

**THE CORRELATION BETWEEN TEACHERS' LEVEL OF
ASSERTIVENESS AND THEIR PARTICIPATION IN
INTERACTIVE WORK IN EFL CLASSROOMS
OF ADDIS ABABA HIGH SCHOOLS**

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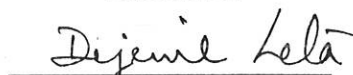
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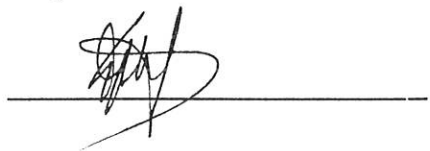

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ABSTRACT

The main concern of this study was to find out the relationship between females' level of assertiveness and their verbal interaction in EFL classrooms. An attempt was also made to assess the influence of family educational and economic background on females' level of assertiveness and their verbal involvement. To these ends a standard assertiveness inventory, classroom observations, questionnaire and interview were used.

The number of subjects was 144 (72 males and 72 females). They were randomly selected from three government and two private high schools in Addis Ababa.

The research findings showed strong correlation between females level of assertiveness and their verbal interaction in EFL classrooms at a p-value of .01 for long turns and turns in discussion. ($r=.44$ for long turns and $.40$ for turns in group discussion). Overall turns also showed significant relationship at a p-value of .01. ($r=.35$ for total turns).

Despite their equality in assertiveness, male and female subjects showed great disparity in verbal interaction in both teacher-student and student-student interactions i.e. males surpass females in verbal out-put in EFL classrooms ($p=.07$ for assertiveness and $.00$ for verbal interactions).

This study also pointed out that parents' social status had stronger influence on females' level of assertiveness and their verbal interaction than on males. Moreover, mothers' education and income was found to have positive influence on their children's personality development and verbal out-put. Fathers' income also indicated significant influence on their children's verbal production.

On the basis of the present research results, the following recommendations are forwarded:

Assertiveness training programme should be set in high schools and teacher training institutions. Guidance and counseling officers at high schools should take the responsibility to carry out the programme.

Equal emphasis should be given to cognitive and non-cognitive variables; and further studies should focus on investigating the possible non-cognitive factors that impede language learning in our context.

CHAPTER ONE

INTRODUCTION

1.1 Background Of the Study

From various findings and reports carried out by psychologists and other social scientists, there is considerable evidence that women are much more greatly affected than men by negative personality traits. These traits, in one way or other, are believed to influence “their academic achievement, their success for high level status, their career development and their way of thinking” (Betz and Fitzgerald, 1987:12).

Psychological factors, negative personality traits in the area of self-confidence, self-esteem, self-concept, motivation and competence, perception and awareness of options, and future planning orientation, are internal barriers (Sundal Hansen, 1984) which lead to what Betz and Fitzgerald (1987) call “females chronic under-utilization of their abilities and talents.” Such personality traits, asserts Sundal -Hansen, “are negative effects which limit people especially girls and women from developing their full potential and thus waste human resources instead of utilizing them to find creative solution to society’s problems” (1984: 33).

As indicated by many researchers, the agents for developing such negative personality traits and negative psychological make-up have been the way females are brought up in society (home), culture, community, school, and mass media.

Haregewoin and Yusuf (1994) assert that:

Intellectually, men and women appear to be equally endowed, but because humans are products of socialization, they behave in a way society expects them to behave, i.e. their upbringing dominates their lifestyle. Women are brought up to confirm and men to achieve. As a result, women tend to underestimate their abilities, feel more dependent, become more conformist, more pliable and more vulnerable to interpersonal reduction, i.e., they exhibit non-assertiveness. In contrast, men tend to be more independent of social approval and more reliant upon internal standards of excellence in achievement situation (1994: 1).

For Almaz (1991:8), "studies abound to show that Ethiopian parents steer young children into traditional gender roles consistent with cultural expectations. Generally they socialize towards the independent, expressive, aggressive male, and the shy, quite, dependent and nurturant female." She continues her argument saying "families become upset when behaviours are switched and punish females by negative teasing and ridiculing practice." Almaz further states, "Teachers unobtrusively push children into traditional gender roles by promptly reinforcing independent and assertive behaviour roles in boys, and dependent and passive behavior in girls"

This gender disparity in personality, partly as a result of sex role socialization, and the impact on women and girls' life style has called the attention of many scholars (specially feminist writers) and has been studied since the 1970's in Britain and America. The findings have had universality though they differ in degree from country to country.

Gender issues in ELT (English Language Teaching), being part of these studies, are professional, pedagogic and academic issues and require classroom research that focus on identifying and tackling the various external and internal barriers of the females in learning the target language.

This study, being part of the above mentioned research context, tries to examine the effect of one of the internal barriers (which is a prominent personality) that is 'level of assertiveness' of A.A. high school female students and its correlation with their participation in interactive work in EFL classrooms.

1.2 Statement of the Problem

In the teaching of English as a second / foreign language, there is strong evidence that shows verbal involvement of the learners as one of the important language learning strategies for effective language learning. Learners' active and regular interaction with the teacher as well as with one another helps them improve their communicative and linguistic competence. ✓

Moreover, whenever we think of learning a new language, the first impression that comes to our mind is the ability to speak the language rather than the other skills. As Rivers notes, "We come to the study of another language with the strong conviction that language means something spoken" (1968: 189). This conviction indicates that the early introduction of language use is important for reasons of motivation. As contended by Głbiowska (1990:IX), "encouraging

talking is much more than a matter of creating a lively classroom atmosphere desirable though that is. Talk, as opposed to mere speech, has learning, teaching and evaluating implications and as a consequence, needs careful and well motivated treatment.”

In spite of this, one of the biggest challenges to current language teaching/ learning process is female second / foreign language learners’ poor verbal participative behavior in many ELT classroom contexts for several gender-related reasons. As to Sunderland (1994:6), “The language classroom as a whole is gendered in a way that disadvantages the female learner. The dominance of patriarchal values and their consequences: gender practices, roles and relations and identities seem to be no encouragement to female students.”⁷

Though there are no independent studies on the ‘differential status’ of male and female learners in ELT classrooms of Addis Ababa high schools, there is a general consensus among teachers, pedagogical experts and students themselves that high school female students verbal interaction in EFL classrooms is much less than male students . This weak participative tendency of high school girls has been considered to be one of the factors for their low language acquisition which, in turn, results in their low academic performance in other school subjects. As noted by Tsion, (1993:8), “Almost all the studies carried out regarding the academic performance of females indicate that males perform better than girls in all subjects at every grade level”.

Therefore, in attempting to look into the factors that affect females' verbal interaction, this study tries to investigate the effects of one of the internal barriers (personality variable)- non-cognitive variable, that is, 'Level of assertiveness' on their verbal participation. The present researcher assumes that females' low participative behaviour may be attributed to their low level of assertiveness since their general personality is characterized by shyness, unassertiveness, having low self-image or low self-esteem, dependence and the like Almaz, (1991); Genet (1991); Tsigie (1991).

1.3 Purpose of the Study

The study aims at exploring the relationship between females' level of assertiveness and their verbal interaction in EFL classrooms of Addis Ababa high schools. The study also tries to investigate the influence of family background on females' assertiveness development and their verbal interaction. To these ends,, the researcher tries to find out answers to the following research questions:

1. What is the difference in assertiveness between male and female high school students?
2. What is the difference in participation in interactive work between male and female high school students in EFL classrooms?
3. How does females' level of assertiveness correlate with their verbal participation in interactive work in EFL classrooms?

help to generate insight for further studies as there are no studies on this subject and not enough attention is given to this problem in our context.

1.5 Definition of Terms

The following are the definitions of terms and/or expressions used in this study:

Personality: Personality in this context is defined as the dynamic organization within the individual of those psycho - physical systems that determine his (her)unique adjustments to his(her) environment (Allport 1985: 443).

Assertiveness: Assertive behaviour is interpersonal behaviour involving the honest and relatively straight forward expression of thoughts and feelings in appropriate social situations (Rimn and Masters, 1979: 63) (in Brodsky, 1988: 185).

Non-assertiveness: Non assertive behaviour is that type of behaviour where the person's rights are violated. The non assertive person is" fearful of being foolish or rejected and, as a result, acts timid, cautious, and passive. Non assertive persons typically feel bad about

themselves and have little confidence in their action”
(Brodsky, 1988: 185).

Participation: Participation in this paper is used to refer to the observable verbal act of the students during lessons or academic tasks.

Turn: A stretch of talk, by one person, before and after which there is a brief silence on the part of that person (Harries, 1951: 4).

Short Turn: A verbal contribution in lessons and group discussion which is a sentence or less than a sentence.

Long Turn: A verbal contribution which is longer than an utterance, taken by students during a lesson or in group discussion.

Turn in Teacher-Fronted Classroom: A verbal contribution (an answer, question, suggestion, guess etc.) taken by students while interacting with the teacher (teacher-student interaction)

Turn in Discussion: A verbal contribution in group discussion.

CHAPTER TWO

Review of Related Literature

The study of personality as one of the important variables in second or foreign language acquisition theory and language classroom research has become the concern of many scholars since "purely cognitive theories of learning will be rejected unless role is assigned to affectivity" (Hilgard, 1963: 267).

As contended by Daniel, non-cognitive (affective) variables share common features with cognitive factors and both serve as mediating or instrumental variable, either facilitative or disruptive" (1992:16).

In describing the role of noncognitive factors in students learning, Davis (1971), as quoted in Daniel (1992:16), stressed that 'the learner's perception of 'who he is', 'what she enjoys' and 'what he can do or can not do' has great influence in his learning. The learner's attitudes and conduct in the learning situation affect his responses to the ongoing learning and these, in turn, affect his performance on cognitive activities."

Daniel (1971:16), also points out that "A student's perception of himself and his ability, his need to achieve success or to avoid failure may affect the level and rate of learning."

Therefore, it is quite important to give due consideration to affective domains (non-cognitive factors) parallel to cognitive domains in order to find out solutions to “the perplexing problems of second or foreign language acquisition” (Brown 1977:100).

Furthermore, as Misgina (1994) noted, examining the various constructs of non-cognitive factors and their correlates has got an emphasis in the area of personality research particularly in relation to ‘gender differences’ since a variety of negative personality characteristics have been found to be associated with the poor academic development of women.

2.1 Assertiveness and Gender Disparity: Is Assertiveness gender specific ?

Numerous psychologists and other social scientists have investigated gender discrepancy in assertiveness: in most cases, in relation to academic performance of learners with different grade levels.

To start with, while documenting the psychological findings related to sex stereotyping that are conducted by several Western Educational Psychologists, Sundal-Hansen (1984) points out the four primary important and interrelated internal inhibitors (psychological factors) and their impact on female learners’ academic performance. These psychological factors (internal inhibitors) are:

- i. Self - concept (the picture one has of self) and self - esteem (the evaluation one makes of self)
- ii. Motivation and competence
- iii. Awareness of options, and
- iv. Future planning orientation or self - efficacy (one's view of what one is able to do) (Sundar - Hansen, 1984:32).

Since the general concept "assertiveness is a relative newcomer in the realm of psychological concerns" (Brotsky, 1988: 185), the above-stated four psychological factors (internal inhibitors) are regraded as the manifestation of assertiveness/ non-assertiveness in their positive or negative sense (Gillibrand and Mosley, 1995). To show the inter-relationship between self- esteem and self-confidence (assertiveness), Gillibrand and Moseley (1995:4) have labelled that "better self-esteem leads to improved self-confidence (assertiveness); improved self-confidence leads to good self-esteem; good self-confidence leads to better self-esteem." They also argue that "much non-assertive behaviour has its source in low self-esteem."

The American Psychological Association (1992:121) defines self-esteem as follows:

A vital human need protects from anxiety; self-esteem is the feeling that one is an object of primary value in meaningful universe. Individuals sustain self-esteem by maintaining faith in a culturally derived conception of reality and living up to the standards of value that are prescribed by the world view.

In contrast, "Low self-esteem, profoundly affects our lives. It influences how we respond to 'trigger' events or situations in our lives" (Gillibrand and Mosley, (1995:3). Low self-esteem "can trap us in a downward spiral of failure in which the negative image we hold of ourselves creates self-fulfilling prophecies." Expressed succinctly, "until we alter this image we will not be free to enjoy any positive progress" (Gillibrand and Mosley 1995:3).

The roots of self-esteem, as stated by the American Psychological Association (1992), are the individuals' early interaction with his or her parents and other socialization agents of the culture. Haregewoin and Yusuf (1994) also observed that agents of self-esteem are: upbringing, educational system and other cultural factors.

In their assessment of 'Locus of control and assertiveness' on female and male college students, Cooley and Nowick (1984) found that there was significant correlation between internality and assertiveness for males but not for females. The researchers stated that since females traditionally have not been rewarded for assertiveness and self expression, it is possible that the relationship between beliefs and behavior may not be as consistent as it is for males since assertive behavior has,traditionally been encouraged primarily for male not female.

However, at the high school level, the results have been somewhat inconsistent regarding the studies on self-concept and self-esteem in USA. For example, Bledsoe (1964) has come up with females higher self rating than males.

Similar investigations carried out by Lipsett, 1958; Piers and Harries, 1964 (as cited in Sundal - Hanson 1984) reported that no differences have been seen in assertiveness between female and male high school learners. Smith, however, found out that "as age increases, boys display a progressively higher opinion of boys, and girls progressively devalue their own sex" (1939:96).

In studies with primary level students in the area of motivation and competence as explored by Bandure and Perloff (1968); Crandall and Lacey (1972); kopfistein (1973); Slovic (1996), the results tend to show no sex differences with regard to performance on variety of tasks. But studies conducted at the same level and in the same area up-held that boys received a higher expectancy of success than did girls (Carndall, 1969; Montanelli & Hill, 1969).

Data collected and analyzed from a four minute video taped discussion in the group of Mexican and Anglo-American college age and young age men and women indicated great difference in assertiveness between Mexican and Anglo American men and women. According to this study, Mexican American women were found to be the least assertive of the four groups. From this finding, the researchers claim that Cultural regulation of Mexico affected Mexican American women in neighbouring areas of the USA more than they did Mexican American men. For Kimble, Marsh and Kiska, (1984), the most important influence on assertiveness among these demographic variables was whether one grows up female or grows up male.

In contrast, Carrant, Dickson, Anderson and Faul Kender (1979) tried to categorize assertiveness into 'opposition and expressive' and analyzed sex differences using these categories. Then, they came up with a result that "High sex-role stereo typed men engage in opposition assertion. Conversely, highly sex - role stereotyped women engage in more expressive assertion" (1979:67).

Sundal-Hansen (1984), concluding her psychological report contends that "women have less positive self-esteem, have less information available to them, are lacking in a sense of agency or self-efficacy in their lives, and do not feel they have much control over their destiny" (1984 :33).

Referring to Ethiopian high schools context, Genet Zewdie (1991:97), argues that "parents, teachers, school administrators, educational planners and students of both sexes generally accept patriarchal views concerning females". Genet further notes,

Parents prepare their sons and daughters for different roles, aspirations and expectations. The socialization of boys and girls correspond to the role each is expected to assume in society. Their education follows the same pattern (Ibid).

Concerning the development of learners' self-esteem and their expectation for high goals, Genet has the following to say: "Boys are encouraged in ways that will enable them to achieve, to compete, and to win; girls, in contrast, are discouraged to develop these traits" (Ibid).

Almaz Eshete (1991) more or less corroborates with Genet's findings. In her study, teachers, school directors and teacher - counsellor (from western and southern parts of Ethiopia) were asked to respond to a questionnaire 'which called for writing five adjectives' which can describe the girls and boys' characteristics. The five most frequent adjectives indicated by the western awraja respondents to describe the boys were: "adventurous, zealous, strong, friendly and helpful;" and by those from southern awraja were: "clever, motivated, self-confident and active". In contrast, the five most frequent adjectives indicated to describe the girls by western awraja respondents were: "shy, timid, fond of jewellery, frequently absent (dawdler) and having low self - esteem." The southern awraja respondents also characterized girls as: "academically poor, shy, fond of jewellery, frequently absent, passive and having low motivation.

In support to the above description of girls personality, Tsigie Haile (1991:10) also characterizes them as "shy, unassertive, having low self-esteem and low self-image."

In conformation to the above findings, a recent research carried out in 1995 by Children and Youth Affairs Organization and the Italian Cooperation in selected parts of Ethiopia: Addis Ababa, Arba Minch, Assela, Aykomer, Bistima, Bale, Dessie and Mekele, also has the following to report: "Concerning the values parents attach to variations in stereotyped personality development, males are expected to be assertive and brave while females are encouraged to be shy and submissive" (Azeb, 1995:10).

According to this study, over 90 percent of parents felt that assertiveness is an ideal characteristics among male children, while 75 percent of them believed that shyness is more appropriate among females.

Contrary to the above findings, in his recent study on 'Gender differences in participation in Discussion Groups in Freshman English Classes of AAU, Amanual (1996) has explored that there was no statistically significant difference in assertiveness between the male and the female subjects. He has also reported that females' level of assertiveness had no any relation with their verbal interaction.

Though Amanual's study is interesting and original in EFL classrooms of our context, the researcher of this study has her own reservation about his special reference to subjects 'who had all a self-reported Ethiopian school Leaving Certificate Examination (ESLCE) English score of "A" (1996:18). Since ESLCE is the only parameter so far to measure Ethiopian high school students' performance, it is possible to argue that Amanual's subjects were relatively the successful ones.

In general, gender disparity in assertiveness appears to be universal as we can infer from the above reports. Despite the inconsistency of the results, males tend to be more assertive than females.

2.2 Verbal Participation and Gender

2.2.1 The Role of Verbal Interaction in Language Learning

It seems worthwhile to discuss the role verbal interaction plays in language learning before any discussion on the relationship between verbal participation and gender. The shift from exploring a better methodology for language teaching/learning process to 'what is going on in language classroom' has become much more important to help our learners learn the target language. As Allwright and Bailey (1991:XViii) note, "In order to help our learners learn, it is not the latest method that we need, but rather a fuller understanding of the language classroom and what goes on there."

As to this premise, since language classroom research has begun in the late 1960s, one of the significant aspects of the studies is to find out an answer for the fundamental question of the value of talk as a contribution to language learning.

Though the research findings of these studies are so far mixed, as many scholars, educational practitioners and teachers from their experience believe, there are theoretical and practical reasons for expecting learners' involvement in interactive work to learn the target language better.

A few of the studies which are related to the present research are discussed in this section.

To start with, Allwright (1984) as cited in Fikirte (1996:9), explaining the importance of learners' practical use of the language for better language learning declares that "Communication practice in the classroom is pedagogically useful because it represents a necessary and productive stage in the transfer of classroom learning to the outside world."

In support of Allwright's argument, Bygate (1987:59), states that practicing the language in classroom helps learners "to express their personal intention through all kinds of familiar and unfamiliar recombination of the language element at their disposal"

Describing how learners are motivated to learn the language if they are able to say something using the new language, Pimsleur (1963:24) says, "students who come away from their first lesson able to say something useful in the new language, no matter how single it may be, feel great satisfaction, and their aptitude toward language learning becomes much more favorable"

According to Rivers (1972), learning a language using only the reading and writing skills is not that effective. For her, people who learn a language that

way are likely to be seriously inhibited when the opportunity arises to speak the language.

Language use, as reported by Rivers, also contributes to develop the reading and writing skills; students who have been taught all through their study of a language to understand and speak it, will not only profit in this area, but will usually develop into much more fluent readers and writers as well.

Swain (1985), after her study with French learners in Canada also has come up with an idea that language learners must make an effort to produce 'output' which is understandable to their listeners if they are to master the grammatical markers of the language. Long's (1985) 'modal of interaction' also advocates the primacy of verbal interaction and its contribution in 'getting comprehensible input.'

Bialystock (in Day 1984), in her study with Canadian high school French learners has come up with "Learners functional practice strategy consistently accounted for learners' performance." As to Bialystock, (1978:228), functional practice' refers to 'learners' attempt to increase their exposure to use the language for the purpose of increasing their ability to use the language communicatively."

Rubin (1975), listing good language learning strategies reports that the good language learner practices and usually takes advantage of every opportunity to speak in class.

Lair (1988), while giving the reason for focusing on verbal involvement states, "participation is in some way directly related to learning or at least to opportunities for learning." According to Lair (1988:92-3), "participation presupposes attention, and it is of course a basic tent of the psychology of learning that attention is a pre-requisite for learning."

Stressing the importance of active learning for children, Coates (1993:197) also notes, "Being actively involved means talking; among other things: asking questions, making suggestions, offering comments. The quiet child, if quiet means passive and unassertive, is a child who is unable to participate fully in Learning."

As briefly discussed above, verbal participation is a potential factor for language learning. Therefore, it is certain that the need for students' active involvement in interactive work must be encouraged for better language learning.

2.2.2. Is verbal Participation Gender Related?

As briefly discussed in section 2.2.1, the role of participation is a prerequisite for better language learning. However, the research on interaction in mixed sex group classrooms tends to show "greater activity and influence

among males than among females” (Webb, 1984: 5). This less participative behaviour of females is strongly attributed to their lack of confidence or non-assertiveness. While explaining women’s passiveness, Measor and Sikes (1993:148) state,

women don’t talk as much as men in mixed company, and girls don’t talk as much as boys in mixed classrooms. The stereo- type is that women talk a lot, but it was found out that women do not talk much in public, women’s talk belongs to private arenas.

As Measor and Sikes indicate, if females are inhibited to talk in public, then, they will have little chance to learn the language.

Particularly in classrooms where English is taught as a foreign language, participating in group or pair work discussion, and active student-teacher interaction are crucial since students exposure to use the language outside classrooms is limited.

Sunderland (1994:197) has also pointed out that if girls are inhibited to talk in classrooms, they would not be able to use their capacity “in mixed-sex information gap activities, ‘open dialogues’, role plays, and simulations, problem solving tasks and other communicative activities.”

When describing how much boys’ and girls’ talk in classroom is different both in style and quantity Coates (1994:196) reports,

Boys tend to brag; after a school test they will say it was easy, simple, while the girls tend to express anxiety about their performance. Boys' confidence is also apparent in the way they respond to questions; they participate actively, call out answers, make lots of guesses, while girls listen more passive.

As it is clearly indicated by Payne (1980) girls often feel that arguing, challenging and shouting are unacceptable behaviour for them.

Gass and Varonis, as cited in Sunderland (1994), in their study with Japanese learners of English language have also found out that it was men who took the initiation to start the conversation, chose the topics for discussion and took most of the turns in talking.

French & French (1993:34) also report,

The trouble with girls, especially quite a large proportion of secondary school girls, is that they are so quiet. Of course they can make enough noise with their screaming and giggling in groups, but sit them down on the back row of a classroom, and they seem to have nothing to say for themselves at all, at any rate in comparison to the sort of rebellious lads ... ↵

Stanley (1986) again, in her two-year case study with a fourth-year mixed - ability tutor group, has found out that out of a total of thirteen girls, eleven of them were usually described as quiet; whereas of the fourteen boys, only five were considered quiet in class.

Such quietness in classroom is also the experience of even higher education institution female learners as reported by Tsige Haile (1991). Tsige found out that girls do not ask or answer questions in class because of lack of confidence and fearing their teachers and male counterparts.

It is also reported that teachers and male students, being part of the society, are the immediate agents who contribute a lot to females' passiveness through verbal and non verbal means.

As to Coates, girls' talk in class is discouraged through "gaze aversion (looking away while someone is talking), withdrawing of active listening, interruption, depriving responses like nods or request for elaboration" (1993: 198). Coates (1994:202) summarizes the classroom environment against females saying:

All participants in the classroom collaborate to achieve a male dominance: the teacher by paying more attention to the boys; the boys by using the interactional resources available to contribute more; the girls by using the same resources to contribute less.

2.3 *The Correlation between Assertiveness and Verbal Interaction*

As many scholars believe, personality variables are more related to interactional style in conversation, and cognitive variables to the development of academic abilities in language teaching/learning process. Therefore, there is little

or no doubt that assertiveness as “an important interpersonal skill” (Gillibrand & Mosley, 1995: 113), tends to have direct relationship with verbal interaction.

As mentioned earlier, to be assertive means “to express one’s thoughts, feelings, ideas, beliefs and needs in direct, honest and appropriate ways without violating another persons’ rights” (Haregewoin & Yusuf 1994:11). In verbal interaction in interactive work too, one is expected to express one’s thoughts, feelings, ideas beliefs on the topic under discussion in direct, honest and appropriate way to practise the target language. He/she is expected not to violate others’ rights in turn taking so as not to affect the emotions (affective blocks) of his/her group members. Therefore, the presence of positive correlation between assertiveness and verbal interaction seems to be decisive for effective communication.

In contrast, “a non-assertive person is fearful of being foolish or rejected and, as a result, acts as timid, cautious and passive” (Broadsky, 1988: 185) which is contrary to one of the best learning strategies for better language learning. In the words of Rubin (1978:47), “The risk of making a fool of yourself in a language classroom is very high, and one needs to be a singularly robust character to avoid being affected adversely by feelings of anxiety in such a setting”

Tarone and Yule (1989) are of the view that self confidence (assertiveness) has great influence in successful learning in general and language learning in particular. In their eyes, “The general notion of self-esteem may be a crucial factor

in the learners ability to overcome occasional set backs or minor mistakes in the process of learning a second language” (Tarone and Yule,1989:139). This idea of the ability to overcome minor mistakes for better verbal communication is also supported by Beebe (1983)who reported that the 'healthy self-esteem' of most good learners keeps them from thinking that their errors make them look foolish which in turn will help them to express their views and opinions without being inhibited by the fear of making mistakes.

Brown (1977) has also forwarded the relationship between self-esteem (which is the manifestation of assertiveness) and verbal interaction. A person with high self-esteem, Brown (1977:352), argues, “is able to reach out beyond her/himself more freely, to be less inhibited and because of his ego strength, to make the necessary mistakes involved in language learning with less threat to her/his ego.”

In Krashen’s (1981)theory of language acquisition too, self-confidence is clearly identified as an important aspect of the ‘affective filter’ in that, it enables the learner to encourage ‘intake’ or ‘useful input’.

A report from Naiman et al (1978) quoted in Tarone and Yule (1989) is also in line with the above arguments showing that lack of self-confidence is considered a hindrance for learners to express their views and opinions directly and clearly. Teachers and educational practitioners in their study of their classrooms, have also found out that poor learners lack self confidence. It is also pointed out that lack of

confidence (non-assertiveness) prevents learners from fully exploiting what they know.

In the study made by Jones and Smart (1995), self-confidence is regarded as a major factor impeding girls' levels of participation in Maths classes. It is explained that girls' confidence, which can be expressed through acts of assertiveness, indicates negative correlation with their interaction since being assertive for a female is considered unacceptable or improper.

Heyden (1977) and Heyden-parson (1983) have categorized self-esteem into three: self-esteem with regard to work, home, and school with regard to particular tasks. Heyden (1977) and Heyden-Parson (1983) found out that all the three types of self-esteem correlated positively with oral performance in French for some American College students, and still self-esteem with regard to the particular task was the most strongly related factor to language learning for good performance.

According to Fenlercheim and Baer (1975:1187) quoted in Avertett and Donald (1977), self-esteem is taken as one of the psychological variables that has a potential influence on verbal participation. Thus,

The assertive person feels free to reveal himself through words and actions, can communicate openly and directly with others, has an active orientation to life and attempts to make things happen, and strives to make a good try so that he retains his self-respect whether he wins or loses.

A non-assertive person, in contrast, "is likely to hesitate, speak softly, look away, avoid the issue, agree regardless of his own feelings, doesn't express opinions, value himself below others" (Haregewoin and Ysuf 1991: 13)

2.4 *The influence of Family Background on Females' Assertiveness and their Verbal Participation*

The inclusion of family background as one influential variable or factor in learning a second or foreign language in developing countries is very essential as it is considered to be one of the many factors which may hinder second/foreign language learning. In relation to this, Taddele has this to say,

With respect to second/ foreign language learning in developing countries, it is felt that individuals learning and studying techniques and the socio-economic opportunities available to them are too important to be ignored in a model of second language acquisition (SLA) (1990:122).

In his study on the influence of learners family background on their academic performance, Gaston reveals that differences of family background do seriously impede children's success in education. For him,

Every child is born into a family whose social, economic and cultural conditions exercise a strong influence on his/her development in the first six years of life and largely condition his/her physical intellectual and emotional growth (Gaston,1979: 77).

Gaston further argued that a child born into a well-to-do, well educated and cultured family has far greater advantage over a child born in to a poor and uneducated family in the acquisition of knowledge in general and language learning in particular.

Correlative studies on the influence of families' social status and their children's academic performance revealed high relationship between achievement in French as a foreign language and the socio-economic status of parents.

For example, Burstain et al (1974:24) in Taddele Adamu (1990) reports a high correlation between achievement in French (which was taught as a foreign language) and the socio-economic status of parents. According to this study, "for pupils of both sexes in each group of primary schools, high mean score on the listening reading and writing test coincide with high status parental occupation and low mean scores with low status parental occupation." >>

Bernstein (in Stern 1983) has also reported how social class affects language use. In his study he has identified two varieties or forms of usage: 'the elaborated and the restricted codes'. That is, "working-class life at home and at work predisposed individuals towards the habitual use of the restricted code." An extenuation of this argument is that as to Bernstein (1971:5), "as schooling is favorably disposed towards middle-class culture and hence towards the elaborated code, children from middle class background have an advantage over working class children in the educational environment." >>

Another study on the same issue by Skehan (1986:198), quoted in Taddele (1990), notes that: "Not only did measures of class of family background of parental education and of parental literacy correlate with aptitude, but the vocabulary measure and the background measures correlate at a fairly high level with one another."

Taddele (1991:147) also argues: "parents and the immediate environment are important agents of socialization." He further states, "certain aspects of learners' attitudes and motivation are likely to be traced back to the kind of social influence to which they have been exposed as well as to the strength of parents' support they have enjoyed"

According to Taddele, students' family social class, is thus found to be decisive in determining the opportunities of the students:

- to learn (i.e. kind of school - rural/urban, private/state),
- to practice (i.e. access to language learning materials - books and other supplementary equipment, radio, television, cinema, media,
- to use the second language (i.e. access to target language speakers native or non-native),
- and to form attitudes and develop motivation regarding the second language and its native speakers (1990: 123-4).

The results of Taddele's (1990) study regarding the relationship between parents' social status and their English level of proficiency, have indicated significant correlation. As to this study, subjects from private schools and urban areas of the country have reached higher proficiency level than those who were from government schools and rural areas. The research finding also showed the English proficiency level of subjects from "affluent home and whose parents had high status occupation and university education" was found to be much better than "those whose parents were engaged in farming or unskilled labour, with low incomes and education." (1990:124).

In her comparative study made to assess 'the causes of variation in English language ability between government and private school students,' Semunesh (1985) also came up with a result that because most government school students' families are not well educated, they lack sufficient appreciation for education; neither do they give proper attention and careful guidance to their children.

The above discussion being the general trend on both sexes, females, specially females from low income, uneducated and uncultured families, are much more affected than their male counterparts because of 'parents' gender bias' with regard to their daughters personality development and academic success.

Grazyna (1987) (in Corson 1993) has reported how family background affects females' self confidence, academic performance and verbal interaction.

After seriously observing the condition of her learners in London girls' school, Baran (1987:9) (in Corson 1993) writes,

Girls particularly working class and immigrant girls, lack confidence in themselves and their abilities , especially in unfamiliar area. There is pressure not to brag; show yourself up or make a fuss; otherwise you may be labeled 'big-headed.' Discretion and modesty are valued, while out spokenness and self-assertion are subject, if not 'punished' by the group (unless they express authoritarianism).

Furthermore, gender seems to interact with teachers' influence towards females from low income families in classroom interaction. While examining classroom interaction in a New Zealand girls' high school, Corson found out that working class girls from immigrant Pacific Island families received only rare moments of teachers' interaction, while middle class majority culture girls enjoy most of the teachers attention. Corson has pointed out two effects which resulted from such discrimination: "The minority girls, do not receive equal opportunities to learn school knowledges; and the same girls learn different things about the process of knowledge and fitting the image that their teachers create for them" (Corson, 1993:145).

A pioneering study was made (Azeb 1995) in selected parts of Ethiopia, including Addis Ababa, in 1995 by the Children and Youth Affairs Organization and the Italian cooperation. This research focuses on gender related issues and treatments of female children from low income families. The findings of this study

pointed out that female children from families of low income and uneducated families suffer from 'gender related treatment such as:

- bias concerning expected age of maturity, i.e., female children are expected to behave as mature 2-3 years earlier than male children;
- stereo typed age discrepancy related to work assignment (over burden of female children with household chores);
- stereo typed beliefs regarding academic potential and professional capability (i.e. parents have strong biases in favour of male children)
- and they also suffer from the effects of gender biases and traditional practices on their personality development in that males are expected to be assertive and brave while females are encouraged to be shy and submissive (Azeb, 1995: 10).

Wanna and Tsion (1994), in their study regarding the case of female students in selected primary and secondary schools of Ethiopia also found out that most of the subjects were from low income, uneducated and large families. They also pointed out that parents were not positive towards their daughters education.

However, there are exceptions. As noted by Gaston, "certain vertical mobility exists in all societies and that a small proportion of children born in poor families do well at school and rise in the social scale but such exceptions are few and far between" (Gaston, 1979: 78).

The literature review in this chapter, though not exhaustive, has focused on research findings related to the study. The specific areas dealt with are:

- the various findings that show difference / similarity in assertiveness between males and females. Results of the reviewed studies seem to indicate males' superiority in assertiveness though reasonable number of studies show either equality or girls' superiority in rare cases.
- The next research area focused on was the role of verbal output for language learning and gender discrepancy in participation. As to this area of research, males generally show better verbal involvement in language classrooms.
- Views, opinions, suggestions and findings that show the existence of significant correlation between assertiveness and verbal interaction were also reviewed.
- the impact of parents' social status on their children's academic performance and personality development was the last section that was dealt with.

CHAPTER THREE

METHODOLOGY

3.1. Subjects

The target population are a sample of half male and half female students from three government and two private high schools of Addis Ababa.

Subjects from the three government high schools are 96 (48 boys and 48 girls) and from the two private high schools are 48 (24 boys and 24 girls). The 144 subjects are all from grade 11 of the five high schools under study.

The three government high schools are selected randomly out of the schools that were ranked as high, average and low achievers for the last three to five years with an intention of giving a representative sample of the majority of students in Addis Ababa high schools. The schools are: Bole Senior Secondary School, Entoto Academic, Technical and Vocational School, and Misrak Comprehensive Secondary School.

The two private high schools: Cathedral and Selam Senior Secondary Schools, are selected since they are the only co-educational high schools that have reached Grade Eleven level which is appropriate to this study. Moreover, these two private high schools are taken as sample with an aim of assessing the influence of educational and economic background of the families on the learners' level of assertiveness and their verbal involvement in language teaching/learning

programme as it is one of the specific objectives of the research. Most of the students from these private high schools are “likely to be children from educationally and economically better-off background” (Tadele Adamu, 1990:148)

Grade eleven students of the five high schools are chosen as target population since they are expected to be more mature than grade Nine and Ten students to carry out the study and with the intention that they might have more stable and developed personality.

A section with almost equal number of boys and girls is chosen from each sample high school (except at Entoto where two sections are taken) in order to keep the balance.

The name list of each section is taken from the office and students are grouped according to their sex. Then twelve male and twelve female students are selected from each section randomly after checking their willingness to participate in the study.

3.2. Techniques of Data Collection

The major sources used to collect the data for this study are: questionnaire, assertiveness scale, lessons and task transcripts from classroom observation, and interview.

3.2.1. Questionnaire

A seven item Amharic questionnaire is used to collect the learners' personal history and their families' economic and educational background.

3.2.2. Assertiveness Scale

A 36-item inventory is selected from the scales used by Haregewoin and Yusuf (1994); Amanuel (1996) and Misgina (1994) and adapted to make it suitable to high school respondents and is translated in to Amharic.

The subjects are asked to respond to the items in the scale using the Likert Scale: Never (0,4); Rarely (3,1); Average (2); Usually (1,3) or Always (4,0). That is, positively worded items carry negative weight and negatively worded items carry positive weight.

A few examples of the scale are: a) ("I avoid people for situations for fear of embarrassment." b) "I generally express what I feel." c) "I am reluctant to speak up in a discussion or debate" etc.

As two different examples, the following items are scored as follows:

- a) "I am disturbed if someone watches me at work." Never (4); Rarely (3); Average (2); Usually (1) and always (0).
- b) "When a classmate or a friend or a person over-dues in returning something valuable (a book, money, garment) I mention it. "Never (0); rarely (1); Average (2); Usually (3); Always (4).

The assertiveness scores are divided into four categories and are graded according to Kammeramas's (1990) scoring key.

Scores	Categories
0-36	Very unassertive
37-72	Somewhat unassertive
73-108	Somewhat assertive
109-144	Very assertive

The score ranges from a minimum of '0' to a maximum of '144'.

3.2.3. Lessons and Task Transcripts (Classroom Observation)

Each sample section is observed three times to make the observation more feasible. A two hour video recording of two lessons (each taking about 30 minutes) and a task (which lasts for about an hour) are conducted with each section aiming at looking into the male and female subjects' verbal interaction in EFL classrooms. The time sampling is two hours for each section on the assumption that each

subject could get a 5 minute time gap to take part both in the teacher-student and student-student interaction (group discussion).

3.2.4. Interviews

Two sets of follow up interviews in Amharic are held with teachers of the sample sections (three female and three male teachers) and with 24 subjects (two males and two females from each section).

The contents of the interviews are gender-based that are related to the results of subjects' level of assertiveness, verbal interaction and parents' role on their male/female children's personality development and academic performance. Allwright and Bailey's (1991:135-6) discussion question are used to construct the interviews.

The interviews are used to find out the possible factors that are attributed to male/female subjects' participation or assertiveness differences. They are also used to obtain better clarification in the areas where doubts arise or to consolidate or refute the findings of the study. Here are sample interview questions.

e.g.1. To the teacher: In your experience, both as a teacher and as a second or foreign language learner, who do you think show better verbal involvement in EFL classrooms? Boys or girls? What

observable differences have you noticed? What factors may account, if there are any, for these differences?

E.g.2 To the student: As language learner, would you consider yourself active or passive verbal participant in EFL classrooms? If you consider yourself as active /passive participant, Why? What factors may account for your active/passive verbal participation?

3.3. Procedure

A discussion is held with the six teachers on two issues related to the classroom observation.

- a. Teachers are asked to use interactive lessons during the observation sessions and
- b. They are also asked to give equal attention to both male and female learners, and to give the turn to answer or ask questions when the initiations are from the subjects themselves to control extraneous variables (teachers' interference)

To start with the observations, subjects are coded and numbered according to their school type (G/P); school name (B/C/E./M/S) and their sex (M/F).

e.g. 1.If the first subject is a male student from Bole, then his code is BGM
(Bole, Government, Male, No.1)

e.g.2. If the second subject, let us say, is a female student from Cathedral,
she is coded asCPF2 etc. (Cathedral, Private, Female, No.2)

The subjects are made to sit on the first two rows of the front seats to make
it convenient for the teachers to give turns and for the cameraman to record.

The two teacher-fronted lessons are each recorded every other day for about
30 minutes after the students were fake-filmed in one session so that they could get
used to it.

On the fourth day students are helped to divide themselves in to four groups,
~~each group with three male and three female subjects. They are also told to assign~~
their own group leaders before the discussion starts.

Students are then made to choose one topic for discussion out of the three
topics forwarded by the researcher: 1. The use of school uniform 2. The danger
of AIDS 3. The life of street children. The third topic is chosen unanimously. The
written guiding points for the discussion on the chosen topic are distributed to each
group. The class teacher and the researcher are made to go through the groups
forwarding the guiding points and encouraging them to take part in the discussion
without pointing to each group member.

The 15 minute discussion of each group is recorded and then the interaction turns are transcribed. The task and the lessons' transcripts are divided into short turns (a phrase, one complete clause/sentence or a question) and long turns (longer than one sentence).

On the last day, subjects are requested to fill in the questionnaire and the assertiveness scale at the presence of the researcher and the papers are collected on the spot. Students are assisted in filling the scale whenever necessary.

The number of short turns, long turns, turns performed in teacher fronted classroom and in group discussion are counted and recorded at the end of the corresponding paper filled by each subject and given to statistician to be computed. In each instrument case the T- probability is used to determine any difference. The accepted error is 5% ($\alpha = .05$).

CHAPTER FOUR

RESULT AND DISCUSSION

As indicated in the introductory chapter, the main objective of this study was to explore, describe and analyse 'The relationship between females' level of assertiveness and their participation in interactive work in EFL classrooms of Addis Ababa high schools. To accomplish this purpose of the study, the following basic questions were set.

- A. What is the difference in assertiveness between male and female high schools students?
- B. What is the difference in participation in interactive work between male and female high school students in EFL classrooms?
- C. How does females' level of assertiveness correlate with their participation in interactive work in EFL classrooms?
- D. What is the influence of family background (i.e. economic and educational) on females' level of assertiveness and their participation in interactive work?

For the sake of convenience, the results and discussion of the present study are going to be dealt with in line with the research questions.

4.1. Assertiveness and gender

A 36 item standard assertiveness scale was used to collect the data required to assess the difference in assertiveness between male and female subjects. They were made to complete the inventory (scale) using the five point Likert scale. The frequency distribution and the mean scores were then computed.

Table 1A: *Assertiveness frequency of all male and female subjects.*

Assertiveness Categories	Male	%	Female	%	Cases
Very unassertive	-	-	-	-	-
Somewhat unassertive	21	14.6	29	20.1	50
Somewhat assertive	42	29.5	37	25.7	79
Very assertive	9	6.2	6	4.2	15
Entire population	72	50	72	50	144

Table 1A shows that 14.6% of males are somewhat unassertive, 29.5% somewhat assertive and 6.2% very assertive. In contrast, 20.1% of females are somewhat unassertive, 25.7% somewhat assertive and 4.2% very assertive. As indicated in the table, most of the male and female subjects are in the two categories: somewhat unassertive and somewhat assertive. However, the males tend to be more assertive than the females. Very unassertiveness is nonexistent. Very assertiveness appears to be far reaching since only 10.2% of the whole population found to be very assertive. Males' number slightly exceeds the number of females' very assertive subjects.

Table 1B: T-Test of assertiveness of all male and female subjects

Set	Cases	Mean	Standard Deviation	T. Probability
Male	72	85.6389	19.9466	P= .0674
Female	72	79.5833	19.4710	
Entire population	144	82.6111	19.8748	

Though the frequency distribution in the above table indicates that males are a little more assertive than females, according to the statistical analysis of the data, there is no strong evidence that shows gender disparity in assertiveness.

This result of the present study is found to be consistent with a recent local study made by Amanuel (1996) with first year male and female students.

In contrast, this result is contrary to the views and opinions stated by Haregewoin and Yusuf (1994) and many other experienced teachers. It is also contrary to studies made by Tsige Haile (1991) and Azeb (1996).

According to Azeb's research finding, 90% of parents from Addis Ababa, Arba Minch, Assela, Aykomer, Bistima, Bule, Dessie and Mekele felt that "assertiveness is an ideal characteristic among male children, while 75% of them believe that shyness is more appropriate among females" (1995:10). Since this study also includes somewhat rural areas, the finding of the study is probably more influenced

by rural areas parents' responses. Therefore, the present result which shows statistically insignificant difference can be attributed to children from big cities like Addis Ababa are being better exposed to new technology, modern views and better gender awareness; and their families are being probably less traditional and more democratic. This is suggested by the results of the interviews made with six of the teachers from the schools under study. One of the female teachers further suggested that females of the new generation tend to show more assertiveness than the generation before them (comparing to the generation she belongs to). Another factor which was attributed to present gender equity in assertiveness, as it was suggested by government school teachers, was females' exposure to public on their independent struggle for survival to satisfy their immediate needs and the needs of their families since most government school students are from low income families.

It is also possible to argue that differences between male and female might diminish, as Wanna & Tsion (1994:75) note "as a reflection of less polarized gender roles and less sexist models of child care in contemporary society." Nevertheless, such experiences might probably be the reflection of a few parents in our context because most Ethiopian students come from 'poor and uneducated families'.

4.2. Gender Imbalance in Participation

Data for this research question were collected from three classroom observations in which two lessons and one group discussion were video-recorded for two hours and then transcribed. Short, long and total turns in teacher - student,

and student - student interaction by male and female subjects were counted from the transcripts.

Table 2A: T-Test of Short, Long and Total Turns of Male and Female Subjects

SHORT TURNS				
SEX	Cases	Mean	Standard Deviation	T. Probability
Male	72	4.8056	2.5544	P=.0000
Female	72	3.0000	2.0556	
Enl. Pop	144	3.9028	2.4816	
LONG TURNS				
Sex	Cases	Mean	Standard Deviation	T. Probability
Male	72	2.9861	2.0794	P=.0000
Female	72	1.2639	1.7919	
Enl. Pop	144	2.1250	2.1184	
Total Turns				
Sex	Cases	Mean	Standard Deviation	T. Probability
Male	72	7.7917	3.9287	P= .0000
Female	72	4.2639	3.2889	
Enl. Pop.	144	6.0278	4.0208	

As can be understood from Table 2A, the mean scores of the short, long and total turns of male and female subjects show statistically highly significant difference. (P=.00 for short, long and total turns). This statistical analysis indicates that male subjects surpass girls in verbal out put in EFL classrooms.

Table 2B: Production of Turns in Teacher Fronted Classrooms and Turns in Group Discussion of Males and Females.

Turns in Teacher Fronted Classrooms				
SEX	Cases	Mean	Standard Deviation	T. Probability
Male	72	3.7083	2.3100	P=.0000
Female	72	2.2222	2.0910	
Enl. Pop	144	2.9653	2.3187	
Turns in Discussion				
Sex	Cases	Mean	Standard Deviation	T. Probability
Male	72	4.2222	2.4160	P=.0000
Female	72	2.1806	1.9811	
Enl. Pop	144	3.2014	2.4282	

As shows in Table 2B, the mean scores of turns in teacher - student, and student - student interactions also provide that boys participate much better than the girls at the p-value of .0001 for turns in teacher fronted classroom and .0000 for the production of turns in group discussion. This indicates that boys' verbal interaction is much greater than girls both in teacher fronted classrooms and in group discussion.

Despite the absence of independent research carried out in high schools to examine gender imbalance in participation in EFL classrooms, there is general consensus among teachers and students themselves that boys surpass girls in verbal participation. The present result is therefore in favour of these views. It is

also consistent with the research finding of Tsigie Haile's (1991) that asserted females' quietness in class. Tsigie notes, "Girls do not ask or answer questions in class because of lack of confidence and fearing their teachers and male counterparts" (Tsigie 1991).

The transcriptions of the two lessons and the group discussion are also partly in conformity with Tsigie's finding that the limited number of questions asked during the observation sessions were all from the boys. Moreover most of the boys were continuously calling out for answers and trying to make guesses while females' call out for answers was irregular in the case of government high schools who are considered to represent the majority of female students population. Even worse, some kept silent. Others, who showed better participation, contributed a one word or phrase level turns, but a few tried to cope with their male friends.

The results of the present study are also in consistent with the previous research findings in other contexts. For example, Webb's (1984) study which reported greater activity and influence among males than among females; and with the study of Sikes and Measor (1992) who found out that boys perform better than girls in verbal involvement. It is also in agreement with studies by Stanley (1986); French & French (1993); Coates (1994); Sunderland (1994) in in section 2.2.2.

It was also observed by the researcher that boys generally tended to show dominance in the group discussion by taking the responsibilities to coordinate the discussion without being assigned; by attempting to contribute views and opinions

on behalf of females complaining that females are shy and incompetent; by controlling the floor for long time and interrupting females' turns.

4.3. *Correlation between Verbal Out put and Assertiveness.*

The assertiveness scores and the verbal participation means were used to test correlation between females' level of assertiveness and their participation.

As mentioned above, the assertiveness scores were analysed from a 36 item standard inventory, and the means of the verbal participation were computed from three video-recorded classroom observations.

Table 3A: *Correlations Between Contribution of Verbal Output and Assertiveness of Female Subjects.*

Assertiveness	Short Turns	Long Turns	Total Turns	Turns in T/F/C	Turn in Dis
Female Assertiveness	.1847	.4371**	.3536*	.1109	.3958**
	*-.01	**-.001	No of Cases 72		

Table 3A shows that long turns and turns in discussion are significantly correlated with females' level of assertiveness at P-Value of less than .001 ($r=.44$ for long turns and $.40$ for turns in discussion). Total turns also show significant correlation with females' assertiveness at a p-Value of less than .01. The correlation between short turns and turns in teacher fronted classroom and females' level of

assertiveness is insignificant. ($r=.18$ for short turn and $.11$ for turns in teacher fronted classroom).

The test for significance of correlations between females level of assertiveness and their verbal production revealed that females' verbal involvement is determined by their level of assertiveness, i.e., females with low level of assertiveness are apt to produce less turns or may remain passive participants which hinders them to cope with their male partners. However, females with high level of assertiveness are capable of producing more turns. Therefore, the need to enhance females' level of assertiveness is desirable in order to improve their verbal interaction since assertiveness is an important "interpersonal skill which tends to have direct relationship with verbal involvement" Gillbrand and Mosley (1995:113).

This positive correlation between females' assertiveness and their verbal interaction is also in line with the view made by Fenterheim and Baen (1975) in Aretlett & Donald who assert that self-esteem is one of the psychological variables that has a potential influence on verbal production. The result of the study is also found to be consistent with the extensive research made predominantly in western context.

For example, a study made by Heyden (1977); Heyden Parson (1983) stated that self-esteem with regard to the particular task was the most strongly related factor to language learning. Naiman et al (1978) argued that lack of self-confidence is a hindrance for learners to express their views and opinions directly and clearly.

However, this result of the present study is inconsistent with the study made in our context by Amanuel (1996) with fresh female college students of AAU.

The interview results with most government school female subjects who often consider themselves as passive participants, are in support to the present results and confirm with the theoretical views made by Haregewoin and Yusuf (1991). The interviewees said that they usually lacked the confidence to express their opinion, ask questions and to call out for answers though they have the idea or the correct answer in mind. They further explained that they often avoid issues and agree regardless of their intention since they don't want to make mistakes in public.

In contrast, the male interviewees from government schools reported that they often do not fear making mistakes and are not inhibited to speak in public as they want to improve their language ability. As a result government school males perform much better than the female subjects as shown in Table 3A.

The results of the interviews are also in line with the ideas and findings of Rubin (1978); Tarone and Yule (1989); Beebe (1993); Brown (1977) that suggest "the risk of making a fool of oneself" in a language classroom as one of the best language learning strategies. However most government school females fail to have it as one of their language learning strategies while males make use of it.

As shown in Table 3A, long turns and turns in discussion indicate high positive correlation with females' assertiveness score while short turns and turns in teacher fronted classrooms show insignificant correlation. The results seem to indicate that females can perform better in group discussion than in teacher fronted classrooms. This idea of females' better verbal involvement in student - student interaction was also supported by the results of the interviews made with females which reported that they enjoy group discussion more than teacher - student interaction. Jenberu's (1993) research finding also goes along with these results. Jenberu, in his local comparative study of girls and boys participation in communicative language teaching classroom, has found out that the communicative approach is found to be "effective in bringing about equal participation of the boys and girls" (1993:10).

Table 3B: Correlations Between production of Turns and Assertiveness Scores of Male Subjects

Assertiveness	Short Turns	Long Turns	Total Turns	Turns in T/F/C	Turn in Dis
Male Assertiveness	.2032	.3714*	.3287	.1242	.3407*

*-.01

**-.001

No. Of cases 72

As can be seen from Table 3B, there appears to be a significant correlation between long, total turns and turns in discussion, and males' level of assertiveness at p-value of less than .01.

If we compare correlation results of girls in Table 3A with that of boys in Table 3B, females' level of assertiveness and their verbal involvement shows stronger correlation than boys' level of assertiveness and their verbal output.

Table 3C: Correlation's Between Production of Turns and Assertiveness Scores of all Half male & Half Female Subjects.

Assertiveness	Short Turns	Long Turns	Total Turns	Turns in T/F/C	Turn in Dis
Male & Female Assertiveness	.2344*	.4239**	.3680**	.1595	.3916**

* .01

** .001

No of cases 144

As in Table 3C, long, total turns and turns in discussion are strongly correlated with assertiveness scores of all male and female subjects at p-value of .01 and short turns are correlated at p-value of .01; but turns in teacher fronted classrooms show insignificant correlation with assertiveness scores of the entire population.

These results generally show that the subjects' level of assertiveness has strong impact on their verbal participation in EFL classrooms. Furthermore, there is an indication that turns that are contributed in teacher - students interaction are less productive than turns in student - students interaction for language learning. This argument can further be extended that the present classroom teaching/learning process presupposes the need to give due attention to student - student interaction for effective language learning.

To sum up, the hypothesis that was formulated at the introductory chapter, that females' less verbal participation is an attribute of their lack of confidence or less assertiveness seems to be true in this study.

These results also signal the importance of noncognitive variables parallel to cognitive variables in language learning i.e., the role of self - confidence (assertiveness) is of a paramount importance for verbal interaction in particular and for language learning in general.

4.4. Family Background Vs Subjects' Verbal Interaction and Personality Development.

In an attempt to assess the influence of family background on the females' verbal interaction behaviour and personality development, as described earlier, questionnaire, assertiveness scale, classroom observations and interviews were employed.

This comparative study includes 96 government (48 boys and 48 girls) and 48 private (24 boys and 24 girls) high school subjects. The results are presented below.

Two instruments were used to assess the influence of family background on students' verbal interaction and assertiveness level.

1. The mean scores of assertiveness and verbal interaction of subjects from the two types of schools were compared.
2. A seven item questionnaire was also used as a supplement (please see Appendix.1)

Table 4A: Difference in Assertiveness between Government and Private High School Subjects.

Boys				
SEX	Cases	Mean	Standard Deviation	T. Probability
Government	48	82.9583	16.7153	P=.1073
Private	24	91.0000	24.7439	
Girls				
Sex	Cases	Mean	Standard Deviation	T. Probability
Government	48	77.3750	16.4829	P=.1753
Private	24	84.0000	24.1787	

As in Table 4A, there is no strong evidence that shows disparity in assertiveness between government and private school subjects (P=.11 for boys and .18 for girls).

Table 4B: Differences in Participation Between Government and Private School Girls (Short, Long and Total Turns)

Turns	Government		Private		T. Probability
	Mean	Standard Deviation	Mean	Standard Deviation	
Short Turns	2.5000	1.9786	4.0000	1.8650	p=.0029
Long Turns	.5625	1.1833	2.6667	1.9977	p=.0000
Total turns	3.0625	2.6369	6.6667	3.1851	p=.0000

Table 4B suggests that there is statistically strong variation in verbal interaction between government and private school females. It is clearly indicated that private school girls produce many more turns than the government school females do at a p-value of .0029 for short turns, .00 for long and total turns.

Table 4C: Difference in participation between Government and Private Schools Girls (Turn in teacher fronted classrooms and group discussion)

Turns	Government		Private		T. Probability
	Mean	Standard Deviation	Mean	Standard Deviation	
Turn in T/F/C	1.6875	1.7523	3.2917	2.3309	p=.0017
Turn in Dis.	1.3750	1.2653	3.7917	2.1865	p=.0000

Table 4C also seems to indicate that government and private high school girls show statistically high variation in contributing turns both in teacher - student and student - student interaction. That is, private school girls perform many more turns than government school females do both in the teacher fronted classrooms and in group discussion.

According to these results, private school females who are considered to be from a well-to-do and better educated family (Taddele, 1990) are found to be active verbal participants than the government high school female students. Relatively, most government high school female learners are from less educated, low income and large families (Wanna & Tsige, 1994).

These results are found to be in line with Wanna & Tsion's (1994) and Azeb's (1995) research findings that most female students from low income and less educated or uneducated and from large families are in a disadvantage that they are overburdened by household chores and too many responsibility. As to Azeb's finding, female children from low income and less educated/uneducated families are expected to behave as mature 2-3 years earlier than male children. They are also discouraged by their parents biases with regard to their academic performance and personality development. It is found out that most parents "have strong biases in favour of the male children with regard to their academic performance and personality development" (Azeb 1994:3-5).

As the studies of this researchers indicated, females spent long hours doing household chores which has a negative effect on their academic performance in general and language learning in particular.

Table 4D: Difference in Participation between Government and Private School Boys (Short, Long & Total Turns)

Turns	Government		Private		T. Probability
	Mean	Standard Deviation	Mean	Standard Deviation	
Short Turns	3.9167	2.5307	4.2500	2.4122	p=.0559
Long Turns	2.7500	1.8160	4.4883	2.6018	p=.0448
Total Turns	6.0013	3.8426	9.3750	4.1474	p=.0384

According to Table 4D, there is no strong evidence which indicates difference in the use of contributing short turns between government and private high school boys. But there is a significant difference in production of long and total turns as a whole. Boys from private school contribute more long and total turns than government school boys. (P=.06 for short turns; .04 for long turns and .04 for total turns.)

Table 4E: Difference in Contributing Turns in Teacher - Student and Student - Student Interaction between Government and Private High School Boys.

Turns	Government		Private		T. Probability
	Mean	Standard Deviation	Mean	Standard Deviation	
Turn in T/F/C	3.8542	2.1036	4.9583	2.8511	p=.0672
Turn in Dis.	4.1458	2.1036	2.8333	2.4964	p=.0220

Table 4E presents that the mean scores of turns in teacher - student interaction show insignificant difference ($p=.07$ for turns in teacher fronted classroom). In contrast we see strong difference in producing turns in discussion. Private school boys perform greater number of turns than government school boys. Not only that, but they were also producing extended turns.

In general the comparative study made to explore the influence of family background on high school learners' level of assertiveness and their verbal performance may be summarized as follows:

- ▶ There is no strong evidence which shows disparity in assertiveness between boys and boys; girls and girls; girls and boys of the two types of schools.

- ▶ The mean scores of short turns and turns in teacher fronted classrooms also do not indicate any significant difference between boys of the two types of schools.
- ▶ Private school boys surpass government school boys in contributing long turns, turns in discussion and total turns.
- ▶ Private school girls appear to be much better than government school girls in producing short, long, and total turns. They are also found to be active participants both in teacher-student, and student - student interactions.

While male students from both schools show equality in producing short turns and turns in teacher fronted classrooms, females from the two types of schools differ in producing all types of turns. That is private school female students surpass government school girls in producing all types of turns. From the present study, therefore, it is possible to predict that family background has more effect on females than males. These results tend to go along with the studies made by Wanna & Tsion (1994); Azeb (1996) in which it was reported that females specially those from low income families suffer from 'gender bias treatments from their families. Azeb's finding in particular showed that girls are expected to take many responsibilities at their early age which affect their physical, mental and personality development" (1996:10).

These results also go along with Taddele's research finding that private school boys and girls have far better opportunity: "to learn in schools which have better facilities; to have access to language learning materials (supplementary equipment Radio, Television, Cinema, Media; to use Language and to form positive attitudes and develop motivation regarding the second language and its native speakers" (1990: 123-4).

The second instrument used to investigate the influence of family background was a seven item questionnaire. Analysis of responses of this instrument (questionnaire) has come out with interesting finding that mothers' educational and economic background show strong significant influence on their children's production of turns (verbal interaction and assertiveness development)

that is, mothers' education has indicated positive influence on assertiveness and verbal interaction of subjects (at a p-value of .00 for assertiveness, .02 for long turns and .04 for turns in discussion).

- mothers' income has also indicated strong influence on assertiveness score at a p-value of .00 and on contributing long turns and turns in discussion at a P-value of .00 and .01 respectively.

These results tend to confirm with one of the most well-known and best established statement that "Educating mothers is educating the whole family".

Furthermore, fathers' income has also shown influence on the performance of long turns and turns in group discussion ($P=0.0475$ for long turns and $.0455$ for short turns). However, there is no strong evidence which shows the influence of fathers' education on his children's verbal performance and assertiveness.

The above findings of the comparative study between the subjects from the two types of schools in general seem to go in line with the previous findings by Gaston (1979); (1985); Taddele (1990); Semunesh, (1985) showing that a child born to a well-to-do, well educated and cultured family has far greater advantage over a child born to a poor and uneducated family for acquisition of knowledge in general and language learning in particular.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

The fact that personality factors within a person are very complex to understand, identify and treat, it is very difficult to give definite conclusions. However, the possible efforts exerted to make the research finding more plausible seem to indicate that the study has more or less met its main objective.

According to the results of the study, females' verbal interaction in EFL classrooms was found to be determined by their level of assertiveness.

The influence of parents' social status was also found to have more effect on females than on the males. Those female subjects in government schools showed less participative behaviour than those in private schools. Subjects coming from low income and less educated families were less participative than those who came from relatively high income and well educated families. Most of the subjects who came from private high schools were expected to be from the high social bracket. Such disparity between subjects from the two types of schools included both males and females. However the impact was stronger on females than on males. The factors for such disparity were pointed out from the results of the interviews. Families' gender biases on their daughters' personality development and academic potential were considered to be a few of the factors for creating such disparity. Moreover, females, especially females from lower income and less educated families

were made to share more responsibilities of the family at their early age than the males. They were also overburdened with physically more taxing and time consuming tasks than male children. This overburdening females could in turn hinder them from studying their lessons properly, from doing their assignments in time and from using other opportunities which might help them to upgrade their academic performance.

Another interesting result of this study was mothers' and educational economic background were found to have strong significant influence on their children's personality development and academic performance. Fathers' economic background was also found to have significant influence on their children's verbal production.

Studies which were made to explore what is happening in classrooms are very limited. Therefore, the results of this study regarding gender discrepancy in verbal interaction seem to strengthen the long standing general views and assumptions of teachers. This may give insight to future research to investigate other factors that cause this imbalance. Appropriate solutions could also be suggested since females constitute almost half of the school population size.

5.2. RECOMMENDATIONS

On the basis of the present research findings, the following recommendations were forwarded to alleviate the existing females' problems.


1. There is a need for setting assertiveness training programmes in high schools. Guidance and counselling officers at high schools need to take the responsibility to carry out the training programme.
2. Introducing assertiveness training in the syllabus of teachers training institutions is very likely to bring about positive changes in the teacher trainer.
3. Equal emphasis should be given to cognitive and non-cognitive variables; and further studies should focus on investigating the possible non-cognitive factors that impede language learning in our context.
4. Educational psychologists should design local personality inventories (scales) since the scales at use are designed by countries which their socio-economic and socio-cultural conditions are very far away from our context. The need to add some items which are pertinent to our ways of living and cultural background might help to make the assessment more reliable and genuine.

5. Scholars need to make use of the mass media “to change the social structure that encourages ‘differential socialization’ and the assumptions that perpetuate them” (Almaz, 1991:2)

6. Mothers’ educational level which may in one way or another influence their daughters assertiveness and then academic performance, need to be upgraded through non formal education.

Implications for Further Research

1. Noncognitive variable which can have impact on language teaching learning programme should be further looked into.

-  2. The same study can be conducted in rural areas to see whether there are gender similarities observed in the urban school study.

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APPENDIX - A

Section One

Questionnaire used Elicit Biographic Information

Instruction: This section contains direct questions about yourself and family background. Please answer them as frankly and as accurately as possible. Answer the question by filling the blank or circling the right one.

A. About Yourself

1. Student's code number _____
2. Type of School (circle the right one)

1. Government	2. Private	c. Not mentioned
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3. Sex

1. Male	2. Female
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B. About your family background

4. Your father or step-father or guardian's approximate income per moth (circle the right one)
 - a) Birr 500 and below
 - b) Birr 51-100
 - c) Birr 101-200
 - d) Birr 201-400
 - e) Birr 401-600
 - f) Birr 601-800
 - g) Birr 801-1000
 - h) Over Birr 1000

5. Educational level of your father/step father/guardian
- a) literate through National Literacy Programme
 - b) Church or Mosque education
 - c) grade 1-6
 - e) Grade 11-12
 - f) College or University diploma
 - g) First degree
 - h) Second degree and above
6. Your mother/or step-mother/guardian's appropriate income per month
- a) Birr 50 and below
 - b) Birr 51-100
 - c) Birr 101-200
 - d) Birr 201-400
 - e) Birr 401-600
 - f) Birr 601-800
 - g) Birr 101-1000
 - h) Over Birr 1000
7. Educational level of your mother/step-mother
- a) Literate through national Literacy Programme
 - b) Church or Mosque education
 - c) Grade 1-6
 - d) Grade 7-10
 - e) Grade 11-12
 - f) Certificate from private or government institution
 - g) College or University diploma
 - h) First degree
 - I) Second degree and above

APPENDIX - B

Master 9-2 Assertiveness scale

Direction: This inventory is designed to give an indication of your degree of assertiveness.

Respond to each statement by circling the letter that best represents how you would generally respond in the given situation. If the situation doesn't apply to you, respond according to what you think would best characterize your behaviour. Keep in mind that your responses should be your honest opinion of what you actually do or would do in these situations, not what you wish you could do.

		Never	Some Times	Average	Usually	Almost Always
1	I find it difficult to keep eye contact when talking to another person	4	3	2	1	0
2	I hesitate to ask questions a teacher	4	3	2	1	0
3	I admit to my teacher that I have not finished my assignment	0	1	2	3	4
4	I refuse to give my text book to a classmate when I need it.	0	1	2	3	4

		Never	Some Times	Average	Usually	Almost Always
5	when a classmate / a friend or a person overdues in returning something valuable (a book, money, garment) I mention it.	0	1	2	3	4
6.	If someone keeps tapping my desk in class or constantly talking during a movie, I will ask him to stop	0	1	2	3	4
7	I am disturbed if someone watches me at work	4	3	2	1	0
8	When I meet new people I do wait for them to start conversation	4	3	2	1	0
9.	I am reluctant to speak up in a discussion or debate	4	3	2	1	0

		Never	Some Times	Average	Usually	Almost Always
10.	I usually have confidence in my own judgement	0	1	2	3	4
11	I will speak out in protest when someone takes my place in line	0	1	2	3	4
12	I find it difficult to accept compliments or praises from others	4	3	2	1	0
13	In regard to necessary chores, I insist that a classmate or partner takes on a fair share	0	1	2	3	4
14	I find it difficult to make decisions	4	3	2	1	0
15	when a person is highly unfair I will call it to his attention	0	1	2	3	4

		Never	Some Times	Average	Usually	Almost Always
16.	I avoid people for situations for fear of embarrassment	4	3	2	1	0
17.	I will buy things I really don't need if a salesman applies pressure	4	3	2	1	0
18.	I generally express what I feel	0	1	2	3	4
19.	I tell my friends to leave when I want to sleep	0	1	2	3	4
20.	I avoid asking questions in class fearing that they just won't sound right	4	3	2	1	0
21.	I would freely offer information or my opinion in group discussions, even if I didn't know the other people very well	0	1	2	3	4

		Never	Some Times	Average	Usually	Almost Always
22.	My close friends dominate decisions about how we spend our leisure time together	4	3	2	1	0
23.	I openly express love and affection	4	3	2	1	0
24.	When I differ with a person I respect, I speak up for my own view point	0	1	2	3	4
25.	If someone has been spreading false and bad stories about me, I will see him as soon as possible to have a talk about the matter	0	1	2	3	4
26.	I have difficulty in complementing or praising others.	4	3	2	1	0

		Never	Some Times	Average	Usually	Almost Always
27.	If someone's cigarette smoke is bothering me in public area I will politely ask him to stop.	0	1	2	3	4
28.	I feel uncomfortable about returning a defective piece of goods.	4	3	2	1	0
29.	If my meal in a restaurant is improperly prepared or served, I will ask the waiter/waitress to correct the situation	0	1	2	3	4
30.	I feel comfortable asking reasonable favours of other people	0	1	2	3	4
31.	I refuse unreasonable requests made by friends	0	1	2	3	4

		Never	Some Times	Average	Usually	Almost Always
32.	If I am angry with friends/parents/classmates, I find it difficult to directly communicate my feelings to them	4	3	2	1	0
33.	With family or friends, I find it difficult to break into or even initiate a conversation	4	3	2	1	0
34.	If my teacher made, in my opinion an unfair request, I would express my feelings to him or her.	0	1	2	3	4
35.	I would feel uncomfortable explaining to a friend/home room-teacher/teacher a better way, in my opinion, of completing a specific task.	4	3	2	1	0
36	I insist that my dress maker, shoe repairman, etc. Make repairs, adjustments or replacements which are his responsibilities.	0	1	2	3	4

Appendix C

Interview (To The Teacher)

The purpose of these interview questions is to supplement the research findings that focused on gender imbalance in verbal participation and assertiveness in EFL classrooms.

As the success of the research depends on your genuine responses, you are kindly requested to answer the question honestly.

1. In your experience, both as a teacher and as a second or foreign language learner, who do you think show better verbal involvement in EFL classrooms? Boys or girls? What observable differences have you noticed? What factors may account, if there any, for these differences?
2. Have you noticed any relationship between learners self-confidence and their verbal interaction in EFL classrooms? Who do you think is more assertive/self-confident? Boys, or girls? Or have you seen any difference in being self-confident between the two sexes. What factors may account, if there are any, for these differences?
3. What do you think would be the influence of learners' family educational and economic background on their personality development and their academic performance?

Thank you for your cooperation!

Appendix C

Interview to the Student

The purpose of these interview questions is to supplement the research findings that focused on gender imbalance in assertiveness and verbal participation in EFL classrooms. As the success of the research depends on your genuine responses, you are kindly requested to answer the questions honestly.

1. As language learner, would you consider yourself as active or passive verbal participant in EFL classrooms? If you consider yourself as active/ passive participant, why? What factors may account for your active/passive verbal participation?
2. Girls, Do you have confidence in you ability? Do you think boys are better than you?
3. Do your parents show any discrimination between you and your brother(s) If you are a give/sister (If you are a boy)(s) regarding your personality development and academic performance? Do you equally share household choreses and family responsibilities at home.
4. Which one do you prefer more-teacher fromed the classroom teaching or group or pair work discussion? From which one do you think you can learn more? give ressons for your choise one of the two.

APPENDIX - D

April 3, 1997

Topic for Discussion: The Life of Street-Children

Students!

- Please discuss The Life of Street-Children among your groups and try to suggest possible solutions to tackle this social problem in our country.
 - Give (express) your opinions, ideas and feelings freely with the amount of language you have.
 - Don't be afraid of making mistakes.
 - Try to use only English language questions for your discussion
1. Do you know who street-children are?
 2. Are they only boys or boys and girls?
 3. Why do you think these children run away from their homes? Try to give as many possible reasons as you can.
 4. How do they live in the streets? (How do they get their basic needs such as food, clothing, shelter, schooling, etc.)
 5. Do you know the types of crimes they are committing? Please try to mention them.
 6. What do you feel about these children?
 7. Please suggest solutions, what can, you, as a citizen of this country do to solve these serious problems?

APPENDIX - E

Bole

BGM I saw the teacher clean the board
 I saw the teacher pick up the duster
 BGM I saw the teacher drop the piece of chalk
 BGF I heard the teacher top the desk
 BGM I heard the teacher say yes
 BGF Yes you always make us work hard
 BGM Yes my mother makes early
 BGM Yes my mother makes me study every night
 BGF Yes my brother makes me give him some sweet
 BGF Yes you always make me work hard
 BGM You always make us bring our book
 BGM You always make us do over homework
 BGM Made
 BGM speak
 BGM shake
 BGF to pass
 BGM I made him clean the board
 BGF to work
 BGF we heard them speak
 BGF He recognized the table shake
 BGM The student failed to pass
 BGF We have the teacher put her pen in her pocket
 BGM I saw the teacher rub her face
 BGM sing an Oromigna song
 BGM I heard Oromoigna song
 BGF Yes I felt
 BGF touch /felt
 BGM I saw the teacher put the pen on her head
 BGM Saw/put
 BGF rub
 BGF touch

BGM perception

Bole 2nd round

BGF arrange
 BGF hear
 BGM see
 BGM have
 BGM defend
 BGM have
 BGF I heard the birds sky every morning
 BGF Decide
 BGM hesitate
 BGM refuse
 BGF promise
 BGF arrange
 BGF refuse
 BGF prepare
 BGM can you watch the TV
 BGM hope
 BGF wish
 BGF fail
 BGM I don't refuse to let him in
 I agree to oppose
 to buy medicine
 BGF outing the money
 BGM to deposite some money
 BGF to buy some food
 BGM to cut my hair
 BGM to buy some meat
 BGM to buy some books
 BGM to buy some bread
 BGM to get my hair cut

- BGM I was moved with pity to see her
- BGM You have agreed to take each of the house hold for a month
- BGM He hopes to meet his family on arrival
- BGM The doctor was alarmed to hear that patient had died.
- BGM They were surprised to hear of the news
- BGF Your flattery won't make one agree with you
- BGM The new situation has made me to change my opinion
- BGM The manager let me take my annual leave
- BGM To fell the truth he wasn't involved
- BGM To be honest with you I do not want to get in trouble
- BGF To come to the point how do you prove you are right
- BGM To cut a long story short he deserted his wife and his family
- BGM To put it in a neat shell I don't like her taste
- BGM To judge by the way he spoke he was drank
- To make matters worse we look ourselves
- BGF To start from the biginning I was born in 1951
- BGF To change the subject where have you been up to now
- BGF I wonder how to pass the exam
- BGM I am not understand the difference between infinitive
with to and infinitive without 'to'

BOLE

- BGM 25 they are part of socials. They run away from their house because of many things such as the economic crises or poorness and so many things, so....
- BGF28 to suggest is to (I)
- BGM 25 In this addition. They are not boys or but also not all girls. They are partially boys and partially girls. Their problem is taken by for example taken by their step father, step mother by....
- BGM 26 family death..separatete family because of this reason they are get out from their house to live any place on a road.
- BGM 25 What do we solve their problem... first we turn attitude...attitude and to be are any to help them because to life get they working place....to help then by consumer things for example clothing, food.....to help them to great their best to make best their life.
- BGM 27 things that we help to what ever things that they give work. Money etc, especially to help work, to help to come home, and I help those children's family ask for some things for her for step mothers or step fathers ask to help.
- BGM 28 to give money, work, to give house shelter.
- BGM 26 to get the a different technical school and to get their work. We help by that.
- BGM 25 There restablishment is problem when it is not because of we help them they them the best, so.....

- BGM 25 How far this question for example How do they live in the streets.
How do they get their needs, for example shelter they makes plastic
houses by not lastly material for example plastics old....oh.....
- BGM 26 they eat any the left which rich families they wear their clothes and
they like under the tree different types of under the tree and the
boarding and where sleep roads.
- BGF 28 in the bus station
- BGM 27 When they eat dirty foods and when the shelters were bus stations
and other things where church and mosque areas live
- BGM 25 Actually they live with cheapest life because they are in the cities of
these country but they live in third persons

ENTOTO- TEACHER FRONTED

- EGF in the Misopotamia paragraph 2 line 7
- EGF Two thousand years ago and next
- EGF Greek
- EGM Egypt two thousand Five huandred years ago
papires
- EGF Britll sheets
- EGF Inscribed on britel
- EGM Romma after year one P.4 line 1
- EGM p.4 line 1
- EGM In china in one huandred years of
Developing to book making p.1
- EGF German
- EGM Germany in 1439P
A German craft man was Invented in 1439
- EGM His nationality is German therefore he is
Germany.
- EGF lasten, In last week taken national
Exmaination
- EGM In last week his lasting to six
- EGF Skin
- EGM sharp
- EGM Tife
- EGM Britle

Seond Period

- EGM "Fetan"
- EGF The police registerd to suspect to May be he
is...

EGM The police regesterd the address in the note
 book.

EGF Flight

EGF we gave we get registerd

EGM keep the money properly

EGF

EGM we take ariver

EGM order

EGM money

EGF A place where which is

EGM change

EGM stop

EGM cut

EGF Avoid

EGM discontinue

EGM split

EGF Not fulfil his promice

EGM interprete

EGM change

EGM Miss

EGF Ignore

EGF

EGM we to a greed

EGF disagree

EGM

EGF

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EGM stop

EGM cut

EGF Avoid

EGM discontinue

EGM split

EGF Not fulfil his promice

EGM	interpret
EGM	change
EGM	Miss
EGF	Ignore
EGF	
EGM	we to a agreed
EGF	disagree
EGM	
EGF	

Entoto

EGM	I wish a loaf of bread costed not much
EGF	I wish he aren't poor
EGF	I wish he were rich
EGF	I wish he were poor
EGM	I wish I learned my lesson very well
EGM	I wish I lived with my parent
EGM	I will I were a pilot
EGM	I wish I were the member of this group
EGM	I wish all of us would join the university
EGF	I wish I were a pharmacist
EGM	I wish I answerd a lot of question my teacher asks
EGM	I wish I would studied medicine
EGF	I wish I studied English language
EGM	I wish I would speaking English well
EGM	I wish I did know your name
EGF	I wish I would be a director
EGM	I wish I would be an engineer
EGF	I wish I would be a nurse
EGM	I wish you would finish your research successfuly
EGM	I wish you I would study medicin
EGF	I wish I want to know
EGM	I wish very close house
EGM	I wish I lived near my school
EGF	I wish I lived near my school
EGM	I wish it was true
EGF	No

ENTOTO - DISCUSSION

- EGM Yes, street children are they have no shelter, they can't get their food, they have no family.
- EGM Street children are a poor family they are not successful the street children are not shelter, cloth and any thing.
- EGM Both
- EGM About 12 to 20 how old are them most
- EGF By different problems
- EGB Like their father is drunk and If they are little habit if they have bad habit their family through out them
- EGM forexample of parents divorces like the parents drink throughout the house the father and mother not control family to their parents How do they live in the street the way they live they have rooms they have matters how do they live? What do they you eat? how do they get their basic needs? Such as food, clothing, shelter.
- EGM They get their food by asking from another person cents like that and etc.
- EGM Their basic needs are shelter cloth and food.
- EGF By hard working
- EGM By asking reach person

- EGM By gambling
- EGM In the night by hanging
- EGM By finding other materials In the "MAZEGAJA " Basket
- EGM I said before they hanging in the night one dranker man, They rape girls
- Group who are these street children ?
- EGF They are children who live in the street.
- EGF They are both
- EGF five to eighteen
- EGM The first reason is their families.
The second reason is street mother is fighting to their children.
The third reason is rich family giving the money and they don't control them.
- EGM other reason mother and father are dead
- EGF They live in the street by hanging and stealing.
- EGM These street children to get the money at the road of the to buy cloth, food and so many things over any rich men to give money collecting to that street children give to the money and clothing
- EGF They are gambling
to make bisness
- EGF They are smoking
- EGF Stealing
- EGM Drug or unnecessary medicine
- EGM I feel about these street children they collect them and help them. Clothing, food

EGM

The rich man in Ethiopia the rich man of collecting as to try these children give and help them five cents up to 10 Birrs give to these street children buying clothing, fooding and so many things to give these street children

ENTOTO - DISCUSSION

- EGM I think I know
- EGF Both
- EGM I think to conflict about the parent and without shelter and without parents the only thing two is main points in two out of the shelter and home live in the roads
- FGF for economically Parents and they live in the street
- EFM To get what they want the parents can't fulfill their need so to get that thing they run away from their homes
- EGF They get bad habit they run away from their house but drugs and so on.
- EGM They live uncomfortable life. They can't get comfortable sleeping material, they can't eat what they want they can't study as they want, they can't get any thing what they want, so they live uncomfortable life in the street.
- EGF Live in the street very difficult for these peoples and living those peoples are want to good things don't have basic things for example shelter, food and school
- EGM I was not appreciate about these streets children according to this government and this the Ethiopian's people this the great of obstacle at this time I feel very to solve the out of the assistance and we help gets obstacle they don't obstacle and about with obstacle in this problem you have and they

have to solve this problem this street children.

EGM They do the gambler and other crimes

EGF Stealing one from the others and killing one another they do so things together and this is

EGM with drugs and use cigarettes and street children it. The problem in sigarets Ashishe and others and stimulate it.

EGM I am very so much helps their some money and clothes to help their

EGM my help is advise to solve the problem of these country to coordination very necessary assist to shelter and it is not basic but it is very necessary the shelter and foods according to the use of food to this children to the garrage to collection of the garvage and is poisonous to them this is the problems to solve in out problem yes

DISCUSSION

EGF So many so many things

EGF Both

EGF they have a bad manner

They want to be out of their parents' control

EGF They gets so many thing like Ashish cocain drug and unnecessary things.

EGM They live in the road

EGM by stealing by . . . by hanging

EGF By stealing, by gambling

EGM That only I feel sory or what do you want do them?

Can you suggest solutions?

EGM At this time can we do nothing because we are students

DISCUSSION

EGF problems of their family, housing problem by
EGM by losing their family
They come from the rural areas to research jobs. And most of them they can't get jobs, so they come to street boys.

EGM special cases by their family when they lead the lives in the streets, they can't prefer any other way of life.

EGF family problem house, food, clothes, money

EGM The main problem of the girls, during the adolescence of their period, they came to be pregnant therefore, they can leave their country and come to another country.

As we know street peoples come from different parts of a country. They are very poor. The special case is when their parents divorce they go out from their house and then they have not any neighbourhood. So that they must work get and lifts that other things of the people and bags and other things and that is their daily income.

EGF school, on co-operation by business

EGF Cooperation of people, to destroy of this problem, as she said.

EGM By organizing factories, they can work in the

factory. The could pay to

EGM As they are our brothers and sisters, the government specially the poor country must research the way they up their children and their family and organization must research the other way.

EGM most of them are boys, some are girls and most of the boys kidnap at the night in order to solve their problem they must work hard, they must go to any other organization.

EGM The best solution is by learn them before coming to join this group.

EGM by chosen there is daily food, by getting carry some people's things wich come from market without case people must teach them about their life. And thanks god he didn't give like this we must advise about this.

Entoto - Discussion

- EGM 73 It is so interesting, they leave their house due to certain family problems. Sometimes they quarrel with their family. The parents are sometimes quarrelled, had -father and mother dead.
- EGM 76 Homeless
- EGM 73 Sometimes their parents and drunkards, they don't take care of them.
- EGM 74 There is another factor, because of bad friends. They think that is good way to line.
- EGM 73 When they are fights between neighbour countries. They lose their home, they come from rural areas to urban areas. So they migrate. When they get to another place they will be new, they can't get houses, their choice is line in streets. They will be confused
- EGM 74 Some parents have no discipline, children follow their behaviour, they develop in their mind such bad habits.
- EGM742 I feel great sadness. But I can't do it any thing because of I have no full of powerful to help.
- EGM 75 I feel it but I have no money to give them.
- EGM 77 Contributed girls and boys. No money
- EGM 73 If we contribute money from organizations, have certain projects. Not only the government society has to help these children not to be the burden of the country, the society we train then, build projects, work in these projects and help themselves.

- EGM 74 The problem can be solved by easily the government, as personal behaviour give them full of academic things.
- EGM 75 A certain project, the children small amount of money. Children are weak in this way.
- EGF 88
- EGM 73 Some people of the country think that this problem solving is only the duty of the government but it is not only the duty of the government. It is the duty of the society each person has to participate in order to help these children and not only the government the society but also other organizations the world also, people of the world have to also contribute by taking funds, making jobs to be able to help themselves and not only themselves but also their family their country this way.
- EGM 52 Problems of their family, having problem. By lasting their family.
- EGF 49 They come from the rural areas to research jobs. And most of them they can get jobs, so they come to street boys.
- EGM 49 Special cases by them including their family when they lead the lifes in the streets. They can't prefer any other way of life.
- EGF 53 Family problem, house, food, clothes, money
- EGM 50 The main problem of the girls during the adolescence of their period, they came to be pregnant, therefore, they can leave their country and leave to another country. As we know, street peoples leave from different parts of our country. They are very poor and the special case is when their parents divorce they go out from their house and then they have not any

other things and that is their daily income.

- EGF53 School, on cooperation, by business.
- EFG 54 Cooperation of people, to destroy of this problem, as she said
- EGM 50 By organizing factories. They can work in the factory. They could pay to then
- EGM 49 As they are our brothers and sisters. The government, specially the poor country must research the way they get up their children and their family, and organizations must research the other way.
- EGM51 Most of them are boys, some are girls. And most of the boys kidnap at the night. In order to solve their problem they must work hard they must go to any other organizations.
- EFM 50 The best solution is by learning them before coming to join this group.
- EGM 49 By church there is daily food. By getting carry some people's things which come from market, with care. The people must teach them about their life. And thanks God he didn't give like this we must advised about this.

neighbourhood. So that they must work and lifts that other things of the people and bags and other things and that is their daily income.

- EGF53 School, on cooperation, by business.
- EFG 54 Cooperation of people, to destroy of this problem, as she said
- EGM 50 By organizing factories. They can work in the factory. The could pay to
- EGM 49 As they are our brothers and sisters. The government, specially the poor country must research the way they get up their children and their family, and organizations must research the other way.
- EGM51 Most of them are boys, some are girls. And most of the boys kidnap at the night. In order to solve their problem they must work hard they must go to any other organizations.
- EFG 50 The best solution is by learning them before coming to join this group.
- EGM 49 By church there is daily food. By getting carry some people's things which come from market, with care. The people must teacher them about their life. And thanks god he didn't give like this we must advised about this.

MISRAK- TEACHER FRONTED

- MGF veb + ing - verbal adjective
- MGF Studying
- MGM Smoking is bad
- MGM I want to swimming in the river.
- MGF reading a book
- MGM Drinking is dangerouse for halth
- MGF walking is good for health
- MGM Abebe wait ot playing football
- MGM My firend buying some banana
- MGM English teacher teaching now
- MGM Don't smoking sigarete
- MGF My father buying me clothes
- MGM Stealing money is dangerous
- MGF I want writing the note
- MGF She singing music

- MGM talking in the class is bad
- MGM to + verb- infinite with to if to is not with the verb
infinite without to
- MGF mother to make bread
- MGM To work hard is good
- MGF To study the lesson to pass examination
- MGM to speak English
- MGM to read notes
- MGM to study
- MGM she to make some tea for the guests
- MGM Don't to drive everyday
- MGF I reading the book
- MGM watching the T.V

Misrak

- MGF 27 due to war
- MGM 22 due to the contradiction between their family
- MGF 25 because of their parents are poor
- MGM 23 because of friends
- MGF 26 The children behaviour of they go out
- MGM 22 For example one reason a bad behaviour friend then will the cause of to live street well.
- MGM 24 because of environment for example if we take our environment Gurde Shola, their is no bad children for example they go it bad.
- MGF 25 The contradictions between parents. The father drinks alcohol drinks by this case the family disturbs.
- MGF 26 By wanting to change their place, for example a person life in Gojam, he want to see good things on Addis Ababa. But he didn't got parents and any job so he lives in streets.
- MGF 27 Due to traditional problems, if we take in rural parts of Ethiopia small children special small girls forced to marry. They are forced to go out their homes.
- MGF 27 When they came to Addis they don't know anyone. They are then live in the streets.
- MGF 26 they live in plastic house. It is not comfortable for example, during

the rain time, the rain will destroy it the house.

- MGF 26 They get their food by disturbing other people they steal the persons property they sale it, by taking this they have got their goods and they eat.
- MGF 27 Some of them got their food from rubbish areas.
- MGM 22 I am very pity. I can help by giving coins.
- MGF 25 I tried to live to attend to their house
- MGF 26 If I have money I built a house collect them and if I have got a job I will employ them and help them.

Selam

SPF	I wish it was going to rain
SPF	I wish I had bought a car last year
SPM	I wish I had studied my lesson very well
SPF	I wish I had left for USA
SPM	I wish I had some amount of money in my pocket
SPF	I wish I had gone to America last year
SPM	Simple past tense
SPF	to express past action
SPF	to express which happened with future
SPF	I wish I were an author
SPF	I wish I could drive a car
SPF	I wish I would succeed in my life
SPM	Negative sentence
SPF	Past perfect tense

SELAM -DISCUSSION

- SPM If you see the other homeside, they begin to quarrel mother and father. Let us say for example the father is a drukard he drinks too much and the house is not unstable, they departing from their family. They don't know about the outside world. Because of thier egerness to see the outside world, they leave their homes. And thirdly some people tell them when they are coming from their school, they feel them they will give them their cases necessities, they give them shelter. If they are willing they accept them because of these some reason to leave their homes.
- SPF especially about their parents, if they deliver much childrens, if they have much childrens, if they are poor, if they didn't give them food and cloth, the childrens go to the streets
- SPF no turn Oh
- SPF because of if the incomes the family is very low children obliges to learn these some and live in street
- SPF by asking peoples for money
- SPF by doing also crimes. Stealing, robbery,
- SPF by cutting by killing people
- SPM they do so many crimes to avoid many children
- SPM with family planning, balancing our income with the childrens And teach them or stop them about the outside world begging them not to go out of their homes

DISCUSSION

- SPM some of them steal by work
- SPM they sell newspaper, cigrates, wash cars, they polish shoes
- SPM They sell something for example cigerates kind of daily laberous
- SPM the street gilrs worked at night, they live in different hotels, bedrooms, they sell themselves Ran away from their house
- SPM family bad manners
- SPM The number of children is the part of the family very high, they don't get seficient amout of food, they go to the streets
- SPM I think most of the...Most of them are looking for better lives, they think So when they go to streets, but it is not true
- SPM by giving teach, job opportunity
- SPF one of the cases may be war. If there is war they may displacing from their country and to the other country in that country they may start to live they may as street boys
- SPF If we take our country Ethiopia for example some farmers have to case for many childrens we don't have many money. If they don't get at every, need, for exaple food, cloth, the depart from the homes to get food, by work or by stealing by beging.
- SPF The other problem may be poor and bad habited faimily. There are bad tempered family. They are poor and at the same time, the mother don't care for her children and the father is

may be drunker or joly other things. At the same time they are poor. If you take their children they are always have bad feeling. This makes them to get away and they think, if they get away to street then they can got enough things, they can live freely.

- SPG many problem come from the childrens themselves they may feel free outside. They think that are they livefreely
- SPF They make their life by heating,by beging specially they live by stealing.
- SPF They sometimes do labour works
- SPF They may appoint to the taxi, call people into the taxi mostly if they can't set enough money for food by daily thing, this go to steal
- SPF shoe polishing
- SPM splling things candy, softpapers, newspapers, then attention as Lulit said, for example if the goverment organize them by establish hard crafts for the girls. For the boys send them and learn.
- SPF I want to say soemthing most people say that government must help but not only the government we have to do something we have to told to our family we can prepare drammas by collecting money from people. There are very very rich people in our country this rich people have more money more their they need and that the country it in the bank and it becomes thousned and thousands but if they give to those who have no money this may improve their lives.
- SPM by selling things

- SPM mostly girls have meet the problem to live in the streetly when they sell chewing gums, another boy will push her and said the girl they they forces to commet other crime they sleep with other people in order to get money street life is hard for girls
- SPF
- SPF The first and most importan thing is to give attention to them If we discusse about them they do things in order to improve their lives they will crat most things they have more postive things to uprove tir life specially the goverment should help them organize them give them shelter collecting them and leaving. This may be decrease the numbers of their problem the family must gave attention the their children the must give enough things.
- SPM the other thing is the street children go out to the street mostly by their parents problem. If they don't give them enoug things for the girsl may be most people use them maid but the people would not accept them because may be they steal them in group the other is it the goverment.

Selam

- SPM 99 They live in dirty corner, plastic houses as we see in the streets.
- SPM 98 Bus stations, plastic houses, some of them even don't have anything, They simply sleep in the streets, on the road.
- SPM 97 they sleep in the streets
- SPF 100 They live on what people give them. They expect too much from people.
- SPM 99 they live in bus stations, on the road.
- SPM 97 They got no means of improving their living. They got no jobs, no money they got no house. They have no house, that means they have no house they live in streets.
- SPF 100 there are organizations, NGOS, private organizations can help them
- SPM 98 they must discuss with their parents
- SPM 97 There must be family planning, There must be organizations to teach this people to controls.
- SPM 98 Everybody must share this problem.
- SPF 100 We can help them by giving clothes
- SPM 98 By prepare some festival, so we have to help them by going there. They prepare shows.
- SPM 97 Contribute money, money is the big problem. If give them money.

- SPM 98 No, not giving money for themselves.
- SPM 97 Not only me, every body. We buy things necessary for them.
- SPM 98 We are making problem bigger if we give them the money.
- SPF 100 We should not let them down. I mean we should not tell them that they are thieves. We should talk to them. We should make them think that they are also special persons. And when we talk to them, they feel they are normal people, and they can leave their bad habits like they can ever start working.

Cathedral - Teacher-Fronted

- CPF How many times has he been champion the national shampionship?
- CPF How many times has he won the national championship?
- CPM How long has he been playing tennis
- CPF He has playing tennis since he was ten.
- CPF You said that we use the present perfect tense at this point. Can't we use past tense
- CPF First of all we have been trying to see how to use the present perfect continuous not past tense
- CPF How many films they have made since they left the college
- CPM They have made 10 films since they left college
- CPF What have they been doing since they left the college?
- CPF They have been making films since they left the college.
- CPM How long have you been learning Arabic
- CPM How long have your friend playing Arabic
How long have you been waiting?
- CPF How many fishes have you caught/got so far
- CPM How many people you invited?

- CPM How long have you taught
- CPF How many schools have you taught
- CPF How many books have you written
How much money have you saved so far
- CPM What is the difference between I must go/ I have to
- CPM I must go home. I feel that it is necessary to go home.
- CPM meaning the condition has obliged you to do things. He is the one who forced/obliged you to go
- His shoes are worn out. He has to buy a new one in that case the condition persuaded you to do. He is forced to buy some new shoes and he wants to buy shoes.
- CPM You said that we must use must if the obligation comes from yourself. Let us say you are in your friend's house. Time is gone and it is going to be night. If you stay more it is going to be late. Do you say I must or I have to go?
- What obliges you is the condition. The feeling comes from you.
- CPM We use in this case have to/has to. Because the condition comes from the surrounding
- CPM We are not giving the obligation for our friend we are telling him that we have to go there meaning our feeling or the condition has forced us to do so. We have to do that and we are going to tell him.

I have to go meaning you are the one who has to go.

CPF Have you written this letter all day?

CPm She has completed the activity

CPM completion

CPF Have you been writing the letter all day

CPM the situation of the ceiling

CPF She has been painting the ceiling

CPF She has painted the ceiling

CPM Have you been repairing your car?

CPM Has she been smoking much cigrate?

CPM Has he been eaten?
In the result of the action

CPM Has he eaten his lunch

CPM for how long he had been reading a book

CPM They have been playing tennis since two o'clock
For howlong they have played tennis

CPF Have you been playing tennis

- CPF He has been reading the books for two house.
- CPM How many times have they played this
- CPF How long does it take you to read this book
- CPF How many letters have you written so far?
- CPM They have played three times
- CPF I have written three letters
- CPM How long has she travelled
- CPF They have been playing tennis since they
- CPM Have you ever played tennis
- CPF arrived here
- CPM How long have you been reading this book?
- CPF How many pages has he read so far?
- CPF He has read 53 pages so far
- CPM How many pages have you read?
- CPF How long has she been travelling
- CPM Haven't you ever writing you letters.

- CPF I have been read for over two weeks
- CPM How many countries has she travelled
- CPF I have read up to page 97
- CPM How many countries has she been so far
- CPF She has been travelling for six months
- CPM How many countries has she travelled
- CPF She has been travelling for six months
- CPF How many countries has she been so far
- CPF How long has he been reading the book
- CPM for how long they have been playing tennis
- CPM How many pages has he read so far

CATHEDRAL -DISCUSSION

- CPM:- Who the street children are? This appear who don't have shelter who don't have a constant supply clothing that means don't have a constant supply of food and this appear who help themselves work and most of and this and people their parents.
- CPM next do you have any additional idea or
- CMF 19 Are they all boys or boys and girls street children are boys and girls
- CPM 24 Number three is mean...Ok the question says why do you think these children are left their homes and try to give some try to give on many possible reasons we can they are many reason that this people left their home and start live in roads the some of the reasons are the first is mainly in roads the some of the reason are the first is mainly in the urban areas is the rural areas people listen so many things about the cities so many good things that is so beautiful and so their home come to the cities and when they come to the cities they don't get as they expect this cities and they start to live the roads and other place the second reason's they look this is also rural areas they look some people coming from cities clothing suit clothes and other things and they look people they took to them these specially education and cities and other things because of this they left their home come to these cities and this is the second reason that the number of street children are increase the other is the traditional customs and culture of mainly in this third world counties as we are living in this third world countries many peoples there are many traditional customs and culture cultures such

as early marriages and other things because of these things they suffer this traditional cultures and other things just like that of land distribution in rural areas because of this reason they left of their home and come to this cities this is the other is this is in cities and in rural areas manly the deaths of the parents of this children force them and press them leave their home and start to live in begging or working so little jobs and this is the other reasons of the increasing of street children and there are also some people who left the home because of the times as we know stealing and other things so in here Ethiopia and some countries in Africa because of these reasons they leave their home their parents if they the parents that they steal or do some other crimes because of they leaves their homes and start to love this streets the other reason is they Quare parent or mainly with steal their mothers or fathers this quarrels forced leave their homes or the parents get rid of their homes this is the other reason there are as some other problems of these people and special for girls in this third world counties as we know pregnancy so some for these people because of this reason they leave their home or their parents to leave their home and there are also some other reasons but these are the only I can remember for this time, thank you.

CPM

Number four is how do they live in street? how do they get their basic needs? such as clothing, shelter and schooling etc. these people lives in street without the basic needs that are clothing and shelter they eat food by money get by begging and some labour works and they were get their clothes they get this taterd cloths from the people who gave them and mainly of them have no homes they sleeping where they are at arrives but

some have permanent place and have forms made 'lastic' schooling they have no sorry.

CPF Number five Do you know that crimes they are comiting try to mention them types of crime they are comiting are stealing and murder they do this crimes to get basic needs such as foods, shelter, clothing, and schooling and this crimes need them to regarding which needs are taking drugs to forget the situation and the main reason they do

this cause they have to fulfil their needs that is it.

CPF Question number six how do you feel about these street children I feel about them because they are elected by the society by the family members by the government they need be love and belove in between care of they need some of to be fulfil their basic necessity these children to school they should have roofs over the heads and they should wishes foods so the government try to look after the primary I feel that is side each every streets had theirs feel are some day hunger election in given time thank you.

CPM Ok the last Question which suggest solutions what kind of as country to solve the serious problems of this street children give your own suggestion.

CPM my suggestion is domestic development program but not it is the foreign domestic an in programs is because in my opinion this foreign development program is not their first teem is not helping this poor well they came to our country or to others country in order to free they own in its my opinion is by cncouaging domestic development programs. Do you have any Idea?

- CPF Yes, If the government for private for the street children in finding a way to solve the problems It save to giving or many to the organization like FAO etc.
- CPM My suggestion is the one that the Kenya government use one program this government or program is program in which some taxes are collected form the peoples or from the economics centre children and this street children to the government gaves some places to this street children and some other tings this is the one that If Ethiopia government try to such kind of things this could be one solution the other is to the organizations that are the main task is the street children or thy work is help this street children such as some organizations like 'TESFA DIRGET' and other and also the united nations and UNHCR United Nation higher commission Refuge and the other is If the government or other Investors of the country and other people try to establishes some factories and some other places there work is Its depend on the primary activities of people such as agricultures and some activities if they establish such kinds of economic center which street children can easily get the job and can learn by the money that they centre this could be one solution for this street children thank you.
- CPM The organizations can solve the problem of distance of this government that the number of street children increase at the same time the number of organizations so If we give the money for the organizations the money will give for the workers in the organizations so Every body to try to solve of this street children not by giving the money for the organizations buy by taking the children gave them live with them family this one is my

suggestion.

CPM:- I think there are two solutions for the street children and the first case to solve not to make the children run away their homes and its over capacity of the parents encouraging the organizations like 'TESFA DIRGET' and I think this can solve the life of the street children.

CPF:- My idea about this street children the government to set up or funds around the country not at all in the city but also the towns and another solution will be the any contribution we mean to this street children coming and changing their lives and we could give what we have if it is possible if it is etc. I of course giving.

Cathedral

- CPM 19 Now we discuss we have got some discussion about the situation about the street children are found. I see some questions are giving here. In these, questions are guide they give high light so as we could rise some points up on some points in between different points and so as to make our discussion we will try to see it in best way in this try to consider from different points of people from different directions let's see the first question. The first question say that you know who is street children now you can start.
- CPM 21 Street Children are children live in streets because of different problems, the social economical and political type of they can't live.
- CPF 24 In according to my opinion street children are children who live on the street and they are in terrible life and of course some of them have parents and some don't have that is it.
- CPM 20 These street children are children who live on the street. The reasons for they being their is there are many different problems that will discuss in question number three for example expectations of better life. The other than their parents leave and marriages but this in other problems may be discuss on question number three.
- CPF 22 My opinion is street children are children found in the streets due to many reasons and they have so many problems and they life.
- CPF 23 Street children are children who live in the street and due to by cultural, economical and political problems and about the way they have the relationship with their parents some have bad relationship with their parents.

- CPM 19 you have to try to express the main ideas the main behaviour of characteristics of this street children as in many case these street children, street children you know they are living in the street and this street children may they are founding in different out specially in several countries in the world and specially in Africa the number of street children who are found here very much large from this. We can understand the problem meaning which are produce or which make this the peoples or some other societies come to such condition is that the poor society but it is very much consider for this peoples. It is now that their economical some are political and some are social. And the second question "Are they all boys or boys and girls?"
- CPM 21 They are both boy and girls but the number of boys are greater than girls because they are mainly affected by different drugs and others. But girls are contradictable they are of their homes and they are not do it.
- CPF 24 the street children are boys and girls.
- CPF 23 Yes, I think they are both boys and girls but the number of boys is greater than girls because the boys are easily addicted to unwanted things like alcohols, drugs and some other things. So I think the number of boys is greater than girls But street children are both boys and girls.
- CPM 21 there are both boys and girls but the number may vary place to place according to the problem that takes a certain place for example in rural areas may be the number of girls increase because of their culture for example problem like marriage. There are both but the number is vary place to place.
- CPM 19 You have to try to see also in the right way and let's try to some classification support as you want said the partners are both boys and girls but as we know the number of boys excess than girls at

some place the number is at proportional amount and in some other place the number of girls is greater than boys and it has given some reasons like the problems of rural areas. Rural areas there are many problems specially most of them are cultural problems. And say we have try to see that the number of girls greater than boys at some place because as we know in rural areas the peoples living in their life the life very much difficult for very much free state the girls are large amount of works in the house so as they may not gave to such condition since they let see what's happening in external environment but in the other hand. It may also can be a problem so as this people can come concentrate because they have gets some problems. In some other places the boys since they are free to comes to this conditions they happening the external environment and this most of them are young people they have got Of knowing what's happening the external environment so that they think that they may be better life in the outside. Ok lets try to see the third question and it's very much important and we try to discuss different point of so as is discuss the economical and some other is cultural social conditions all this is street children are found why you think this children away from their home. This is important question.

CPF 23 The main is economical factor when we say economical factor that means because of capital, they want have money and think there is better way street areas and there are away from their homes assumes that there is a better life on the streets.

CPM 20 The other is the social problem mainly occurring rural areas because the And they have no knowledge about different things and the main problem is the And land distribution among the peoples land is found by land lords and this forced them and they think that the urban areas there is better life and there is more life than the rural areas and they out of their house.

CPF 22 And I want to give you now my suggestion as we know one of the factor that force you now street children to come out interfere streets a social factor when we say social these street children don't

agree you know the society specially with them parents and also they parents don't give the necessary things them want you know like education, better medicine care and some other important things.

CPM 20 Ok the other factor they didn't maintain is a political factor. From this political factor we can see the one example that is war can be see the one example that is war can be caused by different means. That means for example Among peoples of one This may cause a war and this is may cause the war and as this war is continue in a country people living that village may be they are forced to leave the village and to go to another areas establish in as a political factor.

CPF 22 And the social problem children run away from home to various reasons if we see for example in rural areas due to cultural problems when we see they forced to married even when they are not matured or below eighteen age and in urban areas girls are forced to take care the whole family and they don't have time to other things like education to take care of themselves and also some other reasons. When we see boys in the in our country most the popular electives and they don't know law to take care of their children and they didn't give much information how to leave their lives means their children they didn't give much information their children so this boys get many other things so these things aren't wanted by parents so to have these things, run away from the house and also girls don't have freedom in their homes parents influenced them very much so according to these reasons many of them are runaway from their house.

CPM 19 You have to try to see most of them and I will to try to see some natural factors. It is not common there are some natural factors which can affect them life. One of the natural factor which can affect the life of the society as is And As occur In large amount in e and In our in the part of which are found so that when ever a family or some owns occurs is . The people who are living there are

forced to live their the native lands or their re as they live in the native lands they will come to some other areas where they couldn't which they couldn't in that region they may not be able to get they how their life as the other people as the other part of they living there can live their lives who are they are forced so as can such discurible life to such by the conditions the factors which can be use as the climatic some other problems and this climatic problems can not be controlled with the skill of the problems and this climatic problems can not be controlled with the skill of the personal since the persons are not well educated they are not be able to what to controlled this Or this problem so that they get Only to see what's, happening their environment or they accept only their environment skills. If some bad conditions happen they are forced to leave their language and they are able to live their lives with them conditions see that well educated or well With the necessary in formations about the environment ok thank you the next question already we are discussed if then we will be jump it.

The next do you know the types of crimes they are committed?

- CPF 23 In order to their life, in order to survive, in order to live the, have to eat so they committed various crimes and stealing and gambling
- CPM 20 Are they are men or women children they may get the basic necessities in order to live .They must fulfil these basic necessities but they can't fulfil these basic necessities in the right way therefore the other method stealing and gambling and other crimes in order to fulfil basic necessities.
- CPF 24 I think they also committing crimes by killing trying to get some thing from them like money etc.
- CPM 19 I will try to give some other things which are very much related with the condition happening in these countries. Since as we know these peoples are attracted or very much attracted which conditions which can decrease or much can avoid their problems meaning in they gain better ways weather it is good or weather it is bad meaning but is only able or if it can avoid their problems they got

this conditions. For example there are some clubs which are forming some unimportant or illegal activities like gambling or some crimed activities they will do it because they want basic necessities so that they involve in these conditions meaning in some illegal some other times say what they involve some other Which are not legal which are not good which can produce create fashion in in the society they have involve Ok the next question" what do you feel about these people what is your feeling or your opinion.

CPF 24 I wish I could help them you know financial way I have lots of money you know by now of course I am a student and help them

CPM 21 I feel so too Them and if I had money I am not going to money but I will establish some thing in which the work on they get money by their own. I could established only some thing in which they work on.

CPF 22 I feel very sorry about the street children specially who have lost their parents when they were at the very little age and for the solution I think it is better by collect them to educate them.

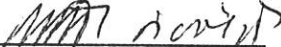
CPF 24 I worried about them if I gave the opportunity I think I am of course I am a student I don't have money I think I would like to help them by advising them. I know it is very hard to turn from lives but I think measures have to do taken the government and the people.

CPM 19 Ok we have to try the main ideas but as we know it is the whole society we have to see discuss the six questions questions says what do feel about these children we will sorry because they are not able or they are not get opportunity to read the life that the other but in the fourth and second is very important in each the question which could be taken to consideration by all society not only the government and also the whole society in the problems in that I gave that we have to be able to in organization 13 th instruction as we know by the personal which in the Which is taking days which is consider the condition which is happening by now in this periods

first of all we could this meaning avoid the problem you know what is the problem in the problem by taking consideration the problem is by now we are giving any suggestion to solve the problem for example the economical problem solved as we mentioned by giving some financial idea are very much important even though we have gave to get that from some other world and we could get this. If we are strong or if you able to solve the problem in which way which if you are to solve were you can the other world, the rest world can help as in this conditions, in the other things by giving information or best ways by which these people can be turn back to their homes back to initial life as they initially they were leading life that like we are living we have to able to create away can be see by giving some information or by giving the method to their parents to make them or to let them inter to the home, and also by giving some educations or by creating some ways by which able generate money or by keeping themselves a life in a bad room.

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

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