

# ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

## Regular and Supportive English Classes: A Study of Relationship

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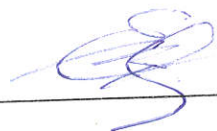
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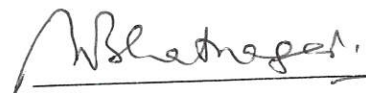
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## ACKNOWLEDGEMENTS

I wish to express my deepest and heart felt thanks to my advisor, Dr. Gebremedhin Simon, who has been of a valuable assistance and guidance to me from the very beginning up to the end. I am very grateful for his constructive advice and encouragement with out which this study would have never reached its present stage.

I am also indebted to Ato Amanuel Gebru for providing me with valuable comments on the topic and preparation of the questionnaire. I would also like to thank Ato Getu Tefera, Ato Mulatu Gebrehiwot with his families, my relatives and friends for their moral as well as material assistance.

I would also like to express my thanks to the teachers and students in the four schools who have participated in the study.

Finally, my sincere thanks also go to Tizita for sacrificing her time in typing all the materials.

## ABSTRACT

Supportive English classes are believed to enable students to improve their English ability and academic performance. Hence, in this study an attempt is made to find out the kind of relationship between regular and supportive English classes. Three research questions were raised: What sorts of relationship are there between regular and supportive English classes? What are the attitudes of English teachers and students toward supportive English classes? And how is supportive English class conducted?

The study involved twenty three English teachers and one hundred grade ten supportive English classes students selected from four secondary schools in North Shoa. The major instruments in this study were questionnaire, interview, and classroom observation. The questionnaires were administered for both English teachers and students. The questionnaires contained 26 items for teachers, and 20 items for students. To consolidate the information obtained from the questionnaire, unstructured interview was conducted with four English teachers and classroom observation was used.

The study showed that supportive English classes are some what related to the regular English classes in some aspects. For instance, it indicated that as supportive English classes enhance the regular class and help students improve their English ability, there is a positive relationship between them. Moreover, the results of the study revealed that English teachers themselves are conducting the supportive English classes. Moreover, students do not get support from their peers in the supportive English classes. The study also showed that most of the sampled English teachers and students seemed to hold positive attitudes towards supportive English class program.

Hence, the researcher recommends among others the need to understand the main goal of conducting supportive English classes by English teachers as well as students is essential

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# CHAPTER ONE

## INTRODUCTION

### 1.1. Statement of the Problem

In the Ethiopian education system, English language is taught as a subject starting from grade three, and it's used as a medium of instruction in the secondary and tertiary levels. As a result, our students in high schools as well as in institutions of higher learning have a very good reason for learning English.

For instance, the Institute for Curriculum Development and Research, ICDR (1996: 6) identifies the following as an additional factor for learning English in Ethiopia.

Given the role of English as an international language and its growing use in certain important aspects of Ethiopian life, the students will need to achieve sufficient mastery of the language to enable them to communicate effectively in English socially and in the work place wherever the use of English is necessary.

Hence, this implies that for students to be competent in the academic career, they need to be competent in the English language skills.

In spite of the fact that students are learning English in the regular class, they have still difficulties in using it for academic as well as communicative purposes. It is also commonly accepted that even students who are in higher institutions too have their own difficulties using English in speech as well as writing effectively.

Hence, so as to help students improve their English language ability, schools

arrange supportive English classes program. Regarding supportive teaching, Hussein (2002) stated that after school arrangements are alternative means to provide extra help for students. Thus, students who can not cope with other students in the regular class can be helped in the supportive English class which can be conducted by either regular class teacher or peer tutors.

Henson (1996) also remarked that one way of helping students is conducting a special opportunity for them out of the regular class for at least part of the day. Hence, it seems that English teachers give support for the students as the program may facilitate the regular class learning. Moreover, supportive English class has been practiced in secondary schools to help students become better English language learners.

Those students who may need support seem to have their own different styles of learning which may not be appropriate to learn English in the regular class properly. That is to say, there are different factors which might make students unable to use English as they should. For instance, Brickbichler and Ommagio (1987) indicated that some students come to the language classroom with different interests and preferences, different first language skills, and different learning styles. This shows that some students may adopt their own strategies which might be ineffective or inefficient, and as a result the students experience difficulties in learning English. For this reason, supportive English class can be taken as a possible means to tackle the problem.

In our situation, too, as learners have their own preferences and styles in learning

English, supportive English class is conducted so as to help those students who are not effective in the regular class. However, this does not mean to say that students are not helped in the regular class. Moreover, supportive English class is conducted as it is believed to have a relationship with the regular class.

Taking the aforementioned points into account, the need for closer investigation of supportive English classes in relation to the regular English class seems to be important. Besides, as English teachers are conducting supportive English class, it is essential to look into their understanding of supportive English class and see how it is implemented in the actual situation.

Therefore, in this study an attempt is made to explore the relationship between regular and supportive English classes focuses on the practice in four secondary schools in North Shoa.

## **1.2. Objective of the Study**

### **1.2.1. General Objective**

The main objective of this study is to find out the relationship between regular and supportive English classes in four selected secondary schools in North Shoa. Thus, the study focuses on investigating whether there is a relationship, for instance, in content, learning activities, teaching style etc., between tutorial and regular English classes.

### **1.2.2. Specific Objectives**

The study is intended to address the following specific research questions:

1. What sorts of relationships are there between regular and supportive English classes?
2. What are the attitudes of English language teachers and students towards supportive English classes?
3. How is supportive English class conducted?

### **1.3. Significance of the Study**

As the main concern of the study is to explore the relationship between regular and supportive English classes, the results of the study may provide the following pedagogical contributions:

- Secondary School English language teachers and students may benefit from the result of the study since it can make them be aware of the reasons why supportive English classes are conducted.
- The study can also serve as an addition to the body of research conducted around the teaching of English and may initiate further researchers to make related studies.
- As sufficient studies of this kind have not been carried out in our context, it is hoped that the results of this study may shed some light on better ways of conducting supportive English classes so as to improve the teaching of English in secondary schools.

- Finally, the study is significant because of its direct relevance to the immediate and long run needs of the students.

#### **1.4. Scope of the Study**

This study explores the relationship between regular and supportive English classes. It focuses on the practice in four secondary schools in North Shoa. Moreover, the study is limited to one hundred randomly selected grade ten supportive English classes students and twenty three English teachers.

#### **1.5. Definition of Terms**

- Supportive class – extra or additional class to help students (Hussen, 2001).
- Tutor – a teacher who works with one student or a small group. (Good and Brophy, 1996).
- Tutee – a student with learning difficulties (Good and Brophy, 1996).
- Tutorial – period of instruction given to a single student or small group (Good and Brophy, 1996).
- Peer-tutoring – student of similar age, grade or academic status working with one another (Polloway and Patton, 1997).
- Cross-age tutoring- older students work with younger students (Keim and Tolliver, 1993).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. The Need for Supportive English Classes

English is the medium of instruction and ability in English on the part of both teachers and students determines the effectiveness of the teaching and learning process in the schools. That is why students in our secondary schools are learning English (Atkins, et al, 1996). However, most high school students have difficulties in using English for both academic and communicative purposes. As a result, even those students who join higher institutions are observed having the problem of using English effectively.

For instance, to show how the problem of using English also manifested in higher institutions too, Mekonnen (1984) expressed the problem by indicating the difficulty, on the part of A.A.U Freshmen students, to construct even a single sentence both in speech and writing.

Gebremedhin (1998), similarly, stated that it is now common knowledge that most students joining higher institutions of learning in the country are ill-prepared to cope with the demands of higher studies possibly due to limited classroom learning experiences they had in schools. He also pointed out that various researches undertaken at different times in higher institutions of learning indicate that most students have not been successful, for instance, in reading in English. Students also have difficulties in understanding the main idea of a text and taking down important points from lectures.

Hence, these difficulties are in most cases the effects of students' inability to use the English language as effectively as possible. Thus, it seems proper to help students at the secondary level to improve their English language ability not only in the regular class but also in the supportive English classes.

Researchers pointed out that there are a lot of factors which have impact on the students English language learning in schools. For instance, Farant (1980) mentioned that poor schooling, i.e., unsuitable buildings, inappropriate equipment and facilities, inadequate materials for learning and teaching, inefficient materials for learning and teaching, and inefficient teachers might have just as a serious effect as physical, mental, and emotional causes. As these factors can be possible causes for the students' difficulty in learning English in our situation too, supportive English classes might be a possible means.

Furthermore, it is assumed that students are different in their styles and rate of learning as they are also different in their cultural and linguistic background and what they bring to the learning environment (Gebremedhin, 1998). This indicates that students in the regular classroom are different and as a result teachers are expected to find out the difficulties of some students and create a learning environment to support them.

Similarly, Ellis (1994), Brown (1987), Nunan (1989), Oxford (1990) remarked that each learner with in the same classroom may have different learning styles and varied awareness of the use of strategies. This indicates that learners clearly differ greatly in their preferred approach to language learning, beliefs about language



learning, and affective states. Extending this idea, Richards and Lockhart (1994) quoting Tumposky (1991) mentioned that learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor. Thus, scholars argue that it is possible to help learners to explore their own preferences and to shape their learning approach to suit the requirements of a particular learning task. This may imply that students can be helped to use appropriate learning styles in supportive English classes in addition to the regular English classes.

Regarding the reason why we need supportive English classes, Aggarwal (1996) expressed that all students do not learn with the same speed and accomplishment. Some lag behind and need extra coaching. The teacher has to think for positive measures. He/she may have to arrange for compensatory or extra teaching for any particular groups of the students to improve their difficulties. Borrich (1988) remarked that students with learning difficulties are neither rare nor unique individuals in the regular classroom. For this reason, the need for providing support is essential. Therefore, as there are individual learner differences in the regular class, it is beneficial to give support.

Many individuals also believe that tutorial classes are needed for some students because of their special needs. As to Colangelo and Davies (1997), these programs provide a level of challenge and a pace of learning that is more suitable to the intellectual abilities of the students. There are more opportunities for independent

learning, cooperative learning, and group discussion. Thus, teachers are required to supplement their students learning through outside programs.

Moreover, Putnam (1997) expressed that teachers can arrange to provide additional support within or outside of the class to maximize the success of students. Thus, tutorial instruction is the most common means of providing support to students experiencing difficulties (Polloway and Patton, 1997). Therefore, the overall effectiveness as a teacher may well depend on her /his ability to recognize and appropriately teach this group of students.

The other benefit of supportive English classes is the fact that it is sometimes motivating. Supporting this, Polloway and Patton (1997) indicated that students are interested in the supportive services that come from the supportive class and that enable them to be more successful in the regular classrooms. Besides, the academic or social gains from the tutoring can heighten confidence so that the students can return to the classroom determined to work harder (Ehly and Larsen, 1976). In the same manner, as students become more successful in their learning and gain increased confidence in themselves, their teachers feel more purposeful and fulfilled (Guskey, 1997). Therefore, to the extent that such a supportive program is effective, tutoring may have positive implications for the effectiveness of the teaching-learning process. That is why, Lawrence (1978) remarked that no one doubts that people do better work when they feel supported.

As to McCormic and Pressley (1997), students who are slower to learn might benefit from additional instructional time after school. After school tutoring makes a

substantial difference in the ultimate achievement levels of students. Hence, since supportive classes benefit students, teachers should take into account the fact that some students may need more than the usual amount of variation in method of presentation, classroom climate and instruction to keep students actively engaged in the learning process. Extending the above suggestion, Cottrell (2001) stressed that students with learning difficulties tend to require more intensive support for some or all of their course of study. These students usually require more time and intensive support.

Conducting supportive classes also benefits students to make behavioral changes. Researchers indicated that as a result of participating in supportive classes, many resistant learners have become cooperative, apprehensive learners have become self-confident, discouraged students have become hopeful, and acquire a more positive attitude toward school. After all, they remarked that the use of support may not only build students' self-concepts but may also motivate those who have experienced much failure because of learning problems Blair et al (1968); Mavrogenes and Galen (1979); Keim and Tolliver (1993), and Mercer and Mercer (1989).

Putnam (1997) also suggested that if a student has a lack of skill and a difficulty in learning, help should be provided through additional explanation and instruction, or through modification of the task to suit the student's abilities. Sometimes additional support out side of class, such as tutoring from a peer or teacher, may be helpful.

In general, for students who have difficulties, for instance, in making notes in lectures, reading, writing and speaking, it seems that supportive English classes will be of significant help. Teachers should also try their best to identify the factors that have

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In general, for students who have difficulties, for instance, in making notes in lectures, reading, writing and speaking, it seems that supportive English classes will be of significant help. Teachers should also try their best to identify the factors that have

impact on students' learning. For instance, students' problems may stem from teachers' way of teaching, their education and language background, emotional factors and the school environment itself. Therefore, it can be estimated that perceptions of increased social support for learning and achievement due to support from teachers and peer tutors, positive feeling due to involving in learning situation that represent a more appropriate match between the students intellectual abilities and the challenge of a subject, development of study skills, and raising of expectations and aspirations for educational achievement due to success are the major benefits that students can get from supportive classes (Colangelo and Davis, 1997). Hence, one can infer that students may need support to show improvement in their learning and attitudes towards learning. In order to increase the intensity or amount of time students are engaged in academic learning, it is essential to consider tutoring programs for students who need intense instruction to accomplish important immediate goals. The following sub topic will try to discuss the objectives of supportive English classes.

## **2.2. Objectives of Supportive English Classes**

It seems clear that learners may have different abilities and styles of learning. As a result, there are students who are fast learners as well as slow learners in the regular class. Thus, the objective of teaching English in tutorial program is to provide intensive supportive teaching geared to the learning difficulties of students, for instance, understanding a reading text, constructing meaningful sentences, speaking well, etc., so that they can work and progress at a rate appropriate with their abilities and aptitudes.

Moreover, each learner is different in terms of learning ability, academic standards, classroom learning and academic performance, and each has his/her own style of learning. Hence, as to Cottrell (2001), the aim of supportive English teaching program is to provide learning support to pupils who lag behind their counter parts in the regular classroom or school performance. By adapting school curricula and teaching strategies, English language teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational program with intensive support to help students consolidate basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning. Thus, through out the teaching process, teachers should help students develop positive attitudes towards learning English as effectively as possible.

In the same manner, Jenkins and Jenkins (1987) stated that the goal of tutoring is to enable students, through supplementary classroom instruction, to master the school's learning objectives and profit from regular classroom instruction. Thus, supportive English class may at the end help students to be successful learners. At the same time, to achieve this goal, teachers should be initiated to arouse each students' passions and interests and provide each with academic and social support.

As to Good and Brophy (1997), one of the aims of supportive English teaching seems to give support, encouragement, and task assistance. In other words, its objective is to monitor students progress and provide any needed assistance, and reinforce them by praising their successes calling attention to their progress. Supporting this idea,

Gearheart, et al (1988) emphasized that the focus of tutoring is on changing the learner in some way so that he/she may more effectively relate to the educational program.

Sometimes, teachers may also provide students with varieties of drills to make students practice a lot. Regarding the objective of drills in the supportive English class, Ellis and Tomlinson (1980: 282) suggested as follows:

Remedial drills should be designed to reinforce the remedial teaching of habitual errors. Their main aim should be to facilitate the acquiring of new, correct language habits to replace the old, incorrect habits. They should provide massive and meaningful practice of the correct usage of the item.

Therefore, the aim of the activities teachers design should be to present the materials in a meaningful manner and expect students to attend to both structure and meaning from the beginning.

In general, it seems that the teaching objectives of English are to stimulate students' interest in learning English by providing with enjoyable experiences, help students understand English, equip pupils with English which they can use to carry out tasks successfully, and to develop in learners the basic skills for further learning of English. In short, the ultimate objective of conducting supportive English classes is to help students develop competence in using the four language skills of listening, speaking, reading and writing in order to use English effectively.

From the preceding discussions, thus, we can see that there is sometimes a need for giving support to some students. In fact, supportive class is conducted for it has its own objectives which mainly focus on the improvement of students' English language

ability. Therefore, below an attempt has been made to mention the sort of relationship that one may observe between regular and supportive English classes.

### **2.3. The Relationship Between Regular and Supportive English Classes**

A frequent concern of educators is the link between regular class programs and supportive English classes. Different researchers, therefore, have tried to give their views on the interrelatedness between regular and supportive classes. For instance, Colangelo and Davies (1997: 103) expressed that the regular and supportive classes are related as follows:

Often students will learn English they would normally take in regular school in tutorial English programs. When students get the opportunity to get supplementary learning through tutorial programs, there can be a positive effect on what they learn in the regular class.

Thus, the access to supportive English classes might enable the students to understand better what they have learned in the regular class. However, the lesson students learn in the supportive class should not be completely the same as that of the regular class. Teachers are expected to give additional information to make students understand the lesson better. This, as a result, may indicate that students might get better results in their learning.

Similarly, Nnaji (1991: 41-42) remarked that tutorial class is linked with regular class in the following way:



Tutorials are, in the main, discussion sessions where the teacher and his students talk to each other. Students are free to take the teacher back to areas where they did not fully understand. They can also express their views on topics taught in the class.... During tutorial hour, the teacher can lay special emphasis on the areas where he has observed students to have the greatest difficulties.

Therefore, what teachers provide students with during the tutorial session can be an extension of what students are taught in the regular class. This does not mean to say that the same thing will be repeated in the same manner. But, what students learn in the regular class can be a starting point for discussions as well as providing additional explanation on what has not been clear to the students. For this reason, there seems to be a positive link in the contents that students learn in the regular and supportive English classes. Moreover, students may get a chance to raise some issues from the regular lesson and discuss with their teacher.

Polloway and Patton (1997) also stated that as supportive English class program focuses on students' specific deficits, it offers an intensive option to regular class program, and can assist in increasing literacy, thus potentially benefiting the individual learner in both school and extra-school learning tasks. Here again, supportive class has got its own relationship with regular class in that it creates a chance for a group of students to meet a tutor with whom they raise individual difficulties, problems of comprehension, etc., following a formal lecture of lesson in the regular class.



Moreover, regular class has a strong relationship with supportive English classes because it is the regular class teacher who is expected to arrange the program. Regarding this, Mercer and Mercer (1989) indicated that the teacher can create a classroom atmosphere conducive to positive social interaction among students. The teacher may pair students who have learning difficulties with popular students for group activities. Also, using the student as a tutor in peer teaching activities may boost the pupil's self-esteem and indicate that the teacher has confidence in the individual ability to handle the task. Thus, the regular class teacher plays his/her own role in the supportive class, too.

Good and Brophy (1997) remarked that it is the regular class teacher who structures the tutoring by providing appropriate materials and exercises and by training the tutors in how to fulfill their roles effectively. As a result, teachers in the supportive classes can significantly increase the amount of instruction that slower students receive, perhaps enough to make the difference between keeping up with the class or falling increasingly behind. Therefore, as the goal of teaching in regular as well as in supportive classes is helping the students learn better, it seems that the two are closely interrelated.

Furthermore, the rationales for conducting tutoring program clearly indicate that tutoring or supportive class is not something isolated from a regular class, rather it is an option designed to give practice and feedback for learners with difficulties. Regarding this, Niedermeyer and Ellis (1971) reported that when learning tasks require a great deal of practice, the tutoring can be effective. Tutors are also able to maintain and

strengthen learning initially acquired from the classroom teacher. Moreover, Jenkins and Jenkins (1987) remarked that tutoring classes at the secondary level is part of the regularly scheduled course offerings. Thus, it can be understood that if supportive class students are given the chance to select the topics in which they need additional explanation, it is possible to say that the supportive class is related to the regular class.

In general, from what has been discussed so far, it seems that there are different factors which may have impact on students' learning. Trying to understand the sources of the problems and helping students become good language learners is what is expected from teachers. That is why different researchers forwarded the idea of providing support, especially for students with learning difficulties, to help regular class students. In addition to this, implementing supportive class is believed to strengthen the regular class if it is managed as effectively as possible.

Hence, even though it is likely that supportive classes vary on some dimensions such as duration, intensity and to some extent content, in most cases there is a sort of relationship with regular class. Thus, it can be said that the learning task, the participants, the advantages and objectives of supportive class seem to relate it with regular class.

#### **2.4. Ways of Conducting Supportive English Classes**

It is likely that supportive or tutorial program involves teachers or students to tutor and students to be tutored. Normally, tutors can be regular class teachers and selected students and tutees are students who need support. Thus, these two persons, i.e., the teacher and students meet together with the expressed purpose of increasing the

intellectual skills and school performance of the student. Moreover, usually this program is done out of the regular class or school program in a small group of individual teaching situations. Therefore, supports can be given to students by the regular class teachers, by using peer-tutoring, or cross-age tutoring. (Good and Brophy, 1996).

Good and Brophy (1997) also expressed that individualized tutoring would be the optional means of achieving most academic objectives. Thus, one way to supplement instruction is to arrange for students to be tutored by some one other than the teachers. If teachers' aides are available, this is one important function they could perform. The same is true for adult volunteers in the classroom. Therefore, it is possible that students can tutor one another, i.e., the options are peer-tutoring and cross-age tutoring.

In the pages to follow, the discussion will center on how supportive English class is conducted, factors affecting tutoring, and the roles of supportive English class teachers.

#### **2.4.1. Peer-Tutoring**

Peer tutoring is one possible way of giving support to students. Ehly and Larsen (1976) stated that the term "peer-tutoring" was created from the individualized tutoring of one pupil by another. As a result, peer-tutoring benefits not only the student being tutored but also the student who is instructing. Similarly, Good and Brophy (1997) said that teachers can use peer-tutoring arrangements for one classmate to tutor another under specified conditions. Moreover, as to Polloway and Patton (1997), peer-tutoring

is a procedure that involves the pairing of a competent student with a student who is less competent in a particular academic area. The term "peer" is used to indicate that students of similar age, grade, or academic status are working with one another. Therefore, for the purpose of teaching academic skills and social behavior, peer-tutoring is one useful way of implementing supportive English classes.

Keim and Tolliver (1993) further explained that peer helpers have a unique teaching tool. Because they are close to the age of the helpees, they can talk their language. Thus, they have more credibility as an ally in learning than does an adult authority figure who seems to be miles away in attitudes and years. The more relaxed atmosphere between peers results in a student who is less anxious and more open to new ideas. Likewise, Juel (1996), for instance, mentioned what one student said about peer tutoring as follows.

I learned early on that my best teachers were my peers; the ones who had just been through the same stuff. They could always explain things better to me than any one else.

Therefore, schools with large number of students who need assistance might use peer-tutoring program if it is organized and manipulated properly .

Regarding the benefits of peer-tutoring, a lot of researchers expressed their views. For instance, Polloway and Patton (1997); Good and Brohpy (1997); Keim and Tolliver (1993); Guskey (1997); Block (1997); Lipsky and Gartner (1997), and Gartner and Riessman (1994) stated the following common advantages of peer tutoring:

- tutors are able to learn from teaching other students

- tutors can individualize content materials to meet the needs of each student.
- Students can engage in one-to-one instruction
- Improves academic skills, fosters esteem, develop appropriate behaviors and promote positive relationships and cooperation among peers
- Students-both tutor and tutee-gain their self esteem, self respect, ability to interact with each other on a constructive and appropriate basis.
- Helps students with learning problems to learn a new skill and develop a positive attitude towards school.

Therefore, from the aforementioned benefits of peer-tutoring, one can understand that it is beneficial to meet the needs of the helpees, helpers, and regular class teachers. In other words, peer-tutoring has potentially positive effects which can be used as a means for allowing students to become more active learners and provides a more caring climate in the school. However, the important thing should be taking the necessary precautions in selecting and applying peer tutoring as a means of giving support.

Moreover, students themselves should know before hand how peer tutoring is used as a means of helping students, and give due attention to it. Otherwise, students may not consider peer tutoring as a possible way of supporting students. Concerning this, Ehly and Larsen (1976) stated that it is safe to say that if due consideration is not given to the selection of tutors, the supportive program will probably fail.

### 2.4.2. Cross-age Tutoring

Cross-age tutoring, as to Keim and Tolliver (1993), is a formal process in which caring older students help younger students by tutoring them in specific areas, by role-modeling good social skills. Similarly, Good and Brophy (1997) quoting Cohen, Kulik and Kulik, (1982) stated that cross-age tutoring shows where older students work with younger students. They remarked that cross-age tutoring generally improves both the attitudes and achievements of students involved, and these desirable outcomes are likely to occur not only for the tutees who receive instruction but also for the tutors who provide it.

Furthermore, the above writers suggested that the tutor's achievement gains should also be attributed to improved attitudes or self concepts rather than to deeper exposure to academic content as they are tutoring younger students. Tutors often respond very positively to their responsibilities. The role involves serious concern about learning academic content, and it appears to stimulate many tutors to identify more closely with the teacher and to become more concerned about their own learning. The tutoring experience may cause underachievers to take their own work more seriously, or lead anti social students to become more appreciative of their potential for interaction with others.

Hence, it can be guessed that tutors are not seen merely as performing a service for the teacher. Rather, if structured properly, cross age tutoring presents chances for the tutors, and not just for tutees, to derive a variety of cognitive and affective benefits. Furthermore, when cross age tutoring is used to help students, the regular class teacher



is expected to cooperate with the student teacher on how to proceed the teaching learning process. Besides, tutors should be acquainted with the goals of the program as well as the learning goals of the tutee. Thus, it is possible that other than regular class teachers, support can be given by peers as well as cross age tutoring as they have their own characteristics that make them successful means.

However, when teachers intend to implement supportive English classes as successfully as possible, it is likely that there might be some factors which may have impact on the program. Hence, teachers should at least try to identify and seek for solutions for some factors affecting tutorial program. What are these factors?

### **2.5. Factors Affecting Supportive /Tutoring Programs**

Many studies indicate various conditions which should exist in a successful tutoring program. Mavrogenes and Galen (1979); Mercel and Mercel (1989), and Keim and Tolliver (1993) stated the following:

- the need for careful structure, systematic tutor training and consistent support. It is suggested that lack of adequate structure and support may provide an explanation for a tutoring program which failed to produce cognitive or affective gains.
- Length of time is another factor to be considered
- Some kind of reinforcement is helpful in tutoring program. On occasions, tutors are paid for their services. In other cases, school credit is given for tutoring.

Hence, inadequate training, inadequate supervision, lack of an evaluation system, lack of communication with administrators are some of the factors which may



affect the effectiveness of supportive teaching program. Thus, some conditions should be fulfilled to maintain the effectiveness of the program. Supporting this view, Lipsky and Gartner (1997: 103) reported that several factors emerged as necessary for tutorial program to be successful. They mentioned some of them as follows:

- collaboration of teachers
- support for staff and students
- effective parental involvement
- curricula adoption and effective instructional practices
- flexible learning environments
- administrative support
- rewards for the teachers.

Therefore, so as to conduct supportive English program as successfully as possible, starting a tutoring program, recruitment and scheduling, selecting and pairing student with tutors, and maintaining tutors involvement and interest are some important features. Besides, it can be said that a successful tutoring program will result from careful planning, enthusiastic co-operation and support from students and school administrators and wise choice of methods and materials. This, indeed, requires the teachers to realize their duty and try their best to conduct tutoring well.

## **2.6. The Roles of Supportive / Tutorial English Class Teachers**

Just like the regular English class teachers, the supportive English class teachers have got their own similar roles. For instance, a teacher's role can be a facilitator of learning, the teacher is the person specially trained to guide the student, help him select appropriate learning materials, and create a positive classroom environment (Champeau

de Lopez, 1994). Thus, in order to perform these tasks, the language teacher should have access to main types of information about her/ his student, i.e. psychological factors, personal needs, and social factors.

It is also assumed that there are a lot of students who need support at the secondary school. These students, thus, may be assisted in a number of ways, and the teacher plays an important role in supportive English teaching program. Broughton, et al (1980) mentioned that members of supportive classes are very sensitive to failure. An understanding of this is an essential quality in their teacher. Hence, English teachers are expected to know what they are teaching and those whom they are teaching and to have the ability to link the two through a mastery of communication.

Similarly, according to Ellis and Tomlinson (1980), one of the roles of tutorial English teacher is to find out detailed information about his pupils abilities to understand and use the items in the syllabus and in the textbooks. Hence, to identify students who need help is what is expected from the teacher. Gurney (1976), on the other hand, argued that it is not sufficient to say children need help. Teachers must specify for each individual what they find difficult and how they may be helped. Thus, it is the teachers' role to realize what kind of students they get in supportive English classes and what kind of support do they need.

Callahan and Clark (1988) also commented that the academically slow students cause teachers problems because the students find most school work difficult and unappetizing. Therefore, the teacher's job is to try to make the work interesting to the students, to build their skills so that they can perform well and to make the school

situation less distasteful to them. Furthermore, Cottrell (2001: 163-164) mentioned some of the common roles of supportive class teachers. These are:

- coordination with regular class teachers and other tutorial class teachers.
- Identification of students' weaknesses
- Offering study advice and guidance
- Selection, adaptation and designing of teaching materials
- Record keeping and progress review.

These roles somewhat show that the teachers' role is to attempt every possible ways to help students with learning difficulties. Moreover, with the help and cooperation of better language learners, teachers of English can help less successful students increase their level of competency. To do this, foreign language teachers can inform students honestly about the task of learning a language, the work involved and the rewards to be gained; create the kind of classroom climate in which students feel comfortable and involved; personalize language instruction whenever possible in order to motivate students to express themselves readily, and encourage slow students to experiment freely until they find their own particular learning style (Reiss, 1981). Thus, the supportive English class teachers' role seems to help learners expose to a wide variety of successful strategies and techniques for language learning. After all, helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher.

Generally, in this chapter, it has been tried to discuss why some students need support and the benefits they may get from participating in supportive English classes.

Moreover, as supportive class may focus on students' difficulties and be taken as an optional means of achieving most academic objectives, it is possible to see its relationship with the regular class. However, to strengthen the effectiveness of supportive English class, it has been discussed that teachers should give due attention to the factors that influence the program.

Finally, in addition to the English teachers who teach in both regular and supportive classes, peer tutoring and cross-age tutoring are suggested as means of giving support for students. Therefore, it can be taken for granted that if the concerned people arrange and conduct supportive English classes, it seems that it will have a positive impact on the improvement of regular class students. In short, it needs strong cooperation and willingness of school administrators, teachers, and students.

## **CHAPTER THREE**

### **METHODOLOGY**

This part of the study presents the methods that are employed to achieve the research objectives. As it has been previously stated, the main purpose of this study is to explore the relationship between regular and supportive English classes. Hence, this part deals with the subjects, instruments, and procedures of collecting data for the study.

#### **3.1. Subjects and Sampling**

The target population of this study was the English teachers and students from four secondary schools in North Shoa.

##### **3.1.1. Selection of Schools**

There are twelve secondary schools in North Shoa. Of these schools, four secondary schools are purposely selected. The rest are not included because they are far away and the writer of this study has not much acquaintance with most of the schools. That is to say the writer was teaching in some of the schools and had the experience of supportive English classes. He, therefore, expected support from the directors, teachers and students when administering the questionnaires, interview and classroom observation. Hence, the following four secondary schools in North Shoa are involved in the study:

1. Haile Mariam Mamo Comp. Secondary School (Debre Birhan)
2. Debresina Senior Secondary School (Debresina)
3. Shoarobit Senior Secondary School (Shoarobit)
4. Ataye Senior Secondary School. (Ataye)

### **3.1.2. Selection of Teachers**

English teachers are participants of this study. As there are not many English teachers in the selected four schools, all English teachers took part in this research. That is to say, from each of the four secondary schools mentioned above, all English teachers in each school were directly involved in the study. Thus, twenty three English teachers participated in filling out the questionnaire and four of them in answering the interview. They were asked for their willingness to answer the questionnaires and interview.

### **3.1.3. Selection of Students**

The actual number of students who were directly involved in the study were one-hundred. The students were selected from the secondary schools mentioned above using a simple random sampling method. All the students were selected from grade ten supportive English classes. Hence, out of 308 supportive English classes students in the four schools, 100 students (32.4%) of the total students participated in the study. In other words, twenty-five students were involved from the supportive English classes of each school. So as to select the students from each school, their names were put in an alphabetical order. Then, the first twenty-five students were taken from each class in each school as samples of the study.

## **3.2. Data Collection Instruments**

The following research instruments were used to collect data for the study: Questionnaire, interview, and classroom observation.

### **3.2.1. The Questionnaire**

Questionnaires were designed and administered to twenty-three English teachers and one hundred supportive English classes students. The questionnaires were used to obtain the necessary information about the practice of supportive English classes and to find out the opinions and attitudes of English teachers and students towards the relationship between regular and supportive English classes.

Two sets of questionnaires, one in English for teachers and the other one in Amharic for the students were used for data collection. The questionnaire for the students was conducted in Amharic so as to ensure better communication and maintain reliability.

#### **3.2.1.1. Design of the Questionnaires**

The items in the questionnaires were designed based on the ideas discussed in the review of related literature. The teachers' questionnaire consisted of twenty three closed types and three open-ended items whereas the students' questionnaire comprised eighteen closed items and two open-ended questions. The contents of the questionnaire of both subjects focused on three major themes. These are: the relationship between regular and supportive English classes, attitudes towards supportive English classes and ways of conducting supportive English classes. The closed-type items in the questionnaires were followed by a five point response scale, with the alternatives labeled as 'strongly agree', 'agree', 'not sure', 'disagree', and 'strongly disagree'. These scales are used because they might enable the respondents to give their opinions towards

to what extent they agree with the given statements better than using 'Yes' / 'No' questions.

#### **3.2.1.2. Administration of the Questionnaire**

The questionnaires were administered for 23 English teachers in the selected four schools. Except one teacher, the rest twenty two teachers filled in the questionnaires and returned them. Later on, another questionnaire was administered for one hundred randomly selected supportive English classes students. All the students' questionnaires were filled in and returned. The questions in the questionnaires were designed and administered after considering some comments made by my advisor and one A.A.U lecturer. Besides, the tool was piloted on teachers and students at Wondirad Secondary School in Addis Ababa.

#### **3.2.2. Interview**

Some unstructured interview questions were also designed and administered for English teachers to further consolidate the responses gained through the questionnaire and gather additional information that can validate the awareness of teachers about supportive English classes.

The interview was held with four English teachers who were selected purposely. The questions were designed based on the questionnaire items and some insights obtained from the literature in the study. The interview was recorded with a tape recorder.



### **3.2.3. Classroom Observation**

The classroom observation was made just to see what was actually happening in the regular and supportive English classes. In other words, this instrument was used to confirm the kind of relationship that exists between regular and supportive English classes. Thus, the writer of this paper observed the regular and supportive English classes for four sessions (two periods for each) to further enrich the information obtained through the other instruments. In most cases, the supportive English classes are conducted in the opposite shift. Moreover, in most of the selected schools supportive English class is conducted for one hour two days a week.

### **3.3. Method of Data Analysis**

The following procedures were used in analyzing the data gathered through the questionnaires, interview, and classroom observation. The teachers' and students' responses to each item in the questionnaires were tallied. Then, the tallies were counted and registered as frequency which showed the number of respondents. Finally, the percentage was computed on the basis of the responses of the respondents to each item. However, the percentage for the students' responses to each item was not computed as the number of students is one hundred. So, the figures are used to show the frequencies and percentages. Moreover, a qualitative analysis of the data was used for the open-ended items in the questionnaires.

Responses for the interview were recorded using a tape recorder. Hence, the interview was transcribed and discussed qualitatively using the common ideas. Finally, based on the checklist that was used for the classroom observation a sort of analysis and interpretation was given.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF DATA**

#### **4.1. Introduction**

The main purpose of this research is to study the relationship between regular and supportive English classes. Hence, this part of the study presents the findings and discussions of data gathered through questionnaire, interview and classroom observation.

#### **4.2. Questionnaire Responses, Interpretation and Discussion**

The results from the data are discussed under the following three categories: the relationship between regular and supportive English classes, attitudes of English teachers towards supportive English classes and the way supportive English class is conducted.

Hence, the tables that follow show the frequencies, and percentages of the teachers' responses to each item under each category (for the teachers' questionnaire see Appendix A).

#### **Table 1. The Relationship between Regular and Supportive English Classes**

Seven items were included under this category to the questionnaire. The items were meant to get the teachers' reactions to the kind of link that may exist between supportive and regular English classes.

| Responses  |                |       |       |       |          |       |          |      |                   |   |       |     |
|------------|----------------|-------|-------|-------|----------|-------|----------|------|-------------------|---|-------|-----|
| Item<br>No | Strongly agree |       | Agree |       | Not sure |       | Disagree |      | Strongly disagree |   | Total |     |
|            | 5              |       | 4     |       | 3        |       | 2        |      | 1                 |   |       |     |
|            | Fr.            | %     | Fr.   | %     | Fr.      | %     | Fr.      | %    | Fr.               | % | Fr.   | %   |
| 1          | 8              | 36.37 | 14    | 63.63 | -        | -     | --       | -    | -                 | - | 22    | 100 |
| 2          | 9              | 40.91 | 11    | 50    | 1        | 4.54  | 1        | 4.55 | -                 | - | 22    | 100 |
| 3          | 17             | 77.28 | 3     | 13.64 | 1        | 4.54  | 1        | 4.54 | -                 | - | 22    | 100 |
| 4          | 18             | 81.82 | 3     | 13.64 | -        | -     | 1        | 4.54 | -                 | - | 22    | 100 |
| 5          | 15             | 68.19 | 6     | 27.27 | -        | -     | 1        | 4.54 | -                 | - | 22    | 100 |
| 6          | 11             | 50    | 8     | 36.37 | 3        | 13.63 | -        | -    | -                 | - | 22    | 100 |
| 7          | 10             | 45.46 | 7     | 31.82 | 3        | 13.63 | 2        | 9.09 | -                 | - | 22    | 100 |

### The Findings and Discussion

Teachers were asked whether supportive English class students show improvements in positive attitudes about themselves and may be motivated to work harder more than before. Almost all of the respondents showed their strong agreement. Similarly, the majority of teachers agreed that supportive English classes lead to better learning and result. Thus, it seems that supportive English class is closely related to the regular class by enhancing students' motivation to learn English in the regular class. This might be the result of teachers method of instruction in the supportive class which is appropriate to the students.

Regarding whether the learning activities selected for supportive class relate to the textbook used in the regular class, 90.91% of the respondents agreed. This also possibly shows that the activities, especially, writing and grammar tasks in both classes are somewhat related. However, this might not be to say that the same activities will be repeated in the supportive English class.

Teachers were also asked the sort of improvements students could get as a result of participating in supportive English classes. Concerning this, almost all of the subjects (95.46%) strongly agreed that regular class students may show improvements in their academic performance, most of the respondents (86.37%) agreed that students may show improvements in their learning styles, and 77.28% showed their agreement for item 7. From these responses, it is likely to infer that supportive English class may have positive impacts on students if teachers clearly understand why and how supportive English class is conducted.

In short, based on the teachers' responses, it seems that there is a strong relationship between regular and supportive English classes.

#### **Table 2. Attitudes of Teachers Towards Supportive English classes**

It is assumed that supportive class may benefit students a lot. Hence, so as to make this program as effective as possible, finding out teachers' attitudes is important. Under this category, twelve items are included to obtain what teachers feel towards supportive English classes.

| Responses |                |       |       |       |          |       |          |       |                   |       |       |     |
|-----------|----------------|-------|-------|-------|----------|-------|----------|-------|-------------------|-------|-------|-----|
| Item No   | Strongly agree |       | Agree |       | Not sure |       | Disagree |       | Strongly disagree |       | Total |     |
|           | 5              |       | 4     |       | 3        |       | 2        |       | 1                 |       |       |     |
|           | Fr.            | %     | Fr.   | %     | Fr.      | %     | Fr.      | %     | Fr.               | %     | Fr.   | %   |
| 8         | 13             | 59.09 | 7     | 31.82 | 2        | 9.09  | -        | -     | -                 | -     | 22    | 100 |
| 9         | 7              | 31.82 | 8     | 36.37 | 7        | 31.81 | -        | -     | -                 | -     | 22    | 100 |
| 10        | 1              | 4.54  | 2     | 9.09  | 6        | 27.28 | 9        | 40.91 | 4                 | 18.18 | 22    | 100 |
| 11        | 10             | 45.45 | 8     | 36.37 | 3        | 13.64 | 1        | 4.54  | -                 | -     | 22    | 100 |
| 12        | 13             | 59.09 | 5     | 22.72 | 4        | 18.19 | -        | -     | -                 | -     | 22    | 100 |
| 13        | 3              | 13.64 | 6     | 27.28 | 7        | 31.81 | 5        | 22.73 | 1                 | 4.54  | 22    | 100 |
| 14        | 6              | 27.28 | 8     | 36.37 | 4        | 18.18 | 3        | 13.63 | 1                 | 4.54  | 22    | 100 |
| 15        | 7              | 31.82 | 9     | 40.91 | 3        | 13.64 | 2        | 9.09  | 1                 | 4.54  | 22    | 100 |
| 16        | -              | -     | 3     | 13.64 | 3        | 13.64 | 9        | 40.91 | 7                 | 31.81 | 22    | 100 |
| 17        | 7              | 31.82 | 10    | 45.46 | 3        | 13.64 | 1        | 4.54  | 1                 | 4.54  | 22    | 100 |
| 18        | 5              | 22.73 | 4     | 18.18 | 7        | 31.82 | 5        | 22.73 | 1                 | 4.54  | 22    | 100 |
| 19        | 5              | 22.73 | 7     | 31.82 | 6        | 27.28 | 3        | 13.63 | 1                 | 4.54  | 22    | 100 |

Teachers were asked to show their attitudes towards the responsibility of English teachers to participate in supportive English classes. 90.91% of the respondents showed their agreement. Like wise, the majority of the respondents (81.81%) agreed with the idea that English teachers as well as school administrators should support the tutorial English program (item 11). This may indicate that teachers have positive attitudes to participate in the supportive English program. Moreover, teachers were asked whether supportive English class benefits teachers and students or is boring for teachers. Most of the respondents (68.19%) favored the benefits of supportive English classes and at the same time 59.08% of them revealed that supportive English class is not boring for them (items 9 and 10). Hence, one can infer that English teachers admit the advantages

of supportive English classes. Moreover, it might mean that helping students is not something boring for teachers.

The majority of the respondents (81.81%) agreed that students need supportive English classes to improve their English ability. On the other hand, in item 13, 40.92% of them agreed that students do not want to participate in supportive English class and a significant number of the subjects (31.82%) were not sure.

It seems that teachers believe in the fact that supportive class helps students improve their English, but their attitudes towards the participation of students seem questionable. That is to say, teachers seem to consider that students are not willing to participate in supportive English classes. This shows that teachers are expected to encourage and motivate students to participate in the supportive English class.

For item 14, 63.64% responded that the school environment is not conducive to implement supportive English classes. This might indicate that even though teachers may want to give support, the situation in the schools is not conducive.

From item 15-19, teachers were asked to show why some English teachers are unwilling to participate in supportive English classes. The majority of teachers (72.73%) showed their agreement with the idea that said because of high teaching load. (72.72%) of the teachers responded by showing their disagreement with the statement that said because of lack of training in tutoring. This may show that lack of training in tutoring does not seem to be a factor for teachers' unwillingness to participate. Concerning the absence of moral or material incentive (item 17), most of the teachers (77.28%) showed their agreement. This indicates that as teachers do some extra work,

rewards/incentives are important. Moreover, 22.73% strongly agreed, 18.18% agreed, 31.82% were not sure, and 22.73% disagreed with the statement that said because teachers do not have time. From this, we can infer that although most teachers showed their agreement, there are still some teachers who do not seem to consider the given reason as a serious problem. Finally, in item 19, most of the respondents (54.55%) showed their agreement, where as 27.28% were not sure. This may show that lack of classroom might be a factor for teachers to be unwilling to give support.

Hence, it seems that some teachers may not want to participate in supportive English classes for different reasons. Even so, the responses showed that most teachers support the idea of supportive English classes if the school environment is convenient.

**Table 3. Ways of Conducting Supportive English Class**

Four items were included under this category to obtain the teachers' responses on how support is given to the students.

| Responses  |                |       |       |       |          |       |          |       |                   |      |       |     |
|------------|----------------|-------|-------|-------|----------|-------|----------|-------|-------------------|------|-------|-----|
| Item<br>No | Strongly agree |       | Agree |       | Not sure |       | Disagree |       | Strongly disagree |      | Total |     |
|            | 5              |       | 4     |       | 3        |       | 2        |       | 1                 |      |       |     |
|            | Fr.            | %     | Fr.   | %     | Fr.      | %     | Fr.      | %     | Fr.               | %    | Fr.   | %   |
| 20         | -              | -     | 10    | 45.46 | 11       | 50    | 1        | 4.54  | -                 | -    | 22    | 100 |
| 21         | 1              | 4.54  | 7     | 31.82 | 9        | 40.91 | 4        | 18.19 | 1                 | 4.54 | 22    | 100 |
| 22         | 2              | 9.09  | 1     | 4.54  | 11       | 50    | 6        | 27.28 | 2                 | 9.09 | 22    | 100 |
| 23         | 5              | 22.73 | 12    | 54.54 | 5        | 22.73 | -        | -     | -                 | -    | 22    | 100 |

## Findings and Discussions

In Table 3, teachers were asked to what extent they agree with ways of conducting supportive English classes. For instance, the teachers were asked whether or

not English teachers teach in supportive English classes. As a reaction to the statement, 45.46% of them agreed and 50% of them were not sure. This may imply that some of the teachers know that English teachers teach in the supportive English classes. At the same time, it may indicate that all English teachers may not participate in the supportive English class. Hence, teachers who teach in the supportive English classes might be asked their willingness or selected by the school.

The teachers were also asked whether or not students get support through peer-tutoring and cross age-tutoring. Regarding peer-tutoring, 36.36% of the respondents agreed, 40.91% of them were not sure, and 22.73% of them disagreed. This may imply that peer-tutoring is to some extent practiced to give support for students. However, some teachers still do not seem to know whether peer tutoring is used or not. Furthermore, 50% of the teachers were not sure whether or not students get support through cross-age tutoring, 36.37% of them disagreed, and only 13.63% of the respondents agreed. From the responses, it seems that students do not often get support through cross-age tutoring.

In item 23, teachers were also asked whether or not supportive English class teachers select and adapt learning materials. To this idea, the majority of respondents (77.27%) showed their agreement, and 22.73% of them were not sure. This may indicate that so as to meet the needs and abilities of supportive English class students, teachers seem to use appropriate learning materials.

In general, from the discussions one can infer that regular English class teachers teach in the supportive English classes, too. However, it seems that students sometimes



get support through peer-tutoring, and they do not get support through cross-age tutoring. Thus, the findings may also reveal that teachers do not give much attention to peer tutoring and cross-age tutoring as means of giving support.

### **Responses to the Open-ended Questions**

There were three open-ended questions. They were to be filled out right after the closed items. Below are the questions and extracts from some of the most frequently given responses.

The teachers were asked to express their opinions regarding the relationship between regular and supportive English classes. To this item, most of the teachers suggested that there is a sort of relationship between supportive English classes and the regular class. Among the points they mentioned were:

- both direct towards helping students master the language
- supportive English classes strengthen students academic achievement.
- Both regular and supportive classes are meant to achieve good results and help students improve their knowledge.
- The regular class can be facilitated by the supportive class
- What is taught in the supportive English classes originate from what is taught in the regular class.
- They are positively interrelated, i.e., supportive class gives extra help, but not something totally new.
- The same lesson can be given to selected students from the same text book
- The regular class teacher gets a chance to help weak students.

- Supportive English classes increase the rapport of the students to work and help each other.

From the aforementioned extracts it seems that supportive English class contributes a lot to the regular class. Therefore, it can be estimated that there is a strong relationship between the regular and supportive English classes.

Furthermore, the teachers were asked to specify what they feel about supportive English classes. Some of the responses indicated that they feel happy to participate in the supportive English classes. Moreover, they replied that supportive English class is essential to bring about changes in students' academic performance. However, most of the teachers remarked that the school administrators and concerned people should create a conducive environment. Let's look at the following comments:

- I feel happy if the materials, classes and time schedules are properly arranged.
- I support the program, but the school should create conducive situations.
- I am not interested because I am teaching 30 periods. High teaching load should be improved.
- Supportive classes are very useful. I have actually seen changes in students. But as to me, the program should be supported by moral and materials assistance to the teachers as it is additional work.

Generally, the responses seem to show that teachers have positive attitudes towards supportive English classes if there is a conducive situation in the schools.

The last question inquired the teachers what they think should be the role of English teachers. The majority of the teachers expressed that English teachers are

expected to help students use English effectively, to arrange and conduct supportive English classes, to participate with full interest and dedication in the supportive class, to encourage students to discuss with their friends, etc. Hence, it appears that teachers realize what their role should be so as to help the students.

### 4.3. Students' Questionnaire Responses, Interpretation and Discussions

The results from the data are discussed under the following three themes or categories: First, the relationship between regular and supportive English classes, second, attitudes of students towards supportive English classes. Finally, how supportive English class is conducted.

The tables that follow show the frequencies of the students' responses to each item under each category (for the students' questionnaire see Appendix B).

**Table 1. The Relationship Between Regular and Supportive English Classes**

Six items were included under this category. The items were meant to get the students' responses to show to what extent the supportive class is related with the regular one.

| Responses |                |       |          |          |                   |       |
|-----------|----------------|-------|----------|----------|-------------------|-------|
| Item No   | Strongly agree | Agree | Not sure | Disagree | Strongly disagree | Total |
|           | 5              | 4     | 3        | 2        | 1                 |       |
|           | Fr.            | Fr.   | Fr.      | Fr.      | Fr.               | Fr.   |
| 1         | 92             | 8     | -        | -        | -                 | 100   |
| 2         | 51             | 42    | 7        | -        | -                 | 100   |
| 3         | 68             | 23    | 7        | 2        | -                 | 100   |
| 4         | 60             | 32    | 5        | 3        | -                 | 100   |
| 5         | 52             | 35    | 11       | 1        | 1                 | 100   |
| 6         | 58             | 33    | 5        | 4        | -                 | 100   |

## The Findings and Discussions

As it has been tried to mention in chapter two, to the extent that a supportive program is effective, it may have positive implications for the effectiveness of the teaching-learning process (Polloway and Patton, 1997). Hence, it can be realized that supportive class may benefit regular class students.

For instance, the majority of students, that is to say, 92, expressed their strong agreement by saying they have positive attitudes towards learning English because of the supportive English classes.

Concerning how supportive classes benefit students, the majority of them admitted the fact that they have shown some changes in their learning. For example, most of the students indicated their agreements with the idea that said supportive English classes have helped them improve their English, learning styles, academic performances, and motivation to work hard. It seems that if students show improvements because of the supportive English classes, one can infer that supportive class has a significant help to the regular class. Regarding the type of lesson, 51 and 42 of the respondents replied 'strongly agree' and 'agree' respectively. This shows that what teachers teach in the supportive class is not something totally different from the regular one. This may show that in the supportive English class students may get additional explanation on what they have learned in the regular English class.

In general, regarding the relationship between regular and supportive English classes, the responses given by most of the students indicated that there is a strong relationship between the two.

**Table 2. Attitudes of Students Toward Supportive English Classes**

Under this category eight items were included to obtain students' reactions to supportive English classes and the participation of teachers in the program.

| Item No | Responses      |       |          |          |                   | Total |
|---------|----------------|-------|----------|----------|-------------------|-------|
|         | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |       |
|         | 5              | 4     | 3        | 2        | 1                 |       |
|         | Fr.            | Fr.   | Fr.      | Fr.      | Fr.               | Fr.   |
| 7       | 37             | 38    | 17       | 5        | 3                 | 100   |
| 8       | -              | 6     | 5        | 15       | 74                | 100   |
| 9       | 9              | 19    | 38       | 14       | 20                | 100   |
| 10      | 10             | 7     | 35       | 24       | 24                | 100   |
| 11      | 13             | 16    | 41       | 17       | 13                | 100   |
| 12      | 3              | 13    | 26       | 28       | 30                | 100   |
| 13      | 6              | 6     | 28       | 14       | 46                | 100   |
| 14      | 7              | 8     | 28       | 19       | 38                | 100   |

### The Findings and Discussions

In the review of related literature, some researchers indicated that tutoring benefits not only the students but also the teachers. That is why, in item 7, 75 students have shown their positive attitudes toward the benefit of supportive English classes for students as well as teachers. On the contrary, for item 8, which said "supportive English class is boring for students", most of the students expressed that they strongly disagreed with the given idea. Besides, 57 students disagreed with item 14. Here also, it seems that students like to be involved in supportive English classes.

In Table 2, students were also asked to reveal the attitudes they have regarding the English teachers' participation in supportive English classes. For instance, 28

students agreed, 38 students were not sure, and 34 students disagreed with the statement that said because teachers teach many classes, they are unwilling to participate in supportive English classes. For item 10, 48 respondents showed their disagreement, and a significant number of students (35) were not sure. It seems that students may not realize well that lack of incentive can be a factor for teachers to be reluctant. Similarly, 29 students agreed that some teachers are not willing because they do not have free time. On the other hand, 30 students disagreed and still most of them (41) were not sure whether teachers are unwilling because of lack of free time. It is possible again to say that for some students the suggested reasons are not taken as serious factors. Moreover, 58 students expressed their disagreement with item 12, and still 26 students were in doubt. Finally, with item 13, most of the students (60) disagreed with the reason which said that because teachers are not motivated. However, for item 14, 57 students showed their disagreement. That means most students like attending the supportive class program which is contrary to the attitude of teachers to the participation of students in the supportive English class.

Hence, from the findings it is possible to infer that students have positive attitudes toward supportive English classes. It also seems to show that for some students the reasons why teachers are unwilling to participate in supportive English classes are not clear. In short, it seems that students like to participate if teachers are volunteer to help them.

**Table 3. Ways of Conducting Supportive English Class**

Under this category, four items were included to find out what students know how support is provided.

| Responses |                |       |          |          |                   |       |
|-----------|----------------|-------|----------|----------|-------------------|-------|
| Item No   | Strongly agree | Agree | Not sure | Disagree | Strongly disagree | Total |
|           | 5              | 4     | 3        | 2        | 1                 |       |
|           | Fr.            | Fr.   | Fr.      | Fr.      | Fr.               |       |
| 15        | 34             | 40    | 16       | 3        | 7                 | 100   |
| 16        | 20             | 24    | 34       | 15       | 7                 | 100   |
| 17        | 12             | 22    | 27       | 16       | 23                | 100   |
| 18        | 53             | 27    | 13       | 2        | 5                 | 100   |

In the review of related literature, it has been discussed that there are some possible ways of conducting supportive English classes. As to Good and Brophy (1997), one way to supplement instruction is to arrange for students to be tutored by some one other than the teachers. Hence, in Table 3, students were asked to express their opinions on how students get support.

Students were asked whether or not English teachers teach in supportive English classes. As a reaction to this statement, the majority of respondents (74) showed their agreement. This may show that English teachers teach in supportive classes. Regarding whether or not students get support through peer-tutoring, 44 students agreed, 34 of them were not sure, and 22 students disagreed. From this, we may infer that peer-tutoring is some what practiced in some schools, but at the same time it seems that the idea of peer-tutoring is not used well as a means of giving help. Besides, 34 respondents agreed, 27 of them were not sure, and most of them, 39, disagreed with the

statement that said students get support through cross-age tutoring. It seems that again cross-age tutoring is not as such a common means of giving support although it has some contributions. Finally, for item 18, the majority of students (80) showed their agreements by saying English teachers provide learning activities according to the students' abilities and needs. All in all, it is possible to say that although peer tutoring is to some extent used, cross age tutoring is not often used either because the teachers may not understand their benefits or they may consider them unnecessary to give support.

### **Responses to the Open-ended Questions**

There were two open-ended questions. They were designed just to make the students express what they feel about supportive and regular English classes. Below are the questions and some excerpts from some of the most frequently given responses.

Item 19 inquired the students to reveal what they feel about supportive English classes. To this item, almost all students replied that supportive English class is very useful to improve the students' English language ability. Moreover, they mentioned that they are happy to learn in supportive English classes. However, they commented that supportive class program should start from the lower grades and much attention should be given to make it more effective. In general, most of them like the supportive class to be given continuously.

The following were some of the common points mentioned:

- I like the supportive class because it helps me improve my English result and ability.



- As a lot of students are weak in English, the supportive English class is useful. I am happy.
- We learn all subjects in Amharic in the lower grades. So, we have difficulty in English. The supportive class helps us.
- Supportive class should be given seriously
- We learn what we want to learn in the supportive class. So, we like it.
- It initiates me to give more attention to learn English.
- It is very important. So, good teachers should teach in supportive class. The students should learn with interest.

In short, they have positive attitudes towards supportive English classes and are willing to take part in if they get the opportunity.

The students were also asked to express their opinions regarding the relationship between regular and supportive English classes. Concerning this question, some students said that the two are somewhat related. For instance, they stated that when the lesson was not clear in the regular class, the teacher explained again using additional examples in the supportive English classes. In addition, some other respondents indicated how the two are closely related by saying the teachers who teach in the supportive English classes are those who teach in the regular classes. In general, most of the respondents agreed that the regular as well as the supportive English classes are meant to help students develop their English ability. Thus, there is a strong relationship between them.

Most of the respondents, for instance, stated the following:

- Supportive English class is given based on what we learn in the regular class. So, they are related.
- In the supportive class, we sometimes learn what we do not learn in the regular class.
- We do a lot of exercises that are related to the regular class.
- Sometimes they are not related. In the regular class, we focus on the textbook, but in the supportive class we learn from other materials.
- They are related, but sometimes we focus on what we want to learn in the supportive class.
- In the supportive class, we learn what we do not understand and discuss difficult questions that may take time in the regular class.
- There is a time limitation in the regular class. So, the supportive class supports it.
- The notes and exercises we get in the supportive English classes help to strengthen the regular class lesson. It is the branch of the regular class.

Therefore, from the students responses it can be taken for granted that there is a relationship between regular and supportive English classes.

#### **4.4. Interview Responses, Interpretation and Discussion**

Due to time constraints, the interview was made with only four teachers. They were chosen from the four schools. The interviewees were chosen purposely because I was informed that they had the experience in teaching in supportive English classes, and I saw some of them teaching.

The following were the interview questions and extracts from some of the responses that were given.

In the first question, the teachers were asked whether there are students who could benefit from supportive English classes and if possible to suggest what percentage of students need support. Regarding this question, almost all the interviewees admitted that there are a lot of students who could benefit. This is because, they added, students learn additional points in the supportive English classes. Concerning the percentage, one respondent said that at least 40% of the students, especially girls, need help. The rest indicated simply by saying some students need help.

For question number two which asked the teachers what support students need, most of the interviewees indicated that as the students are preparing for the national exam, they focus on grammar. However, some of them remarked that students need help in most of the skills.

In question number three and four, teachers were asked what the strong and weak part of supportive English classes, and what kind of relationship is there between regular and supportive English classes. The majority of the respondents mentioned that although supportive English class has its own weakness, it has by far a lot of strong sides. As a result, most of them further stated that as the supportive English classes enhance the regular class, there is a relationship between them. Moreover, almost all of them expressed that the content is much related to the regular lesson.

In question five and six, the interviewees were asked whether they would be willing to participate in supportive English classes or not. Most of the interviewees reported that they are willing to help students, and some of them added that they are teaching in supportive English classes. Whether or not other English teachers are interested in teaching in supportive English classes, most of them explained that it is difficult to talk about them. However, they stated that there might be some teachers who may not be willing to be involved in supportive English classes for a variety of factors. For instance, some of the interviewees indicated that some teachers may be reluctant because they teach many classes and there is no incentive from the school.

For question number seven which asked teachers to suggest solutions to make supportive English classes more effective, almost all the interviewees suggested that the school administrators should create conducive situations to conduct supportive English class program. Moreover, some of them commented that teachers as well as students should believe in the benefit of the program. Overall, the responses indicated that there are a lot of things that should be fulfilled by the cooperation of teachers, students, and school administrators to make the program more effective.

In general, what teachers responded for most of the questions in the questionnaire are almost similar to their responses for the interview questions. As to the researcher's understanding, almost all teachers support the idea of supportive English classes, but the necessary conditions should be taken into account for the participation of teachers and students in particular and for the success of the supportive program in general.

#### 4.5. Interpretation and Discussion of Classroom Observation

The classroom observation was made at Haile Mariam Mamo Secondary School. I observed the supportive and the regular English classes for two sessions each. The supportive English classes are conducted two days a week. The time allotted for each period is an hour. Because of time constraints and other inconveniences, I could not observe the other classes in the other schools. Besides, so as to enable me to see the kind of connection between regular and supportive English classes, I observed one English teacher who was teaching in both classes. Hence, the classroom observation was employed to get some ideas as to how the supportive English class is related to the regular English class.

During my observation, an attempt has been made to see whether or not there is a similarity between regular and supportive English classes on the following points.

- method of instruction
- learning materials
- learning activities / content
- classroom interaction
- student grouping, etc

Taking the above points into account and some other points, I observed both regular and supportive English classes for two days each.

Regarding the method of instruction and presentation of the lesson, the teacher almost used the same style of presenting the lesson. That is to say, in my two days classroom observation, I saw that the teacher first revised the previous lesson and proceeded to the new topic. In both classes, I observed that, the teacher used a combination of deductive and inductive method of teaching. However, the method of instruction was

not the same. For instance, he explained in detail and gave brief notes in the supportive English class. Hence, the way he taught the lesson was not exactly the same as that of the regular class.

Concerning the kind of learning materials, in the regular class, the teacher used the published textbook whereas in the supportive English class he used other supplementary materials in addition to the textbook. Thus, there is a sort of relationship as far as the learning materials are concerned.

Similarly, the learning activities in the regular class focused on the textbook and the learning activities in the supportive class were somewhat from the students' text. That is to say, the teacher discussed other related tasks outside the students' textbook. During my first day observation, I observed that the teacher was revising and giving additional exercises which were related to what students learned in the regular class. However, during the second day of my observation, students were learning different lessons. In the regular class, it was a reading comprehension lesson, whereas in the supportive English class it was a grammar lesson. So, it can be said that the contents or learning activities seem sometimes the continuation of the regular class, and sometimes different. As a result, one can infer that the contents, in the regular and supportive English classes are to some extent similar. Moreover, it seems that the choice of the content in the supportive English class might be according to the needs of students and the level of difficulty. In other words, teachers might know what students need to learn or students themselves might inform teachers what kind of learning activities they want

to learn. For this reason, the content sometimes may not be similar in the regular and supportive English classes.

Moreover, I observed that the classroom interaction style was almost the same in both classes. I observed that the teacher asked questions, praised students, explained the lesson, and gave instruction. At the same time, students answered questions, asked questions, talked to each other and participated. Besides, the teacher ordered students to do some exercises in group and pair, and sometimes he asked questions individually in both classes. So, there is high similarity in classroom interaction between regular and supportive English classes.

In general, although it is difficult to come to a sort of generalization, it is possible to say that what teachers teach and the way they teach are not something totally different. However, from my discussion with the teacher whom I observed immediately after the class was over, I somewhat realized that teachers summarize what students have learned, give additional exercise and notes, and discuss clearly in the supportive English classes. Moreover, I understood that teachers in the supportive English class use different ways of teaching. Thus, the important point is that in both classes teachers are trying to help students improve their English and academic performance. That is why, teachers as well as students seem to agree that supportive class should be related to the regular class. Nevertheless, this does not mean that everything in the regular class should be applied or repeated in the same manner by the same teacher.

#### **4.6. Summary of the Results**

As it has been stated earlier, the main objective of the study is to find out the relationship between regular and supportive English classes. To achieve this major objective and other specific questions, questionnaire, interview, and classroom observation were used to collect the necessary information from teachers as well as students. Hence, the data gathered were analyzed and the findings were discussed.

The results that were obtained through the teachers' and students' questionnaires were to some extent interrelated. The questions in the questionnaires were grouped under three categories. These were: the relationship between regular and supportive English classes, the attitudes of teachers and students toward supportive English classes, and how supportive English class is conducted.

From the responses of both subjects, it was understood that supportive class is related to regular English class in the types of lessons students learn, materials used, activities presented, and teachers method of teaching. However, everything in the supportive English class is not the exact copy of what has happened in the regular class.

Moreover, teachers confirmed what has been found out through the questionnaire during the interview. Most of the teachers, for instance, said that supportive English class is related to the regular class as it enables students to understand better what they have learned in the regular class. Besides, as the lesson in the regular class serves to start the discussions and proceed to do other additional activities the two are strongly related.



Besides, the classroom observation also revealed that teachers help students by raising some points which they think are relevant and some what challenging for the students from the regular class. Thus, it is possible to say that the results obtained through the three tools are almost similar.

Teachers and students were also asked whether they have positive attitudes towards supportive English classes or not. The findings of the questionnaires showed that teachers as well as students support the idea of supportive English class as it helps students improve their English ability, academic performance, and learning styles. This positive attitude towards supportive English class is also confirmed by teachers during the interview. Moreover, in the open ended questions in the questionnaires, and the interview questions, teachers responded in the same way by saying they have positive attitudes towards supportive English classes if there are conducive situations to implement the program effectively. Furthermore, it was observed that students learn with interest in the supportive English class. Hence, it seems that the results are interconnected.

Finally, what teachers and students responded regarding how supportive English class is conducted was the same. The results of the questionnaires showed that support is mainly given by English teachers. This was confirmed during the classroom observation.

In general, the results that were obtained through the questionnaires, interview, and classroom observation were complementary.

## 5.2. Conclusion

In this study, an attempt has been made to explore the relationship between regular and supportive English classes in four secondary schools in North Shoa. Based on the findings of the investigation, the following conclusions are reached.

The study showed that there is somewhat a positive relationship in the kind of learning tasks students learn, the materials used, and the goals of teaching English. The study also showed that most of the teachers and students have positive attitudes toward supportive English class. In addition to this, the study revealed that there are some factors which may have negative impact on the program. Moreover, it is found out that supportive class is not well implemented by peer tutoring and cross-age tutoring. As a result, the study indicated that students get support from their English teachers.

Therefore, it can be concluded that the findings of this study are almost inline with what has been stated in the literature part. That is to say, supportive English class is conducted because it contributes a lot for the success of the regular class students. For instance, the supportive English class should help students improve their academic performance as well as their English ability. Hence, although the idea of conducting supportive English class needs to be clearly understood by teachers and students, there is a practice of giving support which is intended to strengthen or enhance the regular English class.

Moreover, although both teachers and students have positive attitudes toward supportive English class, there are still some problems, for instance, lack of incentives, high teaching loads, etc., which make, especially, teachers unwilling to participate in

the supportive English classes. Thus, the effectiveness of the supportive English class in the schools might be questionable as teachers might not support students whole heartedly. This should be taken seriously by the school administrators, teachers, and students.

In addition, it can also be concluded that supportive English class is mainly conducted by regular English class teachers. So, it seems that even though peer-tutoring and cross-age tutoring are some ways of giving help to students, they are less practiced in the secondary schools. So, this might indicate that the schools do not have much experience in using peer tutoring and cross-age tutoring.

In general, the schools conduct supportive English class by considering the relationship it has got with the regular class. Yet, a lot of things should be taken into account to implement supportive English class in such a way that it may contribute to the success of the students.

### **5.3. Recommendations**

On the basis of the findings, the following pedagogical recommendations are suggested:

1. As the main purpose of giving support is to help students become better English language learners, school administrators should try their best to create a conducive environment for the implementation of the program, and encourage teachers as well as students to participate whole heartedly.
2. English teachers as well as students should believe in the fact that supportive

English classes may benefit the regular class and should give due consideration before and after starting the program.

3. Students as well as teachers should know the purpose of the supportive English class program and the responsibilities that accompany being a tutor. Moreover, teachers and students should participate in supportive English classes not because it is imposed by the school administrators but because it is necessary to do so.
4. Since the present study is not a large scale study given the limited number of teachers and students involved, further study embodying more subjects and more elaborate issues of supportive class might be necessary to be conducted. For instance, interested researchers can proceed their study on the effectiveness of supportive English classes on the performance of students, or major problems / factors affecting the implementation of supportive classes, etc.
5. Finally, teachers who have the motivation to develop a peer or cross-age tutoring program need to take several considerations in to account before launching the program. They include the teacher(s), school resources of space and materials, and the students who are to be tutored or who are to serve as tutors.

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## **Appendix A**

**Addis Ababa University  
School of Graduate Studies  
Institute of Language Studies  
Department of Foreign Language and Literature  
Master's Thesis Teacher's Questionnaire**

**Dear Teacher,**

The main purpose of this questionnaire is to gather facts and evidences on teachers' attitudes towards the relationship between regular and supportive English classes in secondary schools.

You, as a teacher, would agree with the idea that there should be a direct relationship between regular class teaching and supportive English classes. It is assumed that you provide support for your students by arranging tutorial programs. This is because it is you who can conduct the supportive English classes program.

Thus, the out come of this questionnaire directly depends up on your genuine response to each item. Therefore, you are kindly requested to give your frank opinion.

Thank you for your cooperation.



## PART 1. GENERAL INFORMATION

1. Your            a) age: \_\_\_\_\_ years  
                     b) sex: \_\_\_\_\_ (please write "M" or "F")  
                     c) nationality \_\_\_\_\_
2. Field of specialization \_\_\_\_\_
3. Your academic qualification (Diploma, B.A., etc) \_\_\_\_\_
4. Your teaching experience \_\_\_\_\_ years
5. Name of your current school \_\_\_\_\_
6. Number of periods per week allotted for English \_\_\_\_\_

**N.B.** – make sure you have answered all of the questions  
– no need to write your name

## Part 2:

Please put a tick mark (✓) in the appropriate box which you think is proper.

- 5 = Very high/ Strongly agree
- 4 = High / Agree
- 3 = To some extent / Not sure
- 2 = Low / Disagree
- 1 = Very low/ Strongly disagree



Five rating scales are given for the following ideas/statements. Please, read each statement and put ("X") mark in the appropriate box if you: (5) strongly agree (4) agree (3) not sure (2) disagree (1) strongly disagree

| No | Statements                                                                                                                                        | Rating scales |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---|---|---|---|
|    |                                                                                                                                                   | 5             | 4 | 3 | 2 | 1 |
| 1  | Supportive English classes students may show improvements in positive attitudes about themselves.                                                 |               |   |   |   |   |
| 2  | The learning activities selected for supportive class relate to the text book.                                                                    |               |   |   |   |   |
| 3  | Supportive class students may be motivated to work hard more than before.                                                                         |               |   |   |   |   |
| 4  | Supportive English classes lead to better learning and result.                                                                                    |               |   |   |   |   |
| 5  | As a result of participating in supportive English classes, regular class students may show improvements in their academic performance            |               |   |   |   |   |
| 6  | As a result of participating in supportive English classes, regular class students may show improvements in their learning styles                 |               |   |   |   |   |
| 7  | As a result of participating in supportive English classes, regular class students may show improvements in their enthusiasm for attending school |               |   |   |   |   |
| 8  | English teachers have a responsibility to participate in supportive English classes                                                               |               |   |   |   |   |
| 9  | Supportive English class benefits both teachers and students.                                                                                     |               |   |   |   |   |
| 10 | Supportive English class is boring for teachers.                                                                                                  |               |   |   |   |   |
| 11 | English teachers as well as school administrators support the tutorial English program.                                                           |               |   |   |   |   |
| 12 | Students need supportive English classes to improve their English ability                                                                         |               |   |   |   |   |
| 13 | Students do not want to participate in supportive English classes because they are not motivated.                                                 |               |   |   |   |   |

|    |                                                                                                                                     |  |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 14 | The school environment is not conducive to implement supportive class                                                               |  |  |  |  |  |
| 15 | Some English teachers may not be willing to be involved in tutorial English program because of high teaching load                   |  |  |  |  |  |
| 16 | Some English teachers may not be willing to be involved in tutorial English program because they are not trained in tutoring.       |  |  |  |  |  |
| 17 | Some English teachers may not be willing to be involved in tutorial English program because there is no moral / material incentive. |  |  |  |  |  |
| 18 | Some English teachers may not be willing to be involved in tutorial English program because they do not have free time.             |  |  |  |  |  |
| 19 | Some English teachers may not be willing to be involved in tutorial English program because of lack of classrooms.                  |  |  |  |  |  |

| No  | Statement                                                                | Rating scales |   |   |   |   |
|-----|--------------------------------------------------------------------------|---------------|---|---|---|---|
|     |                                                                          | 5             | 4 | 3 | 2 | 1 |
| 20. | English teachers teach in supportive English classes                     |               |   |   |   |   |
| 21  | Students get support through peer tutoring                               |               |   |   |   |   |
| 22  | Students get support through cross-age tutoring                          |               |   |   |   |   |
| 23  | Supportive English classes teachers select and adapt learning materials. |               |   |   |   |   |

**Please Write Your Answer for The Following Questions**

24. In your opinion, what is the relationship between regular and supportive English classes?

25. What do you feel about supportive English classes? Please specify

26. What do you think the role of English language teachers should be to help students?

## **Appendix B**

**Addis Ababa University  
School of Graduate Studies  
Institute of Language Studies  
Department of Foreign Language and Literature  
Master's Thesis Students' Questionnaire**

### **STUDENT QUESTIONNAIRE**

Dear student,

The main purpose of this questionnaire is to gather facts and evidences on students' attitudes towards the relationship between regular and supportive English classes.

Thus, the out come of this questionnaire depends upon your genuine response to each item. Therefore, you are kindly requested to give your frank opinion.

Thank you for your cooperation

Seid Mohammed

Post Graduate student

## REMEMBER

1. Make sure that you have answered all the questions.
2. Please try to fill in the questionnaire by yourself. There is no need to consult others
3. No need to write your name

## PART 1: GENERAL INFORMATION

1. Name of the school \_\_\_\_\_
2. Grade \_\_\_\_\_
3. Sex \_\_\_\_\_ age \_\_\_\_\_
4. The total number of periods per week allotted for English \_\_\_\_\_
5. The total number of students in your class \_\_\_\_\_

## PART 2

Five rating scales are given for the following ideas and questions. Please, read the questions or statements and put an ("x") mark in the appropriate box which you think is proper

**5 = Very high/ Strongly agree**

**4 = High / Agree**

**3 = To some extent / Not sure**

**2 = Low / Disagree**

**1 = Very low/ Strongly disagree**

Five rating scales are given for the following ideas/ statements. Please, read each statement and put an ("X") mark in the appropriate box if you: (5) strongly agree (4) agree (3) not sure (2) disagree (1) strongly disagree.

| No | Statements                                                                                                                     | Rating scales |   |   |   |   |
|----|--------------------------------------------------------------------------------------------------------------------------------|---------------|---|---|---|---|
|    |                                                                                                                                | 5             | 4 | 3 | 2 | 1 |
| 1  | I have a positive attitude towards learning English because of the supportive English classes                                  |               |   |   |   |   |
| 2  | Supportive classes teachers teach what is related to the regular class                                                         |               |   |   |   |   |
| 3  | Supportive English classes have helped me improve my English.                                                                  |               |   |   |   |   |
| 4  | Supportive English classes have helped me improve my Learning styles                                                           |               |   |   |   |   |
| 5  | Supportive English classes have helped me improve my academic performance                                                      |               |   |   |   |   |
| 6  | Supportive English classes motivates me work hard more than before                                                             |               |   |   |   |   |
| 7  | Both teachers and students will benefit from tutoring                                                                          |               |   |   |   |   |
| 8  | Supportive English class is boring for students.                                                                               |               |   |   |   |   |
| 9  | Some English teachers are not willing to be involved in supportive English classes because they teach many classes.            |               |   |   |   |   |
| 10 | Some English teachers do not like to participate in supportive English classes because of lack of moral or material incentive. |               |   |   |   |   |
| 11 | Some English teachers are not willing to be involved in supportive classes because they do not have free time.                 |               |   |   |   |   |
| 12 | Some English teachers are not willing to be involved in supportive classes because there are no extra classrooms.              |               |   |   |   |   |
| 13 | Some English teachers are not willing to be involved in supportive classes because they are not motivated.                     |               |   |   |   |   |
| 14 | Most students do not like attending the supportive English programme                                                           |               |   |   |   |   |

| No | Statements                                                                                   | Rating Scales |   |   |   |   |
|----|----------------------------------------------------------------------------------------------|---------------|---|---|---|---|
|    |                                                                                              | 5             | 4 | 3 | 2 | 1 |
| 15 | English teachers teach in supportive English classes                                         |               |   |   |   |   |
| 16 | Students get support through peer-tutoring                                                   |               |   |   |   |   |
| 17 | Students get support through cross-age tutoring                                              |               |   |   |   |   |
| 18 | English teachers provide learning activities according to the students' abilities and needs. |               |   |   |   |   |

**IV. Please Write Your Answer for the Following Questions**

19. What do you feel about supportive English program?

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20. In your opinion, what is the relationship between regular and supportive English classes?

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በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ጥናት

በቋንቋዎች ጥናት የውጭ ቋንቋዎችና ሥነ-ፀሁፍ ክፍል

ክፍል 1: መግለጫ

በተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በመደበኛው ክፍል የእንግሊዝኛ ትምህርትና በማጠናከሪያ የእንግሊዝኛ ትምህርት ያለውን ተዛምዶ በተመለከተ ተማሪዎች ሥላላቸው አመለካከት አንዳንድ መረጃዎችንና ጭብጦችን ለማጠናቀር ታሥቦ የታቀደ መጠይቅ ነው፡፡

በመሆኑም ከመጠይቁ የሚገኘው ውጤት ሊደረግ በታሰበው ጥናት የሚኖረውን ጠቀሜታ በመገንዘብ በመጠይቁ ውሥጥ ለተካተቱት ጥያቄዎች እውነተኛና ግልፅ መልስ ትሠጡ ዘንድ በትህትና ትጠየቀላችሁ፡፡

ለትብብራችሁ አመሠግናለሁ

ሰይድ መሀመድ

የድህረ ምረቃ ተማሪ

ማሥታወሻ

1. ሁሉንም ጥያቄዎች መመለሳችሁን አረጋግጡ
2. በምትሞሉበት ጊዜ ሌሎችን ማማከሩ ለጥናቱ ጥቅም ስለሌለው ብጥንቃቄ በማንበብ በራሳችሁ ሀሳብ መጠይቁን ሙሉት
3. ሥም መፃፍ አያስፈልግም

ክፍል ሁለት አጠቃላይ መረጃ

የት/ቤቱ ሥም \_\_\_\_\_

ክፍል \_\_\_\_\_

ፆታ \_\_\_\_\_ እድሜ \_\_\_\_\_

## ክፍል ሦስት

ከዚህ በታች ለቀረቡት ሀሳቦችና ጥያቄዎች አምስት አምስት መመዘኛዎች ተሠጥተዋል፡፡ ለሀሳቦችና ለጥያቄዎች ከተሠጡት መመዘኛዎች የምትሥማማበት (የምትስማሚበት) መመዘኛ ሥር የ("x") ምልክት በማድረግ አመልክት(ቺ)

5 = በጣም ከፍተኛ/ በጣም እስማማለሁ

4 = ከፍተኛ / እስማማለሁ

3 = መካከለኛ / እርግጠኛ አይደለሁም

2 = ዝቅተኛ / አልሥማማበትም

1 = በጣም ዝቅተኛ / በጣም አልስማማበትም

ለሚከተሉት ሀሳቦች ከተሠጡት መመዘኛዎች ሥር ምን ያህል እንደምትስማማ (ሚ.) የ ("x") ምልክት በማድረግ መልስ (ሺ) (5) በጣም እስማማለሁ (4) እስማማለሁ (3) እርግጠኛ አይደለሁም (2) አልስማማም (1) በጣም አልስማማም

| ተ.ቁ. | ሐሳብ (ጥያቄ)                                                                           | መመዘኛ |   |   |   |   |
|------|-------------------------------------------------------------------------------------|------|---|---|---|---|
|      |                                                                                     | 5    | 4 | 3 | 2 | 1 |
| 1    | በእንግሊዝኛ ማጠናከሪያ ትምህርት አማካኝነት እንግሊዝኛን ለመማር ጥሩ አመለካከት አለኝ                              |      |   |   |   |   |
| 2    | የእንግሊዝኛ ማጠናከሪያ ክፍል መምህራን የሚያስተምሩት ከመደበኛው ክፍል ትምህርት ጋር ግንኙነት ያለውን ነው                 |      |   |   |   |   |
| 3    | የእንግሊዝኛ ማጠናከሪያ ትምህርት የእንግሊዝኛ ቋንቋ ችሎታዬን እንዳሻሽል ረድቶኛል                                 |      |   |   |   |   |
| 4    | የእንግሊዝኛ ማጠናከሪያ ትምህርት የመማር ዘዴዬን እንዳሻሽል ረድቶኛል                                         |      |   |   |   |   |
| 5    | የእንግሊዝኛ ማጠናከሪያ ትምህርት የትምህርት ብቃቴን (academic performance) እንዳሻሽል ረድቶኛል                |      |   |   |   |   |
| 5    | የእንግሊዝኛ ማጠናከሪያ ትምህርት የመማር ዘዴዬን እንዳሻሽል ረድቶኛል                                         |      |   |   |   |   |
| 6    | የእንግሊዝኛ ማጠናከሪያ ትምህርት ከበፊቱ በበለጠ ጠንክራ አንድሠራ አነሣሥቶኛል                                   |      |   |   |   |   |
| 7    | መምህራንም ተማሪዎችም በእንግሊዝኛ ማጠናከሪያ ትምህርት ይጠቀማሉ                                            |      |   |   |   |   |
| 8    | የእንግሊዝኛ ማጠናከሪያ ክፍል (ትምህርት) ለተማሪዎች አሰልፎ ነው                                           |      |   |   |   |   |
| 9    | አንዳንድ የእንግሊዝኛ መምህራን ብዙ ክፍል ስለሚያስተምሩ በእንግሊዝኛ ማጠናከሪያ ክፍል ለመሳተፍ ፈቃደኞች አይደሉም            |      |   |   |   |   |
| 10   | አንዳንድ የእንግሊዝኛ መምህራን የሞራልም ሆነ የማቴርያል ማበረታቻ ስለሌለ በእንግሊዝኛ ማጠናከሪያ ክፍል ለመሳተፍ ፈቃደኞች አይደሉም |      |   |   |   |   |
| 11   | አንዳንድ የእንግሊዝኛ መምህራን ትርፍ ጊዜ ስለሌላቸው በእንግሊዝኛ ማጠናከሪያ ክፍል ለመሳተፍ ፈቃደኞች አይደሉም              |      |   |   |   |   |
| 12   | አንዳንድ የእንግሊዝኛ መምህራን የመማሪያ ክፍል እጥረት ስላለ በእንግሊዝኛ ማጠናከሪያ ክፍል ለመሳተፍ ፈቃደኞች አይደሉም         |      |   |   |   |   |
| 13   | አንዳንድ የእንግሊዝኛ መምህራን ፍላጎት ስለሌላቸው በእንግሊዝኛ ማጠናከሪያ ክፍል ለመሳተፍ ፈቃደኞች አይደሉም                |      |   |   |   |   |



| ተ.ቁ. | ሐሳብ (ጥያቄ)                                             | መመዘኛ |   |   |   |   |
|------|-------------------------------------------------------|------|---|---|---|---|
|      |                                                       | 5    | 4 | 3 | 2 | 1 |
| 14   | አብዛኞቹ ተማሪዎች የእንግሊዝኛ ማጠናከሪያ ትምህርትን (ክፍልን) መከታተል አይፈልጉም |      |   |   |   |   |
| 15   | የእንግሊዝኛ ቋንቋ መምህራን በእንግሊዝኛ ማጠናከሪያ ትምህርት ክፍል ያስተምራሉ     |      |   |   |   |   |
| 16   | ተማሪዎች እርስ በእርስ በመጠቀም ድጋፍ/ የማጠናከሪያ ትምህርት ያገኛሉ          |      |   |   |   |   |
| 17   | ተማሪዎች በክፍል ደረጃ ከሚበልጧቸው ተማሪዎች የማጠናከሪያ ትምህርት ያገኛሉ       |      |   |   |   |   |
| 18   | የእንግሊዝኛ ማጠናከሪያ መምህራን ትምህርቱን እንደተማሪዎች ችሎታና ፍላጎት ይሠጣሉ፡፡ |      |   |   |   |   |

## II. ለሚከረሉት ጥያቄዎች የሚሠማህን (ሽን) በእጭሩ ግለፅ (ጨ.)

19. ለእንግሊዝኛ ማጠናከሪያ ትምህርት ያለህ (ሽ) አመለካከት ምንድን ነው?

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20. በአንተ (ቺ) አስተያየት በማጠናከሪያው ክፍልና በመደበኛው ክፍል ያለው ዝምድና (ግንኙነት) ምን ይመስልሃል (ሻል)?

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## Appendix C

### INTERVIEW QUESTIONS FOR TEACHERS

1. In your opinion, are there students who could benefit from supportive English classes? If yes, what percentage of students do you think need support?
2. What support do you think they need? I.e., in which language skill/ area do the students need help?
3. Can you describe the strength and weakness of the supportive classes?
4. What sort of relationship do you see with regular class?
5. Would you be willing to participate in supportive English class? If, no, why?
6. In your view, are there some English teachers who don't like to participate in supportive class? If yes, what do you think is the reason for them to be reluctant? Are there any problems?
7. In your opinion, what should be done to make the supportive English classes more effective?
8. Do you think the learning materials are appropriate to students? If no, do you think they need to be adapted?

## Appendix D

### Interview Transcription

1. In your opinion, are there students who could benefit from supportive English classes? If yes, what percentage of students do you think need support?

T1= Yes, of course [wrinkling is fore head]. In my opinion, I can say some students at least can be benefited from supportive English classes because they can get additional knowledge and therefore they can improve their knowledge.

Well, it is difficult to give this much percent. But, at least 40%, you can say, at least 40% of the students especially girls need much help. This is what I can say.

T2= Yea [strongly] um, students actually benefit a lot from this supportive English class. Actually, I haven't the written percentage in my hand. But, I know, students come to this program with their own interest. Therefore, their number [SIC] is not very less [SIC]. It is important to mention here.

T3 = yes, ah, according to my view, that is based on my previous assessment starting from 1994 Eth. C., I have been teaching the girls group and this group they are benefiting like of the others [SIC]. Means those who are getting other supportive class. Means boys and girls who are taking this part. And in my view, this supportive English class, especially for girls, they will have an entertainment, they will react each other [one another] and they will have a good material that they discuss up on. And that will help them for the national examination. Especially, last year they scored good marks as to my understanding. Therefore, they get some knowledge, especially, on grammar part, listening and writing. As to my understanding, they are beneficial.

Yea, when you come to this part, infact, these students especially the girls need help. There are 52 girls and among these one fourth of them still need help.

T4 = Alright, [with confidence] as far as my understanding is concerned, there are a lot of students who could benefit from supportive classes. Because the main advantage of supportive English classes is to help students improve their difficulty in learning English. So, it benefits them improve their English.

Regarding the percentage of students, it might be a little bit difficult for me to say this percentage need help, but most of the students, I think, need help.

Q2. What support do you think they need? I.e., in which language skill / area do the students need help?

T1 = Well [stretching his hands] when we give additional supportive classes, most of the classes are based on grammar. But students, in my opinion, I say students should emphasize on the skills, especially, speaking, listening, and others skills.

T2 = Yea, [nodding his head] actually students really need help, um, for your information, I am teaching grade ten students. Therefore, students at this grade need support for or in the way that can prepare them for the national exam. Therefore, we mostly focus on the written materials and on the grammar part of the lesson. Therefore, particularly, we don't focus on listening and speaking. Just around the written materials, vocabulary, and grammar.

T3. yea, ah, this time they are, it is according to their interest that we are teaching them. Their interest is on the grammar part and comprehension part. So that I have started with the grammar and continue the comprehension part next. But I am trying to motivate them, you know, in speaking. Not necessarily in speaking but some times I am trying some comprehension work [SIC] by listening exercises [texts]. You know, we are trying to make up all the skills to develop.

T4 = well, regarding the kind of language skills, the students are not this much proficient in all language skills. Therefore, there are some students who have a problem in reading, writing, speaking, grammar, etc. So, it depends on the, what can I say, the knowledge of the students. So, most students, I think, need help in most of the language skills.



Q3. Can you describe the strength and weakness of the supportive English class?

T1 = Well, I can say it has many strong sides, but the weakness could be related to the administration. If there is no good administration to conduct, to arrange supportive classes, there will be a weakness. But in most cases, it has many good sides.

T2 = Yea, this program, it has its own strength. To mention, students who have some difficulty in understanding some grammatical forms and exercises in the classroom get an alternative class here. Therefore, they can internalize and practice more what they learned in the class room. And then, it is the right place to solve some of their problems.

As a weakness, what I can mention is some students don't regularly attend. That is to say they sometimes miss it, when they miss the class, there could be a sort of difference among them. I think, that is the main problem of the students. And sometimes they become overloaded and then they may become tired and we may face difficulty in arranging the program.

T3 = [with confidence] well, the strong, the stronger [SIC] part is more comparing with the weakness. Because the strong part is that these students do have their own interest first of all. And because of their interest [interests] they are giving the same weight as that of the regular class. So that they are conveying in doing some exercises. So it is very strong, it will give them more support to the regular class.

The weakness is they do have time shortage, time shortage because they are in both shifts and the number of subjects they are learning are almost nine subjects. So that may be because of this time they do have a fear to give the attention to their English. This will make them not to deal more and more practical aspect of English. Any way , it will, as I told you, it will have good impacts on the girls who are involving [SIC] in the supportive class.

T4 = In my opinion, the supportive English class has got its own strong as well as weak part. When we come to the strong part of it, as I said, it benefits the students a lot. It helps students improve their English ability. And also it makes students learn from one another. So, since it has got this kind of advantage for the students, it has this



strength. When we come to the weak part, if supportive class is not properly managed by teachers, if the students don't realize why they are getting support, it may not be effective. So, since it is not sometimes properly managed by the school administrators and teachers, it fails. The teachers don't give support continuously. They just start and stop in the middle. This is the weakness of supportive English classes.

Q4. What sort of relationship do you see between the regular and supportive English classes?

T1 = Yes, of course [seriously]. The English supportive class is just to enhance or to support the regular class by giving or strengthen [SIC] the students knowledge. Therefore, it helps the regular class by facilitating the students activities in the classes and the students' knowledge of the language. So, it has many relationships.

T2 = Yes, actually what the students are taught in the supportive class is much related to the regular class. Ah, we give them much exercises in the supportive class because, um, in the supportive class they can get an opportunity to practice what they actually learned in the classroom. Therefore, as it widens their opportunity of practicing the skills they learned in the classroom, it is much related.

T3 = Yes, well, there is a relationship between the regular and supportive English classes. You know, the content that I am preparing for them is more of the regular type because it is going to give them much practice. What my duty is I am going to elaborate or I make them do more. They will get more materials from me in addition to the regular. They do have some link, but not all because the time schedule for supportive class is once in a week. Except the time shortage, there is some how a relationship with the regular class.

T4 = yes, there is a relationship between regular and supportive English classes because, you know. in the supportive class students get an opportunity to revise what they have learned in the regular class. It may not be repeated in the same manner. The same thing may not be repeated. But since teachers may give different exercises to

make students understand what they learned in the regular class, it may help them a great deal. So, there is a link between the two.

Q5 = Would you be willing to participate in supportive English classes? If no, why?

T1 = [Strongly] definitely, yes. I even should not be asked. I myself in my own intention have a plan to prepare supportive classes for my students and therefore, I am 100% sure to participate.

T2 = Yes, I am actually doing that, Uh, I came to this school three years ago. And I have been giving this support since 1993 E.C. Therefore, I believe that it is very important for our students. So, I am willing to do so.

T3 = [Nodding his head] Yes, why not, I am doing this and I like it. Even I am encouraging not only the girls but also the boys. Now I have started with other classes which I am engaged at the very beginning with grade ten students. Now, I prepare them for the national exam. I am just making [SIC] Friday and Saturday. I am sharing my time almost from two to four hours. So, I don't mind whether it is with payment or not because I like to share my own experience to the students.

T4 = I am willing to participate because one of the duties of teachers is to support or help students. However, there should be some conditions that should be fulfilled.

Q6. In your review, are there some English teachers who do not like to participate in supportive English class? If yes, what do you think is the reason?

T1 = Please, repeat... ok, [hesitating] probably, I don't think. Probably, there could be very few teachers, but this could be related to high teaching load. Otherwise, personally, I don't think so.

T2 = I can, I can say yes, because I don't see some of the teachers are interested in proceeding this program. And some of them don't actually participate in this program. I can say this. The first thing is that what I heard from others is when people do some extra work they need some incentives. Ah, when that is not provided from the

school or when the students are not capable of paying some money for them as they teach as extra periods, they are not willing to take part here.

T3 = Well, it's difficult to answer this question because my motivation and their motivation will not match [SIC] sometimes. But the school itself is encouraging the teachers by providing the departments just to give tutorial class. And due to that every teacher is participating. But when you come to the self initiation, that is a problem. Because, maybe the incentive, the financial incentive, is the most significant part as to my understanding because if they are going to do the whole shift well, half of the shift is the regular duty and half of that is they are going to earn money. So, if the school provides support through a project, I think every body is willing.

T4 = Who knows there might be. In my view, there are some teachers who don't like to participate. Of course, they may have their own reasons. For instance, some teachers teach large number of periods, so that they might be tired to come and give support. But if the situation is conducive, I think, teachers may be willing. Otherwise, some teachers may not be willing.

Q7. In you opinion, what should be done to make the supportive English classes more effective?

T1 = Yes, to make the supportive class more effective at least the administration should help by arranging classes, the texts, and the necessary materials that should be necessary for the students and the teachers.

T2 = Yea, first of all, teachers should believe in the advantage of giving this supportive classes. The results of the students are the effect of the effort that we make. Therefore, to make this supportive classes effective, teachers should first be convinced in [SIC] giving support.

T3 = What should be done? [repeating the question] Well. The department is the main source as to my understanding. The department is going to have its own meeting and teachers are going to give their opinion. May be they can produce their own project to assist the poor or even average and the best students and in such a way they can

provide the project to the school. They can get a [SIC] certain financial benefit. This is one way , or else, the other will be the department just try [SIC] to give the supervisors to have program and with in a week teachers can give support. Grade nine teachers for grade nine students, grade ten teachers for grade ten students, etc. But as to my understanding the economic benefit is much important. Therefore, if there is a financial support, it will be one way to solve the problem.

T4 = I think there are a lot of things that should be fulfilled to make the supportive classes more effective. One, the teachers themselves should be initiated, and should believe in the fact that supportive class is beneficial for the students. At the same time, the students themselves should admit the fact that they have some difficulties and be willing to participate in the program.

The other thing is that the school should create a conducive environment for teachers as well as the students to conduct supportive English classes. And some conditions like rewards and incentives should be given to the teachers.

Q8. Do you think the learning materials are appropriate to students? What and how do you use in the supportive class?

T1 = I don't think [shaking his head]. It is not good to use the same material in the supportive classes unless and otherwise there is a problem of additional materials. Supportive class should be supported by additional materials, that could facilitate the regular class.

T2 = yea, actually, the materials are organized in the way that the students can handle them. I don't think that there is much difficulty in treating the materials for the students. But, teachers are expected to simplify and also use additional materials.

T3 = Well, in the supportive class there is usually a summary note taken from the text book. The learning material is not as such a big problem. But teachers can use other materials from the school library.

T4 = Well, it depends on the level of the students. Of course, the material that is used in the regular class might be appropriate for some students, it may not be for

others. So, if the teacher is going to use the same material which is not appropriate for some students, it may not be good. So, the teacher in the supportive class is expected to make some necessary changes, to adapt and simplify the material according to the ability of the students. In my view, teachers can use some other related materials to help students.

## Appendix E

### Observation Checklist

| No       | Items                                 | Regular class |    | Supportive class |    |
|----------|---------------------------------------|---------------|----|------------------|----|
|          |                                       | Yes           | No | Yes              | No |
| <b>1</b> | <b>Teaching style</b>                 |               |    |                  |    |
|          | 1.1. Inductive                        | √ √           |    | √ √              |    |
|          | 1.2. Deductive                        | √ √           |    | √ √              |    |
|          | 1.3. A combination of both            | √ √           |    | √ √              |    |
| <b>2</b> | <b>Learning Materials</b>             |               |    |                  |    |
|          | 2.1. Published text book              | √ √           |    | √ √              |    |
|          | 2.2. Supplementary materials          |               |    | √ √              |    |
|          | 2.3. Adapted published materials      |               |    |                  |    |
| <b>3</b> | <b>Learning Tasks</b>                 |               |    |                  |    |
|          | 3.1. Involve interaction              | √ √           |    | √ √              |    |
|          | 3.2. Promote information sharing      | √ √           |    | √ √              |    |
|          | 3.3. Relevant to the students needs   | √ √           |    | √ √              |    |
|          | 3.4. Match with student interest      | √ √           |    | √ √              |    |
| <b>4</b> | <b>Learner Grouping</b>               |               |    |                  |    |
|          | 4.1. Pair work                        | √ √           |    | √ √              |    |
|          | 4.2. Group work                       | √ √           |    | √ √              |    |
|          | 4.3. Individual                       | √ √           |    | √ √              |    |
| <b>5</b> | <b>Classroom Interaction</b>          |               |    |                  |    |
|          | 5.1. Teacher asks questions           | √ √           |    | √ √              |    |
|          | 5.2. Teacher explains the lesson      | √ √           |    | √ √              |    |
|          | 5.3. Teacher gives direction          | √ √           |    | √ √              |    |
|          | 5.4. Teacher praises                  | √ √           |    | √ √              |    |
|          | 5.5. Teacher criticizes               | x x           |    | x x              |    |
|          | 5.6. Students ask question            | √ √           |    | √ √              |    |
|          | 5.7. Students answer question         | √ √           |    | √ √              |    |
|          | 5.8. Student talks to another student | √ √           |    | √ √              |    |

## Appendix F

### Teachers' Responses

| Item No. | Strongly agree<br>5 |       | Agree<br>4 |       | Not sure<br>3 |       | Disagree<br>2 |       | Strongly disagree<br>1 |       | Total |     |
|----------|---------------------|-------|------------|-------|---------------|-------|---------------|-------|------------------------|-------|-------|-----|
|          | Fr.                 | %     | Fr.        | %     | Fr.           | %     | Fr.           | %     | Fr.                    | %     | Fr.   | %   |
| 1        | 8                   | 36.37 | 14         | 63.64 | -             | -     | -             | -     | -                      | -     | 22    | 100 |
| 2        | 9                   | 40.91 | 11         | 50    | 1             | 4.54  | 1             | 4.54  | -                      | -     | 22    | 100 |
| 3        | 17                  | 77.28 | 3          | 13.64 | 1             | 4.54  | 1             | 4.54  | -                      | -     | 22    | 100 |
| 4        | 18                  | 81.82 | 3          | 13.64 | -             | -     | 1             | 4.54  | -                      | -     | 22    | 100 |
| 5        | 15                  | 68.19 | 6          | 27.27 | -             | -     | 1             | 4.54  | -                      | -     | 22    | 100 |
| 6        | 11                  | 50    | 8          | 36.37 | 3             | 13.63 | -             | -     | -                      | -     | 22    | 100 |
| 7        | 10                  | 45.46 | 7          | 31.82 | 3             | 13.63 | 2             | 9.09  | -                      | -     | 22    | 100 |
| 8        | 13                  | 59.09 | 7          | 31.82 | 2             | 9.09  | -             | -     | -                      | -     | 22    | 100 |
| 9        | 7                   | 31.82 | 8          | 36.37 | 7             | 31.81 | -             | -     | -                      | -     | 22    | 100 |
| 10       | 1                   | 4.54  | 2          | 9.09  | 6             | 27.28 | 9             | 40.91 | 4                      | 18.18 | 22    | 100 |
| 11       | 10                  | 45.45 | 8          | 36.37 | 3             | 13.64 | 1             | 4.54  | -                      | -     | 22    | 100 |
| 12       | 13                  | 59.09 | 5          | 22.72 | 4             | 18.19 | -             | -     | -                      | -     | 22    | 100 |
| 13       | 3                   | 13.64 | 6          | 27.28 | 7             | 31.81 | 5             | 22.73 | 1                      | 4.54  | 22    | 100 |
| 14       | 6                   | 27.28 | 8          | 36.37 | 4             | 18.18 | 3             | 13.63 | 1                      | 4.54  | 22    | 100 |
| 15       | 7                   | 31.82 | 9          | 40.91 | 3             | 13.64 | 2             | 9.09  | 1                      | 4.54  | 22    | 100 |
| 16       | -                   | -     | 3          | 13.64 | 3             | 13.64 | 9             | 40.91 | 7                      | 31.81 | 22    | 100 |
| 17       | 7                   | 31.82 | 10         | 45.46 | 3             | 13.64 | 1             | 4.54  | 1                      | 4.54  | 22    | 100 |
| 18       | 5                   | 22.73 | 4          | 18.18 | 7             | 31.82 | 5             | 22.73 | 1                      | 4.54  | 22    | 100 |
| 19       | 5                   | 22.73 | 7          | 31.82 | 6             | 27.28 | 3             | 13.63 | 1                      | 4.54  | 22    | 100 |
| 20       | -                   | -     | 10         | 45.46 | 11            | 50    | 1             | 4.54  | -                      | -     | 22    | 100 |
| 21       | 1                   | 4.54  | 7          | 31.82 | 9             | 40.91 | 4             | 18.19 | 1                      | 4.54  | 22    | 100 |
| 22       | 2                   | 9.09  | 1          | 4.54  | 11            | 50    | 6             | 27.28 | 2                      | 9.09  | 22    | 100 |
| 23       | 5                   | 22.73 | 12         | 54.54 | 5             | 22.73 | -             | -     | -                      | -     | 22    | 100 |

## Appendix G

### Students' Responses

| Item No. | Strongly Agree<br>5 |    | Agree<br>4 |    | Not sure<br>3 |    | Disagree<br>2 |    | Strongly Disagree<br>1 |    | Total |     |
|----------|---------------------|----|------------|----|---------------|----|---------------|----|------------------------|----|-------|-----|
|          | Fr.                 | %  | Fr.        | %  | Fr.           | %  | Fr.           | %  | Fr.                    | %  | Fr.   | %   |
| 1        | 92                  | 92 | 8          | 8  | -             | -  | -             | -  | -                      | -  | 100   | 100 |
| 2        | 51                  | 51 | 42         | 42 | 6             | 6  | -             | -  | 1                      | 1  | 100   | 100 |
| 3        | 68                  | 68 | 23         | 23 | 7             | 7  | 2             | 2  | -                      | -  | 100   | 100 |
| 4        | 60                  | 60 | 32         | 32 | 5             | 5  | 3             | 3  | -                      | -  | 100   | 100 |
| 5        | 52                  | 52 | 35         | 35 | 11            | 11 | 1             | 1  | 1                      | 1  | 100   | 100 |
| 6        | 58                  | 58 | 33         | 33 | 5             | 5  | 4             | 4  | -                      | -  | 100   | 100 |
| 7        | 37                  | 37 | 38         | 38 | 17            | 17 | 5             | 5  | 3                      | 3  | 100   | 100 |
| 8        | -                   | -  | 6          | 6  | 5             | 5  | 15            | 15 | 74                     | 74 | 100   | 100 |
| 9        | 9                   | 9  | 19         | 19 | 38            | 38 | 14            | 14 | 20                     | 20 | 100   | 100 |
| 10       | 10                  | 10 | 7          | 7  | 35            | 35 | 24            | 24 | 24                     | 24 | 100   | 100 |
| 11       | 13                  | 13 | 16         | 16 | 41            | 41 | 17            | 17 | 13                     | 13 | 100   | 100 |
| 12       | 3                   | 3  | 13         | 13 | 26            | 26 | 28            | 28 | 30                     | 30 | 100   | 100 |
| 13       | 6                   | 6  | 6          | 6  | 28            | 28 | 14            | 14 | 46                     | 46 | 100   | 100 |
| 14       | 7                   | 7  | 8          | 8  | 28            | 28 | 19            | 19 | 38                     | 38 | 100   | 100 |
| 15       | 34                  | 34 | 40         | 40 | 16            | 16 | 3             | 3  | 7                      | 7  | 100   | 100 |
| 16       | 20                  | 20 | 24         | 24 | 34            | 34 | 15            | 15 | 7                      | 7  | 100   | 100 |
| 17       | 12                  | 12 | 22         | 22 | 27            | 27 | 16            | 16 | 23                     | 23 | 100   | 100 |
| 18       | 53                  | 53 | 27         | 27 | 13            | 13 | 2             | 2  | 5                      | 5  | 100   | 100 |



## DECLARATION

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

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**Date of Submission:** June, 2003