ☐

Sometimes ☐

Never ☐

3. I listen to my students with respect

Always ☐

Usually ☐

Sometimes ☐

Never ☐

4. I use my students' names

Always ☐

Usually ☐

Sometimes ☐

Never ☐

5. I cooperate with the school administrators

Always ☐

Usually ☐

Sometimes ☐

Never ☐

6. I cooperate with my staff members

Always ☐

Usually ☐

Sometimes ☐

Never ☐

V. Please rate the following points (1st, 2nd, 3rd, 4th, 5th) according to their importance you think to teach the English language in a competent manner.

- Classroom management
- Subject matter knowledge
- The skills of planning
- Pedagogical knowledge
- Teacher- student rapport

Thank you very much for your cooperation!

Appendix II

Students' Questionnaire

Objective: The aim of this questionnaire is to get your responses into my research work on teacher competence in teaching English language in 1-4 grades.

First, I would like to thank you for your cooperation to complete this questionnaire. I assure you that any information you provide to this questionnaire will be kept strictly confidentially.

Instruction I: Please fill the boxes about your personal information.

Sex: Male ☐ Female ☐

Age: Grade

Instruction II: Please put a tick (✓) mark in the correct column that you think appropriate about your English teacher.

No		Excellent	Very good	Good	Poor	Very poor
1	The ability to introduce the daily lesson by motivating the students					
2	The ability to use simple and clear language to present the daily lesson					
3	The subject matter knowledge of the teacher to teach English language					
4	The ability to organize students in the English lessons					
5	The ability to implement different teaching methods					
6	The ability to select and use suitable teaching media					
7	The willingness to help weaker students					
8	The teacher's relationship with the students					
9	The condition that the teacher calls the students by their names					
10	The enthusiasm of the teacher to teach the English language					

Appendix III

ለተማሪዎች የቀረበ መጠይቅ

ዓላማ፡- የዚህ መጠይቅ ዓላማ ከተማሪዎች ስለ መምህራን የእንግሊዝኛ

ቋንቋን የማስተማር ብቃት መረጃ ለማግኘት ነው፡፡

በመጀመሪያ ውድ ተማሪዎች ይህን መጠይቅ ለመሙላት ስለተባበሩን

አመሰግናለሁ፡፡ ለዚህ ቃለ መጠይቅ የምትሰጠው (ጭው) ማንኛውም ምስጢራዊነቱ

የተጠበቀ ነው፡፡

ትዕዛዝ አንድ፡- እባክዎን የሚከተሉትን ሳጥኖች ይመሉ

ፆታ ፡ ወንድ ☐ ሴት ☐

እድሜ፡ ☐

ክፍል፡ ☐

ትዕዛዝ ሁለት፡- እባክዎ ስለ እንግሊዝኛ መምህርዎ የማስተማር ብቃት

በትክክለኛው ሳጥን ላይ የትክክል (✓) ምልክት ያስቀምጡ፡፡

ተ.ቁ		እጅግ በጣም ጥሩ	በጣም ጥሩ	ጥሩ	ዝቅተኛ	በጣም ዝቅተኛ
1	ተማሪዎችን በማነቃነቅ የዕለቱን ትምህርት የመጀመር ብቃት					
2	የዕለቱን ትምህርት በቀላልና ግልፅ ቋንቋ የማቅረብ ብቃት					
3	ለእንግሊዝኛ ትምህርት ያለው እውቀት					
4	ተማሪዎችን የማደራጀት ብቃት					
5	የተለያዩ የማስተማር ዘዴዎችን የመጠቀም ብቃት					
6	ተስማሚ የማስተማሪያ መርጃ የመምረጥና የመጠቀም ብቃት					
7	በትምህረታቸው ደክም ያለ ተማሪዎችን የመርዳት ፍላጎት					
8	መምህሩ ከተማሪዎች ጋር ያለው ቅርርብ					
9	ተማሪዎችን በስማቸው የመጥራት ሁኔታ					
10	እንግሊዝኛ ትምህርትን ለማስተማር የመምህሩ ተነሳሽነት					

Appendix IV

Interview for Teachers

Objective: The aim of this interview is to get your inputs about a competent English teacher and teaching profession in general in 1-4 grades.

1. What is your reason to become a teacher?
2. Do you think that teaching is your right choice?
3. Who is a competent English teacher? (What does he/she do?)
4. What does an English teacher need to teach in a competent manner?
5. What do you find difficult in teaching the English language?
6. How do you solve those difficulties?
7. What are you doing to develop your profession?
8. Do you have an intention to change the teaching profession in the future?
9. Which of the students you teach do you like most?
10. Which of the subjects taught in 1-4 grades you are most interested to teach?
11. Which of the students you teach do you respect?
12. Do you think that your relationships with students affect your English teaching?
13. What do you do to be a competent English teacher?
14. Can your students identify words during reading from their English text book?
15. Are they motivated to read passages from the English text book?
16. How do you enable them to read different words?
17. Do you allow them to exchange and share what they have written?
18. Do they love write short paragraphs by themselves?
19. Do you allow them to develop oral English communication?
20. Do you think that your students listen effectively in the English Language?
21. What do you do to develop the students oral English language communication?

Appendix V

ከ1- 4 ክፍሎች እንግሊዝኛ ለሚያስተምሩ መምህራን

የቀረበ ቃለ መጠይቅ

ዓላማ፡- የዚህ ቃለ-መጠይቅ ዓላማ ስለ መምህራን የእንግሊዝኛ ቋንቋ ማስተማር ብቃት እና አጠቃላይ የመምህርነት ሙያ መረጃ ለማግኘት ነው፡፡

መጀመሪያ ለዚህ ቃለ መጠይቅ ስለተባበሩኝ አመሰግናለሁ፡፡ ለዚህ ቃለ መጠይቅ የሚሠጡት ማንኛውም መልስ ሚስጢራዊነቱ የተጠበቀ ነው፡፡

እስኪ ከአጠቃላይ ጥያቄ እንጀምር፤

1. መምህር ለመሆን ምክንያትዎ ምንድን ነው?
2. የመምህርነት ሙያ ትክክለኛ ምርጫዬ ነው ብለው ያስባሉ?
3. ብቁ የእንግሊዝኛ መምህር ማነው /መለያዎቹ ምንድን ናቸው?
4. አንድ የእንግሊዝኛ መምህር በብቃት ለማስተማር ምንድን ነው የሚያስፈልገው?
5. እንግሊዝኛ ቋንቋን ለማስተማር ያጋጠመዎ ችግር ምንድን ነው?
6. ችግሮችን እንዴት ይፈታሉ?
7. ሙያዎን ለማሳደግ ምን እያደረጉ ነው?
8. ወደፊት የመምህርነት ሙያዎን ለመቀየር ያስባሉ?
9. ከሚያስተምሯቸው ተማሪዎች መካከል የትኞቹን ይበልጥ ይወዷቸዋል?
10. ከ1-4 ክፍሎች ባለ ደረጃ ከሚሰጡ የትምህርት ዓይነቶች ይበልጥ ደስተኛ ሆነው የሚያስተምሩት የትምህርት ዓይነት የቱ ነው?
11. ከሚያስተምሯቸው ተማሪዎች መካከል የትኞቹን ያከብሯቸዋል?
12. ከተማሪዎችዎ ጋር ያለዎ ግንኙነት የእንግሊዝኛ ማስተማርዎን ተጽእኖ ያደርጋል ብለው ያስባሉ?
13. ብቁ የእንግሊዝኛ መምህር ለመሆን ምን ያደርጋሉ?

- እስኪ ትንሽ ስለ ተማሪዎችዎ የእንግሊዝኛ ትምህርት እናውራ
- 14.ተማሪዎችዎ ቃላትን በእንግሊዝኛ ምንባብ ጊዜ ይለያሉ?
- 15.ተማሪዎችዎ ከእንግሊዝኛ መጽሐፋቸው ምንባቦችን ለማንበብ የተነሳሱ ናቸው?
- 16.የተለያዩ ቃላትን መለየት፣ ማንበብ እንዲችሉ እንዴት ነው የሚረዷቸው?
- 17.የጽሕፈት ስራቸውን እርስ በርስ ተቀያይረው ሀሳብ እንዲሰጣቸው ይፈቅዱላቸዋል?
- 18.ተማሪዎች አጫጭር ምንባቦችን/ጽሁፎችን ከራሳቸው መፃፍ ይወዳሉ?
- 19.ተማሪዎችን በእንግሊዝኛ ቋንቋ በቃል መግባባት እንዲያዳብሩ ይፈቅዱላቸዋል?
- 20.ተማሪዎች እንግሊዝኛ ቋንቋ በደንብ ያዳምጣሉ ብለው ያስባሉ?
- 21.ተማሪዎች በእንግሊዝኛ ቋንቋ መግባባት እንዲያዳብሩ ምን ያደርጋሉ?

በጣም አመሰግናለሁ

Appendix VI

Observation Check List

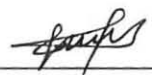
Teaching Competences	Grade		Grade		Grade		Grade		Grade		Grade	
	Obsn. 1		Obsn. 2		Obsn. 3		Obsn. 4		Obsn. 5		Obsn. 6	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Is the aim of the lesson clear?	✓		✓			✓	✓		✓		✓	
2. Does the teacher write clearly on the board?	✓		✓		✓		✓		✓		✓	
3. Does the teacher introduce the daily lesson clearly		✓		✓		✓		✓		✓		✓
4. Do students participate actively in the lesson?		✓		✓	✓		✓			✓	✓	
5. Does the teacher use relevant examples to the lesson?	✓		✓		✓		✓		✓		✓	
6. Does the teacher speak naturally?	✓		✓		✓			✓		✓	✓	
7. Does the teacher smile often?		✓		✓	✓			✓		✓		✓
8. Does the teacher ask the students thought-provoking questions?	✓			✓	✓			✓	✓			✓
9. Does the teacher encourage real use of language?	✓			✓	✓			✓		✓	✓	
10. Does the teacher seem interested in the lesson?	✓			✓	✓			✓		✓		✓
11. Does the teacher manage his /her time wisely?	✓			✓	✓			✓	✓			✓
12. Does the teacher summarize the daily lesson?		✓		✓		✓		✓		✓		✓



DECLARATION

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

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