

THE SIGNIFICANCE OF VISUAL AIDS FOR MAXIMIZING INDIVIDUALIZED
INSTRUCTION IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE TO BEGINNERS

A Thesis Presented to the School
of Graduate studies
Addis Ababa University

In partial Fulfillment of the
Requirement for the Degree
Master of Arts in TEFL

by,

Girma Tereffe

June, 1983

ADDIS ABABA UNIVERSITY

School of Graduate Studies

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TABLE OF CONTENTS

CHAPTER I

	<u>Page</u>
INTRODUCTION	
1.1. Statement of the problem	1
1.2. The purpose of the study.....	3
1.3. Importance of the study	4
1.4. Limitation of the study.....	4
1.5. Hypothesis.....	6
1.6. Definition of Terms.....	6
1.7. Abbreviations Used.....	7
1.8. Symbols Used.....	9
	10

CHAPTER II

REVIEW OF RELATED LITERATURE	
2.1. Works on the Nature of Visual Aids.....	10
2.2. Specific Types of Visual Aids.....	20
2.2.1. Flash Cards.....	20
2.2.2. Wall Charts	21
2.2.3. Flannel Board.....	22
2.2.4. Word Cards.....	22
2.2.5. Pictures.....	23
2.2.6. Games and Play-acting.....	24
2.3. Individualized Instruction	25
2.4. Individualized Instruction as compared to Traditional Teaching System.....	30

CHAPTER III

PROCEDURE FOR COLLECTING DATA AND METHODOLOGY	
3.0. Procedure for collecting Data.....	34
3.1. Procedure for the selection of sample population	34
3.2. Procedure for the selection of lessons.....	35

	<u>Page</u>
3.3. Procedure for the formation of study Groups...	37
3.4. Procedure for the preparation of supplementay Visual Aids.....	37
3.5. Procedure for the Formation of Specific Directions for Teachers.....	38
3.2 METHODOLOGY	
3.2.1 Preparation of Pre-tests for Both Groups.....	40
3.2.2 Administration of the Pre-tests.....	43
3.2.3 Observation of the Experimental Groups.....	43
3.2.4 Administration of the Post-tests.....	44
3.2.5 Distribution of the Questionnaire.....	45

CHAPTER IV

ANALYSIS AND RESULTS

4.1 Analysis.....	46
4.1.1 Hypothesis Test.....	47
4.2.1 Computation of Statistics.....	53
4.2.1 Results of the t-test computation.....	54
4.2.2 The Result of the Quesionnaire.....	61
4.2.3 The Result of the Observation.....	67

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION	72
5.2 RECOMMENDATION.....	75

.../...

APPENDIX

	<u>Page</u>
APPENDIX - A Directions for Teachers who Teach The Experimental Groups.....	78
APPENDIX - B Lessons for Grade 3	81
APPENDIX - C Lessons for Grade 4	94
APPENDIX - D Random distribution of students in two Groups through systematic sampling Technique.....	106
APPENDIX - E Pre-test for Grade 3.....	107
APPENDIX - F Pre-test for Grade 4.....	108
APPENDIX - G Computation of Pre-test for Grade 3....	109
APPENDIX - H Computation of Pre-test for Grade 4...	110
APPENDIX - I Post-test for Grade 3.....	111
APPENDIX - J Post-test for Grade 4.....	112
APPENDIX - K ₁ - 6 Computation of Post-test for Grade 3.....	114
APPENDIX - L ₁ - 6 Computation of Post-test for Grade 4.....	120
APPENDIX - M Questionnaire	126
APPENDIX - N Observation Checklist.....	132
APPENDIX - O Questionnaire Responses Tallyed.....	134
APPENDIX - P Observation Checklist Tallyed.....	135

LIST OF TABLE

	<u>PAGE</u>
TABLE 1.....	51
TABLE 2	52
TABLE 3	65
TABLE 4	66
TABLE 5	70
TABLE 6	71
BIBLIOGRAPHY	

Abstract

The problem with which this research is concerned is that of determining the significance of visual aids for maximizing individualized instruction in the teaching of English for beginners as compared to the conventional instruction. Data was secured by selecting and organizing six experimental and control groups of grades 3 and 4 students in six elementary schools. A total of 720 students were selected using the systematic sampling technique. Lessons were selected from English for New Ethiopia series for grades 3 and 4 respectively. Pre-tests were prepared and administered from the selected lessons for both grade levels and administered. Appropriate visual aids were prepared for the lessons selected for the respective grades.

The experimental groups received their instructions with supplementary visual aids in individualized instruction. The control groups received their instruction in the conventional way. After the instruction of the lessons, post-tests were administered to both grade levels of the experimental and control groups on the same date.

The other two techniques used for collecting the data concerning visual aids and individualized instruction in connection with the teaching of English as a foreign language for beginners were distribution of questionnaire to teachers

and the observation of the experimental groups using the criteria of evaluation.

From the t-test analysis of the data it was found that the experimental groups of both grade levels performed better than the control groups at a significant level of .05 in the post-test. The results of the questionnaire and observation show similar results.

On the basis of the findings it was concluded that visual aids are effective and can be used to maximize individualized instruction in the teaching of English as a foreign language for beginners and the visual aids in the ENE series are not satisfactory to promote individual mastery.

On the basis of this finding recommendations are made that further research and evaluation on other variables (syllabus, teacher training, text-book, visual aids) should be carried out to facilitate the application of the finding in this study.

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ACKNOWLEDGEMENT

I am very grateful to my advisor, Dr. Sinha, for guiding me through this project from its vague beginnings to its final conclusion. He helped me in editing, giving valuable suggestions and comments on this research.

I also appreciate deeply the support of Dr. Lakew W/Tekle of Psychology Department, who helped me in the application of statistical methods and in the interpretation of the findings. He made many helpful suggestions and comments during the analysis of the statistical sections.

My sincere and heartfelt appreciation and gratitude goes to my best friends, Ato Mazengiya Mekonnon, an expert in the Curriculum Department, and Ato Tesfaye Gashaw from the Ministry of Education for their unreserved help they rendered to me in organizing, reshaping, encouragement and assistance.

Finally, I am grateful to the teachers who participated in the experiment, directors and unit leaders of the six schools.

CHAPTER I

I N T R O D U C T I O N

The reason for using a particular visual aid is to provide a motivating activity which will encourage students to practise language in a meaningful, communicative context.

Research studies in second language learning indicate that the attitude, motivation, and interest of the learner are important factors in determining his achievement.

The writer's concern here is to find out how individualized class-room English instruction in grades three and four through visual instructional materials might be used more effectively to develop and sustain motivation to teach language skills.

The exposition will touch upon their functions in establishing language skills in the area of pronunciation, structure, and vocabulary. The study will emphasize the contribution that material aids can make in helping the students to communicate, that is, to comprehend, speak, read, and write English adequately.

Children acquire concepts and gain insight and information from a wide variety of materials. These include real objects and pictures and other aids, and reading materials which contribute to the development of several skills.

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The use of visual aids in conveying a meaningful context has a long tradition, beginning with the pictorial book of J.A. Comenius "Orbies Sensualium Pictus" published in 1654.¹

T.L. Green in his book relates to the historical perspective in the way that the use of visual aids in connection with the process of language and the communication of ideas has a long history. He goes on to say that visual aids began perhaps with those murals and carvings which primitive man left behind upon cave walls, and it led slowly from pure representationalism to the elementary symbolism of pictograph and the more complex hieroglyph.²

Further more, T.L.Green goes on to say that in places where schools are not well equipped and teachers are not well qualified and trained, where teachers are completely unfamiliar with visual methods and where a highly verbal approach is characteristic in all forms of teaching, it is even more likely that teachers will need help in appreciating the range and use of visual aids.

1. Hector Hammerly "Primary and Secondary Associations with Visual Aids as semantic Conveyors" in IRAL Vol.12,1974, p.119

2. T.L.Green. The Visual Approach to Teaching. Oxford University Press, London, 1963. p.40

1.1 Statement of the Problem

Teachers of English both in elementary and Secondary schools complain that they face problems in teaching English effectively because of large class size.

In such conditions, they claim, it is difficult to identify students who have difficulties in following a language lesson. The other complaint voiced by language teachers is that schools are not equipped with the necessary visual aids to teach the language in a natural way. Furthermore, the situation is worsened by the fact that teachers are over-loaded with teaching assignments and as a result they do not have time to closely watch and give the necessary individual help in the classroom.

There are different methodological approaches and suggestions to solve these and other problems mentioned above. It is assumed that in the context of teaching English as a second language in Ethiopia, especially at the beginning stage individualized instruction with the help of visual aids is considered to be the best remedy for alleviating the problems. A good visual aid will stimulate the imagination and will also provide a clear idea for language practice. In this way it acts as a focussing device and guides the student in his choice of language and form of expression.

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This paper studies what effect individualized language instruction with the help of selected visual aids has on the language performance of beginners in Ethiopian Schools (grades 3 and 4).

1.2 The Purpose of the study

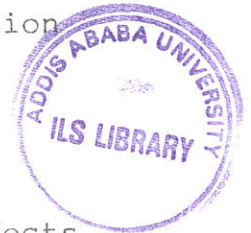
To maximize performance in foreign language learning, many factors are involved. To mention some: qualification and experience of teachers, class size, back-ground of the students and supply of instructional aids have a strong impact on the learning outcome. Among these factors, visual aids have a significant role to play. Further more, the concept of individualized instruction as an approach to language teaching has not been tried out in Ethiopian schools. As a result of this, much of the English language instruction has been dominated by teachers, which in turn deprives the learners of the opportunity to master the language through their active participation. A survey of the effect of visual aids on individualized language instruction can provide an insight into ways and means of improving teaching and learning efficiency.

1.3 Importance of the study

Every teacher knows that he ought to give more individual attention to his pupils. He knows that progress in learning a foreign language is largely

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dependent upon the provision of plenty of opportunities for practising the correct use of a language. He is also aware of the fact that language learning is a matter of habit formation through appropriate learning situation and facilities.



The results of the investigation into the effects of visual aids on language instruction to beginners will be significant for :

- a. Planning a better teacher training programme,
- b. Providing an improved classroom instructional design,
- c. Providing a systematic organization of textbook contexts,
- d. Facilitating learning for mastery on the part of the student,
- e. Motivating students towards better performance,
- f. Providing more learning time for individual students and saving ample time for the teacher to control and give guidance,
- g. Providing effective classroom organization,
- h. Providing feedback for textbook writers and curriculum developers so that suitable and meaningful instructional materials could be produced.

1.4 Limitation of the study

In conducting this study, the researcher thinks that some of the following factors like the inadequate qualification and experiences of teachers, the inavailability of standardized tests for grades 3 and 4, the testing situations, the back-ground of students (aptitude difference), the nature of the questionnaire and the methodology used may have effect on the result of this study. Every thing is done in the capacity of the researcher : the preparation of pre-tests, the questionnaire and design of the experiment were done by the researcher. The tests were conducted by the teachers.

However, all attempts were made (See Chapter 3) to minimize the effect of these extraneous variables on this study.

1.5 Hypothesis

In this paper an attempt was made to determine whether or not visual aids can maximize individualized English language instruction for beginners. The following NULL and ALTERNATE hypothesis are made. Null hypothesis (H₀) states that there is no difference between teaching English for beginners (grades 3 and 4)

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with visual aids in an individualized instruction and teaching English without using visual aids in a conventional way.

The alternate hypothesis (HI) states that there is difference between teaching English for beginners (grade 3 and 4) with visual aids in an individualized instruction and teaching English without using visual aids in a conventional way.

1.6 Definition of Terms

Beginners - refers to the first stage learners in grades 3 and 4 where English is introduced as a foreign language in all government schools of Ethiopia.

Conventional method

- In this study conventional method refers to the usual or regular method of teaching English without the use of supplementary materials other than the prescribed books. It involves the method of teaching English in which the class-room is teacher-centred or the teaching is dominated by the teacher and the students are passive receivers of knowledge.

Individualized Instruction - is an approach in the teaching of a language which deals with individuality, to recognize, enhance and develop individuality. It is an approach based on the reorganizing of the class into smaller groups under a group leader and allows students enough time to practise speaking freely (to give chance to the individual student to practise the language in the class) and allows the teacher to help individuals with their particular learning problems. It stresses the role of the learner rather than the role of the teacher.

Mastery - refers in this study to the process in which students are given enough opportunity to manipulate and practise the items in the lessons with the help of visual aids so that students assimilate the items and become proficient to use the items outside the class-room for practical purposes.

Maximize - refers to the optimal learning of English language skills for communicative purposes in individualized instructional method.

Shift System - Schools in Ethiopia are organized into two or three shifts, a plan which permits two or more

classes to use the same class-room at different times of the day. Scheduling is usually as follows : the first class convenes from eight o'clock until twelve; and the second class meets from 12 O'clock until five O'clock.

Visual Aids - motion pictures, charts and other devices - involving the sense of sight (other than books) used in teaching, illustrating lessons, etc.

1.7 Abbreviations used

- E₁ - experimental group one
- E₂ - experimental group two
- E₃ - experimental group three
- E₄ - experimental group four
- E₅ - experimental group five
- E₆ - experimental group six
- C₁ - control group one
- C₂ - control group two
- C₃ - control group three
- C₄ - control group four
- C₅ - control group five
- C₆ - control group six
- t - cal - t - calculated
- t - tab - t - tabulated
- df - degree of freedom.

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1.8 Symbols used

- μ_1 - mean of population one
 μ_2 - mean of population two
 σ_1^2 - variance of population one
 σ_2^2 - variance of population two
 S_E^2 - variance of sample population for experimental group.
 S_C^2 - variance of sample population for control group.
 NE - Number of sample population used for experimental group.
 NC - Number of sample population used for control group.
 t - test = means difference test.
 \bar{x}_e = mean of population used for the experimental group.
 \bar{x}_c = mean of population used for the control group
 s^2_P = pooled variance of the two samples
 α = Alpha

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CHAPTER II

2. REVIEW OF RELATED LITERATURE

Methodologists on teaching second languages consider the use of visual aids in the teaching of a foreign language to be an important tool especially at the beginning stages. But teachers in their teaching activities seem to be reluctant in using visual aids. The writer of this thesis has not come across any written material concerning the importance and contributions of visual aids to facilitate learning based on individualized instruction in Ethiopia. In this chapter, attempts will be made to summarize works related to visual aids which were carried out in other countries in order to establish the various principles which underline their functions in foreign language instruction. Moreover, the role of visual aids in facilitating individualized instruction will be reviewed, since the latter has become an effective approach for mastery teaching.

2.1 Works on the nature of Visual Aids

Dr. Rose E. Calder in his book, The Teaching of English in an attempt to show the use of Visual Aids in teaching English writes "Psychologists have found that 84% of what we learn we get from seeing; that 13% of what we learn; we get from hearing ; and only 3% we learn in other ways. Further, she goes on to say that these statistics clearly

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point to the desirability of using visual aids in all our teaching. In teaching English as a foreign language, particularly, a picture is indeed worth a thousand words."⁷

Dr. Rose E. Calder has quoted Dr. Slager who has written a book English for Today and "stresses the fact that simple visual aids are an absolute must, since they are an invaluable aid in helping students understand content words. These are the words that can actually be described and understood through the various senses."⁸

Methodologists concerned with the teaching of a foreign language especially to children have written a lot on the principles, characteristics, importance, methods and selection of visual aids.

Denys J. Saunders in his attempt to explain the characteristics of visual aids has considered the following points as the value of relevant visual as a means of communication :

⁷Dr. Rose E. Calder The Teaching of English. Faculty of Education. A.A. University September 1966 p. 91

⁸Ibid p. 91

- Visuals arouse interest - There are many ways of gaining attention and holding interest, but one of the best ways is to use something visual.
- Visuals can give an accurate impression - visuals define facts and information easily and precisely. They can identify, describe in concrete terms and give meaning to words. Accurate factual pictures be prepared by the teacher before hand.
- Visuals save teaching time visuals speed up the learning process. With many subjects, a relevant picture will present information very much more quickly than long, wordy descriptions.
- Visuals help memory - because they make the learning process more real, visuals help people to remember better.
- Visuals can stimulate the imagination - One type of visual may inspire the viewer to use his imagination, whereas another, with a wealth of minute detail, may leave no room for further thought. Pictures should often be the starting point for thought, discussion and understanding, not only a quick way of acquiring facts.

A stimulating picture may provide different levels of learning experience at the same time.

.../...

- Visuals provide a shared experience-visuals provide a common starting point a common path to follow. They help to get people thinking on similar lines about the same subject."⁹

The purpose of learning or teaching a language is to communicate with others who speak the language either in written or spoken forms effectively. Effective communication needs mastery of the language. If visual aids promote the teaching of a foreign language, there is no reason why teachers should not give due regard for visual aids in teaching a foreign language especially at the beginning stages.

In his article Moody K.W. mentions four principles on which aids should be used in the language teaching classroom:

- "The aid and its use must be dictated by the language item or skill being learned or developed. To my mind, this is a fundamental distinction between real teaching aids and other objects, such as commercially produced wall-charts. These are useful in other ways, but, unless they are specifically designed to accompany a given set of course books, or are in some other way precisely related to a scheme of work which the class is following, they are not for me aids.

⁹Denys J.Saunders Visual Communication Handbook: Teaching and Learning Using Simple Visual Materials. Ebnzyer Baylies and Son Ltd. London 1976 p. 16.

- Each Learner, or pair or group of learners, should rather frequently be able to have handle, and use his own, or their own aid. There may be something of a distinction between the use of aids for teaching a language and for teaching certain other subjects. In language teaching, I believe, one must concentrate on creating a situation for the learner, a situation which he experiences as realistically as possible. From this comes, I believe, both understanding of meaning and confidence in communication.
- The aid must help to create interest. I would argue that failure to create interest has been and still is the greatest general weakness in language teaching.
- There is the capacity of a good aid to assist the teacher in producing a certain sequence of activities, or in classifying a particular contrast in the use of the language."¹⁰

Teaching materials of any kind for any grade level have to be scrutinized for their appropriateness and be carefully organized and constructed before they are put to use. Language teaching will be more meaningful and pupils will develop confidence by mastering the language elements if they are given

¹⁰ K.W.Moody "Costless Aids for language Teaching" in English Language Teaching Journal, vol.28 Nov.1973 p.12

the chance to use the appropriate visual aids to practise the language they are learning individually as sufficiently as possible.

John Hockett in an article gives six points for the selection of equipment and supplies for teaching. Here, the focus of attention is on the individual mastery of the language with the help of visual aids. The materials to be selected should be in harmony with the aims and objectives of the curriculum for teaching a foreign language.

- Each item of equipment and supplies provided in the school must be justified by its contribution to the educational purposes of the school. This criterion implies that without such an item one or more accepted school aims would not be so well, or so fully, or so efficiently attained. It is stated that without appropriate materials, a modern educational program is an impossibility.
- The equipment and supplies provided in a school should be in harmony with the philosophy of education held by the school staff. A great variety of materials and the type of equipment that lends itself to flexibility in use will be needed.
- Equipment and Supplies should be appropriate to the maturity and educational level of the pupils who will use them.
- Both supplies and equipment should be designed and used in accordance with the best that is known about how children develop and how learning takes place.

- Equipment and supplies should be well constructed of appropriate materials, designed for repeated, safe use and for efficient storage and maintenance. Printed and Pictorial materials should be accurate, authentic and up-to-date.
- Policies governing the selection and purchase of equipment and supplies should be formulated by the board of education based upon the recommendation of teachers and administrations.¹¹

Though the above criteria are essential for the selection of materials for any grade level, the purpose of this study is also to evaluate the effectiveness of English for New Ethiopia series for grades 3 and 4 from the point of visual aids for maximizing individualized language instruction.

So, in line with the above points mentioned, simple Visual aids from the ENE series fro grades 3 and 4 and from other relevant materials are selected for this study. The criteria the writer employed for selecting the teaching aids are :

- The Visual aid should be directly relevant to a specific teaching objective and should be identified by the lesson with which it is to be used.

11. John Hockett. "The Purpose of Materials in the Education Program" in Instructional Materials for Elementary School. National Education Association, New York, 1965 p.5.

- The Visual aid should be a convincing representation of the actual object. Visual aids need not be minutely accurate or artistically flawless, but they do need to be convincing enough to enlighten the students.
- The Visual aid should be of a suitable size for teaching. The aid must be large and clear enough to be easily visible to all students in the teaching situation for which it is designed.
- The Visual aid should conform to some agreed-upon standard size.
- The Visual aid should be simple and easy to use or manipulate."¹²

Properly planned, constructed, and employed, aids can help not only to improve the overall language program but also to enhance the classroom atmosphere and to ensure greater student participation.

Huebener defines "audio-Visual" as designating those devices, techniques, and materials which appeal directly to the ear and eye of the learner. The simpler ones, in everyday use in the class-room consists of pictures, charts,

¹²Machim Ramirez. " The Neglected Tools can work for you," in English Teaching Forum Volume 13, 1975 p.267.

diagrams, and maps. The more elaborate ones are the phonograph record, radio, the tape recorder, the motion picture, various types of films, and television.

Huebener goes on to mention some of the important points of Visual aids in teaching. Visual aids are effective in teaching because :

- they contribute to the efficiency, depth, and variety of learning ;
- they offer a close versimilitude of experience which is stimulating ;
- they tend to hold the interest and attention of the learner ;
- by appealing to several senses they make learning more permanent ;
- their esthetic character makes learning pleasant and enjoyable."¹³

If the aim of teaching a foreign language is for communication, mastering the communicative aspect of language would be indispensable. The individual pupil needs to practise the

¹³Theodore Huebener. How to Teach Foreign Language Effectively
New York University Press, New York, 1960, p.115

language using visual aids which facilitate assimilation by offering a natural environment for learning.

2.2 Specific Types of Visual Aids

The writer of this thesis has used the following Visual aids to teach the experimental groups of the five units selected. These Visual aids are used to teach pronunciation, vocabulary, and structure. They are less expensive and can be used to practise language by students individually as well as in groups. They can also be used for language games.

After new language items have been presented to the students, it is essential that they practise the language in a variety of ways and really learn to use what they have been taught.

2.2.1 Flash Cards : Flash cards for teaching or self study have been used for years and can still be used. Essentially, they are sets of cards with a word or phrase on one side and its meaning usually in translation on the other.

For active recall of vocabulary, the flash cards may have a picture or the native language word on one side and the second language word on the other. The student sees the picture or word and attempts to recall the second language word. He checks his response against the back of the card.

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To practise pronunciation and the symbols of a phonetic alphabet, the cards may have individual phonetic or phonemic symbols and words in phonetic or phonemic transcription. The cards are shown to the students, who attempt to pronounce what they see. The back of the cards may give the words in ordinary spelling as a check.

Flash cards make vocabulary learning a game and if one student is allowed after another to show the cards to the class, the game will be more interesting. Flash card drills should be completed with other exercises in which the words are used in meaningful situations in sentences.

2.2.2 Wall Charts :

Wall charts of many types have been used successfully for years. They have great advantage for oral practice. They keep the attention of a whole class together on the same stimulus, whereas individual pictures in the students' books tend to scatter the attention of the class.

Wall charts stimulate interest, remind or motivate. They may act as source of ideas or discussion. Modern language teaching methods, which attempt to avoid the use of the native tongue, rely heavily on wall charts for visual presentation.

The types of wall charts we would use would therefore be governed by the age of our students. Wall charts can be used to present factual data, such as numerical, graphical, and pictorial.

2.2.3. Flannel Board :

Another widely used Visual technique is the flannel board. This inexpensive device is an excellent way to present and practise both structure and Vocabulary. In the case of younger students, it can also provide an effective medium for dramatizing stories. The flannel board consists of a piece of low-cost flannel, pinned to, glued on, or simply laid over, a back board. On it one can place pictures or paper or cloth cuts of various items.

The board may be used as a device for demonstration when telling a fairy tale, or for showing role changes in a dialogue. It is useful too, in illustrating various structures and vocabulary items.

2.2.4. Word Cards :

When practising word order, have a number of cards representing all the words in a sentence e.g. if you are practising asking questions in the past, you can have the following word cards :

Teacher / say / did / what / the / ?

The cards can be fixed to the board, or given to a student and arranged correctly either by the class as a whole or individually to form : What did the teacher say ? Similar exercises are effective if the class is divided into small groups. Each student is given a number of cards and

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puts down what he regards as the most likely word to start a sentence, for example, THEY. The next student puts down ARE, and they continue until a finished sentence is formed.

Another way is to give each group the same word cards. In a given time, each tries to form the maximum number of sentences which are then read out to the rest of the class. The competitive element here can make it interesting and lively.

2.2.5. Pictures :

Pictures may serve any one of the five main educational purposes; teaching language skills, presenting facts, organizing knowledge, stimulating imagination or changing attitudes. In the teaching of a foreign language, pictures may serve one or more of several functions. They may be decorative and encouraging, as in an attractive textbook; they may help directly (as sketches on the black-board may) to teach the use of a language, structure (e.g. a tense); they may serve for practise and revision of structures and vocabulary already taught; they may give information about people.

Sumner writes. "Pictorial and graphic aids include blackboard, textbook illustration, charts and pictures include

.../...

drawings reproductions and photographic maps of various types and diagrams.¹⁴

Each picture should have a simple and direct message to convey, and no pictorial or artistic devices should be used which could possibly obscure this.

2.2.6. Games and Play - acting :

Dorry says " One of my strongest beliefs about second language teaching is that the whole process of teaching and learning should be fun."¹⁵ Games provide an excellent opportunity for the use of grammar structure and vocabulary. The game, unless it is a general review exercise, should point toward the use of specific construction. At the beginning learning levels, one may ask students to take prearranged objects out of the box and practise such expressions as " what is in the box ?" "What do I have in my hand ?" "Give him (her) the ----." so games are part and parcel of language teaching and language learning activities.

¹⁴ W.L.Sumner, Visual Methods In Education Basil Black Well Oxford, 1967 p.40

¹⁵ Gertrude Nye Dorry Games for Second Language Learning Mc Graw-Hill Book Company. London 1966 p.11

2.3. Individualized Instruction

The purpose of this study is to survey the effect of visual aids on English instructions in grades three and four. To maximize a foreign language learning, visual aids are indispensable. Further-more, individualized instruction which is a well thought-out process and which has been used for most of this century, has not been popularized in Ethiopian Schools. As a result of this much of the English language instruction has been dominated by teachers, which in turn deprives the students of the opportunity to master the language through their active participation. Therefore, visual aids and individualized instruction are the focus of attention in this study. The writer of this thesis would like to summarize the adequacy and significance of individualized instruction as it was tried out and found to be effective by its proponents in other parts of the world.

Among the advantages of individualized instruction as stated by Searles and Kaylor are :

- Individualization of instruction meets individual needs by allowing individuals to work at their own place. Thus, slower students are not discouraged, nor are the gifted bored.
- Individualized instruction takes into account the prior knowledge and ability of individuals by using diagnostic procedures so teachers and or curriculum planners can prescribe appropriate learning activities.

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- Increased teacher satisfaction has also been reported with individualized instruction. It requires a re-examination by teachers of how they organize and present their subject.
- Individualized instruction also offers advantages to the school system. Principals of schools with individualized instruction programs have noted fewer discipline problems, less truancy, and more regular attendance than in traditional approaches to instruction. They also remark that students are better adjusted, more self-directed, and more self-motivated.
- The teacher-student relationship is enhanced by individualized instruction. Students feel that they are treated as unique human beings. They are freed from the lock step of group instruction. Individualized instruction can help produce students who are learners in the fullest sense of the word.¹⁶

In her key note address to the Seattle Symposium on the Training of Foreign Language Teachers held on October 5 - 6, 1970, Lorraine Strasheim, Director of the Indiana Foreign Language Program, pointed out that t all foreign language education makes extravagant claims for foreign language study, although "Our rationales for foreign language do not relate to

¹⁶ John Searles and Harriet Kaylor, "Individualized Instruction" The Education Digest, Ann Arbor, Michigan, 1980, p.50

real life not the real life of the student and not the real life of the school. " She illustrated this point by noting that" we give them nothing the kids want to say."17

Considering Lorraine Strasheim's observations, it is not surprising that foreign languages have tended to remain foreign to our students. This is because students are not taught to use the language in real life situation. They are not given enough practice to use the language in the spoken form. One approach which promotes conversational English is the use of visual aids as a means for language practice.

Rebecca M. Valette and Renees Disick in introducing individualized instruction state that, "while contracts can be used in full-class, teacher centered situations, their full potential is realized when they are employed to break the lock-step and free students to work at their own rates and in their own ways. In this way, contracts, can serve as the basis for individualized instruction."18

17. Harry Reinert, "Practical Guide to Individualization in the Modern Language Journal, National Federation of Modern Language Teachers Association, Washington 1972, p.156

18. Rebecca M. Valette and Disick, Renees. Modern Language Performance objectives and Individualization : A Hand book. New York. 1972.

It is well known that all students do not learn in the same way. Some prefer oral explanations, while others choose written ones. Certain students enjoy finding out information for themselves; other students prefer being spoon-fed. While some students work best with their peers, their classmates might benefit more from the personal attention of their teacher.

These differences can be provided for if the teacher creates a classroom environment rich in supplementary materials. In addition, the learning steps should allow students to choose the way they prefer to achieve mastery of the material in the unit.

Teaching methodologies which seek to individually tailor course work to the individual needs and desires of each student have been described by a number of writers like Ferster, C.B., Gallup, H.F., and Keller, F.S.¹⁹ Methods of individualizing instruction can be said to share five principal features :

- a) behavioral objectives, by which the student is told in clear behavioral terms what is expected of him or her throughout the course ;
- b) the unit approach, in which the course content is divided into small, easily managed units of study ;

¹⁹G. Christian Jernstedt, "The Relative Effectiveness of Individualized and Traditional Instruction methods.in Journal of Educational Research V. 69, Feb.1976 p.211

- c) unit mastery, according to which the student does not proceed to study a new unit until he or she has mastered the one currently being worked on ;
- d) self-pacing, by which the student proceeds through the units of the course at his or her own rate; and
- e) positive motivation, in which the features of the course are designed to encourage the student to perform well rather than discourage him or her from performing poorly.

It is observed that methodologists of foreign language teaching recommend the use of visual aids especially at the beginning stage. The concern of this thesis is to see the effectiveness of Visual aids in the teaching of English in individualized instruction for beginners.

Hyman in his article writes about the importance of individualization in the following way :

By instituting an individualized program teachers try to meet many of the demands of the pupils and other critics. Teachers cite the educational literature which proclaims the virtues of individualization. Teachers declare that their response will eliminate the dull group lessons, the pace that is too slow for the superior pupils, the

.../...

uniformity in teaching across age and ability levels, and the complete dependence on the teacher for deciding what to do almost every minute of the school day."²⁰

He goes on to say that 'individualization meets pupils' requests for change and serves another purpose as well--- by breaking up pupil groups, the individualization programs described here preserve the teacher's power and authority.

2.4 Individualized Instruction as compared to Traditional Teaching System

Several researches on the comparison of individualization and traditional method were conducted by different people. These researches proved that individualized instruction is adequate as a method of teaching different subjects. Here, the writer would like to point out some studies made on the comparison of individualized and traditional methods. Hoping that this would give an insight into the relationship between individualizing instruction and teaching through visual aids. This is on the grounds that visual aids are indispensable for promoting individualized instruction.

20. Ronald T. Hyman, "Individualization : The Hidden Agenda," in *The Elementary School Journal*. Vol. 73, Number 8, May 1973. New Jersey p. 414

Sheppard and Mac Dermot, compared a traditional with an individualized group in a course and had students in the individualized group proceed through the course by taking verbal interviews during which they were tested for their mastery of course content. The traditional group simply studied course materials on their own. The two groups were compared for their performance on both a multiple-choice and an essay final examination for both examinations, the individualized group scored significantly better than the traditional group.

In another study, Johnston and Pennacker compared traditional and individualized groups in a single course, and on a common final exam found that the individualized group performed better than the traditional group on a fill-in-the-blank part, but equal to the traditional group on an essay of the examination.

Though individualized instruction is new and has not been tried, it may work well in schools here. The aim of this thesis is not only to test the adequacy of individualized instruction, in the teaching of English at the beginning stages; but to show the effect of visual aids in individualized instruction in the teaching of English.

Mc Michael and Corey²¹ also had students in the individualized group proceed through their units by filling in blanks to

21. J.S. Mc Michael, Corey, J.R., "Contingency Management in an Introductory Psychology Course Produces Better Learning" Journal of Applied Behavior Analysis 2: 1969 p.79 - 83.

answer question about course content. On a common final exam which involved multiple-choice rather than fill - in questions, the two authors found that the individualized group performed significantly better than the traditional group. A procedure similar to Mc Michael and Corey's was used by Corey, Valente, and Shamow.²² They found that the individualized group performed significantly better on the final exam than did the traditional group, and when testing a sample of each of these groups found that the sample from the individualized section was still significantly better in performance than the traditional sample.

G. Christian Jernstedt, in his study mentioned already revealed the results that the individualized group performed better on the essay exam and the traditional group performed better on the multiple-choice exams. Students in the individualized group reported the course to produce more learning, to be more work, more flexible, equal in difficulty, and more accurate in grading than students in the traditional section reported it to be.

It was concluded that students under individualized instruction not only view their course more favorably than students

22. J.R. Corey, Valente, R.G., Shamow, N.K., "The Retention of of material Learned in a Personalized Introductory Psychology Course," paper presented at a meeting of the American Psychological Association, Washington, D.C., Sept. 1971.

under traditional instruction, but that individualized instruction produces superior performance to traditional instruction only when the unit completion activities of the individualized section are similar to the behaviors required on the examination instruments.

The above results suggest that regardless of the manner in which students in an individualized section study course content, their performance on a single response type of final exam (i.e. multiple-choice or fill-in-the blanks) will tend to be better than that of students in a traditional section.

CHAPTER III

PROCEDURE FOR COLLECTING DATA AND METHODOLOGY

3.1 PROCEDURE FOR COLLECTING DATA

The study considers the significance of visual aids for maximizing individualized instruction in the teaching of English as a second language in six elementary schools specifically for beginners (grades 3 and 4).

The population for the study was drawn from grades 3 and 4 of six elementary schools located in the mideastern city of Addis Ababa. The schools were selected on the basis of lot. These schools are :

- | | |
|-----------------|------------------------|
| 1. Entoto Amba | 4. Menelik II |
| 2. Dil Betigil | 5. Kebena and |
| 3. Tsehay Chora | 6. Ethiopia Tikdom and |

they are government schools run in shift system.

3.1.1. PROCEDURE FOR THE SELECTION OF SAMPLE POPULATION :

To select students for the study in each school of grade 3, the following procedure was followed. A total of 360 students was selected out of 1800 students from the six schools. The total number of students registered to attend classes in the morning shift was taken from the attendance register of each school. In each school, all the students of grade 3 of the morning shift were given numbers.

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react in groups and individually in line with the principles of individualized instruction and follow the steps given in the teaching of the lessons for both grade levels of the experimental groups (See Appendix A). In these directions, teachers are also instructed to observe and follow the steps indicated in each of the lessons in introducing the lessons to the students and in using the visual aids accordingly.

Twelve teachers were involved in the teaching of the experimental and control groups of both grade levels. In school I, the experimental and control groups of grade 3 were taught by one teacher. In the same school of grade 4, the experimental and control groups were taught by another teacher. Similarly, in schools II, III, IV, V and VI the experimental and control groups of grade 3 and 4 were taught by different individual teachers for the respective grades.

The teachers' personal files indicate that the academic background and professional training of those selected to carry out the teaching task in this study are almost similar. The teachers, directors and unit leaders of the respective schools were properly oriented about the aims and objectives of the study.

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The teachers who taught the experimental groups were given enough explanations about the techniques of teaching English using visual aids in an individualized instruction. Sufficient demonstration and directions on the presentation of lessons were given.

On the other hand, the students selected for both the experimental and control groups were told the schedule and they were given the necessary advice to attend classes on the fixed date and to be punctual. In addition, demonstration classes were given by the researcher so as to familiarize the students and teachers with individualized instruction and the visual method of teaching and learning of English as a foreign language. The teachers who taught the control groups were told to teach in the conventional way without using supplementary visual aids prepared for the experimental groups.

3.2. METHODOLOGY

3.2.1 PREPARATION OF PRE-TESTS FOR BOTH GROUPS :

To determine the significance of visual aids in an individualized instruction pre-tests were prepared for both grade levels. The pre-tests for the respective grade levels were prepared from the lessons selected for both grade levels.

.../...

The pre-tests prepared for grade 3 and 4 were class progress tests designed to measure the extent to which the students have mastered the material taught in the classroom.

According to Heaton²⁶ results obtained from the progress test enable the teacher to become more familiar with the work of each of his students and with the progress of the class in general. He goes on to say that it is a teaching device and its aim is to stimulate learning and to reinforce what has been taught. It is concerned with allowing the student to show what he has mastered.

The pre-test prepared for grade 3 is an oral test made up of ten items which is supported by wall chart and real objects (See Appendix E).

The pre-test for grade 4 is a recognition type which requires students to complete sentences by choosing the appropriate answer for the sentence (See Appendix F).

26. J.B. Heaton, Writing English Language Tests. Longman Group Ltd. London 1975 p.153

To maintain the validity (i.e. a test should measure what is intended to measure and nothing else) and reliability (i.e. it has to yield consistent results over a period of time) of the two tests the following attempts, were made.

- tests made by teachers for grades 3 and 4 for the previous years were collected from teachers of different schools.
- items which were related with the lessons and which were found common in all the tests were adapted with all the necessary modification and revision for the pre-test.
- the tests set for both grades were shown to some teachers who teach in grades 3 and 4 to comment on.
- the pre-tests were administered to other students of smaller number of grades 3 and 4 in other schools, and then by examining the responses of students, the items which were answered differently were revised.
- finally the pre-tests were administered on the date fixed for both grades 3 and 4 of the experimental and control groups of the six schools.

- The administration of the tests in the six experimental and six control groups is also meant to be used as a test of validity and reliability. It is assumed that if the average scores computed in the experimental groups show similarity, their differences being insignificant, and the same case in the control groups, then the tests are valid and reliable.

3.2.2. ADMINISTRATION OF THE PRE-TESTS :

The date for the administration of the pre-test for both grade levels was fixed. The tests for both grade levels were conducted by the respective teachers who taught the respective groups. The pre-tests were administered before the lessons were taught, so that it would be possible to compare the results of the experimental and control groups after the post-tests were given.

3.2.3. OBSERVATION OF THE EXPERIMENTAL GROUPS

Observational techniques were used to collect information about visual aids by directly perceiving the performances of teachers and students in the experimental groups and analysing the information obtained.

In line with the principles of visual aids and individualization, observation criterion was prepared to evaluate and observe teachers who taught the experimental groups, to see whether the principles and methods of visual aids and individualized instruction were applied or not. The check list was used to observe behaviours of teachers and students of the experimental groups when the actual teaching process of the lessons was going on.

3.2.4. ADMINISTRATION OF THE POST-TESTS :

Throughout the experiment, all attempts were made to make available all the necessary visual aids for every lessons. After the lessons had been taught to both the experimental and control groups, to see if there was any significant difference between the experimental and control groups of both grade levels, the post-tests were administered on the same date.

The study was conducted for 15 weeks. A total of 720 students participated for both grades 3 and 4 in the experiment through out and took the post-test set to measure the significance of visual aids and the effectiveness of individualized instruction.

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From grade 3, a total of 360 students participated in the experiment consistently, and took the post-test, and from grade 4 also 360 students participated in the experiment and took the post-test intended to measure the significance of visual aids in an individualized instruction.

3.2.5 DISTRIBUTION OF QUESTIONNAIRE :

The questionnaire is intended to collect relevant information regarding the importance of visual aids in teaching English especially at the beginning stages of language instruction from teachers who teach English in grades 3 and 4 of government schools.

CHAPTER IV

ANALYSIS AND RESULTS

4.1 ANALYSIS

The data has been collected : firstly by administering the pre-test and post-test; secondly, by distributing questionnaires to teachers who teach English in grades 3 and 4 of government schools; thirdly, by observing the teachers who teach the experimental classes in terms of the criteria set for evaluation. These three methods were used because appropriate information may not be obtained by a single method alone and one method alone may not be sufficient to collect all the necessary information.

For the data obtained by the post-test, a statistical model has been used for testing the hypothesis in this study. The model employed is a t-test technique. This technique is used to prove whether or not visual aids can show a significant difference for maximizing the teaching of English in an individualized instruction for beginners. So, a hypothesis test is made to demonstrate the significance of the difference between the means (averages) of the experimental and control groups.

These are the expected outcomes in this study :

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- If the experimental and control groups perform similarly in the post-test, that is, the difference between their means being statistically not significant, then, the null hypothesis (H_0) which states that there is no difference between teaching English for beginners with Visual aids in an individualized instruction and teaching English without using Visual aids in a conventional way will be accepted.
- If the experimental groups or the control groups perform better, that is, the difference between their means being statistically significant, then, the Alternate Hypothesis (H_1) which states that there is difference between teaching English for beginners (grade 3 and 4) with Visual aids in an individualized instruction and teaching English without using Visual aids in a conventional way will be accepted.

4.1.1. Hypothesis Test

The method used for testing the Null hypothesis (H_0) that $\mu_1 = \mu_2$ is based on the t-distribution where it is assumed that $\sigma_1^2 = \sigma_2^2 = \sigma^2$ and the population is normal. The reason why this method is selected is due to the fact that σ_1^2 and σ_2^2 are

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unknown and the samples are drawn from a normally distributed population. Since the two population Variances (σ_1^2 and σ_2^2) are unknown, their estimates must be pooled together to obtain a common Variance (S_p^2) which is needed for evaluating the difference between the two means. The common variance is estimated by pooling the two sample variances in the following manner :

$$SP^2 = \frac{(N_e - 1) S_e^2 + (N_c - 1) S_c^2}{N_e + N_c - 2}$$

$$S_e^2 = \frac{(\sum X_e - \bar{X}_e)^2}{N_e - 1}$$

$$S_c^2 = \frac{(\sum X_c - \bar{X}_c)^2}{N_c - 1}$$

$$t = \frac{\bar{X}_e - \bar{X}_c}{SP \sqrt{\frac{1}{N_e} + \frac{1}{N_c}}}$$

In hypothesis testing, we begin by assuming (hypothesizing) a population parameter such as the population mean (μ). After a random sample is collected, we compare the sample statistics, such as the sample mean (\bar{X}), with the hypothesized parameter, such as the hypothesized population mean (μ). Then, we either accept or reject

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the hypothesized value as being correct. The hypothesized value is rejected only if the sample result clearly is unlikely to occur when the hypothesis is true.

Before the statistical analysis begins, the null and alternate hypothesis are formulated. The null hypothesis (H_0) is the hypothesized parameter value which is compared with the sample result. It is rejected only if the sample result is unlikely to have occurred given the correction of the hypothesis. The alternate hypothesis (H_1) is accepted only if the null hypothesis is rejected.

Then, a significance level such as $\alpha = .05$, is decided as a critical region for supporting or rejecting the null hypothesis (H_0) because it is one of the statistical standard level accepted for retaining or rejecting the null hypothesis. It is established that if the t-value calculated is greater than the t-value obtained, from the value given in a statistical table, then the alternate hypothesis is supported, rejecting the null hypothesis, and the reverse is true if the t-calculated is less than the t-tabulated.

Having specified the null hypothesis, the level of significance, and the test statistics to be used, the critical value of the test statistics is established.

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The computed value of the sample statistics is compared with the critical value of the test statistic. The null hypothesis is then either accepted or rejected.

In this study the sample is 30 in both the experimental and control groups. The degree of freedom is $N_e + N_c - 2$ which is $(30+30-2) 58$. At 58 degrees of freedom the critical value for two-sided test where alpha equals .05 is indicated 2.0 in a statistical table. Then, the computed value is compared with this critical value and the null hypothesis is either rejected or accepted.

The significance of the difference between the mean of each of the six experimental groups of grades 3 and 4 (E_1, E_2, E_3, E_4, E_5 and E_6) and the mean of their respective control groups (C_1, C_2, C_3, C_4, C_5 and C_6) computed as indicated below :

- School I, grade 3 experimental and control groups and grade 4 experimental and control groups in the post-test were computed.
- School II, grade 3 experimental and control groups and grade 4, experimental and control groups were calculated.
- School III, grade 3 experimental and control groups and grade 4, experimental and control groups were found.

.../...

Grade 3 - SUMMARY OF STATISTICAL COMPUTATION OF EXPERIMENTAL AND CONTROL GROUPS

Table 1

Schools	E.G.	C.G.	E.G. \bar{X}	C.G. \bar{X}	E.G. S^2	C.G. S^2	SP.	t-comp	t-tab	Significance*
I	N = 30	N = 30	7.13	6.43	1.85	2.18	1.42	1.94	2.00	Not Significant
II	N = 30	N = 30	7.2	6.5	1.61	1.34	1.21	2.33	2.00	Significant
III	N = 30	N = 30	7.43	6.36	2.24	2.03	1.45	2.97	2.00	Significant
IV	N = 30	N = 30	7.2	6.5	1.47	1.63	1.24	2.25	2.00	Significant
V	N = 30	N = 30	7.93	6.7	1.23	1.73	1.36	2.5	2.00	Significant
VI	N = 30	N = 30	7.26	6.56	2.40	1.83	1.45	1.94	2.00	Not Significant

*
df = 58
alpha = .05

Grade 4 - SUMMARY OF STATISTICAL COMPUTATION OF EXPERIMENTAL AND CONTROL GROUPS

Table 2

Schools	E.G. N	C.G. N	E.G. \bar{X}	C.G. \bar{X}	E.G. S^2	C.G. S^2	SP.	t-comp	t-tab	Significance*
I	N = 30	N = 30	7.66	6.86	2.01	1.31	1.28	1.5	2.00	Not Significant
II	N = 30	N = 30	8.86	7.63	7.76	3.81	2.4	2.05	2.00	Significant
III	N = 30	N = 30	8.56	7.6	3.69	2.8	1.8	2.13	2.00	Significant
IV	N = 30	N = 30	11.6	10.23	7.51	3.66	2.36	2.32	2.00	Significant
V	N = 30	N = 30	10.73	9.63	7.3	6.71	2.64	1.66	2.00	Not Significant
VI	N = 30	N = 30	11.96	10.76	6.44	4.93	2.38	2.03	2.00	Significant

* df = 58
alpha = .05

- School IV, grade 3 experimental and control group is computed, and grade 4 experimental and control group is computed.
- School V, grade 3 experimental against control group is computed, and grade 4 experimental against control group is computed.
- School VI, grade 3 experimental against control group and grade 4, experimental against control group is computed.

4.1.2. Computation of Statistics

Using the formula for the t-test (See page 48) attempts were made to analyse the significance of the difference between the means of the experimental and control groups of both grade levels. The computed t-tests for the twelve cases are shown for both grades 3 and 4 in Tables 1 and 2 respectively. From the statistical analysis it is now possible to see the underlying assumption for collecting data and utilizing the t-test to test the hypothesis.

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4.2.1. Results of the t-test Computation

The data in this study is collected using three different techniques so as the defect of one is supplemented by the other, better result can be obtained and variables which may not be controlled by one may be controlled by the other two methods.

The pre-tests administered to both grade levels of the experimental and control groups as shown in Appendix G and H are insignificant. This means that there are no significant differences between the experimental and control groups of both grade levels in the performance of the pre-tests. This shows that the back ground of the students who are assigned in the experimental and control groups of both grade levels is the same.

Statistical comparisons are made of the difference between the means for the experimental and control groups in the post-tests. Significances of differences are subjected to the t-test in which comparison is made of the size of the difference of the means with the pooled variance of the matched groups. Within the established degrees of freedom, rejection of the hypothesis is examined at .05 level of probability.

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The computed significance differences of the post-test results for the experimental and control groups of grade 3 are shown separately for the six schools in Appendix K. 1-6. Similarly, the computations for grade 4 of the experimental and control groups are shown also in Appendix L. 1-6.

According to the t-test computation results of grade 3 as shown in Table 1, schools II, III, IV and V show significant difference, whereas schools I and VI show differences which are not significant. In grade 3, out of the six experimental and control groups respectively, 4 of the computations show significant difference. The statistical results indicate that the performance of the students in the experimental groups is better than the students in the control groups. The results of the experiment seem to indicate that apparently visual aids are useful for maximizing individualized instruction in the teaching of English as a foreign language. This implies that the students in the experimental groups who received instruction with the help of visual aids and individualized instruction show good performance in the post-test as compared with the students in the control groups who received instructions in the conventional way. From this finding, it is

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possible to infer that students who receive the lessons in the conventional way do not seem to perform as well as those students who receive instruction with supplementary aids and the method of individualization in the post-test. In addition, the findings indicate that the ENE series is not effective for maximizing individualized instruction in the teaching of English for beginners.

The purpose of teaching or learning a language is to use it for effective communication. To communicate effectively in a language, mastery of the language is very essential. Mastery of the language could be achieved through adequate individual practice of the language with the help of appropriate teaching materials.

Similarly, the statistical computation for grade 4, is shown in Table 2. By comparing the results of the computation (for each school of the experimental and control groups) with the critical value obtained from a statistical table at the .05 level of significance and 58 degrees of freedom is 2.0. It will be observed that 4 out of the 6 combinations are significant. This means that since the computed values for schools II, III, IV and VI which is 2.05, 2.13, 2.32, and 2.03 respectively are greater than the critical value which is 2.0, the Null hypothesis is rejected in all these cases. This

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means that the Null hypothesis (H₀) which states that there is no statistically significant difference between the visual method in an individualized instruction and the conventional method of teaching English as a foreign language for the beginners is rejected and the alternate hypothesis (H₁) which states that there is statistically significant difference between the visual method in an individualized instruction and the conventional method of teaching English as a foreign language for beginners is accepted. This implies that the performance of those students in the experimental groups who received instructions with supplementary visual aids and individualized instruction is significantly better than those students in the control groups who receive instruction in the conventional method.

The computed t-statistic of the experimental and control groups of school V turned out to be 1.66 which is less than the critical t value, so in this case the null hypothesis (H₀) cannot be rejected; because the computed t value is less than the critical t value. So, the null hypothesis is accepted in this case. This implies that the performance of those students in the experimental group is not better as compared with the performance of students in the control group.

.../...

According to the results of school V, there is no statistically significant difference between the methods of teaching English using visual aids and individualization and the conventional method of teaching English for beginners.

But referring to the 6 combinations of the experiment for grade 4, the results indicate that 68% show statistically significant difference, this means that the students who receive the lessons with supplementary materials in an individualized instruction performed far better in the post-test. This implies that visual aids in an individualized instruction is highly successful for maximizing English language teaching for beginners.

On the whole, the statistical findings for both grade levels strongly show the importance of visual aids for maximizing the teaching of English in an individualized instruction.

The reason for using a particular visual aid is to provide a motivating activity which will encourage students to practise language in a meaningful, communicative context. A good visual aid will stimulate the imagination and will also provide a clear context for language practice. The effect of this is demonstrated

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in the over-all scores obtained by the experimental groups of both grades 3 and 4. The method of individualization and visual aids gives enough time to classroom interaction giving students the opportunity to improve and develop proficiency and confidence in language skills.

The efficiency of visual aids in an individualized instruction is made clear by the performance of the experimental groups of both grade levels as compared with the performance of the control groups of students who received instruction of the lessons in the conventional method. Individualization gives enough opportunity for students to have practice in the oral skills of the language individually as well as in groups. Students are given chances to rpractice the foreign language in a variety of situations, and their interest, motivation, creativity and participation are sustained. This is all that a language demands. This helps the students to master and retain what they have learned.

During the experimental period, it was observed by the researcher that the experimental groups showed progress in interest, motivation, participation and confidence in learning and practising the language.

.../...

This was because students were no more passive listeners; they were doing most of the talking individually, as well as in groups with the help of visual aids under the guidance of the group leaders. This activity was a student centered activity. Once the teacher introduced the lesson, he simply supervised the groups and gave appropriate help where it was necessary.

The purpose of teaching or training is to enable a person to acquire a mental or physical skill within the minimum time possible. Since the important common factor in teaching a language is effective communication, good training must begin with competent instruction. Above all, emphasis on communicative aspect of language and situations for communication must be available. The achievement of all these objectives requires interest in children, preparation for the lesson, careful planning and use of appropriate materials.

Children learn their first language by listening and repeating it even before understanding the meaning of any word or sentence. Visual aids and individualized instruction used in the classroom for teaching a foreign language could approximate to a natural setting of language use. They create a conducive atmosphere for learning as well as for an approximate habit formation

of language behavior. Therefore, visual aids in individualized instruction are very effective for maximizing English language teaching and learning.

If children who are learning a foreign language are convinced regarding what they are doing, their interest, motivation, participation and creativity will increase. Moreover, practising language in the class-room through different types of visual aids such as mentioned in the review of this study, give the learner an appropriate experience in language use. It makes language learning natural and interesting.

4.2.2 Questionnaire

In this study, the questionnaire is the second method of obtaining relevant information about the importance and contributions of visual aids in promoting individualized instruction in the teaching of English as a foreign language in grades 3 and 4 of government schools. The structured type of questionnaire shown in Appendix M is prepared in such a way that the answer should be given by putting tick marks on the space provided by the respondents. Forty copies of questionnaires were sent to the various

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schools to be filled by the teachers. Out of the forty copies of questionnaires sent twenty eight copies were returned.

In order to analyse the information in the questionnaire, the responses were tallied (See Appendix O) for each question and for all alternatives. The responses are expressed in percentages for each question Table 3 and 4.

For convenience, the alternatives A, B, C, D, and E in the questions are rank scaled so that it is possible to make one uniform analysis of the data obtained from the questionnaire. So the alternatives A, B, C, D and E in the question are replaced by the words very satisfactory, satisfactory, fair, poor and very poor selected and arranged in order of their importance in the tables under the first scale which is represented by very satisfactory alternatives like (to a very great extent, very effective, excellent, all of the above, very interesting well-equipped) come. Under the category satisfactory, alternatives like (to a great extent, effective, very good, easily remembered and adequate) are included. In the category fair alternatives like (to a moderate extent, moderate, good, motivating, average) come. In the category poor alternatives like (to a little extent, weak, poor, inadequate) are included. In the category very poor alternatives

.../...

like (it didn't help, ineffective, poor) fall. The unspecified responses were tallied under the column in-different and the percentage of indifferents are expressed in percentages for each question.

In order to find out whether the hypothesis (see page 5) is supported or not, the amount of percentages obtained under the category very satisfactory and satisfactory for each question are added and the percentage which occur under poor, very poor and indifferent are added and the average is calculated. Then, the averages under the first two columns are compared and contrasted with the average which occur under the category poor, very poor, and indifferent. If the total averages of very satisfactory and satisfactory is greater than the total average which occur under the category poor, very poor and indifferent, it means that it is congruent with the hypothesis and infavor of it.

Accordingly, as shown in table 3, the aggregated average of the first two columns (very satisfactory and satisfactory) is greater than the aggregated average that occurs under the category (poor, very poor and indifferent).

Therefore, from the responses of the questionnaire and the analysis of the responses, it is possible to say

.../...

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Accordingly, as shown in table 3, the aggregated average of the first two columns (very satisfactory and satisfactory) is greater than the aggregated average that occurs under the category (poor, very poor and indifferent).

Therefore, from the responses of the questionnaire and the analysis of the responses, it is possible to say

.../...

that visual aids are effective and can be used to maximize English language teaching and learning especially at the beginning stages in individualized instruction.

Similarly, questions which require "yes" or "no" responses, are represented by the category "approval" or "disapproval" respectively, and the word "indifferent" is used to represent unspecified responses in the questions, so as to make the analysis of the data obtained uniform.



QUESTIONNAIRE

Table 3

No.	very satisfactory	satisfactory	Fair	Poor	very poor	Indifferent	Total %
5	27%	29%	25%	4%	-	16%	100
6	11%	36%	46%	7%	-	-	100
7	4%	50%	25%	14%	-	7%	100
11	36%	54%	4%	4%	-	4%	100
12	15%	35%	35%	10%	-	5%	100
14	14%	50%	18%	7%	-	11%	100
22	68%	14%	4%	4%	-	11%	100
24	4%	18%	39%	36%	-	4%	100
Average	22.37	35.75	24.5	10.75	-	7.25	100%

QUESTIONNAIRETable 4

No	Approval	Disapproval	Indifferent	Total %
4	57%	43%	-	100%
8	11	89	-	100
9	14	86	-	100
10	100	-	-	100
13	93	4	4	100
15	82	7	11	100
16	89	4	7	100
17	89	7	4	100
18	53	36	11	100
19	82	14	4	100
20	64	29	7	100
21	25	71	4	100
23	21	75	4	100
25	57	39	4	100
26	18	79	4	100
Average	64.13	31.73	4.26	100%

Referring to Table 4, the aggregate average for questions 4, 8 - 23 and 25 - 26 under the category of "approval" is greater than the aggregate average for the category of "disapproval" and "indifferent" all together.

Referring to Table 4, again especially to the responses of questions 21 and 26, it is possible to observe that Visual aids are not very often used by teachers in their teaching activities and neither are they encouraged by the administration of the schools.

On the whole it can be concluded that Visual aids are very essential and the teaching of a foreign language can be promoted by the frequent use of Visual aids in the teaching process.

4.2.3 Observation Checklist

The third technique applied for collecting the data is the observation of the experimental classes by the researcher using the observation criteria (See Appendix N) when the actual teaching was going on. The aim of the observation is to find out and evaluate the performances of teachers in applying the principles of Visual aids and the method of individualization; Secondly, to observe and evaluate the language performances of students under the individualized instruction using Visual aids.

.../...

To make the analysis of the data obtained by the observation checklist uniform, the rank-scales very satisfactory, satisfactory, fair, poor, and very poor are used to replace the qualitative measurements used as alternatives in the checklist such as excellent, very good, fair and poor respectively. When the total average of very satisfactory and satisfactory in Table 5 is compared with the total average for the category poor and very poor, it can be concluded that the performances of teachers in teaching the lessons selected for this study using Visual aids in individualized instruction was satisfactory on the whole; and secondly, it implies that students performed satisfactorily to manipulate Visual aids for practising language in individualized instruction.

Similarly, the analysis in Table 5 indicates that the principles of visual aids and individualization as applied by teachers have a significant effect on the language performances of students.

During the experimental period, it was observed that the experimental groups showed progress in interest, motivation, participation, and confidence in learning and using the language.

.../...

On the other hand, it was observed that the respect and application of the principles of individualized instruction with visual aids by the teachers of the experimental groups was quite satisfactory.

The students and teachers were very enthusiastic in using visual aids for practising language in the class-room. The classrooms in the experimental sections were lively and interesting, because students were given chances to work on their own pace, and they were made busy talking and repeating utterances freely, individually, as well as in groups.

Students in the conventional method, however, received the lessons without the necessary visual aids for the items in the lessons. Teachers presented the lessons to the whole group without the formation of smaller groups within their classes. The conventional teaching is a teacher-centered activity in which the talking is dominated by the teacher. This approach does not give enough chance to students to practise language in class so as to use it for communicative purposes in real life situations. So the interest, motivation, participation, willingness to learn, and confidence of students in the conventional method is less as compared to the students in the individualized instruction method.

OBSERVATION CHECKLIST

70

Table 5

No	very satisfactory	satisfactory	Fair	Poor	very poor	Total %
1	-	50%	42%	8%	-	100
2	8%	25%	50%	17%	-	100
3	-	42%	42%	16%	-	100
4	-	33%	33%	33%	-	100
5	-	42%	50%	8%	-	100
6	-	42%	42%	16%	-	100
7	-	50%	33%	17%	-	100
Average	1.14%	40.57%	41.71%	16.42%	-	100%

OBSERVATION CHECKLISTTable 6

No	Approval	Disapproval	Total %
1	100%	-	100
2	100%	-	100
3	92%	8	100
4	100%	-	100
5	83%	17	100
6	75%	25	100
7	83%	17	100
8	83%	17	100
9	100%	-	100
10	75%	-	100
11	100%	-	100
Average	90.09	9.9	100

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

Although modern methods of foreign language teaching involve a predominantly oral first stage, careful choice, arrangement of the language materials pupils need to master, and active participation by the pupils is essential. It is quite difficult to give a conclusive answer to the methodological problems of foreign language teaching. This is because of the fact that the teaching and learning process of the foreign language is not adequately explained.

However, a valid conclusion could be made by conducting experiments and testing the application and effectiveness or significance of theories. By this process each teacher will find the techniques that best suits him, his students, and the particular aspects of the language he is teaching. Accordingly, it is possible to make conclusions by comparing the effect of visual aids on individualized instruction with the conventional way with-out visual aids by conducting researches in the actual learning and teaching process. It was to study the significant effect of visual aids for maximizing individualized instruction in the teaching of English as a foreign language for beginners that this experimental study was conducted in the schools mentioned.

.../...

In this study, the supplementary visual aids were given only to the experimental groups of both grade levels of individualized instruction in order to show the significance of visual aids for maximizing individualized instruction in the teaching of English as a foreign language.

5.1.1 In this study, three techniques are employed to evaluate the significance of visual aids in individualized instruction. The findings of the experiment clearly support that supplementary visual aids show significant difference for maximizing the teaching of a foreign language in an individualized instruction. The computed t-test in 12 combinations of the experimental against the control groups of both grades 3 and 4 show that visual aids in an individualized instruction is more effective in promoting language learning than the conventional method of instruction.

From the six combinations of the experimental against the control groups of grade 3, it was found that the statistical computation in 4 of the experimental schools show significant differences. Also from the six combinations of the experimental against control groups of grade 4, it was found that in 4 schools, the statistical computations show significant differences. This means that the performances of the experimental groups of both grade levels in the post-test as compared to the performances of the control groups are superior.

The achievement of the experimental groups would reflect the effectiveness of materials and the technique used to teach them.

The experimental groups which were taught by employing visual aids in an individualized instruction showed high motivation, willingness, participation, and satisfaction in learning than the control groups taught by the conventional method.

5.1.2 The analysis of the data obtained from the questionnaire shows that visual aids have a significant effect in promoting an individualized instruction for teaching English as a language for beginners.

As noted above and discovered, the visual aids in individualized instruction were found to be efficient enough to sustain the motivation, interest, participation and to enhance the rate of students to master the language elements in the lessons.

5.1.3 In addition, the result obtained from the analysis of the observations of the lessons of the experimental groups shows the general trend as to the effectiveness and significance of visual aids in promoting English language instruction at the beginning stages.

.../...

From the results of the t-test computations, the questionnaire and observation checklist, it is possible to conclude that visual aids are effective for maximizing individualized instruction in teaching English for beginners. So teachers must be encouraged to use visual aids in their teaching of English as a foreign language at the beginning stages.

However, it must be clear that the findings of this study are not perfect and final. Further research and evaluation should be carried out to arrive at a satisfactory conclusion, results of other variables (syllabus, quality of teachers, methodology) need to be studied. The scope of this paper is limited to the study of the significance of visual aids for maximizing individualized instruction in teaching English for beginners. From the results and conclusions made, the following recommendations considered to be essential are suggested :

5.2.RECOMMENDATIONS

From the findings and conclusions it is found that visual aids in the ENE series are ineffective for promoting individualized instruction in the teaching of English for beginners. The following possible recommendations will be of great help to syllabus designers, textbook writers, educators and material production experts to make the necessary reconsiderations.

.../...

5.2.1. Syllabus design is very important. It concerns how we organize, select and present what we decide to teach our students. It must clearly state and identify what to teach. Syllabus design, teaching materials and the methodology should be closely interrelated to make foreign language learning a meaningful activity.

It is known that second language learning means acquiring new habits, learning the forms required by the system through intensive and extensive practice.

To give a fundamental concept at the introductory phase, the syllabus should be designed in line with the principles of individualization and visual aids. The syllabus should specify the role of the student and the teacher. It should emphasize that the classroom activity must be student centered and must give priority to the individual mastery of the language.

Textbooks must also reflect the aims and objectives of the syllabus designed to foster the communicative aspect of language. The purpose of teaching English in elementary schools should be for communicative purpose.

Based on the communicative purposes of language teaching, the ENE series should be redesigned to most individualized instruction, so that free conversation which is essential to interest students and to practise their language is fostered.

The purpose and content of the new ENE series should be in line with the method of individualized instruction. In the textbook, specific directions as to the steps in using the visual aids, the amount of time needed to cover each lesson, the role of the teacher and students must be specified. In addition, the arrangement of classrooms must be conducive for individual practice of the materials in each lesson.

5.2.2 Teacher Training. Teachers must be given orientation so as to make them familiar with the method of individualization, and on the construction of visual aids. To foster individualization, training should be given to elementary English teachers in the form of seminars and workshops. Orientation on visual aids must be given. The future teachers in the Teacher Training Institutes should be given courses on individualization and visual aids. Teacher should be given guidelines to prepare visual aids at school levels. Schools must be given the necessary encouragement to have English rooms so that teachers and students will make the necessary visual aids from the materials that are available at school levels.

.../...

APPENDIX A.

Directions for Teachers who Teach the Experimental Groups

Every teacher knows that progress in learning a foreign language is largely dependent upon having plenty of opportunity for practising the correct use of the language. If pupils repeat wrong forms uncorrected, they are only learning these more thoroughly, but the teacher feels that it is next to impossible to give every pupil an opportunity of speaking or reading in every lesson. This is because classes are very large in most schools in Ethiopia. In such a class it will be very difficult for the teacher to detect the individuals who make mistakes when students are reading or repeating by way of whole class together. Students may make many mistakes in pronunciation which go undetected by the teacher.

The solution to the problem of large classes is to break the class into smaller groups. In a class of say 60 to 80 students, which is very common, we can divide the class into groups of 7 to 8. The purpose of organizing the class into smaller groups is to ensure the maximum amount of participation by the individual pupil.

Therefore, teachers are kindly requested to observe and follow strictly the following procedures and steps in teaching the pupils in the experimental groups.

.../...

The Transition from full-class to Individualized Instruction

Both the teacher and students must understand fully their new roles. The teacher must no longer consider himself as the stage-center distributor of all new knowledge and information. Rather, he must see himself as the director and manager of student-centered activities, many of which can go on without his direct presence. He must accustom himself to making explanations to small groups.

Students, in turn, must learn that they are no longer passive receivers of the knowledge the teacher gives out.

General Procedure

Before the actual teaching and learning process begins, teachers who take up the experimental groups should follow the steps in reorganizing the classroom :

- divide the class into groups with not more than five or six students in each group.
- give names to each group A, B, C, etc.
- each group should have its own group leader
- a routine should be established which is understood by the pupils and which can be operated with minimum of instruction from the teacher.

The Role of the Teacher

- The teacher introduces the lesson to the whole class with the help of visual aids.

.../...

- The teacher deals the lesson with each group.
- The teacher will always be conscious that the purpose of reorganizing the class is to ensure the maximum amount of vocal participation by each pupil. By using the group method of answering individually, the teacher can be sure that every pupil has spoken during the lesson.
- The teacher checks the full participation of the individuals in each group and assesses whether each individual in the group understands the lesson or not.
- The teacher gives appropriate directions to the group leaders to do and lead the activities in their own group as the teacher did.

The Role of the Group Leader

- The group leader acts as a co-ordinator of the group and checks whether or not the individual in a group fully participates in the activities.
- The group leader implements the instructions given by the teacher to the group.
- All the groups in the class work at the same time.
- Within each group, the pupils speak and read individually.

.../...

- The great advantage of the group method is the amount of supervised practice that each individual pupil obtains.
- The slower pupil is helped by one the quicker pupils and has the chance of contributing to the group.
- The slower pupil is prevented by the other members of the group from repeating mistakes.

APPENDIX B.

LESSON (for grade 3)

Aim of the lesson

To teach : stand up, sit down, come here, go back.

Steps in presenting the lesson :

I. Introduction (5 minutes)

The teacher takes 5 minutes to introduce the items above.

1. Teacher to class : 'stand up', sit down, come here
go back,
2. Teacher controls this exercise :
Group A to Group B: 'stand up, sit down,
Group C to Group D: 'stand up, sit down,
3. Teacher places chair in front of the room,
student comes forward.

.../...

Teacher to student 1: sit down, stand up,
come here, go back'

Student 2 : come here, sit down, stand up,
go back : continue with several students.

4. Student plays teacher and gives the commands
to the other students.

student 1 to student 2 : sit down, stand up etc.

student 1 to student 3 : (vary commands)

II. Chorus (5 minutes) - The teacher gives clues using
flash cards, word cards, gestures and objects in
class and the whole group repeats after the teacher.

III. Group-teacher and student (15 minutes)

The teacher takes up each group and practises the
words using flash cards, word cards, and objects in
the class-room checking the performances of each
student.

IV. Individual Mastery (15 minutes)

Individual students with the help of the group
leaders practise the words introduced by the teacher
using word cards, games, pictures, flash cards etc.
The teacher supervises each group giving assistance
by going from one group to the other.

.../...

LESSON (for grade 3)

Aim of the lesson

To teach : run, walk, jump.

Steps in presenting the lesson :

I. Introduction (5 minutes)

The teacher takes 5 minutes to introduce the items above.

1. Teacher brings forward a bright student and tells him, in the vernacular, to run (slowly) across the front of the room. Then the teacher says in English to student, 1: 'Run'. Repeat the word run several times.

Then say : 'stop running' and stop the student.

repeat : 'Run'/ stop running'

2. Practise the pronunciation with the class. class to student 1: 'Run'/stop running'

3. Repeat this with walk : 'walk/'stop walking' .

jump : jump/'stop jumping'.

4. Mixed practice :

Teacher to student 1 : stand up/come here/walk/

stop walking/ jump/ stop jumping'.

- II. Chorus (5 minutes) - the teacher gives clues using flash cards, word gestures and picture cards and the whole group repeats after the teacher.

.../...

III. Group - teacher and student (15 minutes) The teacher takes up each group and practises the words using flash cards, word cards checking the performances of each student.

IV. Individual mastery (15 minutes)

Individual students with the help of the group leaders practise the words introduced by the teacher using word cards, games, pictures, flash cards etc. The teacher super-vises each group giving assistance by going from one group to the other.

LESSON (for grade 3)

Aim of the Lesson

To teach : writing Y/y, I/i
who is it ? (with a game)

Steps in presenting the lesson :

I. Introduction (5 minutes)

The teacher takes 5 minutes to introduce Y/y, I/i and who is it ?

1. Draw lines on the blackboard.
2. Demonstrate the letters Y and y. Students write the letters in their exercise books.
3. Repeat this method for I/i

II. Chorus (5 minutes) - The teacher gives clues using flash cards for the letters and the groups repeat after the teacher.

.../...

The teacher sends some students out of the room from one group. After they are outside, the teacher explains in the vernacular that student 1 will knock on the door, and the class says : 'who is it ?'

Example : student 1 knocks on the door

class asks : who is it ?

student 1 enters the room.

Teachers asks. 'Is it Lemma?' (wrong name)

class says : No, it's Abeba.'

Repeat with other students.

III. Group-teacher and student (15 minutes)

The teacher takes up students from each group and practises each of the letters to write it on the blackboard and say it to the class. Using letter cards, the teacher asks students in each group to say the letters.

IV. Individual Mastery (15 minutes)

Individual students with the help of the group leaders practises the letters by writing them on the blackboard and in their exercise book. The students play the game who is it ? by taking the place of the teacher, in the game.

Homework

Students practise writing the letters and words learned.

LESSON (for grade 3)I. Introduction - 5 minutes

Aim - to teach present continuous Tense with the "known" verbs.

- to teach he and she as subject pronoun.

Steps in presenting the lesson :

1. The teacher brings forward one student.

Teacher to student : 'Bekele, walk to the door'

Teacher to class : 'What is Bekele doing ?'

class answers : 'Bekele is walking to the door.'

2. Teacher gives several words studied previously (run, jump, write) and have students do the drill.

3. The teacher brings forward one boy and gives command.

Teacher to the student : 'Kebede, jump.'

Teacher to class : 'What is Kebede doing now ?'

Class answers : 'Kebede is jumping now.'

Teacher substitutes : 'He is jumping now.'

Teacher repeats this method, demonstrating with a girl.

When substituting for the girl's name, teacher says: she

II. Chorus (10 minutes)

The teacher gives clues using appropriate pictures and flash cards for the items in the lesson and the whole class repeats the words and sentences several times.

.../...

III. Group-teacher and students. (10 minutes)

The teacher takes up each group and practises the words using flash cards and pictures checking the performance of each student.

IV. Individual Mastery (10 minutes)

Individual students with the help of the group leaders practise the words introduced using the word cards and pictures for she and he. The teacher's job will be to check the activities of students in each group.

LESSON (for grade 3)

I. Introduction - (5 minutes)

Aim - to teach commands open/shut/as commands with Present Continuous Tense and to teach writing T/t, A/a.

Steps in teaching the lesson

1. Teacher revises "known" commands :
run/walk/write/stand up/sit down etc.
2. The teacher goes to the classroom door, and as he opens it he says "I'am opening the door"; and repeats this several times. He then shuts the door, saying: 'I am shutting the door' several times.
3. Teacher gives command to student 1 'open the door' and gestures to help give the meaning. Then he commands : 'shut the door' and gestures to the student. Repeat with several students. Make the class repeat the commands after you.

.../...

Teacher to student 2 : open the door'

Class repeats 'open the door'

Teacher to student 2 : 'shut the door'

Class repeats : 'shut the door'

4. Draw lines on the blackboard.
5. Demonstrate the letters T - t
students write a row of them and say 'tea', 'tea' as they write.
6. Repeat this method for A - a.

II. Chorus (10 minutes)

The teacher gives clues using pictures, word cards and flash cards and the whole class repeats the words and sentences several times.

III. Group-teacher and students (10 minutes)

The teacher takes up each group and practises the words using flash cards, word cards etc. checking the performances of the group.

IV. Individual Mastery (10 minutes)

Individual students with the help of the group leaders practise the words and the letters introduced by the teacher using the word cards and flash cards.

Practice : group leader to student 1

'open the door'

'group leader to the group'

'what is he/she doing now ?'

.../...

The group members say : He/she is opening the door now. 'Repeat, using 'shut the door' with all the groups.

students say 'ay,ay' as they write A-a

Students practise writing the words Am and Take

Homework : Students practise writing the new letters and words they have learned.

LESSON (for grade 3)

Aim : to teach Present Continuous Tense with to the blackboard, to the door, to the table, to the window and to teach writing K/k and L/l.

I. Introduction (5 minutes)

1. Teacher brings 1 student to the front of the room.

Teacher gives commands 'Lemma, walk to the door.'

'Lemma, run to the window.'

'Lemma, walk to the table.'

Make gestures to the student so that he does the action you want.

2. Choose another student. Give command, and class repeats.

3. Drill these phrases : 'to the door/to the window/to the blackboard/to the table.'

4. Teacher brings 3 students to the front of the room,

Teacher to student 1. 'Mohammed, walk to the door'

Teacher to class : 'What is Mohammed doing ?'

Class responds : 'Mohammed is walking to the door.'

.../...

Teacher to student 2. 'Almaz, run to the window'

Teacher to class : 'what is Almaz doing ?'

Class answers : 'Almaz is running to the window'

continue with other students.

5. Draw lines on the blackboard or use strip blackboard
6. Demonstrate the letters K - k and L - l students write a row of them and say 'Kay, Kay' and 'ell, ell' as they write.

II. Chorus (10 minutes)

The teacher gives clues using appropriate word cards for phrases like to the blackboard, to the door, to the table, to the window etc. and students repeat or reads the phrases from the word cards several times.

III. Group-teacher and students (10 minutes)

The teacher takes up each group and practises the phrases in the present continuous tense of the known verbs.

IV. Individual Mastery (10 minutes)

Individual students with the help of the group leaders practise the words introduced using appropriate flash cards, word cards and games. The teacher checks and supervises the groups and the individuals in the groups and gives assistance as needed.

Homework : students practise the new letters and phrases they have learned.

.../...

LESSON (for grade 3)

Aim : to teach commands Push/pull and to teach writing M/m,
N/n.

Steps in presenting the lessonI. Introduction (5minutes)

The teacher takes 5 minutes to introduce the items above.

1. Teacher quickly revises known commands : run/walk/write/
stand up/sit down/etc.
2. Teacher goes to the table or chair and then he pushes
and pulls the table or the chair as he says I push the
table or chair and I pull the table or chair. He may
say 'I am pushing the table' and 'I am pulling the
table' as he does the action several times.
3. Teacher gives command to student 1, 'pull the table'
and 'push the table' and gestures to help give the
meaning. Repeat with several students. Make the class
repeat the commands after you.
4. Draw lines on the blackboard or use strip blackboard
to demonstrate M/m, and N/n.

Students say 'em, em' and 'en, en' as they write the
letters. Students practise writing these words :

Mamo and Nile

II. Chorus - (10 minutes)

The teacher gives clues using pictures word cards or flash
cards for the words push and pull and the whole class
repeats the words several times.

.../...

III. Group - teacher and students (10 minutes)

The teacher takes up each group and practises the words using cards and pictures etc. checking the performances of the group.

IV. Individual Mastery (10 minutes)

Individual students, with the help of the group leaders practise the words and the letters introduced by the teacher using the word cards and flash cards. The teacher supervises each group giving assistance to individuals and to the groups.

Homework : Student practise writing the new letters and words they have learned.

LESSON (for grade 3)

Aim of the lesson : to teach hold/put and to teach writing
B/b, P/p and D/d.

Steps in presenting the lesson :

I. Introduction (10 minutes)

The teachers take 5-10 minutes to introduce the items and the letters.

1. The teacher brings several students to the front of the room.

Teacher demonstrates : Teacher to student 1 : 'Hold the book.'

Teacher to student 2 : 'Hold the bag.'

Teacher to student 3 : 'Hold the pen.'

continue with many other examples.

.../...

2. Teacher brings forward one student.

Teacher demonstrates : 'Put the book here' and the teacher places the book.

Teacher demonstrates : 'put the book there' and the teacher places the book on the table away from the student. He repeats with other objects until the student understands and can do the action.

3. The teacher brings 3-4 students forward :

Teacher to student 1 : 'Hold the book/put the book there'.

He continues with other examples.

4. The teacher draws lines on the blackboard or uses strip blackboard and demonstrates the letters B/b and D/d.

II. Chorus (10 minutes) - The teacher gives clues using word cards, flash cards, etc. for the words and letters.

As the teacher demonstrates the words, the whole class repeats the appropriate responses several times.

III. Group-teacher and student (10 minutes)

The teacher takes up each group and practises the words using the word cards and pictures which show objects being held, put, pushed, pulled etc. checking the performances of the groups.

IV. Individual Mastery (10 minutes)

Individual students with the help of the group leaders practise the words and the letters introduced by the

.../...

teacher, using the word cards and flash cards. The teacher supervises each group giving assistance to individuals and to the groups.

Homework : Students practise writing the new letter and words they have learned.

APPENDIX C

LESSON (for grade 4)

Aim of the lesson :

To teach the use of going to, to teach write on the blackboard, write with a pen, write with a pencil and write in the book.

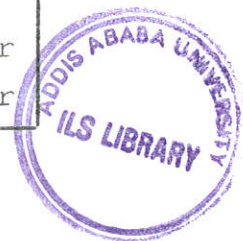
steps in presenting the lesson :

I. Introduction (10 minutes)

The teacher takes 10 minutes to introduce the above phrases.

The teacher uses the following table to practise going to.

I am		run
You are		jump
He/she is	going to	stand up
We are		sit down
They are		eat
		open the door
		shut the door



Example :

Teacher : 'she is going to open the door'

Class repeats : 'she is going to open the door'

Individuals repeat.

.../...

Teacher : 'eat'
 Class : 'she is going to eat'
 Teacher : 'they'
 Class : 'they are going to eat'
 Individuals repeat
 This continues.

2. Teacher Demonstration

Teacher : 'I am going to write on the blackboard.'
 Teacher calls students forward
 Teacher to class : 'He is going to write on the
 blackboard.'
 Class repeats : 'He is going to write on the blackboard'
 Student : 'I am going to write on the blackboard.'

3. The teacher repeats the methodology to demonstrate and practise : Write on the blackboard, write on the paper, write with a pen, write in a book, write with a pencil.

II. Chorus (5 minutes) - The teacher gives clues using word cards for the phrases in this lesson. Students are helped to give the proper responses as they are shown word cards and the correct responses are repeated several times.

III. Group-teacher and student (15 minutes)

The teacher takes up each group and practises the words and phrases using word cards. The whole class repeats when the teacher shows the complete sentences on strip blackboards.

.../...

The group leaders will be given tables, word cards, and strip blackboards and each group in the classroom will practise writing on the strip black-board, writing on the paper, writing with a pen, writing in a book etc. led by the group leader. The teacher supervises and gives assistance by going from one group to the other.

IV. Individual Mastery (10 minutes)

Individual students in each group will practise the items in the lesson using word card, flash cards, strip blackboards and games (how to form a complete sentence from the separate word cards). The teacher supervises each group giving assistance by going from one group to the other.

LESSON (for grade 4)

Aim of the lesson : Reading - writing

To teach tall/short/fat/thin/big/small

I. Introduction (10 minutes)

1. Teacher draws representative figures for the word tall, fat, big, short, thin, and small on the blackboard or cards and writes these sentences :

- a) This boy is tall.
- b) This man is fat.
- c) This stone is big.

.../...

- d) This is short
- e) This man is thin.
- f) This stone is small.

2. Teacher reads each sentence aloud showing the appropriate picture cards. Class reads aloud.

II. Chorus (5 minutes)

The teacher gives or shows pictures of tall, fat, big, small, thin, and short objects and students are helped to give the correct responses as they see the pictures and the responses are repeated several times by the class.

III. Group-teacher and student (15 minutes)

The teacher takes up each group and practises the adjective by reading the sentences from the blackboard when the picture for a particular adjective is shown. Individuals and groups practise reading the sentences aloud.

Teacher arranges the flash cards on the table.
big, small, fat, tall, short, thin. The teacher erases the adjective (the flash cards) from each sentence. Teacher calls on students to come forward and choose the correct flash card (adjective) to complete each sentence.

This man is fat.

The teacher writes the adjectives on the board if the student is correct.

.../...

IV. Individual Mastery (10 minutes)

Individual students in each group will practise the items tall, fat, big, short, thin and small with pictures and flash cards by the help of the group leader. Students will draw appropriate pictures in their exercise notebook for each of the above adjectives. The teacher supervises each group giving assistance by going from one group to the other.

LESSON (for grade 4)

Aim of the lesson : to teach sleep, dance, kick the ball, cry
play a game, and sing.

Steps in presenting the lesson :

I. Introduction (10 minutes)

The teacher takes 10 minutes to introduce the above words and phrases.

1. The teacher introduces the above words by saying each word and phrase as he shows appropriate pictures or objects.

Note : To teach play a game, students can throw and catch the ball, or the teacher can bring in the game 'gebeta' .

2. Teacher demonstrates actions : 'I am sleeping'
Class repeats : 'You are sleeping'.
Teacher to class : 'sleep'

.../...

Class pretends to sleep, with eyes closed :

'We are sleeping.'

Teacher repeats method : dance, kick the ball, cry,
play a game, sing.

3. Teacher calls a student forward and gives him a command.

Teacher to student 1 : 'Dance'

Teacher answers : 'He is dancing'

Teacher to student : 'What are you doing ?'

Student 1 : 'I am dancing.'

Change students, and repeat for : sleep, kick the ball,
sing and play a game.

4. Teacher gives mixed commands to pairs of students.

Example : Teacher to student 1 and 2 : 'Play a game.'

Teacher to class : 'What are they doing?'

Class : 'They are playing a game.'

Teacher to student 1 and 2 :

'What are you doing?'

Students 1 and 2 : 'We are playing a game.'

Continue with other commands from this lesson.

II. Chorus -(10 minutes)

The teacher gives clues using word cards and pictures for the items in the lesson and students say the words and phrases aloud.

III. Group-teacher and students (10 minutes)

The teacher takes up each group and practises the words and phrases using pictures, flash cards and games.

The group repeats the words and phrases in sentences.
Each student practises the items in the lesson, making appropriate gestures.

IV. Individual Mastery (10 minutes)

Every student in each group with the help of the group leader practises with the given word cards, pictures and flash cards. The teacher will check the activities and performances of students in each group and give assistance by going from group to group.

LESSON (for grade 4)

Aim of the lesson :

To teach : bed, get up, work,

I. Introduction (10 minutes)

1. Teacher shows pictures for words such as bed, drawing showing the position of the person on a bed, and says pointing to the bed : 'This is a bed.'
Teacher says the words for the pictures class repeats : 'This is a bed.'

Teacher points to the man : 'He is sleeping.'

Teacher : 'The man is sleeping on the bed.'

Class repeats ; 'The man is sleeping on the bed.'

Note : In English, we say both in the bed and on the bed.

2. Teacher makes a drawing showing a person getting up from a bed. The teacher points to the drawing and says: 'He is getting up.'

3. Teacher points to the drawing and says: '
'He is working'

Class repeats : 'He is working'

4. Teacher calls individual students and makes them point to each drawing and tell the class what the man is doing.

II. Chorus - (10 minutes)

The teacher gives clues using word cards, flash cards, and drawings and students say the word as they see the drawings.

III. Group-teacher and student (15 minutes)

The group leaders are given the appropriate teaching aids and directions so that they are able to help other members in each group to carry on the activities. The teacher takes up each group and practises the words using flash cards, drawings and checking the performance of each student.

IV. Individual Master(10 minutes)

Individual students in each group will practise using the given aids with the help of the group leader. The duty of the teacher will be to supervise and to check and give assistance when he finds it necessary. Students in each group will be given directions to play games in order to give them practice, so that the individual student will master the items in the lesson.

LESSON (for grade 4)

Aim : Reading and writing words from wall chart to practise the Present Continuous Tense.

I. Introduction (10 minutes)

1. The teacher puts the chart which contains animals like goats, a donkey running, a camel walking, a sheep drinking a cow eating etc.
2. That teacher asks the class what they see in the wall chart.
3. The teacher asks the class the following questions :
'What is this ?', 'What are these ?', 'What is the goat doing ?' 'What is the sheep/camel/donkey/cow doing ?'
4. Class reads sentences from the wall chart :
The goats are jumping.
The donkey is running.
The camel is walking.
The sheep is drinking.
The cow is eating.

II. Chorus - (5 minutes)

The teacher gives clues using word cards, strip blackboard and pictures of the animals and the class repeats appropriate sentences for each picture in the chart.

III. Group-teacher and student (15 minutes)

The teacher takes up each group and practises the words goats, donkey, camel, sheep, cow, jumping, running, walking, drinking and eating. The group repeats or reads the word cards and flash cards. Students write the sentences in their exercise note book.

IV. Individual Mastery (10 minutes)

The individual students in each group will practise the words in this lesson using word cards, strip blackboard, flash cards with the help of the group leaders. The teacher gives help for each group and individual students.

LESSON (for grade 4)

Aim : to introduce the days of the week.

I. Introduction (10 minutes)

1. The teacher explains in the vernacular that there are 7 days in a week.

2. Teacher to class : 'A week has 7 days.'

Class repeats : 'A week has 7 days.'

Teacher asks class : 'How many days has a week ?'

Class : ' A week has 7 days.'

3. Teacher showing word cards for days of the week and asks : 'What are they ?' 'Monday/Tuesday/Wednesday/Tuesday/Friday/Saturday/Sunday.'

4. Class learns the days of the week by repeating them

like this :

Teacher : 'Monday, Tuesday'

Class : 'Monday, Tuesday'

Teacher : 'Wednesday'

Teacher : 'Monday, Tuesday, Wednesday'

Class : 'Monday, Tuesday, Wednesday'

.../...

Note : Each day, from now on, ask the children what day it is and soon they will know the days of the week.

II. Chorus - (10 minutes)

The teacher gives clues using word cards for each of the days of the week and students read the words.

III. Group-teacher and students (10 minutes)

The teacher takes up each group and practises the days of the week. The teacher shows the flash cards for each day starting from Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday and shows the corresponding numbered card 1,2,3,4,5,6, and 7.

The teacher checks for the correct pronunciation of each student when dealing with each student of the group.

IV. Individual Mastery (10 minutes)

Individual students with the help of the group leader practises the days of the week using flash cards, games and songs. The teacher checks the performance of the students and gives assistance to each group.

LESSON (for grade 4)

Aim : to teach home, to school, outside, inside

I. Introduction (10 minutes)

1. The teacher shows single pictures for each of the words or hangs a chart which contains pictures for each of the words in the lesson.

.../...

2. The teacher says each of the words by pointing to the picture of the words.
3. As the teacher points to different pictures, the class says the words.
4. The teacher again by pointing to the single pictures says :

'The boy is going to school.'

The students repeat : 'The boy is going to school.'

The teacher says : 'The boy is going to his house.'

'The boy is going home.'

The students repeat the sentences.

5. The teacher showing pictures for the words inside and outside says : 'The boy is inside the house.'
'The boy is outside the house.'
The students repeat after the teacher.

6. The teacher to class : ' I am going outside.'

II. Chorus (5 minutes)

The teacher gives clues using the pictures and the students repeat.

III. Group-teacher and student (15 minutes)

The teacher takes up each group and practises the words using the pictures checking the pronunciation of the students.

IV. Individual Mastery (15 minutes)

Individual students with the help of the group leaders practise the words and the sentences explained by the teacher using the pictures, flash cards and games. The teacher supervises and gives assistance.

APPENDIX D.

Random distribution of students in
two Groups Through Systematic Sampling

Experimental Group			Control Group		
1	240		9	248	
17	256		25	264	
32	272		40	280	
48	288		56	296	
64	304		72	312	
80	320		88	328	
96	344		104	336	
112	360		120	352	
128	376		136	368	
152	392		144	384	
168	408		160	400	
184	424		176	416	
192	440		200	432	
208	456		216	448	
224	472		232	464	

APPENDIX EPre-test for grade 3A. Oral Test

Both tests are done at the teacher's desk.

1. Say 'good morning' / 'good afternoon.'

If the student answers - give (1) point

2. Give command 'point to' -- (two items).

vocabulary = table, window, blackboard, door, chair

give (1) point for each correct answer

3. Give three of the following commands.

sit down, standup, come here, go back,

give (1) point for each correct answer

B. Writing Test

1. Give two letters capital or small and ask the student to write them.

Give (1) point for each correct answer.

2. Ask the student to write his/her name. If correct, give (2) points.

Name	Greetings 1 point	'Point to' 2 points	'Commands' 3 points	Letters 2 point	Name 2 point	Total 10

APPENDIX - FPre-test for grade 4

Name _____ Number _____ Group _____

Choose the correct answer and write the letter

1. A man has _____ eyes
A. one B. two C. three
2. Kebede _____ one book
A. has B. have C. are
3. We _____ boys
A. are B. is C. am
4. They _____ girls
A. am B. are C. is
5. The book is _____ the table
A. is B. on C. at
6. My name _____ Kebede
A. is B. are C. am
7. I _____ a student
A. is B. am C. are
8. Kebede has two _____
A. Pen B. pens
9. _____ these books ?
A. Is B. Are C. Am
10. _____ it a book ?
A. Is B. Are C. Am
11. Give the _____ to the teacher
A. book B. sitdown C. standup
12. _____ the pen from me
A. Bring B. Take C. Give
13. I _____ a book
A. has B. have C. am
14. This is _____ egg
A. a B. an
15. _____ you two eyes ?
A. Have B. Has C. Are

APPENDIX - G

Grade 3 Pre-test results of Experimental and Control Groups

Schools	E.G.	C.G.	E.G. \bar{X}	C.G. \bar{X}	E.G. S^2	C.G. S^2	SP	t-comp	t-tab	Significance
I	N = 30	N = 30	4.2	4.06	1.33	1.44	1.17	1.2	2.0	insignificant
II	N = 30	N = 30	4.13	4.16	1.11	0.89	1.1	1.03	2.0	insignificant
III	N = 30	N = 30	4.4	4.52	1.69	1.82	1.34	1.76	2.0	insignificant
IV	N = 30	N = 30	6.1	5.7	1.97	1.34	1.2	1.45	2.0	insignificant
V	N = 30	N = 30	6.9	6.5	2.2	1.8	1.4	1.9	2.0	insignificant
VI	N = 30	N = 30	5.8	6.6	1.3	1.86	1.45	1.93	2.0	insignificant

APPENDIX - H

Grade 4 Pre-test results of Experimental and Control Groups

Schools	E.G.	C.G.	E.G. \bar{X}	C.G. \bar{X}	E.G. S^2	C.G. S^2	SP	t-comp	t-tab	Significance
I	N = 30	N = 30	7.1	6.4	1.8	2.0	1.4	1.88	2.0	insignificant
II	N = 30	N = 30	6.5	5.5	2.54	2.34	2.11	1.65	2.0	insignificant
III	N = 30	N = 30	5.4	4.8	3.3	2.32	2.19	1.44	2.0	insignificant
IV	N = 30	N = 30	5.13	4.15	2.26	2.03	1.6	1.78	2.0	insignificant
V	N = 30	N = 30	6.2	5.6	2.48	2.36	2.1	1.98	2.0	insignificant
VI	N = 30	N = 30	4.5	4.2	1.22	1.26	1.11	1.11	2.0	insignificant

APPENDIX I

Post-test for Grade 3.
Read the sentences and match them with the pictures.

1. The man is pushing the table

2. The boy is running

3. It is a table

4. It is a door

5. He is holding a book

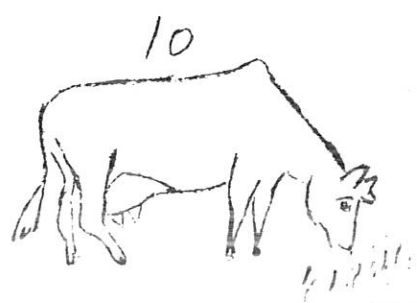
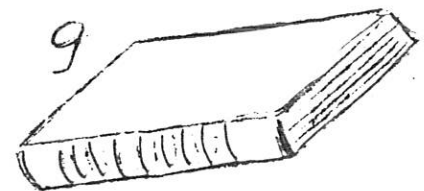
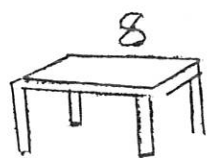
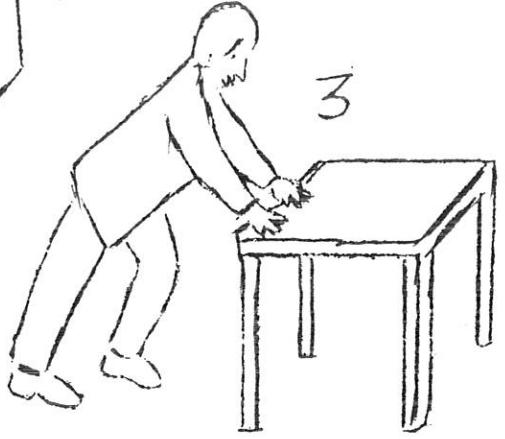
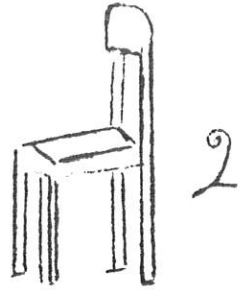
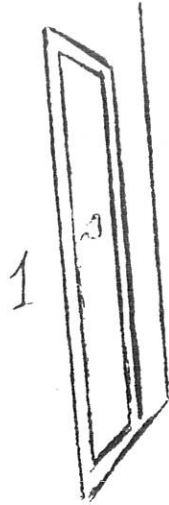
6. It is a window

7. He is sitting

8. It is a book

9. It is a cow

10. It is a chair

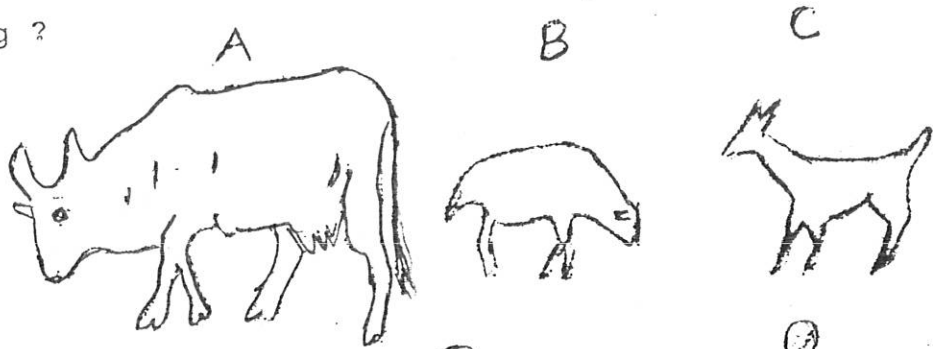


APPENDIX J

Post-test for Grade 4

Read the sentences and match them with the pictures

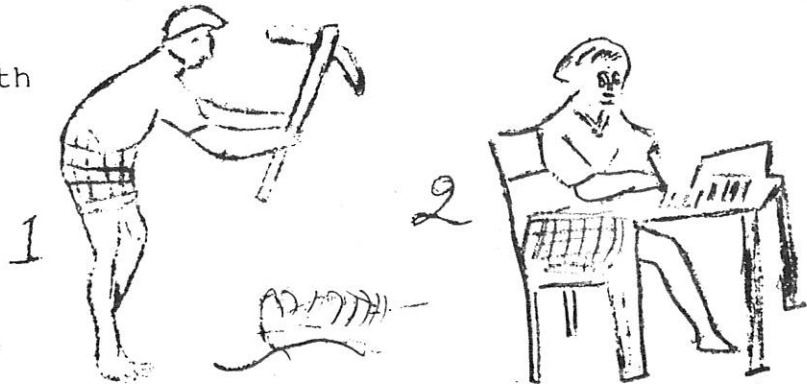
1. What is big ?



2. This man is fat

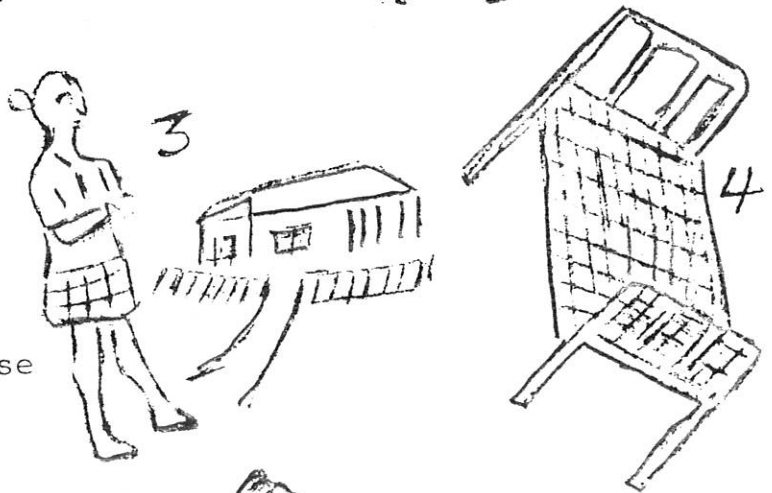


3. She is writing with a pen.



4. The boy is kicking the ball

5. The man is sitting



6. She is going to her house

7. He is working



8. This is a bed



9. The donkey is running



10. The sheep is drinking



11. There are two goats

12. The camel is walking

10



13. The cow is eating

14. How many days has a week?

a) 6 b) 7 c) 8



15. What is the second day of the week ?

a) Tuesday b) Wednesday c) Thursday

Appendix K₁

School I Grade 3 Experimental and Control Groups

Experimental group			Control Group		
Scores	$x-\bar{x}$	$(x-\bar{x})^2$	Scores	$x-\bar{x}$	$(x-\bar{x})^2$
7	-0.13	0.02	6	-0.43	0.18
7	-0.13	0.02	6	-0.43	0.18
8	0.87	0.76	7	0.57	0.32
7	-0.13	0.02	6	-0.43	0.18
7	-0.13	0.02	6	-0.43	0.18
6	-1.13	1.28	5	-1.43	2.04
5	-2.13	4.54	5	-1.43	2.04
7	-0.13	0.02	6	-0.43	0.18
6	-1.13	1.28	6	-0.43	0.18
7	-0.13	0.02	5	-1.43	2.04
6	-1.13	1.28	6	-0.43	0.18
7	-0.13	0.02	6	-0.43	0.18
6	-1.13	1.28	5	-1.43	2.04
7	-0.13	0.02	6	-0.43	0.18
8	0.87	0.76	8	1.57	2.46
7	-0.13	0.02	7	0.57	0.32
6	-1.13	1.28	6	-0.43	0.18
5	-2.13	4.54	4	-2.43	5.90
8	0.87	0.76	7	0.57	0.32
8	0.87	0.76	7	0.57	0.32
7	-0.13	0.02	6	-0.43	0.18
8	0.87	0.76	5	-1.43	2.04
10	2.87	8.24	10	3.57	12.74
7	-0.13	0.02	7	0.57	0.32
9	1.87	3.50	9	2.57	6.60
10	2.87	8.24	9	2.57	6.60
10	2.87	8.24	10	3.57	12.74
5	-2.13	4.54	5	-1.43	2.04
6	-1.13	1.28	6	-0.43	0.18
7	-0.13	0.02	6	-0.43	0.18
214		53.65	193		63.22
$\bar{x} = 7.13$		$s^2 = 1.85$	$\bar{x} = 6.43$	$t=1.94$	$s^2 = 2.18$

Appendix K₂
 School II Grade 3 Experimental and Control Groups

Experimental Group			Control Group		
Scores	$X-\bar{X}$	$(X-\bar{X})^2$	Scores	$X-\bar{X}$	$(X-\bar{X})^2$
6	-1.2	1.44	5	-1.5	2.25
6	-1.2	1.44	6	-0.5	0.25
5	-2.2	4.84	4	-2.5	6.25
10	2.8	7.84	10	3.5	12.25
9	1.8	3.24	8	1.5	2.25
9	1.8	3.24	9	2.5	6.25
7	-0.2	0.04	6	-0.2	0.25
10	2.8	7.84	10	3.5	12.25
8	0.8	0.64	8	1.5	2.25
7	-0.2	0.04	6	-0.5	0.25
8	0.8	0.64	7	0.5	0.25
7	-0.2	0.04	7	0.5	0.25
5	-2.2	4.84	4	-2.5	6.25
7	-0.2	0.04	6	-0.5	0.25
7	-0.2	0.04	7	0.5	0.25
9	1.8	3.24	8	1.5	2.25
7	-0.2	0.04	6	-0.5	0.25
6	-1.2	1.44	5	-1.5	2.25
7	-0.2	0.04	6	-0.5	0.25
7	-0.2	0.04	6	-0.5	0.25
7	-0.2	0.04	7	0.5	0.25
6	-1.2	1.44	5	-1.5	2.25
7	-0.2	0.04	7	0.5	0.25
6	-1.2	1.44	5	-1.5	2.25
6	-1.2	1.44	5	-1.5	2.25
7	-0.2	0.04	6	-0.5	0.25
7	-0.2	0.04	6	-0.5	0.25
8	0.8	0.64	7	0.5	0.25
8	0.8	0.64	7	0.5	0.25
7	-0.2	0.04	6	-0.5	0.25
216		46.8	195		39.0
$\bar{X} = 7.2$		$S^2 = 1.61$	$\bar{X} = 6.5$	$t = 2.33$	$S^2 = 1.34$

Appendix K₃
School III Grade 3 Experimental and Control Group

Experimental Group			Control Group		
Scores	$x - \bar{x}$	$(x - \bar{x})^2$	Scores	$x - \bar{x}$	$(x - \bar{x})^2$
10	2.57	6.6	5	-1.36	1.84
9	1.57	2.46	6	-0.36	0.12
9	1.57	2.46	9	2.64	6.96
8	0.57	0.32	7	0.64	0.40
8	0.57	0.32	5	-1.36	1.84
10	2.57	6.60	8	1.64	2.68
8	0.57	0.32	7	0.64	0.40
6	-1.43	2.04	6	-0.36	0.12
4	-3.43	11.76	4	-2.36	6.96
6	-1.43	2.04	6	-0.36	0.12
8	0.57	0.32	8	1.64	2.68
7	-0.43	0.18	7	0.64	0.40
8	0.57	0.32	8	1.64	2.68
6	-1.43	2.04	4	-2.36	6.96
7	-0.43	0.18	7	0.64	0.40
8	0.57	0.32	7	0.64	0.40
8	0.57	0.32	6	-0.36	0.12
6	-1.43	2.04	6	-0.36	0.12
6	-1.43	2.04	6	-0.36	0.12
7	-0.43	0.18	5	-1.36	1.84
6	-1.43	2.04	6	-0.36	0.12
5	-2.43	5.90	5	-1.36	1.84
9	1.57	2.46	4	-2.36	6.96
9	1.57	2.46	9	2.64	6.96
7	-0.43	0.18	6	-0.36	0.12
7	-0.43	0.18	7	0.64	0.40
8	0.57	0.32	5	-1.36	1.84
7	-0.43	0.18	7	0.64	0.40
10	2.57	6.60	8	1.64	2.68
6	-1.43	2.04	7	0.64	0.40
223		65.22	191		58.88
$\bar{x} = 7.43$		$s^2 = 2.24$	$\bar{x} = 6.36$	$t = 2.97$	$s^2 = 2.03$

Appendix K₄
 School IV Grade 3 Experimental and Control Groups

Experimental Group			Control Group		
Scores	$x-\bar{x}$	$(x-\bar{x})^2$	Scores	$x-\bar{x}$	$(x-\bar{x})^2$
6	-1.2	1.44	5	-1.5	2.25
8	0.8	0.64	5	-1.5	2.25
8	0.8	0.64	8	1.5	2.25
7	-0.2	0.04	4	-2.5	6.25
7	0.2	0.04	6	-0.5	0.25
9	1.8	3.24	6	-0.5	0.25
6	-1.2	1.44	7	0.5	0.25
8	0.8	0.64	6	-0.5	0.25
5	-2.2	4.84	6	-0.5	0.25
6	-1.2	1.44	8	1.5	2.25
7	-0.2	0.04	6	-0.5	0.25
8	0.8	0.64	6	-0.5	0.25
6	-1.2	1.44	8	1.5	2.25
9	1.8	3.24	6	-0.5	0.25
8	0.8	0.64	6	-0.5	0.25
7	-0.2	0.04	5	-1.5	2.25
6	-1.2	1.44	6	-0.5	0.25
6	-1.2	1.44	9	2.5	6.25
8	0.8	0.64	7	0.5	0.25
7	-0.2	0.04	6	-0.5	0.25
10	2.8	7.84	5	-1.5	2.25
7	-0.2	0.04	8	1.5	2.25
8	0.8	0.64	9	2.5	6.25
8	0.8	0.64	9	2.5	6.25
9	1.8	3.24	6	-0.5	0.25
6	-1.2	1.44	6	-0.5	0.25
6	-1.2	1.44	7	0.5	0.25
6	-1.2	1.44	6	-0.5	0.25
8	0.8	0.64	7	0.5	0.25
6	-1.2	1.44	6	-0.5	0.25
216		42.8	195		47.5
$\bar{x} = 7.2$		$S^2 = 1.47$	$\bar{x} = 6.5$	$t = 2.25$	$S^2 = 1.63$

Appendix K₅
 School V Grade 3 Experimental and Control Groups

Experimental Group			Control Group		
Scores	$x - \bar{x}$	$(x - \bar{x})^2$	Scores	$x - \bar{x}$	$(x - \bar{x})^2$
8	+0.07	0.01	6	-0.7	0.49
7	-0.93	0.86	6	-0.7	0.49
8	+0.07	0.01	7	0.3	2.89
7	-0.93	0.86	5	-1.7	2.89
9	1.07	1.14	5	-1.7	2.89
9	1.07	1.14	7	0.3	0.09
10	2.07	4.28	8	1.3	1.69
8	0.07	0.01	8	1.3	1.69
6	-1.93	3.72	7	0.3	0.09
10	2.07	4.28	8	1.3	1.69
7	-0.93	0.86	6	-0.7	0.49
10	2.07	4.28	6	-0.7	0.49
8	0.07	0.01	6	-0.7	0.49
9	1.07	1.14	7	0.3	0.09
8	0.07	0.01	7	0.3	0.09
7	-0.93	0.86	6	-0.7	0.49
8	0.07	0.01	4	-2.7	7.29
8	0.07	0.01	5	-1.7	2.89
8	0.07	0.01	6	-0.7	0.49
8	0.07	0.01	6	-0.7	0.49
8	0.07	0.01	8	1.3	1.69
6	-1.93	3.72	8	1.3	1.69
8	0.07	0.01	8	1.3	1.69
8	0.07	0.01	9	2.3	5.29
6	-1.93	3.72	10	3.3	10.89
9	1.07	1.14	7	0.3	0.09
9	1.07	1.14	7	0.3	0.09
7	-0.93	0.86	6	-0.7	0.49
8	0.07	0.01	5	-1.7	2.89
7	-0.93	0.86	6	-0.7	0.49
7	-0.93	0.86	8	1.3	1.69
		35.84	201		50.3
238		$s^2 = 1.23$	$\bar{x} = 6.7$	$t = 2.5$	$s^2 = 1.73$
$\bar{x} = 7.93$					

Appendix K₆
School VI Grade 3 Experimental and Control Groups

Experimental Group			Control Group		
Scores	$x - \bar{x}$	$(x - \bar{x})^2$	Scores	$x - \bar{x}$	$(x - \bar{x})^2$
10	2.74	7.50	9	2.44	5.95
5	-2.26	5.10	4	-2.56	6.55
9	1.74	3.02	8	1.44	2.07
9	1.74	3.02	7	0.44	0.19
7	-0.26	0.06	6	-0.56	0.31
6	-1.26	1.58	4	-2.56	6.55
5	-2.26	5.10	5	-1.56	2.43
6	-1.26	1.58	6	-0.56	0.31
4	-3.26	10.62	5	-1.56	2.43
8	0.74	0.54	6	-0.56	0.31
7	-0.26	0.06	6	-0.56	0.31
8	0.74	0.54	6	-0.56	0.31
9	1.74	3.02	9	2.44	5.95
8	0.74	0.54	7	0.44	0.19
8	0.74	0.54	8	1.44	2.07
5	-2.26	5.10	6	-0.56	0.31
7	-0.26	0.06	7	0.44	0.19
8	0.74	0.54	6	-0.56	0.31
9	1.74	3.02	8	1.44	2.07
8	0.74	0.54	9	2.44	5.95
6	-1.26	1.58	6	0.56	0.31
5	-2.26	5.10	5	-1.56	2.43
8	0.74	0.54	8	1.44	2.07
9	1.74	3.02	7	0.44	0.19
8	0.74	0.54	7	0.44	0.19
7	-0.26	0.06	7	0.44	0.19
6	-1.26	1.58	5	-1.56	2.43
6	-1.26	1.58	6	-0.56	0.31
8	0.74	0.54	7	0.44	0.19
9	1.74	3.02	7	0.44	0.19
218		69.64	197		53.26
$\bar{x} = 7.26$		$s^2 = 2.40$	$\bar{x} = 6.56$	$t = 1.94$	$s^2 = 1.83$

Appendix L₁School I Grade 4 Experimental and Control Groups

Experimental Group			Control Group		
Scores	$x - \bar{x}$	$(x - \bar{x})^2$	Scores	$x - \bar{x}$	$(x - \bar{x})^2$
10	2.34	5.47	6	-0.86	0.73
9	1.34	1.79	9	2.14	4.57
9	1.34	1.79	8	1.14	1.29
8	0.34	0.11	8	1.14	1.29
8	0.34	0.11	7	0.14	0.02
10	2.34	5.47	8	1.14	1.29
8	0.34	0.11	7	0.14	0.02
6	-1.66	2.75	6	-0.86	0.73
4	-3.66	13.39	5	-1.86	3.45
6	-1.66	2.75	6	-0.86	0.73
8	0.34	0.11	7	0.14	0.02
7	-0.66	0.43	7	0.14	0.02
8	0.34	0.11	7	0.14	0.02
6	-1.66	2.75	6	-0.86	0.73
7	-0.66	0.43	7	0.14	0.02
8	0.34	0.11	7	0.14	0.02
8	0.34	0.11	8	1.14	1.29
6	-1.66	2.75	5	-1.86	3.45
6	-1.66	2.75	6	-0.86	0.73
8	0.34	0.11	7	0.14	0.02
6	-1.66	2.75	5	-1.86	3.45
7	-0.66	0.43	5	-1.86	3.45
9	1.34	1.79	7	0.14	0.02
9	1.34	1.79	8	1.14	0.02
9	1.34	1.79	7	0.14	0.02
7	-0.66	0.43	7	0.14	0.02
8	0.34	0.11	7	0.14	0.02
7	-0.66	0.43	7	0.14	0.02
8	0.34	0.11	6	-0.86	0.73
10	2.34	5.47	10	3.14	9.85
230		58.45	206		38.04
$\bar{x} = 7.66$		$s^2 = 2.01$	$\bar{x} = 6.86$	$t = .5$	$s^2 = 1.31$

Appendix L₂

School II Grade 4 Experimental and Control Groups

Experimental Group			Control Group		
Scores	$x - \bar{x}$	$(x - \bar{x})^2$	Scores	$x - \bar{x}$	$(x - \bar{x})^2$
13	4.14	17.13	8	0.37	0.13
3	5.86	34.13	3	4.63	21.44
10	1.14	1.29	8	0.37	0.13
12	3.14	9.85	12	4.37	19.09
13	4.14	17.13	8	0.37	0.13
7	-1.86	3.45	8	0.37	0.13
8	-0.86	0.73	6	-1.63	2.65
10	1.14	1.29	8	0.37	0.13
11	2.14	4.57	9	1.37	1.87
10	1.14	1.29	10	2.37	5.61
11	2.14	4.57	9	1.37	1.87
7	-1.86	3.45	6	-1.63	2.65
11	2.14	4.57	8	0.37	0.13
10	1.14	1.29	7	-0.63	0.30
12	3.14	9.85	8	0.37	0.13
8	-0.86	0.73	8	0.37	0.13
6	-2.86	8.17	6	-1.63	2.65
9	0.14	0.01	8	0.37	0.13
6	-2.86	8.17	5	-2.63	6.91
13	4.14	17.13	11	3.37	11.35
9	0.14	0.01	8	0.37	0.13
12	3.14	9.85	11	3.37	11.35
5	-3.86	14.89	5	-2.63	6.91
7	1.86	3.45	8	0.37	0.13
6	-2.86	8.17	7	-0.63	0.39
9	0.14	0.01	7	-0.63	0.39
7	-1.86	3.45	7	-0.63	0.39
3	-5.86	34.33	4	-3.63	13.17
8	-0.86	0.73	8	0.37	0.13
10	1.14	1.29	8	0.37	0.13
266		225.18	229		110.77
$\bar{x} = 8.86$		$s^2 = 7.76$	$\bar{x} = 7.63$	$t = 2.05$	$s^2 = 3.81$

Appendix L₃

School III Grade 4 Experimental and Control Groups

Experimental Group			Control Group		
Scores	$x - \bar{x}$	$(x - \bar{x})^2$	Scores	$x - \bar{x}$	$(x - \bar{x})^2$
10	1.44	2.07	8	0.4	0.16
6	-2.56	-6.55	6	-1.6	2.56
8	-0.56	0.31	7	-0.6	0.36
7	-1.56	2.43	6	-1.6	2.56
9	0.44	0.19	9	1.4	1.96
6	-2.56	6.55	5	-2.6	6.76
5	-3.56	12.67	4	-3.6	12.96
7	-1.56	2.43	7	-0.6	0.36
9	0.44	0.19	8	0.4	0.16
8	-0.56	0.31	7	-0.6	0.36
11	2.44	5.95	10	2.4	5.76
7	-1.56	2.43	6	-1.6	2.56
10	1.44	2.07	9	1.4	1.96
12	3.44	11.83	11	3.4	11.56
8	-0.56	0.31	7	-0.6	0.36
9	0.44	0.19	8	0.4	0.16
9	0.44	0.19	9	1.4	1.96
7	-1.56	2.43	6	-1.6	2.56
6	-2.56	6.55	6	-1.6	2.56
10	1.44	2.07	10	2.4	5.76
11	2.44	5.95	11	3.4	11.56
8	-0.56	0.31	7	-0.6	0.36
6	-2.56	6.55	6	-1.6	2.56
8	-0.56	0.31	7	-0.6	0.36
9	0.44	0.19	8	0.4	0.16
10	1.44	2.07	9	1.4	1.96
10	1.44	2.07	8	0.4	0.16
13	4.44	19.71	8	0.4	0.16
10	1.44	2.07	8	0.4	0.16
8	-0.56	0.31	7	0.6	0.36
257		107.26	228		81.2
$\bar{x} = 8.56$		$s^2 = 3.69$	$\bar{x} = 7.6$	$t = 7.6$	$s^2 = 2.8$

Appendix L₄

School IV Grade 4 Experimental and Control Groups

Experimental Group			Control Group		
Scores	$X-\bar{X}$	$(X-\bar{X})^2$	Scores	$X-\bar{X}$	$(X-\bar{X})^2$
10	-1.6	2.56	8	-2.23	4.97
14	2.4	5.76	10	-0.23	0.05
7	-4.6	21.16	7	-3.23	10.43
14	2.4	5.76	11	0.77	0.59
9	-2.6	6.76	8	-2.23	4.97
13	1.4	1.96	10	-2.23	4.97
15	3.4	11.56	12	0.23	0.05
15	3.4	11.56	14	1.77	3.13
14	2.4	5.76	13	3.77	14.21
15	3.4	11.56	13	2.77	7.67
14	2.4	5.76	12	2.77	7.67
8	-3.6	12.96	8	-1.77	3.13
14	2.4	5.76	12	2.23	4.97
15	3.4	5.76	12	1.77	3.13
14	2.4	5.76	13	1.77	3.13
10	-1.6	2.56	10	-2.77	7.67
15	3.4	5.76	12	0.23	0.05
9	-2.6	6.76	9	-1.77	3.13
9	-2.6	6.76	9	-1.23	1.51
10	-1.6	2.76	9	-1.23	1.51
14	2.4	5.76	12	1.23	1.51
9	-2.6	6.76	9	-1.77	3.13
8	-3.6	12.96	8	-1.23	1.51
7	-4.6	21.16	7	-0.77	0.59
14	2.4	5.76	10	-0.23	0.05
12	0.4	0.16	11	0.77	0.59
11	-0.6	0.36	11	0.77	0.59
12	0.4	0.16	10	-0.23	0.05
8	-3.6	12.96	8	-2.23	4.97
9	-2.4	6.76	9	-1.23	1.51
348		217.8	307		106.41
$\bar{X} = 11.6$		$S^2 = 7.51$	$\bar{X} = 10.23$		$S^2 = 3.66$

$$t = 2.32$$

Appendix L₅School V Grade 4 Experimental and Control Groups

Experimental Groups			Control Group		
Scores	$X-\bar{X}$	$(X-\bar{X})^2$	Scores	$X-\bar{X}$	$(X-\bar{X})^2$
11	0.27	0.07	9	-0.63	0.39
10	-0.73	0.53	9	-0.63	0.39
12	1.27	1.61	12	2.37	5.61
14	3.27	10.69	14	4.37	19.09
13	2.27	5.15	10	0.37	0.13
12	1.27	1.61	11	1.37	1.87
11	0.27	0.07	8	1.63	2.65
13	2.27	5.15	11	1.37	1.87
8	-2.73	7.45	8	1.63	2.65
11	0.27	0.07	12	2.37	5.61
11	0.27	0.07	9	-0.63	0.39
15	4.27	18.23	14	4.37	19.09
15	4.27	18.23	9	-0.63	0.39
8	-2.73	7.45	12	2.37	5.61
6	-4.73	22.37	8	1.63	2.65
11	0.27	0.07	11	1.37	1.87
12	1.27	1.61	11	1.37	1.87
10	-0.73	0.53	9	0.63	0.39
15	4.27	18.23	13	3.37	11.35
14	3.27	10.69	14	4.37	19.09
15	4.27	18.23	12	2.37	5.61
9	-1.73	2.99	8	1.63	2.65
8	-2.73	7.45	6	-3.63	13.17
8	-2.73	7.45	6	3.63	13.17
7	-3.73	13.91	4	-5.63	31.69
8	-2.73	7.45	7	2.63	6.91
9	-1.73	2.99	8	1.63	2.65
11	0.27	0.07	10	0.37	0.13
7	-3.73	13.91	6	3.63	13.17
8	-2.73	7.45	8	1.63	2.65
322		211.78	289		194.76
$\bar{X} = 10.73$		$S^2 = 7.3$	$\bar{X} = 9.63$		$S^2 = 6.71$
				$t = 1.66$	

Appendix L₆

School VI Grade 4 Experimental and Control Groups

Experimental Groups			Control Groups		
Scores	$x-\bar{x}$	$(x-\bar{x})^2$	Scores	$x-\bar{x}$	$(x-\bar{x})^2$
9	-2.96	8.76	8	-2.76	7.61
15	3.04	9.24	11	0.24	0.05
10	-1.96	3.84	9	-1.76	3.09
14	2.04	4.16	11	0.24	0.05
14	2.04	4.16	13	2.24	5.01
15	3.04	9.24	14	3.24	10.49
12	0.04	0.01	12	1.24	1.53
10	-1.96	3.84	9	-1.76	3.09
13	1.04	1.08	11	0.24	0.05
8	-3.96	15.68	7	-3.76	14.13
6	-5.96	35.52	5	-5.76	33.17
14	2.04	4.16	13	2.24	5.01
13	1.04	1.08	10	-0.76	0.57
12	0.04	0.01	12	1.24	1.53
10	-1.96	3.84	9	-1.76	3.09
15	3.04	9.24	13	2.24	5.01
13	1.04	1.08	12	1.24	1.53
15	3.04	9.24	12	1.24	1.53
12	0.04	0.01	12	1.24	1.53
15	3.04	9.24	12	1.24	1.53
11	-0.96	0.92	11	0.24	0.05
10	-1.96	3.84	10	-0.76	0.57
12	0.04	0.01	11	0.24	0.05
15	3.04	9.24	15	4.24	17.97
11	-0.96	0.92	9	-1.76	3.09
15	3.04	9.24	13	2.24	5.01
12	0.04	0.01	12	1.24	1.53
11	-0.96	0.92	10	-0.76	0.57
10	-1.96	3.84	10	-0.76	0.57
7	-4.96	24.60	7	-3.76	14.13
359		186.97	323		143.14
$\bar{x} = 11.96$		$s^2 = 6.44$	$\bar{x} = 10.76$		$s^2 = 4.93$
				$t = 2.03$	

APPENDIX M

To : All respondents
From : Girma Tereffe
Subject : Questionnaire

Please find attached a questionnaire regarding the use of visual aids (Teaching aids) in promoting English language teaching in individualized instruction for beginners (grade 3 and 4).

The questionnaire is designed for research purposes. Hence, the researcher kindly requests the respondents to give their frank responses.

It is evident that teaching English for beginners is not an easy job, for, there are many factors such as the methodological questions, class-room size teacher qualification, availability of appropriate teaching materials etc., which affect the teaching of English for beginners. Accordingly, the researcher feels that the situation calls for a thorough investigation into the significance of visual aids in promoting the teaching of English for beginners.

Your co-operation in responding to the questionnaire will be a significant contribution towards the success of this study, and subsequently to the development of education in Ethiopia.

.../...

QUESTIONNAIRE

To be filled by all grades three and four English language Teachers who teach in government schools in Addis Ababa.

INSTRUCTION

Use tick () marks unless otherwise indicated.

1. Age _____ Years
2. Sex : Male _____
Female _____
3. Qualification (grade completed) TT I _____ grade 12 _____
12+1 _____ 12+2 _____ above _____
4. Have you had any training to teach English as a foreign language ?
Yes _____
No _____
5. If you answer to question number 4 is yes, how far has this helped you in your teaching of English ?
a) to a very great extent _____
b) to a great extent _____
c) to a moderate extent _____
d) to a little extent _____
e) it didn't help _____
6. How do you rate your English language teaching in elementary schools ?
a) very effective _____
b) effective _____
c) moderate _____
d) weak _____
e) ineffective _____

7. How do you rate your proficiency in English ?

a) Excellent _____

b) very good _____

c) good _____

d) fair _____

e) poor _____

8. Do you use visual aids in your teaching of English other than the textbook and blackboard ?

Yes _____

No _____

9. If you use visual aids, do you prepare them ?

yes . _____

No _____

10. Do you think that visual aids help you in your teaching of English for beginners ?

Yes _____

No _____

11. How do you rate the effectness of visual aids in English language teaching for grades 3 and 4 ?

a) excellent _____

b) very good _____

c) good _____

d) fair _____

e) poor _____

12. What language skills are taught with the help of visual aids ?

a) pronunciation _____

b) vocabulary _____

c) reading _____

d) writing _____

e) structure _____

13. Do you think that your students are motivated to learn using visual aids ?

Yes _____

No _____

14. If your answer to question number 13 is yes, how do you rate their manipulation of the visual aids ?

a) to a very great extent _____

b) to a great extent _____

c) to a moderate extent _____

d) to a little extent _____

e) poorly _____

15. Do you think that the use of visual aids in the teaching of English ensures greater student participation ?

Yes _____

No _____

16. Do you feel that the use of visual materials by the students encourages group work and activity method ?

Yes _____

No _____

17. Do you think that the students manipulate drills with the help of visual aids ?

Yes _____

No _____

18. Do you think that the visual method of teaching minimizes the role of the teacher ?

Yes _____

No _____

19. Do you think that the progress and performance of a student in English language teaching is largely dependent upon the proper use of visual aids ?
- Yes _____
- No _____
20. Do you think that the individual student is helped by the use of visual aids in English language instruction ?
- Yes _____
- No _____
22. Why do you think that visual aids are recommended for language teaching for beginning classes especially for children ? because they are,
- a) very interesting _____
- b) easily remembered _____
- c) motivating _____
- d) effective for oral teaching _____
- e) facilitating learning _____
23. Do you see any weakness in using visual aids in English language instruction ?
- Yes _____
- No _____
24. How do you rate adequacy of teaching materials (for English language such as language laboratory, tape recorders, radio, films, television, pictures, ...etc) in your school ?

- a) well equipped _____
- b) adequate _____
- c) average _____
- d) inadequate _____
- e) poor _____

25. Do you feel that the administration of your school is giving you all the help and supervision you need to carry out your teaching successfully ?

Yes _____

No _____

26. Does the school administration encourage you to use visual aids in your teaching of English ?

Yes _____

No _____

APPENDIX - NObservation and Evaluation Criteria for Teachers

Name of teacher School Grade level		Controlled Experimental				
		R A T E S				
Behaviors to be observed in class		Excellent	V.good	good	fair	poor
1	The introduction of the lesson by the teacher is					
2	The teacher's use of visual aids is -					
3	The motivation of students and their participation in the individualized instruction using visual aids is -					
4	The amount of effort on the part of the teacher to give individual help is --					
5	The manipulation of visual aids by students to practise the language items is -					
6	The success of individualized instruction is --					
7	The effectiveness of visual aids in individualized instruction is evaluated as -					

Observation and Evaluation Criteria for Teaching

Observation of teachers who take up both the control and experimental classes is one of the techniques to be applied by the researcher in this study. Accordingly, the following evaluation criteria will be used to evaluate the performance of teachers and students in both the control and the experimental classes.

1. Has the teacher divided the class into convenient groups
Yes _____ No _____
2. Does the teacher act as the director and manager of student centered activities ? Yes _____ No _____
3. Does the teacher practise the lesson with the whole class first and then with each group ? Yes _____ No _____
4. Does the teacher follow directions and the procedures given ? Yes _____ No _____
5. Does the teacher observe the point that individual student is given sufficient time to practise for mastery ?
Yes _____ No _____
6. Does the teacher observe the time limit for each step in the lesson ? Yes _____ No _____
7. Does the teacher give proper guidance to the group leader ?
Yes _____ No _____
8. Do the group leaders carry out properly the instruction given by the teacher ? Yes _____ No _____
9. Do the students in each group practise the language using the appropriate visual aids effectively ? Yes _____ No _____
10. Does the teacher check the full participation of the students in each group ? Yes _____ No _____
11. Are the students in each group interested to learn the language with individualized instruction method ?
Yes _____ No _____

APPENDIX - OQUESTIONNAIRE TALLYED

1. Age range
2. Sex : Male = 16
Female = 12
3. Qualifications
 - a) TTI = 9
 - b) 12th = 7
 - c) 12+1 = 6
 - d) 12+2 = 5
 - e) above = 1
4. Yes = 16 No = 12
5. A = 2 B = 8 c = 7 D = 1 E = 0
Indifferent = 10
6. A = 3 B = 10 C = 13 D = 2 E = 0
7. A = 1 B = 14 C = 7 D = 4 E = 0
8. Yes = 25 No = 3
9. Yes = 24 No = 4
10. Yes = 28 No = 0
11. A = 10 B = 15 C = 1 D = 1 E = 0 Indifferent = 1
12. A = 4 B = 9 C = 3 E = 0 E = 2 Indifferent = 10
13. Yes = 26 No = 1 Indifferent = 1
14. A = 4 B = 14 C = 5 D = 1 E = 0 Indifferent = 3
15. Yes = 23 No = 2 Indifferent = 3
16. Yes = 25 NO = 1 Indifferent = 2
17. Yes = 25 No = 2 Indifferent = 1
18. Yes = 15 No = 10 Indifferent = 3
19. Yes = 23 No = 4 Indifferent = 1
20. Yes = 18 No = 8 Indifferent = 2
21. Yes = 20 No = 7 Indifferent = 1
22. A = 3 B = G C = 0 D = 1 E = F = 19
23. Yes = 6 No = 21 Indifferent = 1
24. A = 1 B = 0 C = C D = 11 E = 10 Indifferent = 1
25. Yes = 16 No = 11 Indifferent = 1
26. Yes = 22 No = 5 Indifferent = 1

APPENDIX P

Observation checklist
R A T I N G S

Behavior	Excellent	V.good	Good	Fair	Poor
1	-	6	5	1	-
2	1	3	6	2	-
3	-	5	5	2	-
4	-	4	4	4	-
5	-	5	6	1	-
6	-	5	5	2	-
7	-	6	4	2	-

1. Yes = 12	No = 0
2. Yes = 12	No = 0
3. Yes = 11	No = 1
4. Yes = 12	No = 0
5. Yes = 10	No = 2
6. Yes = 9	No = 3
7. Yes = 10	No = 2
8. Yes = 10	No = 2
9. Yes = 12	No = 2
10. Yes = 9	No = 3
11. Yes = 12	No = 0

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Declaration

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

Name _____

Signature _____

Place and date of submission
