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AN INVESTIGATION OF THE ROLES
OF TEACHERS AND LEARNERS IN RELATION TO THE
INTRODUCTION OF THE NEW
FRESHMAN ENGLISH MATERIALS

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ABSTRACT

The purpose of this study was to investigate the roles of teachers and learners in relation to the introduction of the new Freshman English materials. The study involved 180 students and 19 teachers from two campuses. Of the 19 sections chosen by the project committee for the piloting of the new materials 6 sections were involved in this study: three from Sidist Kilo and three from Arat Kilo campuses. All the 19 teachers who were teaching the new materials were involved in the study.

The major instruments used in this study were questionnaires and an interview. One questionnaire which attempted to find out students' previous perceptions of a teacher's role, students' preferences for ways of learning, students' assessment of the new modes of organization and the tasks in the new materials, was designed for and administered to students in the study sample. Another questionnaire that attempted to find out teachers' perceptions of their roles, teachers' perceptions of how students perceived the roles of teachers teaching the new materials and teachers' perceptions of teaching materials, was designed for and administered to teachers. To consolidate or refute the information obtained through the questionnaire, an interview was also conducted with the students in the study sample. Classroom observations were also employed to get some insights into how the teachers and learners made use of the tasks in the new materials.

The study showed that the students were very optimistic about the tasks, the new modes of organization and their new roles implied by the new materials. The study also showed that the teachers assessed more positively their roles in the more recent approaches than their roles in the traditional approaches.

As a whole, the study showed that both the teachers and the students demonstrated a gradual shift from the perceptions of their more traditional roles as teachers and learners.

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CHAPTER ONE

INTRODUCTION

1.1. The Objectives of the Study

The major objective of this research is to undertake research in the classroom for the purpose of improving practice. Research on language teaching and learning can be conducted on different aspects of teaching and learning for different purposes and to a varying degree. One of these aspects is the roles of teachers and learners. It is believed that the roles teachers and learners assume in classroom language learning influence their teaching and learning experiences.

As such, the present study attempts to investigate the roles teachers and learners assume in AAU Freshman English classrooms. More specifically, the study is concerned with the investigations of the roles of teachers and learners in relation to the introduction of the new Freshman English materials (i.e. College English - a material undergoing a pilot study). The study hypothesizes that, since the new Freshman English materials which are mainly designed according to the principles of the task-based approach to language teaching require both teachers and learners to adopt roles which are significantly different from the roles they used to, problems are likely to arise due to mismatch in role perceptions.

Thus, this study attempts to find out learners' previous perceptions of a teacher's role, learners' preferences of ways

of learning, learners' assessment of the new modes of organization (i.e group work and pair work), and learners' assessment of the tasks in the new Freshman English materials. Since the study is also concerned with the roles of teachers, it attempts to find out teachers' perceptions of their roles, how teachers and learners make use of the tasks in the new materials and what problems teachers and learners believe they face in using the new materials and as a result of their relatively new roles.

1.2. The Significance of the Study

Although the major roles of teachers are identified as instructional and managerial, there appears to be an additional role for teachers as investigator usually discussed in contemporary literature on ELT (Wright, 1987). Thus, this study is informed by the principles behind the role of the teacher as an investigator. That is to say, one significance of this study is that it attempts to show that teachers are capable of testing the assumptions of approaches or methods against their own teaching and learning context and are also able to put their own teaching practice under scrutiny for their own development as professionals and for the development of the system where they work. (Wright, 1987)

Thus, this study is hoped to be of benefit to teachers of Freshman English, to the people who are developing the new Freshman English materials and to Freshman students in

particular and for all people involved in the system (i.e. the teacher-training programme of the department) in general. In addition to this, the study could be of great help to reflect on the learning tasks included in the new materials and on the roles of teachers and learners. Hence, it might help material developers, teachers and others to cope with the demands of and sensitize to the practice of teaching and learning in terms of relevance, appropriateness and of the satisfaction that students could get from their learning experiences.

1.3 The Scope of the Study

This study investigates the roles of teachers and learners in AAU Freshman English classrooms where the new materials are in use. The new materials have been undergoing a pilot study since the beginning of the 1994-95 academic year. Nineteen sections were chosen for the pilot study. Thus, the pilot study involves about six hundred students and nineteen teachers. This study is limited only to six sections out of the nineteen. In the case of teachers, a questionnaire was administered to all the nineteen teachers using the new materials. However, as far as classroom observations are concerned only some teachers are involved as it is practically very difficult to observe all the nineteen classes due to time and financial constraints. The study involves one-hundred and eighty students. That is about one-third of the total population.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. What is role?

The term role is usually defined as the part people are expected to play in the performance of social life (Widdowson 1987). He further defines role as:

a part that people play in the performance of social life. Roles whether achieved or ascribed are kinds of conventional script or pre-script which constrain the individual person to assume a persona in conformity to normal and expected patterns of behaviour.
(ELT vol.41 No.,2 1987:83)

This definition of role by Widdowson is a more general one. It shows that roles which are achieved by efforts or ascribed to circumstances are a set of expected patterns of behaviour to which people conform.

Banton (1965) quoted in Widdowson (1987) gives a sociological definition of role as 'a set of norms and expectations applied to the incumbents of a particular position.' The incumbents under concern here are the two major actors of the language classroom - teachers and learners. Nunan (1989:79) defines roles from a more pedagogical perspective. According to him,

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

This definition by Nunan shows that the roles of teachers and learners have two very related aspects. The task-related aspects of a role and the interpersonal aspects of a role. For a further discussion of the task-related and interpersonal aspects of role, see Wright (1987).

In the rest of this chapter, the roles of teachers and learners and some of the issues related to them will be discussed.

2.2. The role of teachers

As with other issues in language teaching and learning, an appreciation of the roles of teachers is crucial. The roles of teachers have changed through time from a 'model' to be imitated by students to a counsellor and facilitator of the classroom communication process.

As far back as the earliest days of the grammar-translation method, language was taught like other academic subjects. The prescribed role for the teacher is relatively simple and clear. The major role of the teacher is to transmit knowledge in the form of grammar rules. Yalden (1987:52) writes: 'language is taught in the same way as logic and literature, and the teachers'

duty is to impart knowledge to sometimes recalcitrant pupils.' In the more traditional approaches to language teaching, teacher-centered methodologies prevail. The teacher plays a dominant role being in control of the whole process of classroom language teaching and learning. The teacher controls the students, the kind of language students produce or receive and exercises tremendous control over the language activities. On the roles of teachers in the traditional approaches, Dykstra (1978:4) as quoted in Wright (1987), has the following to say:

near automatants who stand up, call roll, talk a lot, give cues, ask simple content questions, check for comprehension, check for recall, keep records, discipline students, bestow grades and generally carry on clerical tasks far below what their own level of ability might be.

However, the recent developments in second language acquisition research have changed the perceptions of the language teacher's role. For example, the study on the good language learner (Naiman et.al 1978) and the work of Krashen; (1981) on 'acquisition' and 'learning' have challenged the practice of the more teacher-centered and lock-step methodologies. These studies show that an instructional system needs to account for the wide variety of learning styles and strategies and that teachers need to get more freedom to go out of the printed materials which are completely directed by teachers (Yalden 1987:).

The more recent approaches to language teaching emphasize the need for meaningful interaction and negotiation in the

classroom for language acquisition to take place. This implies a new role for the teacher. The teacher is required to facilitate conditions for interaction and provide input so that learners are engaged in an unpredictable interaction from which they are believed to acquire language. The implication of this may be that more responsibility need to be given to learners for their own learning. The idea of giving learners more responsibility for their own learning brings learners into a more central-role in making decisions about the organization and direction of their language courses LittleJohn (1983). This parallels Allwright's idea of teacher overload' and learner 'under involvement' where, for example, teachers tend to do work that learners could more profitably do for themselves Allwright (1981). Since teaching and learning languages in the classroom involves making a wide variety of decisions, (Allwright 1978, 1981), it would be risky to leave this complex process of decision making to the teacher. The implication of this may be that the dominant roles teachers assume in the more traditional approaches to language teaching need to be altered. Learners need to be given the chance to contribute to the organization of their language courses and to reflect on their own learning experiences. LittleJohn (1983:595) writes:

The role of the teacher would therefore be that of a learning advisor (i.e someone who is experienced in the teaching/learning process) or a knower (i.e someone who can provide a ready source of the language and, if necessary can correct errors).

Thus, the idea of making learners more responsible for their own learning emphasizes the need for learner-centered approaches to language teaching, which aim at relinquishing the teacher's more traditional dominant role by increasing learner involvement in course management (LittleJohn 1983).

To sum up, the different methods and approaches to language teaching regard the teacher in different ways. In some methods and approaches the teacher has a more central role and in some others the teacher is regarded as counselor, co-ordinator and facilitator of classroom communication. In a landmark study on the different methods and approaches, Richards and Rodgers (1986:24) give a summary of the issues related to the teacher roles:

- the types of functions teachers are expected to fulfil,
e.g whether that of a practice director, counsellor
or model.
- The degree of control the teacher has over how learning takes place.
- the degree to which the teacher is responsible for content.
- the interactional patterns that develop between teachers and learners.

2.3. The roles of learners.

The contributions of the learner in any language learning situations seem to affect the teaching/learning process. An

appreciation of the roles of learners and the issues related to it is very important for a better understanding of the process of learning.

In the literature, we have a number of different learner roles implied by the different methods and approaches. The roles of learners are usually made implicit in learning tasks or activities and they are related to what the learner contributes to a learning activity or task- i.e. the degree of control the learner has over the activity (task), the degree of freedom the learner has over what to say and how to say it, the working mode adopted and the freedom the learner has to do the activity or the task at his/her own pace and reach his/her own conclusions.

Based on Richards and Rodgers (1986) analysis of approaches and methods and the roles they imply for learners, (Nunan 1989:81) identifies the following learner roles which are possible in the language class:

- A. the learner is a passive recipient of outside stimuli;
- B. the learner is an interactor and negotiator who is capable of giving as well as taking.
- C. the learner is listener and performer who has little control over the content of learning.
- D. the learner is involved in a social activity, and the interpersonal roles of the learner cannot be divorced from psychological learning process.
- E. the learner is involved in a process of personal growth.

F. learners must take responsibility for their own learning, developing autonomy and skills in learning - how - to - learn.

The above summary shows how learners are regarded in the different methods and approaches. In the more traditional approaches and methods to language teaching, the learner has a very limited role. The learner reacts only in response to the teacher's initiation. The teacher initiates talk, asks display questions and sets exercises where he is in control of everything i.e. the final outcome in terms of right or wrong answer, the learner's language and the patterns of communication. The learner's role would thus be to memorize whatever is modelled by the teacher and produce it whenever required. The learner assumes a very passive role. On the roles of learners in the traditional approaches and methods, Richards and Rodgers (1982:159) have the following to say:

Much of the criticism of Audiolingualism came from the recognition of the very limited roles available to learners in audiolingual methodology. Learners were seen as stimulus- response/ mechanisms whose learning were seen as a direct result of repetitive practice.

However, in the more recent approaches to language teaching the roles of learners have shown dramatic changes. Learners are required to adopt a range of roles which are significantly different from the roles they are used to in the traditional approaches. Most of the recent approaches require learners to

carry out a wide variety of tasks usually in the form of communicative activities where the focus is mainly on meaning than on form. Learners are expected to initiate talk, listen to others ideas and value them and above all to negotiate meaning. Freeman (1986:89) writes: 'students are mainly communicators. They are actively engaged in negotiating meaning and are also more responsible for their own learning.' This implies that learners will have more control over what language to use and how to use it. Harmer (1982:24) writes '.... Students will focus on the content of what they are saying rather than the form.'

2.4. The Task-Based Approach and the Roles of Teachers and Learners.

In the contemporary literature, the traditional practice of teaching a second language has been put to question (Yalden 1987). A large body of empirical research has been conducted. Most of these reexamined the traditional practice in terms of teaching methodologies, types of teaching or learning materials and the roles of teachers and learners. This has led to the emergence of many recent approaches to language teaching which generally aim at increasing the contributions of learners to language teaching and learning, making language learning more communicative and relinquishing the more dominant roles of teaching materials and teachers. One of these recent approaches is the task-based approach to language teaching.

The use of tasks in language teaching and learning is relatively a new phenomenon, though it is not new in the general education field (Nunan 1989). A task has been defined by different people in a variety of ways. Among the many definitions of task from different perspectives, let's have a look at the definition from the dictionary of applied linguistics. Task is

an activity or an action which is carried out as a result of processing or understanding language (i.e as a response). For example, drawing a map while listening to an instruction or performing a command may be referred as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as the successful completion of the task. The use of a variety of tasks is said to make language teaching more communicative --- since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (Richards, Platt and Weber, 1986:289)

The above definition is a more pedagogic one. It is mainly based on what teachers and learners are expected to do in the actual classroom. It also shows that a task has a sense of completeness in terms of its final outcome(s). There is also a clear indication that a task takes classroom language learning beyond the mere practice of discrete items of language.

Another definition of task from Breen seems to clearly identify the basic characteristic features of a task. Breen (1987:23) defines tasks as: "any structured language learning endeavor which has a particular objective, appropriate content,

a specified working procedures and a range of outcomes for those who undertake the task."

The examples given as a task and the characteristic features identified in the above two definitions show that the focus in task-based teaching is mainly on meaning than on form. Nunan (1989:10) considers a task as 'a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.' In the task-based approach both teachers and learners are expected to involve themselves in communicative activities (tasks). These kinds of activities (tasks) are believed to give learners the chance to interact using the language resources they have and learn a language in a natural way. In general in the task-based approach teachers and learners are expected to jointly create, promote and sustain learning opportunities (Kumaravaidvelu 1991).

We have already said that the different methods and approaches to language teaching imply certain kinds of roles for teachers and learners; And these roles are usually made implicit in the kind of learning tasks or activities. As such, the task-based approach to language teaching implies roles for both teachers and learners which are significantly different from the roles they are used to in the traditional methods and approaches. On the dramatic shift of the roles of teachers and learners in the task-based approach Kummaravadivelu (1991:99)

has the following to say: "Of all the challenges posed by the task-based pedagogy nothing appears to be more daunting than the restructuring of the role relationship between teachers and learners."

This is because both teachers and learners bring all their experiences, beliefs, attitudes and expectations to the classroom. Thus, if their experiences, beliefs, attitudes, expectations and above all their perceptions of the roles of teachers and learners greatly differ from what the task-based approach requires, problems are likely to arise.

In addition to this, in the task-based classroom the list of learning tasks or activities in the syllabus are simply an indication of content. The actual language to be learnt is the result of the interaction and negotiation among the learner, the teacher and the task. This shows that we ought to think in terms of learning materials rather than teaching materials (Allwright 1981 P).

The activities (tasks) in the task-based materials are believed to give learners a wide variety of communicative purposes. Richards and Rodgers (1982:66) write: 'what is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention.' On the part of the teachers, they usually act as co-ordinators, facilitator of the classroom communication and at

times as co-participants in small group-works along with the students.

Larsen-Freeman (1986:89) summarizes the principal features of the classroom process during communicative activities as follows:

- A. Every thing is done with a communicative intent. Students learn to communicate by communicating.
- B. The speaker has a choice of what to say and how to say it.
- C. A true and a reasonable communication is purposeful. Thus, evaluation is easier.
- D. It is desirable to use authentic materials and give opportunities to students to develop strategies for understanding language as it is actually used by native speakers.
- E. Activities are usually carried out in small groups.

2.5. Learners' experiences and expectations.

It seems that the way an instructional system regards the experiences and expectations of learners affects their learning outcomes in ways not yet fully determined. It is argued that (Wright, 1987; LittleJohn, 1983;) because learners (especially adults) bring their previous experiences, expectations and

perceptions into the language classroom, it is important to consider and account for learners' previous experiences, expectations and perceptions. These things are believed to influence learning and the roles they assume while learning a language. Krashen (1985:58) writes 'many adult students expect grammar and error correction to be the main part of their language course, and may feel cheated unless it is provided.' The implication of this may be that many adult learners come to the language classroom with the expectation that they will learn much grammar and that much of their errors will be corrected by the teacher. If these expectations are not met, then they may react unproductively, lose interest, get frustrated etc.

In addition to this, the kind of adult learners mentioned by Krashen expect certain roles that their teachers should fill. It seems that they expect their teachers to act more as a resource person, to be in control of their learning and correct almost every one of their mistakes. However, if their teachers do not play the roles they expect them to play problems are very much likely to arise due to the mismatch between the role expectations of teachers and learners.

On the expectations and experiences of adult language learners, Tarone and Yule (1989:9) have the following to say:

some adult learners have quite a powerful preconceptions about the form a language learning experience should take: we simply cannot ignore the fact that many; adult learners are exposed to an educational

setting in which teachers overtly control the activities of the group in a relatively formal manner, emphasize the memorization of grammatical rules, often via mechanical procedures such as repetition and rote learning, administer frequent achievement tests, and generally require their students to maintain a passive and subordinate role.

Many of Ethiopian adult learners of the English language are from the kind of educational setting demonstrated by Tarone and Yule. Thus, when students from such educational settings are exposed to a different kind of setting where their previous experiences and expectations are not considered, again problems are likely to arise. Among the wide variety of problems that are likely to arise Tarone and Yule (1989: 10) provide the following as a typical example. They write:

If such students are made to join a programme where teachers assume a less authoritarian role, expects interactive group work among students generally acts as if students should be responsible for their own learning, then they may feel that their teacher just doesn't know how to do his job properly.

Thus, since most of our Freshman students come from a more teacher-centered educational setting and are now exposed more or less to the kind of setting demonstrated above, one of the objectives of this study is to investigate whether such problems exist and also look for ways in which they can be resolved.

If students tend to react in a negative and unproductive way to the relatively new instructional system, their reaction

may have a very undesirable effect on their efforts and abilities to benefit from the teaching experience (Tarone and Yule, 1989).

However, this does not mean that teachers' should abandon new teaching methods, approaches and techniques simply because it does not match with their learners' experiences, expectations and perceptions. What is crucial is the way teachers and the instructional system as a whole react to the experiences, expectations and perceptions of learners. Teachers' reactions can take various forms. Teachers may react negatively i.e. ignore their students expectations and assume that their wisdom will demonstrate the value of their new method, approach or technique through time. On the other hand teachers may react positively (i.e. consider their students expectations and experiences and look for ways of compromising the mismatch between their own expectations and perceptions and of their learners.

2.6. Some Studies Related to the Roles of Teachers and Learners

Although there are a number of research work on the different aspects of language teaching and learning, there appears to be very few studies on or related to the roles of teachers and learners.

To my knowledge a local research work more related to the roles of teachers and learners is Teshome (1995) where he

investigates the views of learners on the task-based approach and the structure based approach to language teaching. The study by Teshome (1995) focuses both on the methodologies and the teaching materials that are employed in the two approaches. Teshome (1995:22) writes 'the focus of this study is both on the methodology and teaching materials....' In the study it is reported that most students favour a teacher who acts as a resource person (i.e. a knower). For example, it is reported that 64% and 60% of the subjects of the study favour a teacher who explains the lesson thoroughly and gives assignments to be done at home as opposed to class work to be done in groups and pairs. The study also shows a shift in role perceptions of learners. It is reported that 88.8% of the subjects prefer interactive language learning.

In the literature on ELT in general, the roles of teachers and learners in language classrooms has recently started to receive greater attention than in the past. In a landmark study on the different methods and approaches to language teaching Richards and Rodgers (1986) spell out the kinds of roles the different methods and approaches imply for teachers and learners. These range from the role of the learner as a passive recipient of an external stimuli to the role of the learner as an active participator and determiner of personal growth. For teachers, their roles range from a role of controller or practice director to facilitator or counsellor. Studies by Nunan (1989), Wright (1987) and the large body of literature on humanism in language teaching are all evidence that the roles of

teachers and learners are increasingly under concern.

In addition to the major works cited above, there are also specific studies which directly or indirectly investigate the roles of teachers and learners. Some of these are reviewed below.

Mccargar (1993) investigates teacher and student role expectations at a post secondary intensive ESL programme in the united states. The study attempts to find out cross-cultural differences in role expectations and their implications to language learning. The study involves 135 ESL students from ten different countries and 41 ESL teachers from the united states. Mccargar (1993:200) writes 'this study arose from the suspicion that people from various cultures may not share similar expectations of teacher and student role.' The study shows that role expectations differed across the different cultural groups in second language learning contexts.

Another study by Kumaravadivelu (1991) on teacher intention and learner interpretation in carrying out language learning tasks reports some interesting findings. The study investigates the sources of mismatch between teacher intention and learner interpretation and identifies ten possible sources of mismatch: cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural, instructional and attitudinal. In the study the classroom interaction and events were audiotaped and transcribed. An interview was also employed

during the analysis stage. The study shows that there are differences between teachers and learners perceptions of the nature, the goals and the demands made by language learning tasks (Kumaravadivelu, 1991).

Thus, the study attempts to show that the proper understanding of the potential sources of mismatch between teacher intention and learner interpretation helps both teachers and learners to sensitize themselves to the demands made by language learning tasks. Hence the roles teachers and learners assume in the classroom.

In a very interesting study, Capiro (1988) investigates the effect of role shift on the learning experiences of students. The study is conducted in a Japanese university on 231 students. In the study four aspects of classroom instruction were changed: the teacher's role, the student's role, classroom materials and student evaluation. Capiro (1988:1) summarizes the changes in roles as follows:

- A. The teacher's role changed from that of director and controller of learning to catalyst or monitor.
- B. The student's role changed from that of passive recipient of learning to an active determiner of personal development, involved in most classroom decision making.
- C. The learning materials used in class were generally what students produced and brought to class including journal entries, discussion topics, special projects etc.

- D. Students were evaluated on a point system based on solely quantity rather than quality, of their interaction with the target language, allowing them to interact freely in the four language skills.

The study shows that the students gained confidence, a high level of motivation and also realized that English could also be studied outside the formal educational environment.

CHAPTER THREE

METHODOLOGY

3.1. The study

The major purposes of this study are the investigations of the roles of teachers and learners in relation to the new Freshman English materials which are designed according to the principles of the task-based approach to language teaching.

The major hypotheses of the study are: (i) there may be mismatches between teachers' perceptions of their roles and of learners' roles and learners' perceptions of teachers' roles and of their own roles as learners and (ii) teachers and learners may fail to alter their roles in accordance with different types of learning activity or task. Thus, it was hypothesized that this may be the situation in AAU Freshman classes where the new material is in use.

3.2. Population

The subjects of this study were Freshman Students of AAU from two campuses: Sidst Kilo and Arat Kilo. Out of the nineteen sections (ten at Sidist Kilo and nine at Arat Kilo) chosen by the project committee for the piloting of the new Freshman English materials, six sections were involved in this study. The six sections were selected by picking any fourth one from a list of nineteen sections. In addition to this, a

Questionnaire was administered to all the nineteen teachers who are teaching the new Freshman English materials. In general, the study involved 180 students from six sections and 19 teachers.

3.3. Data Collection

The following methods of data collection were employed to achieve the objectives of this study.

A. Questionnaires

One questionnaire which consists of 58 items was designed and administered to students in the study sample. Another questionnaire with 25 items was designed and administered to all teachers teaching the new materials. The items in the questionnaire attempted to find out learners' previous perceptions of teachers' roles, their preferences of ways of learning in the classroom, their assessment of the new modes of organizations (group work and pair work) and the tasks in the new materials, teachers' perceptions of their roles in using the new materials, teachers' perceptions of how students perceive the roles of teachers teaching the new Freshman English materials and teachers' perceptions of the new materials as a whole.

The Likert technique where subjects are expected to respond to the items in the questionnaires on a five-point scale of agreement was employed to measure the role perceptions of both

teachers and learners. Some of the questionnaire items in the students questionnaire were adapted from Wright (1987).

B. Interview

An interview with student was employed in order to get further information which could validate the feelings, perceptions or views of students revealed through the questionnaire in relation to their roles. The questions asked were based on the questionnaire described above.

C. Classroom Observations

Classroom observations were also employed to get some insights into the following issue in relation to the roles of teachers and learners in AAU Freshman English classrooms where the new materials are being taught.

(i) to get some insights into how teachers and learners actually make use of the tasks in the new materials

The observation technique employed was written ethnographics.

CHAPTER FOUR

THE RESULTS

4.1. Some Considerations in Methods of Analysis.

The major instrument used in this study was a questionnaire. One questionnaire was designed for and administered to students in the study sample. Another was designed for and administered to all teachers who are teaching the new materials.

The questionnaire designed for and administered to students in the study sample consisted of fifty-eight items. The fifty-eight questionnaire items were divided into four categories: students' previous perceptions of a teacher's role, students' preferences of ways of learning, students' assessment of the new modes of organization (i.e group work and pair work) and students assessment of the various tasks in the new Freshman English materials.

The questionnaire designed for and administered to teachers in the study sample consisted of twenty-five items. The twenty-five questionnaire items were divided into three categories: teachers' perceptions of their roles as teachers of the new materials, teachers' perceptions of how students perceive the roles of teachers teaching the new materials, and teachers' perceptions of teaching materials as a whole.

The measurement scales used to measure the perceptions of both teachers and students are the Likert scales. The Likert scales used are of the "Always/Sometimes" or of the "Strongly agree/ Strongly disagree" type. The Likert scales of the "Always/Sometimes" type are used only for the first twenty items of the questionnaire administered to students in the study sample. For all the other items both in the students and teachers questionnaires the Likert scales used are of the "Strongly agree/Strongly disagree" type.

Each of the four categories in the students' questionnaire and one of the categories in the teachers' questionnaire were again divided into two categories to show either positive and negative assessment or positive and negative perceptions. The grand means were computed for each of the categories to show the relative inclination of the subjects.

In addition, the statistical test, the t-test, was used to determine whether the differences between the grand means of each of the two categories were statistically significant or not.

For the other two categories in the teachers' questionnaire the percentage was used as a method of analysis.

The formulas used were:

Test statistic:

$$t_o = \frac{(X1 - X2)}{SX1 - X2} \quad \text{or} \quad t_o = \frac{d}{SD}$$

4.2. The Findings

4.2.1 Students' Previous Perceptions of a Teachers' Role

Although the major purpose of the present study was to investigate students' role perceptions in relation to the new Freshman English materials, it was found important to investigate students' previous perceptions of a teacher's role as well for two reasons: to find out the extent to which the students in the study sample might have experienced a teacher's roles similar to the type the new Freshman English Materials imply for teachers and to see the ways their previous perceptions of the roles of their high school teachers affected their perceptions of the roles of teachers teaching the new materials.

As the following two tables show, the students seemed to have experienced more the kind of a teacher's roles they were expected to experience in the light of their high school teaching and leaning experiences than the kind of a teacher's roles similar to the new Freshman English materials imply for teachers when they were in their high schools.

Table - 1

Students' previous experiences of a traditional teacher's roles.

Item	Always		Some times		Rarely		Not at all		Total			X
	4		3		2		1					
	Fr.	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	120	66.7	26	14.4	23	12.8	11	6.1	180	100	615	3.4
3	108	60	48	26.7	14	7.8	10	5.6	180	100	614	3.4
4	28	15.6	72	40	52	28.9	28	15.6	180	100	460	2.6
6	55	30.6	74	41.1	45	25	6	3.3	180	100	538	3.0
15	85	47.2	54	30	30	16.7	11	6.1	180	100	573	3.2
18	38	21.1	48	26.7	64	35.6	30	16.7	180	100	454	2.5
19	82	45.6	58	32.2	24	13.3	16	8.9	180	100	566	3.1

Grand mean = 3.03

Table-2

Students' previous experiences of a teacher's roles in the recent approaches.

Item	Always		Some times		Rarely		Not at all		Total			
	4		3		2		1					
	Fr.	%	Fr	%	Fr	%	Fr	%	Fr	%		X
2	75	41.7	78	43.3	17	9.4	10	5.6	180	100	578	3.2
5	23	12.8	22	12.2	54	30	81	45	180	100	347	1.9
7	7	3.9	50	27.8	64	35.6	59	32.8	180	100	365	2.0
8	15	8.3	54	30	60	33.3	51	28.3	180	100	392	2.2
9	11	6.1	44	24.4	39	21.7	86	47.8	180	100	307	1.7
10	26	14.4	20	11.1	49	27.2	85	47.2	180	100	347	1.9
11	43	23.9	77	42.8	39	21.7	21	11.7	180	100	502	2.8
12	28	15.6	46	25.6	60	33.3	46	25.6	180	100	416	2.3
13	13	7.2	43	23.9	56	31.3	68	37.8	180	100	361	2.0
14	16	8.9	17	9.4	58	32.2	89	49.4	180	100	320	1.8
16	5	2.8	57	31.7	88	48.9	30	16.7	180	100	397	2.2
17	19	10.6	52	28.9	74	41.1	35	19.4	180	100	415	2.3
20	27	15	46	25.6	64	35.6	43	23.9	180	100	417	2.3

Grand Mean 2.2

Items 1, 3,4,6,15,18 and 19 in the first table attempted to find out the kind of a teacher's roles the subjects were very much likely to have experienced when they were in their high schools due to the type of text-books used and the approach (structure based) they were exposed to. Items 2,5,7,8,9,10,11,12,13,14,16,17 and 20 on the second table, attempted to elicit whether the subjects have experienced a teacher's roles similar to the type the new Freshman English materials imply for teachers when they were in their high schools. (See Appendix A for items)

Accordingly, as the following summary shows the grand means were computed as 3.03 and 2.2 for the first and the second categories respectively to show the relative inclination of the subjects. The grand means computed showed that there is a difference between the categories. To determine, whether the differences between the two grand means for the two categories were statistically significant or not, the following null and alternative hypotheses were formed and the t - test was used.

H_0 = When they were in their high schools the subjects experienced a teacher's roles their high schools textbooks implied for teacher's roles and the type of a teacher's roles similar to the roles the new materials imply for teachers equally.

H_1 = When they were in their high schools the subjects did not experience a teacher's roles their high schools textbooks implied for teachers and the kinds of a teacher's roles similar to the roles the new materials imply for teachers equally.

Mean Difference of the students' scores on their Previous experiences of a teacher's roles.

Table-3

Previous experience				to	tc
High school textbook		New materials			
X	SD	X	SD	4.37*	2.10
3.03	0.36	2.2	0.41		

*Significant at 0.05 level.

Thus, as the above table shows the difference between the two grand means was proved to be statistically significant. Hence, the null hypothesis was rejected and the alternative hypothesis was maintained.

In addition to this, a close examination of the above two tables for the two categories showed remarkable differences in students' experiences of a teacher's roles in terms of methodology and modes of organization when they were in their high schools. For example, items 10, 11, 12, 13 and 14 attempted to find out whether the students experienced the classroom methodologies similar to those employed in teaching the new materials. Accordingly, the large majority of the subjects reported that they rarely or never experienced the classroom

methodologies such as, giving chances for free discussions, encouraging students to guess meanings from the context, discussing in groups and writing reports, summaries etc.

In their responses to the statement 'The English teacher gave us the chance for free discussion.' 74.4% of the subjects reported that they 'rarely' or 'not at all' experienced this kind of methodology. It was also quite revealing when 75% of the subjects reported that they 'rarely' or 'not at all' experienced the mode of organization (i.e. group work) in their responses to item 5 when they were in their high schools.

In conclusion, the findings concerning the students' previous experiences of a teacher's role seemed to suggest that the students have a very high perceptions of the 'traditional' teacher's roles. It seemed that the students came to their Freshman English classrooms where the new materials were in use with the perceptions of the roles of English teachers as someone who should give thorough explanations of grammar and vocabulary, correct whatever mistakes he identifies and above all as some one who serves as a resource (i.e a knower) and imports bits of knowledge of discrete items of structure and vocabulary.

4.2.2. Students' preferences for Ways of Learning

The questionnaire items (21-40) attempted to find out students' preferences concerning ways of learning in the

classroom, by comparing their experiences in learning at high school with their experiences of learning Freshman English using the new materials.

The twenty questionnaire items (21-40) were divided into two categories. Items (21-30) attempted to elicit subjects' preferences for ways of learning in the light of their learning experiences in their high schools. Items (31-40) attempted to elicit the preferences of the subjects concerning ways of learning in the light of their learning experiences in Freshman classrooms using the new materials.

An attempt was made to compute the grand means for the two categories to show the extent to which the subjects preferred the ways of learning they experienced in their high schools to the ways of learning they experienced in Freshman English classrooms in using the new materials.

As the following two tables show the grand means for the two categories were computed as 2.9 and 3.9 for the preferences of ways of learning the subjects experienced in their high schools and in Freshman classrooms in using the new materials respectively.

Table - 4

Students' preferences for ways of learning they experienced in their high schools.

Item	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		Total			
	5		4		3		2		1					
	Fr-	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		X
21	8	4.4	15	8.3	26	14.4	84	46.7	47	36.1	180	100	393	2.1
22	13	7.2	56	31.1	36	20	55	30.6	20	11.1	180	100	527	2.9
23	60	33.3	63	35	17	9.4	34	18.9	6	3.3	180	100	677	3.8
24	5	2.8	13	7.2	15	8.3	82	45.6	65	36.1	180	100	348	1.9
25	9	5	29	16.1	27	15	78	43.3	37	20.6	180	100	435	2.4
26	83	46.1	67	37.2	14	7.8	13	7.2	3	1.7	180	100	754	4.2
27	34	18.9	77	42.8	20	11.1	33	18.3	16	8.9	180	100	620	3.4
28	25	13.9	68	37.8	26	14.4	48	26.7	13	7.2	180	100	578	3.2
29	7	3.9	34	18.9	42	23.3	70	38.9	27	15	180	100	464	2.6
30	9	5	9	5	24	13.3	73	40.6	65	36.1	180	100	364	2.0

Table - 5

Students' preferences for ways of learning they experienced in Freshman classes

Item	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		Total			
	5		4		3		2		1					
	Fr-	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
31	75	41.7	80	44.4	13	7.2	12	6.7	-	-	180	100	758	4.2
32	96	53.3	70	38.9	11	6.1	13	7.2	-	-	180	100	863	4.8
33	51	28.3	89	49.4	31	17.2	7	3.9	2	1.1	180	100	718	4.0
34	42	23.3	89	49.4	21	11.7	22	12.2	6	3.3	180	100	677	3.8
35	33	18.3	71	39.4	29	16.1	42	23.3	5	2.78	180	100	625	3.5
36	110	61.1	67	37.1	1	0.56	-	-	2	1.1	180	100	823	4.6
37	30	16.7	46	25.6	26	14.4	56	31.3	22	12.2	180	100	546	3.0
38	34	18.9	79	43.9	29	16.1	31	17.2	7	3.9	180	100	642	3.6
39	80	44.4	75	41.7	18	10	4	2.2	3	1.7	180	100	765	4.3
40	32	17.8	77	42.8	32	17.8	28	15.6	11	6.1	180	100	631	3.5

As shown in the tables above the grand means showed differences in the students' preferences concerning ways of learning. In order to determine whether the differences between the subjects' preferences for ways of learning in the two categories were significant or not, the statistical test, the +- test was used. The following null and alternative hypotheses were formed.

H_0 = There are no significant differences between the students' preferences concerning ways of learning.

H_1 = There are significant differences between the students' preferences concerning ways of learning.

The statistical test used was:

$$\text{Test statistic: } t_0 = \frac{\bar{d}}{SD}$$

The t_0 was calculated as 1.24. The corresponding table value for t_0 was found to be 2.62. Thus since $t_0 < t_c$ the null hypothesis was accepted. This means that the test proved that the differences between the subjects' preferences for ways of learning were not significant. They seemed to prefer both the ways of learning they experienced in learning in their high schools and the ways of learning they experienced in learning Freshman English using the new materials equally.

The implication of this may be that the subjects seemed to understand the value of the different ways of learning they experienced as learners both in their high schools and in

Freshman classrooms in using the new materials. For example, 51.7% and 62.8% of the subjects reported that they preferred to learn grammar by studying explicit grammar rules and by learning it subconsciously in their response to items 28 and 38 respectively. These students seemed to understand the value of learning English grammar in both ways.

Thus, this findings seemed to suggest that as much as possible teaching or learning materials should attempt to account for the different learning styles of different students.

4.2.3. The Students' Assessment of the New Modes of Organization

One of the areas where the new Freshman English materials implied a shift in the roles of students is in the type of working modes to be adopted in the classroom. Most of the tasks in the new Freshman English materials were to be done either in groups or pairs. As the subjects responses to item 5 show, 75% of them reported that they 'rarely' or 'not at all' experienced group work when they were in their high schools. Thus, it was hypothesized that the students may show some kind of resistance or may not even get used to it in such a short period of time.

To find out the subjects' assessment of the new modes of organization, five items that show positive assessment and another five items that show negative assessment were used. These formed two categories. As the following two tables show

items (41-45) attempted to find out the subjects positive assessment and items (46-50) their negative assessment. The grand means for the two categories were computed to show the relative inclination of the subjects either to the positive or to the negative assessment. Accordingly, the grand means showed that there was a difference in the subjects' assessment, in favour of the new modes of organization.

Table - 7
Students' negative assessment of the new modes of organization

Item	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total			
	4		3		2		1							
	Fr-	%	Fr	%	Fr		Fr	%	Fr	%	Fr.	%		X
46	20	11.1	30	16.7	26	14.4	65	36.1	39	21.7	180	100	467	2.6
47	32	17.8	66	36.7	21	11.7	45	25	16	8.9	180	100	593	3.3
48	12	6.7	29	16.1	11	6.1	74	41.1	54	30	180	100	411	2.3
49	4	2.2	16	8.9	12	6.7	89	49.4	59	32.8	180	100	357	2.0
50	4	2.2	16	8.9	18	10	63	35	79	43.9	180	100	343	1.9

Table-6

Students' positive assessment of the new modes of organization.

Item	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total			
	5		4		3		2		1					
	Fr-	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr.	%		X
41	72	40	85	47.2	12	6.7	8	4.4	3	1.7	180	100	755	4.2
42	72	40	84	46.7	21	11.7	1	0.6	2	1.1	180	100	763	4.2
43	67	37.2	81	45	15	8.3	15	8.3	2	1.1	180	100	736	4.1
44	82	45.6	75	41.7	8	4.4	10	5.6	5	2.8	180	100	759	4.2
45	68	37.8	78	43.3	14	7.8	19	10.6	1	0.6	180	100	733	4.1

Grand mean 4.16

In order to determine whether the differences between the subjects positive and negative assessment of the new modes of organization was statistically significant or not a t-test were used. The following null and alternative hypotheses were formed.

H_0 = There are no significant differences between the students positive and negative assessment of the new modes of organization.

H_1 = There are significant differences between the students positive and negative assessment of the new modes of organization.

The statistical test used was:

$$\text{Test statistic: } t_o = \frac{X_1 - X_2}{\sqrt{S^2 X_1 - X_2}}$$

The result was summarized as follows:

Table 8

Mean difference of the students' scores regarding positive and negative assessment of the new modes of organization.

Assessment				t _o	t _c
Positive		Negative			
X	SD	X	SD	6.96*	2.31
4.16	0.05	2.42	0.56		

* Significant at 0.05 level.

The test proved that there were statistically significant differences between the subjects' positive and negative assessment. As a result, the null hypothesis was rejected and the alternative hypothesis was accepted.

The findings showed that the new modes of organization (i.e. group work and pair work) were favoured by the subjects. The findings are also consistent with the previous study by Teshome (1995), on the views of learners. Teshome (1995:43) writes 'The majority seemed to be in favour of pair and group work.' He further reports that about 90.4% and 83.2% of the subjects of his study favoured group work and pair work respectively.

Although the subjects assessed the new modes of organization positively, a close examination of the two tables above also revealed some remarkable problems students had in group and pair works. For example, 27.8% of the subjects reported that they are inhibited and shy to take part in group and pair work as their responses to item 46 show. In addition to this, in their responses to the statement 'Clever students dominate the task in group and pair work' 54.5 % of the subjects thought that clever students dominated the task. However, this finding was not consistent with the previous study by Teshome. Teshome, (1995) reported that 64.1 percent of the subjects of his study disagreed with the claim that group and pair work opened the chance for clever students only.

4.2.4. Students' Assessment of the Tasks in the Units of the New Freshman English Materials

An attempt was also made to find out the subjects' assessment of the various tasks in the new Freshman English materials. The tasks are found in the six sections of each unit. The six sections are: the listening sections, the reading sections, the grammar sections, the writing sections, the vocabulary sections and the speaking sections.

As the following two tables show, items 51, 52, 53.1 to 53.6 attempted to elicit positive assessment of the tasks by the subjects. Items 54, 55, 56, 57.1 to 57.6 and 58 attempted to elicit negative assessment of the tasks by the subjects. Thus, these two groups of items formed two categories.

Table - 9

Students' positive assessment of the tasks in the new materials

Item	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total			
	5		4		3		2		1					
	Fr-	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr.	%		X
51	67	37.2	84	46.7	11	6.1	11	6.1	7	3.9	180	100	733	4.1
52	17	9.4	45	25	21	11.7	55	30.6	42	23.3	180	100	480	2.7
53.1	28	15.6	96	53.3	25	13.9	26	14.4	5	2.8	180	100	656	3.6
53.2	19	10.6	67	37.2	44	24.4	39	21.7	11	6.1	180	100	584	3.2
53.3	46	25.6	84	46.7	16	8.9	19	10.6	25	13.9	180	100	677	3.8
53.4	23	12.8	57	31.7	29	16.1	47	26.1	24	13.3	180	100	548	3.0
53.5	51	28.3	88	48.9	24	13.3	13	7.2	14	7.8	180	100	719	4.0
53.6	26	14.4	88	48.9	22	12.2	39	21.7	5	2.8	180	100	631	3.5

Grand mean = 3.49

Table - 10

Students' negative assessment of the tasks in the new materials.

Item	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total			
	5		4		3		2		1					
	Fr-	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr.	%		X
54	12	6.7	48	26.7	30	16.7	68	37.8	22	12.2	180	100	500	2.8
55	6	3.3	24	13.3	20	11.1	97	53.9	33	18.3	180	100	413	2.3
56	29	16.1	69	38.3	20	15	47	26.1	15	8.3	180	100	708	3.9
57.1	20	11.1	32	17.8	27	17.2	86	47.8	15	8.3	180	100	496	2.8
57.2	14	7.8	42	23.3	31	12.8	67	37.2	26	14.4	180	100	489	2.7
57.3	22	12.2	20	11.1	23	6.1	67	37.2	48	26.7	180	100	441	2.5
57.4	19	10.6	32	17.8	11	17.2	89	49.4	29	16.1	180	100	463	2.6
57.5	31	17.2	50	27.8	31	17.2	50	27.8	18	10	180	100	566	3.1
57.6	12	6.7	50	27.8	31	17.2	59	32.8	28	15.6	180	100	499	2.8
58	14	7.8	31	17.2	15	8.3	64	35.6	56	31.1	180	100	431	2.3

Grand mean 2.78

As shown in the above two tables the grand means for the two categories were computed to show the relative inclination of the subjects either to the positive assessment category or to the negative assessment category. The grand means for the two categories showed differences in favour of the positive assessment category.

In order to determine whether the difference between the subjects positive and negative assessment were significant or not the t-test was used. The following null and alternative hypotheses were also formed.

H_0 = There are no significant differences between the subjects positive and negative assessment of the tasks in the new materials.

H_1 = There are significant differences between the subjects positive and negative assessment of the tasks in the new materials.

The statistical test used was:

$$\text{Test statistic: } t_0 = \frac{X_1 - X_2}{SX_1 - X_2}$$

The result was summarized as follows:

Table-11

Mean difference of the students' scores on their positive and negative assessment of the tasks in the new Freshman English materials.

Assessment				to	tc
Positive		Negative			
X	SD	X	SD	14.2*	2.12
3.49	0.49	2.78	0.46		

* Significant at 0.05 level.

As the above summary shows the differences between the students' positive and negative assessment were statistically significant. As a result, the null hypothesis (H_0) was rejected and the alternative hypothesis was accepted.

Although the subjects on the whole assessed the tasks in the new materials positively, there were remarkable differences in their preferences of the tasks in the different section of the new materials. Items (53.1 to 53.6) dealt with the subjects' choice of the various tasks in the six sections of the new materials in terms of interest or motivation to learn English. According to the subjects' responses, the most interesting and motivating tasks were found in the speaking sections, the writing sections and the listening sections of the new materials respectively. In their responses to items 53.5,

53.3 and 53.1, 77.2%, 72.3% and 68.9% of the subjects reported that they favoured the speaking sections, the writing sections and the listening sections as the most interesting and motivating respectively. The tasks reported as the least interesting and motivating were found in the reading sections (47.8%) and the grammar sections (44.5%).

These findings are partly consistent with the previous study by Teshome, (1995). in which he reports "the most motivating activities were found in the speaking sections, and this view was supported by 91% of the students, followed by listening section (86%), writing sections (81%) and reading sections (64%)."

However, there were also inconsistencies between the findings of the two studies. While most of the students in the previous study favoured the listening sections as the second most interesting sections, the students in the present study favoured rather the writing sections as the second most interesting.

Another remarkable inconsistency between the findings of the two studies concern the reading sections. While 64% of the students in the previous study favoured the reading sections only 47.8 % of the subjects of the present study favoured the reading sections.

4.2.5. Teachers' Perceptions of Their Roles

The first nine items in the teachers' questionnaire attempted to find out how the teachers teaching the new materials perceived their roles in terms of language teaching approaches or methods. The nine questionnaire items were divided into two categories. Items (1 to 5) dealt with the teachers' perceptions of a teacher's roles in the traditional methods or approaches to language teaching. Items (6 to 9) attempted to elicit the subjects perceptions of a teacher's roles in the more recent approaches or methods to language teaching. These formed two categories.

Table - 12

Teachers' perceptions of the roles the traditional methods or approaches imply for teachers.

Item	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		Total			
	5		4		3		2		1					
	Fr-	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		X
1	-	-	2	10.5	-	-	11	57.9	6	31.6	19	100	36	1.9
2	-	-	10	52.6	1	5.3	8	42.1	-	-	19	100	59	3.1
3	-	-	-	-	-	-	14	73.7	5	26.3	19	100	33	1.7
4	-	-	3	15.8	6	31.6	8	42.1	2	10.5	19	100	48	2.5
5	-	-	14	73.3	1	5.3	3	15.8	1	5.3	19	100	66	33.5

Table - 13

Teachers' perceptions of the roles the recent methods or approaches imply for teachers.

Item	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		Total			
	5		4		3		2		1					
	Fr-	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		X
6	1	5.3	9	47.4	2	10.5	7	36.8	-	-	19	100	61	3.2
7	4	21.1	12	63.2	2	10.5	1	5.3	-	-	19	100	76	4.0
8	5	26.3	5	26.3	9	47.4	-	-	-	-	19	100	72	3.8
9	5	26.3	9	47.4	3	15.8	2	10.5	-	-	19	100	74	3.9

As the above two tables show the grand means for the two categories were computed to determine the relative inclination of the subjects to either of the two categories. The grand means computed show differences between the subjects' perceptions in favour of the second category.

However, in order to prove whether the differences between the subjects' perceptions were statistically significant or not the t-test was employed. The following null and alternative hypotheses were formed.

H_0 = There are no significant differences between the teachers' perceptions of a teacher's roles in the two categories.

H_1 = There are significant differences between the teachers' perceptions of a teacher's roles in the two categories.

Table-14

Mean Difference of the Teachers' scores on their Perceptions regarding a teacher's roles in the Traditional Approaches and the More Recent Approaches to Language Teaching.

Role perceptions				t _o	t _c
in the traditional approaches		in the recent approaches			
X	SD	X	SD	2.81	2.36
2.52	0.77	3.72	0.36		

* Significant at 0.05 level.

Thus, as the above summary show there were significant differences between the two categories. As a result the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Although, it was statistically proved that there existed significant differences, there were also instances where the subjects were observed to favour the kind of a teacher's roles described in category one. For example 73.3% of the respondents agreed with the statement 'I still believe that my students will benefit more when English teachers act as resource persons.' Perhaps, this seemed to suggest that most of the subjects still seem to consider their main job as teachers was to act as a knower (i.e as someone who should impart knowledge to students). Moreover, the large majority of the subjects, (52.6%) thought that English can be learnt more easily if structures and vocabulary are taught step by step as their responses to item 2 show.

As there is no one best method or approach to teach or learn languages, Richards and Rodge, (1986) the subjects perceptions of the different teacher's roles implied by different approaches or methods as having their own value is justifiable. Although no body seems to deny the fact that there is no one best method or approach to teach languages, it also seems equally undeniable that all methods and approaches do not have equal value (Richards and Rodgers, 1986). In this regard,

the subjects' preferences for the kinds of a teacher's roles implied by the more recent approaches or methods in category two is also reasonable and justifiable.

4.2.6 Teachers Perceptions of How students Perceive the Roles of Teachers Teaching the New Freshman English Materials

The ten questionnaire items (10 to 20) attempted to elicit the subjects' perceptions of how their students perceived the roles of teachers teaching the new materials. In other words, the items attempted to ask the subjects 'What do your students say about your new roles?'

The following table presents the most outstanding findings where we sometimes observe instances of mismatches in role perceptions and instances of role confusion.

Table - 15

Teachers' perceptions of how their students perceive the roles of teachers teaching the new materials.

Item	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		Total	
	5		4		3		2		1			
	Fr-	%	Fr	%	Fr	%			Fr	%	Fr	%
10	1	5.3	6	31.6	8	42.1	4	21.1	-	-	19	100
11	2	10.5	7	36.8	8	42.1	2	10.5	-	-	19	100
12	1	5.3	2	10.5	12	63.2	4	21.1	-	-	19	100
13	2	10.5	8	42.1	2	10.5	7	36.8	-	-	19	100
14	-	-	12	63.2	5	26.3	2	10.5	-	-	19	100
15	2	10.5	1	5.3	4	21.1	12	63.2	-	-	19	100
16	-	-	11	57.9	7	36.8	1	5.3	-	-	19	100
17	-	-	78	42.1	8	42.1	3	15.8	-	-	19	100
18	6	31.6	1	5.3	4	21.1	8	42.1	-	-	19	100
19	-	-	13	68.4	5	26.3	1	5.3	-	-	19	100
20	-	-	3	15.8	13	68.4	3	15.8	-	-	19	100

The above findings seemed to suggest that the teachers teaching the new materials were, in general, uncertain whether their students were comfortable with the new roles of their teachers or not. Below, the findings which reflected uncertainty in the teachers' perceptions are discussed by comparing them with the responses of the students to the four categories in the students' questionnaire.

Item 38, in the students' questionnaire attempted to find out their preferences concerning ways of learning Vocabulary. Accordingly the large majority of the respondents, (62.8%) reported that they preferred to learn Vocabulary by guessing meanings of words from the context than by studying definitions of words. However, when their teachers were asked whether their students felt comfortable when they encouraged them to learn vocabulary by guessing from the context, quite a considerable number of them (47.3%) reported that their students were/ not comfortable with the idea of guessing from the context. And 10.5% of the teachers seemed uncertain.

In their responses to item 15, 63.2% of the teachers seemed uncertain whether their students were comfortable with the idea of staying with uncertainty. Item 17, attempted to find out the teachers' perceptions of how their students perceived their teachers' role in encouraging them to correct each other's errors in the classroom. Accordingly 57.9% of the teachers reported that they were uncertain whether their students liked their teachers role of encouraging students to correct each

other. In their responses to the statement 'My students feel comfortable if I point out their errors without correcting it,' 73.3% of the teachers reported that they were uncertain. However, in their responses to item 36 the large majority of the students, (98.7%) reported that they were happy to find out their own mistakes and correct them. This seemed to suggest that the teachers did not seem to trust their students efforts or beliefs. Another interpretation could be, as the students were new to classroom methodologies like peer correction, encouraging students to stay with uncertainty etc. their teachers might think that students may not, in such a short period of time, get used to it.

It was also quite revealing when the large majority of the students, (68.3%) responded in favour of item 23 which dealt with the role of the teacher in error correction. These students reported that they favoured a teacher who corrected every English mistake they made. However, 68.4% of the teachers disagreed with the statement 'I think that my students favour a teacher who corrects every English mistake they make.' These views of the teachers seemed difficult to maintain. The previous study on the same group of students also shows that about 65% of the students favoured a teacher who corrects every English mistake they make, (Teshome, 1995). In addition to this, the interviews with the students also supported this result. They reported that they favoured an English teacher who systematically treats their errors. They further reported, 'it is the way he corrects us not the correction he gives that is a

matter of interest for us.'

In their responses to the statement 'My students seem to feel comfortable with the idea of co-operative learning,' 52.6% of the teachers felt that their students were comfortable with co-operative learning. These findings were at least partly consistent with the students' responses in their assessment of the new modes of organization where the large majority of the students reported that they favoured group work and pair work.

According to the teachers' responses to item 14, most of their students favoured a teacher who explained the lesson thoroughly and gave them homework to be done at home as opposed to in groups and pairs in class. However, the students assessed group and pair work positively. This can invite different interpretations. My own interpretation is put as follows. From their positive assessment of group and pair work, it seems that the students understood the value of these modes of organization. However, the different implementations of these modes of organization by different teachers might have caused a relative negative view towards group and pair work.

4.2.7. Teachers' Perceptions of Teaching Materials

The last five questionnaire items in the teachers' questionnaire attempted to find out teachers perceptions of teaching materials. The five items (21-25) were believed to reflect the beliefs upon which the new Freshman English

materials were based on. The five items attempted to elicit teachers' perceptions in terms of, 'What teaching materials are for?', What teaching materials can provide best? and what teaching materials are expected to account for?

As can be seen from the table below almost all of the subjects seemed to agree with all the five statements which were believed to reflect the beliefs upon which the new materials were based on.

Table - 16

Teachers' perceptions of Teaching Materials as a whole.

Item	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		Total	
	5		4		3		2		1			
	Fr-	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
21	7	36.8	12	63.2	-	-	-	-	-	-	19	100
22	-	-	15	78.9	4	-	-	-	-	-	19	100
23	4	21.1	14	73.3	1	-	-	-	-	-	19	100
24	1	5.3	17	89.5	-	1	5.3	-	-	-	19	100
25	2	10.5	15	78.9	1	5.3	1	5.3	-	-	19	100

As the teachers' responses to item 21 showed, all of them (100%) agreed that teaching materials should primarily be for practising the skills of speaking, writing, listening and reading. Thus, as these were the major skills the new materials aim to develop this view of the teachers was a very fortunate view to assume. As the ultimate goal of any language learning is to enable people to use language for various purposes, the teachers' beliefs that teaching materials should aim at developing the four skills seemed reasonable. In their responses to the statement 'Teaching materials should contain samples of authentic data,' 78.9% of the teachers seemed to agree with it. They also seemed to appreciate the presence of plenty of authentic data in the new materials. Since authentic materials are believed to provide students with natural (native speakers' type) language, especially in foreign language teaching and learning contexts, again the teachers responses in favour of item 22 seemed justifiable.

Teaching materials are usually criticized for the way they regard students. Most 'traditional' teaching materials tend to assume that language learners are homogenous. They seem to impose homogeneity on what is usually a heterogenous class, in terms of time allowed, the learning styles and strategies students employ in carrying out classroom language learning tasks. In other words, they tend to assume that students learn in the same way. Allwright (1981), argues we should actually talk about learning materials rather than teaching materials. A new perspective from which to view materials started to emerge

since then; a perspective which encouraged to view materials from the point of view of the learner. Thus, materials written after that very influential article 'What do we need teaching materials for?' (Allwright, 1981) have made a more central focus on the learner.

Falling in line with this argument, item 25 in the teachers' questionnaire dealt with teachers' perceptions of teaching materials in terms of the freedom they should offer to students to promote their own learning styles. According to their responses 94.4% of the teachers supported the view that teaching materials should be flexible enough to allow students the chance to work at their own speed and in their own preferred ways.

Item 24 dealt with the nature of tasks in teaching materials. It attempted to find out the teachers' perceptions of teaching materials which contain openended tasks as opposed to closed tasks. 94.8% of the subjects agreed that teaching materials should allow variable outcomes in terms of solutions to problems or tasks. In the new Freshman English materials there were a wide variety of tasks which lead to more and more open-ended outcomes. There was no one correct final outcome held by the teacher. Students were much freer to do the tasks in their own time and in their own preferred ways. Although such tasks are likely to create problems of time-limits for teachers, they tend to secure students more control over the tasks.

In their responses to item 25, 89.4% of the teachers reported that they thought teaching materials should offer plenty of guidance for both teachers and students. It is argued that materials should offer information and data about the language being studied and guidance about the tasks and how to do the tasks (Candlin and Edelhoff, 1982). In this regard, the teachers views seemed reasonable.

4.2.8 Interview with students

An interview was conducted with students to obtain further information which could consolidate or refute the perceptions they revealed through the questionnaire in relation to their roles. The questions asked were based on the questionnaire.

The interview items attempted to elicit information on the following issues: (i) the subjects' previous perceptions of a teacher's role (ii) the subjects preferences concerning ways of learning and working in the classroom (iii) the subjects assessment of the tasks in the new materials and (iv) the problems they believed they had when using the new materials.

To obtain information on the issues mentioned above, eight interview items were designed. Twelve students from the six sections involved in the study were randomly selected and interviewed: Two from each section.

The interview with the students brought many revelations. The perceptions and preferences the students revealed during the interview were basically the same as the ones already obtained through the questionnaire. For instance, concerning their previous perceptions of a teacher's roles the large majority of the students reported that their English teachers in their high schools, talked more often than students, corrected almost every mistake they made, exclusively adopted a teacherfronted working mode, and lock-step teaching. In the interview they attempted to support these perceptions they revealed in the questionnaire. The implication of this may be that these students came from an educational setting where they seem to have experienced dominant teacher roles and from a setting where they as learners of English probably maintained a very passive and subordinate role.

These students were made to join a programme where teachers were supposed to assume less dominant roles than their high school teachers and where students were expected to take more responsibilities for their own learning. On the problems that are likely to arise in situations of this sort, Tarone and Yule (1989:10) write 'they [students] may feel that their teacher does not know how to do his job properly.' However, the responses of the large majority of the students concerning their perceptions of the roles of teachers' teaching the new materials did not seem to support this fear expressed by Tarone and Yule.

In the same way, the students attempted to support their perceptions of their roles in using the new materials in the

questionnaire. For example, according to their responses concerning their preferences for ways of learning in the classroom, most of the students seemed to favour the ways of learning they experienced in their high schools and in their Freshman English classrooms equally. In the interview also, the students revealed that they preferred to learn in different ways. These findings on the preferences of the students seemed to suggest that the students have well understood the value of the different ways of learning they experienced and hence, the value of the need to modify their roles in accordance with the type of language skill being taught and the type of learning task being worked on. Wright (1987) argues that students preferences concerning ways of learning and the need for students to modify their roles are key elements in the realization of their roles as learners of English. Thus, the students preferences and perceptions seemed reasonable.

The interview with the students also made some revelations concerning the problems they believed they had using the new materials. These were:

- (i) unnecessary repetitions of tasks on the same topic; which they reported caused exhaustion and boredom.
- (ii) the use of the mother tongue in group and pair work.
- (iii) group leaders (usually clever students) dominate the task in group and pair work.

(iv) topics of the reading passages are not interesting.

They varied greatly on the last point. Those who said the topics were not interesting said that, sometimes since the topics of the reading texts were out of our life experience we have nothing to say on or nothing to write about.

4.2.9. Classroom Observations

As stated in Chapter Three, the main purpose of the classroom observations was to get some insights into how teachers and students made use of the tasks in the new materials.

A. The tasks in the new materials

The tasks in the new materials aimed at developing a range of language skills and academic skills that students were believed to need in their other academic studies. Some of these were: (i) presenting arguments for and against propositions (ii) the skills of reading and writing critically and carefully (iii) developing confidence in speaking etc.

The tasks in the new materials also seemed to aim at promoting cooperative learning among students. This seemed evident from the organizational techniques the learning tasks implied.

The tasks in the new materials also seemed to aim at promoting interaction and negotiation. Thus, as Kumaravidvelu

(1991) argues the special importance given to interaction and negotiation in task based teaching and learning enhances the roles of teachers and learners. That is to say, both teachers and students are required to assume roles which are significantly different from the role they used to.

Most of the tasks also seemed to lead to more and more open-ended outcomes in terms of right or wrong answers. These tasks seemed to aim at relinquishing the teacher's control over the learning tasks and to enable students exercise more control over the learning tasks. More control over the learning tasks could mean, students were much freer to decide what language to use, how to use it and to work in their own preferred ways and at their own pace.

B. Roles the New Freshman English Materials imply for teachers and students.

In addition to their more traditional roles, teachers were required to play the roles of (i) coordinators of different tasks (ii) facilitators of different tasks and the classroom communication process and (iii) participants in small group work.

Students on their part, in addition to their traditional roles, were required and encouraged to express their opinions, take positions and argue for or against a point, to initiate talk, to negotiate meaning, to listen to others' ideas and value them and to consciously reflect on the learning tasks and on

their own learning experiences.

C. Some insights into Freshman English Classrooms where the New Materials were being taught.

It was already said that most of the tasks in the new materials seemed open-ended in terms of their final outcomes. This was believed to give students more control over the tasks. In Freshman Classrooms where the new materials were taught, there were instances which seemed to demonstrate the students' more freedom to exercise control over the learning tasks (see Appendix E). As was observed when students were carrying out a speaking task, they seemed to exercise greater control over the task. They had the chance to decide what to say and how to say it. This seemed to reduce the traditional teacher's role as a controller. The teacher did not seem in a position to control the language students were using and how they were using it. The task was a speaking task where students were given the topic 'my village' to speak on. It seemed that they used whatever language they thought was appropriate to speak about their village. It also seemed that they spoke in their own preferred ways and in their own time. The teacher also listened to the students speech and at times asked them some referential questions (i.e. questions to which the teacher did not know the answers). This features appears in the following extracts:

Student: First, religion ---em--- most people in my village are christian---eh

Teacher: Orthodox Christian?

Student: Yeah---eh---some and others are protestants --- and
also muslim.

Teacher: What about weather?

Student: --er---like Addis Ababa.

The use of referential questions appeared to have stimulated students to engage their schematic knowledge. The following extract seemed to demonstrate this:

Student: There are also about one hundred monuments---er---

Teacher: Oh! monuments, interesting! who built them?

Student: er--- I don't know--- they are very old--- and ---
some fell down--- some are buried and some are being
erected ---eh---the biggest is thirty-three meters
and it has fell down ---er---it has many windows ---
and---em--- a German Archeologist came in---er 1990 to
study the monuments---

In the instance cited above, the referential question by the teacher on a topic the student was interested in helped the student to speak more on the topic. Thus, as one of the aims of the new materials was to help students develop confidence in speaking in front of other people, the proper use of the speaking task observed seemed encouraging and useful.

The tasks in the new materials, it seemed, also aimed at

increasing the amount of time for student talk by decreasing the amount of time for teacher talk. The organizational techniques employed and the nature of the learning tasks seemed indicate this. However, there were instances where a class hardly managed to make use of tasks that aimed at increasing the amount of time for student talk (see Appendix D). It seemed that the patterns of the classroom interaction were very much like the traditional English classrooms. The lesson seemed to be dominated by teacher talk. The talk of the teacher involved, thorough explanations of instructions and jargons, detailed answers for questions and giving examples and advice to students. The explanations about the jargon seemed very much like the explanations about meta language in the traditional classrooms. It was also observed that too much teacher talk sometimes left the student with nothing to do. For most of the time they were listening to things explained by the teacher; indeed to things they could more profitably do for themselves. For instance, the teacher told the student to identify the behaviour of type A and type B people by reading a text entitled 'Focus on research'. However, after a minute or two the teacher interrupted and explained in detail the behaviours of type A and type B people. The teacher was observed doing similar things throughout the period. Different people may have different opinions on this. The researcher thought that the teacher was may be worried about silence in the classroom.

In the lesson transcript (Appendix D) there also appeared instances of display question asked by the teacher as opposed to

referential question. The extract below seemed to demonstrate this.

Teacher: How many paragraphs do we have?

Students: Twelve.

Teacher: Right, but how many paragraph topics do we have?

Students: six.

In the instance cited above, it seemed that the teacher asked questions to which both he and his students ostensibly knew the answers. The use of display questions in language classrooms is said to be less valuable in terms of promoting genuine communication. However, display questions have their own value especially in lower grades.

C. Some remarks

The purpose of the analysis of the lesson transcripts was only to get some insights into how teachers and students made use of the tasks in the new materials. The classroom observation conducted, it is hoped, will help teachers interested to carry out classroom-based research in relation to the new materials. However, the researcher would like to note that, since the data were far from being representative no attempt was made to reach to any kind of conclusions. It only attempted to provide some insights into how the teachers and the students made use of the tasks in the new Freshman English materials.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

This study has attempted to investigate the roles of teachers and learners in relation to the new Freshman English materials. Based on the findings of the investigations the following conclusions are reached.

The study showed that the students had very high preconceptions about the roles English teachers should assume and the roles they as learners of English should assume. The investigations of their previous perceptions of a teacher's roles showed that their previous experiences of an English teacher's roles made them to perceive his roles, as a controller, director, and as someone who should be more responsible for their learning.

As Wright (1987) argues the implications of this for language teaching and learning might be that teachers might get a rough guide to expectations as to their roles in the language classroom. These findings were also believed to give a general picture for teachers as to how quickly they can proceed to introduce new modes of learning and how to adjust their own roles to meet with learners' expectations. As indicated in the review of literature of this study, teachers cannot simply ignore the experiences and the expectations of their learners.

This study also shows that despite the way the traditional model of teaching English in high schools in Ethiopia regarded students, the students preferences for ways of learning demonstrated a shift in the perceptions of their roles as learners of English. In this study, in addition to their traditional roles the students reported that they preferred to take part in classroom discussions, to identify their own errors and correct them, to guess meanings from contexts than to be provided by the teacher and above all to learn cooperatively in the language classroom. This shift in the perceptions of the students was perhaps due to their exposure to the new Freshman English materials. Another interpretation could be, as everybody seems to have his/her own individual preferences to learn in a particular way the students could have a wide variety of learning styles. Thus, even when they were in their high schools though some of their learning preferences might not have been considered by the instructional system, they might have helped them to learn by swimming against the current.

The study also shows that the students generally assessed the new modes of organization (i.e group work and pair work) and the tasks in the new Freshman materials positively. Indeed, it was proved that their positive assessment was significantly higher than their negative assessment of both the new modes of organization and the tasks in the new materials.

However, while the students were generally optimistic about their new roles the tasks in the new materials implied for them their teachers seemed largely uncertain. That is to say teachers teaching the new materials did not seem to feel fairly certain about how their students perceived their new roles. As can be seen from the lesson transcript (Appendix-E) this uncertainty seemed to cause role confusion. The data on the teachers' perceptions of how students perceived the roles of teachers teaching the new materials (category two) seemed to suggest that the teachers failed to trust the efforts and the beliefs of their students. This might be because the teachers thought, as the new materials implied roles for students which were significantly different from the roles they were used to, the students might find it too much to adopt their new roles which required them to take much more responsibility for their own learning. However, the present study seems to indicate that this did not seem the case at all.

Thus, if students were found optimistic about the tasks in the new materials and the roles they implied, teachers also need to modify their perceptions of their roles and of their learners for a smooth functioning of the teaching learning process. As Maley and Duff (1978) state teachers need to alter their idea of what the teacher is there for in the light of the preferences of the students.

The researcher would like to conclude that the new materials are a landmark in the history of English language teaching and learning in Ethiopia. Thus, materials writers, teachers, students and others should try to reflect on the new materials by conducting further classroom based research for a better improvement of what seemed admirably a good start.

5.2. Recommendations

On the basis of the findings the following recommendations are made:

- (A) As was revealed in the interview with the students there are some repetitions of tasks on the same topic. Thus an attempt should be made to vary the tasks so that students can have more opportunities to make guesses or speculation.
- (B) Teachers should be encouraged to reduce their own talking time to allow for learners developing their own learning styles.
- (C) The materials developers will need to include the following in the teachers guide.
 - a. you may need to adapt the materials for different working modes.
 - b. you may also need to alter your roles in accordance with the type of learning task or activity

c. Remember that you as a teacher are responsible and you are expected to play a greater role in terms of motivating students and creating the most conducive conditions for language learning to take place. As there are no objective conditions which force your students to use English for any genuine communication purpose, you as a teacher are, may be, one of the single most invaluable source of motivation for students to learn and use English both inside and outside the classroom.

(D) There is a need to always remind teachers that giving students more responsibility for their own learning does not mean abdicating their role and responsibility as teachers to students. Perhaps what it does mean is that teachers should attempt to encourage learners to be actively engaged in creating learning opportunities for themselves and encourage them to reflect on their own learning experiences.

(E) Finally, the researcher would like to recommend that as the role teachers and students assume in the language classroom determines how productive the learning experience could be, methodology courses should include at least a chapter or two that exclusively deals with the roles of teachers and students.

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APPENDIX-A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Questionnaire (for students)

General Instructions

THIS IS NOT A TEST!! There is no RIGHT OR WRONG answer. The purpose of this Questionnaire is to find out how you have been taught before and how you prefer to be taught. Another purpose of this Questionnaire is to see (find out) if together we can devise new and better ways of teaching you. The value of this study is directly dependent upon the care and truthfulness with which you answer each item. Since your answers will be treated with the strictest confidence, feel free to answer all questions frankly and honestly.

Following are a number of statements which require your information about personal experiences and preferences. Please give your immediate reply after reading each statement. Please do not be careless, as it is important that we obtain your true feelings.

Thank you.

Please respond to the following statements using the scales given:

Q. Always b. sometimes C. Rarely d. Not at all

	When you were in your high schools how often did you experience the following?	A L W A Y S	S O M E T I M E S	R A R E L Y	N O T A T A L L
1	The English teacher talked more often than students.				
2	The English teacher used English for all teaching.				
3	The English teacher stood in front of the class and worked with the whole class.				
4	The English teacher used the mother tongue to explain things.				
5	The English teacher asked us to work in groups and worked with us.				
6	The English teacher used to correct all my errors.				
7	The English teacher did not point out some of my errors although he had identified them.				
8	The English teacher asked us to correct each others errors.				
9	The English teacher used to point out my errors without correcting it.				
10	The English teacher gave us the chance for free discussion.				
11	The English teacher encouraged us to guess the meanings of new words.				
12	The English teacher gave me the chance to speak in classroom.				

Please respond to the following statements using the scales given:

Q. Always b. sometimes C. Rarely d.

	When you were in your high schools how often did you experience the following?	A L W A Y S	S O M E T I M E S	R A R E L Y	N O T A T A L L
13	The English teacher asked us to write paragraphs or essays.				
14	The English teacher asked us to discuss in groups and write reports, summaries, etc.				
15	The English teacher gave us exercises which contain questions having only one correct answer.				
16	The English teacher gave us exercise which contain questions having more than one correct answer.				
17	The English teacher asked us questions which require creative responses.				
18	The English teacher asked us Questions which require mechanical responses.				
19	The English teacher asked us to read aloud in a reading lesson.				
20	The English teacher asked us to read silently in a reading lesson.				

Please respond to the following statements according to how well they match with your preferences, using the scales given.

- a. Strongly Agree b. Agree c. Neither Agree Nor Disagree
d. Disagree c. Strongly Disagree

		S T R O N G L Y A G R E E	A G R E E	N E I T H E R A G R E E	N O R D I S A G R E E	S T R O N G L Y D I S A G R E E
21	I prefer to work alone in the English class.					
22	I prefer listening to the teacher to talking with other students during class.					
23	I want my English teacher to correct all my errors.					
24	I am not very much happy to work with others.					
25	I feel uncomfortable if I don't write down whatever the teacher says.					
26	I want my English teacher to tell me how I should study English.					
27	I prefer to learn grammar by studying explicit grammar rules.					
28	I prefer to learn vocabulary by studying the definitions of words.					
29	I feel uncomfortable if I do not read aloud in a reading lesson.					

		S T R O N G L Y A G R E E	A G R E E	N N E O I R T H D E I S A G G R E E	D I S A G R E E	S T R O N G L Y D I S A G R E E
30	I do not feel comfortable helping others during class.					
31	I am happy to work with others.					
32	I would like to learn by participating in class discussions.					
33	I would like to help others during class, (for example to answer questions).					
34	I feel comfortable to receive help from other students.					
35	I feel comfortable using the ideas of other learners.					
36	I am happy to find out my mistakes and correct them.					
37	In class I am not afraid to make mistakes when I speak.					
38	I prefer to learn grammar subconsciously.					
39	I prefer to learn vocabulary by guessing meanings of words from the context.					
40	I prefer silent reading to reading aloud in a reading lesson.					

Please, give your honest assessment of the new modes of organizations (group work and pair work) and the tasks in the new freshman English materials using the scales given.

a. Strongly Agree b. Agree c. Neither Agree nor Disagree

d. Disagree e. Strongly disagree

		S T R O N G L Y A G R E E	A G R E E	N N E I T H D E I S A A G G R E E E	D I S A G R E E	S T R O N G L Y D I S A G R E E
41	I now feel that I learn more working in groups and pairs.					
42	I would like to work in groups and pairs even in the future.					
43	Group work and pair work help me most to develop proficiency in English.					
44	Group work and pair work give me the chance to use my English					
45	I really enjoy working in small groups and pairs.					
46	I am inhibited and shy to work in groups and pairs because of lack of English.					
47	Clever students dominate the task in Group and pair work.					
48	I feel that I learn more if I do the tasks alone than in groups and pairs.					
49	I am not comfortable to work in groups and pairs.					
50	Group work is really a waste of time.					

		S T R O N G L Y A G R E E	A G R E E	N N E I R H D E I S A A G G R E E E	D I S A G R E E	S D T I R S O N A G G L R Y E
51	The tasks in the new freshman English materials give me the chance to use my English both in speaking and writing.					
52	I think that the grammar activities in the new freshman materials are more helpful to learn grammar than the grammar activities in my high school textbook.					
53	Among the tasks included in the new Freshman materials, the ones that interest (motivate) me most to learn English are the tasks in:-					
	53.1 the listening section					
	53.2 the reading section					
	53.3 the writing section					
	53.4 the Grammar section					
	53.5 The speaking section					
	53.6 the vocabulary section					
54	I think that most of the tasks in the new Freshman materials are not engaging.					
55	I think that most of the tasks in the new Freshman materials are above the level of most of us.					
56	The tasks in the grammar section do not seem help me learn grammar					

		S T R O N G L Y A G R E E	A G R E E	N E I T H E R A A G R E E E	D I S A G R E E	S D T I R S O N A G G L R Y E E
57	Among the tasks included in the new Freshman English materials, the least interesting and engaging are the ones in:					
	57.1 the listening section					
	57.2 the reading section					
	57.3 the speaking section					
	57.4 the writing section					
	57.5 the grammar section					
	57.6 the Vocabulary section					
58	I now feel that the tasks in the new freshman English materials can not help me to achieve my goals for learning the language.					

APPENDIX B

ADDIS ABABA UNIVERSITY INSTITUTE OF LANGUAGE STUDIES GRADUATE STUDIES PROGRAMME

TO TEACHERS:

This questionnaire is designed to find out teachers' perceptions of their roles as an English teachers in English classrooms. The purpose is to investigate the roles of teachers in AAU Freshman English classes in connection with the new teaching materials, i.e college English (a material undergoing a pilot study). Please, give your genuine opinions by responding to the statements.

Please respond to the following statements according to how well they match with your perceptions, using the scales give.

a. Strongly Agree b. Agree c. Neither Agree Nor Disagree

d. Disagree e. Strongly Disagree

		S T R O N G L Y A G R E E	A G R E E	N N E I R D E I R S A A G G R E E E	D I S A G R E E	S D I R S O N A G G L R Y E
1	I think that explicit grammar teaching is the best way to help students learn grammar.					
2	I believe that English can be learnt more easily if structures and vocabulary are taught step by step.					
3	I still think that the lecture method is more appropriate than task-based teaching for English language teaching.					
4	I think that lock-step teaching is the best way to present a new language item.					
5	I still believe that my students will benefit more when English an teacher acts as a resource person.					
6	I think that explicit grammar teaching does not help much; so I prefer to teach it subconsciously.					
7	I think that it might be unwise to assume that learners will automatically apply their knowledge of grammar in communication outside the classroom. Students need to be taught language use in the classroom.					

		S T R O N G L Y A G R E E	A G R E E	N N E O I R T H D E I R S A A G R E E E E	D I S A G R E E	S D T I R S O N A G G L R Y E
8	I believe that English can be learnt more easily through contextualized meaningful language items than through discrete points of structures and vocabulary.					
9	I feel comfortable with the idea of teaching English using the task-based approach.					
10	My students seem to feel comfortable although I do not teach them grammar and vocabulary in the way they used to in their high schools.					
11	My students would like me to tell them the meanings of new words in a lesson. They do not seem to feel comfortable with the idea of guessing from the context.					
12	My students feel comfortable when I ask them to speak in the classroom.					
13	My students seem to feel comfortable with the idea of co-operative learning.					
14	My students would like me to explain the lesson thoroughly and give them home work to be done at home as opposed to in groups and pairs in class.					

		S T R O N G L Y A G R E E	A G R E E	N N E O I R T H D E I R S A A G G R E E E	D I S A G R E E	S D T I R S O N A G G L R Y E
15	My students feel comfortable staying with uncertainty.					
16	My students still expect me to make grammar and error correction the main part of their language course.					
17	My students feel comfortable with the idea of correcting each others errors.					
18	My students feel comfortable if I point out their errors without correcting it.					
19	My students feel comfortable when I work with them in small groups.					
20	I think that my students favor a teacher who corrects every English mistake they make.					
21	Teaching materials should contain plenty of exercises to practice language skills such as speaking, writing, listening and reading.					
22	Teaching materials should contain samples of authentic data.					
23	Teaching materials should be flexible to allow learners the chance to work at their own speed and in their own preferred ways.					

		S T R O N G L Y A G R E E	A G R E E	N N E I R H D E I S A A G G R E E E	D I S A G R E E	S D T I R S O N A G G L R Y E
24	Teaching materials should allow variable outcomes in terms of solutions to problems or tasks.					
25	Teaching materials should offer plenty of guidance to both teachers and learners in terms of the tasks they should perform and how they should perform them.					

APPENDIX-C

INTERVIEW FOR STUDENTS

1. Did your English teachers in your high school ask you to work in groups and pairs?
2. Did your English teachers in your high school correct all your mistakes?
3. Did your High school English teachers give you the chance to speak in the classroom?
4. Do you prefer to work in groups and pairs or alone in the English class?
5. Which of the tasks in the new materials did you find very interesting? and which ones did you find uninteresting to learn English?
6. What problems did you have in using the new materials?
7. Do you prefer to learn by reading, rather than by speaking in the classroom?
8. Are you happy to use English even when you make mistakes?

APPENDIX-D

CLASSROOM OBSERVATIONS

The main purpose of the classroom observations was to get some insights into how teachers and learners actually made use of the tasks in the new materials.

Observation - 1

Lesson - Transcript - 1

Teacher: Well it doesn't have pages, so let me say 'Reading-two: Am I right?

Students: Yes

Teacher: Right, then --- you are going to read a text entitled er-- er 'Focus on Research.'

Ok, having said that--why, why do you think is the word 'scan' written in bold. eh--- ok, er; er Girma.

Girma: Because it is a key word.

Teacher: Very good. We said that last time, I think. Having said that --- em, em---What does it mean? ok---em---ok you. (pointing to a student)

Student: (keeps quite)

Teacher: Are you with us? --eh---yes, what did I say?

Student: What is the meaning of the word scan?

Teacher: very good. Ok, so can you try.

Student: (keeps quite. (And another student gives the answer).

student: To look for a specific information

Teacher: Very good. You see, to scan is to look for a particular information. em--- ok--- start looking for specific information. (silence for some minutes). Ok you have finished now. er--- er--- But before that let's have a look at the picture in the text. What do you think is the man doing? --- er --- what do you think is the man doing?

Student: A man in a hurry.

Teacher: (pointing to the student) A man in ---- (stares at the student)

Student: A man in a hurry.

Teacher: That is absolutely right. Very good. Ok, now---em--- look at the text. you will now form groups, and within the group form pairs. (teacher rushed to the black board and wrote) ok, now, look at here, (and he wrote) 'one of the pair will try to identify the behaviour of type A individuals. The other will do with type B. (silence for some minutes)

Can you now tell us the behaviour of type A and type B by looking at --- (he rushed to the Black board and wrote) '(1) the first and the last paragraph. (2) the title page (3) the caption above the picture (4) and the picture itself.' Right, em--- you see you try to list down (writes on the Black board like this.).

Type - B

ex. He is always calm

Type - A

He always used to work.

You see it doesn't mean that the two behaviours are similar---er-- No they are not. They are poll apart, they are totally different. em---by the way we can have hundreds of differences. em--- For example do you have nick names for students --- who panic about exams --- who are fearful ---er--- what do you call them?

Students: 'tensienam' (a person who easily gets tensioned)

Teacher: You see, right you are! some students are like that they worry too much, but others-er--do not care at all, whatever you tell them they say, Ok let it come. We will face it. And others say 'Is that the case? Oh! and they start to worry.---Ok, Please work on it-- (silence for some minutes) em--- by the way have you finished--- em---five or six words will be enough--- please work quickly. (Then the teacher was going round the class giving guidance and assistance) (suddenly he continues to talk) Ok, now --- em--- em-- - let me give you some information (he writes on the Black Board) --- look at here please....

Type - A

-compulsive/Impulsive

Type - B

-spends time relaxing.

You see, this kind of person is emotional er--- he doesn't control the situation rather the situation controls him---er--- look at here again. (he writes on the Black board)

Type - A

- Loses temper easily

Impatient

- plays games to win

Type - B

- Rarely loses his temper.

---you see, type - A plays games--- plays games, not only for the sake of playing it but also to win--- to win something out of it. You see, ---er--- this person always runs after money. He always seeks some kind of benefit. em--- for example for the sunday match between St. George and --- er--- whatever, --- er, two friends argue ---er. Who do you think will win---eh--- you see, please, (the students laugh) you see he is always running after money. Ok, please, next one --er--right-- you see 'type A never takes time off for sport' (teacher writes this on the black board) This means, he has no time for doing physical --er-- physical what?

Students: exercise.

Teachers: Right you are! He has no time for doing physical exercise. He has no hobby--- er--- if you ask him what hobby is, you see he has no answer---em--- he does not want to give some rest for his soul. Ok, right, next one, please, yes,---er--- he is always in a hurry--- you see, this means that he is restless--- right. And the next one is 'drinks, eats, smokes quickly and smokes too excess' (he writes this on the Black board)--- Right, then having said this ---em--- can you now complete the behaviour of the type -B personality--- please do that quickly. (Students start to work teacher interrupts) Quick, please do quickly, please. (after two minutes) Ok, I think you have finished now. Em- Ok, having said that. Please, check, the item that apply to you, --er-- don't lie, be honest, you see it helps you to see what kind of person you are. Please do that quickly. (Then the teacher takes the longest rest in the period: five minutes). Ok that is all right. That does not mean this is the yardstick to measure your personality--em--- It is enough. Let's go to now to task six number two. It says what em-'write in your exercise book paragraph numbers 1,2,3 etc. up to paragraph 12. Then match them with the following section summaries to show how the text is organized.' (he reads it from the text then students start to work quietly; after a talk with a student teacher said) Oh!, I have given you that as a home work last time. em---Ok, let's

discuss it now. Don't forget that every paragraph talks about only, one, one idea. We have said that last time. --- Remember, how many paragraphs do we have?

Students: Twelve.

Teacher: Right, --- but how many paragraph topics do we have?

Students: Six.

Teacher: Right, so remember that it is not a one to one correspondence (teacher checks assignment) ---er--- 'you have all tried that ---em--- I hope.' (moves to a group of four students) Ok, go on, please (pointing to a student) ---er---ok, you read yours and you, the others, does not mean you agree with him, --- if you don't agree you can come up with your own alternative. ---Ok, now how do you know which paragraphs talk about which ideas. em---em--- ok, Do you know the words 'process' and 'product'. You see look at the topics, it says, it talks about this and this, you see this is the product but what is very important is ---er-- how you managed to know the topics--- you see that is the process you see--- you must be able to save your time. Do you have to read a page long paragraph in order to get the main idea, No! You can use different ways--- em--- your own mechanism---em--- for example, what can you use?

Student: By reading the first one/or two lines.

Teacher: Wonderfully said. Very good. We are trying to equip you with the most advanced skills of listening, writing, speaking and reading.--- you have to develop it in your further studies. It is not something that you should leave with FLEn 201 or FLEn 102.

Ok, now--read and make sure that it is in the right order--- ok now read--- what do we call this, we call it 'intensive reading' ---er---because you have to read between the lines. (silence for some minutes) so you have read them, am I right? Ok, let's look at them. (teacher started to read and explain a paragraph from the text entitled 'Focus on research'. Students were listening very curiously). --- I, now, lets go to the grammar section. --- em --- Ok leave that one, go to part five--- listening and not taking. Let's look at the ways lecturers use to emphasize or highlight main points --- ok, now as a last exercise you should work in groups. You have to assign a group leader. He/she should ask the members of the group questions and report the answers. em--- ok, now assign on leader--- every group two or three minutes this is an easy task--- there is no problem.---

APPENDIX E

Observation - 2

Lesson Transcript - 2

Teacher: er-- you are already in your groups. Good. Today, --
em--students--who have not presented --em, will get
the chance. who likes to ---em. so far twenty-two
students have presented---any volunteer? So let's go
to Mekonnen Degu --er-- maximum five minutes--- ok --.

Student: I came from Sidamo. It is in the south part of
Ethiopia. In sidamo.--er--in sidamo there are
historical sites---but there are many natural
resources ---like -- wildlife, ---er---lakes, river---
things like that. Now--now. I want to focus on my
village. First, religion--em--most people in my
village are christian ---er and other --- er---

Teacher: Orthodox christian or ---

Student: Yeah.--er--some---and others protestant-- and also
muslim and --- people's life depend on agriculture---
er--- this is about my village--- (laughter)

Teacher: Thank you. Excellent--- Next--- please!

Student: I came from Debre Tsige. It is a small town --er

Teacher Which part of the country?

Student North Shewa---

Teacher: Ok, good continue please.

There are few schools. People in the area largely depend on agriculture--- (silence)

Teacher: What about weather?

Student: --er--like Addis Ababa. (keeps quite)

Teacher: Ok,-e-em-- thank you. Who is the next person, please?
(a student stands up)

Student I am going to present about my village... I came from Debre Markos region three eastern zone --- Debre markos is neither very hot nor very cold --er-- it is of medium--- it is of medium. --- and Debre markos is famous for its 'tella' -- and --- (laughter).--- this is---

Teacher: Good. (the next student starts)

Student: I --- I want to tell you about 'Bishoftu'. Bishoftu has many institutions like --- Air force---er---er--- and factories and --- (feels nervous) and ---

Teacher: Feel free, relax---(the student goes to his seat) Ok no problem--- feel free please---. The next person please ---

Student: I came from one of the most historical places it Ethiopia. It's about 100 kms. From Addis--- It is --- what--- it is Axum. It is known for its christianity. It is also surrounded by mountains-- er but we do have open spaces. There are also about one laundered monuments---er---

Teacher: Oh, monuments, interesting who built them?

Student: er--- I don't know --- they are very old some fell down--- some are buried--- and some are being erected-- the biggest is 33 meters--- and it has many windows---er--- and this has fell down --- and a German archeologist came in 1990 ---er--- to study the monument --- and he went back in 1993. This is what I have about Axum.

Teacher: Very interesting! Good. You all have presented very well ---er--- it is good you need to develop your confidence. Now, let's look at 'Finding specific information' in the text. It says--- em--- decide whether the statements are true or false. Discuss your answer in group. Justify answer from the text. -- -cm--- you need to have a group secretary---er--- he/she is going to present. (the teacher nominated a secretary for all the groups)

A Group of four student on task

Student: I think, it is true. If we look at the first paragraph (others look at the first paragraph) ---er if we look at the first paragraph--- (Another student interrupts)

Student: It is false ---er--- the major --- the major purpose is not to show that er--- as a whole --- it is --- (the first student interrupts)

Student: It is true--- the writer --- (the teacher interrupts)

Teacher: Try to convince each other --- if he says true --- ask why he says true--- and you also come up with your own points --- ok --- like that---

Student: It is true, we can look at evidences from paragraphs three and four --- especially if we look at the end of paragraph three (he reads) 'in many countries, rather than promoting economic development, tourist development has often actually impeded it so --- the writer --- er-- wants to warn Ethiopia

Student: Yes. I also agree it true.

Student (Secretary): --er -- Do you agree? (looking at the student who said false)

Student: (laughs) yes.

Student (Secretary): Ok, the second says (she reads) "The writer argues that foreign directed tourism already pays substantial attention to local needs and interest in Ethiopia, since some of the profits from foreign tourism are reinvested in the country." I think it is false because in paragraph three it says foreign directed tourism development distorts the local economy. So, Do you agree (looking at the other members)

Student: Yes.

Student: er-- I think she is right.

Student (Secretary): (pointing to another student) you read the next question--- (before he reads)

Teacher: All right, -- we will continue with these discussions next period. It is really very good.... So we will meet on monday.

Observation - 3

A description of a lesson

Note: The researcher has attempted to observe and describe the lesson in his own words.

The teacher greeted the class and introduced the lesson. He wrote on the black board 'Coping with stress. "Then, he read and explained the instruction for a reading text entitled 'coping with stress." The teacher thoroughly explained ways of comprehending meaning without actually reading it. He explained in detail the ways the students were supposed to employ to comprehend the text without reading the text. Then, he read the following from the materials 'The purpose is to look at ways of saving time in students reading.' He further explained that the ways mentioned were useful to save time. As the lesson progressed the students were busy doing the task 'predicting and guessing the contents.' The students read the text and identified several ways of predicting. Some of these were: to use clues in and around the text, the date of publication, the title, the table of contents, the heading of the different sections, illustrations and the author's name.

After the students have identified the above ways of making predictions, the teacher asked them to use the ways they have identified and make some predictions about the text 'coping with stress'. As the students were doing the task, the teacher added that an additional and very useful way of making predictions was to ask some questions. He told them to make some questions

before they read. He asked them to use the clues in and around the text and to make questions so that they could predict about the text.

Students started to simply look at the organization of the text and attempt to make some predictions. After ten minutes the teacher started to discuss the task with the whole-class. He started nominating students and first asked them the questions they constructed for their predictions. Some of the questions they constructed were: How do we know that stress affects people?, What is the nature of stress?, What factors contribute to stress? etc. Some of the students also answered that the date and place of publications help to predict whether the text is a recent one or not.

After the discussion on the first task was over, the teacher told the students to proceed to the next task: skimming. The students were told to survey the text 'coping with stress.' Then, they started to do the task. While they were doing the task the teacher was moving round the class providing guidance and assistance to groups of students who needed guidance and assistance. However, the teacher used to time the tasks. He decided when to start and when to stop. After some minutes, though most of the students did not finish completing the task the teacher asked them to provide their answers.

The questions the students answered were: (a) How many sections of the whole chapter are dealt with? (b) how many factors are described in the section and (c) what determines stress? Then, students started to give their answers. For the first question, some students answered that only four sections of the whole chapter are dealt, some said five sections are dealt with. Then, the teacher asked them to tell him what they expected the text to be. He nominated students to answer. Below, answers given by two students are presented.

Student 1: (he read) It is about what stress is and the ways stress affects. The consequence of stress on our health has also been dealt with and lastly, the factor that determine stress

Student 2: (she reads) About things which cause us stress and how they affect our lives, emotions and where we get stress from

Other students also presented their expectations of what the text will be about.

Then, the teacher told the students to proceed to the next task. He told them to read the first section of the text and match a list of paragraph headings to the sub-sections. He told the students to write them in the order they come in the text. The teacher also gave them the next two tasks simultaneously. He told them that the second task was to read one section of the text 'coping with stress' which reads 'what determines stress?

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.

Name: SOLOMON AMARE

Signature: 