

STUDENT - TEACHER INTERACTIONS IN ENGLISH
CLASSES IN FOUR SCHOOLS IN ADDIS ABABA

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STUDENT - TEACHER INTERACTIONS IN ENGLISH
CLASSES IN FOUR SCHOOLS IN ADDIS ABABA

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A B S T R A C T

The purpose of this study is in general to find out the kind and frequency of verbal and non-verbal behaviours that transpire when teachers and students in four selected twelfth grade English classes in Addis Ababa interact.

Findings show:

- that three teachers did 75% to 84% of the talk in the class;
- that the remaining teacher did 57% of the talk whereas silence and confusion accounted for 4 - 8%;
- that student talk ranged from 12% to 18% in the three classes and 35% in the fourth one;
- that nearly all teachers were more direct than indirect in their influence;
- that Amharic was used along with English in two of the four classes;
- that nearly all the teachers in this study commented positively or negatively on ideas expressed by students;
- that although students' participation in class discussion was minimal, the teachers did a great deal of prompting;
- that on the average the teachers put emphasis on the content area about 59% of the time and,
- that on the average 32% of the time, the teachers and students remained in the same category for periods longer than 3 seconds.

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CHAPTER I

INTRODUCTION

1.1 Purpose of the Study

In general, the purpose of this study is to find out the kind of verbal and nonverbal behaviours that transpire when teacher and students in four selected twelfth grade English classes interact.

Specifically, the following questions will be investigated.

1.2 Proportion of Teacher talk, Student talk, Silence and Confusion

1.2.1 What percent of all events in the class comprise teacher's talk? What percent of it is in the foreign language?

1.2.2 What percent of all events in the class comprise student talk? And what percent of it is in the foreign language?

1.2.3 What percent of all events in the class comprise silence and confusion?

1.2.4 How many of all the words used in the class were uttered by the teacher?

1.2.5 How many of all the words used in the class were uttered by students?

1.2.6 How long is the longest non-stop student talk in number of words?

1.3 Indirect/Direct proportion of the Teacher Influence During The Entire Lesson

1.3.1 What is the Indirect/Direct (I/D) ratio of the teacher's talk?

1.3.2 What is the I/D ratio of the teacher's talk when he uses the foreign language (English)?

importance for: (1) teachers who may wish to analyze their own teaching behaviours objectively; (2) helping supervisors and inspectors to give the right advice to the teacher based on objectively identified behaviour; (3) researching and (4) those who train teachers.

1.10 Definition of Terms

The FLint System

TEACHER TALK

INDIRECT INFLUENCE

1. DEALS WITH FEELINGS: In a non-threatening way, accepting discussing, referring to, or communicating understanding of past, present, or future feelings of students.
2. PRAISES OR ENCOURAGES: Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct.
- 2a JOKES: Intentional joking, kidding, making funs, attempting to be humorous, providing the joking is not at anyone's expense.
3. USES IDEAS OF STUDENTS: Clarifying, using interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions.
- 3a REPEATS STUDENT RESPONSE VERBATIM: Repeating the exact words of students after they participate.
4. ASKS QUESTIONS*: Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category.
- 4p PERSONALIZES: Asking questions which relate to the students personal lives. Relating the content being learned to the students themselves through personal questions.
- 4s CULTURAL QUESTIONS: Asking questions related to the culture and civilization of the target people or country.

FLirt (con't)

TEACHER TALK	DIRECT INFLUENCE	5. GIVES INFORMATION: Giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions.
		5a CORRECTS WITHOUT REJECTION: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
		5m MODELS: Modeling examples for students. Giving the lines of a dialogue, a sample for a pattern drill, illustrating the pronunciation of words or sounds.
		50 ORIENTS: Telling students procedures they will be following. Giving an overview or preview of what is to come. Setting standards, regulations, or expectations.
		5p PERSONALIZES ABOUT SELF: Talking about himself (herself). Telling a personal story or anecdote about his (her) own life.
		5r CARRYING OUT ROUTINES: Attending to routine matters, i.e., taking attendance, passing out books, test papers, etc. Making routine announcements.
		5s DISCUSSES CULTURE AND CIVILIZATION: Talking about the culture and civilization of the target people or country. Presenting facts, anecdotes, points of interest related to the cultural aspect.
		6. GIVES DIRECTIONS: Giving directions, requests, or commands which students are expected to follow.
		6a DIRECTS PATTERN DRILLS: Giving statements which students are expected to repeat exactly, to make substitutions in (i.e., substitution drills), or to change from one form to another (i.e., transformation drills).
		7. CRITICIZES STUDENT BEHAVIOR: Rejecting the behavior of students; trying to change the non-acceptable behavior. Communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.
		7a CRITICIZES STUDENT RESPONSE: Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.

FLint (con't)

STUDENT TALK	<p>8. SPECIFIC: Responding to the teacher within a specific and limited range of available or previously shaped answers.</p> <p>8a CHORAL: Choral response by the total class or part of the class.</p> <p>8r READS ORALLY: A student or students read aloud to the class.</p> <p>9. OPEN-ENDED OR STUDENT-INITIATED: Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.</p> <p>9a OFF TASK: Acting fresh. Being off the subject and nontask-oriented. Being disorderly. This category refers to individual students.</p>
	<p>10. SILENCE: Pauses in the interaction. Periods of quiet during which there is no verbal interaction. Category 10 is also used to designated student-to-student interaction.</p> <p>10a SILENCE-AV: Silence in the interaction during which a piece of audio-visual equipment i.e., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.</p> <p>11. CONFUSION, WORK-ORIENTED: More than one person at a time talking so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand.</p> <p>11a CONFUSION, NON-WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students out-of-order, not behaving as the teacher wishes, not concerned with the task at hand.</p> <p>12. LAUGHTER: Laughing, giggling by the class, individuals, and or the teacher.</p> <p>e. USES ENGLISH: Use of English (the native language) by the teacher or the student which communicate without the use of words. This category is always combined with none of the 24 categories from 1 to 9a.</p> <p>n. NONVERBAL: Nonverbal gestures or facial expressions by the teacher or the student which communicate without the use of words. This category is always combined with one of the categories of teacher or pupil behavior.</p>
SPECILA CONVENTIONS	<p>10n SILENCE-STUDENTS DOING TASKS: Students are following instructions of teacher in silence, i.e., taking out books, writing an exercise, going to the board, etc.</p> <p>0an TEACHER WRITES ON BOARD: The teacher is writing on the chalk-board during the course of the lesson.</p> <p>12n TEACHER SMILES: The teacher is smiling very apparently and may or may not be speaking at the time.</p>

TEACHING BEHAVIOUR - acts by the teacher which occur in the context of classroom interaction.

EVENT - the shortest possible act that a trained observer can identify and record. For example the word "yes" or "no" is an event by itself.

PATTERN - a short chain of events that can be identified, occurs frequently enough to be of interest, and can be given a label since this often facilitates thinking

INITIATION - the behaviour of taking the first move, to ask questions, give comments, forward opinions or express feelings without being compelled to do so.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In order to understand what goes on in the classroom, and with the specific view of obtaining information about the chain of events, researchers in the last fifty years have resorted to a systematic analysis of teacher - student interaction in the classroom.

The observational systems introduced by various researchers have different dimensions. Simon and Boyer (1967) have categorized observation schedules into three families of related systems: (a) affective systems dealing with the emotional climate of the classroom and how it is conditioned by teacher reactions to pupils' feelings, ideas, or actions; (b) cognitive systems concerned with thinking processes and verbal patterns used to deal with them; and (c) composite or multi-dimensional systems dealing with both cognitive and affective dimensions of behaviour.¹

According to Bellack (1968), Flanders' system of interaction analysis (1965) and Hughes' system for classifying the functions of the teacher's classroom behaviour (1959) are prominent examples of the first type. Bellack et al's Scheme and Meux's system for analyzing logical operations of teaching (1962) are typical of the second group. Oliver and Shaver's observational schedule for describing affective and cognitive aspects of the teacher's verbal communications (reported in Joyie and Harootunian, 1967) are representatives of the third type.

With the exception of very few researchers who pay equal attention both to verbal and non-verbal aspects of communication, the largest number of systems concentrate exclusively on verbal behaviour.

¹Bellack, Arno A. "Methods of Determining Criteria for the Evaluation of Comprehensive Schools". Unpublished material. 1968.

Criteria for the exhaustiveness of categories to record all the desired behaviours depends upon the dimension of the study selected by the researcher. Thus based on the definition adopted and characterized by an exhaustive set of categories, the researcher focusses on areas like: social climate, logical operations or communication processes (Bellack 1968).

2.1 Types of Observation Systems

Bellack cites Medley and Mitzel (1963) as having classified the observation systems into two types: the "category systems" and "sign systems"¹.

According to this classification, "a category system limits observation to specified dimensions of classroom behaviour providing a set of categories into which each unit of observed behaviour is classified." Therefore, every unit of behaviour in each period of observation is entered in its proper category to add up to a certain sum of frequency of behaviours in a given time duration. Flanders' category system is a good example.

"The sign system", on the other hand, "provides the observer with a listing of specific behaviours which may or may not occur during a period of observation. Observers are instructed to be on the look out for these specific behaviors, and the record obtained shows which of these behaviors occurred during the period of observation." (Bellack, 1968). An observer who wants to use this system would have a given number of items listed and records those behaviours that fall into his/her list. The items in the list include such signs as "teacher lectures", "teacher answers pupil's questions", "teacher illustrates at the board," "pupil whispers" or "pupil reads".

¹ Bellack et al, The Language of the Classroom. New York: Teachers College Press, Columbia University, 1966.

Sign systems usually consist of a large number of items referring to concrete, specific behaviours and therefore requiring little inference on the part of the observer. The Observation Schedule and Record (OScAR) developed by Meley and Mitzel (1958) for instance has 71 items listed.

Category systems, however, usually are made up of a small number of items at a higher level of abstraction which demand a higher degree of inference by the observer. The category system developed by Gertrude Moskowitz (1968) for studying ESL classroom, probably being the largest category system, contains 29 categories.

Arno A. Bellack (1968) refers to Medley and Mitzel (1963) who observe that category systems have been used more frequently in studies based on well developed theories, while sign systems have been used when theory has not provided much guidance.

2.2 The Symbolic Interactionist Theory

Sara Delamont in her Interaction in The Classroom has the following philosophical explanation to make pertaining to the essence of the symbolic-interactionist theory.

Briefly, the central notion of symbolic-interactionist theory is that all humans are possessed of a self, and that they are reflexive, or self interacting. That simply means that we think about what we are doing, and what goes on inside our heads is a crucial element in how we act.¹

Developing the point further, Delamont observes, 'the idea that we act according to the way we see, or construe, the world about us.

Delamont reviews Mead's postulate² that point out that

¹Delamont, S. Interaction in the Classroom Contemporary Sociology of the School. Methuen, & Co. Ltd. London, 1976 P. 23

²Delamont does not specifically refer to titles of books and dates of publications of writers cited.

there are two types of human interaction, namely, symbolic and non-symbolic. The latter is roughly equivalent to the biological notion of a reflex action-such as pulling one's hand away from extreme heat, or blinking. The vast proportion of human interaction is symbolic, which means it involves interpretation¹.

Extending the Meadian approach to human life, Blumer neatly summarizes the crux of the matter:

... in short, one would have to take the role of the actor and see the world from his standpoint. This methodological approach stands in contrast to the so-called objective approach so dominant today, namely that of viewing the actor and his action from the perspective of an outside, detached observer... the actor acts towards his world on the basis of how he sees it and not on the basis of how that world appears to the outside observer. (Delamont, 1976 P. 24)

2.3 Works on Analysis of Classroom Interaction

To briefly expose readers to the methods and techniques of analyzing classroom interaction, the most outstanding works shall be reviewed. Eventhough all studies made in this area have the common objective of identifying significant behaviours exhibited in the classroom, most of them vary in their specific perspectives and in their degree of measurability.

2.3.1 Range of Applicability - systems of observation differ in their extent of applicability to research settings and populations other than those for which they were originally constructed.

Bellack (1968) refers to some systems as designed with the purpose of making them useful in many different types of classrooms at various grade levels, in various subjects and involving various types of students. He cites Flanders' system of interaction analysis (1965) for its applicability in both

¹Delamont, 1976.

elementary and secondary classrooms. Similarly, Bidde and Adams' scheme for analyzing the structural and functional features of the classroom communication system was developed with the deliberate objective of making it applicable in elementary and secondary classrooms in which a variety of subjects are taught.

Some other systems are designed for analyzing classroom behaviours at certain grade levels. Hughes' system for describing the functions of teachers (1958) is for example appropriate to classrooms at the elementary level while there are others limited to high school classes.

There are still other systems restricted to subject areas. Wright's system is designed for studying mathematics classes, while Oliver and Shaver's scheme (1967) is applicable primarily to social studies classrooms.

- 2.3.2 Method of Observation - Critics of classroom observation studies frequently argue that the presence of the observer or recording equipment is so distracting that the observed behaviour cannot be regarded as "typical" behaviour. Judgement from experienced researchers' opinions would, however, lead to invalidate the criticism. Heyns and Lipsett reviewing systematic observation techniques in social, psychological research, report that experienced observers have very little effect if any. This belief is shared by experimenters who have worked in a wide variety of situations and with many kinds of subjects.

It seems that most educational researchers share this opinion. Bidde and Adams, for instance, used complicated audio-visual equipment that included two cameras and two microphones placed in the classrooms they were studying. Commenting on the effect of this

equipment on teachers and pupils, the researchers noted that there was some tension observed at the first recorded session but disappeared later as they became involved in the lesson. They further revealed that the overall impression gained was that the cameras overtly distracted the pupils to hardly any extent at all.¹

Many researchers have come up with their own measures to help them minimize the effects of observers and recording equipment on classroom behaviour. A.A. Bellack (1968) cites B.O. Smith and Meux (1962) as examples of researchers who took such steps. Assuring teachers (those who cooperated) that the research did not involve an evaluation of their teaching performance, they also told them that complete anonymity would be maintained in reporting results of the research. A lot of researchers have found it useful to install recording equipment in the classroom a few days in advance of the experimental sessions to enable students and teachers to become accustomed to it.

2.4 Illustrative Observation Systems

In this section an attempt is made to briefly describe four of the major types of existing observation systems introduced by: 1) Bellack et al (1966), (2) Oliver and Shaver (1966), (3) Barnes (1969), (4) Flanders (1970), and Gertrude Moskowitz (1966).

2.4.1 Bellack's System

Conceptual Framework. Bellack and his associates studied classroom interaction and analyzed the cognitive dimensions of teaching. In The Language of the Classroom (1966), Bellack et al conceptualized

¹Biddle, B.J. and Adams, R.S. An Analysis of Classroom Activities. Columbia, Center for Research in Social Behavior, University of Missouri, 1967, P. 217.

classroom discourse as a kind of "language game", following Wittgenstein's view of language as rule-governed verbal behaviour. The basic unit of discourse for describing the classroom game is "pedagogical move". Moves are classified in four major categories according to the pedagogical functions they serve in classroom discussion. These pedagogical moves are described below.

Structuring Moves - serve the pedagogical function of setting the context for subsequent behavior by either launching or halting-excluding interaction between students and teachers.

Soliciting Moves. are designed to elicit a verbal response, to encourage persons addressed to, attend to something, or to elicit a physical response.

Responding Moves bear a reciprocal relationship to soliciting moves and occur only in relation to them.

Reacting Moves serve to modify (by clarifying, synthesizing, or expanding, and/or to rate positively or negatively) what was been said previously.

Moves which describe the verbal behaviour of both teachers and pupils are said to occur in classroom discourse in certain cyclical patterns or combinations which are designated "teaching cycles". Bellack says a typical teaching cycle consists of a teacher solicitation followed by a pupil response which in turn is followed by the teacher's reaction to the responding move.

The following is the ratio of distribution of the pedagogical moves.

Pedagogical Roles of the Teacher & the Pupil¹

<u>Pedagogical Move</u>	<u>% age of moves by teachers</u>	<u>% age of moves by pupils</u>
Soliciting	86.0	14.0
Responding	12.0	88.0
Structuring	66.0	12.0
Reacting	81.0	19.0

Of the teacher's moves, which are mainly soliciting and reacting, Bellack found out:

- that 48.6% is soliciting;
- that 39.2% is reacting;
- that 7.7% is structuring; and
- that 5.5% is responding.

Of the pupil's moves, the most frequent of which is responding, Bellack says;

- that 11.3 is soliciting;
- that 65.4 is responding;
- that 1.8 is structuring;
- that 15.1 is reacting; and
- that 6.4 is not codable.

2.4.2 System Developed by Oliver and Shaver

Oliver and Shaver developed a system with the view of analyzing both affective and cognitive dimension of teaching.

Conceptual Framework. In close realtion with their study, Teaching Public Issues in the High School(1966), Oliver and Shaver devised an observational system for analyzing two stypes of teaching: recitation teaching and socratic teaching. These two types of discourse involve three dimensions - a) cognitive dimensions b) affective or sociometric dimensions and c) procedural dimensions.

¹Bellack et al, "The Language of the Classroom", in Teaching Vantage Points for Study (1968) P. 94.

With respect to the cognitive dimension, recitation teaching tends to be descriptive: it is assumed that the truth of the situation is available and that one has only to present and clarify information or an analytic structure by which information can be organized".¹ On the other hand, "The socratic style is clearly dialectical, It assumes that the problem can be clarified only in an adversarial context, in which various points of view are presented and defended."² In connection with effective aspects of interaction it is suggested that both socratic and recitation teachers need to be supportive of students.

Categories of Analysis. Oliver and Shaver created a set of categories in their experimental instrument which consists of the following three sets.

Affective or Sociometric Categories

1. Solidarity
2. Low Positive Affect
3. Tension Release
4. Tension
5. Low Negative Affect
6. Antagonism

Neutral (No affective message)

Cognitive Categories

7. Suggests Inconsistency
8. Descriptive
9. Evaluation
10. Repeats, Summarizes, Focuses
11. Clarification
12. Analogy

Non Cognitive

¹ Oliver and Shaver (1968) as quoted by Bellack in a conference paper presented in Nov. 1968.

² Oliver and Shaver (1966) P. 178, as quoted by Bellack,

Procedural Categories

13. Directs Task-oriented Behaviour
14. Controls Deviant Behaviour

2.4.3 System Developed by D. Barnes

Barnes (1971) developed a system of classroom analysis closely attending to the linguistic data.

Conceptual Framework - "Barnes has two major educational tenets: That pupils should be encouraged to participate and draw on their own knowledge and experience as much as possible; and that teachers's questioning should be more concerned with stimulating thinking than eliciting factual information"¹.

Coulthard further points out that the descriptive system Barnes proposes concentrates on two aspects of the interaction: a) Pupils' participation where he considers the amount and type of pupil participation and the way the teacher handles the turn taking system and guides the development of the topic;) b) teachers' questioning where he divides all the teachers' questions into four categories: factual, reasoning (open and closed), other open questions (not requiring reasoning) and social.

The objective of such an analysis is to show in statistical terms the relationship between the ideal state of affairs provided by the educational theory and the actual data. Thus Barnes notes that the pupils' participation is too low; they ask too few questions and then they are willing to contribute in a non-built-upon way. Furthermore, he found out in the analysis of his studies the fact that factual rather than reasoning questions dominated in class.

In some cultures, which place a high value on learning, factual questions may be more highly regarded than reasoning questions. The following example (recorded classroom interaction) depicts this fact.

¹ Coulthard, Malcolm; An Introduction To Discourse Analysis
Hong Kong, Longman Group Limited, 1977, P. 93.

- T - Where does it go (air) before it reaches your lung ?
P - Your windpipe miss.
T - Down your windpipe ... Now can anyone remember the other word for windpipe?
P - The trachaea
T - The trachaea ... good ... After it has gone through the trachaea where does it go to then?
There are a lot of little pipes going into the lungs.. What are those called? Ian?
P - The Bronchii
T - The Bronchii ... that's the plural ... what's the singular?
What is one of the tubes called? Ann? (Coulthard,p.95)
The descriptive system proposed by Barnes is, intentionally partial, and only handles selected items in the data.

2.4.4 Flanders' Interaction Analysis

As distinguished from the other researchers, Ned A. Flanders categorizes all the data in a teaching-learning session.

Conceptual Framework - The classroom interaction analysis developed by Flanders (1965) focuses primary attention on affective and interpersonal components of classroom processes. According to Flanders, the way in which the teacher seeks to influence student behaviour by means of verbal communications is the central factor in the classroom teacher-student relationship. With the objective of measuring what he calls the "classroom climate", Flanders focuses on the effects of direct and indirect teacher influence on pupil attitudes and achievement. He defines the term "Classroom climate" as referring to generalized attitudes toward the teacher and the class that the pupils share in common despite individual differences! Coulthard neatly summarizes Flander's ideas when he says that:

The major feature of this category system lives in the analysis of initiative and response which is a characteristic of interaction between two or more individuals. To initiate in this context,

¹Flanders, N.A., "Teacher Influence, Pupil Attitudes, and Achievement" in Teaching vantage Points for Study 1968, P. 251.

means to make the first move, to lead, to begin, to introduce an idea or concept for the first time, to express one's own will. To respond means to take action after an initiation, to counter, to amplify, or react to ideas which have already been expressed, to conform or even comply to the will expressed by others.

Categories and Method of Analysis. There are 10 categories in the system. Seven of them are assigned to teacher talk and two to student talk. The 10th category covers pauses, short period of silence and talk that is confusing or noisy.

Flanders' Categories For Interaction Analysis

Teacher Talk	Indirect Influence	1. Accepts Feeling 2. Praises or Encourages 3. Accepts or Uses Ideas of student 4. Asks Questions
	Direct Influence	5. Lecturing 6. Giving Directions 7. Criticizing or Justifying Authority
Student Talk	Response Initiation	8. Student Talk - Response 9. Student Talk - Initiation
		10. Silence or Confusion

Of the seven categories assigned to teacher talk, items 1 through 4 represent indirect influence, and items 5 through 7, direct influence.

Data is gathered by an observer in a live classroom. At the end of every three-second period, the observer decides which of the ten categories best describes the communication events of that time period. He writes these numbers down in a column top to bottom, so that the original sequence of events is preserved.

In the process of analyzing the data gathered, the observer converts the numbers he has listed in sequence to tallies in a 10 X 10 matrix. The numbers are tallied in the matrix one pair at a time making

cells like (4 - 8), (8 - 4), 4 - 8), (8-- 2) etc. Analysis of the matrix data provides various kinds of information about the interaction process in the classroom: how much the teacher talks, how much the students talk, the proportion of indirect and direct influence exerted by the teacher, and the like.

2.5 The FLint System

The observational system known as the FLint System (Foreign Language Interaction System) was developed by Gertrude Moskowitz to give objective feedback about classroom interaction to foreign language teachers¹. Since this system is primarily used in the analysis of the present study, it deserves to be reviewed in detail.

Of all efforts made in recent years to analyze teacher-pupil interaction by means of observational systems, says Moskowitz.² "The system which is the most widely used in teacher training and research is the Flanders system of interaction analysis."

As discussed earlier, Flanders' 10 categories have been found to be applicable to all grade levels and all major academic disciplines.

Because of their complex nature, however, with some disciplines such as foreign languages, Moskowitz saw the need to go beyond Flanders' 10 categories to gather even more intricate details of the ESL calssroom interaction.

Basically, there are 29 categories in the FLint system. However, to enable the observer to learn this system easily, for the most part, the categories in the Flanders system retain their original definitions and numbers. The additional categories are given the category number they are most directly related to, with the addition of a letter beside the number, for example, category 2a, 4s, 5p.

¹ Moskowitz, Gertrude, "Interaction Analysis—A New Modern Language for Supervisors." Foreign Language Annals 5 (Dec.1971) 211

² Mirrors for Behavior: An Anthology of Classroom Observation Instruments "Research for Better Schools and Center for the Study of Teaching at Temple University, Philadelphia, 1967.

In addition to the 10 categories, of Flanders, the Flint System has categories 11, 12, e and n¹.

Category 11 Confusion, as distinct from category 10 of Flanders which combines silence and confusion, has been treated independently. According to the FLint System confusion is split into two i.e. work oriented and non-work oriented.

Category 12 has been added as a separate category because it was viewed as a behaviour that reflects the classroom climate. It shows whether or not students are free to laugh when a teacher or a student is humorous.

Category e - one is likely to hear both the foreign language and the native tongue being used in a FL class. Since the coding was primarily designed for English speakers studying a foreign language, "e" stands for the native tongue — English.¹ Because "e" could be attached to 24 out of the original 29 categories, the system expands to a larger and richer information system.

Category n - like "e" which is added to a category, "n" is attached to a category to designate non-verbal interaction. "For Example, without the use of words, a teacher may call on students by merely pointing at them or nodding to them to speak. If no tallies are recorded in such a case, it will appear as though the students are speaking without the teacher's intervention. Therefore, category 6n should be recorded, which would give a truer picture of the interaction, since the teacher is actually controlling the participation."²

A teacher teaching prepositions for instance may find that some of the class wants to use "in" instead of "on". When he asks "how many of you think "in" is the right answer?"

¹In this study, "A" has been used instead of "e" for the native tongue is predominantly Amharic. For example, if a teacher criticizes a student's response in Amharic, category 7aA will be recorded. Definition and Explanation of each of the category in the FLint system is presented in Figure 1.

² Mascowitz, 1967.

Students would raise hands in reply. Raising hands in this case would be considered 8n since in effect students are saying, 'in 'is the correct answer.'¹

There are three categories that really have nothing equivalent in non-verbal communication. These are categories 10, 10a, and 12. For example what would non-verbal silence be? Therefore, special conventions which are related to the category have been assigned to each of these when an "n" is attached. Category 10n is used when students are following directions of the teacher and they are doing so in silence. They may be opening their books, writing at their seats or at the board, etc.

For brevity category 10 an is recorded as "0an" and is used when the teacher writes on the blackboard. To record a 12n the teacher must be smiling very apparently and not speaking at that time. Category 12 refers to the class or the teacher laughing, while 12n refers only to the teacher.

Statements made by teachers who received feedback with the FLint System. A number of student teachers who received feedback with the FLint system have witnessed its value and effectiveness. Teachers who are supervised with this system, stop being defensive and evaluate themselves along with their supervisors critically and objectively.

Here are some reactions of supervisors as quoted by Gertrude Moskowitz.³

Instead of the supervisor having to tell me "You're not drilling enough" or "you have too little choral response before calling on individuals" or "You're using too much English", it was right there for me to see for myself. It was better that way as it enabled me to see exactly what I was doing.

We usually went over the tallies together. When my supervisor wanted to make a point, she'd refer to the

¹ Moskowitz, Gertrude, Mirrors for Behavior: An anthology of Classroom Observation Instruments, Vol. 3, Philadelphia, 1967.

² Ibid.

³ Moskowitz, Gertrude "Interaction Analysis—A New Modern Language for Supervision". Foreign Language Annals 5 (December 1971), P. 220.

tallies and it made what we discussed more believable.

... It's much more effective way to see one's self than being handed a written evaluation by another person, which, for the most part, is highly subjective. Because the system does not make value judgements, it's a very objective approach to self-improvement.

2.6 The Situation in Britain

In Britain the development of classroom research began to take place some ten years behind the American boom. A number of factors affect the rate of adoption for American fashions of classroom research. The relative strength and independence of social psychology is very different in the two countries. Studies do exist drawing on perspective other than interaction analysis (for example Bellack et al., 1966; B.O. Smith et al., 1970; Leacock, 1969; Smith and Geoffrey, 1968) but, says Delamont, they are one-offs. Their insights have not been recognized and exploited.

The most noticeable feature of British classroom research is its neglect by sociologists of education. Sara Delamont quotes Rob Walker as having written thus in 1972.

The interaction of teacher and pupils within the social arena of the classroom is a central element in all educational institutions, yet it has been left largely unstudied by sociologists. British sociologists of education in particular have been dominated by a concern with an education system that has failed to give social equality of access to different parts of the system ... they have concentrated their attention on the analysis of input and outputs to different institutions, and tended to assume uniformity in the nature of the educational process.¹

¹ Delamont, Sara, Interaction In The Classroom, 1976.
P. 16

CHAPTER 3

Plan of the Study

3.1 Equipment Used in Recording Classroom Behaviour

A videotape camera with a built-in sound mechanism that needed no additional light than the day light was used to record classroom behaviours. One major advantage of this device was to ensure that no attention-distracting sound is present during the filming process.

3.2 Subject

The number of classes to be videotaped and analyzed had to be decided on the basis of money and time available for undertaking the research. After such considerations, it was decided that the size of the subjects be limited to four twelfth grade English-as-a-second-language classes in four different schools in Addis Ababa and that each teacher be recorded for one period.¹

Of the four schools selected, three are Government Schools, namely, Menilik II Comprehensive Secondary School, Shimelis Habte Comprehensive Secondary School, and Yekatit 12 Comprehensive Secondary School. The fourth one, the Nazareth School, however, is a privately owned school run by Catholic Mission.

As it has already been stated, one twelfth grade class was selected from each of the four schools. Two of the classes studied, i.e. Yekatit 12 Comprehensive Secondary School and the Nazareth School (N) consist of exclusively girls while the other two classes are co-educational.

¹Every period in a Gov't school lasts thirty five minutes. Of this, however, about five minutes is usually wanted in between periods for various reasons. Thus on the average, the videotaping period for the three Gov't Schools was about 30 minutes each. In School N; however, where shift system has not been introduced, every period amounts to forty five minutes. Nevertheless forty minutes of recording was done. So a total of about 130 minutes of videotaped behaviours were analyzed.

As regards size of class,¹ the class in Menilik II, Shimelis Habte, and the class in Yekatit 12, hereafter referred to as 'M', 'S' and 'Y', respectively ranged from 43 to 58 with about five to eight students absent in each class during the different visits paid. On the last day of observation there were 51 students in class M, 42 in class S and 48 in class Y. There were only 30 students in class N all of whom were present during all the three visits made.

Of the four teachers studied, two are Indians - one lady, one gentleman - and one is a white American lady, obviously a native speaker of the language. The fourth is an Ethiopian gentleman for whom English is a third language.

The four Teachers have long years of teaching experience and varied educational qualifications. The Indian lady, who teaches at Minilik II Comprehensive Secondary School, holds a B.A. degree in English and B.Ed. She has taught English for over twenty years. The Indian gentleman had been trained as a geographer, and he holds a B.A. degree in Education and an MA degree in geography. He began teaching English in 1981 after he had been a geography teacher for about 30 years. He has a total of 32 years of teaching experience. The American lady who teaches at the Nazareth Secondary School, holds a B.A. degree in English and an MA degree in Education. She has taught English for twelve years. The Ethiopian gentleman teaching at Shimelis Habte C.S.S. has taught for a total of eleven years out of which five years was spent on teaching English. He has a B.A. degree in English. With an exception of the Indian gentleman, all the three teachers had been trained to teach English as a second language. In other words, they are specialists in teaching English as a second language.

¹The class in Menilik II C.S.S consists of 31 boys 20 girls; while there were 22 girls and 20 boys in Shimelis Habte C.S.S.

3.3 Orientation of Teachers and Students Prior to Recording Classroom Behaviours

Each of the four teachers was requested to be recorded on a videotape for one period of an English lesson. The four teachers were told that the film will not be for public viewing and that the films will only be analysed by the researcher. Both students and teachers were told about the objective of the research and they were requested to behave the way they would behave at other normal times. They were repeatedly told to forget the presence of the researcher and the cameraman. Teachers were told to continue with their own programmes picking any topic as per their schedule without making any special effort to impress the researcher.

To familiarize both the teachers and the students with the camera, every class was visited three times. During the first two visits the cameraman and his assistant were told to pretend to videotape the classroom behaviour during the first two visits. After presumably conditioning the teachers and the students to the camera, on the third visit, the actual videotaping took place.

3.4 Steps Followed in Classifying Behaviours

The behaviours were transcribed. Non-verbal behaviours were translated into words and were transcribed: (See appendices A, B, C and D for the entire transcription).

After carefully deciding which category best represents which event,¹ every bit of behaviour was then categorized on the basis of Gertrude Moskowitz's FLint System in which the 10 categories by Ned Flanders have been elaborated to

¹One code represents one event, and after every three seconds observation, an event is recorded. At times an event may last more than three seconds while at other times more than one event can occur in the same period. At any rate one code represents one event. Thus the number of code symbols times an average of three seconds should result in the total time of observation in seconds. It should also be noted however, that this is not always the case because the codes for silence, confusion, laughter, etc. were entered only once regardless of the duration. For example a Silence may last much more than three seconds, it is nevertheless represented by a single code, 10 only once at a time.

include additional dimensions of teaching a foreign language. The FLint System stands for Foreign Language Interaction system. (All the 29 categories in the FLint System are shown in the Definition of Terms pp 5 - 7) The sequence in which the behaviours appeared was strictly adhered to.

For instance, when the teacher in class N (see Appendix B) says "Ato" Abdulkadir has requested us to speak louder" this statement is categorized as 5 i.e. 'giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions. And when she says, "so please speak a little louder than you did last Monday", the statement is categorized as 6 which stands for 'giving directions, requests or commands which students are expected to follow.'

These numbers were then arranged in the sequence in which they occurred in order to show what event followed what (See Appendices A, B, C, D).

Each category was then tabulated. In other words, the number of times for instance 5 occurred for each class was counted. Tables 1A, 1B, and 1C show frequencies of behaviour by category.

In order to build a 29 X 29 matrix based on the FLint System, the tallies for class M' for example, were paired in the following manner.

6	6	-	50
50			
10an	50	-	10an
50	10an	-	50
1	50	-	1
4	1	-	4
6n	4	-	6n
10	6n	-	10

As shown in Figure 4 for example, the highest figure in

the matrix of class y, 116 is found in all (5 - 5) cell. This signifies that the teacher tends to remain in the same category (5 - 5) for periods longer than three seconds in 116 events.

CHAPTER 4

RESULTS OF THE STUDY

The general purpose of this study was to find out the kind and frequency of verbal and non-verbal behaviours that transpire when teachers and students in four selected twelfth grade English classes in Addis Ababa interact. Specifically 25 questions were asked. The purpose of this chapter is, therefore, to provide answers to those 25 questions stated in chapter 1.

As can be calculated from Tables 1A, 1B and 1C, a total number of 2012 verbal and non-verbal behaviours occurred in the four classes under study. Of these, 304 occurred in class M, 599 in class N, 734 in class S and 375 in class Y.

Of the behaviours that occurred in each of the four classes, 271 (89.4%), 586, (92.7%), 650 (88.6%) and 350 (93.3%) were verbal in class M, N, S and Y, respectively. Accounting for the difference there were 32, (10.6%), 14 (2.3%), 75 (10.2%), and 5 (1.3%) non-verbal behaviours.

By carefully studying Tables 1A, 1B and 1C an interested reader can get a variety of information. For instance, if one wants to find out the percentage of questions asked by a teacher, one can easily see the frequencies under category 4 which stand for "asking questions to which an answer is anticipated". Thus one can see that of the teacher's total verbal behaviour 218 (75.4) in class M, 34 (11.3%) was category 4.

4.1 Student - Teacher Talk Ratio

To find the percentage of total teacher talk in terms of events, Flanders adds totals for columns 1 to 7 and multiplies by 100 and divides by the total number of tallies in matrix (see figure 1). In the same way, the formula in the FLint System is:

$$\% \text{ of T T} = \frac{\text{add totals for columns 1 to 7a}}{\text{total number of tallies in matrix}}$$

Applying this formula to compute the percentage of Teacher talk in class M for instance,

$$\% \text{ of T T} = \frac{1+27+0+9+16+36+0+0+62+0+0+12+0+0+0+52+15+0+3}{303} = \frac{233}{303}$$

we get = 76.9%

In the same way, applying Moskowitz 's formula shown above it has been possible to arrive at the figures shown in Table 2.

TABLE 2
PERCENTAGE OF TEACHER AND STUDENT TALK
BY CLASS

<u>Class</u>	<u>% Teacher Talk</u>	<u>% Student Talk</u>	<u>Total</u>
M	76.9	14.5	91.4
N	56.5	34.8	91.3
S	75.3	17.8	93.1
Y	83.7	12.3	96.0

As shown in Table 2, except for the teacher in class N who talked 56.5%, each of the other 3 teachers spoke more than two third of all the talk, thus giving very little opportunity for students to talk. The teacher in class N, on the other hand, allowed more student participation. Percent of student talk is computed based on the following formula.

$$\% \text{ of st. talk.} = \frac{8 + 8a + 8r + 9a}{\text{total number of tallies in matrix}}$$

As can be seen from Table 2, the total percentage of teacher and student talk in class M, N, S, and Y is 91.4, 93.1 and 96.0 respectively. The remaining 8.6%, 8.7%, 6.9%, and 4.0% respectively is a combination of situations such as confusion, laughter, and silence.

Incidentally, the three teachers in the present study far exceed the rule given by Flanders who says that in the

average classroom someone is talking two thirds of the time; two third of that time the person talking is the teacher¹.

In addition to computing teacher and student talk in terms of events, the actual number of words spoken by the teacher and students was also counted. Table 3 presents findings.

TABLE 3
PERCENTAGE OF WORDS SPOKEN BY TEACHER AND STUDENTS

<u>Class</u>	<u>No. of Stu- dents in class</u>	<u>Teacher Talk in No. of words</u>	<u>Per- cent</u>	<u>Student Talk in no. of words</u>	<u>Percent</u>
M	51	1018	88.6	131	11.4
N	30	2714	67.9	1280	32.1
S	42	2233	86.0	365	14.0
Y	39	1761	92.7	138	7.3

As indicated in Table 3, for example the 51 students in class M spoke only 131 (11.4%) words of the total 1149 words used in that class. The remaining 1018 (88.6%) words were spoken by the teacher.

On the average, the four teachers spoke 83.8% of the words while the 162 students spoke 16.2% of all the words uttered. In other words, of the 9640 words uttered, the 162 students spoke 1914 words whereas the four teachers spoke 7726 words. Incidentally, in four classes of English as a second language studied in New York, four teachers spoke 56% of the total words used while their 26 students spoke 44%.

In the case of the present study, on the average every student in class M, N, S and Y spoke about 3, 43, 9, and 4 words respectively.

¹Flanders as quoted by Tilahun Gamta, in Selected Behaviors in Four English as A Second Language Classrooms, Columbia University (Unpublished Doctoral Dissertation) 1976.

100001

Print Matrix
 North 11 Comprehensive Secondary School (Class 1.)

4130

	1	2	2a	3	3a	4	4p	4s	5	5a	5m	5o	5p	5r	5s	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	Total	n	A	FL
1						1																							1			1	
2		3		6	12	3			1							2													27			27	
2a																													0			0	
3				3		2			2							1									1				9			9	
3a		1				4			5		1					3									2				16			16	
4		1				6			2							13			7	4		1		1			1		36	2		34	
4p																													0			0	
4s																													0			0	
5						6			37		5					5	2							1	6				62	1		61	
5a																													0			0	
5m																																	
5o	1								1		3					3	2							1	1				12			12	
5p																													0			0	
5r																													0			0	
5s																													0			0	
6						3			3		1					12	4		24		1			3	1				52	12		40	
6a						5										1	7			2									15			15	
7																													0			0	
7a									2										1										3			3	
8		18			3	2			2							6			2				1						34			34	
8a		1			1				1		1																		4			4	
8r						1																2							3			3	
9		3																											3			3	
9a																													0			0	
10						1			2							2			1			1		1	1				9	1		262	
10a						2			4		1					3									2	4			16			16	
11																1													0			0	
11a																													1			1	
12																													0			0	
	1	27	0	9	16	36	0	0	62	0	0	12	0	0	0	52	15	0	3	34	0	7	0	0	0	16	0	1	0	303	33		
	0.3	8.9	0	3.0	5.3	11.9	0	0	20.5	0	0	4.0	0	0	0	17.2	5.0	0	1.0	11.2	1.3	1.0	1.0	0	3.0	5.3	0	0.3	0				

Plant Matrix for
 Navarath School (Class: M)

	1	2	2a	3	3a	4	4p	4s	5	5a	5p	5r	5s	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	Row Total	n	A	B	
1	1					2												1										4				
2		1	1	3	1	5			2	1											2							18			18	
2a			2			1			2										1									9	2		13	
3				1		1			5										1									1			10	
3a				1															1												3	
4			4			40	6		8	1					3			30	6		7		1		4		2	112	1		111	
4p	1								1									3		1	1										7	
4s																																0
5	1	3	4	1		13			35		1	2						2	4				1				6	127	1		125	
5a						2									1							1									4	
5p																																0
5r									2																							2
5s																																0
6						7	1		4					1	6			1		4	3		2					29	3		26	
6a																																0
7																																0
7a						1																										1
8		7		2	1	14			2						3			5			0	2					7	51	0		51	
8a		1	2			4			2		1				1												1	12			12	
8r		1	1			3																										5
9		4	1	2	1	5			2	2				1	1			5			1	1	2				8	135	6		20	
9a			1						1								1	1			1						1	5	0		5	
10						1			1									1				2	2			1		8	1		8	
10a																																0
11						3									1																	4
11a															1												1	2			2	
12		1				10			9						3				1		2	2	1			1	3	30		1	30	
	4	19	15	11	3	110	7		127	4	0	2	4	2	39			1	11	12	5	135	5	0	4	2	79	59	30		593	
	1.7	3.0	2.5	1.7	.5	10.7	1.2		21.2	0.7	0	0.3	1.7	0.3	4.7			.2	.4	2.0	0.3	32.5	1.0	1.7		.7	0.0	0.5		1.7	1.0	

Figure 4

FLint Matrix For
Yekatit 12 Comprehensive Secondary School (Class Y)

37

	1	2	2a	3	3a	4	4r	4s	5	5a	5m	5p	5r	5s	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	Row Total	n	A	FL	
1																												0					
2		2		2	1	3			1							5													14		3	11	
2a																													0				
3				1		2			5																				8			8	
3a		5		1		4			3			1			2													16			16		
4						22			9						3				6	24					5			69		1	68		
4b																												0					
4s																												0					
5						20			116			2	1		7	2			5					1			1	155	2	12	141		
5a																												0					
5m																												0					
5p						1			4			2																7			7		
5r																												0					
5s																												1			1		
6						4			5			1			9				6						4			29	3	4	22		
6a						4										6			1	1				3				15			15		
7																												0					
7a																												0					
8		5		2	3				1						5													21			21		
8a		2		2	7	7			5						1	1												25			25		
8r																												0					
9																												0					
9a																												0					
1						2			5			1			2	1			3									14					
10a																												0					
11																												0					
11a																												0					
12									1																			1					
	0	14	0	3	16	69	0	0	155	0	0	7	0	1	0	29	15	0	0	21	25	0	0	0	14	0	0	0	1	375	5		
																2.7	4.0	0	0	5.6	6.7	0	0	0	3.7	0	0	0	0.3	Total Tallies	Total n		

	1	2	2a	3	3a	4	4p	4s	5	5a	5a	5o	5p	5r	5s	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	Row Total	n	A	FL
																													0			0	
2		3		6	9	1			4							1	2								1	1			28			28	
2a																													0			0	
3		1		6	2	2										2	5												18			18	
3a		3		1	4				3		4					3	25								1	8			52			52	
4				1		14			9							13			6	11	13				9	1		1	78	5		73	
4p																													0			0	
4s																													0			0	
5		1		1	22				74							13	3			5	1				3	8	1		132	1	4	127	
5a																			1										1			1	
5m																1										1			2			2	
5o								2			8					2	6								1				19			19	
5p																													0			0	
5r																													0			0	
5s																													0			0	
6				1	1	4			5	2						8	4			75			1		3				104	53		51	
6a					4				4							38	33			1	10				2				92			92	
7																													0			0	
7a									6							13			3	2	1				2				27	1		26	
8		15		2	24	23			4	1						5	4		15	5					4				102			102	
8a		3		1	8	3			5		1						4												25			25	
8r																													0			0	
9		1																						2					3			3	
9a																									1				1			1	
10				1	3				8		1					5	5		2	3									28		9		
10a		1		2	1				7		5						1							1	1	1			20	20			
11																													0			0	
11a					1																								1			1	
12									1																				1			1	
	23	0	18	52	78	0	0	132	1	2	19	0	0	0	104	92	0	27	102	25	0	3	1	28	20	0	1	1	734				
	3.8	0	2.5	7.1	10.6	0	0	18.0	0.1	0.3	2.6	0	0	0	14.2	12.1	0	4.7	13.9	3.4	0	0.4	1.1	3.8	2.7	0	0.1	0.1	Total Tallies				

The longest non-stop talks in the class were also studied. In classes M, S and Y, the longest non-stop student talk were made up of 15, 10 and 11 words respectively while in class N, it was 135 words. On the other hand, the longest non-stop teacher talk in classes M, N, S and Y was 291, 132, 496 and 83 words respectively. This clearly shows that the length of non-stop student talk is not proportional to the length of non-stop teacher talk.

4.2 The Indirect/Direct (I/D) Ratio

"Central to interaction analysis coding schedules", says Delamont, "are notions of freedom and control"¹. Teachers are assessed according to the limits they place on pupils' freedom of speech. The more freedom the pupils have, the better the teachers score. Flanders uses the terms "indirect" and "direct" to refer to this kind of approach.

Obviously all teachers establish some kind of balance based on a combination of direct and indirect influence in their method of teaching.

Direct influence consists of those verbal statements of the teacher that restrict freedom of action, by focusing attention on a problem, interjecting teacher authority, or both. These statements include: lecturing, giving directions, criticizing, and justifying his own use of authority. Indirect influence consists of those verbal statements of the teacher that expand a student's freedom of action by encouraging his verbal participation and initiative. These include: asking questions, accepting and clarifying the ideas or feelings of students, and praising or encouraging student's responses...

To find out whether the teacher is more indirect or direct during the entire course of the lesson, Flanders uses the following formula.

$$I/D = \frac{\text{Categories } 1 + 2 + 3 + 4}{5 + 6 + 7}$$

In FLint it is calculated the same way, only the same cate-

¹Delamont, Sara, Interaction in The Classroom Contemporary Sociology of the School. Methuen & Co. Ltd., London, 1976, P.15.

²Flanders Ned A., "Teacher Influence, Pupil Attitudes and Achievement" in Teaching Vantage Points for Study ed. Ronald T. Hyman, J.B. Lippincott Co., Philadelphia, 1968. P. 251.

gories are expanded to include other dimensions in second language class.

$$\text{FLint I/D} = \frac{1+2+2a+3+3a+4+4p+4s}{5+5a+5m+5o+5p+5r+5s+6+6a+7+7a}$$

Using the FLint Formula, it is possible to calculate from Figure 4 matrix and show to what extent, for example, the teacher in class Y is direct or indirect.

$$\text{I/D} = \frac{0+14+0+8+16+69+0+0}{155+0+0+7+0+1+40+29+15+0+0} = \frac{107}{199} = 0.53$$

Thus the teacher of class Y is more direct than indirect because if the I/D ratio is less than 1, the teacher is considered to be more direct. In other words, this teacher is twice direct as he is indirect in influencing his students.

Following a similar method of calculation, the I/D ratios for classes M, N, S and Y is respectively 0.62, 1.00, 0.47 and 0.53.

Incidentally, based on Flanders' ten categories, a study on a classroom interaction of a ninth grade social studies class revealed a 2.76 I/D ratio¹. Another study on American Students learning French yielded an I/D ratio of 2.2 analyzed on a 29 X 29 matrix developed by Gertrude Moskowitz². and in comparison, the four teachers in the present study are extremely direct in their influence.

Except for the teacher in class N who used as much indirect influence as direct ones, all the rest predominantly used the direct influence. In class S the teacher used more than two direct behaviours as the direct ones although

¹Chapline, Elaine B., "A Case Study in Interaction Analysis Matrix Interpretation" in Teaching Vantage Points for Study Ed. Ronald T. Hyman J.B. (Lippincott Company, Philadelphia, 1968). P. 268.

²Moskowitz, Gertrude, "Interaction Analysis — A New Modern Language for Supervisors" in Foreign Language Annals 5 (December, 1971), p. 217.

methodologists argue that a teacher should be more indirect than direct in his approach.

To focus on teacher influence without the presence of the categories which are most content-laden (i.e. 4 & 5), Flanders has developed the small letter i/d ratio.

$$i/d = \frac{1 + 2 + 3}{6 + 7}$$

with the FLint System the formula becomes

$$i/d = \frac{1 + 2 + 2a + 3 + 3a}{6 + 6a + 7 + 7a}$$

Thus employing the FLint System, the i/d ratio for say, the teacher of class M is as follows:

$$i/d = \frac{1 + 27 + 0 + 9 + 16}{52 + 15 + 0 + 1} = \frac{53}{70} = 0.76$$

So this teacher criticizes or gives instructions in a direct way. The i/d ratio for classes N, S, and Y is 1.7, 0.44 and 0.9, respectively. Thus among the four classes studied, the teacher in class N used about two indirect behaviours in every three behaviours.

4.2.1 Indirect/Direct Ratios in the Foreign Language (FI/D)

The purpose of this section is to find out whether a teacher is more direct when using a foreign language, English in this case. To find FI/D (i.e. Foreign Language Indirect/Direct Ratio), the following formula is applied.

$$FI/D = \frac{\text{add FL cells 1 - 4S}^1}{\text{add FL cells 5 - 7a}}$$

Using the above formula one can compute the FI/D, say of the teacher in class S. (See Figure 3 matrix).

$$FI/D = \frac{0+28+0+18+52+73+0+0}{127+1+2+19+0+0+0+51+92+0+26} = \frac{171}{318} = 0.54$$

See Table 4 for FI/D ratios of the four classes.

¹ See Figures 1 - 4 for FL (Foreign Language) columns.

Indirect/Direct Ratio in the Use of Amharic (AI/D)*

To find out the directness or indirectness of teachers when using Amharic, the following formula is used:

$$AI/D = \frac{1A+2A+2aA+3A+3aA+4A+4PA+4SA}{5A+5aA+5mA+5pA+5SA+6A+6aA+7A+7aA}$$

Using the formula given above, one can compute the AI/D say for class Y and see to what extent the teacher is direct in his influence while speaking Amharic.

$$AI/D = \frac{=0+3+0+0+0+4+0+0}{12+0+0+0+0+0+0+4+0+0+0} = \frac{4}{16} = 0.25$$

So the teacher in class Y uses three direct Amharic behaviours for every indirect one.

A similar procedure is followed for the computation of the revised a i/d ratio i.e. Amharic indirect/direct ratio when the content-oriented categories are removed.

The formula is: $ai/d = \frac{\text{cells } 1A+2A+2aA+3A+3aA}{\text{cells } 6A+6aA+7A+7aA}$

Based on these two formulas, the Amharic indirect/direct ratio was computed for the classes that used Amharic in their sessions. Findings are shown in Table 5.

TABLE 5
AMHARIC INDIRECT/DIRECT RATIO (A I/D & a i/d) BY CLASS

<u>Class</u>	<u>M</u>	<u>N</u>	<u>S</u>	<u>Y</u>
A I/D	-	-	1.25	0.25
a i/d	-	-	-	0.75

Because all the Amharic words used by the teacher in class S are content laden, the ai/d ratio did not occur although this teacher's AI/D ratio is 1.25 which means that he is more indirect than direct. In class Y, however, an AI/D of 0.25 and ai/d of 0.75 has been evident, thus indicating that this teacher is more direct than indirect when using Amharic.

*The letter A has been used here to stand for Amharic Language.

4.3 Non-Verbal Behaviour

Non-verbal behaviours have not played a significant role in transmitting messages in the four classes. In classes M,N, S and Y a total of only 15, 11, 55 and 5 events were recorded, respectively.

4.3.1 Non-Verbal Indirect/Direct Behaviour

The directness or indirectness of the teacher is also manifested in the non-verbal behaviours as well. Thus of the total insignificant non-verbal behaviours, those that fall under 1 - 7a categories are calculated here. The formula, for indirect/direct ratio (NI/D) of non-verbal behaviour during the entire session is:

$$NI/D = \frac{\text{cells } 1n + 2n + 2an + 3n + 4n + 4pn + 4sn}{\text{cells } 5n+5an+5mn+50n+5pn+5rn+5sn+6n+6an+7n+7an}$$

while not dealing with content, the n i/d is found in this way:

$$ni/d = \frac{\text{cells } 1n + 2n + 2an + 3n + 3an}{\text{cells } 6n + 6an + 7n + 7an}$$

To compute the NI/D of, say, class N, the following steps are followed.

$$NI/D = \frac{0 + 0 + 2 + 0 + 0 + 1 + 0 + 0}{1+0+0+0+0+0+3+0+0+0} = \frac{3}{4} = 0.75$$

In the same way the n i/d of the same class, class N is found out as follows.

$$ni/d = \frac{0 + 0 + 2 + 0 + 0}{3 + 0 + 0 + 0} = \frac{2}{3} = 0.67$$

4.3.2 Foreign Language - Amharic Ratio of Teacher & Student Talk

The foreign language-Amharic ratio would yield the amount of Amharic used both by the teacher and students in the teaching-learning process of the target language. As can be seen from Figures 1 and 2 Amharic was not used in classes M and N. So there is no need for showing foreign language (English) - Amharic Ratio for these two classes. Nevertheless,

the teacher's English/Amharic (TF/A) ratio in classes S and Y is 54.3 and 14.5 respectively. No use of Amharic was recorded on the part of students in any one of the four classes studied.

The formula used to find the teacher's use of foreign language/Amharic ratio (T F/A) is = $\frac{\text{FL cells } 1 - 7a}{\text{A cells } 1 - 7a}$

Thus, for instance, the T F/A for class S is computed like this.

$$\frac{0+28+0+18+52+73+0+0+127+1+2+19+0+0+0+51+92+0+26}{5 + 4} = \frac{489}{9} = 54.3$$

Though no student Amharic behaviour has been recorded in the four classes, here is the formula for student foreign language-Amharic ratio (ST F/A).

$$\text{STF/A} = \frac{\text{FL cells } 8 + 8a + 8r + 9 + 9a}{\text{A cells } 8 + 8a + 8r + 9 + 9a}$$

All the findings depicted in Tables 2, 3, 4, and 5 have been summarized in Figure 7. From the graph it can be seen, for instance, that category 5 (lecturing) is the most frequent of all behaviours for classes M, S and Y. For class N, on the other hand, the most frequent behaviour is category 9 (student initiated talk). Laughter (category 12) being an ideal measure of levity in class is highly recommended by methodologists. This behaviour is evident, primarily in class N.

4.4 Teacher Response Ratio. (TRR)

Some teachers do not indicate to the student, for instance, whether his response is correct or incorrect. This definitely confuses the student. Recognizing the importance of a teacher's reaction to what a student says, Flanders has come up with what he calls Teacher Response Ratio. He defines THE TEACHER RESPONSE RATIO (TRR) as "an index which

corresponds to the teacher's tendency to react to the ideas and feelings of pupils"¹ Flander's formula for establishing this ratio is:

$$TRR = \frac{1 + 2 + 3}{1+2+3+6+7} \times 100$$

However, the formula:

$$TRR = \frac{1 + 2 + 2a + 3 + 3a}{1+2+2a+3+3a+6+6a+7+7a} \times 100$$

is adapted for this study.

On the basis of the adapted formula, findings in the four schools studied show that in classes M, N, S and Y the TRF is 75.7%, 62.5%, 30.5 and 46.3. Here is an example of the teacher's reaction to student talk in class M. (see Appendix A)

Now change one of the sentences to a subordinate clause

S. Eventhough he worked hard he failed

T. That's right. Eventhough he worked hard he failed. Should there be a punctuation mark here? "yes" in chorus.

T. Yes after hard, there should be a comma. Now what kind of clause is it?

S. Subordinate clause

T. Yes, it is subordinate clause.

Now can you give me another sentence with a subordinate clause?

Yes, Solomon?

S. "Though he worked hard, he failed" T. That's right.

Similar studies were made several times in the United States and it would help to compare the findings of the present study with the American norms. "A good estimates of the average of all averages is about 42," says Flanders.²

Except for class S, the class studied here are well over the American norm. Teachers in these classes tend to react to the ideas and feelings of students quite frequently.

4.5 The Teacher Question Ratio (TQR)

Some teachers spend a lot of time asking questions that they think would provoke content-oriented discussion.

¹Flanders, Analyzing Teaching Behavior (1970) P. 102.

²Ibid.

Others maintain a reasonable balance between asking questions and other behaviours. Flanders defines a Teacher Question Ratio (TQR) as "an index representing the tendency of a teacher to use questions when guiding the more content oriented part of the class discussion."¹ The formula is:

$$TQR = \frac{4 + 4p + 4s}{4 + 4p + 4s + 5 + 5a + 5m + 50 + 5p + 5r + 5s} \times 100$$

Applying the formula, say for class Y,

$$TQR = \frac{69 + 0 + 0}{69+0+0+155+0+0+7+0+1+0} \times 100 = \frac{6900}{232} = 29.7\%$$

the percentage indicated above is attained. The TQR of the other three classes M, N, and S is 32.7%, 46.1% and 33.6% respectively. Obviously such figures vary as the teacher solicits student reactions to ideas which the teacher considers important or as he checks on their understanding by asking questions.

"Normally," says Flanders talking about the American norm, "one would expect the average TQR for a number of teachers each observed on several occasions, to be close to 26."²

Thus the tendency of teachers in the four classes studied to use questions when guiding the more content-oriented part of the class discussion is relatively higher than those in the United States. While Flander's findings are in social studies classes, the four classes in here are language classes. Therefore, it is no wonder that the TQR in these language classes is higher because a lot more prompting is involved in teaching a language.

4.6 Pupil Initiation Ratio (PIR)

In any classroom situation, some students ask questions, give opinions and react on their own initiatives. Others only respond or react to questions or instructions forwarded by the teacher. To find a "Pupil Initiation Ratio (PIR)", which is proposed to indicate what proportion of pupil talk was judged by the observer to be an act of

¹Flanders N.A., Analyzing Teaching Behavior (1970) P.102.

²Ibid.

initiation," Flanders uses the formula:

$$\text{PIR} = \frac{g \quad X \quad 100}{8 + 9}$$

For the purpose of this study, however, the formula

$$\text{PIR} = \frac{g + 9a \quad X \quad 100}{8+8a+9+9a} \quad \text{is used.}$$

Findings of this study show the fact that students as a whole hardly made any act of initiation. In classes M, N, S and Y the PIR was 6.8%, 67.3%, 3.1% respectively. With the exception of class N, the student initiation ratio in the other three classes is way below the American norm which Flanders says is "fairly close to 34."² A good example of student initiation is class N.

- T. May be this is another area that causes mistakes. Do you have any idea Senayit? (See Appendix B)
- S. For instance, let me say I wanted to go to the airport and accidentally, I got on the bus which was going to the Piazza. And I might say, "I got on the bus that was going to Piazza by mistake". Do you think this sentence is correct?
- S. In that case the bus made the mistake, not you. But I think you wanted to say that you made the mistake but not the bus. So you should say "I got on the bus by mistake that (smile) was going to the Piazza."
- S. Yes, it should have been I got on the bus ... By mistake, I got on the bus that was going to Piazza. This shows us that I was the one that was mistaken, not the bus. Got the difference? (laughter) "yes" in a chorus.

4.7 Teacher Response Ratio (TRR 89)

As has been explained already, a student talk is category 8, 8a, 8r, 9 or 9a. It is expected that a teacher would say something in reaction to any one of these five categories of student behaviours. The teacher can react in any one of the 19 possible categories (i.e. 1 - 7a) indicated horizontally in Figures 1, 2, 3, and 4. For instance, to the responses (category 8) of the students in class S,

using category 2, the teacher reacted 15 times. Since category 2 of teacher behaviour stands for praise or encouragement, this teacher praised or encouraged his students 15 times. Thus cell 8-2 means that the student's response is immediately followed by teacher's praise or encouragement.

To take another example, the teacher in class S (See Fig.3), reacts by repeating a student's response verbatim 24 times. See Table 6 for the frequency of the kinds of teacher reactions to student talk.

Unlike the teacher's response to a student talk, what a teacher says just before a student begins to talk may interest an observer. Now the sequence pair in which a teacher says just before a student begins to talk must have 8, 8a, 8r, 9 or 9a as the second number in the pair and some symbol from 1 to 7a as the first number. The data for class S are as follows.

<u>Cell</u>	<u>Frequency</u>	<u>Cell</u>	<u>Frequency</u>	<u>Cell</u>	<u>Frequency</u>
4-8	11	4-8a	13	6-9	1
5-8	5	5-8a	1		
6-8	75	6a-8a			
6a-8	1	7a-8a			
7a-8	2				

The cell that has the most frequent teacher talk just before student talk is cell 6-8. This is the teacher's behaviour manifested in giving directions; requests or commands which students are expected to follow.

4.8 The Instantaneous Teacher Response Ratio (TRR 89) - has been defined as "the tendency of the teacher to praise or

TABLE 6

FREQUENCY OF THE KIND OF TEACHER REACTIONS
TO STUDENT RESPONSE BY CLASS¹

CELL	C L A S S			
	M	N	S	Y
8 - 2	18	7	15	5
8 - 3	-	2	2	2
8 - 3a	3	1	24	8
8 - 4	2	14	23	-
8 - 5	2	2	4	1
8 - 5a	-	-	1	-
8 - 6	6	3	5	5
8 - 6a	-	-	4	-
8 - 7a	2	-	15	2
8a- 1	-	-	-	1
8a-22	1	1	3	2
8a- 3	-	-	1	2
8a- 3a	1	-	8	7
8a- 4	-	1	3	7
8a- 5	1	2	5	5
8a- 50	-	-	1	-
8a- 6	-	1	-	1
8a- 6a	-	-	4	1
8r- 2	-	1	-	-
8r- 2a	-	2	-	-
8r- 4	1	3	-	-
9 - 2	3	4	-	-
9 - 2a	-	1	-	-
9 3 3	-	2	-	-
9 - 3a	-	1	-	-
9 4 4	-	5	-	-
9 - 5	-	2	-	-
9 - 5a	-	2	-	-
9 - 5r	-	1	-	-
9 - 6	-	1	-	-
9a-2a	-	1	-	-
9a- 5	-	1	-	-
9a- 7a	-	1	-	-

¹To save space, only the cells that have occurrence of behaviours have been considered.

integrate pupil ideas and feelings into the class discussion, at the moment the pupils stop talking."¹

Formula for TRR 89 =

$$\frac{\text{freq. in rows 8, 8a, 8r, 9, 9a columns 1,2,2a,3 and 3a}}{\text{total tallies in 8,8a,8r,9,9a columns 1,2,2a,3,3a,6,6a,7,7a}} \times 100$$

Based on this formula, the TRR 89 of the four classes was computed from Figures 1, 2, 3, and 4 yielding the following figures.

Class	<u>M</u>	<u>N</u>	<u>S</u>	<u>Y</u>
TRR 89	70.3%	79.3%	65.9%	78.8%

A normative expectation for the TRR 89 in the United States is about 60.² For each of the four teachers in this study however, the TRR 89 ranges from 65.9% to 79.3% which means that these teachers reacted to the ideas and feelings of students or else gave encouragement or praise more often than the average teacher in the United States.

4.9 Instantaneous Teacher Question Ratio (TQR 89)

When a student's response is not satisfactory, a teacher may prompt the student to make his response more accurate either by asking further questions or by supplying the correct answer himself. The purpose of the TQR 89 is to find out to what extent the teacher tends to ask questions until a correct response is attained. Flanders defines TQR as "The tendency of the teacher to respond to pupil talk with questions based on his (teacher's) own ideas, compared to his tendency to lecture." The TQR 89 is calculated by adding the frequencies in cells (8-4) + (9-4), multiplying by 100 and dividing by the total tallies in the 4 cells (8-4) + (8-5) + (9-4) + (9-5). Following Moskowitz's FLint System, however, the number of cells increases. For example the TQR of class S is:

$$\frac{23 + 3}{23+3+4+5+1+1} \times \frac{100}{37} = 70.3\%$$

¹ Flanders, N.A.; Analyzing Teaching Behavior. 1970, P.104

² Ibid. P. 105

When this formula was applied to the four classes, the following figures were found.

Class	<u>M</u>	<u>N</u>	<u>S</u>	<u>Y</u>
TQR 89	42.9%	70.3%	70.3%	53.8%

A normative expectation for the TQR 89 in the United States is about 44¹. Like the TRR 89, a close examination of the four classes shows that they all have instantaneous teacher question ratios (TQR 89) more than the American norm. This means that the teachers in the four schools are more likely to move on to new questions, compared to lecturing, than does the average teacher in the United States.

4.10 Emphasis on Content - Sustained Expression

The matrix can also tell how much emphasis is given to content area, i.e. categories 4 and 5 in Flanders and 4, 4p, 4s, 5, 5a, 5m, 5o, 5p, 5r, and 5s for this study. To find this emphasis, the Content Cross Ratio (CCR) is arrived at by calculating the percent of all tallies that lie within the columns and rows of categories 4, 4p, 4s, 5, 5a, 5m, 5o, 5p, 5r and 5s. (Figures 1 - 4). In the matrix the cells of the content cross are found by just shading the categories above, both on the column and row side.

The Content Cross Ratio (CCR) is rather poorly named since many statements in many other categories are concerned directly with content, says Flanders. However, the content cross does isolate those teacher statements which are least likely to be involved with certain process problems which every teacher must solve.

Accordingly, the Content Cross Ratio for the four schools is as follows:

¹Flanders, N.A., Analyzing Teaching Behavior, 1970. P. 104

Class	<u>M</u>	<u>N</u>	<u>S</u>	<u>Y</u>
CCR	52.3%	43.1%	45.6%	76.5%

"An exceptionally high CCR is an indication that the main focus of class discussion was on subject matter, that the teacher took a very active role in the discussion, and that attention to motivation and discipline problems was at a minimum. A mythical national (US) average for the CCR would be fairly close to 55 percent, probably higher for certain secondary classes in the academic subjects.¹

In this study, with the exception of class Y that has a CCR of 76.5%, the average for the other 3 classes is 52.4, an average very close to the American norm.

Nevertheless, it should be kept in mind that a lower CCR does not in any way guarantee a higher rate of active role in discussion and motivation. In fact, the very class that has the least percentage of CCR, i.e. class S has the least Pupil Initiation Ratio (PIR) too.

4.11 The Steady State Ratio (SSR) - reflects the tendency of teacher and student talk to remain in the same category for periods longer than 3 seconds. The higher this ratio, the less rapid is the interchange between the teacher and students on the average.²

This ratio can be determined by calculating the percent of all tallies that lie within the 29 steady state cells (See Figures 2 - 5). On a matrix marking the 29 steady state cells which have identical numbers in their addresses, such as the (1 - 1), (2 - 2), (3 - 3), (4 - 4) ... (29 - 29) cells would make things easy.

¹ Flanders, N.A. 1970 P. 106
Bracket inserted by the researcher

² Flanders N,

The SSR of the four schools is as follows:

Class	<u>M</u>	<u>N</u>	<u>S</u>	<u>Y</u>
SSR	22.1%	41.3%	21.9%	42.0%

Flanders discussing the American normative behaviour says, "... In the event that you were observing a number of teachers, you might expect the SSR to average around 50..."¹

Although there is a remarkable difference between teaching social studies and a foreign language, all of the four classes studied have an SSR less than the American norm. This means that the teachers in these schools do not dwell long on the same point, and neither do the students. In fact most of the student participation in those schools is of a responsive nature rather than of initiative one. Hence, student answers are very short. The Teacher in SS di drills nearly throughout the discussion immediately after he received a response. That is why his class has the least SSR 21.9%, i.e. the lesser the CCR the faster is the interaction.

4.12 Pupil Steady State Ratio (PSSR) is an even more sensitive index to the rapidity of the teacher - pupil interchange when pupil talk is average or above average. In other words, on the average, teachers tend to elaborate a point remaining in the same category more than do pupils. The PSSR is calculated by adding the frequencies in the (8-8) + (8a - 8a) + (8r - 8r) + (9 - 9) + (9a + 9a) cells multiplying by 100 and dividing by all pupil talk tallies.²

Example - The pupil steady state ratio of the four classes is as follows:

Class	<u>M</u>	<u>N</u>	<u>S</u>	<u>Y</u>
PSSR	4.5%	51%	5.3%	-

¹ Flanders (1970) P. 106

² Formula based on Flanders and developed to fit into the FLint system by the researcher.

Flanders says that the PSSR for American Schools would average around 35 or 40.

With the exception of class N that has a higher PSSR than the American norm, the other three classes have very much lower PSSR. Their talk on the average was limited to one word utterances such as 'yes', 'no', etc. Teachers in these classes move on to the next point. In other words, they do not talk independently on their own initiative other than giving short answers to teachers questions. Therefore, pupils on the whole did not remain in the same category for more than three seconds.

CONCLUSION

The objective of the present study was to describe teacher-pupil behaviours in four ESL classes; that goal has been achieved. Though the number of classes studied was only four, the present study has clearly demonstrated that it is possible to identify and tally characteristics of Teacher-pupil behaviours in ESL classes with a high degree of objectivity. Now, the extent to which use of a technical language in teacher education affects teaching behaviour needs to be studied. Furthermore, consistent relationships between behaviours need to be investigated. Hitherto, comparison of methods studies have concentrated on result of tests to compare the effect of different methods of teaching. But this study has been undertaken with a conviction that by careful analysis of the relationships between behaviours in classes, some generalizations about cause and effect can also be made.

FIGURES 5

SUMMARY OF FINDINGS BASED ON MOSKOWITZ

	% Class M	% Class N	% Class S	% Class Y	% Average
TT	76.90	56.52	75.34	83.73	72.62
ST	14.52	34.78	17.85	12.27	19.86
TT'(FL)	100	100	98.19	93.53	97.93
ST'(FL)	100	100	100	100	100
I/D	61.81	100	46.68	51.69	65.05
i/d	75.71	166.67	43.95	86.36	93.17
FI/D	66.41	100.6	53.77	55.38	69.04
fi/d	91.38	177.78	57.99	94.59	108.22
AI/D	-	-	125	25	37.5
ai/d	-	-	-	75	18.75
NI/D	15.38	75	-	-	22.6
ni/d	-	66.67	-	-	16.67
TF/A	-	-	5433.33	1445	1719.58
STF/A	-	-	-	-	-
Tot	-	-	6888.88	1675	2140.97

FIGURE 6

SUMMARY OF FINDINGS BASED ON FLANDERS

	% Class M	% Class N	% Class S	% Class Y	% Average	American Norm %
TT	76.9	56.52	73.34	83.73	42.62	68
ST	14.52	34.78	17.85	12.27	19.86	20
TRR	75.7	62.5	30.5	46.3	53.75	42
TQR	32.7	46.7	33.6	29.7	35.53	26
PIR	6.8	67.3	3.1	-	19.3	34
TRR 89	70.3	79.3	65.9	78.8	73.58	60
TQR 89	42.9	70.3	70.3	53.8	59.23	44
CCR	52.31	43.1	45.64	76.53	43.23	55
SSR	26.1	41.3	21.9	42.1	32.85	50
PSSR	4.5	51	5.3	-	15.2	35-40

PERCENTAGE

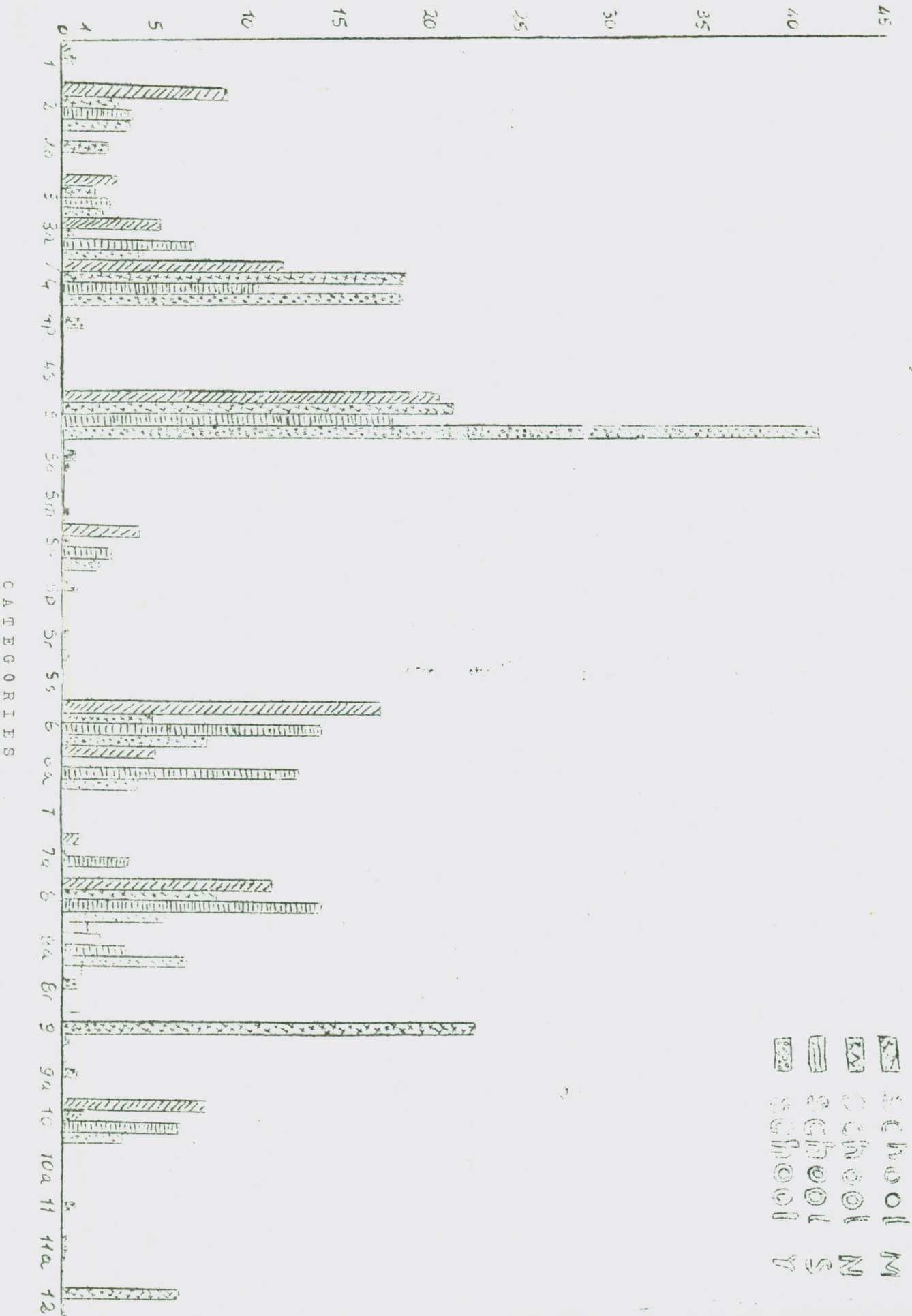


FIGURE 7: Graphic Summary of Verbal Non-verbal Behaviours in The Four Classes

School M
 School N
 School S
 School Y

CATEGORIES

APPENDIX A

Transcription of Behaviours in Class M

T When you speak, speak loudly ok? You know today's topic is "mechanics" wrote on the board.
Now we shall discuss the use of essential punctuation marks. I think you know different kinds of sentences. Now what are the different type of sentences that you learned?

T Yes? - (pointing). Silence

S. Command

T "Command" yes. Now another type of sentence that you learned? Silence, exclamatory sentences, e.g "I am teaching". Now change this statement into a question.

S inaudible

T Loud please

S Am I teaching?

T Another sentence?

S "Go out"

T That's right go out (on the board).

Give me an example of an exclamatory sentence.

Silence "What a charming girl she is!" Now which punctuation mark do you use?

Many students speak at a time,

T. One at a time (and writes:)

1. I am a teacher (.)
2. Am I a teacher (?)
3. Go out (!) exclamation mark
4. What a charming girl she is!

T And now No. 4----? Another exclamation mark. An essential exclamation mark. So we use the exclamation mark for a strong feeling.

(3) and for exclamatory sentence.

Now we shall see the use of the comma and exclamation marks. Let's see

Join the two sentences with the use of a conjunction.

1. Abebe worked hard. He failed.
2. Abebe worked hard but he failed.

What punctuation marks should we use here? Which punctuation mark do we need there? (Pointing to the board).

S Full stop

For example in number one, you have however and nevertheless

2. Next one therefore or consequently
3. Next one moreover or.....
4. Next one otherwise, or else

What are you going to conclude about these conjunctions? Come on?.....

S. (unaudible)

T Yes, these conjunctions are preceded by semicolons and followed by colons. (Wrote on the board) she gave them time to copy from the board.

T Have you finished with this side? Shall I rub this off?

SS "Yes"

T Now lets' go back to the former example. Stop writing and look at these examples. He worked hard but he failed. Now change one of the sentences to a subordinate clause.

S Eventhough he worded hard, he failed.

T That's right. Eventhough he worked hard he failed.

Should there be a punctuation mark here?

SS Yes.

T Yes after hard, there should be a comma. Now what kind of clause is it?

S Subordinate clause

T Yes, it is subordinate clause.

Now can you give me another sentence with a subordinate clause?

Yes, Solomon?

S Though he worked hard, he failed

T That's right. Give me a sentence in which the first part is time clause; "time clause" you can begin the sentence with when, while after etc.

T Yes Mekonnen....

S (Unaudible)

T Yes that's right

Yes?

S "While I was coming, I met my friend

T Yes, while I was coming, I met my friend. Now give me an example of a conditional sentence. You can begin the sentence with a conditional clause.

Yes,

S If you work hard, you will pass

T If you work hard, you will pass... in all these examples, we have began the sentences with a subordinate clause.

So what do you have to conclude here?

S Unaudible

T Subordinate clauses are followed by a comma

T Yes subordinate clauses are followed by a comma or you can say, if you begin a sentence with a subordinate phrase, separate it with a comma. (Silence)

T What punctuation mark do you use here?

S Full stop

T Yes a full stop, and here?

S Comma

T Yes, a comma. So the conjunction is used to join two independent clauses. The conjunction is preceded by a comma.

T "Two independent clauses are joined by a semi-colon"

(on the board) a semicolon and followed by a colon.

They invited us to dine with them. We did not go" what conjunction do we use?

S (unaudible)

T No..... No however

S (unaudible)

T Two independent clauses are joined by the conjunction, however, in that case preceded by a semicolon and followed by a colon.

T Can we use any other punctuation mark other than however?

.....

S Nevertheless

T Yes you can use either however or nevertheless. Another sentence of that type-- again?

I didn't sleep well last night---- I have a headache---

S "therefore"

T Yes, therefore. Another conjunction we can use is "consequently". Isn't it? Now another one with--- (unaudible) (turned to the board).

T I didn't want to go.. I was tired.

S "moreover"

T Yes. I didn't want to go moreover, I was tired. Another word for moreover? ... Yes?

S Besides

T Yes, besides. Another example for you.

Work hard,... you will fail

Which conjunction do you use here? ... Zegaye?

S "Otherwise"

T Yes, that's right, "other-wise". Another word for otherwise you can use? -----yes

S Unless

T Unless is a subordinate conjunction. Here what we need is a conjunction that joins two independent clauses. Yes Belaynesh?

S (unaudible)

T Yes work hard or else you will fail. Ok?

So let's make a list of those conjunctions that are preceded by semi-colon followed by colons. (all 4 are written down on the board) it with a comma. (silence)

T What about sentences that begin with the main clause? Come on,--- that's right. Can you begin a sentence with a main clause? Now see these sentence. He failed eventhough he worked hard. Do you need a comma here?

S No.

T No. So we can conclude? Yes----- Mike why don't you say it loudly?

S (unaudible)

T If you begin a sentence with a main clause, comma is not needed. You got it?

T Let's pass to the next part

Now change those subordinate clause into a phrase

Yes-----?

S -----(Unaudible)

T Please say it loud

S In spite of his hard work, he failed

T Yes, inspite of his hardwork he failed (wrote it on the board)

Now see the sentence here. Now which punctuation mark is needed here?

T Mamite - come on? Yes

S (Unaudible)

T Tesfaye --?

S (kept quite)

T Yes, a comma is needed after work, that means these group of words are without a subject and a predicate. That - in the same way, we can say if you begin a sentence with a phrase, then also you can separate it with a comma isn't it? Or an introductory phrase if separated by a comma.

Now other examples of this type, example, Abebe is quite clever on the other hand his brother is not capable. Is a punctuation mark needed here? (A student murmured).

T Lounder? Which is the phrase in that sentence? Yes, Solomon?

S Unaudible

T Yes that must be separated by a comma.

On the otherhand his brother is not capable now leaving that aside we come on to the next point.

Rubbed one side of the board and wrote..)

Ato Tesfaye, our director, is forty-two Dr. Alemu the famous surgeon has recommended this.

T You read the examples

S "Ato Tesfaye our director is forty-two"

S "Dr. Alemu the famous surgeon has recommended this.

T How do we need a punctuation mark here pointing.

S Yes

T Yes, Yes, that's right.

Now second part - here?(pointing)

T Yes.....

S. Comma

T So again you can see in a group of words without a subject and predicate. Now that phrase is called a phrase in apposition. Now in the second example, the famous surgeon is a phrase in apposition. A phrase in apposition is separated by a comma. That's the 5th point.

Now can you change that phrase into a clause? Yes...

S Ato Tesfaye who is our friend is forty two.

T Ato Tesfaye who is our friend is forty two; yes the next phrase?

Louder once again.

S Dr. Alemu who is a famous surgeon has recommended this.

T That's right Dr. Alemu who is a famous surgeon has recommended this. Here again what have you got to do with this?

Come on? Yes Mulugeta.

S Dr. Alemu the famous....surgeon, has recommended this.

T Now No. 1, punctuate that sentence. Yes Martha?

S Ato Tesfaye who is our director is forty two.

T So what is the name of that clause? (Pointing) Yes?

S Defining clause

T Yes, defining clause.

What kind of a clause is a defining clause? This part Ato Tesfaye, Dr. Alemu defined itself. The clause that follows is a non-defining relative clause. It is a kind of relative clause but at the same time it is an example of a non-defining...?

SS Clause.

T So what have you got to conclude there? Yes

S (Unaudible)

T Non-defining relative clauses are set off by a comma. That's the 6th point. Wrote on the board.

Code Representations in Class M

Serial No.	Category	Categ.	Categ.	Categ.	Categ.	Categ.	Categ.
1	10	4	6	2	8	4n	8
2	6	6n	8	3	5	8	5
3	50	8	2	3	5	2	5
4	10an	2	2	4	5	2	10at
5	50	3a	3a	2	50	4	10
6	1	5	4	3a	6	4n	
7	4	5	6n	6	6n	8	
8	6n	5	8	6	8	2	
9	10	5	7a	8	6	5	
10	8	10an	5	2	8	5	
11	3a	5	5	6	2	5	
12	2	5	6	6	3a	5	
13	4	5	8	5	10an	5	
14	10	5	2	5	6	5	
15	5	6a	3	6	4	6	
16	5	6a	5	8	6	6n	
17	6	4	50	2	6	8	
18	8	8	50	2	4	3a	
19	6	7a	50	6n	8	6n	
20	8	7a	5	8	6	6	
21	6	5	5	2	10	6	
22	8	4	10an	3a	6	8	
23	2	4	5	6	5	2	
24	3a	8	10an	5	5	3a	
25	10an	2	5	5	5	5	
26	6	3	10an	6n	5	4	
27	10	6	5	8	5	6	
28	5	6a	10an	3a	5	6	
29	4	6a	4	5	5	8	
30	11a	8	4	5	50	6	
31	6	2	9	4	6a	6	
32	10an	3a	2	8	6a	8	
33	10an	5	3	9	4	4	
34	10an	5	3	2	8	6n	
35	10an	5	10an	3a	6	8	
36	4	6a	10	5	4	2a	
37	4	6a	10	5	6	3a	
38	5	8	4	5	8	4	
39	5	2	4	10	2	5n	
40	5	3	8	9	3	5	
41	50	3	50	2	5 ²	5	
42	50	4	6	5 4	50	5	
43	6	6n	6	6	10n	5	
44	6	8	6a	6a	10an	5	
45	6a	2	6	4	10an	5	
46	6a	3a	8	8a	6	4	
47	6a	50	2	3a	8r	8a	
48	4	6a	3a	4	8r	5	
49	6n	6a	4	6	8rr	4	
50	8	4	8a	6	4	6n	

APPENDIX B

Transcription of Behaviours in Class N

Too much noise, chattering, whistling was heard in the compound and in the classroom. When the researcher entered the class a chaotic situation was observed. Students came in and went out, some informing their friends that they would be filmed in a few minutes. Others talked about their attire and general look. All talked freely of whatever came into their minds. Class was full of smiling faces and many did not care about the presence of anyone of us. Personal talks were mainly in Amharic while some English was used in almost all of their sentences.

Then came the American English teacher, a religious sister in her gown, a little nervous about the filming. Approaching the researcher, she asked him whether or not she should start right away. After having waited for some missing students to come in, she started teaching.

T. Ato Abdulkadir has requested us to speak louder. So please speak a little louder than you did last Monday.

When the last student came in and took her seat, the teacher started.

T "Good morning girls".

S "Good morning teacher" in a chorus.

T As most of you know very well, I want to discuss with you and try to discover the common errors that you usually make in English. Now that you are 12th graders, you have em... eh..., discussed and studied most of the rules of grammar and I am going to start with a little story. In one certain school, I don't know what this great school is, (smile of student) there was a certain English teacher, and this teacher appreciated all over explanation she thought were worth talking about; eh... parts of speech, about some parts of grammar, and about everything she felt she should talk about. The last day of school she asked a certain girl:

You don't think she was a 12th grader any way (smile and laughter of class). Now can you give me a sentence that has a direct object? Ok? So this girl was thinking a while and all of a sudden she said with a big smile on her face, she stood up and she said, "I think you are the best teacher in the school." (Laughter and smile visible in every-one's face).

Of course, the teacher was very fascinated about it. She greatly smiled and eh... em... well after a while the teacher was puzzled, she asked for a sentence with a direct object and teacher said, Aster that's very nice, that's a good sentence (smile, laughter). Now what is the direct object? And Aster gave a smile and said, "to get the best mark in the class!" (an elaborated laughter in the class).

So the poor teacher did not know what to do. May be to start with the grammar all over again for evidently Aster gave the right answer. But according to the teacher it wasn't the right answer. That's what happens to us many times. You see, we can study the main grammar rules, we can study right exercises. But according to me, you know, I've been teaching English as a foreign language here in Addis Ababa for almost seven years. I always came to the same conclusion that if a person is able to speak or write freely correct English then these grammar rules, I don't know, of what use they are gonna be. Of course they are useful. But it is much better to put them in practice.

Now, I suppose the problem that most of us have especially here in Ethiopia is that the language is not English but it's Amharic. And so many times we translate from Amharic into English and finally there are a few mistakes that we make. Unintentionally, not knowing but they could be caused by just translation.

Now I wrote on the blackboard a few exercises, that I found mistakes made in your composition and other students' compositions and also in speaking, with normal people who are uneducated and with people who've great a good education.

And I want you to have a look at these sentences on the blackboard. Look at number one and em... eh... Ezra would you please read the first one?

S. He is learning at Gondar College

T. Now is this sentence correct? Is this correct according to you? How many of you have heard people say this in speaking English? (A lot of hands and smiling faces murmuring and chattering) All of you? That means you make these mistakes (smile)

S Yes, in chorus.

T Ok is there anything wrong with this sentence? Nardos! is that correct?

S 'No'

T All right, what's the matter? Make it correct. What should it have been?

S He is studying at Gondar College.

T All right why do we say studying instead of learning?

S Eh... em... we use the word learn for places

T Ok places

S Ok? And if we say learn, it is in the school

T All right, can somebody eh... use the word learn correctly? Can you use it in another sentence? Sosina?

S I learn English

T That's right, or we learn how to do something eh...?

T Give me a sentence saying how do you learn to do something. Can you think of a sentence? Mulatwa?

S I learn to drive a car

T All right, I learn how to drive a car. So usually with the word learn, we study how to do something. In studying we have to have a direct object or most of the time we also study a place eh...? Now there is an idiomatic expression eh...? That we usually use with learn. An idiomatic expression that we can use with learn? Ayda?

- S I learn my lesson.
- T All right, what does it mean, I learn my lesson? Anybody?
Yes Belaynesh?
- S Unaudible,
- T Pardon?
- S I made a mistake and I made it once
- T So what's gonna happen?
- S I am not gonna do it again
- T Ok (with a smile) don't make the same mistake again. Ok?
Ayda will you go and make the correction on the board?
(A student came forward, erased the work learning and wrote
studying instead).
- T Ok, let's go to number two, would you please read number
two Axumite? Second sentence?
- S I saw your friend before two weeks.
All right now, according to you what does this sentence
means ... what does it mean?
- S I saw your friend. I saw him before two weeks.
The class laughed and the girl blushing bit her lip.
- T All right, two weeks have passed that I saw your friend
Ok, (pointing to the board) is this sentence correct?
Is this a correct sentence? No, how would you correct it?
- S I saw your friend before two weeks... eh... took out her
tongue and said two weeks ago. I saw your friend two
weeks ago.
- T Ok, can someone use with the word ago in another sentence?
(A two-second sentence).
- S They left this place five minutes ago.
- T So please come up and make the correction here (pointing
to the board). A girl came and did accordingly.
- T Do any of you know in any... with any... in any circumsta-
nces where we use the word before? Before two weeks or
before five years. Can you think of a sentence if we use
them at all? Em... anybody... Yes?
- S We should finish the work before two weeks.
- T Ok, which means in two weeks, you should probably better
say in two weeks.

T Let's look at number three now. Would you read the sentence?
Student read, he is more stronger than I am.

T All right. This one I think I corrected so many times in
exercise that my red pen is always finished when I finish
correcting your compositions. The class burst into laughter.

T Now what's the matter with this sentence? Now eh... Selam
do you think? Eh... is this correct? Now translating from
Amharic, it would be correct. You probably have the same
work, don't you? Now can someone make a correction or
explain why this is a wrong sentence?

You're ready to explain why? Yes!

S We should say much stronger than I am, we don't use two
comparatives in one sentence.

T Ok, we don't use two comparatives. We can say much or?
How else should we say it then to leave out much? Hirut?

S He is stronger than I am

T All right he is stronger than I am. Ok Hanna could you
come up here to correct the 3rd one? Put the correct
word there.

(The girl came with a smiling face, very much conscious of
the attention she received from the class with the noise
she made by her highheel shoes. She made the necessary
correction and went back to her seat).

T Ok, the next sentence, what number are we now?
Saba would you please read number four?

S She likes the...

T Ok, have you heard this too a lot of times? She is too
beautiful. Ya...

She is too beautiful... (laughter in class)

She is too beautiful? Who is too beautiful? (The class
made a big noise of laughing).

Somebody said something in a whisper and the class once
again burst into laughter..

T What is, what would be the real meaning, the two meanings
of too (t-o-o). It has two meanings, Aster what is one
meaning of too?

S It means more than enough, so...

T And what is the other meaning?

(A student thought for a while and nodded her head to mean that she did not know. She also started to bite her finger nails.)

T Ok it means also you know? And in this case what does it mean? I mean what does too mean?

S It means more than enough. For example the tea is too hot that I can't drink it. It became bad. So we use this word too when we want to say very in a sentence it means excess, excess, more than necessary, its not good.

T So when we say she is too beautiful (big laughter) you know what it means. It is like saying I like icecream too much. I like it so much that when I eat it I eat so much that I get sick. In that case you use it correctly.

Ok, Aksumite would you come out here and correct on the board so that it should not be too, but very? (The student walked to the board, erased 'too' and wrote 'very' instead.)

T Would somebody give me an example of 'very' used incorrectly? Teacher cracks a joke (unaudible) and student burst into laughter for a prolonged period of time.

T All right, who would like to read the next one? Eh... Helen, the last one.

The student read Aida did three mistakes in her test.

T Ok, she is very smart to do only three you know? Laughter Is that correct? If you do three mistakes in a test would they consider you as a good English speaker?

S Aida made three mistakes in her test

T Ok, you use made. Could someone made a sentence making use of the word do or did. Silence for a whole.

T If you can't do mistakes, what do you do instead?

S I did my homework last week

T Ok, anybody else? You didn't do anything?

Another one with do or did. For example you can say, I didn't go to her house last night. Because I am older than you, my ideas are more silly. Yours must be fresh. A student raised her hand and the teacher recognized her by gesture.

- S You must do what the teacher tells you to do
- T Ok, that's good. Could somebody go there to make the necessary correction? (On the board). She pointed on one to do the correction and the student did accordingly. Yes, Aster, make a correction of the last one.
- T So I think these are some of the common mistakes that you make and I am sure that you have others in mind that you probably make or you have heard others make before... Yemisirach you said one time to me about omissions. What do you mean by that? What were your specific questions?
- S Shall I give you an example?
- T Yes, give an example and if you understood the point you should be able to explain it a little bit. Listen for a whole. The student made funny gesture to get up and answered the question and the class laughed. For example, let's say my cousin calls me to go somewhere else ok? And my friend also tells me to go somewhere. And then I come and tell you, my cousin and best friend will go with me. What do you think is wrong with that sentence?
- T That was the type of thing were discussing today.

a student explained the mistake (unaudible) 1st student said ok, the omitted word was 'my' I should have said my cousin and my best friend will go with me. Because my cousin is not also my best friend. There are two people included in this sentence. Well, (turning to the teacher) if you don't mind, who can give me an example to show that omissions would change the meaning of a sentence? Yes, Hanna?

Hanna hesitated whether or not to get up in order to answer the question and it caused laughter. An empty Coca Cola bottle also fell on the floor breaking the silence and the discussion-oriented atmosphere. It also caused some smile.

S For example if I say, I never have and we never eat an oyster.. I never have and we never eat an oyster. What's wrong with the sentence? (Someone asked her to repeat and she repeated.) I never have and we never eat an oyster.

Another student, it should be, I never have eaten and never eat an oyster. Yes, the sentence should have been, I never have eaten and will never eat an oyster, because in the first sentence the verb cannot be I never have eat. It should be I never have eaten. Ok, let me give you another example. Suppose a girl came to class and read a poem. And the poem is not an interesting one. And somebody said that she read a poem to the class that didn't seem to have any sense. What is wrong with the sentence? She read a poem to the class that didn't seem to have any sense.

T Silence,

S In this case it is the class that doesn't have any sense (laughter). Would you please repeat the sentence? (Another student.) She read a poem to the class that did not seem to have any sense. Therefore she should say, she read a poem that didn't have any sense to the class.

Ya, the sentence should have been eh... she read to the class a poem that didn't seem to have any sense. And the English rule also says that place the word or phrase near enough to the word that it modifies so that it does not appear to modify another sentence. So now who would like to give us another sentence (laughter) because they felt she took all the floor) this shows how the place can affect the nature of a sentence?

T May be this is another area that causes mistakes. Do you have any idea Senayit?

S For instance, let me say I wanted to go to the airport and accidentally, I got on the bus which was going to the Piza. And I might say, I got on the bus that was going to Piza by mistake. Do you think this sentence is correct?

'Silence' I got on a bus (she repeats) which was going to the Piza by mistake. What's wrong her (points to a student).

S In that case the bus made the mistake, not you. But I think you wanted to say that you made the mistake but not th bus. So you should say, I got on the bus by mistake that (smile) was going to the Piazza.

S Yes, it should have been I got on the bus... By mistake, I got on the bus that was going to Piazza. This shows us that I was the one that was mistaken, not the bus. Got the difference? (Laughter) Yes, in a chorus.

T Ya, sometimes we make such mistakes and we don't seem to realize it, you know? Yes, in chorus.

T So when we explain them to another people we don't know any other person doesn't know. Sometimes we have a confusion here. I was thinking of an example, that Yemisir rach said. Take the flag for example. What would you say? A blue and a white flag fly or flies on the mast? A blue and a white flag. Now you have to choose between the two words, fly or flies on the mast? (Too many student answer at the same time).

T Yes Aida, what did you say? Fly or flies?

S Flies

T All right, why did you say flies? Because the flag is red and white (laughter) (chorus somebody said, blue.

T All right, is that correct?

S There is one, there is only one flag

T How do you know?

S I don't know, (laughter)

Another student, you said on the mast. So there must be only one flag flying on the mast.

T Well, there could be two flags flying, you know? The student continued to reason out. (Unaudible) causing laughter in the class.

T How many say fly?

A student raised her hand and said, it should be fly.

A student raised her hand and said, it should be fly.
T You say, fly. Do you have any reasons or you're just guessing?

S If you say a blue and a white flag, there must be two flags. Therefore the verb must be fly.

T A blue and a white, eh...? Two articles. Right. And a blue and white, one flag. That's right.

T Ya, Hay, Keren, why do you have a puzzle on your face? I think you have some problems in mind. You know? That you are thinking of a word. Do you have any, any grammatical, grameh... grammar mistakes (laughter) that we sometimes make in English, that we should correct? So we might speak better English or write better English?

S When she was talking about the problem of omission (referring to her colleagues) I was thinking of a sentence eh... eh... I was going to ask you know we have to words. Two different words that have two different spellings and two different meanings. We have "t-h-e-i-r" and "t-h-e-r-e". My little sister asked, why we use, their when we say for instance eh... eh... when we say, their brother was lost, we use, their. Why do we use it. And I because I was small and because I didn't know the reason, I told her, don't ask silly questions. (laughter) this is English. Now since we are 12th graders, we have to know the difference and we have to know the reason when we are doing something. So, who can tell me when we should use 'there' in a sentence?

A student said, let me try and got recognized. Their indicates a kind of possession, belonging, belongingness. So we may say, they have lost all their possessions. But the other one indicates place. You can say they are going there, or they are there (laughter).

So, (started the student who raised the point still in a standing position) so as she said, 'there' indicates possession. Ok? (clapped her hands in a comical manner and took her seat). (Laughter).

T Very good, very good, I think she pointed out a very good problem. I don't think a problem can be good but I mean a common problem we have in English along with grammar and that of spelling. Most languages (Amharic included) are languages which are very regular. But English coming from so many different other languages, we have spelling that is really a big problem, you know. As far as, I think it is the worst problem that especially in writing it may be even worse than grammar because grammar is difficult. But spelling is more difficult than grammar is eh...? Why is spelling eh... difficult? I mean when you speak, nobody knows, (laughter) you don't have to spell when you speak. But in writing, why is English such a problem? Don't we have spelling rules? I think we have rules of spelling in English? 'Yes', in chorus but, Aida?

S There are words that don't follow rules. Aha.

T Now are all words out of the rules?

No, In chorus spelling now they say in English there are more exceptions than there are words that follow rules. This applies to grammar a lot of times and it also applies to spelling specially. So what do we have to do then if we come to a word in writing a composition, and we don't know to spell a word. We just guess? Or spell it the way it sounds? It is probably going to be wrong, of course? What should we do if we come to a word and we don't know how to spell it?

All students spoke indistinctly.

T Do you ask a friend or what? Aster?

S We refer to the dictionary

T Do you always refer to the dictionary when you come to a problem? 'No' chorus (laughter).

T We have to admit that many times we don't eventhough it's very good if we do. Becuase we have to spell eh... anytime we apply for a job or any time we apply for I don't know what; after we complete our high school studies.

Usually a person who reads what we write can judge us right away by our manner of writing or by our handwriting or especially by our ability to spell words correctly and by our ability to use them correctly. We should use words very simply. I don't think we have to be complicated. Because eh... I think you can be very complicated in English, but you keep it simple. That's the most important. Because you learn a lot of very complicated rules and then you don't know how to apply them, you don't know how to say ~~one~~ sentence correctly. I don't know. I don't think that's very necessary to learn all these rules of spelling. If you know the basics, then eventually other things are going to come. All right? It's very good. Anybody else had any problems you have had in speaking or writing grammar?

Yes, Aida?

S In speaking English there are two words that create problem. They are 'these' and 'this'. And sometimes a teacher pronounces these two words, we don't really know which one it is. He doesn't pronounce clearly. Some teachers pronounce both words in the same say. How do we know which is which? How do we know whether he is saying 'these' or 'this'?

T Well, you try to judge that the teacher knows and so you figure out which is the correct one. I guess, sometimes two different words are pronounced the same say. 'Silence' I don't think the pronunciation of English can be improved. As you for example (laughter). English is not your 1st language and you learn it in school. And you speak it in school and very few of you. I hope some of you at least practice speaking outside the school and read English books of course always helps. But any of you are trying to improve your spoken or written English in some way? Or how can you do it? How do you think it is possible to improve? Or you can't.

(Too many people speak at the same time.)

T Eh... Meseret? How do you go about improving your English?

S She spoke for about half a minute but not audible. Caused laughter.

T Ok, anybody else, trying some way? No? Ok, well let's begin today trying some way.

Eh... one expression that I hear sometimes is this. For example they say "she should have went to the party yesterday. That's correct, isn't it?

No, in chorus.

T Why not, you're always disagreeing with me (smile). En... terrible students, eh... she should have went to the party. We had so much fun, there was a lot to eat, these were drinks, why wouldn't it be right?

Eden! S. She shouldn't have said 'went' should have said, she should have gone to the party.

T Oh, No, I like went (laughter)

S Well, went is the past form and gone is the past participle form and in a perfect tense you do not use the past form. Why? Asks the teacher. Because, answered the student it doesn't sound right.

T How should you say it then?

S No, she shouldn't have gone to the party because she had an exam the next morning. (Big laughter). You saw why? She did more than three mistakes in her test.

S 'She made'

T She made, excuse me, she made mistakes. Therefore she shouldn't have gone to the party. (laughter)
Anybody else? Any other error or mistakes eh... that you make? (Silence). Eh...? You're perfect? You don't make any mistake?

Anybody else? Ellen! did you have one? Or you said it already?

S Said something not audible.

T Excuse me? The student said something inaudible.

T Oh, I thought you said the topic of the machines (laughter)
All right.

S Another type of mistakes we make with prepositions. When we have direct object and verb, then if the direct object comes right after the verb, we have to have a preposition in between.

T Can you give an example?

S Ya, say for example, the verb ask. 'She came and asked my book'.

T She came and asked my book?

S Ya.

T Eh...?

S It's not right (laughter) eh...?

T Don't ask me. By this time you should know.

S Ya, she didn't come and ask my book, she came and asked me (emphatically) for the book. So to make this clear, you have to have a preposition in between.

T Aha

S Say she came and asked for my book. So I mean there are all these lists of verbs and eh... eh...

T You know all these lists of verbs?

S Oh, no, of course, I mean I can't list all of them.

T How can you learn them though? Meseret how do you learn them?

S Inaudible

T I suppose using them you know? You have to use them many many times. They say that eh... if you are studying any language you should say a word or a sentence correctly at least a thousand times. And then you can make it your own. So I am still working on Amharic (laughter). Because I don't have time to repeat things a thousand times because I am teaching English.

Eh... who had, yesterday? Somebody was writing a sentence on the board yesterday. That one sentence, who wrote the sentence on the board remember? You remember what the sentence was? We were talking about mistakes.

(A student raised her hand)

T Come up and write it, would you please? So that we would analyze it. In fact it was a good mistake. I always talk about good mistakes.

Please answer to my question, wrote the girl.

T This is about what? Prepositions? Ok. Another one with prepositions, all right. Would please read the sentence? (Pointing to a girl). The girl said something inaudible (laughter).

T Ok, Aster?

S Please answer to my question.

T Ok, is this a correct sentence? The moment I hear it, it starts to bit my ear, maybe because I am an English teacher.

If I taught Physics or Chemistry or something like that it might not bother me.

But any way is it correct? Axumite is it a perfect sentence?

S No

T All right would you made it a perfect sentence?

S Inaudible (a prologned explanation)

T So you should say, please answer my question.

T I think it is about time and this should suffice for today.

End of Record.

Serial No	Category	Category	Category	Category	Category	Category	Category	Category	Category
	10								
1	11a	4	5	11a	5	9	5	9	5
2	6	8	4	12	4	9	5	9	4
3	5r	4	4	9	9	9	5	9	4
4	8a	9	8	9	11	6	5	4	4
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11	5	8	5	9	12	2	6	4	5
12	2a	6	6	9	9a	3	9	5	5
13	12	8r	4	9	7a	5	9	8a	8n
14	5	4	2a	9	4	5	9	2a	4
15	5	4	12n	9	8	5	9	2a	4
16	2a	8	12	9	4	5	9	12	6
17	12	12	4	9	8	5	9	4	5
18	5	10	4p	9	12	5	9	4	6
19	5	9a	8r	10	9	5	9	2a	6n
20	5	5	2a	9	9	5	9	4	8
21	12	4	12n	12	5a	5	9	4	12
22	12	8a	12	9	9	5	9	4p	4
23	5	4	4	9	12	4	9	8	8
24	5	8	4	9	4	4	9	4	4
25	5	9a	8	9	8n	2a	5	8	5
26	5	8	2	9	8	12	5	3	5
27	5p	4	4	9	3	5	5	12	5
28	5p	8	10	9	4	4	5	6	5
29	5	6	4	9	4	4	5	9	5
30	5	4	8	9	9	5	10	9	4
31	5	4	4	12	9	8a	5	9	4
32	5	6	4	9	9	4	5	9	8
33	6	2	4	4	5a	8	12	9	6
34	6	5a	5	4	5	4	5	4	9
35	8r	6	5p	9	2	8a	5	8	9
36	4	8r	5p	9	5	5	5	9	9
37	4	2	1	9	2	5	5	9	5r
38	8a	5	8	9	6	5	5	3a	10
39	4	12	2	9	4p	5	5	8	
40	11	4	6	9	1	4	5	4	
41	4	4p	6	10	1	4	4	8	
42	5a	5	6n	9	4	4	4	12	
43	4	5	5	9	12	4	4	6	
44	4	4	5	8n	4	4	4	5	
45	8a	4	1	9	4	4	4	8	
46	4	8	4	9	4	8n	11	9	
47	6	8	4	9	8n	4	4	4	
48	4	9	9	9	9	4	4p	9	
49	8	4n	6	9	9	8	9	9	
50	4	6	6	9	9	4	12	9	
51	9	3a	10	9	9	4	6	2	
52	2	6	9an	9	9	8a	4	9	
53	9	6	12	9	9	12	4	9	
54	2	4	9	9	9	5	5	9	
55	4	4	9	12	9	5	5	4	
56	4	9	9	9a	9	5	5	8	
57	6	9	2	9	9	5	5	8	
58	2	8r	9	9	9	5	2a	4	
59	3	4	3	5	9	5	5	4p	
60	6	2a	8	8a	12	5	8a	5	
61	4	2a	8	5	9	5	2a	5	
62	8	12	8	5	9	5	5	5	
63	2	4	9	5	9	5	5	5	
64	3a	12	9	5	9	5	5	5	
65	3	9	9n	3	9	5	4	5	
66	5	12	9	3	9	5	8	5	
67	4	4	9	5	9	5	9	5	
68	8	4p	9	5	8n	5	2a	12	
69	2	8	8n	4	9	5	12	5	
70	4	4	12	5	9	5	9	5	

APPENDIX C

Transcription of Behaviours in Class S

Here are some examples of objects of the gerund. There are three examples given. We have discussed some in the previous period. 1. The Kitchen floor needs scrubbing. 2. The sleeves of this coat need letting down. 3. The lawn in the park needs mowing (reads from the text). If you see the underlined words, they are taken as subjects. But at the same time they are objects of the gerund. Gerund you know the...ing form of any verb, the gerund. Again the sleeves of this coat want letting down.

There number two, (showing with his finger) the sleeves of this coat, this is taken as object of the gerund. Which gerund?

SS Letting down.

T Yes, letting (teacher) and number three, the lawn in the park wants mowing. Again the lawn in the park. It is taken as what? It is taken as?

SS Gerund

T Object of the gerund mowing. Mowing is the gerund in this particular example. Note, there is a note if you have considered. Note the subject of the above sentences are the objects of what?

SS The gerund

T But remember, they are taken as what? They are as subject of the given sentences, but in these particular examples, they are taken as objects of the..

SS "Gerund"

T Gerund, (he repeats).

T Now let us write the exercise, fourteen point six. Complete the following in the same way as in the examples given. Example, one example given. Let's write it on the board. Your face is dirty, (he writes on the board reading it at the same time). So you have to do something else. Writes it..... and (a blank space). Your face is dirty, so what should you do?

S Wash it. So it needs what?

SS Washing.

- T It needs... washing. (While speaking writes on the board). So this is the completion part. What is the complement? Eh... this one, that is, exercise number one; the table is broken. The table is broken. So how do you complete this one? Yes, Getahhew?
- S The table is broken, so it needs mending.
- T Yes, it needs mending. It needs (writing on the board) mending. Next one, your dress is too long. Eh... Belaynesh
- S Your dress is too long it needs shortening.
- T It needs what?
- S "Shortening".
- T This is possible answer eh... we have a better one. Solomon?
- S Your dress is too long, it needs taking up.
- T Yes, taking up. It needs taking up. (writing on the board), taking up. The next one, this is very simple everyone can attempt it. These knives are blunt. Eh... (pointing)
- S These knives are blunt they needs sharpening. Now you have to change the subject. Rembeber, eh... "they" is plural so they take a plural verb, "need". Not needs yes? (Noise)
- T They need sharpening remember? Eh... the next one. His shoes are very dirty. Pints to a student eh..
- S They need cleaning.
- T Eh... they need cleaning? There is a better one (pointing)
- S They needs washing
- T Can you say they needs? (Laughter) you never say so, because the subject is plural. So you have to put what sort of a verb? The need....? We need a plural verb. So your answer they need.... (pointing) to a student)
- S Brushing
- T Brushing is possible (pointing) eh..
- S They need dropping.
- T They need what
- S Dropping
- T Dropping? So let us drop it out (sarcastically). Leaves the issue unsettled and pointing eh... his shoes are very dirty, they need what?
- S Polishing

- T Yes, they need polishing. Writes on the board. They need polishing. All right. Next one. This shirt is too tight. What shall we do about it? Yes, Mamo?
- S It needs loosening eh...
- T It needs loosening. Pointing to another Eh... it needs whitening. Eh
Eh.. You don't make white shirts usually, we have a better word. (Silence) who can try? Pause.
- T Alemayehu?
- S It needs
- T It needs (I am sorry he is deaf.. But we can at least communicate).
- S It needs sewing ehh...
- T It needs sewing? Eh... No, I better give the answer
It needs (pause) letting out--- letting out. (writes on the board), it needs letting out, eh... of course, it needs loosening or widening is possible in an ordinary usage. Number six. The streets are narrow. Yes?
- S The streets are narrow, they need broadening.
- T No... (pointing) yes?
- S The streets are narrow, they need widening
- T Yes, widening, they need widening. Writes, they need widening. Eh... coughing. Next one. This bucket is leaking eh.. leaking means it drips water, it drips so what should we do about it? Eh.. (pointing)
- S That bucket is leaking, it needs repairing
- T Repairing? Points to another,
- S It needs welding
- T Welding is a better word. It needs welding. (writes it)
Now number eight, the screws are loose, the screws are loose. Yes?
- S The screws are loose, they need tightening
- T They need tightening. Yes, they need, (writes, tightening)
Then comes number nine. The key doesn't fit the lock.
Belaynesh
- S It needs, it needs feeling
- T Feeling spelling? eh...
- S ~~Feeling~~
- T Flee?: This is (filling) I think. (Points to a student).

S "F-e-l-i-ng"

T No, (points again). Yes?

S Failing.

T So how do you pronounce that?

S "Feling"

T You don't use this sound (feli), but you have to take this sound (fai), I sound, filling. Eh... filling is this one /fil/ filling. There is a difference between these two. Points to the phonetic representations. Actually in Amharic we say eh.../memored/.

T Eh...the pages are uneven. The pages are uneven. So what shall we do about it? Pause eh...

S The pages are uneven, they needs completing

T Eh... we don't say they needs

S Need

T Eh... they need what?

S Completion

T Completion, no (pointing) eh... they need ordering.

T Ordering? (shows rejection and points to another student)

S They need arranging.

T Eh... there is one word in fact if you could remember. They need trimming. We usually trim the leaves of trees or our hair can also be trimmed they need trimming /mekerkem malet new/ (writes on the board).

The next one is a revision. And the revision deals about... deals with eh... participle phrases, about participle phrases. You may remember when we grouped participles into two. This one is present participle. And the second one is past participle. Usually we say the present participle is the ing form of the verbs, where as the past participle is taken as especially in Contact, the formal aged book, the later is known as what?

SS Ed form

T Yes, ed form of a verb. In this particular revision we are not going to deal with the ed forms but we want to say something about the ing; that is the present participle form. And you are asked to substitute the following

because clauses. Because clause is a clause which is started with BECAUSE, BECAUSE CLAUSE (writes on board coughing). This because clause phrases. Because will be changed into participle. Writes on the board... Yes, eh... examples are given. Pause eh... I went in because I found the door open. Now you have to change it into the participle phrase. By the way which one is the clause which is supposed to be the because clause? Which one is the because clause in this sentence? I went in because I found the door open. (pointing) Yes?

S Because I found the door open.

T Because I found the door open. Yes, I went in is one sentence itself whereas because I found the door open is a clause of because eh... then when we change this one into participle phrase, it will be what?

S Finding the door open, I went in.

T So the underlined group of words is taken as what?

SS Participle phrase.

T Number two, he knocked at the front door, because he did not see them in the garden (pause) which one is the because clause in that sentence? Solomon?

S Because he did not see them in the garden

T Because he did not see them in the garden. So this has to be substituted to what? (Pause) participle phrase. How do we substitute it? (Pause) not seeing them in the garden, he knocked at the door. The underlined phrase is participle...?

SS Phrase. ?

T Now let's try the ones which are given on page 52. Because he hoped to pass the examination, he worked hard, (pause). For the sake of Alemayehu, I have to write the answer on the blackboard. Eh... (Alemayehu himself).

S In-audible answer.

T Again a little audible

S Hoping to pass the examination he worked hard

T Yes, you are correct. Hoping to pass the examination, (writes on the board) what did he do?

- S He worked hard
- T Very good. Yes, this is correct. The second one, Because I didn't see Kebede in the office, I looked for him in the library. Solomon?
- S Not seeing Kebede in the office, I looked for him in the office.
- T What? Why do you say not seeing? Do you have any reason for saying not seeing? Why don't you just say, you just say, seeing Kebede in the office, I looked for him in the library? What is wrong with it? Yes? (pointing to a student).
- S Because the sentence is given in the (pause).
- T What?
- SS In the negative
- T That is why you say not seeing (a cock, crows) writes on the board. Not seeing Kebede in the office, I looked for him in the (cock crows) library. All right. Who can try the next one?... Belaynesh?
- S They not hearing the telephone,
- T Eh...? (shows rejection of response) pause. Eh... (pointing to another student)
- S (Inaudible)
- T Repeat it again please
- S Hearing the telephone, they kept on eating dinner...
- T No, you have missed something. Points to another boy.
- S Eh... Not hearing the telephone, they kept on eating their dinner.
- T Yes, this sentence is given as the second one. It is a negative. So we have to start with a negative marker, not. Not see I am.. I am sorry. Not hearing the telephone (writes on the board) they kept on eating their dinner. Yes, Number four eh... (points to a student)
- S Hearing the door bell, she ran to open the door.
- T Yes, you don't need, "not". I will just alter it only. Seeing eh... no it is number four eh?
- S Yes.
- T Hearing the bell door, the door bell she ran to open?

- SS "The door". Number five because he did not see the policeman, he bumped into him.
- T Not seeing the policeman, he bumped into him. And number six. Because he saw... he saw his mother-in-law in the shop, he raised his hat.
- T Yes, sawing sa.... I mean seeing his mother-in-law in the shop, he raised his hat.
- T Seven.... Because they forgot the time, they stayed talking till dawn. "Solomon"?
- S (Inaudible)
- T Where are we? We are on number
- S We're on number seven eh...?
- T Because we were interested in his speech, we listened closely. Points to a student eh...
- S (Inaudible)...
- T No.... points to another student.
- S Wering interested... (teacher cuts short).
- T Wering? No we don't change the simple past verb into ing form, eh... being interested with his speech, we listened closely.
- T Yes, being interested,..... being interested with his speech, (writes the sentence on the board while pronouncing it loud) it listened closly, (dissturbance, too much noise)
- T Question?
- S Yes, points to one student
- S For example in the above example we have changed verbs in ing forms, but here we changed it to being. Why is it?
- T Yes this is a good question. He says that so far we have changed the given verb, that is the main verb of the sentence, into ing form. But in this particular example, we have not, we have not changed interested into interesting. Instead we use being, why? Who can tell him? Why do we say being interested instead of interesting? Were interesting in his speech, we listened closely. So who can tell us? Getachew?
- S (Inaudible)
- T The ing form of were is being of course eh... what is were?

T So we have to start with what? Therefore we have to change that simple past verb were into being.

Being interested in his speech, we listened closely. So that is why instead of changing interested into interesting, we change were into being. (Writes on the board) eh... because they forgot the time, they stayed talking too long. Yes? Points to a student.

S Forgetting the time, they stayed talking too long

T Yes, Tigist. Forgetting the time, they stayed talking too long. Because she felt herself, herself again she started singing. This one is not this much easy, but at least, let us hear. Yes? (points to a student)

S Feeling herself again...

T I.... you don't say feeling. Felt is a simple past verb. And we don't add an ing to this type of a verb. Yes? (Pointing)

S Feeling herself again, "felling".

T This is (fell) I think and we don't have such a verb in English vocabulary.

Yes? (points to a student)

S f double e-l-ing, feeling

T Yes, feeling. Feeling herself again, (writes on the board)... she started singing. And the last one? Because he bent the stick too hard, he broke it. Getachew?

S Bending the stick too hard he broke it,

T Yes, Bending the stick too hard, he broke it, Yes, we have to continue eh... for five minutes, then we will stop.

Page 53 it is about opposites. Opposites are usually the negative forms of a positive statement. Find out the negative prefix in each of the following words. Of course first we have to know what a prefix is. What is a prefix? Yes? Alemayehu? eh...

S ir

T ir is a prefix in this example, but what is it? What is its meaning? Writes on the board. I write it for the sake of Alemayehu.

S Not regular.
T Not regular? Yes (pointing with the chine).
S When we write opposite words we start with ir
T Eh... yes, you have the idea. It is part of the word.
That is not a word by itself. But is a part of a word
which we may put before a given word, but you can make
it negative or opposite, by adding what?
SS (Inaudible)
T So ir is what?
SS It is a prefix.
T That is what we mean eh...

You are asked to find out the negative prefix in each of
the following words. What is the negative prefix in the
first one? Pointing eh..

S Un
T Un? But it is not given
S Ir
T Ir in the second one? The word is immoral, immoral
SS Im
T Immoral the opposite of moral is "immoral" that is im.
The next one is illegal
SS Il
T Il. And the next one is inaccuracy
S In
T In, in. Next one is "Injustice",
S In
T In. Next one is immortal. Yes? (pointing to a student)
S Im
T Im. Next one is irrelevant
SS Ir
T Yes, ir. And inappropriate? Eh... (pointing)
S In
T In illiterate? Illiterate? Eh..
S Il. Inappropriate? Inappropriate?
T Eh... il immaturity? Immaturity? Zenebework?
S Im
T Im. Next one irresponsible? Tigist?
S In
T The next one incapable? (Pointing to a student)
S In
T In irrecoverable? (Pointing)

S Ir

T Ir Immaterial?

SS Im Illegible (Points to a student)

S Il

T Il. And now next one is (pause) "Irrecoverable."

S Ir

T Ir Inefficient?

SS In

T Inadequate? Inadequate?

S (Inaudible)

T Yes?

SS In

T Inadequate is in, in inevitable?

S In

T Impossible? Yes?

S (Inaudible)

T Eh...? (to mean say it again)

S Im and

T Im and irrational? Irrational? Yes?

S Ir

T Ir. Eh... we have one exercise, so let's complete and disperse.

Choose the best word that complete each sentence correctly. Reactionaries were... you have alternatives, four words given. You choose the best and fill in the blank space. Reactionaries were (blank) of subverting the popular revolution. Solomon?

S Incapable

T The given words are illegal, improper, incapable and irrelevant. The best one is incapable, that is given in C.

S Smuggling is an illegal activity

T It is not smuggling but something else.

S (Inaudible)

T Eh...? Speak louder

S Smuggling

T Smuggling is an illegal activity. Number three, the oppressed Ethiopian masses have been victims of exploitation and what? Yes? (pointing).

S Injustice

T Injustice

The point you raised is (blank) to the topic we are discussing now. The given alternatives are irrelevant, illegible, inefficient and impossible. Yes? (Pointing) eh...?

S Illegible

T Irrelevant yes something which is not needed. Embazzling public funds--- to waste money, embezzling means to waste money improperly, imoral and inadequate. Eh...? Pointing yes? Eh...? Eh...

S Immaterial

T No. Pointing. Yes?

S Immoral

T Immoral that is C.

A lot of time and energy has been wasted as a result of (blank) team leaders. Inimitable, inefficient, incapable, and immaterial. Yes? Pointing.

S Incapable

T Incapable. Now, I am sorry, this is number six. Is it?

S Yes, So what is the answer? It is not incapable Getachew? (Silence) Solomon?

S (Inaudible) eh...

S Immaterial

T No

SS B

T Eh... 'B' yes, inefficient. Thousands of (blank) people have been able to read and write within a short time. Yes? (Pointing)

S Illiterate

T How do you pronounce that word?

S (Inaudible) eh...?

S 'B'

T It is B but how do you pronounce it? (Pause).

T Getachew?

S The literate

T Literate?

S Illiterate,

T Illiterate. The work was (Blank) damage to property. The alternatives are improper, irrecoverable and irrational. Eh...? Yes? Pointing.

S Irrecoverable

T Irrecoverable. How can we prevent the (blank) utilization of public property? Immaterial, improper, irresistible and injustice. Eh...? Pointing.

S Improper

T Improper. And the last one?

The heroic deeds of the militiamen who fell in the battlefield are (blank). Immortal, illegitimacy, irregular and inappropriate eh...? Pointing to a student.

S Inappropriate

T Yes? Pointing eh...?

S Illegitimacy, B

T No. Yes? And points to a student.

S Inappropriate. By elimination so far we have used most of the words, we are left with two words only. Yes? Getachew? Yes Solomon?

S Immortal

T Immortal, Yes. The heroic deeds of the militiamen who fell in the battle fields are immortal, eh... Please read and come the next unit, that is unit fifteen.

End of Class.

Serial No.	Category	Category	Category	Category	Category	Category	Category	Category	Category	Category	Category	Category
1	5	6	4	8	4	6	4	10an	3a	6	6a	
2	5	8	10	2	4	6	6	5	6a	8	6n	
3	5	8	7a	4	4	8	8	8	6n	3	8	
4	5	3	5	8	3a	8	5	4	6a	6a	3a	
5	5	3a	5	4	5	2	4	6n	6a	6a	6a	
6	5	10an	5	7a	4	5	4	8	6a	6n	6a	
7	5	50	10an	6n	10	50	4	5a	6a	6n	6a	
8	5	3a	10	8	5	5	8a	7a	6a	8	6n	
9	5	10	5	4	4	5	5	5	6	3a	8	
10	5	6	55	7an	10	5A	4	5	3a	6a	3a	
11	5	6	6	6n	5	8	5	5	6a	6a	6a	
12	5	6a	6a	8	5	6a	5	5	6a	6a	6a	
13	5	3a	6n	7a	4	6a	5	5	6n	6a	6a	
14	5	6a	8	5	8a	8a	5	5	6a	8a	6a	
15	5	6	7a	5	5	6a	5	5	3a	7a	6a	
16	4	6n	6n	5	5	6a	5	5	6a	6n	8	
17	2a	8	2	5A	6a	6n	5	5	6n	8	6n	
18	3	3a	3a	10an	5	8	10an	2	3a	3	4	
19	6	6	10an	50	6	8	6a	6	6a	6a	7a	
20	5	10	50	50	8	3a	6n	6	6a	5	6n	
21	5	6a	6a	50	6	3a	8	8	6a	6a	8	
22	4	6n	10	5	8	6a	8	6n	6n	6a	5	
23	5	5	5	5	2	6a	6	6	6	6n	5	
24	5	7a	4	5	3a	6n	3a	3a	3a	8	6	
25	5	6n	8	5	10an	8	6a	6a	10	7a	8	
26	5	4	6n	5	4	8	5	5	6a	3a	8	
27	4	12	8	4	2	5	6n	6a	3a	3	3	
28	3a	5	2	8a	2	3a	2	3	6a	6a	3	
29	5	5	3a	2	6a	3a	7a	6a	6a	6a	6	
30	4	10an	10an	3a	6a	6a	5	6a	6a	6n	6	
31	5	50	50	50	6	6a	6a	6a	6a	8a	10	
32	4	6n	6n	50	4	6	8	4	6a	3a	8	
33	8a	8	8	6a	4	4	4	3a	3a	5	5	
34	3a	2	2	6a	5	5A	8	3a	6a	3	4	
35	50	3a	3a	5	4	6a	7a	8	6a	5	6	
36	6	6n	10an	5	4	6a	7a	3a	6a	10	6	
37	5m	4	6a	5	8	6n	6n	6a	6a	6	6	
38	6	4	6	4	10	8	8	6a	6a	6	6	
39	5m	4	8	10	4	7a	7a	6a	6a	4A	8	
40	10an	4	4	5	5	6n	3	3a	3a	7a	7a	
41	10an	7a	10	5	8a	8	2	6a	6a	8a	3a	
42	5	6n	3	5	10an	7a	10an	6n	6a	2	2	
43	4	8	4	2	5	7a	5	6a	6a	3	3	
44	8a	3a	7a	10	4	5	6a	6a	6a	3	3	
45	8a	10an	6n	5	6	5	5	6a	6a	2	2	
46	3a	3a	8	10	4	4	5	6a	6a	3	3	
47	10an	6n	7a	6a	6	6	6	6a	6a	3	3	
48	5	10	10	6	8	8	8	6n	6n	6a	6a	
49	5	6n	6n	5	7a	7a	11a	6n	6a	6a	6a	
50	5	8	8	4	10	6n	6n	3a	6a	8	8	
51	5	6	5	5	8	8	9	50	6a	4	4	
52	4	3a	5	8	8	8	9	50	6a	8	8	
53	4	7a	5	2	7a	7a	2	5	6n	7A	7A	
54	8	7a	5	5	7a	7a	2	6	6	8	8	
55	2	5	5A	5	5	6n	3	5	6	4	4	
56	3a	10	4A	5	4	8	3	4	6	10	6	
57	10an	6	6a	5	5	5	3	10	6a	8	8	
58	6a	5	6a	4	5	5	4	4	6n	4	4	
59	6	4	4	5	4	3	3	6n	6	8	8	
60	8	10	4	8a	5	4	8	3a	6a	8	8	
61	4	10	10	6a	10an	4	4	6	6	3a	3a	
62	7a	10	7a	6a	5	4	4	6	4A	6a	6a	

APPENDIX D

Transcription of Behaviours in Class Y

Teacher - Introduced the objective of the research and the purpose of the filming.

T Now the topic that I would like to talk about is something an agreement. Now what is agreement? You know agreement I can give you a good analogy of a family where there is a father and mother, and children. The father does not have any kind of "chikchik" with his wife. The wife does not have any kind of problem with her husband. The children are happy so that all the house hold is a happy family. When you say a happy family that means you find generally all people in agreement with each other, in good relation with each other.

Now coming to the point...

A sentence is a family. When I say a sentence is a family, it contains a number of words. There are certain words, which indicate the action, certain words which mention the word action, certain words that complement with action so that every word in a sentence has got its own function. Basing upon the function that it has, or what matters is .. (inaudible).

In other words, you know, from the ESLC point of view your work is suppose to concentrate on the agreement of verbs. The first point that I would like to make is that who ever does the action, it is always the subject part of the sentence. The action is always the predicate part of the sentence. So there must be a relation between the subject part and the predicate part. So whenever you are talking about subject, it must agree with the predicate. You know generally we have what is called a number of singular and plural. Singular is always one and when plural, there is always more than one. When the subject is singular what about the verb?

- S "singular"
- T It is also singular. A plural verb cannot take a singular subject.
- SS Yes
- T A singular subject must always take a singular verb. So the first rule is that whenever we want to make agreement the subject must agree with the predicate in its number. Make a point of this. The subject must agree with the predicate in its number. A singular subject always takes a singular verb. A singular verb always takes a singular subject.

Now if I say Almaz were a good girl, Almaz were a good girl, Is it right?

- SS No
- T Why?
- SS Inaudible answer,
- T The subject is singular. Almaz is?
- SS Singular
- T And the verb is plural. So you call this disagreement. Ishi, now coming to the point, the second rule is generally whenever you find two or three subjects, combined together we call them by their own names say Almaz, Martha & Mamie - (pointing to a student) (laughter in the class). This kind of subject what do you call it? Is this a simple or a complex subject?
- SS Complex
- T Complex subject, yes whenever there are more than one subjects, you call it a complex subject. So naturally a complex subject will take a singular verb or a plural verb?
- SS Plural verb
- T Plural verb because subject is more than one. So whenever the subject is more than one, the verb is automatically plural. So what is the second rule now? Can you tell me the second rule?

- SS When the subject is plural, the verb is also plural.
Inaudible.
- T Can you give me an example?
Another student raised her hand and said, Aster and Almaz are good girls. Teacher repeated, Aster and Almaz are good girls, right. Now can you give me other examples of complex sentences? Can you think of some words that go together with complex sentences? (pause) you know there are certain words like "neither... nor "either-or" and think like that, ok? Can you give me an example? [Pointed to a girl].
- S Neither Almaz nor Aster was absent.
- T Ok said Neither Almaz nor Aster was or were absent?
- S Neither Almaz nor Aster are absent
- T Ishi, why do you say are?
- S Indistinct response
- T You know you must speak loud. After some time the student changed her mind and said, neither Almaz nor Aster was absent.
- T Ishi Now you know that whenever there are certain words connected by neither...nor, either...or not only... but also, the rule says the verb must always agree with the subject nearer to it. If the neither...nor has a plural subject the verb becomes plural. Can you give me an example points to a girl of neither...nor being used in the plural form? A student answered.
- S Neither Almaz nor the children are sick
- T Neither Almaz nor the children are..... Why do you say are? Is 'children' singular or plural?
- S Plural
- T So the verb must be?
- S Plural
- T Now can you give me an example for, either...or? A student murmured.
- T Talk louder

S Either Almaz or Aster is present. Right, said teacher, Almaz is singular, Aster is singular, therefore, the verb must be singular. So therefore whenever you make use of these words, remember the verb must agree with the subject nearer to it. Can you give an example of not only but also? (Silence) em...you have eaten something everyday, aydelem? you had eaten not only injera but also? Dabo bread aydelem you have eaten not only injera but **also** bread so what does the rule say? To put it in a grammatical eh...I want you to use bread in the plural form. What is the plural form of bread? Is it a mass noun or a count, noun?

S Mass noun

T Now do you think that can you answer supposing I wanted to say pieces of bread or some thing like that? How can you answer?...loaves of bread, sorry? Loaves of bread. (Silence) you find for example that subject is connected to a word by means of either...or, neither...nor like that. Is this subject going to be a singular subject or a plural subject?

S Singular

T Singular. Remember neither of and either of take-up singular verbs. Neither of the students is, or either of the students is. They are always singular.

Anything other than this? (Referred to a girl). Can you give me examples of words that always take singular verbs? There are some words you know that are always singular.

S Each, every

T Yes, each and every

T Example?

S Each of the students is in class.

T Each of the students is in class.

Now coming to the next point, there are words that are generally called, words used to introduce the sentence. When I say introduce the sentence, what does it mean? It means, you know for example together with, along with, all of these words...with...like that automatically what kind of verbs do they take? Would they take plural verbs or singular verbs? Along with, together with? The director together with the assistant directors, the director together with the assistant directors is here? Or are here?

S Is

T Is, why?

S Singular verb

T Singular verb. Therefore remember, these words have nothing to do with the meaning of the phrase in the sentence. What is the meaning in this sentence, here? The director together with the assistant directors, the director together with the zebegna...? There could be hundreds of guards there, but they have nothing to do with what is called the agreement here. The director is singular. He always takes a singular verb mind you. This is what you have to know. So you know generally, so when I am talking to you I am going to make you give some examples later for each one of these points, mind you. You must remember whatever points I am talking to you right now. (with a gesture of warning). Again I will explain one by one, after that you will give me examples. You know there are words introduced by what is called of preposition.

This word of-preposition has nothing to do with the subject-verb agreement. A list of students was given or were given to the director? Which is correct?

S Was given

T Was given, why? The students spoke in chorus. But without waiting for their answer, teacher said, list is singular and students make it plural. Of, students, has nothing to do with the agreement here. So therefore say a list of students simply means you are having a list of them. Now if I say a box of chocolates what can you do? Chocolates is plural aydelem? "Box is singular" said someone. Box is singular Ishi? Teacher repeated. Now so these kind of - prepositions are very important. Coming to two more points before asking summary questions, you know that there are certain words that have to do with a number of, a large number of. A number of students in this class are fifteen or is ~~fifteen~~

S Is fifteen

T Is fifteen, why?

S A number

T A number of students in this class is fifteen or when the subject is indefinite make the verb plural and when the subject is definite and concrete for example fifteen is definite, aydelem? When you have a definite number make it actually in what is called as the singular verb. Now using your answer on this points I just want everybody to participate in discussion. Now could you please give me an example. Think of different examples. Don't always say 'Almaz and Aster like-that eh...? Take anything. I gave you an example where a singular verb must agree with a singular subject. Please anyone? (Pause). Anyone? (Silence) come on. Ok Martha you come up with a point. So long as I understand the point, it is ok for me, come on gedyelem. A singular verb goes with a singular subject aydelem? Now can you give me an example of a singular subject? A cat is singular or plural?

- S Singular
- T Now cat eat or eats?
- S Eats
- T Eats, is that singular or plural?
- S Singular
- T Ok, a cat eats a rat aydelem? Now can you give me an example for a complex subject. What were some of the examples we mentioned there? And, take it easy, Martha, Baltena, Almaz, Birwork...eh...?
- S Almaz and Aster ok, can you give me another example where you find that a sentence is connected with neither ...nor? A single sentence in two subjects. Double subjects, what would be the nature of the verb?
- S Singular
- T Singular, give me an example please.
- S Neither the students nor the teacher is in the calss, correct.
- T Singular, give me an example please.
- S Neither the students nor the teacher is in the calss, correct. Can you give me an example for a singular subject and a plural subject connected by neither nor? (pause) one singular subject one plural subject. The plural subject comes second,
- S Either Almaz or the students in the class are present. Right, said the teacher, either Almaz or the students in the class are present. Correct, can you give me an example of a plural subject in the beginning and a singular subject in the end connected by what? (Pause) a plural subject first and a singular subject next to the verb? (Silence) a girl murmured but not audible.
- T Please speak louder. Let's hear your voice. Think there is no one in the classroom. (The student displayed a shy face. With a pen in her mouth, she continued). Neither Almaz nor the other students are present.
- T Now could you give me an example of a sentence that has the words together with, along with, as long as? All these words now could they go with the second subject? Have they got any relation with subject verb agreement? (Silence.)

The Director along with the unit leaders is here
What is the main subject of the sentence here?

S Director. Director, repeated the teacher. Ok.
This director, is singular or plural?

S Plural

T Plural. So what should be the verb?

S Singular

T Right

Come on give me an example for 'as well as' (Silence).
As well as eh...

S The teacher as well as the students is not in calss.

T The teacher as well as the students...Now is
students singular or plural?

S Singular, eh...

T Students?

S Plural

T Therefore the verb must be plural, now it is almost
time now.

Serial No.	Category	Category	Category	Category	Category	Category	Category
L	50	4	6A	4	6a	8a	8a
2	50	8a	5	4	6a	6a	2
3	4	4	5	8a	4	8a	2A
4	5	8a	5	3a	8a	4	6a
5	5	5	5	5	3a	8a	10
6	5	4	5	5	4	2	6a
7	5	8a	5	5	8a	3	8
8	5A	5	5	5	5	5A	3
9	5	5	4	4	5	6a	4
10	5	8a	4	6n	5	4	8a
11	5	50	6n	4	5	5	4
12	5	5	8	4	5	5	8a
13	5	5	3	4	4	8	4
14	5	5	4	8	4	3a	8a
15	5	5	4	2	5	2	5
16	5	5n	8a	3a	5A	6a	5r
17	5	12	4	4	8	6a	
18	5	5	8a	8	3a	4	
19	5	5	6	3a	5A	4	
20	5	4	8	6	5	8	
21	5	4	6	8	50	3a	
22	5	8a	8	3a	5	6	
23	5	3a	2	50	5	8	
24	5	2	3	5	4	3a	
25	5	5	3	5	4	2	
26	5	5	5	4	8a	6a	
27	5	5	5	5	3a	6a	
28	5	4	5 ²	5	4	10	
29	5	8a	6	5	8a	4	
30	5	3a	10	4	3	5	
31	5	3	5	4	5	8	
32	5	5	5A	5	5	2	
33	5	5	5	5	5	2A	
34	5	4	5A	4	5	6a	
35	5	4	5	8a	5	6a	
36	5	8	5A	3a	5A	10	
37	5	5	5	4	5	5	
38	5	4	5A	8	5	5	
39	5	10	5	3a	6	10	
40	5	8	5A	5	6	8	
41	5	3a	4	5	6	6	
42	4	2	5	4	6	6	
43	8a	4	6	5	6	5	
44	3	4	4	5A	6	8	
45	5	4	4	5	5	2A	
46	5	10	8a	5	5	6a	
47	4	5	4	5	6	6a	
48	8a	5	4	5	10	6a	
49	5	4	8a	5	6	4	
50	5	6n	4	5	10	4	
51	5	8	4	5	6	4	
52	5	2	4	5	6	10	
53	5	4	10	5	6	5	
54	5	8	4	5	5	4	
55	5	6a	4	5n50	6	8a	
56	5	4	4A	50	6A	3a	
57	5	8	10	5	5	2	
58	5	6	5	5	5A	4	
59	4	10	5	5	6	8a	
60	4	8	5	5	6		

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DECLARATION

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

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