EFFECTS OF TEACHER MEDIATION ON STUDENTS' LOCUS OF CONTROL, SELF EFFICACY BELIEF AND ORAL ENGLISH PERFORMANCE

A DESSERTATION
PRESENTED FOR DOCTOR OF PHILOSOPHY IN TEFL
TO THE INSTITUTE OF LANGUAGE STUDIES OF
ADDIS ABABA UNIVERSITY

BY
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July 2010

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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ACKNOWLEDGMENTS

I wish to first express my best gratitude to my supervisor, Dr. Seime Kebede for his selfless help on this research. His kindness, experiences, and knowledge were central throughout the process.

I am indebted to Dr. Hailom Benteyerga, Dr. Nuru Mohammed, and Dr. Alemu Hailu for their amicably wonderful feedback that has given a shape to this study.

I thank Dr. Teka Zewudie, Dr. Abiy Yigzaw, Dr. Girma Wosene, Dr. Gail Collins, and Professor Feuerstein, the founder of the MLE, who have assisted me in giving a number of materials, oriented on how to apply MLE in the context of teaching, and trained the teacher/ mediator, who undertook the experiment.

I am also indebted to anonymous readers for their invaluable comments that contributed a lot in giving their enriching comments that have made this study have this shape.

My sincere appreciation is extended to Addis Ababa University, whose financial support made it possible for me to undertake the study, and Ethiopian Civil Service College for its sponsorship and assistance that played a pivotal role in translating my dream into a reality.

I also want to express my appreciation to Ato Teferi Belew, Ato Abraha Nega, W/ro Ascalu Lemma, Ato Mitiku Olana, all the Preparatory-I English teachers, and the students, who participated in the study, of Bole and Wondrad preparatory schools for their contribution in data gathering.

I am grateful to Ato Ermias Kibreab, Dr. Deribsa Abate, and Ato Eshetie Abebe for their support and wisdom in giving constructive comments and helping to analyze the data.

I also would like to thank W/ro Elizabeth Gurmessa for cautiously formatting the final draft of the study so that it has this shape.

Finally, I am grateful for the love, encouragement, patience, and support of my wife- Mame Betru and my beloved son- Natanan, whom I believe have a lion's share, and without them I never could have made it this far.

ABSTRACT

The objective of this study is to assess the effects of teacher mediation on students' self efficacy belief/ SEB, locus of control/ LOC, and oral English performance/ OEP of Addis Ababa preparatory-I students.

To this end, an experimental study was carried out. For the experiment, two schools: Bole and Wondrad were selected and 40 students were drawn from each and participated in the controlled and mediated oral English lessons, which were conducted by two teachers for four months. Moreover, preparatory-I English teachers were the target of the study in order to collect the data that assisted me to understand the oral English teaching/ learning experiences, and played a great role in triangulating the findings. The data were collected through mixed methods (quantitative and qualitative). The quantitative methods included questionnaires on MLE for both teachers and students, questionnaires on SEB and LOC scales, and OEP for students. The qualitative data were collected through class observations, interviews and focus group discussions that were held with both students and teachers.

From the quantitative findings, it was learned that both teachers and students underlined that MLE criteria could create a good atmosphere to practice and improve oral English. Nevertheless, differences were observed in the teachers' claims to utilize the MLE criteria, and what the students reflected about their oral English teaching 'culture.' The findings of the students' LOC, SEB, and OEP indicated that MLE caused statistically significant changes. These changes were also justified from the comparisons made between mediated and unmediated students.

From the qualitative findings, differences were observed in the mediated students' understanding of oral English, the way they evaluated their oral ability, and attributed their success or failure in OEP after the application of MLE. In order to confirm the occurrence of the changes in the way they used to think about oral English and performance, their responses were compared with that of the unmediated ones, and it was apparent that MLE introduced changes to the mediated students' understanding and reasoning capacity about practices challenges, and possibility to improve their OEP.

From the study, it was learned that the findings have research, pedagogical implications, and recommendations that could initiate future actions in training English teachers in general and oral English teachers in particular have been drawn.

Dedication

Dedicated to my late father, mother, brother,
my wife-Mame, and my beloved son -Natanan

Operational Definitions and Acronyms Used

1. Operational Definitions

Average- Achiever: Refers to students' OEP that is between 50 and 80 ($50 \leq 80$) according to the standard set by Addis Ababa Education Bureau for 2009/ 10. Or when SPSS software shows that t- tabulated is equal to t- calculated and there is no significant difference at .0001.

External Locus of Control: When SPSS software indicates that U- tabulated is greater than or equal to U- calculated and externalized attributions' mean rank sum is significantly greater than internalized attributions' mean rank sum at .0001.

High- Achiever: Refers to students' OEP that is above 80 (OEP >80) according to the criteria set by Addis Ababa Education Bureau for 2009/10. Or when SPSS software shows that t- tabulated is less than t- calculated and the difference between two means is significant at .0001.

High Self Efficacy: When SPSS software indicates that U- tabulated is greater than or equal to U- calculated and the mean rank sum of "I can do" responses is significantly greater than "I cannot do" responses mean rank sum at .0001.

Internal Locus of Control: When SPSS software indicates that U- tabulated is greater than or equal to U- calculated and internalized attributions' mean rank sum is significantly greater than externalized attributions' mean rank sum at .0001.

Locus of Control: The present study used it in a specific way to refer to the attributions students give to their success or failure in their oral English performance.

Low- Achiever: Refers to students' OEP that is less than or equal to 50 (OEP <_50) according to the standard set by Addis Ababa Education Bureau for 2009/10. Or when SPSS software shows that t- tabulated is greater than t- calculated and the difference between two means is significant at .0001.

Low Self Efficacy: When SPSS software indicates that U- tabulated is greater than or equal to U- calculated and the mean rank sum of "I cannot do" responses is significantly greater than "I can do" responses mean rank sum at .0001.

Pre Mediation: is synonymous with pre experiment in this study.

Self Efficacy Beliefs: In this study, it is specifically used to indicate the belief that students hold about their ability to learn and speak in English.

Speaking Skill: is ability to express ideas in English. Thus, in this study, it is synonymously used with oral English performance.

2. Acronyms used in the Study

CLOC: Control students' locus of control

CLOC1: Control Students' Locus of Control One

CLOC2: Control Students' Locus of Control Two

CLOC3: Control Students' Locus of Control Three

CSEB: Control students' self efficacy belief

CSEB1: Control Students' Self Efficacy Belief One

CSEB2: Control Students' Self Efficacy Belief Two

CSEB3: Control Students' Self Efficacy Belief Three

CSM1-CSM40: Main study's control students' label

CSP1-CSP30: Pilot study's control students' label

CST: Control Students' Oral Test

CST1: Control Students' Oral Test One

CST2: Control Students' Oral Test Two

CST3: Control Students' Oral Test Three

CTP: Control teachers' label

ESM1-ESM40: Main study's experimental students' label

ESP1-ESP30: Pilot study's experimental students' label

ETP: Pilot study's experimental teachers' label

FIE: Feuerstein Instrumental Enrichment

LOC: Locus of Control

LPAD: Learning Potential Assessment Device

MLE: Mediated Learning Experiences

MLOC: Mediated Students' Locus of Control

MLOC1: Mediated Students' Locus of Control One

MLOC2: Mediated students' Locus of Control Two

MLOC3: Mediated Students' Locus of Control Three

MSEB: Mediated Students' Self Efficacy Belief

MSEB1: Mediated Students' Self Efficacy Belief One

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CHAPTER ONE: FOCUS OF THE STUDY

1.1 Introduction

Albert Einstein once said "The definition of insanity is doing the same thing over and over again and expecting different results." Have you been teaching the same way expecting new results from your students? If so, you might take time and think about the problems you have been experiencing. Imagine, the world is changing faster than ever. Do you think you can meet the demands of the today's generation with the current level of thinking? All these questions have to be answered thoughtfully if we want to bring changes in ourselves and other people, who expect us to serve them.

I underlined this quote and posed questions, because, from my teaching experiences, I have come to know that many English teachers seem to consider the teaching method they are currently using as the only best one, and do not seem to explore new ones that could accommodate the diverse needs of students and solve their problems. At the same time, researchers like Taye (1999), Tesfaye (2006), and Tesfaye (2007) discussed that high school students' English proficiency is low even though Communicative Language Teaching has been in operation since 1980s. These studies underlined the need for doing something differently to clearly identify the sources of the students' English proficiency impairments and suggest solutions.

Researchers like Zenawi (1997) and Mekonnen (2009) argue that teachers are required to study the behaviors of their students and make efforts to instill the missing learning traits in students and discourage the unwanted ones. Zenawi and Mekonnen also emphasized that changes could be initiated in the students through the necessary behavioral modifications that are initiated by teachers.

Researchers like Melaku (1975), Asmerom et al (1992), Darge (1992), and Tirusew (1992) discussed the role students' cognitive factors play in students learning. However, little attention has been given to assess the relationships the non cognitive factors, out of which self efficacy belief and locus of control are the major ones, have with learning in general and second language learning in particular. Mulugeta (1998) underlined that these two non cognitive factors have a strong link with learning, and students' motivation to learn is blocked if there are shortfalls in them. Mulugeta further explained that the two factors serve

as the generative mechanism of cognitive evaluation through which students integrate and apply their cognitive, behavioral, and skills to perform tasks. This shows that they play an important role in preparing students for effective learning.

Similarly, Mekonnen (1987) has illustrated that the two non cognitive factors have a direct relationship with students' process of second language learning and it is sad that they have been hardly treated in second language learning in Ethiopian context, while many of Ethiopian students experience serious problems in learning English language. Mekonnen, in addition, reflected that many researchers in language learning mainly describe problems rather than seeking solutions for the identified ones.

Thus, in this study, I have questioned, like Mekonnen, the usual practice of describing students' second language problems in general and oral performance in particular and made an experiment with the help of MLE on students' oral English performance. This was, at the same time, to assess if the changes that were introduced in students' oral English performance could also have effects on the two non cognitive factors. The main assumption was to look at oral English problems differently and seek for means that could help students learn how to solve their own problems.

The main assumption of this study has emanated from this type of creative thinking in order to initiate changes in the students' self efficacy belief/ SEB, locus of control/LOC, and oral English performance/ OEP through the application of mediated learning experiences/MLE. I have thought that MLE could introduce a shift in teacher- student relationship and introduce changes to their belief, attribution, and oral performance.

The other drives that have necessitated this study were my experiences of teaching English both at secondary and tertiary levels with which I have a serious dissatisfaction with the students' oral English competence and confidence in expressing their ideas. My experiences of teaching oral English at a college level for more that ten years, particularly, are the profoundest incubators of this study. Because of this, I devoted to reading into the area of oral English and how to intervene the problem and, as a result, have come up with the idea of MLE.

The basic concepts, which include MLE, SEB, LOC, and OEP, have been highlighted to help readers have an understanding of how they are used in this study in advance.

1.2 Mediated Learning Experiences/MLE

MLE is a special quality interaction, which is achieved by the interposition of an initiated and intentioned adult between the stimuli and the environment and the learner (Feuerstein et al., 2006). MLE is one of the innovative methods of Feuerstein, who has been working in the field of child development for over 50 years. Through his long period experiences with low achieving and disadvantaged individuals, he came up with transforming methods of assessing causes of disabilities of different types and learning impairments have been well recognized worldwide (Mentis et al., 2008). Feuerstein questions the idea of those, who believe that individuals are born with a certain intelligence that is fixed throughout life, and has declared that individuals have the potential to change and are modifiable if provided with the chance to get involved in the interaction unique to human modification (Feuerstein et al., 2006). Feuerstein believes that learning problems could be intervened with the help of MLE and enable students to become independent learners and problem solvers.

"Teachers have the responsibility to cultivate both the affective and cognitive domains of learners." (Hailom, 1993:14). Why is this? It is to help them gain the necessary knowledge and skills to learn independently. This underpins the necessity of training for teachers to be facilitators of students' learning. This quote also emphasizes a new role that the teacher has to play in helping students change. Mentis et al. (2008) also purport that the teacher is very important in the learning milieu, because he or she is the one, who shoulders the responsibility for learning to take place and helps students to be independent learners rather than acting as the fountain of all knowledge.

It was because of Feuerstein's rethinking of the mode of interaction between a child and significant adults that he made a departure from Piagetian theory, which underscores that learning takes place when students directly interact with the stimuli (S-O-R), in which S= stimuli, O= organism, and R= response to S-H-O-H-R, in which S= stimuli/ tasks, H= is human mediator/ teacher, O= organism/ mediatee/ student, and R= response/ output (Mentis et al., 2008). The former learning formula is based on a direct learning and does not help students get enough inputs that enhance autonomous learning. Feuerstein, however, has come

effects on each other and there should be strategies to enhance them (Tesfaye, 2006; Tesfaye, 2007; Mekonnen, 1987; and Mekonnen, 2009).

1.3 Self Efficacy Belief

Self efficacy belief refers to students' beliefs about their capability to effectively apply their knowledge and skills to learn new skills and become successful or it is the conviction that one can successfully execute the behavior required to produce the expected outcomes (Bandura, 1994). One may have all the necessary skills to do a certain task; however, if she or he does not believe that she or he is able to perform, it is unlikely to apply those skills in that context (Williams and Burden, 1997). Bandura (1977) also postulated that a person's self efficacy belief influences whether a person will attempt a task, how much effort he or she will spend, and how much the person will persevere in pursuing the task in the face of obstacles and difficult experiences.

1.4 Locus of Control

Locus of control is also another most important factor that influences students' motivation to learn and take a responsibility for their learning outcomes (Williams and Burden, 1997). It is concerned with self determination theory that includes competence, autonomy, and relatedness, which are critical to develop independent learning skills (Czubai, 1996).

Locus of control has two aspects: internal and external. Internal is the term used to describe the belief that one is responsible for events that take place in his or her life, while external control refers to the attribution of the outcomes of events in life to other people or circumstances (Williams and Burden, 1997). Therefore, we can understand that students are categorized in one of the two belief categories. The studies undertaken by Findley and Cooper (1983), Mekonnen (1987) and Mulugeta (1998) on the locus of control and academic performances revealed that internality predicted high performance whereas externality indicated low academic performance. They emphasized that learning takes place effectively if students' learning locus of control is properly nurtured with appropriate strategies.

1.5 English Oral Performance

English oral performance refers to students' capability to express their ideas in English. It is an important skill, which students are needed to develop to be successful in their overall learning both at school and higher learning institutions. Researchers like Taye (1999); Tamene (2000); Alemu (2004); Tesfaye (2006); and Tesfaye (2007), which have been discussed in 3.3.4, reported that many secondary school students are staggering to learn other subjects through English, because their overall English performance in general and oral English performance in particular are declining from time to time. These researchers have underscored the necessity of further investigation into the causes of the problem so as to look for necessary intervention strategies, which are based on research outputs. It was to fill the gap that was identified by these and the like research findings that I have applied MLE in teaching oral English. To my present knowledge, MLE was not applied to intervene the problems connected with English as a Foreign Language/ EFL in Ethiopian context except the researches that were carried out by Abiy (2005) and Girma (2007) on reading skill and hearing impaired students and vocabulary learning, respectively.

1.6 Statement of the Problem

Past studies mainly concentrated on assessing cognitive variables and their relationships with students' academic performances, whereas the role that non- cognitive factors play in learning was given an insignificant attention in Ethiopia and elsewhere (Barislow, 1962; Khan, 1969; Mehrens and Lehmann, 1969; Mekonnen (1987), Mulugeta, 1998; Bernat and Gvozdenko, 2005; and Mekonnen, 2009). This has an implication that attention has to be given to the ignored important factors that have strong links with students' motivation to learn EFL, and students' motivation is blocked if there are problems in students' self efficacy belief and locus of control.

Researchers like Mekonnen (1987), Mulugeta (1998), and Mekonnen (2009) undertook their studies to explore whether or not students' internal locus of control and high self efficacy predict their high academic performance, and found out that the two psychological constructs had a strong relationship with students' success or failure in learning. However, they did not indicate what mechanisms to use to bring changes in the learning problems that are caused when self efficacy belief and locus of control are not properly developed. They simply recommended that more researches are needed in this area to determine to what extent (if at

all) can various classroom intervention methods are applied in order to bring about changes in students' SEB and LOC in their academic performance. It was due to this that the current study has got this shape.

On the other hand, I have learned that studies should not only describe oral English learning problems. There should also be studies that undertake experiments and introduce an alternative method that could initiate changes like this study. It was to this end that I have applied MLE to teach oral English and assess if it could bring changes in the major non-cognitive variables that impair learning in general and oral English in particular.

1.7 Objectives of the Study

This study has general and specific objectives.

1.7.1 General Objective

This study explored the effects of teacher mediation on preparatory-I students' self efficacy belief, locus of control, and oral English performance.

1.7.2 Specific Objectives

This study, specifically, attempted to:

1. look into the way the teachers perceive Mediated Learning Experiences criteria and evaluate their current oral English teaching practices in terms of them;
2. assess how the students perceive Mediated Learning Experiences criteria and evaluate their oral English learning practices;
3. investigate if there are differences and/or similarities in the mediated students' self efficacy belief, locus of control, and oral English performance;
4. investigate whether there are differences and / or similarities in the unmediated students' self efficacy belief, locus of control, and oral English performance;
5. examine if there are differences and /or similarities between the mediated and unmediated students' self efficacy belief, locus of control, and oral English performance at the beginning, middle, and end of the study;
6. compare the relationships that exist in the mediated students' self efficacy belief and oral English performance; and locus of control oral English performance; and
7. compare the relationships that exist in the unmediated students' self efficacy belief and oral English performance; and locus of control and oral English performance.

1.8 Hypotheses

1. There are no statistically significant differences in the mediated students' self efficacy belief, locus of control, and oral English performance;
2. There are no statistically significant differences in the unmediated students' self efficacy belief, locus of control, and oral English performance;
3. There are no statistically significant differences between the mediated and unmediated students in terms of self efficacy belief, locus of control, and oral English performance;
4. There are no statistically significant differences in the relationships between the students' self efficacy belief and oral performance, and locus of control and oral English performance of the mediated students; and
5. There are no statistically significant differences in the relationships between the students' self efficacy belief and oral English performance, and locus of control and oral English performance of the unmediated students.

1.9 Scope of the Study

Though there could be other variables that may affect students' oral English performance, this study has singled out and focused on the two major non- cognitive variables (SEB and LOC) that could have a strong effect on learning in general and oral English in particular. These variables have been studied in relation with students' oral English performance, which have been identified by researchers like Tamene (2000), Lakachew (2003), Tesfaye (2006), and Tesfaye (2007) as the skill that impairs students' learning and need a special attention. Moreover, the study was delimited to two preparatory schools (Bole and Wondrad) drawing 40 students and all the available preparatory-I English teachers.

1.10 Significance of the Study

Some studies like Mekonnen (1987); and Mulugeta (1998) have discussed that students' academic success and failure are mainly related with the non- cognitive variables (SEB and LOC). Similarly, concerning the problem of secondary school students' English skills in general and OEP in particular, the findings of the studies indicated in 1.9 have revealed the roles the variables play. However, to the best of my knowledge, no study suggested the application of MLE to intervene students' SEB and LOC to introduce changes that could take place in their learning. Thus, the findings of this study could serve the following concerned

bodies to exert efforts and introduce changes to the teaching of oral English at the preparatory level.

A. Policy Makers

The findings of the study can give information about the problems students face in learning through the understanding of their beliefs and their implications to learning, and make amendments to policy issues. In other words, the study could initiate policy makers to revisit policy issues and strategies and reformulate a policy that includes issues that may address students' academic problems in general and OEP in particular mediating with the help of MLE.

B. Curriculum Experts

English curriculum experts can also benefit from the findings of this study in that they assist them to question the unproductive curriculum designing practices and apply MLE that could promote outcome- based learning and bring changes in students' motivation to learn and improve their oral English performance.

C. Teacher Training Institutions

The findings of this study may also serve for teacher training institutions as an input to include MLE courses for different needs and train teachers that can apply them and cultivate a creative, self- reliant, and problem- solving citizen. This could help school teachers and higher learning institution teachers to mainstream MLE to bring changes in oral English learning in specific and EFL in general.

D. Material Writers

The findings of this study could also serve as an input for material writers to have an insight about factors that could challenge oral English learning and develop their understanding to utilize MLE. They could also be motivated to read into the area of MLE to obtain further knowledge.

E. Researchers

The study could give an opportunity to replicate the study on the same skill on another grade, other skills or disciplines. In addition, they could have an awareness to relate MLE with other theories and come up with findings that could necessitate its integration.

F. Advisors

The findings of the study may also help professionals, who give advisory services to students, educators, and policy makers in order to help them develop appropriate relationships and a spirit of mutual trust with their clients, and empower them to undertake tasks independently, confront challenges and bring changes in their operations.

CHAPTER TWO: CONCEPTUAL FRAMEWORK

2.1 Introduction

In this chapter, the reason why MLE has been adapted as a framework to mediate students' SEB, LOC, and OEP has been briefly discussed. Moreover, other similar concepts: Vygotsky's Zone of Proximal Development/ ZPD, Krashen's comprehensive input hypothesis (i+1), and Communicative Language Teaching/ CLT have been explained in order to justify the reason why MLE has been chosen.

2.2 Why Mediated Learning Experiences adapted for this Study

Mediated Learning Experiences emphasizes that anyone can become a fully effective learner and that students' cognitive structures are infinitely modifiable (Mentis et al., 2008). Modifiability in terms of this study refers to changes in the belief, attribution, experiences and motivation of learning oral English. MLE has been chosen from among the four major theories because of its capacity to initiate changes in formal learning (Deligianni, 2003; and Abiy, 2005). The other MLE versions that Feuerstein has developed include Structural Cognitive Modifiability/ SCM, Learning Potential Assessment Device/LPAD, and Instrumental Enrichment/ IE. They help educators to identify children's pre school problems and mediate so that they get modified and join a school. This is mainly important for children, who are with some kind of special needs. SCM refers to instilling a belief children in the possibility to transformed and learn; LPAD deals with the assessment of students' problems to mediate. It is a tool to assess gaps in the ability to learn. IE is a special training that prepares children with learning problems for formal education; it is not subject specific.

Based on his belief that individuals have the potential to change and are modifiable if they are provided with appropriate kind of interaction, Feuerstein first applied mediation using IE on students that emigrated from different cultures to Israel and were facing difficulties, which emanated from the incongruence between their previous learning experiences and the demands of the formal educational system in Israel (Kouzlin, 1991). This was done with the intention to modify their inhibitions and help them participate in the formal education of Israel. After four months' of intervention, about half of the new immigrant students could manage to overcome their problems and were mainstreamed with other students (ibid). The

intervention helped them to improve their motivation to learn bringing it closer to the profile of majority students.

Today, MLE is getting recognition in intervening challenges in second language learning. For example, to the best of my knowledge, some researches on EFL by Deligianni (2003), Abiy (2005), and Girma (2007) indicate what MLE could contribute in second language learning taking care of input, elaboration, and output phases of learning. However, these studies did not address the problems connected with the variables that the present study has dealt with in relation with oral English performance of students.

At present, MLE has got recognition in countries like: United Kingdom, France, Chile, Greece, Italy, South Africa and America for its practical application in solving educational problems (Feuerstein et al., 2006). As a result, MLE is being introduced to intervene problems in different disciplines (Williams and Burden, 1997). Feuerstein et al. (2006), moreover, argue that there are positive relationships between students' cognitive and non cognitive characteristics, which strongly contribute to the successful academic achievement and influence each other. As a result of this, Feuerstein et al (2006) contend that the influences undoubtedly go both ways in that students' belief and learning attributions can help them perform better in their learning and the vice versa could hold true.

Vygotsky is another scholar who has given attention to the importance of mediated learning interactions and produced his notable theory of Zone of Proximal Development/ ZPD, which deals with the gap between what students can learn unaided and what they can learn with the support of an adult (Mentis et al., 2008). Vygotsky proposed a socially-driven theory of psychological development in which instruction, when it is correctly targeted in the child's zone of next development, is seen as the key to progress.

According to Vygotsky, scaffolding or facilitative learning has to take place by an important adult or peer to help students move from one level to the other building upon what they already know. If scaffolding is properly administered, it will act as an enabler (Benson, 1997). Vygotsky (1978) believes that scaffolding/ facilitative method is chosen as an instructional tool and that teachers have to hold open dialogues with their students to determine what and how they are thinking in order to clear up misconceptions and to

individualize instruction that addresses ZPD. Crucial to successful scaffolding/ facilitative learning is an understanding of the student's prior knowledge and abilities. The teacher must ascertain what the students already know so that it can be connected to the new knowledge and made to increase their motivation to learn.

Though Vygotsky's ZPD is well- taken in solving learning problems, for this study, Feuerstein's MLE has been considered for its comprehensiveness, methods of changing learning problems, and practical application in teaching in general and language teaching in particular (Williams and Burden, 1997; and Deligianni, 2003). Regarding the limitations of Vygotsky's mediation theory, Williams and Burden (1997: 66) argue as:

> Despite the attractiveness of the concept of ZPD in its common sense simplicity, its application in practice is more problematic. Vygotsky himself did not offer much in the way of practical advice as to how ZPD might be helpfully employed in the classroom, and it has been left to others to find effective ways of doing so. It is also important to establish that the concept of ZPD does not imply that these levels of learning are hierarchically ordered or neatly sequenced.

Williams and Burden (1997) discuss that ZPD can be considered as complementary to inter-language theory , because it considers learners' understanding of the language system as slowly changing as it develops and more closely approximates towards the target language system. Williams and Burden argue that this is a theory that needs to be translated into practice with some kind of tools like Feuerstein's MLE. Williams and Burden (1997: 66) have made clear that MLE can have a capacity to change the theory of Vygotsky into practice reasoning as: "What mediation theory tells us, however, is that it is the role of the teacher to help learners to find ways of moving into their next level of understanding of the language." From this, it is possible to grasp the comprehensive nature of MLE.

In terms of theory, from the three major learning models: behaviorist, cognitive, and the social interactionist theory, the last one has been adapted. To put briefly, behaviorists consider language learning as a habit formation, which emphasizes conditioning. Coming to cognitive, it underlines that learning has to be based on action, and students learn language from their experiences at different times (Williams and Burden, 1997). This model does not touch on the idea of mediated learning experiences though it believes knowledge can be

constructed through individuals' ability to create new things. In brief this model emphasizes that students learn language as a direct result of their experiences directly exposing them to any new environment, which is considered as accidental by Feuerstein.

In comparison with Skinnerian- behaviorist (S-R), and Piagetian- cognitive models(S-O-R), MLE (S-H-O-H-R) has more advantages in that learning is mediated and not accidental type of student- teacher relationships. Williams and Burden, (1997) argue that behaviorists consider language learning as a habit formation, which gave rise to the emergence of audio-lingual language learning method, which is characterized by repetition of drill that requires students to get conditioned. Further details are given in 3.5.1.

The other one is cognitive model that is interested in mental process that is involved in learning language. This model underlines that learning has to be based on action, and students learn language from their direct experiences at different times at their own pace (Williams and Burden, 1997). This model disregards the idea of mediated learning experiences. It emphasizes that students learn language by directly exposing them to any new language task. According to Feuerstein et al (2006), this type of learning does not motivate students to learn.

On the other hand, MLE is tool-based, intentional, comprehensive, and mediated, which is initiated by a warm human being that interposes himself or herself for quality interaction with a careful management of input, elaboration, and output (Feuerstein et al., 2006). Mediated Learning Experiences argues that language learning has to take place through mutual trust between students and a teacher in order to initiate them to proactively interact, control their learning, and benefit from their classmates. Unlike behaviorists and cognitivists, MLE tells us that it is the role of the teacher to help learners to find ways of moving into their next level of understanding of the language. Thus, Feuerstein's MLE framework has a significant advantage over all the explained methods in intervening learning pitfalls, and thus has been applied to mediate problems in students' self efficacy belief, locus of control, and oral English performance.

According to post social cognitive theories of Bandura (1997), and Rotter (1990), learning is facilitated or hindered in line with the quality of interplay among three factors: behavior,

personal and environmental factors. This concept falls in line with the learning theory of Piaget in that both underline that an interaction between students and the environment from which they can construct meaning. The renowned scholars: Bandura and Rotter contend that SEB (belief in one's ability to do tasks) and LOC (belief in one's ability to control learning) determine a success in learning. Bandura (1997); Lefcourt, (1991); and Rotter (1990) explain that SEB and LOC are influenced either positively or negatively by learning behavior, personal and environmental factors, which have reciprocal effects on each other. Learning is facilitated and students' motivation is improved when the relationship among these factors is in a good balance, and hindered when there is an imbalance among them. Williams and Burden (1997) have also emphasized that language learning need for achievement is strongly influenced by factors of individuals and their environment. "Is it possible to bring changes in students' non- cognitive variables that could play a great role in learning in general and oral English performance in particular through the application of MLE?" I asked this question that initiated this study. The very drive was the passion I have that MLE may make a difference in improving oral English performance.

Thus, knowledge of students' beliefs and how they manage their learning is very important to know their approaches to language learning in order to introduce new language learning education policies, and plan and implement consistent language instruction (Benson and Lor, 1999). It is to this end, that Feuerstein's MLE framework has been adapted to asses if it can bring changes in the students' self efficacy belief and locus of control, and oral English performance through the treatment of the interplay among students' behaviors, personal and external environment factors.

Bandura (1997) contends that students' academic self efficacy belief and locus of control can be influenced by their success or failure story in their past learning habits. This means, their past performance could have reinforcing or discouraging effects on students. Moreover, students' motivation, persistence, and academic performances can be increased as their self-efficacy belief and locus of control are strengthened (Bandura, 1997; and Rotter 1990). These important factors in the learning process can decrease as self-efficacy and locus of control are weakened. Therefore, how students think about their ability to complete a learning task, and

ability to control the ways in which they approach that specific task matters in their academic accomplishments (ibid).

Scholars like Krashen consider second language learning as mainly "picked up" or acquired by natural processes without the interference of the teacher (Williams and Burden, 1997). This is in contrast with MLE in that it strongly argues that the teacher has to assist students to find ways of moving into their next level of understanding of the language. According to MLE, the second language learning theory that leaves learning at the disposal of students and relies on a single learning method is considered as exposing students to problems that could discourage them to proceed with learning. In addition, MLE is a comprehensive method that consists of different criteria in order to address the diverse demands of students. This indicates MLE's advantage over Krashen's natural theory of language learning. Krashen's Natural Approach language learning theory has been derived from cognitive theory of learning that emphasizes that students should construct knowledge through their own efforts (Krashen and Terrell, 1983).

Though Krashen (1983) Krashen emphasizes that interaction between the teacher and students helps students to move from one step to the other (i+1), he did not mention the role the mediated learning plays in language learning. He believes that students move to the next step when the learning is comprehensible and they could construct knowledge. This is similar with Vygotsky's ZPD, which, however, gives attention to the role played by the teacher in assisting to move to the next stage. Krashen's theory is more of mechanical and inflexible, because it does not make students free to learn and improve the way they learn and become autonomous learner, whereas Vygotsky's ZPD is flexible and motivates students to interact with the teacher.

The other language teaching approach that is widely in use is communicative language teaching/ CLT, which has been derived from the theory of social constructivist that requires students to improve their learning through interactions with others with lesser degree of teacher's interventions. The origin of communicative language teaching/ CLT is found to be in the changes in the British language teaching practices starting from 1960s (Richards and Rodgers, 2001). The two scholars indicated that the CLT evolved as a prominent language

teaching method and substituted grammar- translation and audio-lingual methods. Students do not merely learn grammar rules; they have to actively get involved in the learning processes through collaborative learning in which the teacher acts as a facilitator (Brumfit, 1984). It is based on the assumption that learning is socially constructed through negotiation that place students at the center of learning minimizing amount of inputs from the teacher. CLT also has new roles in the classroom for teachers and students, and it emphasizes a cooperative than individualistic approach in learning (Brumfit, 1984). Students are required to listen to their peers in groups or pairs rather than relying on what the teacher says, and they are required to take a greater responsibility for their own learning, and the teacher has to take the role of facilitator and monitor (ibid). This approach discourages the teacher to give inputs that empower students and develop confidence to learn independently; it is like learning through trial and error, which hardly works in the absence of enough inputs from the teacher. This could work after students are made familiar with the subject matter and their motivation increases. Moreover, its extreme reliance on group learning is another limitation that discourages learning in different ways. It gives a longer time to students to talk and minimizes the teacher's inputs, because of its underlying principles that consider intervention as destructions (Henner et al., 1978 cited in Richards and Rodgers, 2001). This approach could be appropriate when it is coupled with enough inputs from the teacher as appropriate. Though the process is based on constructing knowledge through interaction, it is accidental learning type as it does not consider the teacher as a mediator in helping students solve problems independently. Thus, communicative language teaching approach is not as comprehensive as mediated learning experiences. It is one of the 12 criteria of Mediated Learning Experiences.

There is also another problem to utilize this approach consistently in language teaching, because of differences in teachers' understanding of CLT. Richards and Rodgers (2001) explained that teachers today do not have the same understanding of communicative language teaching though they claim it is their methodology of choice. Some call it an approach, while others consider it as a method. Methods are fixed teaching systems, whereas an approach is a theory that leaves the teaching system at the disposal of the teacher (Al-mutawa and Kailani (1989). Because of lack of standardized principles, this confusion happens and teachers face difficulties to use it.

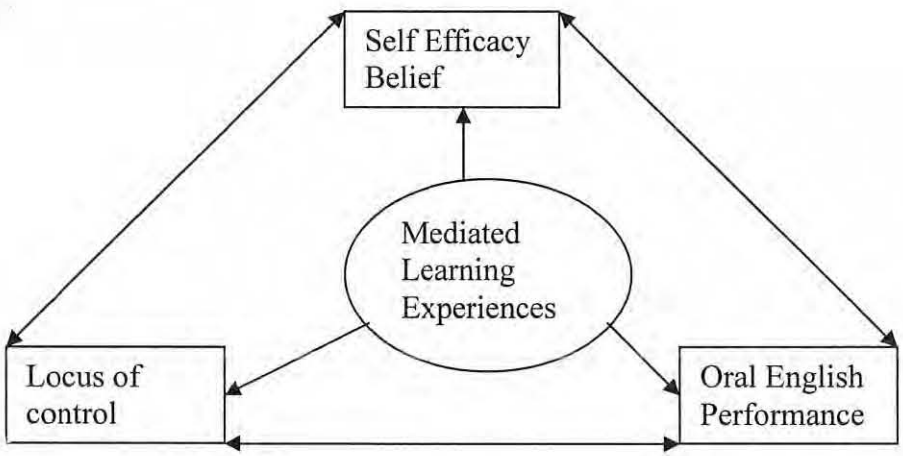
In general, the pitfalls with Vygotsky's ZPD, Krashen's second language learning theory, and CLT has justified the adaptation MLE, which is by far comprehensive, to undertake this study.

The following diagram has been adapted from learning theories of Feuerstein, Bandura and Rotter in relation to improving oral English and to show their interplay. MLE has been applied as an axis to promote the standards of these factors in relation with oral English performance of preparatory-I students.

2.3 Mediated Learning Experiences as Axis

MLE plays a pivotal role in helping students learn how to learn and become independent learners. This has been confirmed by the works of Feuerstein and his allies that it has a capacity to modify problems related to learning (Feuerstein et al, 2006). It is due to this that I used MLE as a pivot in helping to boost behaviors like SEB and LOC, which have a strong implication for success or failure in education in general and oral English in particular.

Figure 1: Interrelationships of Mediated Learning Experiences, Locus of Control, Self Efficacy Belief, and Oral English Performance



The above figure has presented the framework that has been adapted from Feuerstein's MLE, Bandura's and Rotter's learning theories: SEB, and LOC, respectively that have strong ties with academic performance of students. MLE has been placed in the middle and is connected

with the three variables with an arrow to show its critical place in learning in general and improving speaking performance in particular. The straight lines between the three variables show that there are reciprocal effects between them. Meaning, the two non cognitive variables could have negative or positive reciprocal influences on each other. It is to this end that I have adapted this framework from MLE (S→H→O→H→R) in relation with SEB, LOC, and OEP.

In this chapter, why MLE has been adapted as a framework for this study, and its pedagogical advantage over other methods have been discussed. Moreover, the reason why it has been integrated with oral English performance, self efficacy belief, and locus of control in addressing learning problems has been emphasized.

CHAPTER THREE: GENERAL BACKGROUND AND REVIEW OF RELATED LITERATURE

3.1 Introduction

This chapter is devoted to discussing salient issues of Ethiopian education system, language learning methods, philosophies of learning and their implications to learning in general and oral English skill in particular, related local and international studies, Feuerstein's mediation theories, students' SEB, LOC, and their interfaces in language learning to integrate with theories and practices that help meet the objectives of the study.

Having the knowledge of the past and the present language teaching methods is important to have an insight about the issues that necessitated their emergence, their underlying philosophy, how they were customized to fit into language teaching, and the gap between demands of students and their potential to meet the expressed needs. Moreover, it could help readers to have information regarding the feasibility of the language teaching method that the current study has planned to introduce.

Coming to philosophies of learning, this is again as important as understanding methods of language learning the fact that they are the foundation of methods of language learning, and play a guiding role in giving meaning to learning. In addition, knowing the meaning of learning philosophies helps readers to study the provisions of different philosophies and derive methods that might be applied to language learning and contribute something practical to the efforts being exerted to reform education in general and language learning in particular.

3.2 General Background of Ethiopian Education

3.2.1 Church Education

The beginning of formal education in Ethiopia dated back to the fourth century. Prior to the commencement of the modern education, religious education was the only formal education institution in the country. Since that time, it has passed in different changes to come to the current status. Nevertheless, insignificant changes are seen between the learning methods of the time formal education began and the present one from what one could learn that the changes are not fundamental (Nigussie, 2005). This could give us information about the

differences and/ or similarities between the then and the present teaching method. Modern education is needed to be understood in terms of traditional education- mainly church education, which has remained a powerful source of influence on the method of education in Ethiopia (Seime, 1999). Most modern educationalists and great intellectual began their education in church schools. This could be because of the ruins of beliefs that practices of teaching in the traditional education had a similarity with the teaching of the modern education. Due to this reason, it is relevant to see the nature of the two systems. The greatest shortcoming of the education system in Africa and Ethiopia in particular is that it is poorly interlinked with the traditions of education that predate the coming of the modern school (ibid).

Ethiopia possesses a 1,700 year tradition of traditional education linked to the Orthodox Church, which was confined to a system of religious instruction organized under the aegis of the church until 1990s (Nigussie, 2005). Judaism, Christianity, Islam, and indigenous African religions have long peacefully co-existed in Ethiopia. Each major religion created schools for children of its adherents particularly to prepare preachers and teachers. This education was meant to train only boys for future priesthood. Thus, it is apparent that there was gender imbalance in sending children to school. In the process, these schools also provided religious education to the children of the nobility and to the sons of limited numbers of tenant farmers and servants associated with elite families.

The Ethiopian Orthodox Church used to devote mainly the teaching of reading in the schools it established. Lessons in the church education had different levels that were named house of reading (*yenibab bet*), church music (*zema bet*), and the school of books (*metsahft bet*) (Teshome, 1979). In the school of reading, students study to master Amharic letters through memorization, and following the students learn *fidel hawarya* (Epistle of Saint John). Next, they study *gibre hawarya* (Acts of the Apostles). Finally, they start reading in Geez, which is characterized as oral reading that is in the form of rote memorization. As the church education was characterized by self submission to the authority, independence of thought and action was hardly possible, and sense of subservience and docility is fostered in the children (Teshome, 1979). Asking "how" and "why" was not allowed, because the church teaching is accepted with no question. Lest they digress from the tenets of the church teaching, they

memorize what they say. Due to this, they do not have an opportunity to develop self efficacy to speak independently.

Moreover, children are subjected to pressure at home, school, work place, and in other social lives to be obedient, which could repress their self expression, creative thinking, and independent working (Nigussie, 2005). Besides, the children develop uncritical approach towards the content of formal education and the judgment of Almighty and some cultural values of Ethiopian nations and nationalities could also be used to suppress people to act in a certain fashion (Mendida, 2001). This type of relationship, in one way or another, found its way into classrooms and the relationship between the teacher and the students was thus based on a simple model of authority and subject relationship, or transmission of religious laws from the text to the teacher and then from the teacher to the student.

3.2.2 The Madrasa

In a similar way, the Mosque was running quranic schools in Arabic language when the Orthodox schools were educating its followers Geez and Amharic providing education, which was based on mainly memorization of religious verses to preach, for a small part of the Muslim population (Tekeste, 1996). Like Orthodox education, Muslim schools favor males to attend schools. Education could be characterized as partisan and undemocratic in both cases. Active method of teaching conversation was lacking, because the system use to underline rote memorization that had very little room for free talk. The problem was more serious with females in that they were not given a chance to participate in schools and had little opportunity to take part in discussions (ibid)

The education system of Muslim School had two levels: the lower (*Tahaji*), the higher level (*Mejilis*). Here again learning is characterized by memorization, and rote learning that does not motivate students to be critical thinkers, creative, and self reliant learners (Abiy, 2005). Reading was given prior attention considering it as a means to teach a speaking skill. However, its claim to teach speaking skill through memorization of verses from the Quran could not help students to promote their speaking skill (ibid).

3.2.3 The Missionary Schools

Missionary education contributed a lot to the emergence of modern education in Ethiopia though it mainly used non Ethiopian content of education. This education system is

considered as a forerunner of the modern education system in the country for it heralded the introduction of modern education. The first missionary education came into being by Portuguese Catholic through the teaching of Catholicism in Portuguese and Amharic in the 16th century with a limited success (Bender, 1976). The intention of these schools was again to educate their followers and teach the bible to disseminate the tenets of its doctrine (ibid). At this time too, there was no modern method of teaching, and students were hardly provided with the skills of innovation, problem- solving, and critical thinking. Memorization of others' ideas and reflecting was also the common method of teaching of the day.

Following, the German Lutheran Church came to a scene to teach in Greek and Hebrew by foreign teachers. In addition, many schools were opened by different missionaries from America in the northern, southern, and south western parts of the country using curriculum unfamiliar to Ethiopian curriculum designers and students (Bender, 1976).

3.2.4 Modern Education

Modern education dated back to the end of 19th century. Menelik II introduced a secular education limiting religious subjects the Church and Mosque education (Tekeste, 1996). Haile Selassie also followed the same trend till time of Italian invasion that caused many problems to education, because it resulted in significant human and material loss. It was this education system that has come down to the current generation passing in some changes.

Though some changes were introduced to education systems, significant differences are not observed between the beginning secular education and the present one, because changes are not cascaded to the classroom level (Nigussie, 2005). Nigussie further noted that people, school directors, teachers, and students, are the last to be consulted in the process of transformation, and the anticipated changes are lost due to mismanagement of education. Thus, even if developments are claimed in education, the basic teaching/ learning model is more or less similar to the transmission model used to operate in religious schools.
Nigussie (2005: 23) states the effects of past practices as:

> In Ethiopia at least, the practice up to the present has not significantly changed. In this situation, educators and policy makers may be at risk of creating a duality between traditional continuity and post- modern cultural relativism. Although it may be inadvisable to break away from past practice

> completely, on the grounds that some good practices may be lost, nevertheless progress often involves investigating and challenging the status quo.

I agree with what Nigussie has reported, because old values find their ways in changes that people claim to introduce. Change concepts may be discussed and written. However, they might not be practiced unless people release themselves from the grip of old thinking. Meaning, there should be a shift in mindset and action in order to make change efforts practical and sustainable.

3.2.5 Modern Education (1900- 1935)

At the beginning of the twentieth century, the education system's failure to meet the needs of people involved in statecraft, diplomacy, commerce, and industry led to the introduction of government-sponsored modern secular education (Mendida, 2001). The first public school was established by Menelik II in Addis Ababa in 1908, and a year later a primary school was opened in Harar. The first school (Menelik School) seemed a language school because of its excessive focus in teaching French language. The then education targeted maintaining relationships with other countries. As a result, French, Italian, English, and Arabic were given attention (Tekeste, 1990). Foreign languages, elementary mathematics, and rudimentary science were taught in French to a limited number of students, along with Amharic and moral education.

The education at this time did not give much attention to domestic needs of the country as subjects were not designed by Ethiopian Scholars (ibid). Its contribution to the advancement of the country was also not as expected, because it did not give due regard to the problem-solving skills; it was operating out of the context of the country's practices, values, and goal-orientations, because most of the books were imported from other countries (Abiy, 2005). Moreover, the education was impeded during the Italian occupation (1936-1941) as the alien forces directed education to the training of their allies and soldiers. Schools were closed during the Italian occupation of 1936-41. This time was considered as a gap in history of the modern education. After the restoration of Ethiopian independence, schools were reopened, but the system faced shortage of teachers, textbooks, and facilities. The government recruited foreign teachers for primary and secondary schools to offset the teacher of shortage.

3.2.6 Modern Education (1942- 1974)

After a victory over Italians, education system started operation from the scratch with an intention to reconstruct the country with no clear orientation, proper staff, resources and the content of education was hardly in line with the needs of the country (Tekeste, 1990).

The education system of this time was divided into phases with equal duration (6+2+4) for primary, junior, and secondary levels, respectively (Tekeste, 1990). Amharic replaced English as a medium of instruction. This time was considered as the reform period as it was the first time that Amharic was the only language of instruction at the primary level (ibid). Curriculum for grades 1-6 was formally designed in 1947, and then was revised in 1949 and included grades 7 and 8. At this time, the curriculum of a secondary school was also designed (Abiy, 2005).

Between 1961 and 1971, the government expanded the public schools and it declared universal primary education a long-range objective (Seyoum, 1996). In addition, many families sent their children to schools operated by missionary groups and private agencies. But the system suffered from a shortage of qualified personnel, lack of funds, and overcrowded facilities. Often financed with foreign aid, school construction usually proceeded faster than the training and certification of teachers. Moreover, many teachers did not stay long in the profession. Sources such as the United States Peace Corps and teachers from the National Service program (university students who taught for one year after completing their junior year) served only as stopgaps. In addition, most schools were in the major towns. Crowded and understaffed, those schools in small towns and rural areas were providing a poor education.

In order to address the failure of education to meet the demand of the country, the government Education Sector Review (ESR) was undertaken in 1971. The objective of the review was to evaluate the education and training policy of the country and suggest changes. Education Sector Review identified national goals of education to speed up education and economic development, improve life condition, preserve heritages, initiate innovation, and build self belief. However, the goal was not translated into practice because it did not mobilize the society, and did not consider the socio economic and psychological conditions

of the country (Seyoum, 1996)). Due to this, he Ministry of Education developed a new education policy, which was in effect until 1974 (Bender, 1976).

3.2.7 Modern Education (1975- 1990)

The education of this time was running to make the principles of socialism practical and the dissemination of its tenets. Moreover, its focus was to amend the problems of the education system the imperial regime through the inclusion of practice-based the country's context affiliated curriculum (Seime, 1999; and Mendida, 2001). The education policy was designed to solve the country's economic and social problems. However, it failed to serve its intentions because of its weaknesses to enroll the society to bring sustainable outcomes. The curriculum was mainly copied from East Germany and did not entertain diversity as its target was to serve the socialist political, economic, and social system (Tekeste, 1990). Even though there was a move to reach universal primary education, and literacy was reduced from 93% in 1975 to 37% in 1983, education was not made equitably accessible to all social groups of the country as its propagation. The quality of education declined because attention was mainly given to raise the number of schools which did not have adequate number and qualified teachers, and necessary facilities. Besides, the government's weakness to give a response to the questions of instruction of media exacerbated the problem, and due to this challenge educational reform was necessitated (Seyoum, 1996). Though the assessments were made on educational system, teacher education, educational technology and management, and finance, the findings did not go beyond shelves (ibid). Disregarding the investigation on the above issues, short-lived attempts were made to establish some polytechnic institutions. This witnessed that the system did not walk its talk to make endeavors result-oriented and sustainable.

Finally, a new education and training policy was formulated by the Ethiopian Peoples Democratic Front (EPDRF) to fundamentally bring a shift in the educational system of the country and annihilate the recurring problems.

3.2.8 Modern Education (1991 to date)

There were some efforts to educate the Ethiopians in pre-1991 education policy; nevertheless, little changes were recorded in quality and quantity of education, because it did not underline relevance, accessibility, focus, equity, and efficiency. Moreover, the education

was not need-based, practice- oriented and problem solving (Nigussie, 2005). There were also no effective teacher training, material provision which in turn deteriorated the standard of education.

The pre -1991 education was characterized by too academics, unfairness in terms of distribution (only limited to very few places) and gender, and dependence on foreign curricula. There were also only three universities: Addis Ababa University, Asmara University, and Alemaya University. To address the limitations of the pre- 1991 educational problems, the post-1991 education has come to existence with the objective of education for development and democracy, inventions, create self-dependent citizens.

This time, a shift in the structure of education has been introduced: a three year kindergarten education, first cycle primary (1-4 grades), second cycle primary (5-8 grades), first cycle secondary (9 and 10), second cycle secondary (11 and 12), and 3 or 4 year tertiary education.

Medium of instruction wise, the language of instruction of primary education (1-8) is the mother tongue of students, (Abiy, 2005). At the secondary level, the medium of instruction of all schools of the country is English. That the major focus is given to use the mother tongue and late use of English as a medium of instruction may have a negative impact on the students' ability to learn other subjects in it and practice language skills (ibid). Particularly, because the students do not have an opportunity to be immersed in the natural environment of English learning, they could have a problem of sharing views in the language as needed. As a result, the students may tend to memorize rather than internalizing and present their ideas. This could impair the materialization of the educational objectives of the country. Thus, continuous assessment of the implementation of objectives is needed.

3.2.9 Language and Teaching Practices in Ethiopia

On the eve of modern education, foreign languages like English, French, and Italian were given much attention. This time was considered as the era of language, because of the movement to promote languages. It was between 1920 and 1930 that English was given a special recognition in the Ethiopian Educational system. It was the language of instruction in some Ethiopian schools starting from primary level (Mendida, 2001). On the other hand, there were schools in the country that were using French as the medium of instruction (ibid).

Gradually, English has got upper hand over French and Italian languages due to the following factors. The first one was the contributions of the British Council in that it facilitated preconditions in providing different simplified books in English and made them available for the public (Abiy, 2005). The other advantage was that schools were closed during the Italian occupation (1935-1941). As a result, the Italian language did not get a chance to advance through formal education as there was no favorable environment for it. Third, due to the interests of some Ethiopian scholars to use English language and their preference to do things the British way, the language got a power to dominate French. In addition, the expatriates who were coming from India played a great role in promoting English the fact that they were being assigned to teach English at schools (ibid). The strong relationship between Ethiopia and Britain also had its own contribution to give a good opportunity for the language to replace other languages in schools; for example, the sacrifice that was paid by Britain during the Ethio- Italian war was also considered as a cause to give a ground for the use of English by the government and the people (Nigussie, 205). The readily available teaching and reference materials in English could also be cited as a good opportunity for English to be used as a medium of instruction. A shift from traditional education/ church education to the modern one was again helped English to be used as a medium of instruction and resisted the challenges imposed by religion. Moreover, students developed interests to learn the language to get job opportunity, to improve their living standard, and to get promotions because English had well- facilitated ground that grants paying jobs and higher posts (ibid). At this period, because of the lack of locally prepared teaching materials in English, foreign- produced ones were in use.

It was due to these efforts that English has got upper hand over other languages and become the dominant language of instruction in Ethiopian schools. Many secular and religious institutions started giving many subjects in English. This mainly took place in the institutions opened in 1944 and1945 (theological and commercial schools). The country's education policy also enshrined that there should be a shift to English after grade 3 in the teaching of other subjects (Nigussie, 2005). English was given much attention until 1950. Nevertheless, due to the weakness in the Ethio- British relationship (1950-1974), a new idea came into a scene to translate all subjects to replace English by Amharic. During this period, the

discontent of secondary school teachers to use English as a medium of instruction; in addition, raised a question medium of instruction. The issue underlined by the teachers was its difficulty to both teachers and students in using. Amharic replaced it for a short period of time as a de facto language of instruction. Then, due to Ethiopia's relationship with Americans (1952-1974), all level best efforts were made and English regained its position of language of instruction (Mendida, 2001). Since then, with all challenges, Ethiopian schools have developed a positive attitude towards English language and many books have imported and most of school subjects have been prepared in it, particularly, at secondary level (ibid). However, there have been challenges to many students in expressing their ideas in it.

From 1974 to 1990, English was the medium of instruction starting from grade 7 and was being offered as a subject from grade 3 onwards. Though schools claimed to use it, it failed to effectively play its role. Amare (1998) has come up with a finding that English was not a successful medium of instruction and was not given as subject in an effective way. As a result, he regarded it as a medium of obstruction.

3.3 Some Local Studies on Mediated Learning Experiences, Self Efficacy Belief, Locus of Control, and Oral English Performance

3.3.1 Mediated Learning Experiences

One of the notable studies that was carried out on MLE's application to teaching reading skill in Ethiopian context was the one that Abiy (2005) undertook. The study was a case study that was carried out on Tana secondary school grade 9 students for a semester. The objective of the study was to assess the effects of MLE on the students' conceptions and approaches to reading.

Before conducting the MLE based reading lessons, he assessed both the teachers' and the students' perceptions and practices of the MLE criteria and found out that they rated them positively. From this finding, he learned that both teachers and students had a positive attitude towards MLE in teaching English reading skill. However, in terms of practicing MLE in reading class, differences were observed between the teachers' claims and the students' reports.

Regarding the MLE based teaching of reading, Abiy reported that the students' practice and depth of reading have been improved, and, as a result, their improvements have been observed in their reading ability. This difference was shown by the two reading tests he administered at the beginning and the end of the study. In other words, there was a statistically significant difference between the students' pre and post study reading performance. Consequently, Abiy suggested the introduction of MLE to teaching speaking skill. Moreover, he indicated that that future researches could replicate or undertake MLE based experiments on other skills or subjects so as to introduce changes. Abiy's study did not apply MLE to explore possible changes in the reading skill coupling with SEB and LOC in order to assess the degree to which reading ability is influenced by them. These are the major differences between my and Abiy's studies.

The other MLE based study was done by Girma (2007) on hearing-impaired students and the mediation role of a teacher to enhance the students' EFL vocabulary learning skill. The study was undertaken on Alpha hearing impaired students in Addis Ababa. Because they were students' with special needs, he applied FIE that has been meant for students, who cannot participate in a normal class. Through the experimental study that lasted for a semester, Girma gathered information on MLE based vocabulary to teaching to the students with hearing impairments. To assess the change that could take place due to the intervention, he administered pre and post tests.

The findings of the study indicated that MLE brought changes in the students' vocabulary acquisition, and the teacher's ability to help students to materialize cognitive modifiability. Based on the findings of the study, Girma recommended that teachers of hearing impaired students have to be trained in such a way they could mediate their vocabulary learning.

From this study, I have learned that another Feuerstein's mediation tool could bring changes in the learning potential students' with special needs. This has strengthened my confidence in the theories of Feuerstein.

3.3.2 Self Efficacy Belief

So far in Ethiopian context, no researches have been undertaken applying MLE to help students bring changes in their SEB and develop self reliance in learning oral English. But

there is one study that was carried out by Mulugeta (1998) on: "Locus of Control, Self Efficacy Belief, and Academic Achievement Motivation as Predictors Academic Performance of College Freshmen: The Case of Addis Ababa University." Even though this study was not on the grade level the current study has dealt with and specific to English teaching, it has shown a gap that SEB is directly interwoven with academic performances and could predict success or failure.

This study described that the non cognitive factor- SEB, plays a decisive role in academics and students become disadvantaged when low in it. The study did not deal with how to mediate it and bring changes in the students' performances. Regarding academic achievement, Mulugeta (1998: 40) purported, "As higher scores on academic self efficacy belief scale indicate higher self efficacy belief in academic work, these results suggest that individuals who had high percept of self efficacy belief had higher GPA." As a result, Mulugeta recommended that self efficacy belief has to be modified by arranging special programs. Thus, I have decided to apply MLE to address what Mulugeta suggested in order to assist students initiate changes in their oral English performance that is very problematic in Ethiopian context.

3.3.3 Locus of Control

To my present knowledge, in this case again, no studies were done in the present study's way. In Ethiopian context, no studies applied MLE to assess changes that might take place in students' LOC in OEP. However, there were some studies that were carried out to compare academic performance and locus of control

Mulugeta (1998) did a correlational study on Addis Ababa freshman students to see whether their academic performance is predicted by internal locus of control. Mulugeta assessed the students' locus of control adapting from the scale Pintrich and DeGroot (1996) used in their study and compared with their academic performance in their freshman courses. The finding of Mulugeta's study revealed the existence of a strong positive correlation between the students' academic performance and their locus of control, and reported that this is in line with what researchers like Findley and Cooper (1983), Mekonnen (1987), Rotter (1990) and Cone and Owens (1991), Mekonnen (2009) reported.

Mulugeta made clear that the academic performance of students with internal locus of control surpassed those with external locus of control, and that those students, who think about having control over their learning, would have more aroused motivation to achieve than those who think about not having control. Based on the finding, Mulugeta proposed the application of some kind of intervention mechanism to help students unleash their potential and own responsibility for their learning. Though what he has done was on a general academic performance, it could have an implication to address the problems the improperly cultivated locus of control cause to students' oral English performance.

Similarly, Mekonnen (1987) undertook a study to assess if there were relationships between Addis Ababa University students' academic performance and locus of control, and reported that students with internal locus of control preformed better than those with external locus of control. In line with the finding of the study, Mekonnen recommended that there have to be other researches that could indicate the relationship between locus of control and academic performance at different levels and show directions. This study again did not indicate what to do to promote students' academic locus of control. It just described that learning problems are connected with a discrepancy in learning locus of control.

Mekonnen (2009), however, specifically did a study on the relationship between English a Foreign Language/ EFL and grade 11 students' locus of control, and came up with the finding that the students with internal locus of control were found to be good performers in EFL, whereas those with external locus of control were poor performers. He recommended that measures have to be taken to help students to take a responsibility for their English learning and improve their performance. Like Mekonnen (1987) and Mulugeta (1998), this one was again compared the relationship that was observed between EFL and locus of control. My study is in response to, particularly, the problem Mekonnen (2009) indicated in connection with students' locus of control oral, English performance and suggest an alternative method of teaching.

3.3.4 Oral English

Let us see some of the research reports on the problems secondary and tertiary level students face in expressing their ideas in English and their pedagogical implications to their success in the academia in more described way.

Tesfaye (1982) undertook a study on the high school students' communicative needs and their ability to express their ideas in English and came up with a finding that oral English of high school students is below expectations and a special attention must be given to the way English is taught in Ethiopian schools. Besides, Tesfaye has indicated that it is a failure in other subjects if students fail to use English n general and oral English in particular.

Tesfaye further noted about the shared problems both English teachers and students experience at Ethiopian schools underlining that the limitations with the English teachers exacerbated them. Tesfaye did not regard the weaknesses of high school students' oral English problems as they were caused by them only. However, he emphatically underlined that the very source of their weaknesses had their roots in the teachers' weaknesses to help them. This could be one of the factors that could cause problems to students' learning; it should not be seen as the sole factor for students' weakness in oral English. Oral English problems have to be assessed from different perspectives.

It could be due\to this understanding that Tesfaye tried to assess the problems high school students were facing from the perspectives of the students and their teachers. This kind of analysis could lead to identify sources of problems and seek sustainable solutions. However, Tesfaye did not deal with how to intervene the problem he underlined. He simply described showing the gaps to be filled. Unless problem identification is supported by action research, it is obvious that problems keep recurring.

Tamene (2000) has also carried out a study on secondary school students' verbal behaviors and learning opportunities and also found out that causes of oral English teaching problems must be thoroughly assessed in order to introduce intervention mechanisms. From this, it is possible to understand that there should be rethinking about teaching English on a continuous basis to meet the growing communication demands of the society.

Concerning problems secondary school students face in expressing their idea in English, Tamene (2000:10) says:

> The difficulty teachers face to teach speaking and the importance of teaching speaking is now an issue with over

> half a century history behind it in Ethiopian education system. Much still remains to be done in this regard as many students even after learning English for ten years at school are not sufficiently capable of expressing themselves using the language.

Tamene has reported that secondary school students have oral English limitation and suggested the introduction of new speaking skill teaching approach in order to help them improve.

In his study entitled "Developing a Service English Syllabus to meet the Academic Demands and Constraints in the Ethiopian University Context," HaileMcheal (1993) came up with a finding that indicated that oral English is the most challenging for even Addis Ababa University students as rated by their English instructors. Haile Michael reported that 47%, 81%, 24%, and 41% of the first year university students rated listening, speaking, reading, and writing as challenging, respectively.

Though what HaileMcheal did was on university students' English learning problems, it could have implications for secondary school students, who are believed to experience more serious challenges in learning English. From this finding, it is clear that oral English is the most challenging and needs rethinking in teaching it at schools, because it is very important for the success in tertiary education.

Imagine, since 1980s, communicative language teaching/CLT approach has been given a significant attention in Ethiopia and elsewhere taking it as the most effective approach, and new English language text books were produced for secondary schools on the basis of the communicative approach (Lakachew, 2003; Tesfaye, 2006; and Tesfaye, 2007). However, still many research findings are coming up recycling issues of students' English skill deterioration and Oral English deficiency.

In his study on "Investigating Methods of Training for Academic Oral Work," Mekonnen (1998) showed the magnitude of the AAU University students speaking problems. The information he gathered from the students and teachers underscored that the students mainly did not have self confidence to express their ideas in English.

Moreover, to assess students' oral English problems from different angles, Mekonnen gathered ideas from their teachers, and they reflected that their students were not ready, lack confidence and ability to speak in English. The teachers consider the time they use to encourage the students to talk as wasted, because the students take a long time to say something.

Mekonnen's findings, especially, that have been reported by the students and their teachers about their weakness in oral English could give an insight about the extent of the difficulty of oral English to university students and that it could be more so to preparatory-I students.

Fasil (1992), in a study he carried out on high school students' oral communication strategies, reported that in most classroom interactions between teacher and student, and student and student were carried out in Amharic, and that the shift to the local language experience has a negative effect on the students' development of oral English, and as a result, they fail to test the hypothesis they set about learning the language and their intrinsic motivation is negatively affected.

Fasil strongly emphasized that teachers have to develop oral English teaching skill and play active roles to motivate their students, who shy away from speaking in English. Regarding this problem, Fasil (1992:1) says, "In classrooms where the teachers are expatriates or where the teachers insist on the use of English for all classroom interactions, students mostly keep quiet even when they have questions, which they would like to have answers for." Fasil reported that the problem the students faced could be counted on fear of making mistakes in front of their classmates and their misconceived belief of oral English.

On the other hand, Fasil reflected, based on class observation that very few students were found to express their ideas in English using the inadequate knowledge of English and they were unselfconfident while trying to raise their views in English. Fasil added that these students were hardly expressing their ideas in words successfully, and they were found to use mimes, gestures, word for word translation from Amharic. Fasil revealed that not only students but also teachers experience limitations to help students overcome the inhibitions, due to their limited capacity to talk in English. Fasil expressed his strong worry about the fate of English as a medium of instruction in Ethiopian schools in general and teaching oral

English in particular needs rethinking and a change has to be introduced in such a way it addresses the acute challenges both students and teachers are experiencing. However, the type of the change that is to be in place was not described by the study. This was what was filled by the current study.

The study that was done by Alemu (2004) on evaluating study of ELT underlined that questions why we teach English has to be clearly set before talking about methods of teaching English. He believes that we have to be clear with questions like: Is English to be used as a medium of wider communication? Is it for academic purpose? Is it for specific purpose? Is lingua franca? It is true that an answer to the question we raise serves as a road map that enables us to meet our goal.

Alemu argued that the problems students encounter in English is due to teachers' deficient English proficiency, because they are inadequately trained, and he considers teachers with no proper training as" infecting" students with bad practices. Thus, it was emphasized that lack of necessary training is one of the factors that causes the deterioration of students' English language proficiency. Adding, Alemu said that teaching is a profession that requires training, and without it teachers lack confidence to apply methods that are designed to meet some goals. Alemu also strongly emphasized that because of their limitations and inapprpriate attitudes towards teaching speaking skill, teachers disregard speaking activities, and teacher–student interactions were mainly in local languages and the interactions are, in most case, teacher- dominated. Alemu reported, from the majority of the interviews he held with the teachers that they reflected they had acute oral English impairments and could not teach properly.

On the other hand, a three- day workshop organized by Ministry of Education in 2008 on the Curriculum and the Challenges of Ethiopian universities at Addis Ababa University; Akaki Campus, where all the university presidents and the researcher were in attendance, disclosed that there are problems in many tertiary education curricula and students encounter problems in their studies in general and English skill in particular. The major problem identified was The weak interface between preparatory and tertiary education was identified as the major source of the problem.

During syndicate discussions, all teams identified that there is a gap between preparatory education and first year university courses, and due to this, students face problems when they join tertiary education to achieve as they think. In this juncture, the students' weak English background was underscored as the major bottleneck to use English and study other courses. In particular, in many of the teams' presentations, it was learned that the students' weakness in their speaking skill strongly challenges them at a tertiary level in asking and answering questions, group discussions, and paper presentations. Finally, the workshop was wound up giving a direction for joint venture discussions by parties that have stakes in preparatory and tertiary education in order to create an interface and manage the problems.

From the workshop, one can understand that tertiary education problems have their roots in preparatory education, and that there should be rethinking at both levels to help students improve their learning. In addition, it was discussed that preparatory English curriculum has to be revisited and prepared in such a way it helps students to develop their English skills. Besides, it was also noted that there should be a transformation in the way preparatory English teachers are trained to make the effort broad-based and sustainable.

In short, what could be inferred from the above research works on students' problems in oral English is that researches have been carried out for about thirty years. From the tone of the findings, it is apparent that the shortfalls have increased their momentum. Thus, we should not remain thinking the way we were used to think if we desire to bring sustainable changes and reverse the momentum of the recurring problem of students' oral English.

3.4 Some Studies on Mediated Learning Experiences, Self Efficacy Belief, and Locus of Control in other Countries' Context

3.4.1 Mediated Learning Experiences

MLE has got far reaching applications and recognition in different fields in helping students modify their cognition and learn better. The following are some of the instances in which Feuerstein MLE has been applied and significant changes were observed. The 45 research findings that were presented on different disciplines at the Second International Conference on Mediated Learning Experience conducted in Tennessee, in 1989 witness the attention it has been given (Feuerstein, et al., 2006). Some of them include MLE's role in bringing changes in the problems secondary school students face in mathematics (Breeding, 2001),

problems in teaching physics at a university level (Mehl, 1991), cognitive literacy (Gibson, 2001), distance learning (LatVa- Karjamma, 1999), improving the level of reflection of pre service teachers (Cook, 2001), mediated learning experience for culturally diverse learners (Kozulin, 2001), bringing changes in the thinking skill of students through interventions through MLE (Kao, no date), developing learning strategies for students' with problems (Collins, 2004), mediating math and language learning of immigrants (Kaufman and Lurie, 1997), and mediating the learning of disadvantaged students (Skuy et al., 1996; and Feuerstein et al., 1991).

Coming to the case of language teaching, so far there have been a limited number of research works, which have studied the necessity to apply MLE in language teaching. "There have been few attempts at investigating the mediation that occurs in language classrooms" (Williams and Burden, 1997: 83). From this quote one can understand that MLE- based researches are scant in the area of language teaching. Some researches that were carried out using MLE are discussed in the following paragraphs.

There was a research that was carried out by Warren (1995) to see how teachers apply MLE in language and what they say about their English teaching experiences so as to help them develop self awareness about what they do in language class and make changes if any in their teaching method. In undertaking the study, Warren first assigned an observer, who observed language classes in order to validate his study by comparing his observation with that of the video and the comments of the teachers after watching the video. Following, they videoed classroom processes and then watched it with the teachers to receive feedback about their teaching. Finally, Warren learned that self evaluation plays a great role in helping teachers to develop self awareness and learn from their experiences.

The study that Warren did was a classroom assessment that aimed at exploring the experiences of English teachers and their attempts to utilize MLE criteria in teaching English in general. Warren did not deal with training a teacher so as to introduce MLE- based English teaching. However, my study was not limited only to the assessment of teachers' classroom behaviors, but also it made an experiment on the possibility to introduce MLE- based oral English teaching to preparatory-I students. This is the advantage my study has over Warren's

study. At the same time, I have targeted a specific language skill that is a serious problem in Ethiopian students' context.

Chin (1990) also undertook a study with 50 primary teachers in Taiwan to assess how they view the different criteria of MLE in teaching English as a second language at schools. Chin used the12 MLE criteria (intentionality and reciprocity, transcendence, meaning, competence, control, sharing, individuation, goal setting, challenge, awareness, optimism, and belonging), which were discussed in detail in the review, as a check list. The study showed that the teachers intention and reciprocity, feelings of competence, control of behavior, sharing, individuality, and sense of belonging as particularly important, and rated significance, transcendence, and awareness of change as significantly less important (Chin, 1990).

The assessment of Chin revealed that teachers were not giving attention manly to the critical criteria of MLE while teaching English. Failure to apply these criteria could imply that teaching is poorly carried out. Chin assessed teachers' classroom behaviors like Warren; he did not apply MLE in teaching English. I believe that the studies could have added more inputs to the body of knowledge if they had assessed teachers' classroom behaviors in terms of MLE and introduced it to teaching English. This is the gap that has been filled by my study in Ethiopian context specifically in terms of teaching oral English.

Deligianni (2003) undertook a study on EFL in Northern Greece to investigate secondary school teachers' and students' perceptions of MLE criteria in English classrooms. Like Warren and Chin, Deligianni did a survey study designing questionnaires on MLE criteria. Moreover, she held interviews, focus group discussions, and observations in order to have information about interactions between students and teachers.

Both the students' and teachers' questionnaires required them to reflect how they used to perceive the importance of the 12 MLE criteria and to evaluate how the criteria were being practiced in teaching English. With reference to importance of the MLE criteria, both students and teachers reported that they could help them to improve ability to use English. Coming to the way English was being taught, teachers claimed they were applying the MLE criteria putting all the blames on their students for their failure to use English as required. On

the contrary, the students complained that their teachers did not have a skill and readiness to help them improve their English. The finding indicated that both teachers and students did not seem to develop self awareness and learn from their mistakes.

To cross validate the finding, Deligianni observed classroom processes, and held interviews and focus group discussions with teachers and students. From the class observation, Deligianni learned that teachers' practices were not up to their claims in applying MLE criteria, and students were not showing an interest to use English. Deligianni emphasized that teachers have to receive training on MLE so as to transform the way they teach and motivate students to use English.

The teachers' and students' interview results again did not have consistency like their responses to the questionnaires. In this case also they blamed each other for the problems occurred in teaching-learning process of English. Here again Deligianni reported that this vicious circle of shifting blames has to be broken to bring changes in English learning. Similarly, in focus group discussions, the root causes of EFL were not uncovered, because both the teachers and the students blamed each other.

Generally, the research findings revealed that there have to be a comprehensive MLE training for teachers in order to help students to be independent and problem- solvers. Deligianni's study was different from the studies of Warren and Chin in that it used other tools: focus group discussions and interviews to have more information about the teachers and students. In addition it recommended the application of MLE to English teaching in Greece. The gap Deligianni indicated initiated me to try MLE in Ethiopian context. It was Deligianni's study that primarily inspired me to make an experiment on the preparatory-I students' oral English problems and the non- cognitive constructs (SEB, and LOC) that have strong associations with language learning.

3.4.2 Some Studies on Self Efficacy Belief in other Countries Context

Nearly two decades of researches revealed that self efficacy belief is a strong predictor of academic achievements (Pajares, 2000). As a result, scholars have developed interests in assessing the relationships between students' self efficacy beliefs in different disciplines.

Some of the studies in the area are discussed to just indicate the attention it has been given in learning.

Wood (2009) undertook a correlational study to investigate the relationships between college students' locus of control, and their academic performance and reported that the students' good academic performance was predicted by their internal locus of control. He carried out the study on the participants that included 16 males and 90 females whose age was between 20 and 24 years. Meaning, the students' ability to feel in control and accept personal accountability for their own action is linked to academic success in learning who performed better were found to have a strong internal locus of control. Even though Wood did the study on academic performance, it is also important for this study because it shows the role SEB plays in students' learning motivation.

Wigfield (1994), cited in Pintrich and Schunk (1996), is one of the scholars who investigated the role of self efficacy belief in Japan secondary school students' achievement. The subjects in this study were given self report measures of self efficacy belief for success in English at the beginning and end of a semester in a year. At the same time, the researcher also collected data on the students' actual achievements on tests and course grades. The study showed that learners' self efficacy belief and their English achievements were found to have strong relationships.

This study again did not suggest measures to be taken to help students develop this important construct in learning EFL. This study, however, attempted to propose an alternative teaching method so as to assist students, who experience self efficacy belief problems in learning oral English.

Moreover, researchers like Longman and Sykes (1997), and Furnham et al (1985) did an assessment study on factors that affect secondary school students' second language learning. Their findings showed that self efficacy beliefs of the students had a strong link with their motivation to learn the second language. Like Wigfield, these researchers did not suggest measures to be taken to solve the students' problems. This is the gap I observed in these studies and introduced MLE to explore the changes that could take in the students' self efficacy beliefs so as to improve their oral English performance.

3.4.3 Studies on Locus of Control in other Countries Context

Studies on the relationship between students' locus of control and their academic performance have received a great attention, because LOC determines success / failure. Here, I have explained some studies from the past and the current in order trends of the findings and the attention given to the construct and academic performance in other countries' context.

Wu Tien Wu (1975) did a study on 4-6 grades elementary school students of Taiwan and found out that students with internal locus of control performed better that those with external locus of control. The findings revealed that the relationships the existed between the students academic performance and their locus of control were found to be statistically strong. Though this study was carried before 35 years, at present too, researches are revealing the presence of strong relationships between academic performance and students' locus of control. The consistency in the findings justifies the inseparability of the non- cognitive factor/ LOC and academic performance.

Another correlational study was done by Heiday and Kooshan (1983) on nursing students of Sabzevar School of Medical Sciences in Iran to assess the relationship between their academic performance and their locus of control. The finding of the study indicated that there was a relationship, which was not statistically significant, between the students' locus of control and their academic performance. Though it was not statistically significant, in one way or the other, a relationship was shown. The implication is that the extent of the relationship that exists between LOC and academic performance could vary.

Gifford et al. (2006) studied whether or not first year college entrance exam predicted the type of their locus of control. The study was carried out on 3,000 first year students. The comparison between the results of the successfully joined students' locus of control and their performance was found to be statistically significant. This means, the students, who joined the university were found to have internal locus of control. Gifford et al. concluded that internal locus of control improved the students' achievement motivation that helped them to be successful.

Saklofske (2007) undertook a study to assess the relationship between the academically low achieving and high achieving students in Canada. Saklofske sampled 45 students for each group and compared their academic performance and locus of control of their expectations to achieve. The comparison revealed that there were statistically significant differences between the academic performance of low achieving and high achieving students. From this finding, the researcher concluded that there is a strong relationship between academic performance and locus of control of students. He noted that students should be helped to increase their locus of control with teaching methodology that could assist teachers to address.

Abdullahi (2008) did another study in Nigeria to examine whether or not there were relationships between the academic performance and locus of control of Ilorin university students in Nigeria. Abdullahi did the study on 1335 male and female students that were selected from seven faculties. The study indicated that there were statistically significant relationships between the academic performance of students from all the faculties and their academic locus of control. Abdullahi further noted that externally oriented students' lack interest to strive for high academic performance, and zeal to efficiently contribute to national development.

In general, from these findings, one could infer that locus of control is a decisive factor in academic performance and it has to be managed well to help students become successful in their learning and improve their academic performance in general and oral English performance in particular.

3.5 Learning Theories and Their Implications to language Learning

Learning theories are the source of language learning methods. Thus, it is very important to know the theories so as to know their underlying principles and derive problem-solving methods in line with the objectives and context of language learning. Other than the methods in use, there are many methods out there for use in all classrooms and all situations. It was to this end that over the past half-century, several theories of learning have held a position of importance about how people learn. Thus, I believe that the knowledge of learning theories prompts readers to examine the ideas presented in their lights and move forward the efforts of seeking alternative methods to teach second languages, which is English in this case.

Some of the theories of learning are explained as follows in connection with some language learning methods.

3.5.1 Behaviorism and Second Language Learning

Behaviorism is a theory that claims that learning takes place in the form of habit formation, and had a significant influence on language teaching throughout the world until 1950s. It emanated from the ideas of early learning theorists that attempted to explain all learning in terms of some forms of conditioning that was demonstrated with dogs and other animals that a response generated by one stimulus could be produced by introducing a second stimulus at the same time (Williams and Burden, 1997).

It is based upon the idea that all behaviors are acquired through conditioning, which occurs through interaction with the environment, which is known as Stimulus- Response (S-R) (Feuerstein and Feuerstein, 1991). Major thinkers of behaviorism, Pavlov, Skinner, Thorndike, Watson, and Hull, strongly underscore that all human behaviors could be explained in terms of simple connections between Stimulus and Response, which hardly involve students in creative learning. This philosophy has its own contribution to language learning though it has limitations to integrate the current needs of second language learning. Consequently, it has resulted in audio lingual, situational language learning method, where students are given bits of language that they would repeat, and is followed by reinforcement by the teacher.

Some of the language teaching methods that were introduced at different times were derived from the theory of behaviorists. Situational language teaching method was in use in many European countries between 1930s and 1960s. This method views language learning as habit formation giving attention to the structure to develop speaking ability (Halliday, 1970; and Entwistle, 1981).

The other language learning method that was resulted from behaviorism is the audio-lingual method, which was widely used between 1950s and 1960s in United States of America and some other countries (Larsen- Freeman, 1986). Its focus was on memorization through pattern drill and conversation practices rather than promoting communicative ability.

Total Physical Response was the result of this theory. It is emphasizes the coordination speech and action to learn oral English (Richards, and Rodgers, 1986). It considers memory of events as the major technique of learning languages. According to this method, one can easily learn oral English if she or he habitually does.

Grammar Translation Method was also developed from this theory at the end of 18th century with the intention of preparing students to read and write through memorization (Richards and Rodgers, 2001). It was the predominant method of foreign language teaching in the 19th century in Europe. However, it was criticized by many scholars that it did not give attention to oral language (ibid).

The Other language learning method that emerged opposing the grammar translation method was the reform method. Its objective was teaching phonetic sounds in the context of words. The sounds are learnt in the form of pattern drill to assist students develop habits of pronouncing sounds in an isolated way (Zimmerman, 1997).

The direct method was also the result of the behaviorist theory. Like the reform method, it was introduced as a reaction to grammar translation in an attempt to integrate more use of the target language (Richards and Rodgers, 1986). This method was introduced at the end of 19th century in United States of America and was also accepted by many European countries (ibid). The preferred type of exercise in this method is a serious of questions in a dialogue using only the target language. The basic premise of the method is that one should attempt to learn a second language in much the same way as children learn their first language (ibid).

Suggestopedia language teaching was introduced by Lozanov in 1970s combining the spirits of behaviorist and humanist theories giving much emphasis to vocabulary teaching using music. The learning situation is created in the way it helps students to develop a habit of learning in the form of conditioning in which the teacher is seen as an authority figure; whereas students' role is acting as a true-believer or a disciple (Lozanov, 1979).

3.5.2 Cognitive Theory and Second Language Learning

Cognitivists consider learning as the active process in which students construct meaning through thinking and use prior knowledge and experiences to understand ideas and solve problems (Heinich et.al., 1996). At present, schools in different countries give much attention

to the development of students higher –order and critical thinking skills. This view is grounded in the premise that it is no longer satisfactory to simply teach students what they should know, but it is also so important that students should be taught how to know (Orlich et al. 2001), which, in turn, fosters independent learning as part of an ongoing process and stimulates greater thoughtfulness and reflection in students so that they make meaning for themselves based on why and how new learning is related and integrated into their existing experiences, interests and needs.

Heinich et.al (1996) explain Piaget's key components of cognitive growth (schemata, adaptation, assimilation, and accommodation) in the following way. Schemata are the mental make up by which a student organizes his /her thinking so that she or he makes sense, singling out the more important ideas from the less important ones and relate the ideas with each other. In the same way, a person adjusts his/her thinking to take in new ideas and experiences that provide additional information. Schemata are customized through interaction with the environment so that a person's adaptation to that environment is meaningful.

Adaptation takes place due to assimilation and accommodation. In the case of assimilation, a person learns to integrate new information and experiences into the existing schemata. In the latter, a person modifies the existing schemata or creates new ones. Piaget believes that schemata develop gradually over time in response to learning exposures and experiences. In addition, schemata serve to identify, process, and store incoming information and experiences.

Piaget's theory of learning has been criticized even by his admirers on the ground that it does not give attention to the role teachers play as mediators to motivate and foster learning; he believes that students receive materials to be learned and learn from the process of their direct exposures to the environment (Task→ Student→ Response) pattern, which was explained earlier. Nevertheless, Piaget's contributed four important points to language teaching (Williams and Burden, 1997). One is that he views a student as an individual who actively involves in learning and constructs meaning; second, language learning is directly connected to the process of thinking, third, language tasks should not be too abstract or too

simple, and; the fourth is that assimilation and accommodation are necessary to develop intrinsic motivation to learn new language items.

There are language learning methods that were derived from the cognitive theory of learning. Some of them include natural approach, and silent language learning methods.
The natural approach was developed by Terrell and Krashen in 1977, and came to have a wide influence in language teaching in the United States of America and in many other countries (Krashen and Terrell, 1983).

Krashen (1983) is of the opinion that students have to be provided with comprehensible inputs so that they learn or acquire a second language. He focuses on the process of obtaining, retaining, and producing verbal communication. Krashen believes that second language learning or acquisition takes place in the social context that involves observation, and modeling through a constant interaction and exposure to language in every day life. When students learn or acquire a second language this way, Krashen Believes that learn takes place and students move from one stage into the other (i+1).

Silent language learning method is also the result of the cognitive theory. Gattegno (1911-1988), who once lived in Ethiopia, believes that students can learn second languages the silent way without uttering a single word. Gattegno's belief is that teaching should be a subordinate to learning, because good language learning demands that any language learner carefully observes his or her mistakes in speech and corrects.

3.5.3 Humanist Approach and Language Learning

Carl Rodgers (1902-1987) is the founder and Abraham Maslow, Malcolm Knowers, and David Kolb are proponents of humanism that emerged in the 1960s focusing on the human freedom, dignity, and potential in learning. A central assumption of humanism, according to Huitt (2001), is that people act with intentionality and values. This is in contrast to the behaviorist notion of conditioning, which argues that all behavior is the result of the application of stimuli. Nevertheless, the cognitive psychologists believe that constructing meaning is central to learning.

In humanism, learning is highly value- driven and hence more like prescriptions rather than descriptions (Rodgers, 1980). It is criticized on the ground that it is highly self- centered, and

discourages cooperative learning and sharing behaviors. Williams and Burdens (1997: 36) say: "Humanistic education starts with the idea that students are different, and it strives to help students become more like themselves and less like each other." According to this approach, preparing a curriculum for students of similar age and ability group so that they learn together is assumed as imposition (ibid).

Its major contribution to learning is that it develops students' motivation to learn independently and construct meaning, make choices in what and how they learn, and develop a sense of personal identity relating it to realistic future goals (Huitt, 2001). Affective and cognitive needs are considered as key, and its objective is to develop self-actualized students. Moreover, language teaching methods like Silent Way and Suggestopedia could also come under this theory, because they argue that students learn when they are given a privacy to act the way they like.

3.5.4 Social Constructivism and Language Learning

Social constructivism refers to an individual's making meaning of knowledge relative to social context and has been studied by many educational psychologists, who are concerned with its implications for language teaching and learning (Williams and Burden, 1997). It, as a theory of learning, has two basic principles at its core. One is that knowledge is built up by the learner as an active participant in the learning process that is agreed upon and socially constructed, and the second is that such construction of meaning is adaptive in making the best sense possible out of the learners' experiential world.

Social constructivism holds that individuals are actively involved in social interaction to learn. In other words, everyone makes his or her own sense of the socially constructed world and the experiences that surround them. In this way the learner is brought into the central focus in learning theory. The constructivist theory has its implications to language learning in that it gives attention to students' active participation to construct meaning out of it; learning is a social activity in which teachers, and students play their own roles in a given context; and motivation is a key component in doing it (Gardner, 2001a). Constructivism suggests that a student is much more actively involved in a joint enterprise with the teacher to construct a new meaning. In the learning process, the teacher enters into a dialogue with students to refine their understanding until it corresponds with that of that of him.

According to the constructionist view, language learning takes places in a social context through interaction with other people in the way it maximizes the amount of students' language input, authentic communicative situation, thinking and problem-solving skills, self-confidence, and enable students to use language creatively (Bandura, 1986). The role of teachers to encourage students to be actively involved in constructing meaning in the language learning process rather than seeing them as passive receivers of the language as in the traditional classroom (Williams and Burden, 1997). And the language practice related to the students' experience will certainly improve the effect of learning and thus strengthen their oral ability. Modern thinkers, nevertheless, claim that this philosophy triggers the students innate curiosity about the tasks they do and how they do, which can assist them create organizing principles that they can take with them to other learning settings (Merriam and Gaffarella, 1999).

It was from this learning theory that communicative language teaching came into being in 1970s and started to function in Britain as a replacement to the structural method as a result of the works of Brumfit (1984), Littlewood (1984), and Nunan (1989). CLT has been well-recognized, where social constructivist views have been accepted as a good theory of learning. The concept CLT has evolved from an approach to the teaching of language for interaction purposes.

Stern (1992), and Richards and Theodore (2001) argue that CLT could fulfill the purpose it has been deemed for because many teachers understand it different ways and its application has been taking place inconsistently. The misunderstanding mainly deals with considering CLT as teaching conversation avoiding grammar items. According to Richards and Theodore, this is a misconception that must be corrected setting a standard for the approach.

3.5.5 Social Interactionism and Language Learning

Social interactionism is a phenomenon in social constructivism that encompasses the insights of cognitive, behaviorist, and humanistic perspectives in teaching language (Williams and Burden, 1997). This means, it is a comprehensive theory of learning that accommodates perspectives that could assist students learn in different ways.

Feuerstein and Vygotsky are two prominent figures in the social interactionist movement and their mediation theory is its subset (Mentis et. al., 2008). Studies of early childhood development of Bornstein and Bruner (1989) have shown that within the social contexts, the actions of children affect those of the parents, and vice versa. From a social interactionist theory perspective, it is believed that children develop at their own pace through interaction with the environment, and significant others that contribute to their rapid progress developing intellectual and social skills through mediation efforts (Feuerstein et al., 1997). This theory creatively brings the idea of cognitivists (learning takes place from the interaction with environment), humanists (the teacher has to establish a strong sense of personal values), and behaviorists (adults play a role in shaping the child) together.

Social interactionism refers to the dynamic interplay between teachers, learners, tasks, and environment so that learning takes place actively (Williams and Burden, 1997). Seemingly, in oral language lessons, the teacher and the students interact with each other playing the role of a mediator, and a mediatee. Even though social interactionism is believed to have a far reaching importance education, its application to language teaching has been discussed very little, and this is more surprising when we consider the social nature language itself (Williams and Burden, 1997). The powerful view of Feuerstein has not yet been tapped by language teachers, and its implication for language teaching has only recently emerged.

The time Vygotsky's works began to be published in the east, the works of Feuerstein started to take shape in the west. "In contrast to Vygotsky's mainly theoretical work, the work of Feuerstein arose directly a practical need, and is therefore, firmly grounded in its implications for classroom teaching and learning" (Williams and Burden, 1997: 41). Due to this empirical nature, Vygotsky's mediation theory does not invent new methods of teaching like MLE applying to classroom advocating that the integration of direct learning: Stimulus-Response (S-R) and Stimulus- Organism- Response (S-O-R), and MLE maximizes language learning (Feuerstein, et al., 1991; and Hatano, 1993). Thus, in this study, discussing the mediation theories of Vygotsky and Feuerstein is necessary to understand the interface and differences between them, how Feuerstein's MLE helps to mediate Vygotsky's ZPD in such a way a change occurs in the students' ability to learn language.

Originally for new immigrant students in Israel, Feuerstein's theory of Mediated Learning Experiences (MLE), Structural Cognitive Modifiability (SCM), Learning Potential Assessment Device (LPAD) and Instrumental Enrichment (IE) proved to be beneficial in promoting their attitudes to learn and success in school subjects. As a result, today, the theory has become the focus for developmental and educational research (Tzuriel and Eran, 1990). Due to their modifying effects, Feuerstein's theories of mediation have been translated into a great number of languages: English, French, German, Spanish, Basque, Catalan, Portuguese, Italian, Romanian, Hungarian, Czech, Flemish, Finnish, Arabic, Chinese, Korean, and Japanese (Kozulin, 2001). MLE, LPAD, SCM, and FIE programs are disseminated through the International Center for the Enhancement of Learning Potential (ICELP) that functions in 40 countries.

3.5.5.1 Feuerstein's Mediated Learning Experiences Theories

A. Mediated Learning Experiences/ MLE

Mediated Learning Experiences/ MLE is a special quality of interaction between students-mediatees and a teacher-mediator to motivate students to bring changes in the way they think, do and, give meanings to what they do. Interactions can be direct or mediated. Direct learning is unmediated exposure of the student to environmental stimuli or learning tasks. The inclusion of a mediator changes the nature of a learning process from S-O-R to S-H-O-H-R where S= stimuli, O= organism/mediatee, H= mediator and R= response (Feuerstein, et al, 1991; and Feuerstein and Kozulin, 1995). The human mediator represented by H intervenes in the learning by setting himself/ herself between the stimuli and the student and between the student and the response. The mediator selects, changes, amplifies and interprets both the stimuli that come to the student and the students' response (Feuerstein, et al., 2006). They add that the absence or inadequacy of MLE leads to the underdevelopment of students' learning and direct learning strategies. They further noted that if MLE is infused with learning, students will be independent and self regulating learners that consider challenges of learning as an opportunity to grow. Moreover, in working with students, a mediator operates both implicitly and explicitly to interpret and elaborate the student's direct experiences with learning tasks and is mainly helpful to overcome difficulties and foster learning (ibid).

A mediator is different from a teacher in that he or she uses both direct and MLE based on the nature of the content of a lesson. A mediator does not undertake tasks representing students or does not leave them all alone; he or she works with students to help them understand their work to learn and solve problems where necessary and require them to work themselves when he or she believes they have to do (Mentis et al., 2008).

To date, Feuerstein has identified 12 criteria, which have been classified into three categories:

- Factors essential for all learning tasks (intentionality and reciprocity, transcendence, meaning);
- Factors concerned with taking control of learning (sense of competence, goal setting, challenge, awareness of progress, positive thinking; and
- Factors concerned with fostering social development (sharing behavior, individuality, and belonging) (Williams and Burden, 1997; and Mentis et al., 2008).

The criteria that are essential for all learning tasks are sufficient for an interaction to be considered mediation, whereas criteria of taking control of learning and fostering social development serve to balance and reinforce each other. A discussion on their implications to teach language is given as follows.

a. Critical MLE Criteria

Intentionality and reciprocity/ Shared intention

Reciprocity and intentionality refer to giving a clear picture of the overall learning so that students understand and respond. The specific content of interaction is given a shape by the intention to mediate to the mediatee and reciprocity is a means to turn the implicit intention into an explicit, willful, and conscious act (Feuerstein et al., 1991). Feuerstein argues that it is crucial to make a difference between the mediated learning and the unmediated one in that the intention of the mediated learning is different from that of the ordinary teaching situation, because the intention transforms the three partners involved in the interaction: the stimulus/task the mediator/teacher, and the mediatee/student. Vygotsky's concept of scaffolding learning with in the Zone of Proximal Development (ZPD) - the distance between what students can do at present and the level they can reach with the help of a more competent other is in line with intentionality and reciprocity. A particular task that is beyond

the reach of the mediatees is transformed by the mediator's intention to make it experienced and not only saved or registered by the mediatees (Mentis et al., 2008). Feuerstein believes that intentionality and reciprocity create an awareness of the learning process and the didactics underlying it in mediatees.

Generally, it has to be noted that intentionality and reciprocity serve as the main road map in facilitating proactive listening and learning that enable students to be independent learners. Mediation is impaired when a teacher waits for students to initiate an interaction in the belief that it is not important to initiate the students' interaction with newly introduced tasks; the teacher actively initiates interactions in a well prepared way but the students do not receive the initiation of the teacher because they are bored, or lack motivation (ibid). In this case, reciprocity does not take place. Young Children initially need more direction from their teacher and need to be helped gradually to take on more responsibility for their learning as they become more self- directed. The intentionality of the mediator is different from that of a teacher, because the mediator is not concerned with solving the problem at hand (Tzuriel and Eran, 1990). Tzuriel and Eran further note that the mediator is rather concerned with how the students approach tasks and do effectively. As far as EFL teachers are concerned, teachers are needed to explain why a specific task is selected and what is expected of the students to provide them with valuable and realistic input of the language (Williams and Burden, 1997).

Meaning/Significance

Significance is a process of helping students to know why they learn a certain task so that they can understand the importance of it and learn with motivation. Thus, teachers should take a responsibility to make students perceive what they learn in a broader context. If students fail to find personal significance in a task, then they lack the strong motivation to participate actively, and as a result they will lose feelings of accomplishment that drives them to success. Individuals devoid of this orientation do not search for meaning and are disadvantaged in the cognitive and emotional aspects which affect the emotional, energetic dimensions of life (Feuerstein, 1980; and Feuerstein and Feuerstein, 1991). Teachers can require learners to think about the significance of a learning task by asking them "Why did you do it?" "Did you notice how you did"? "What is the advantage doing the task"? In many ways, the mediator causes the students to reflect not just on the solution to the problem but

also on how the solution was obtained and generalizations which flow from it (Mentis et al., 2008).

Transcendence/ Purpose beyond the here and now

Human beings are different from other species in the way they can transfer lessons learned from one experience into rules and methods to use in another situation (Feuerstein et al., 2006). Transcendence is not repeating the same experience time and again; it is bridging the experience and lessons learned in the current situation to new situations. Questions like: "Where else in your life to you suppose it is important to have a strategy to learn a speaking skill"? How often has impulsivity got you into difficulty in your practice in speaking in English"? "Where and when do you find it useful to practice speaking in English"? have to be asked by the students to connect their learning with their future plan and help them to create a possibility to enlarge their cognitive and affective range of functioning (Mentis, et al., 2008).

Williams and Burden (1997) point out that students need to understand the transcendence of the learning experience, identify rules and recurring themes that lead to learning beyond the immediate time and place. The learner should learn something of general value. For example, learners might develop a skill for solving problems not just for completing the immediate classroom task but more important 'real world' applications in the future. To mediate transcendence, teachers need to explain the purpose of the exercise and to make learners realize its value to them at a personal level, which means they have to believe it has a particular implication for their lives.

b. Factors concerned with taking control of learning

The mediation criteria that include the following are concerned with ways of helping students to take control of their learning so that they become creative and independent learners.

Sense of competence

Students create the feeling that they possess the abilities and adequate skills to face and accomplish any particular task. Feuerstein explains that the generation of an optimistic belief in success is not the direct outcome of the self efficacy of an individual's capability, but rather requires the intervention of a mediator bringing people the awareness, feeling and consciousness of their competence (Feuerstein et al., 1997). However, learners are assessed solely on the product in much of the present system. Even worse is that some people think

the best way to make a student progress is to give negative feedback when they fail to achieve established standards (Williams and burden, 1997). A belief in the empowering ability of confidence is the best motivation for learners to undertake a task. In addition to telling the learners they are all capable of success, teachers may encourage them to foster a positive self-image. Teachers have to foster the feeling of 'I can do' in students to build their confidence to learn. Regarding students' confidence in foreign language, Williams and Burden, 1997: 73) comment that:

> This is a factor that is familiar and particularly pertinent to language teachers, who often find themselves as dealing with individuals who lack confidence in themselves, as language learners, who have a negative self-image as regards speaking other languages, and who are afraid to express themselves in the foreign language.

This quote indicates that foreign language teachers deal with students, who lack confidence to speak in English, which has an implication that teachers have to have the capacity to help them develop confidence to speaking in the target language. Thus, for language learning to take place successfully, it is very important that teachers establish in their classrooms a climate that builds confidence, guarantees making mistakes with no fear, values all contributions of the students, and leads to feelings of success (ibid).

Control of own behavior

Mediation here is to give students experience in using their skills to provide self-monitoring and make adjustment during the learning process (Feuerstein et al., 2006). Many students do not think they possess the ability to control and regulate their own learning in a self-directed way. Traditionally teachers mainly expect students to learn and to reproduce the accepted wisdom, based on a principle: 'learn because I tell you' approach (Williams and Burden, 1997). The mediation of this criterion helps students to know to manage their own learning so that they become self-initiated and autonomously controlled learners.

Ellis (2001) says that in learning second languages many students do not feel that they are in control of their learning and that they have the required skill to undertake tasks or that they can manage language tasks in an autonomous way. Therefore, students have to be taught how to learn languages so that they are equipped with strategies to control their own learning in class as effectively as possible.

Goal-setting

Individuals need to set realistic and meaningful goals and develop ways of achieving them. According to Feuerstein et al. (2006), this criterion plays as an important role in the development of human modification, flexibility, and motivation to learn. Feuerstein et al. (2006) have noted that people, who set their own goals in any learning activity, are more likely to achieve them than people whose goals are set by others (Feuerstein et al., 1997). In the classroom, however, the teacher usually sets goals for the students, and gives directions as to how to achieve them. Williams and Burden (1997) suggest many ways in which students can be involved in goal-setting, including short-term goals and longer-term goals. Learners have to be helped to set their targets and evaluate whether or not they are realistic.

Challenge

Feuerstein believes that the mediation of challenge should be considered in learning and in life in general to prepare the individual for adapting to the novelty and complexity of our world. Feuerstein et al. (2006) argue that due to the loss of any sense of challenge, many people display a sense of aimlessness in learning.

Therefore, it is important to structure activities best by allowing the individual to confront novel situations and provide suitable challenges in the tasks set by teachers. In other words, challenges need to be sufficiently difficult, but not too difficult. Moreover, teachers also need to help learners to set their own challenges within their capabilities.

Awareness of change

This criterion indicates the students' awareness of assessing changes in themselves. Feuerstein compares two different views concerning the human as a modifiable entity. One is a passive-acceptance approach, which considers the outcome as fixed or predetermined in which a change is unlikely to happen under any conditions (Feuerstein et al., 2006). The other is an active approach that considers humans as accessible to cognitive, emotional, social and physical changes in all possible directions and contexts. Feuerstein strongly agrees with the latter view, and criticizes educational systems that are reluctant to change. At worst, such schools reject the individual when their conditions fail to fulfill society's expectations. Feuerstein, et al., 2006 argue that the whole school system should teach people to learn how to learn and so become flexible thinkers to prepare them to cope with the rapidly changing global environment.

In order to mediate students' awareness of change, teachers normally use grades, praise or test results to inform learners about their progress. However, fostering the ability to self-evaluate is equally important in producing autonomous students. If students are motivated to develop an awareness of change, they develop a skill of tracking their progress without relying on others (Williams and Burden, 1997). The teacher may ask learners to record a self-assessment, such as: "What have I learned?", "How have I performed?", "What difficulties do I still have?", "What can I do now", even "What have I learned about myself?"

Belief in positive outcomes

When people face a task and believe that it is impossible to complete, they automatically give up seeking solutions. It is obvious that we only believe it is worth trying to solve a problem that can be solved, otherwise we will not even start to think about it. Feuerstein et al. 1991) said that believing that something is possible makes students become committed to the search for ways to turn a possibility into a practical experience. Teachers have to help students to develop the belief that there is always possible to find a solution even if facing intractable problems in their learning. Belief in positive outcomes fosters students' sense of competence in learning, can even serve as an antecedent of it in that unless students believe learning is possible they may not think how they accomplish it (Williams and Burden, 1997). Relating to language learning, Williams and Burden (1997: 78) explain as follows.

> For language learning, this belief provides a powerful message to underpin their teaching approach that no matter how difficult it may appear to be for some people to learn a foreign language, everyone is capable of doing so. There is evidence from all parts of the world that children and adults with little or no education can learn to speak one or two or even more languages if they feel the need to do so. So long as classroom teachers believe that their learners are all capable of succeeding, they will continue to seek effective ways of helping to bring this about

From this quote, it is clear that belief in positive outcomes serves as the major drive of building confidence to learn languages or a sense of 'I can do'. It can also have an implication to students' perceptions of their capability to learn foreign languages.

c. Factors concerned with fostering social development

The factors that deal with students' social development and net working with each other include sharing, individuation, and sense of belonging. All of them are concerned with learning to become an individual and to belong to a group.

Sharing

It may not be deniable that competition is a motivating factor in making progress and thus is encouraged above everything in many classrooms. However, sharing or co-operation increases students' social networks and help them to create and exchange skills, knowledge and that can result in maximizing learning. Some researches have found that these factors can have considerable benefits for all students at all age levels without compromising the value of self reliance (Johnson and Johnson, 1987).

Teachers may arrange the class activities involving sharing behaviors which encourage the students to go out of themselves and participate with others and make others participate with them. For example, teachers can mediate students to listen and join a group or take part in a whole class discussion exercise or by asking students to brainstorm ideas (Williams and Burden, 1997). Moreover, Williams and Burden have emphasized that sharing has become a common practice to classroom interaction, and is an important feature of communicative language teaching approach.

Individuality

The opposite of sharing behavior, individuality, represents the need of the students to retain their uniqueness - feeling and thinking differently from others, to meet their learning needs. Students need to be individuals to feel they can think and feel differently from the rest of students so that they can have something to share with other classmates and make cooperative learning meaningful. This means, awareness of one's own unique behavior and what is possibly shared with them. It is due to this fact that this criterion does not deal with alienating oneself from others (Williams and Burden, 1997). Individuation can be made practical in second language through keeping diary, using presentation to express oneself, using activities that require self expression and class discussions (ibid). Williams and Burden emphasize that helping students to develop a sense of individuality mainly helps students, who have some kind of problems with language learning, to modify their cognitive problem through the promotion of their inner sense of personal worth.

Sense of belonging

Teachers have to develop a sense of belonging to the classroom culture they belong to benefit from the classroom learning processes. Students need to develop a feeling of their connection at social and emotional levels and validate the importance of going outside the boundaries of self. As well as being individuals, students need to sense they belong to a classroom system (Williams and Burden, 1998). Feuerstein et al. (2006) argue that mediation of the feeling of belonging is of particular importance at a time when a child is offered little security as to the stability of the framework to which he belongs (ibid). Teachers might generate a sense of belonging in project work programs which require everyone to make a contribution and from which no one is left out.

B. Feuerstein Instrumental Enrichment/ FIE

The Feuerstein's Instrumental Enrichment Program (FIE) is a cognitive intervention program designed to improve the cognitive modifiability of retarded performers and enhance their ability to learn by helping them to believe that a change is possible. It is proposed to compensate for the lack of early childhood MLE, which resulted in reduced cognitive modifiability and created the need to remediate the effects of lack of mediated learning experiences in culturally disadvantaged adolescents. This need has stimulated Feuerstein to create FIE program. Feuerstein (1980) says that Instrumental Enrichment is a strategy for the development of cognitive structure in impaired learners so that they are ready for a formal learning; it does not pay attention to a specific skill or content area.

Feuerstein's Instrumental Enhancement package that has been meant to remediate children's cognitive problems is composed of 14 instruments, which unlock the potential of learning; handling a series of cognitive functions (Williams and Burden, 1997; and Feuerstein et al., 2006). The program is much more than just a set of paper- and pencil exercises. It is a complete theory- based didactic package, which in addition to the exercises, includes detailed teacher guides and provisions for teacher training and supervision (Feuerstein et al., 1991). Feuerstein Instrumental Enrichment has two major objectives, which can serve two groups: (1) the enrichment of individuals' repertoire of cognitive strategies leading to more efficient learning and problem-solving, and (2) the remediation of the deficient cognitive functions and development strategies in individuals with retarded or impaired performance (Feuerstein et al., 2006). The student goes through a series of exercises of increasing complexity and

abstractions, which are content- free and accompanied by new elements, intended to promote interest and intrinsic motivation to do the program's activities. The instruments of the FIE, that have been meant for pre school mediation, include organization of dots; orientation in space I; orientation in space II; analytic perception; comparisons; illustrations; family relations; instructions; temporal relations; categorization; numerical progression; representative stencil designs; syllogisms; and transitive relations (Falik and Feuerstein, 1990; and Williams and Burden, 1997).

FIE is meant to equip students with the prerequisite skills of learning, which will permit them to benefit from the exposure to learning experiences. Feuerstein Instrumental Inrichment focuses on the acquisition of general learning strategies which are the core prerequisite for any formal learning (Kozulin, 2001). Such emphasis is particularly important for a culturally different student whose native culture does not foster formal learning. Another aspect of the FIE program which has a particular importance for culturally different students is its saturation with various graphic-symbolic devices (schemas, tables, graphs, plans and maps) (Feuerstein et. al, 2006). These graphic-symbolic devices provide the basis for psychological tools that children from the more socially privileged groups usually acquire in the course of their natural learning experiences, and which are often missing in culturally different students (Kozulin, 1990).

To conclude, FIE is related to MLE in three major ways, which have to be understood well. One is the relationship between educational program and the theory on which it is based. The other is the relationship between the compensation (FIE) and early childhood mediation. The third way is the use of a mediational teaching style by the teacher of FIE as well as by other teachers (ibid). Above all, MLE provides both the objective and the means for FIE program. It is for this reason that FIE has been discussed in this study.

C. Structural Cognitive Modification /SCM

"The defining characteristics of approach represented by the FIE program is the concept of cognitive modifiability" (Feuerstein et al. (2006:16). This theory is based on the belief that human organisms are modifiable and can respond to conditions that stimulate change (Falik and Feuerstein, 1990). Structural cognitive modification has sprung from the belief that it is possible to intervene in the development of human cognitive ability and learning potential

(Feuerstein et. al, 1990; and Poehenr, 2008). This belief has been designed as Feuerstein's theory of SCM that emphasizes individuals' modifiability of their learning and thinking functions. According to SCM, human beings are open, and cognitive ability is not static.

Structural Cognitive Modification underscores that human beings are open and their cognitive ability is not static, but modifiable through mediation (Feuerstein et al., 2006). Working with children with some kind of problem has made Feuerstein be aware that modifiability is possible and he tried to look for the theoretical basis with the intention of mediating the children's cultural deprivation that hindered them to be effective in their education (ibid). As a result, SCM has grown to promote the belief of students for cognitive modification so that they could adapt themselves to the requirements of society. Feuerstein and his colleagues had a strong belief that the culturally alienated children could be educable through systematic assessing of their learning potential by helping them to modify their cognitive ability (Feuerstein et al., 1991). Then, they applied FIE with this belief on Israeli immigrant children entering Israel from different countries after World War II. As a result, the adaptability of the children in the new learning situation was improved and they showed changes in their school performances (Feuerstein and Feuerstein, 1991; Feuerstein et al. 1997; and Feuerstein, 2003). Falik and Feuerstein (1990); and Greenberg, (1989) underscore that when modifiability takes place, what is changed are cognitive schemata, which can help students to be independent thinkers, creative learners, develop a skill to adapt to changing environmental conditions, and acquire learning strategies and principles that lead them to be good performers in formal education.

D. Learning Potential Assessment Device /LPAD

The LPAD is a system of dynamic assessment of cognitive limitations through active interactions that take place between the teacher and students. It is based on a set of instruments that help assessors to evaluate the learning ability of individuals' cognitive functions, learning problems, and problem-solving strategies (Feuerstein et al., 1991). Its primary goal is to produce a sample of change in the cognitive structure of the individual to point out the modes of necessary intervention with individual or group of students (Tzu riel and Eran, 1990).

The LPAD differs greatly from the kinds of evaluations normally used in education unlike

conventional tests that provide information, which seldom provides insights into what the students need to learn next or describes the area of cognitive change and degree of change (Feuerstein et al., 2006) . In the LPAD process, the student and evaluator interact with one another in a very friendly way. During the administration of the LPAD the teacher and the students are discovering the areas of problem, resolution and response in which the students have deficiencies and are ready to learn to improve. In the LPAD process there are no secrets; both the evaluator and the students are aware of the problems in learning to find a path to future successful learning. They are both aware of the purpose of the test and they take part in the interpretation of the results.

To summarize, LPAD is a tool to diagnose cognitive problems and mediate to modify. Or it can be considered as a battery of change, because it serves as a road- map to pinpoint pitfalls and implement change interventions. In short, it gives an answer to a question: "What do we mediate?" Through LPAD, it is possible to identify the gap that Vygotsky considers as Zone of proximal Development. In this study's case, oral English test, self efficacy belief scale, and locus of control scale were used to understand the problems the students experience due to their limitations in the two non- cognitive factors.

3.5.5.2 Mediation Theory of Vygotsky

A. Zone of Proximal Development/ ZPD

Zone of Proximal Development is the most widely known concept of Vygotsky that refers to the gap to be mediated by important other (Williams and Burden, 1998). Vygotsky (1978) believes that learning and development are two aspects of one and the same process of enhancing education. Vygotsky (1978), moreover, stresses that instruction and learning are responsible for the development of higher psychological functions that are missing in the cognitive potential of students. Thus, the teacher has to be aware of the present cognitive status of students, and of those cognitive changes that will be produced with the help of teaching process. That is why he produced the theory of Zone of Proximal Development (ZPD), which is a space within which the instruction takes place to cause modification in the students' ability to learn and solve problems. It is within ZPD that students are in the state of maturation and need a mediator to attune the instruction in such a way that learning takes

place. According to MLE also a mediator has to work on ZPD to bring changes in the students' learning ability.

MLE and ZPD are the important concepts in social interactionist theory in that both deal with the important other or mediator that helps modify the cognitive and learning problems of students and help them think and learn independently to solve their problems themselves.

3.6 Students' Beliefs and Academic Performance

Knowing a context and the nature of learning should precede the analysis of students' problems in learning second language in general and oral language in particular. In cognitive psychology, students' beliefs about the nature of knowledge and learning, or beliefs, have been investigated with the idea that they are part of the underlying mechanisms of learning, and are driving forces in intellectual performances (Flavell, 1987; and Gabillon, 2007). Psychologists have acknowledged its influence on academic performance, self efficacy belief, locus of control, thinking, reasoning, problem-solving, persistence, and interpretation of information. It is students' beliefs about second language learning that determine the way they learn and perform. The perceptions, beliefs, attitudes that students bring with them to the classroom have been recognized as a significant contributory factor in the learning process and ultimate success (Gabillon, 2007). For example, second or foreign language students may hold strong beliefs about the nature of the language under study, its difficulty, the process of its acquisition, the success of certain learning strategies, their own expectations about achievement, and teaching methodologies. Identification of these beliefs and reflection on their potential impact on language learning and teaching in general, as well as in more specific areas such as the learners' expectations and strategies used, can inform future syllabus design and teachers' practices in the course.

3.7 Teachers' Beliefs and Treatments

Teachers hold different beliefs about their students. Pajares (1998) reveals that teachers' evaluative constructions have a profound influence on their classroom practices. According to Pajares, students may be understood as resisters, receptacles, raw material, clients, partners, and individual explorers. These constructs are seen in terms of a continuum which shows the nature of the teacher- student relationship. The first three constructs are teacher dominated, whereas the latter involve learner participation. More specifically, the notion of

students as resisters sees them as unmanageable individuals who do not wish to learn. This assumption, however, gives rise to the assertion that punishment is the most appropriate way of overcoming such behavior (ibid). Pajares also reported that some teachers even view their students as receptacles to be filled with knowledge and see themselves as having a jug of knowledge to pour into the students" "mugs." This is unfair treatment that discourages students to be creative. This is what Freire (1995) describes as the "banking" concept of education, where students are like bank accounts where deposits are made and drawn upon.

Teaching is inseparable from learning. We can be good teachers only if we know what we mean by learning because only then can we know what we expect our learners to achieve. If our goal is to prepare our students to pass an exam, then this will affect the way in which we teach. If we see foreign language learning as a perennial process which has social and cultural implications, then we will take a different approach to teaching it. For effective teachers, teaching is essentially a personal expression of self, which has particular implications with regard to teachers' views of themselves and their students.

In general, the teacher is an important variable in the teaching situation. His or her knowledge, skills and attitude are crucial in creating the conditions for learning. Indeed, it is reasonable to say that teachers have more influence on the future of young people than do the members of other professions (Hoyle, 1982). This implies that teachers play an important role to provide necessary ingredients for students' learning. Therefore, they need to be well trained so that their enhanced knowledge and skills will benefit their students.

3.8 Self Efficacy Belief and Language Learning

Self-efficacy belief is a personal belief or judgment about one's capabilities to engage in an activity or perform a task at a given level (Bandura, 1986). "Self-efficacy belief revolves around the question of can" (Pajares and Schunk, 2002: 20).

Self-efficacy belief is grounded in a larger theoretical framework known as social cognitive theory, which postulates that human achievement depends on interactions between one's behaviors, personal factors, and environmental conditions (Bandura, 1997). Self efficacy belief is formed through experiences, and interpretations of the environment, and which are heavily influenced by reinforcements and cares given by significant others (Schunk, 1985).

Students obtain information to appraise their self-efficacy belief from their actual performances, their vicarious experiences, the persuasions they receive from others, and their physiological reactions. Self efficacy belief influences task choice, effort, persistence, resilience, and achievement (Bandura, 1997). Compared with students who doubt their learning capabilities, those who feel efficacious in performing language learning task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level (Clement et al. (1994), and Gardner and McIntyre, 1993).

Self-efficacy belief requires teachers to gain understanding about why students select some activities and avoid others. In addition, it is important to understand why students succeed in some academic pursuits while failing in others, and why they react with excitement or disinterest in carrying out a specific task and why they do or not feel confident in others (Pintrich and Schunk, 1996). This requires an effort to make teaching practices to reflect the students' needs and interests, and also reinforce their motivation, which plays a decisive role in learning second language.

Gardner and MacIntyre (1993) contend that low self efficacious students will have lower levels of verbal production, will be less likely to volunteer in class and will be reluctant to express their views in speaking in second language. According to the authors, it would appear that second language speaking low self efficacy belief arises from early negative experiences, particularly. Also, they reported that while language anxiety may be high initially, it would be expected to decline as a student gains proficiency, provided that the student continues to study or use the second language (Ehrman, 1996).

Students are motivated to learn second language when their self efficacy belief is high and have personal goals to accomplish (Bandura et al.2003). Personal goals include the goals students set for themselves, goals and goals their parents set for them. Self-efficacy belief and goal setting, in combination, promote greater academic attainment (ibid). Bandura et al. (2003) discussed the psychological influences through which self-efficacy beliefs affect academic achievement of students, and are related to their ability to learn as well as their social skills that contribute to their academic achievements.

Bandura (1997) noted that students' past experiences could have a motivating or demotivating effect on students. For example, students who performed well in language tasks would approach subsequent more complex language tasks with expectation to perform. In second language classroom, teachers can help students perform better and persist in studying for a longer time by structuring activities that increase their self-efficacy belief. For instance, level appropriate tasks provide students with a sense of success and perform better in other similar tasks (Pajares, 1996; and Mills, 2004).

3.9 Locus of Control and Language Learning

Locus of control is people's belief about what causes their actions. This belief, in turn, guides what kinds of attitudes and behaviors people adopt. In other words, locus of control orientation is an individual's belief about whether outcomes of an action are within their personal control (internal locus of control) or whether these events happen because of some external causes outside their personal control (external locus of control) (Gabillon, 2007). This could also affect students' motivation to learn second/ foreign languages, and their academic performance is inhibited if the language is used a medium instruction.

Locus of control deals with an interaction of an individual with his or her environment (Rotter, 1990). He also adds that one cannot speak of a personality internal to the individual that is independent of the environment, and neither can one focus on behavior as being an automatic response to an objective set of environmental stimuli. Rather, to understand behavior, one must take both the individual's experiences and the environment.

Locus of control has been derived from the social learning theory of Rotter (1954). It refers to a person's beliefs about a control over learning in general and oral English in particular. It is divided into external and internal based on the people's attributions of events in their lives. People, who hold the belief that they are responsible for everything that happens to them, are termed as internalist, whereas those, who believe that events in their lives are all determined by forces beyond their control, are considered as externalist.

Rotter believes that an internal locus of control is related to higher academic achievement, and the reverse causes a failure; if students take a responsibility of their success, it is likely that they can bring changes in their performance (Rotter, 1990). Moreover, Bender (1995)

revealed that a continued failure in spite of continued attempts at school tasks leads students to have external locus of control and their motivation to learn could be affected. Consequently, they shift blames to teachers, circumstances, or fate. This type of thinking blocks a chance to learn and improve.

There has to be an effort, which concentrates on strengthening the students' internal locus of control of learning. To this effect, students need someone, who assists them to own events in their lives. For example, as students are working on a task, they may say things like "this is tough, but hard work pays off" or "I did a good job on that one." "I failed because I did not exert the required efforts." This type of thinking promotes self awareness and independent learning.

Teaching children from a young age that hard work can pay off would be beneficial and they are motivated to take challenges as an opportunity to learn, and they give value to their own ability and efforts that could put them on the right track to succeed.

The feedback that students receive concerning their level of performance on academic tasks, either relative to others or relative to a certain norm of acceptability could influence the way they attribute their success or failure (Pollard et al., 1994). Thus, teachers have to understand how students interpret and use the feedback for academic performance.

Tasks for students should also be neither too easy nor too difficult. If students believe that they are likely to get an **A** no matter what they do, then their achievement motivation will not be at a maximum, and if students feel certain to fail no matter what they do, their achievement motivation will be minimal (ibid). Therefore, grading systems should be set up so that earning an **A** is difficult, but possible, and earning a low grade is also possible for students who exert little effort. Thus, success must be understood as it is within the reach, but not in the easy reach of all students (ibid).

Students, who are motivated to achieve, have a tendency to strive for success and choose goal-oriented activities even after they experience failure persist longer at a task than those students who are less high in achievement motivation and attribute their failures to lack of effort rather than to external factors such as task difficulty or luck (Bandura, 1997); and Pollard et al. (1994; and Nogy, 1989). Moreover, achievement motivated students redouble

their efforts when they fail until they do succeed. In contrast, students who do not experience success in achievement settings will tend to lose the motivation to succeed in such settings and will turn their interests elsewhere (ibid).

In conclusion, in this chapter, the brief account of Ethiopian education, researches undertaken locally and globally in the areas of the issues in focus and some theories, learning philosophies and their implications to teaching in general and language teaching in particular, and beliefs and control systems in second language learning have been discussed.

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter has described the subjects of the study, the methods utilized for the data gathering, and the data analysis instruments. A brief discussion has been made on the different approaches to set a ground for the rationale behind the utilization of the research methods and approaches.

The study has dealt with the hypothesis that has engaged product and process investigation. Meaning, it has two dimensions. On the one hand, it assessed the effects of MLE on the students' SEB, LOC, and OEP, and thus, it was product oriented that called for a quantitative approach.

On the other hand, it explored oral English teaching and learning practices using observations, interviews and focus group discussions (Lincoln and Guba, 2000, and (Denzin and Lincoln, 2000). This made it process oriented, and consequently, a qualitative approach was applied. It was due to this that a mixed research method was used. In brief, I chose a mixed research paradigm because it was appropriate for the objectives of my study.

4.2 Research Design

The study has applied a pre test- post test experimental design. The reason why the experimental design has been used is, as mentioned earlier, to assess the effects of MLE on the students' SEB, LOC, and OEP and statistically test the modification that occurred in the mediated students as opposed to the unmediated ones (Jensen, 2008). It, thus, tested hypotheses and confirmed or disconfirmed it in the light of the controlled variable relationship.

4.3 Population and Sampling

4.3.1 School Selection

The following table presents the distribution of preparatory schools in each sub city of Addis Ababa from which two schools were randomly selected.

Table 4.1: Government Preparatory School Distribution in Addis Ababa

No	Sub city	Name of school	Number
1	Bole	Bole	1
2	Yeka	Wondrad	1
3	Kirkos	Abiyot Kirs	1
4	Lideta	Limat Minch	1
5	Kolfe Keranio	----------	0
6	Nefas Silk Lafto	Kefitegna 23	1
7	Gullelie	Yekatit and Medhane Alem	2
8	Akaki Kaliti	Darartu Tulu	1
9	Addis Ketema	Addis Ketema	1
10	Arada	Menelik II	1
11	Total		10

There are a total of 10 government preparatory schools in Addis Ababa. Except Kolfe Keranio, all the sub cities have preparatory schools, which are administered by Addis Ababa Education Bureau. Because preparatory students are randomly assigned by the bureau, the student population is believed to contain an equivalent performance mix. Thus, from among the schools, two (Bole and Wondrad) schools were randomly selected by casting a lot.

There was a convincing reason to have subjects for the study from two schools. Meaning, if both unmediated and mediated subjects are drawn from the same school, information is easily disseminated throughout the school and spoils the findings of the study. Concerning contamination, Morris and Carol (1987: 63) argue saying: "Contamination may be less of a problem when experimental and control groups are at different sites...." Thus, it was in favor of the quality of the findings that two schools were considered for the study. Taking subjects from these schools did not cause problems to the study as both are governmental and preparatory-I students, who were randomly assigned to them from different schools in the city. This sampling technique was applied to both the pilot and the main studies.

4.4 procedures and Students Sampling

4.4.1 Sampling Procedures

The selection of the students was made according to the following procedures. First, the lists of the students were taken and they were stratified according to their grade ten general English grades and sex. Grade (A, B, C, or D) based segregation was made to have an insight about the students' general English performance. On the other hand, sex based stratification was made to control the differences that could affect the findings of the study, because

differences in the academic performance of boys and girls and emphasized that their academic differences have to be studied in relation with their self efficacy belief, and locus of control. It was due to this that I have given a special attention to sex while selecting students for my study. After dividing the students in terms sex, their grades were recorded on separate lists dividing into A, B, C, and D.

Regarding the importance of the stratification of subjects, Creswell (2003) claims that factors that might influence the findings of the study have to be controlled through stratification, which gives opportunity to strata in a given population.

4.4.2 Sampling

I limited the number of the subjects to 40 students to control inconsistency in the teachers' assessment of OEP; meaning, the larger the number of students, the more difficult to assess consistently (Creswell, 2003). Morris and Carol (1987) also argue that it is manageable and valid to take minimum 30 subjects to undertake an experiment.

The subjects were sampled from the preparatory-I students' population of Bole and Wondrad schools as shown in the following tables. In Table 4.2, the preparatory-I students' English entrance examination grades are presented. It is apparent from the table that 2%, 84% , 10%, and 4% of the students scored "D", "C", "B" and "A", respectively. From the grade distribution, I have learned that majority of the students from the two schools were average achievers.

Table 4. 2: Grade Distribution Preparatory I Students of Bole and Wondrad Schools

Grade	Bole (female)	Bole (male)	Wondrad (female)	Wondrad (male)	Total
A	20	30	15	23	88
B	46	75	34	64	219
C	653	369	511	288	1821
D	14	8	10	5	37
Total	733	482	570	380	2165

Table 4.3 presents the number of the students that were sampled from both female and male students and proportionately represented in the study. In other words, efforts have been

Table 4.3 presents the number of the students that were sampled from both female and male students and proportionately represented in the study. In other words, efforts have been made to reflect the general trend of the population in the sample. From the two schools 80 students (40 females and 40 males) were selected as indicated in the following table. The proportion of the grades included 4%, 8%, 64%, and 24% "A"s, "B"s, "C"s, and "D"s, respectively. The reason behind proportion based selection was to explore the possible changes that could take in the students' oral English performance due to the application of teacher mediation.

Table 4.3: Proportion of the Sampled Students

Grade	Bole (female)	Bole (male)	Wondrad (female)	Wondrad (male)	Total
A	1	1	1	1	4
B	1	2	1	2	6
C	17	16	17	1	51
D	1	1	1	16	19
Total	20	20	20	20	80

4.5 Procedures and Teachers' Sampling

4.5.1 Procedures

First discussions were held with the two school directors to have necessary information that facilitates my study. Following, the list of preparatory-I English teachers, work experiences, students', peers', and heads' evaluation results; and letters of reprimand and appreciation were gathered in order to have reliable information for the recruitment of two teachers with equivalent oral English teaching capacity for the study. Then, observation and training were organized on how to assess OEP for both and MLE training was given to the mediator. The checklist that was used to select is explained as follows.

4.5.2 Teachers' Sampling

In both schools, there were 8 preparatory-I English teachers. Using availability sampling, all the teachers from each school participated in questionnaire filling, interviews, observations, and focus group discussions. Availability sampling was used, because it gives a chance to all subjects in one school to be sampled, because they are members of the teachers teaching the same level in the city. Moreover, sampling teachers from the only the two schools could also minimize information diffusions and increase the validity of the findings of the study (Morris and Carol, 1987; and Yalew, 2006).

Nevertheless, the two teachers, who participated in the main study's experimental and non experimental teaching, were those, who did the pilot study, because the findings of the study witnessed that the checklist based selection narrowed the gaps between the two teachers. I did not use one teacher for both experimental and control group students for fear the mediator might transfer the MLE knowledge and skills to the controlled teaching and inflict contaminating effects on the findings. It was due to this problem that the two teachers were carefully recruited to conduct the mediated and unmediated oral English classes. To select the two teachers, the following checklist was used.

1. Age and sex;
2. Major subject;
3. Year of graduation;
4. List of courses taken at university;
5. Teaching experiences;
6. The area of reading interest;
7. Books so far read;
8. Training attended;
9. Evaluation results of directors, heads, and students;
10. Expert evaluation results of teaching capability; and
11. Skill of assessing oral English.

The preparatory-I English teachers were assessed with the help of checklist that consisted of 11 items to narrow down the possible disparities in experiences, skills, and knowledge of teaching oral English. Information on items 1, 2, 3, 4, 5, and 9 was gathered from the schools' human resource departments. Information on items 6, 7, and 8 were secured from the teachers themselves. I assigned two experts to train and evaluate oral English performance of the two teachers, and they provided me with information about their competency in oral English teaching. The two experts trained the two teachers for a week (40 hours) on how to assess the students' oral English performance in a consistent way.

The two teachers were made to practice how to assess OEP on a small number of students before carrying out the study to further confirm their equivalence. For this purpose, 5 students were randomly drawn from grade twelve, and were given a topic each to discuss

checklist: confidence in speaking, ability to use English, audibility, content, organization, and clarity using 1-5 rating scales.

Moreover, to see the teaching styles and the teaching capacity of them, two college English teachers, who have rich experiences in teaching English and their department head and colleagues witnessed their diligence and capacity, were made to observe and evaluate the oral English classes of the two teachers based on criteria like: proficiency in English, classroom management, effective use of the medium of instruction, ability to initiate students, clarity in presentation, organization of ideas, and ability to use authentic examples. From the reports of the evaluators, it was again apparent that the two teachers were equivalent in their oral English teaching capacity.

Coming to the teacher that was assigned to teach the mediated class, he received a month long training, for 12 hours a week (48 hours), on how to apply MLE criteria to teach oral English. Before the training, I received orientation from Teka and Abiy on how to apply MLE in teaching. In addition, ideas were obtained from Feuerstein on how to train the mediator to mediate learning. Then, I gave the training with the assistance of Teka using the materials compiled from the books of Feuerstein, and a training material received from Collins.

4.6 The Rationale to Select First Year Preparatory

The study has centered on the first year preparatory school students, because it is the beginning of the preparatory class, where they are expected to establish a good ground for a university education. As indicated earlier, many research findings also disclosed that the problems university students face in English is due to deficient preparation at secondary school. Moreover, the English courses that were being given at a tertiary level were supposed to be given at this level. Furthermore, I doubted that the preparatory level English could substitute the tertiary level English and prepare students for the requirements of university education based on my assessment of the English language books designed for the preparatory-I students.

A study by Alemu (2004) has revealed that the training that the secondary school teachers are receiving could not make them competent enough to help their students up to the tertiary

A study by Alemu (2004) has revealed that the training that the secondary school teachers are receiving could not make them competent enough to help their students up to the tertiary level education requirements based on what the teachers themselves reported. Alemu also underscored that Ethiopia has to develop the teaching capability of teachers before changing the texts they can not teach. Moreover, Alemu's findings indicated that secondary school teachers had a tendency to disregard the oral English section that is given due consideration by the syllabus probably due to lack of self confidence and other factors. From preliminary discussions held by the researcher with some university and preparatory level education teachers and students have made apparent the need to give attention to this level and seek solutio...

Moreover, a workshop that was organized in 2008 by Ministry of Education on 'The need to revisit University Curriculum' in Addis Ababa University Akaki Kaliti campus disclosed that problems university students face in other courses emanate from the students' inadequate English background. As the researcher was one of the facilitators in the workshop, he realized the seriousness of the problem from the ideas raised by different participants particularly touching on the students' weakness to express their ideas in English. Whether or not the preparatory English teaching method fulfills the needs of the students and helps them to be successful in tertiary education is the issue that needs attention so as to seek alternatives. For example, Tamene (2000) says that the causes of the speaking skill problems students face in learning at tertiary are mainly resulted from the context of learning at the secondary level and English teaching does not meet the stated goals to be achieved. Thus, attention is needed, at this level, in order to help students develop the skills needed to be successful in their university study.

4.7 Methods of Data Collection

The study incorporated both quantitative and qualitative data to see the problem of oral English from different perspectives and make substantiated conclusions from the findings. The data were collected at pre, while, and post phases. The qualitative methods were utilized to triangulate the findings of the quantitative methods (Creswell, and Plano Clark (2007). They also explained and validated the findings of the quantitative methods through the description of individuals' behaviors. This was done by comparing and contrasting the quantitative results with the qualitative findings to see whether the two data sets converge

Creswell (2003) says that a triangulation approach is the widely applied mixed method, and is selected as a model when a researcher uses two different methods in an attempt to confirm, cross -validate, or corroborate findings within a single study (Morgan, 1998). This model generally uses separate quantitative and qualitative methods as a means to off-set the weaknesses inherent within one method with the strengths of the other method. Both quantitative and qualitative data collection can happen in one phase of the research study as appropriate (ibid). Ideally, the priority would be given to either quantitative or qualitative based on the objective of the study. In this study's case, priority is given to the quantitative as the prime objective of it is to assess the possible changes that may take place in the students' SEB, LOC, and OEP and statistically test them.

4.7.1 Quantitative Instruments

Quantitative research uses methods that are designed to ensure objectivity, generalizability, consistency, and reliability (Steckler et al., 1992). Quantitative instruments produce quantifiable, reliable data that are usually generalizable to some larger population, and are often most appropriate for conducting needs assessments or for evaluations comparing outcomes with baseline data (Kothari, 1989). The methods used quantitatively in this study included students' and teachers' questionnaires, students' locus of control and self efficacy belief scales, and oral English performance tests. They were used to quantify the data gathered and make comparisons objective (Creswell, 1998).

4.7.1.1 Questionnaires

All the questionnaires (five for students and 2 for teachers) were piloted to assure their quality and gather reliable information for the main study. Five close ended students' questionnaires were designed and administered. These included general background information about the students, SEB, LOC of the students, their perceptions of the mediation criteria, and whether or not their teachers were employing the tools to teach oral English. Moreover, 2 questionnaires were designed for teachers on their perceptions and their experiences of teaching oral English.

A. Demographic Factors Questionnaire from Students

The background information questionnaire consisted of 7 major questions having sub questic . Demographic characteristics of the students (age, sex, religion, ethnicity, and family's occupation and education background) have been gathered to have information about them even though they were not the focus of this study. The knowledge of these variables assisted me to know the degree of their distribution in the subjects that participated in the study. The purpose was to understand the students in terms of the variables and use them for explanations if any.

B. Students' Self Efficacy Belief Scale Questionnaire

Concerning the measuring of the students' SEB, a total of 15 items measuring academic self efficac, have been adapted from Pintrich and De Groot (1990); Roeser et al. (1996); and Mulugeta (1998) to measure the first year Preparatory School students' oral English SEB. The items were scored on a five- point Likert scale varying from *very true of me* (score 5) to *not true of me* (score 1).

During the pilot study, the students' SEB scales were measured at the beginning and the end of the experiment to try the instruments, explore the possible changes in their beliefs and OEP. During the main study, nevertheless, the students' SEB scales were measured at the three st-ges of the study: beginning, middle, and end to assess possible changes in them and in their oral English performance. This assessment also helped me to know whether or not the progress in the students' OEP, LOC, and SEB was linear.

C. Students' Locus of Control Scale Questionnaire

Locus of control scale was adapted from the 29 paired items that were originally prepared by Rotter in yes/ no form and Mulugeta (1998) redesigned 35 in a five–point Likert scale (*strongly agree, agree, uncertain, disagree, and strongly disagree*) to measure Addis Ababa University freshman students' academic SEB and LOC. Some of the items were not used becaus- they deal with different issues like politics, war, and love affairs (Nowicki and Strickland, 1973; Rotter, 1966; and Mulugeta, 1998). For the pilot study, I carefully studied the original version and those used by Mulugeta and redesigned 35 items in the five point Likert scales like Mulugeta to produce ideas with wider range.

The rational to adopt a five point Likert scale was to generate more comprehensive responses from the respondents providing them with an opportunity to indicate a range of options. In other words, it has given a depth to the findings from the subjects.

However, for the main study, the number of the items was reduced to 34, because two of the items were found to be, more or less, the same when tried. In addition, for the pilot study, 13 internal, and 22 external items were used. However, during the main study, all were converted into internal items to remove confusions in analysis. Like the SEB, the LOC was also measured at three phases of the study.

D. Students' Mediation Questionnaire

A questionnaire on students' perception about the importance of MLE criteria consisting of 12 items have been derived from Williams and Burden (1997); Mulugeta (1998); and Deligianni (2003). The items were designed in a five- point likert scale (*very important, important, uncertain, not very important, and not at all important*) with values ranging from 1 for not at all important to 5 for very important. The objective of the other student questionnaire, which contained 12 items, was to describe the way the students perceived the students' perceived their teachers' attempts to utilize the MLE criteria. These were again customized from the works of the above scholars with a five- level Likert scale (*very often, quite often, neutral, not very often, and not at all*) with the value ranging from *1 for not at all* to *5 for very often.*

E. Teachers' Mediation Questionnaire

For teachers, two questionnaires that consisted of 12 items in a five- point Likert scale were redesigned, from works Mulugeta (1998); Deligianni (2003); and Williams and Burden (1997). The intention of the first questionnaire was to assess their attitudes (*very important, important, uncertain, not very important, not at all important*) towards the MLE criteria, while the second one was to analyze how frequent (*very often*, *quite often*, *uncertain*, *not very often*, and *not at all*) the teachers were attempting to utilize the criteria to teach oral English.

4.7.1.2 Lessons and Oral English Tests

A. MLE-Based Lessons

The oral English lessons were prepared based on Preparatory-I English that has two parts each with 7 units. In each part, there is a section that deals with a speaking exercise on ideas that are familiar to students. For the pilot study, for half a semester (2 months), a lesson

consisting of 3 oral English lessons was prepared. Then after, for further accuracy, the new and the existing oral English lessons were discussed with researchers in the area of MLE, English teachers and curriculum experts. From the researchers on MLE, I have received feedback that I have to set all the 12 MLE criteria as objectives each session. Consequently, I improved them. Second, I gave the lessons to the two experts, who were assisting me to edit the lessons. Some comments were received on accuracy issues, and I made amendments.

The main study was carried out in 2009/ 2010 academic year for a semester or 16 weeks (four hours a week), using the first part of preparatory-I English, which consisted of topics: English sounds, people and customs, awareness about persons with disabilities, clothes and fashion, Organizations, parent-child relationships, agriculture- based industry, and crafts, craftsmen, and crafts women. During this study, some of the topics that were in the first part were moved to the second part and some new topics like: parent- child relationship and agriculture- based industry were introduced. The lessons for the mediated students were designed using the 12 MLE criteria as the objectives to be achieved, and were taught by the mediator, who took MLE training for a month, whereas the unmediated students were taught by the teacher that did not take training on MLE.

The actions that were taken to introduce the new topics astonished the preparatory-I English teachers, because it was out of their expectations, and they did not receive refresher training to effectively teach. From preliminary talks that were held with the two school directors, I learned that they did not have information about the purpose of the change, and preparations were not made. They had complaints about their exclusion from the process of introducing the change, and the action taken to assign them to teach without getting training. Alemu's (2004) criticism of the disconnect between introducing a new textbook and provision of training on how to use it falls in line with what happened to the teachers. Alemu noted that changes in the ELT of the country can be practical, if teachers are given training on how before introducing new methods of teaching English. Alemu argued that it is imposition and quality of learning is compromised if changes are introduced without necessary preparation, and change efforts may fail.

B. Oral English Tests and Assessment Criteria

Oral English tests were set to assess the oral English performance of the students at pre, while, and post mediation. All the test topics of the pilot and main studies were prepared by the two teachers and polished by me and were administered by the two in their respective schools in my presence. To further assure their quality, the speaking topics were evaluated by two senior English teachers teaching at university level.

For the pre oral English assessment, two pre tests were administered. The purpose of giving the two tests was to get dependable data to know the present status of the students of the both groups and involve them in the study. The middle test was conducted in the middle of the study to the students in order to check progress in their oral English progress. The post test was administered at the end in order to assess further changes as the span of time is extended.

Primarily, to assess the students' oral English performance, a checklist was set and evaluated by English language test experts. Yalew (2006) emphasizes that a checklist is an important instrument to undertake observations on the students' classroom behaviors. It helps the assessor to critically attend to all the processes and identify gaps. As discussed in 4.5.2, the two teachers received 40- hour training when they were selected to assess how consistent they rate oral English performances of the students. A checklist that consisted six items was prepared to assess the students' oral performance in a four- point likert scale. The scales were meant to measure the students' individual, pair, and group performance level against each item. The students' performance was assessed using scales that include: difficulty to meet expectations (1 point), progressing towards expectations (2 points), meeting expectations (3 points), and surpassing expectation (4 points). The criteria that were adapted from Lynch (1998) for this purpose included the following points.

- Audibility of the talk;
- Confidence of the speaker;
- Content of the talk;
- Organization of the talk;
- Clarity of the talk; and
- Appropriacy of English used.

4.7.2 Qualitative Instruments

Qualitative instruments allow the subjects being studied to give richer information to questions put to them by researchers when they are used along with the quantitative research. Not only does it provide valuable information to certain research questions, but also there is a strong case for using it to complement quantitative research methods (Morris and Carol, 1987; and Lincoln and Guba, 2000). Ideas become whole and more convincing when they are assessed from different ways. Thus, skillfully combining qualitative approach with quantitative makes the two complement each other and results in dependable findings. Relying only on a single qualitative tool would not suffice unless it is coupled with ranges of different methods and people that can cross- validate findings (Simons, 1981; and Stubbs, 1983).

Thus, in this study, observations, interviews, and focus group discussions were used in order to generate information and complement the experiment (Creswell, 1998). These were the three main methods for collecting data in the qualitative research that helped me to gather information and assessed if there were differences and / or similarities in teachers' claims and practices, behaviors, beliefs, emotions, and classroom interactions (Steckler et al., 1992).

The data were gathered supported by means like: note taking, video, and audio recordings. During interviews, and focus group discussions, data were gathered through note taking, and audio recording, while note taking, video, and audio recordings were used during class observations. These data gathering means were utilized simultaneously for reliability purpose. If one of the means does not operate effectively or fails, the other can substitute. If all work, it is opportunity to extract information from each and triangulate findings.

Video recording is one of the means of qualitative data collection that assists to observe the naturally occurring classroom behaviors (student- student and teacher- student). In addition, it provides researchers with denser linguistic information and more contextual data than note-taking and audio recoding in gathering data from people in real situations doing real activities (Lazaraton, 1995).

4.7.2.1 Classroom Observations

This section presents how classroom observations were carried out with the help of video, audio, and note taking. Observation is an important method to discover the reality, because people may not always do what they say they do (Tashakokri and Teddlie, 2003). Thus, in order to observe the naturally occurring actions and behaviors, observation plays a pivotal role.

The means that were used throughout the classroom observations that were carried out twice: pre and while) are explained as follows. While observing the oral English lessons, I was sitting at the back not to disturb the students when I was taking notes and taping the lessons. For taping the lessons, I used a small walkman recorder, which was not noisy. However, concerning the video recording, the two directors and the two teachers gave orientations to the students not to get embarrassed by my and the video man's presence.

The video recording has given me a good chance to understand the behaviors in terms of both verbal and non verbal ways. Meaning, factors that caused the students to behave either verbally or non- verbally were scrutinized. In a nutshell, the recording helped me to get more crux of the matter of the class processes and make the interpretation more reliable.

Audio taping was another alternative means that I used to gather information. Audio taping is not as complex as video recording, and thus it can be handled by researchers themselves while taking notes (Heider, 1976). Moreover, it is an alternative data source if the videoed data fail to access or operate. In this study too, I handled both the note-taking and audio tape operation, and the video camera was handled by my assistant.

In addition to audio and video recordings, I used two checklists to take notes. The first checklist consisted of the following items in five point likert scales (very often (5 points), quite often (4 points), sometimes (3 points), rarely (2 points), and never (1) to describe what was going in oral English class. The objective was to assess how frequent the teachers were utilizing the items in the checklist in order to facilitate oral English learning. Moreover, I intended to give depth to the data integrating with those gathered through video and audio.

- Teacher's talk time;
- Teacher- student interactions;

- Student- student interactions;
- Introductions to lessons;
- Authenticity and relevance of examples used;
- Use of medium of instruction;
- Task explanations; and
- Motivating students.

The items of the second checklist were derived from MLE's 12 criteria and measured in likert scales (very often (5 points), quite often (4 points), sometimes (3 points), rarely (points), and never (1 points) to compare the teachers' claims with their actual oral English teaching practices.

- Gives clear instructions to lessons;
- Help students know the why of the lessons;
- Help students to know the future applications of oral English;
- Help students develop confidence;
- Teaches students to develop their own strategy to practice;
- Help students to know how to set goals and practice to achieve;
- Help students to understand challenges as opportunity to improve;
- Help students to take responsibility for their own learning;
- Encourage to develop a feeling that they improve;
- Encourage them develop a feeling of working together;
- Motivate them to work individually so that they develop belief of independent learning; and
- Help students understand the classroom as a system in which all benefit.

A. Pre Mediation Observations

Pre mediation observations were done before the teachers and students filled questionnaires for fear their exposure to the information in the questionnaires contaminate the findings of the study. The purpose of the pre experiment observation, as indicated in 4.7.2.1, was to observe the problems teachers and students face, how oral English sessions were being managed, and how teacher- student and student- student interactions were taking place. Moreover, it was to compare teachers' claims with their classroom practices. Coupled with

note taking, video and audio recordings, observation was carried out on all the 16 teachers (8 from each school) teaching preparatory-I English once each from September 22 through October 01, 2009. I observed each teacher for 50 minutes for two weeks. Then, the 16 lessons were transcribed by one English teacher and were checked by me and another English teacher for accuracy.

B. While Observation

The while observation lasted for a semester comprising 16 weeks (4 months) in which both the mediated and unmediated sessions were observed for two hours each. At the same time, the sessions were videoed to understand differences between the pre and the while oral English class processes, the mediated and unmediated class processes, and reactions of teachers and students. In the 16 weeks, I filled two checklists and audio recorded 16 lessons. In addition, the lessons were video recorded by my assistant. Then the lessons were transcribed and analyzed integrating with the information secured through the checklists.

4.7.2.3 Interviews

Interviews are of three types: structured, semi- structured, and unstructured. A structured interview is the same as a questionnaire except its administration face to face (Best and Kahn, 2002). In the current study's case, unstructured interview, which was so flexible and provided with in-depth information, was used to gather extended data that complement the findings of the experiment from both the students and teachers (Cohen and Manion, 1994). Interviews are very important because they help researchers to encourage respondents, who may not be happy to uncover issues among other people. As discussed earlier, different tools have something the complements gaps in the other. Hence, face to face interviews with subjects give an opportunity to have deeper insights, emotions about them, because they place an emphasis on understanding through closely listening to their words (Maykut and Morehouse, 1994).

In this study, both pre and post mediation interviews were held with the mediated and unmediated students (10 from each). However, in case of teachers, 16 teachers (8 from each school) were interviewed in the pre interview, whereas only the two teachers that participated in the experiment were interviewed in the post interview. The medium of the students' interview was Amharic, because I learned from the pilot study that they could not give adequate information in English. Majority of them had difficulties to respond to the questions

was asking in English. They were code switching. Due to this problem, I used Amharic as a medium of instruction during the main study. From this context, I also understood the serious problems the students were experiencing to express their ideas in English.

However, the teachers were interviewed in English, because they preferred English as a medium of the interview. In the meantime, I recognized the teachers' weakness and strength in expressing their ideas in English. The interviews were held with the experimental and control subjects separately in order to understand the possible ground for differences and/ or similarities between the two groups.

A. Pre Mediation Students' Interviews

The interviews were held with 10 students in each school for 15 minutes to understand the location of the oral English problems from the way they described and explained why the problems are the way they are in their respective schools. The control and experimental group students were interviewed separately to control information exchange about the study. Then, the interviews were transcribed, translated, and edited by English teacher.

The checklist questions, which included the following, were used to gather information from the students.

- What is your understanding of oral English?
- Do you like sharing your ideas in English? Why?
- What strategy do you employ to express your ideas in English in class?
- What is the purpose of developing oral English?
- How do your English teachers teach you how to develop your oral English?
- What does make oral English difficult?
- From among writing, reading, speaking, and listening skills, which one is the most challenging to you?
- How often do you use English outside classroom? If your response is negative, give your reasons.
- What issues do you like to talk about in English?
- Do you think you have a proficiency to express your ideas in English? If you say no, what are your reasons?

- What are your overall feelings about the current method of teaching oral English?

B. Post Mediation Students' Interviews

Post mediation interviews were conducted with the same students to learn if there were changes in their descriptions and explanations of the oral English limitations. Both groups were needed to underline their gains and experiences of the four month oral English lessons using the following questions as a checklist.

- Discuss the new inputs you have gained from the 4 month long oral English sessions.
- Do you believe you can express your ideas in English? If you say no, explain your reasons.
- What is your understanding of oral English in relation to the other subjects you learn?
- Did you like the way you were taught oral English? If you say no, why?
- When you compare your previous and present oral English, what changes have you achieved in your ability?

C. Pre Mediation Teachers' Interviews

Interviews were held in English for 20 minutes with the 8 teachers from each school to learn how they described and explained why the oral English problems are the way they are. It was also to examine and crosscheck what both the students and the teachers said about the depth of their problems in oral English and their suggestions to reverse them.

The Checklist for the interview included the following.

- What is your understanding of oral English?
- Based on your experiences, what are qualities of a good English speaker?
- What factors do you think make oral English difficult?
- What are your experiences of teaching oral English?
- How do you rate your students' experiences and confidence in oral English?
- From the four language learning skills (listening, reading, speaking, and writing), which one is a challenge for you and your students? What are your reasons?

- What do you think are the overall advantages of helping the preparatory students develop their oral English?
- What techniques do you utilize to motivate your students to develop their oral English?

D. Post Mediation Control Teacher and Mediator Reflections

After the 16 weeks long oral English sessions, discussions were held with the two teachers separately to listen to what they said about their experiences and challenges while teaching. In other words, it was to learn the differences and/ or similarities between their explanations about the process of teaching/ learning. This time, the reflections by the two teachers lasted for one hour due to the necessity of generating more information about their four month experiences of teaching oral English.

The checklist consisted of the following questions.

- What is your understanding of oral English?
- What experiences have you gained from the four month teaching of oral English?
- Explain the improvements you observed in the oral English ability of your students?
- What were your challenges of conducting the oral English lessons?
- From you experiences of teaching oral English for 4 months, what did you realize about the sources of the problems that your students face in their oral English?
- In general, what do you suggest to improve oral English teaching?

4.7.2.4 Focus Group Discussions

The panel of teachers and students was the other method that was used to seek more rigorous information. The discussions were held with the teachers and students at their respective schools. Focus group discussions are exploratory research tools that help to explore people's thoughts and feelings about a particular topic or issue (Sherraden, 2008). They bring together a small number of people to exchange ideas discussing from different perspectives (Maykut and Morehouse, 1994).

The medium of discussion for students was Amharic, whereas that of the teachers' was English. For each focus group discussion, about two hours was allocated. For both the students and the teachers, the discussions were arranged in the after noon in order to have adequate time discuss.

A. Students' Pre Mediation Focus Group Discussion

Here again, the previous students were included in the discussion, because the purpose was to listen to the problem from different perspectives and learn more. The purpose was to understand differences and/ or similarities in their current level of describing and explaining the oral English problems they experience. It helped me to have a better opportunity to listen to the arguments forwarded by the students due to differences in their interests and background. The students of the two schools were treated separately in order to control information exchange between them.

The following questions were used for the focus group discussion.

- Discuss the major challenges you were encountering in practicing to develop your oral English. Do you think you can overcome in the near future? If you say no, what are your reasons?
- How do you evaluate your ability and confidence to speak in English inside and outside classes?
- How do you assess the oral English ability of your English teachers? Are they your role models? If your response to this question is no, what are your reasons?
- Whom do you blame for your problems in your oral English? Why? Suggest what to be done to solve your problems.

B. Students' Post Mediation Focus Group Discussion

In the post mediation focus group discussion also, the 20 students from the two schools took part separately to understand their gains from MLE or a shift in their understanding and the way they discussed their oral English problems and the solutions they recommended.

The checklist contained the following questions.

- After attending oral English sessions for 4 months, are the challenges you were experiencing minimized?
- Now how can you rate your ability and confidence in oral English in class and outside?
- How do you assess the ability of the teacher the teacher that taught oral English for 4 months? Do you consider him as a role model? If you say no, why?

- For the problems you face in oral English, whom d do you blame? Why? Suggest a strategy that could solve them.

C. Teachers' Pre Mediation Focus Group Discussion

Like the pre interview, the 16 teachers of the two schools were made the targets of the focus group discussion. In this regard again, thorough discussions were held with the teachers in their respective schools to understand about the possible variations and /or congruence in their experiences and challenges of teaching oral English. Post mediation discussion involved only the two teachers that participated in the experiment (see 4.7.2.3 D).

The questions given below were used for the pre mediation teachers' focus group discussions.

- What is the depth of the problems you have been facing in teaching oral English? Explain them.
- How do you rate your students' current practices and oral English proficiency?
- What is your assessment of the effectiveness of the course you took at university to teach oral English?
- Who are responsible for the problems you face in teaching oral English? Why?
- Discuss the efforts you are making to bring changes in the method of teaching oral English and assist your students develop their ability.
- What do you suggest in introducing changes to teaching oral English and make them practical?

4.8 Rationale for the Research Methods Adopted

The objectives of the study determine the type of the methods to be employed. Accordingly, reasons for adopting mixed methods for this study are discussed as follows. Tashakkori and Teddlie (2003) emphatically underscored that mixed method is objective driven and is like constructing one fish net out of several fish nets that have holes in them laying them on top of one another to make the new net not to have any holes in it. This underlines that pieces can make whole when they are put together systematically. The use of multiple methods or approaches to research works the same way. Studies may use a single method, or a mixed method based on the questions they set to answer complementing each other.

Consequently, this study had two dimensions. In one way, it assessed the effects of MLE (cause and effect relationships), and, on the other hand, it assessed students' and teachers' motivation, practices, and perceptions to develop their oral English. This necessitated a mixed method (quantitative and qualitative) to draw data from different sources as a single approach may not enable the researcher to fully measure the various students' learning behaviors, and cross- validate findings that could answer research questions and meet the objectives of the study. It was to this end that this study applied survey methods (interviews, observations, and focus group discussions) along with the quantitative approaches. Concerning the necessity of using complementary approaches, Stubbs (1983) says that the important issue is having the understanding of that all data collection sources have limitations, and that we should combine different methods to control internal and external consistencies. Simons (1981) has also noted that using a range of different approaches and different people as sources, cross- checks the accuracy of information and makes the findings of the study reliable and replicable.

Studies that quantify relationships are of two types: descriptive and experimental. In descriptive studies no attempt is made to change behavior or conditions; we just measure things as they are, whereas in an experimental study, we take measurements, try some sort of intervention, and then take measurements again to see what happened (Hopkins, 2000). For this study, an experimental design has been adopted as a major tool of data collection. There were convincing reasons to use mainly experimental method, which was complemented by data gathered through survey method (Creswell, 2003). Primarily, experimental study helps to assess cause and affect relationships and increases internal validity, which is a pillar of an experimental design and without it conclusions might be weaker (Alderson et al. 1995; Leedy and Ormrod, 2005). Second, an experimental research yields external validity that helps a researcher to generalize findings to a broader population (Nunan (1992). For this study, it has given a greater chance of determining whether or not a causal connection existed between MLE and the dependent variables (SEB, LOC, and OEP) and extend the implications of the findings of the study with more confidence. Third, an experimental design is especially useful in addressing evaluation questions and testing hypotheses about the effectiveness and effects of teaching- learning processes, and set learning theories that can reliably be put to

practices. Emphasizing the use of comparative data as a context for interpreting findings, an experimental design increases our confidence that observed outcomes are the result of a given innovation instead of a function of extraneous variables (Lincoln, and Guba, 1985).

4.9 Methods of Data Analysis

4.9.1 Quantitative Data Analysis Tools

Based on the characteristics of the data gathered from different sources, different tools were utilized to analyze. The tools were used in the way they bear reliable results. Accordingly, the following analysis tools were employed to analyze the quantitative data.

In order to assess the teachers' and the students' perceptions and frequency of utilizing the MLE criteria, the median value was used. This analysis tool was used because it is more appropriate when many scores are concentrated at one end (skewed distribution), and relatively very few are at the other, which is the case with this study too (Best and Kahn, 1993). In addition, the median is not influenced by extreme scores her end of the distribution (ibid).

The intra differences or similarities between the means of the pre, while, and post tests were computed with the help of paired sample t-test; whereas independent samples t-test was applied to compare the students' oral English performance at the three stages of teacher mediation.

For the assessment of relationships between intra groups OEP and SEB, and OEP and LOC, Pearson correlation coefficient (r) was used. This statistics was applied because of the differences in the nature of the data generated on the two scales and oral English performance.

Wilcoxon Signed Ranks was utilized to compute intra SEB and LOC of the mediated and unmediated students. This comparison statistics was used because the scores were scales and non parametric. However, for the inter group comparison of the two scales, Mann-Whitney U- test, which is more appropriate than t-test to analyze scaled scores, was used.

4.9.2 Qualitative Data Analysis Tools

Data analysis of a qualitative study is a nonmathematical analytical procedure in which the researcher assesses the meanings of people's words and actions (Maykut and Morehouse,

1994). The approach that best suited my study was one that is described by Maykut and Morehouse as an interpretive-descriptive approach. In this approach, the researcher selects and interprets the data and intertwine descriptions, participants' words, raw data from the observation notes and the recordings, and his/her own interpretations into a rich and believable descriptive narrative (Neumann, 2000). The data that were gathered qualitatively were analyzed using the following coding techniques: open coding, axial coding, and selective coding.

To discover the meanings attached to the subjects' responses and discussions, I had to read through the transcriptions, and search for the meanings inherent in their discussions. I had various notes from my observations and much data from the transcriptions of the interviews. I had to study the data to ensure that my research questions were being addressed. Thereafter, I had to categorize the data into manageable units or codes. To accomplish the categorization everything that I had written down in the observations, focus group discussions, and interviews had to be coded in a way that could facilitate interpretation of the data. It was necessary to work very carefully with the data. In addition, I attempted to progress from the narrative of an event to a general interpretation of its meaning. During the process I had to consciously remain aware of my own biases and preconceptions, and how these may impact on what I was trying to understand (Maykut and Morehouse, 1994).

The first process of qualitative data analysis starts with open coding, which is the process of assigning labels to the transcribed raw data. The next step in the analysis of the data is axial coding, which entails the clustering of codes into themes in a way that links the codes and themes with the data. It strengthens the connection between evidence and concepts (Neumann, 2000).

Then comes selective coding, which deals with the selection of the main themes to be discussed in the findings. In this study, my overall analysis was organized around major themes which emerged from the open coding and the axial coding (Neumann, 2000).

To wind up, in this chapter, the research design, subjects of the study, sampling techniques, data gathering tools, the rationale for the design applied, and data analysis tools have been discussed.

4.10 The Pilot Study

4.10.1 Introduction

The objectives, duration, subjects, statistics for analysis, the preliminary findings, the lessons learned of the pilot study have been discussed.

4.10.2 The Objectives of the Pilot Study

Undertaking a pilot study has different objectives that could give a clear road map to conduct the main study. The pilot study has set the following main objectives to:

- assess if the mediator could undertake MLE and initiate interactions among the students and bring changes;
- assess the attitudes of the mediator and the mediatees towards MLE;
- try data gathering tools to validate;
- get myself acquainted with data gathering, and analytical procedures; and
- learn lessons for the main study.

To meet the objectives set above, oral English classes were observed, 4 teachers filled two MLE- based questionnaires, 30 students filled two MLE, SEB, LOC questionnaires, and interviews and focus group discussions were held with 4 teachers and 10 students. These played a crucial role in assuring the quality of the data to be gathered for the full scale study. As a result, some amendments were made to the questionnaires, interviews, focus group discussions, and observation checklists.

Moreover, the researcher got acquaintance with the instruments and the data gathering procedures, which helped him to think proactively and guard against them by planning beforehand. At the same time, how to analyze the data was exercised.

4.10.3 Duration of the Pilot Study

The pilot study took place between November10, 2008 and January 16, 2009 on first semester first year preparatory controlled and experimental group students who were enrolled for 2008/2009 academic year for the second half of a semester. The pilot time was pushed from the first half of the semester to the next half because the researcher used a longer time for discussion with directors, teachers, and students to establish a favorable environment for the experiment, and train a mediator to make the findings of the study dependable and reliable.

4.10.4 Subjects of the Pilot Study

Thirty students participated in the study from each group. These students took part in questionnaire filling, and oral English lessons. However, in interviews, and focus group discussions 10 students participated from the two schools in order to try the instruments and validate them.

Coming to teachers, 4 of the preparatory 1 English teachers were considered to fill a questionnaire, participate in interviews, and focus group discussions to polish the instruments and make them ready for the main study. In addition, two teachers participated in the experiment.

4.10.5 Preliminary Trends of Quantitative Findings

It was learned from the preliminary quantitative findings: pre and post oral English students' intra and inter performances that MLE could initiate changes. The pre mediation oral English performances of the mediated and unmediated students were found to be equivalent. Similarly, MLE triggered changes in the way the students were attributing their success or failure in oral English, and how they evaluate their ability to execute oral English tasks.

The students' and the teachers' perceptions of MLE criteria's importance to teach oral English was also assessed and they were underlined by both as very important in improving ability to speak in English. In addition, both were required to evaluate oral English classes in terms of the criteria and a gap was observed between the claims of the teachers and what the students reported about the oral English teaching practices of their teachers.

The students' oral performances were compared with their SEB and LOC and were found to have a positive relationship, which revealed that both oral performance, and control and belief have effects on each other.

4.11 Preliminary Trends of Qualitative Findings

A small scale study was carried out to see the trends of the qualitative findings. To this end, interviews, focus group discussion, and observation were employed.

Interviews were held with both the teachers to understand what they used to believe about oral English teaching and the problems they were encountering. For this purpose, 4 teachers

4.12 Lessons Learned from the Pilot Study

As at the outset, the pilot study was initially needed to assess the effectiveness of the instruments for collecting data for the main study. The other purpose was to familiarize myself with observing classes, audio- recording, managing discussions, procedures, code, categorize, and analyze data. What I have reported is, thus, mainly the lessons learnt in meeting the purposes. The major ones include the following.

- The experiences I obtained from the pilot study helped me to understand the skill gap of the mediator and enable him to experience further;
- The other advantage was that I learnt how to categorize the data gathered through both quantitative and qualitative ways and analyze;
- It also gave me an opportunity to make some changes to some of the items in the questionnaires;
- Further experiences were also gained to translate and transcribe the data gathered from the students into English; and
- I have developed confidence in equivalence of the two teachers, who participated in the study, the MLE skill of the mediator, the data gathering tools, the possibility to undertake the experiment and initiate changes in the students' OEP.

4.13 Summary of the Pilot Study

As explained at the beginning of this chapter, the pilot study was mainly required to test the instruments, and procedures. The subjects were drawn from the two schools (Bole and Wondrad), and both the quantitative and qualitative data gathering instruments were polished. Oral English performance test, LOC scale, and SEB scale were the core data base used in the pilot study, while class observations, interviews, and focus group discussions were used to substantiate the data gathered through the tests and the two scales. In a nutshell, the effectiveness of the instruments was assessed. Furthermore, the analysis suggested the categories and the procedures to be used to analyze the data of the main study.

CHAPTER FIVE: MAIN STUDY: FINDINGS AND DISCUSSIONS

5.1 Introduction

This study was done in 2009/2010 after trying the instruments of data collection. It has assessed the effects of MLE on students' self efficacy belief, locus of control, and oral English performance. Moreover, qualitative data were gathered to explore the effects from different perspectives and give depth to the findings of the study.

The study was carried out on students and teachers that were chosen from the two government schools: Bole (the control) and Wondrad (the experimental) as discussed in chapter 4. The data were gathered from forty students and 8 teachers selected from each school. Moreover, 2 teachers from the two schools undertook the study. For further details, see Chapter 4.

This chapter deals with the analyses of students' demographic factors, teachers' and students' perceptions and practices of MLE criteria, students' self efficacy belief, locus of control scales, and oral English performance.

5.2 Students' Demographic Factors

Though it was not the intention of this study, information related the students' demographic factors were gathered in order to have insights of some of the intervening factors that could infect the findings of the study.

Equal number of boys and girls with age range between 16 and 20 participated in the study. This helped me to control extraneous variables that could spoil the findings of the study. From each school, 20 boys and 20 girls were sampled.

Regarding their school background, the students that were sampled from the two schools were found to be equivalent. The students that were selected from the school on which the experiment took place, 27, 6, 5, and 2 were from the government, mission, private, and public, respectively, whereas the students from the control school were composed of 30, 4, 4, and 2 government, mission, private, and government students, respectively. In terms of school background too, there were no observable differences between the two groups.

Moreover, data were gathered to assess the ethnicity mix of the students, and the students from the school in which the experiment was carried out consisted of 16, 13, 7, and 4 Amahara, Oromo, Tigray, and Gurage, respectively. The students that were considered from the control school comprised 18, 11, 5, 4, and 2 Amahara, Oromo, Tigray, Gurage, and Silte, respectively. In this case again, the ethnicity composition of the two groups had a similar pattern.

In terms of religious affiliation, the experimental school students were composed of 18, 9, 11, and 2 Orthodox, Muslim, Protestant, and Catholic, respectively, while 15, 7, 13, and 5 of control school students were Orthodox, Muslim, Protestant, and Catholic, respectively. This assessment has also indicated that there were no conspicuous gaps between the religious background of the students from the two schools.

The students' family education background was also given attention to understand the context in which the students have been brought up. The experimental school fathers comprised 15, 11, 4, 6, and 4 with B.A., diploma, 12 complete, and with 1- 6 attendance, and with read and write skills, respectively. The control school included 18, 9, 3, 4, and 6 fathers with B.A., diploma, 12 complete; with 1- 6 school attendance, and read and write skills.

I also assessed their mothers' education status for the same purpose. The experimental school students' mothers were composed of 12 illiterate, 6 diploma holders, 9 grade 12 complete, 4 with 7– 12 school attendance, and 4 with 1- 6 school attendance. The control school students' mothers consisted of 15, 8, 7, 6, and 4 illiterate, diploma holders, grade 12 complete, with 7-12 school attendance, and with 1- 6 school attendance, respectively. The difference between the two groups was not found to be observable.

The students' fathers were also assessed to know their occupations to have some information about the home environment, which could give a clue about their upbringing style. In view of that, 19, 11, 5, and 5 fathers of the experimental students were government employees, merchants, farmers, and NGO workers. The fathers of the control students comprised 15, 13, 7, and 5 government employees, merchants, farmers, and NGO workers. I have observed that there was equivalence in this regard too.

Their mothers' occupations were, in addition, assessed. The assessment showed that 20, 8, 4, 5, and 3 of the experimental mothers were housewives, government employees, merchants, farmers, and NGO workers, respectively. The mothers of the control students were composed of 16, 10, 4, 7, and 3 housewives, government employees, merchants, farmers, and NGO workers, respectively. In addition, I have realized that there was equivalence in this case.

In general, the information gathered regarding the background of the mediated and unmediated students has justified that there were no big differences in all the demographic factors. It was also learned that the differences that could take place in the dependent variables (SEB, LOC, and OEP) would not be due to differences in the students' background as they were more or less in the same trend.

5.3 Presentation and Analyses of Data

During the pre experiment stage of the study, students' demographic variables, their perceptions and practices in terms of MLE criteria, their oral English performance, self efficacy belief, and locus of control were gathered. Moreover, information was gathered from both students and teachers through interview, class observation and focus group discussions. Data on teachers' perceptions and practices of MLE criteria, oral English teaching experiences, and problems they were facing, and suggestions for changes were also gathered.

5.3.1 Quantitative Data Presentation and Analyses

5.3.1.1 MLE Criteria

The way students see the MLE criteria may give a hint about their effects on students' oral English learning and attitudes, which may predict their success in oral English. For the assessment of their MLE criteria rating, the median value was calculated, because the median value is more appropriate when most scores are skewed to one side and the rating is in likert scale. In addition, that there was a big difference between the number of the students and the teachers required the use of more realistic central tendency than mean (Best and Kahn, 1993). In all items, the median value was identified by counting from the least score to the highest.

	No		important (5)	Important (4)	al (3)	important (2)	all (1)	of median value
	1	Intention	25	10	-	4	1	5
	2	Meaning	30	6	-	4	-	5
	3	Transcendence	33	5	1	1	-	5
	4	Competence	26	8	2	3	1	5
	5	Control of learning	30	7	2	1	-	5
	6	Goal setting	24	10	2	3	1	5
	7	Challenges	32	5	1	2	-	5
	8	Self assessment	14	8	2	13	3	4
	9	Optimism	28	8	2	2	-	5
	10	Sharing	15	3	2	14	6	3
	11	Individuation	34	2	2	2	-	5
	12	Belonging	29	3	3	3	2	5
Unmediated students	1	Intentionality and reciprocity	30	7	-	2	1	5
	2	Meaning	28	6	-	4	2	5
	3	Transcendence	25	8	1	4	2	5
	4	Competence	32	3	2	3	-	5
	5	Control of learning	27	10	1	2	-	5
	6	Goal setting	12	3	3	20	2	2
	7	Challenges	23	9	-	4	4	5
	8	Self assessment	15	2	1	20	2	2
	9	Optimism	25	8	-	5	2	5
	10	Sharing	21	9	2	5	3	5
	11	Individuation	31	5	1	2	-	5
	12	Belonging	19	11	2	6	2	4

*Median for both mediatees and unmediated students is20.5

A. Students' Rating of MLE Criteria

As displayed in the Table 5.1, in case of the mediatees, except for self assessment and sharing for which the median value (20.5) rested at scales 4 and 3, in all cases, it was found to be at scale 5. From this finding, it is apparent that the students prominently perceived MLE criteria as tools to improve their oral English performance. From their responses, it was apparent that the students did not seem to give value for a sharing behavior to improve their oral English. This implies that they might not regard collaborative learning as an important means to have inputs from others.

In case of the unmediated students, the median value (20.5) was rested at "very important" (5). However, for goal setting and self assessment, the median value rested at "not very important" (2), and belonging fell on "quite important" (4). Because the critical criteria, majority of the criteria to manage one's learning, and sustain classroom relationships were prominently perceived, there was an indication that the students had a positive attitude

towards MLE criteria. This indicates that a change could take place in the students' oral English performance if it were applied.

The students did not consider goal setting and self assessment as important skills in learning oral English. Nevertheless, these are the criteria that indicate how confident students are in taking responsibility for their own learning. In other words, weak perception might be a signal for low self efficacy belief to plan and track changes. In this regard, the teacher has to play a great role in assisting students to bring a change in the way they think.

B. Students' Reports of their Teachers' MLE Practices

Table 5.2: Mediatees' and Unmediated Students' Reports of their Teachers' MLE Practices

	No	Items	Very often (5)	Quite often (4)	Neutral (3)	Not very often (2)	Not at all (1)	Position of median value
Mediatees	1	Intention	8	7	3	16	6	2
	2	Meaning	10	3	3	17	7	2
	3	Transcendence	8	2	1	20	9	2
	4	Competence	7	7	-	23	3	2
	5	Control of learning	28	4	2	3	3	5
	6	Goal setting	10	6	2	20	2	2
	7	Challenges	12	6	2	17	3	3
	8	Self assessment	8	3	1	20	8	2
	9	Optimism	6	6	3	23	2	2
	10	Sharing	3	6	2	17	12	2
	11	Individuation	20	9	-	8	3	5
	12	Belonging	4	3	1	22	10	2
Unmediated students	1	Intention	9	6	1	15	9	2
	2	Meaning	10	3	3	18	6	2
	3	Transcendence	8	2	2	13	15	2
	4	Competence	25	5	2	5	2	5
	5	Control of learning	13	6	-	12	9	2
	6	Goal setting	7	9	2	13	9	2
	7	Challenges	31	3	-	3	3	5
	8	Self assessment	10	1	1	15	13	2
	9	Optimism	5	7	-	21	7	2
	10	Sharing	4	5	2	14	15	2
	11	Individuation	20	6	-	10	4	5
	12	Belonging	3	4	2	13	18	2

*Median for mediatees and unmediated students is 20.5

In the Table 5.2 the mediated students indicated that their teachers were very frequently requiring them to mind their learning themselves and were telling them that individualized type of learning is very important to improve their English oral performance. Their teachers were not giving attention to the critical factors: intentionality and reciprocity, relevance of

what they learn; and transcendence of the skill. Deligianni (2003) argue that learning that is not based on these criteria ends in mess, because it lacks a framework that motivates students to learn and see beyond what they practice in class. In the absence of adequate inputs from the teacher, learning may not be fruitful according to Mentis et al. (2008) and Feuerstein et al. (1997). If the teacher only requires students to perform their learning this way, the students may resign from making efforts when they believe the tasks they are supposed to do are beyond their level of understanding. This is considered as imposition, particularly, when the students start new tasks. It initiates creativity when students are needed to work on tasks independently after getting inputs how to start (ibid).

The median value (20.5) of the unmediated students, rested at "not very often" (2) in most items. However, with regard to items: "competence", "challenges", and "individualized learning" the median was found to rest at "Very often" (5). Like, the mediatees, the unmediated students uncovered that their teachers were not assisting them to increase their motivation to improve their oral English performance. This is apparent from the least value given to the critical criteria: intentionality and reciprocity, relevance, and transcendence of oral English performance. These criteria are the major sources of learning motivation (Williams and Burdens (1997). If they are lacking, learning cannot take place meaningfully and improvement could be blocked according to MLE.

It is good that the teachers were helping the students to develop a sense of competence or 'I can do" belief, managing challenges, and learning individually. However, these are not the only behaviors that the students are required to develop to effectively learn and improve; these are just the very few of the necessary behaviors that make learning mediated and outcome based. In short, I learned that MLE criteria were not in use to assist students improve their oral English. This calls for the provision of MLE- based training for teachers to assist them to develop the skill and help their students learn how to learn and become autonomous learners.

C. Teachers' Mediated Learning Experiences Criteria Rating

Table 5.3: English Teachers' MLE Criteria Rating

	No	Items	Very important (5)	Quite Important (4)	Neutral (3)	Not very important (2)	Not at all (1)	Position of median value
Experimental school teachers' rating	1	Intentionality and reciprocity	6	-	-	2	-	5
	2	Meaning	8	-	-	-	-	5
	3	Transcendence	6	-	-	2	-	5
	4	Competence	6	-	-	2	-	5
	5	Control of learning	8	-	-	-	-	5
	6	Goal setting	6	-	-	-	2	5
	7	Challenges	6	-	-	1	1	5
	8	Self assessment	7	-	-	1	-	5
	9	Optimism	6	-	-	2	-	5
	10	Sharing	7	-	-	1	-	5
	11	Individuation	6	-	-	2	-	5
	12	Belonging	6	-	-	1	1	5
Control school teachers' rating	1	Intentionality and reciprocity	8	-	-	-	-	5
	2	Meaning	7	1	-	-	-	5
	3	Transcendence	7	1	-	-	-	5
	4	Competence	6	2	-	-	-	5
	5	Control of learning	7	1	-	-	-	5
	6	Goal setting	6	2	-	-	-	5
	7	Challenges	8	-	-	-	-	5
	8	Self assessment	6	2	-	-	-	5
	9	Optimism	6	2	-	-	-	5
	10	Sharing	6	2	-	-	-	5
	11	Individuation	7	1	-	-	-	5
	12	Belonging	6	2	-	-	-	5

*Median value for the two groups of teachers is 4 .5

In Table 5.3, the teachers' rate of the importance of MLE criteria in teaching oral English is given. As shown in the table, in all the criteria, the median value for both control and experimental school teacher rested at scale 5, which shows that the teachers prominently valued all the criteria. This means, they had a favorable attitude towards them. This positive rating gives an idea that the teachers had a motivation to apply the MLE criteria provided that they are trained to mediate. This finding falls in line with the study of Deligianni (2003) that showed that Greece English teachers strongly valued the role MLE criteria play in EFL.

D. Teachers' Rating of their Oral English Teaching in Terms of Mediated Learning Experiences

Table 5.4: Teachers' Rating of their Oral English Teaching Practices in Terms of Mediated Learning Experiences

	No	Items	Very often (5)	Quite Often (4)	Neutral (3)	Not very often (2)	Not at all (1)	Position of median value
Experimental school teachers' practice	1	Intention	6	-	-	2	-	5
	2	Meaning	6	-	-	-	2	5
	3	Transcendence	5	-	-	1	2	5
	4	Competence	5	-	-	3	-	5
	5	Control of learning	5	-	-	2	1	5
	6	Goal setting	5	-	1	2	-	5
	7	Challenges	6	-	-	-	2	5
	8	Self assessment	5	-	-	2	1	5
	9	Optimism	6	-	-	2	-	5
	10	Sharing	7	-	-	1	-	5
	11	Individuation	5	-	-	1	2	5
	12	Belonging	5	-	-	2	-	5
Control school teachers' practice	1	Intention	6	-	-	2	-	5
	2	Meaning	5	-	-	1	2	5
	3	Transcendence	6	-	-	1	1	5
	4	Competence	6	-	-	2	-	5
	5	Control of learning	5	-	-	2	1	5
	6	Goal setting	5	-	1	2	-	5
	7	Challenges	5	-	-	2	1	5
	8	Self assessment	6	-	-	1	1	5
	9	Optimism	5	-	-	2	1	5
	10	Sharing	6	-	-	1	1	5
	11	Individuation	5	-	-	1	2	5
	12	Belonging	5	-	-	2	-	5

*Median value for the table is 4.5

In Table 5.3, we have seen that the teachers strongly perceived MLE criteria. I also asked them to reflect their MLE experiences in teaching oral English in order to crosscheck if there were similarities or differences between their claims and their actual classroom practice. Like their perceptions, the median value here again falls at scale 5. The teachers' responses showed that they were making use of the MLE criteria in teaching oral English.

Though the teachers appreciated the MLE criteria and reported they were frequently applying them, what the students reflected about the practices of their teachers was found to be contradictory. In the class observations I made, I also spotted out variations between what the teachers said and what they were doing. For further details, see the discussion on classroom

observations. What could we infer from this gap in teachers' claims and practices? This could be because the teachers might report about what they believe to occur in their teaching rather than what they are experiencing. This could indicate the teachers' lack of confidence in what they were doing or lack of self assessment experiences to identify personal skill gaps. Thus, so as to initiate changes in the teaching methods, sources of problems have to be clearly identified.

To conclude the students' and the teachers' responses to MLE perceptions and practices, it was apparent from the findings that MLE criteria were rated as very important by both the teachers and the students. However, gaps were observed between what the students said about their teachers' oral English teaching practices and what their teachers claimed. I have learned that consistency was lacking in diagnosing oral English learning problems. Unless there are common understanding about persistent learning problems, seeking sustainable solution becomes doubtful.

5.3.1.2 Mediatees' Self Efficacy Belief, Locus of Control, and Oral English Performance

A. Self Efficacy Belief Mean Ranks

The mediated students' self efficacy belief was assessed at the beginning, the middle, and the end is compared to understand the changes introduced due to the application of teacher mediation.

Table 5.5: Mediatees' Wilcoxon Signed Mean Ranks of Self Efficacy Belief

Self Efficacy Belief	N	df	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)
MSEB2	38	76	19.50	741.00	5.382	.000
MSEB1	40					
MSEB3	38	76	19.50	741.00	5.376	.000
MSEB1	40					
MSEB3	38	74	19.50	741.00	5.375	.000
MSEB2	38					

Table 5.5 presents information about the mediated students' pre mediation self efficacy belief (MSEBÎ), while mediation self efficacy belief (MSEB2), and post self efficacy belief

(MSEB3). The students' oral English performance self efficacy belief tracked at the three stages were compared using Wilcoxon Signed Ranks.

As it is clear from the table above, the mediated students' self efficacy belief has undergone a sharp increase across the three pairs (MSEB1& MSEB2, MSEB1 &MSEB3, and MSEB3& MSEB2). The differences between the paired oral English self efficacy beliefs were statistically significant ($p < .0001$, Asymp. Sig. (2-tailed), MSEB2 & MSEB1, MSEB3 & MSEB1, and MSEB3 & MSEB2 (Z value= 5.382, 5.376, and 5.375, respectively). Therefore, the null hypothesis that says "There are no statistically significant differences in the mediated students' self efficacy belief, locus of control, and oral English performance" has been rejected. This finding has revealed that teacher mediation could bring a significant change in the students' oral English self efficacy belief.

B. Locus of Control Mean Ranks

Like self efficacy belief, the students' locus of control means were compared to assess whether or not there were statistically significant differences between their oral English locus of control measured at pre, while, and post mediation stages. The comparison was made as shown in the following table.

Table 5.6: Mediatees' Wilcoxon Signed Mean Ranks of Locus of Control

Locus of control	N	df	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)
MLOC2	38	76	19.50	741.00	5.375	.000
MLOC1	40					
MLOC3	38	76	19.50	741.00	5.374	.000
MLOC1	40					
MLOC3	38	74	19.50	741.00	5.374	.000
MLOC2	38					

However, regarding the controlled and experimental students' grade ten English School Leaving Examination Grade, majority of the students were in the average achieving category, whereas an insignificant proportion of them were average and low achievers. What could be inferred from the students' preparatory school entrance general English grade and their grade 11 oral English scores is that speaking ability more challenging than other language skills, which is consistent with what HaileMcheal (1993) and Mekonnen (1998) reported.

Concerning the while mediation oral English performance, 8%, 31%, and 61% were high, average, and low achievers, respectively. It is evident from the finding that there was a tendency to improve their oral English as a result of mediated oral English classes.

With regard to their post mediation oral English performance, 24%, 42%, and 34% performed high, average, and low, respectively, in oral English. After the four- month mediated oral English attendance, a significant number of the students improved their English oral ability. The lesson that could be learned from these findings is that the extent of changes that took place in the students' oral ability was consistent with the length of time the students experience mediated learning. It is, moreover, in line with the theory of MLE that emphasizes mediated learning has to be considered an experience that targets outcome.

D. Oral English Performance Paired Samples Mean Differences

The mediatees' oral English performance assessed at the three stages of teacher mediation is presented in the following table and tested with the help of paired samples t-test.

Table 5.8: Mediatees' Oral English Performance Paired Samples t-test

Paired tests	Mean	N	df	Paired differences		SD (intra)	Sig. (2-tailed)	t
				Mean	SD (inter)			
MST1	33.90	40	76	13.97	6.25	14.01	.000	13.79
MST2	47.87	38				17.95		
MST1	33.90	40	76	29.34	7.65	14.01	.000	23.65
MST3	63.24	38				17.34		
MST2	47.87	38	74	15.37	5.48	17.95	.000	17.29
MST3	63.24	38				17.34		

As presented in the above table, the inter phase variations (MST1 & MST2: 6.25, MST1 & MST3: 7.65, and MST2 & MST3: 5.48) were smaller than the inter phase oral English

performance variations (MST1: 14.01, MST2: 17.95, and MST3: 17.34). In both inter and intra variations, there was a tendency to increase. This indicates that the degree of the scores dispersions increased due to the application MLE.

The mean differences between each pair of oral English performance (MST1 & MST2; 13.90, MST1 & MST3: 29.34, and MST2 & MST3: 15.37) were also tested and found to have a statistically significant difference in each comparison ($p<.0001$, sig. (2- tailed, t- values: MST1 & MST2:13.70, MST1 & MST3: 23.65, MST2 & MST3: 17.29). The existence of significant differences revealed that teacher mediation helped the students to improve their ability to express their ideas in English. Due to this the hypothesis ("There are no statistically significant differences in the mediated students' self efficacy belief, locus of control, and oral English performance") has been dropped.

To conclude, statistically significant differences took place in the mediated students' self efficacy belief, locus of control, and oral English performance assessed at the three stages of the teacher mediation due to the effects MLE.

5.3.1.3 Unmediated Students' Self Efficacy Belief, Locus of Control, and Oral English Performance

The unmediated students' within self efficacy belief, locus of control, and oral English performance were assessed and analyzed in order to understand the possible variations in the assessments made at the three stages of teacher mediation.

Table 5.9: Unmediated Students' Self Efficacy Belief Wilcoxon Signed Mean Ranks

Self Efficacy Belief	N	df	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)
CSEB2	37	75	19.87	616.00	4.74	.000
CSEB1	40					
CSEB3	37	75	17.25	552.00	4.86	.000
CSEB1	40					
CSEB3	37	72	19.96	559.00	4.55	.000
CSEB2	37					

A. Self Efficacy Belief Scales Mean Ranks

In order to explore the unmediated students' intra self efficacy belief measured at the three stages of teacher mediation, Wilcoxon signed mean rank test was applied. The mean ranks compared were found to have statistically significant differences (Z values of CSEB2 & CSEB1, CSEB3 & CSEB1, and CSEB3 & CSEB2 were 4.74, 4.86, and 4.55, respectively, P< .0001, Asymp. Sig. (2-tailed). Although the intra differences had statistically significant variations, the differences were not as big as that of the mediated students. The observed difference was context bound. They were surpassed by the mediatees significantly by the comparison between the two groups regarding their self efficacy belief as shown in 5.3.1.4. Bandura (1977) argues that self efficacy belief does not have the same magnitude in all subjects and all circumstances. Bandura also adds that in some disciplines some changes may take place in self efficacy belief as maturity increases, whereas in others special assistance is needed for meaningful change. The hypothesis that says "There are no statistically significant differences in the unmediated students' self efficacy belief, locus of control, and oral English performance" has been rejected in terms self efficacy belief, because of this finding.

B. Locus of Control Mean Ranks

In comparing the mean ranks of the unmediated students' oral English performance locus of control again Wilcoxon signed mean ranks was used.

Table 5.10: Unmediated Students' Locus of Control Mean Ranks

Locus of Control	N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)	df
CLOC2	37	16.70	367.50	2.81	.005	75
CLOC1	40					
CLOC3	37	17.79	516.00	4.72	.000	75
CLOC1	40					
CLOC3	37	19.97	639.00	4.35	.000	72
CLOC2	37					

Like their self efficacy belief, in this context again there were changes, which were statistically significant as indicated by the paired comparison (CLOC2 & CLOC1, CLOC3 & CLOC1, and CLOC3 & CLOC2 with Z values of 2.81, 4.72, and 4.35, respectively,
P< .0001, Asymp. Sig. (2-tailed). The statistically significant differences between the paired loci of control might not necessarily guarantee internal locus of control. Difference is a

relative issue; what is big in one context may not be the same in another. Meaning is influenced by a context in which something operates. I have come to say this, because the statistically significant difference in the context of the unmediated students was excelled by that of the mediated students.

This finding could also imply that some changes could take place in learning locus of control under normal circumstances. This is in line with what Williams and Burden, 1997) reported. Williams and Burden argue that some changes could take place in students' locus of control as it is subject to variations in different situations, and significant and sustained changes take place in the control systems through the application of planned interventions. That could be why the differences in the locus of control of the mediated students exceeded that of the unmediated ones.

C. Unmediated Students' Oral English Performance

Here again, I have assessed the unmediated students' oral English performance using the cut off points that were set by Addis Ababa Education Bureau to see what their achievement looks like in terms of the grading practices of preparatory students. Table 5.11 demonstrates the students' oral English performance and their position in terms of the cut off points.

Table 5.11: Unmediated Students' Oral English Performance Status

CST	Scores Intervals	Ability Groups		
		High (>80)	Average (50 ≤ 80)	Low (≤50)
CST1	13%- 74%	0	13%	87%
CST2	15%- 78%	0	21%	79%
CST3	16%- 80%	0	27%	73%

The pre mediation control group students' oral English performance scores were found to be between 13% and 74%. According to the criteria, 87% of the students were low achievers, whereas 13% were average achievers like the mediated students. No students were in the category of high performance.

Nevertheless, in the while and post mediation stages, their oral English performance fell between 15% and 78%, and 16% and 80%, respectively. When compared with their grade ten general English examination, their performance is low in oral English. A significant percent of them were average achievers in grade ten/ preparatory entrance English examination.

In conclusion, the unmediated and mediated students' oral English performance was found to be in the same category in the pre mediation oral English performance. However, differences were observed in their while and post mediation performance in which the mediated students had a better oral English performance.

D. Unmediated Students' Oral English Performance Paired Samples t- test

The following table presents paired oral English performance, means and their differences, inter, and intra group standard deviation, and t- values.

Table 5.12: Unmediated Students' Oral English Performance Paired Samples t-test

Paired tests	Mean	SD (intra)	N	df	Paired differences		Sig. (2-tailed)	t
					Mean	SD(inter)		
CST1	35.54	14.58	40	75	2.38	1.82	.000	7.97
CST2	37.92	15.05	37					
CST1	35.54	14.58	40	75	4.68	3.15	.000	9.02
CST3	40.22	15.69	37					
CST2	37.92	15.05	37	72	2.30	1.81	.000	7.73
CST3	40.22	15.69	37					

The above table demonstrates that intra and inter group standard deviations indicated that there were no big variations in the unmediated students oral English performance, which was assessed at the three stages of teacher mediation. Comparatively, the intra performance deviations (CST1: 14.58, CST2: 15.05, and CST3: 15.69) were bigger than the inter stage (CST1 & CST2: 1.82, CST1 & CST3:3.15, and CST2 & CST3: 1.81) deviations.

As presented in Table 5.12, the respective paired mean differences (CST1 &CST2, CST1 &CST3, and CST2 & CST3 were 2.38, 4.68, and 2.30, which were with 7.97, 9.02, and 7.73, t- values, respectively. The differences between the paired means were found to be statistically significant ($p < .0001$, sig. (2-tailed). From this finding, one could learn that improvements occurred in the unmediated students' oral English too. The occurrence of statistically significant difference between the means has caused the rejection of the hypothesis that read as "There are no statistically significant differences in the unmediated students' self efficacy belief, locus of control, and oral English performance."

What we could understand from this finding is that change is expected as learning takes place. That was why the intra comparisons of each of the mediated and unmediated students'

oral English performance demonstrated significant differences. But there could be differences in the rate of change owing to inputs given and methods applied. It might be due to teacher mediation that there was a statistically significant difference between the oral English performance of the mediated and unmediated students. More details are given in 5.3.1.4.

5.3.1.4 Inter Group Self- Efficacy Belief, Locus of Control, and Oral English Performance Comparison

The comparisons between the unmediated and mediated students' self efficacy belief, and locus of control was done using Mann- Whitney u-test, whereas their oral English performance was compared with the help of independent samples t- test. Mann-Whitney u-test was used because it is more appropriate to compare scaled items that t-test.

Table 5.13: Mediated and Unmediated Students' Self Efficacy Belief

Scales	Mean rank	Sum of rank	N	df	Mann-Whitney u- test	z	Asymp. Sig. (2-tailed)
MSEB1	43.83	1753.00	40	78	667.00	1.29	.297
CSEB1	37.17	1487.00	40				
MSEB2	48.68	1850.00	38	73	297.00	4.31	.000
CSEB2	27.03	1000.00	37				
MSEB3	55.53	2110.00	37	73	37.00	7.06	.000
CSEB3	20.00	740.00	37				

A. Pre Self Efficacy Belief Scale Mean Ranks

As shown in Table 5.13, the mean ranks of the MSEB1 and CSEB1, which were 43.38 and 37.17, respectively were compared. The two mean ranks, however, did not have a statistically significant difference (Asymp. Sig. (2- tailed), p >.0001, Z= 1.29). From this finding, it was apparent that the students in the two groups had a comparable oral English self efficacy belief before MLE was applied. Consequently, the third hypothesis ("There are no statistically significant differences between the mediated and unmediated students in terms of self efficacy belief, locus of control, and oral English performance") has been accepted in terms of the mediated and unmediated students' pre self efficacy belief's comparison.

B. While Mediation Self Efficacy Belief Mean Ranks

The while mediation self efficacy belief mean ranks of the mediated and unmediated students: MSEB2 and CSEB2 were 48. 68 and 27. 03, respectively. The differences between

the mean ranks were found to have statistically significant differences (Asymp. Sig. (2-tailed), p <. 0001. Z= 4.31). This difference occurred due to the effects of MLE based teacher intervention mean ranks were also compared with the help Mann- Whitney u-test and were found to have statistically significant differences. As a result, the third hypothesis ("There are no statistically significant differences between the mediated and unmediated students in terms of self efficacy belief, locus of control, and oral English performance") has been dropped.

C. Post Mediation Self Efficacy Belief Mean Ranks

As shown in Table 5.13, the respective mean ranks of the post self efficacy belief of the two groups' MSEB3 and CSEB3 were 55.53 and 20.00. The two mean ranks had statistically significant differences (Asymp. Sig. (2- tailed), p <.0001, Z= 7.06). In terms of the students' post self efficacy belief also the third hypothesis that says, "There are no statistically significant differences between the mediated and unmediated students in terms of self efficacy belief, locus of control, and oral English performance" has been rejected.

In conclusion, the assessment of the unmediated and mediated students' self efficacy belief mean ranks has shown that there was no statistically significant difference between the pre mediation self efficacy beliefs of the two groups' students, whereas statistically significant differences were observed between their while and post self efficacy beliefs.

From the comparisons carried out at the three stages of the study between the two groups' self efficacy belief, it was learned that MLE has caused modifications to the way the students think about their oral English performance.

D. Pre Locus of Control Mean Ranks

Table 5.14 serves for all the locus of control of the mediated and unmediated students measured at the three stages of the study. Thus, all reference is made to the same table.

Table 5.14: Mediated and Unmediated Students' Locus of Control

Scales	Mean rank	Sum of rank	N	df	z	u-test	Asymp. Sig. (2-tailed)
MLCO1	24.79	991.50	40	78	2.05	771.50	.176
CLOC1	28.21	1112.50	40				
MLOC2	51. 70	1964.50	38	73	5.52	182.50	.000
CLOC2	23.93	885.50	37				
MLOC3	55.97	2127.00	38	73	7.24	20.00	.000
CLOC3	19.54	723.00	37				

Here again in order to test the significance of differences between the mediated and unmediated students' paired locus of control, Mann- Whitney u- test has been utilized. Details are given in Table 5.14.

Mann- Whitney U-test revealed that the respective mean ranks of the mediated and the unmediated students' pre mediation locus of control: MLCO1 and CLOC1 were 24.79 and 28.21, which did not show statistically significant differences (p>.0001, Asymp. Sig. (2-tailed, Z= 2.05). Consequently, the third hypothesis (There are no statistically significant differences between the mediated and unmediated students in terms of self efficacy belief, locus of control, and oral English performance) has been accepted. The absence of statistically significant differences in the students' pre locus of control again signifies the equivalence between the students in the two groups.

E. While Mediation Locus of Control Mean Ranks

The mean ranks of MLOC2 and CLOC2, which were 51.7 and 23.93, respectively had statistically significant difference (P<.0001, Asymp. Sig. (2- tailed, z= 5.52). This finding has led to reject the third hypothesis (There are no statistically significant differences between the mediated and unmediated students in terms of self efficacy belief, locus of control, and oral English performance) concerning locus of control. This finding shows that teacher mediation has caused changes to the mediatees' oral English performance locus of control. In other words, MLE has caused changes to the mediatees' level of reasoning and the way they explain causes of their success or failure.

F. Post Mediation Locus of Control

As shown in Table 5.14, the mean ranks of the post mediation locus of control of the two groups: MLOC3 and CLOC3 were 55.97 and 19.54, which had statistically significant differences (P<.0001, Asymp. Sig. (2- tailed, z= 7.24). As is clear from the mean ranks of the while and post mediation, it is apparent that the change in the students' locus of control is consistent. However, the post mediation difference was more pronounced than the while one. What could be inferred from these findings is that the magnitude of oral English performance improvement was enhanced as the time of teacher mediation was extended. Like the while mediation, in this case again the third hypothesis (There are no statistically significant

differences between the mediated and unmediated students in terms of self efficacy belief, locus of control, and oral English performance) with regard to the post mediation locus of control mean ranks.

G. Inter Group Oral English Performance Mean Comparisons

Table 5.15: Mediated and Unmediated Students' Oral English Performance

Independent Samples Test

Paired tests	Mean	Mean Difference	SD	N	t	df	Sig. (2-tailed)
MST1	33.90	1.98	13.69	40	.63	78	.529
CST1	35.88		14.21	40			
MST2	47.87	9.95	17.95	38	2.6	73	.011
CST2	37.92		15.05	37			
MST3	63.24	23.02	17.34	38	6.02	73	.000
CST3	40.22		15. 69	37			

As can be discerned from the above table, it is clear that there was no statistically significant difference between the mediated and unmediated students' oral English proficiency (DF=78, t= .633, MST1 mean= 33.90, CST1 mean= 35.88, sig. (2-tailed), p> .0001). From this result, it is apparent that the students in the two groups had a similar oral English performance before conducting mediated oral English class. This finding has justified the third hypothesis that says "There are no statistically significant differences between the mediated and unmediated students in terms of self efficacy belief, locus of control, and oral English performance."

However, the while and post mediation oral English performance revealed that there were statistically significant differences in the two groups' oral performance (MST2 mean= 47.87 and CST1 mean= 37.92, and MST3 mean= 63.24 and CST3 mean= 40.22, MST2- CST2 (t-= 2.6), MST3-CST3 (t= 6.02), sig. (2-tailed), p< .0001). Though there were improvements in the unmediated students' oral English performance too, as indicated earlier, the change in the mediated students' oral performance surpassed significantly due to the application of MLE. Consequently, the third hypothesis has been rejected in terms of the students' while and post oral English performance.

5.3.1.5 The Relationships between Mediatees' Oral English Performance, and Locus of Control and Self Efficacy Belief

It has been indicated by many researchers that there is a strong relationship between students' self efficacy belief and Locus of control, and academic performances and the extent of the relationship may vary according to the nature of disciplines and contexts on which students operate. Details have been given in the review of literature.

A. Oral English Performance and Locus of Control

The table below presents information on the relationship between mediated students' oral English performance and their locus of control.

Table 5.16: Mediatees' Oral English Performance and Locus of Control

OEP & LOC	N	df	Correlation (r)	Sig. (2-tailed)
MST1	40	78	.223	.167
MLOC1	40			
MST2	38	76	.223	.178
MLOC2	38			
MST3	38	76	.241	.145
MLOC3	38			

The extent of the relationships between oral English performance (MST1, MST2, MST3), and their locus of control (MLOC1, MLOC2, and MLOC3) were compared using Pearson correlation coefficient (r), and were found to have relationships (MST1-MLOC1= .223, MST2-MLOC2= .223, and MST3-MLCO3= .241), which were not statistically significant (sig. (2-tailed), p> .0001). The findings on the relationships of the mediated students' locus of control and oral performance justified the fourth hypothesis (There are no statistically significant differences in the relationships between the students' self efficacy belief and oral performance, and locus of control and oral English performance of the mediated students).

B. Oral English Performance and Self Efficacy Belief

Table 5.17: Mediatees' Oral English Performance and Self Efficacy Belief

OEP & SEB	N	df	Correlation (r)	Sig. (2-tailed)
MST1-	40	78	.094	.556
MSEB1	40			
MST2-	38	74	.057	.732
MSEB2	38			
MST3-	38	74	.575	.000
MSEB3	38			

In Table 5.17, the relationships between the mediated students' oral English performance and self efficacy belief that was assessed at the three levels of the study are presented. The (r) value for relationships between MST1- MSEB1, MST2- MSEB2, and MST3-MSEB3 were .094, .054, and .575, respectively. In all pre, while and post mediation comparison, there were relationships, which were not statistically significant (sig. (2-tailed), $p > .0001$), between the students' oral English performance and their self efficacy belief. This could reveal that there inconsistent changes in both self efficacy belief and oral English performance. This does not mean that there was no change. However, the relationship was statistically significant only at the post mediation level (sig. (2-tailed), $p < .0001$). This implies that consistency in change could be strengthened as the time of teacher mediation increases. The pre and while students' oral English performance and self efficacy belief relationships were in line with the fourth hypothesis ("There are no statistically significant differences in the relationships between the students' self efficacy belief and oral performance, and locus of control and oral English performance of the mediated students"), whereas the post mediation relationship was contrary to it.

5.3.1.6 The Relationships between the Unmediated Students' Oral English Performance, and Locus of Control and Self Efficacy Belief

The magnitude of the relationships that existed between the unmediated students' oral English performance and their locus of control and self efficacy belief have been assessed and discussed as follows.

A. Oral English Performance and Locus of Control

Table 5.18: Unmediated Students' Oral English Performance and Locus of Control

OEP & LOC	N	df	Correlation (r)	Sig. (2-tailed)
CST1	40	78	.521	.000
CLOC1	40			
CST2	37	72	.522	.000
CLOC2	37			
CST3	37	72	.448	.000
CLOC3	37			

The relationships that existed between the unmediated students' oral English performance and their locus of control were found to have a statistically sound relationship ($p < .0001$, sig. (2- tailed). The relationships in the three cases (CST1- CLOC1, CST2- CLOC2, and CST3- CLOC3) were .521, .522, and .448, respectively. From these, we could understand that the students' oral English performance and the way they attributed their success or failure had common features that could reveal their reciprocal effects as shown by conceptual framework of this study. In other words, there was consistency between their success or failure attribution and their oral English performance. The fifth hypothesis that reads as "There are no statistically significant differences in the relationships between the students' self efficacy belief and oral English performance, and locus of control and oral English performance of the unmediated students" has been rejected as the result of the statistically significant relationships between the mediated students' oral performance and their locus of control.

B. Oral English Performance and Self Efficacy Belief

Table 5.19: The Relationships between the Unmediated Students' Oral English Performance and Self Efficacy Belief

OEP & SEB	N	df	Correlation (r)	Sig. (2-tailed)
CST1	40	78	.278	.083
CSEB1	40			
CST2	37	72	.101	.553
CSEB2	37			
CST3	37	72	.190	.259
CSEB3	37			

Table 5.19 presents the relationships between the unmediated students' oral English performance and their self efficacy belief assessed at the three stages of the study. The respective relationships between CSEB1-CST1, CSEB2- CST2, and CSEB3- CST3 were .278, .101, and .190 were not statistically significant ($P > .0001$, Sig. (2- tailed). This means,

the oral English performance and what the students believe they could perform in oral English had inconsistent relationships.

In conclusion, both teachers and students had strong positive attitudes towards MLE criteria, and differences were observed between the students' reports on criteria MLE practices of teachers and teachers' claims.

Regarding oral performance, self efficacy belief, and locus of control, intra group comparisons showed that there was a progress in both mediated and unmediated students. However, the inter group comparisons revealed that the change that took in the mediated students was more pronounced and their difference was statistically significant. In a nutshell, I have observed that the change that occurred in the mediated students was as a result of the introduction of MLE criteria to teaching oral English.

English oral performance of both mediated and unmediated students was found to have relationships with their self efficacy belief and locus of control. This is in line with what Bandura (1997) and Rotter (1990) argue that the two variables and academic performance reflect each other. Though there were some differences in the strength of the relationships, the students' self efficacy belief and locus of control, and oral English performance had reciprocal effects on each other.

5.3.2 Pre and While Qualitative Data Analyses

5.3.2.1 Introduction

The purpose of the qualitative data was to assess the possible changes that MLE caused to the perceptions of teachers and students towards MLE criteria, the way they used to explain their oral English teaching/ learning experiences, the way they evaluate their OEP, and the their success and failure explanations. In brief, the qualitative data complemented the findings of the experiment.

5.3.2.2 Pre Mediation Class Observations

Before undertaking the experiment, I observed all preparatory-I English teachers (16 teachers) once to have a highlight of the teachers' current oral English teaching practices and how they were managing their classes. Moreover, it was to see how they were motivating and helping students to work independently and cooperatively so that they manage their learning.

For the class observations, two checklists were used. One was to understand how frequent teachers were using different techniques to manage oral English classes. The other one was to see whether the teachers were using MLE criteria as per their claims (See 4.7.2.1).

In addition, the sessions were videoed to observe how both the students and the teachers were behaving and reacting during the different class arrangements and learn the possible differences between before while, and during the experiment.

Both the experimental and control school preparatory-I English teachers were observed. To undertake the observations, the programs and the lesson plans of the teachers were collected beforehand. The observations were run for a period (50 minutes) in each case according to the following schedules based on the observation checklists.

The following schedule was used to observe the 8 experimental school preparatory I English teachers.

Observation 1

Date: 22 September 2009

Focus of the session: Reading

Observation 2

Date: 23 September 2009

Focus of the lesson: Grammar explanation

Observation 3

Date: 24 September 2009

Focus of the lesson: Grammar explanation

Observation 4

Date: 25 September 2009

Focus of the lesson: Oral English

Observation 5

Date: 28 September 2009

Focus of the lesson: Vocabulary

Observation 6

Date: 01 September 2009

Focus of the lesson: Oral English

Observation 7

Date: 30 September 2009

Focus of the lesson: grammar explanation

Observation 8

Date: 01 October 2009

Focus of the lesson: Oral English

From among the eight oral English teachers observed from the experimental school, observations 1, 2, 3, 5, and 7 indicated that many of them devoted the sessions to reading, vocabulary, and grammar explanation. In short, there were digressions from the intended lesson, which could be because of a shortfall in teaching oral English. Teacher behaviors were checked against the set checklist shown in the methodology of the study. Interactions were not encouraged due to the monopoly of the talk time by the teachers. From the scene, I observed that the teachers were talking very often in Amharic dominating most of the talk time. There were also shallow and vague introductions to the lessons.

On the other hand, during the three oral English sessions (lessons 4, 6, and 8), the students were found to run debates with a very minimum inputs from their teachers. The teachers were hardly giving them introduction about the why and how of the debate. They were asking the students to select one topic from a list, and then they were divided into two large groups in which students could not hear each other. In this context, the teachers were saying nothing. However, there were hot discussions within each group, in which Amharic a medium of discussion. Everything was left to the discretion of the students, and the teachers were aloof from all their performances. Finally, the teachers left classes without giving feedback when the bell rang. Assistance from teachers was very little and English was not given proper attention in the discussions. I guess that this could be due to lack of preparation on the teachers' side.

The observation in the light of class management items shown in 4.7.2.1: length of teacher's talk time, teacher- student interactions, student- student interactions, quality of introduction to lesson, authenticity of examples used, use of medium of instruction, clarity of the lesson, and ability to motivate students also revealed that the teachers' class behaviors did not encourage the students to speak in English and interact with each other and the teachers. The

teachers were dominating the talk time. Moreover, proper instructions and examples were not given.

Coming to the MLE criteria (critical, controlling learning behaviors, and controlling social relationships), all the teachers poorly utilized the critical criteria (intentionality and reciprocity, relevance, and transcendence). I observed that majority of the teachers were hardly attempting to make use of the criteria when they were giving tasks. Very few teachers were attempting to help their students know why they do some tasks. Mentis et al. (2008) argue that learning is not successful, students' motivation is strongly affected, and students' belief to manage their learning is weakened when these are missing in teaching. Mentis et al. (2008) add that sense of competence, control of tasks, sense challenges as opportunity to learn, setting one's goals, self assessment, and optimistic feeling for changes cannot be boosted in students, and, consequently, the students might not develop sense of independent learning and easily resign from challenges. Due to this, they might also not develop the skill of controlling their social relationship, which comprises individuation, cooperation, and belongingness. If the students do not think they are recognized, they might not give value to their own work and feel confident to share with others.

The control school preparatory-I English teachers' classes were also observed for the same purpose using the same checklist. The class observations were done following the procedures applied in observing the experimental class.

Observation 1

Date: 22 September 2009

Focus of the session: oral English

Observation 2

Date: 23 September 2009

Focus of the lesson: reading

Observation 3

Date: 24 September 2009

Focus of the lesson: grammar

Observation 4

Date: 25 September 2009

Focus of the lesson: vocabulary

Observation 5

Date: 28 September 2009

Focus of the lesson: note taking

Observation 6

Date: 29 September 2009

Focus of the lesson: Oral English

Observation 7

Date: 30 September 2009

Focus of the lesson: grammar

Observation 8

Date: 01 October 2009

Focus of the lesson: note taking

Concerning the emphasis of the sessions observed, only two of the classes were found to be conducting questioning and answering sessions in which they were a limited number of students. The rest 6 teachers were giving lectures on reading, grammar, note taking, and vocabulary. From these sessions, I observed the teachers' tendency to shift to other skills, while their plan was to teach oral English.

To see how frequent the teachers were motivating the students, the way they were managing the sessions were also analyzed using the same checklist: frequency of teacher's talk time, teacher- student interactions, student- student interactions, quality of introductions to lessons, authenticity of examples used, use of medium of instruction, clarity of the lesson, and ability to motivate students. The findings of the observations indicated that almost all the sessions wee teacher-dominated, teacher- student and student- student interactions were rare, examples were in Amharic, many of the sessions did not have proper introductions, the medium of instructions were almost Amharic, clear, but not what was supposed to be done, and the students were rarely motivated to forward short answers. From all the given issues, one could judge whether or not the sessions met their targets. I learned that the oral English sessions were not conducted the way they should be and it might be possible to promote students' oral English.

MLE criteria were also used as a checklist to attest or refute what the teachers revealed in their responses about their beliefs and practices in relation with MLE criteria. In view of this, the behaviors of the teachers were assessed.

In the light of the critical criteria that include intentionality and reciprocity, meaning, and transcendence, the teachers' oral English behaviors were evaluated. Intentionality and reciprocity are materialized when there is a two way active learning that aims at triggering students to reciprocate. In the sessions observed, this behavior was hardly observed. The other critical criterion was the meaning of the lessons. Teachers, in most cases, were starting without helping the students know the relevance of lessons. The third critical criterion was transcendence. Helping students to know beyond the classroom reality helps them to think of the future applications of lessons and makes them intrinsically motivated. In the absence of these criteria, which are inputs for independent learning, successful teaching/ learning cannot take place (Mentis et al., 2008, Feuerstein et al., 2006). From the observation, I learned that the teachers did not seem to have an awareness of the first category of MLE. This was in contrast with what they reported in the questionnaire and interviews.

The second criteria of MLE (competence, control of behavior, challenge, goals, assessment, and optimism) deal with students belief system (self efficacy belief and locus of control), which are the major determinants of learning. If these criteria are applied, students develop positive self image, approach tasks logically and systematically, set realistic goals and plan ways of achieving them, face challenges, assess self change, and develop a belief of positive outcomes (ibid). However, in the oral English classes observed, the teachers were not found blatantly helping their students develop these behaviors. In the absence of these, it is unlikely to think that the students become efficacious and internalist in foreign language- oral English in this case.

The third MLE criteria, which consist of sharing behavior, individuation, and belonging, enable foreign language students to develop interpersonal tolerance, their own uniqueness to make their cooperation meaningful, and a sense of belonging to a group to undertake tasks. Traditional classes emphasize individual learning, which mainly compromise sense of cooperation and belongingness to task groups. The traditionally organized oral English tasks

on the basis of individual and group may not result in positive outcomes, because they do not help students to know why they do individually, the skill they develop, what they benefit, and its implications in later life. In case of cooperative learning and integration with group or classmates also there is no clear purpose in undertaking them. In short, what matters is not having students in individual and group work, but it is the intention that drives these class arrangements.

5.3.2.3 While Mediation Class Observations

Both the mediated and unmediated classes were observed for 16 weeks for two hours each. The sixteen sessions observed during the teacher mediation were intended to understand the way oral English lessons were taking place through the interactions between teachers and students, and students and students using different techniques. From among the 32 oral English lessons conducted each for 2 hours (64 hours), 16 of them were observed for two hours each. Both groups were observed using the same checklist in order to understand their possible variations. (*) mark has been used to indicate that the behavior against it was being demonstrated in line with the scale indicated. In other words, my intention was to see how frequent the teachers were demonstrating the behaviors indicated while teaching oral English.

Table 5.20: Summary of While Observations mediated and Unmediated Class

No.	Activities	Scales									
		often		quite often		sometimes		rarely		never	
		Mediated	Unmediated	Mediated	Unmediated	Mediated	Unmediated	Mediated	Unmediated	Mediated	Unmediated
1	Teacher's talk time					*			*		
2	Teacher-student interactions	*							*		
3	Student- student interactions			*			*				
4	Introductions to lessons	*							*		
5	Appropriacy of examples	*							*		
6	Use of medium of instruction	*			*						
7	Quality and quantity of inputs	*							*		
8	Strategy to motivate students	*							*		

*Frequency of demonstrated teaching behaviors all through the 16 observed sessions.

A. Teacher's Talk Time

In the mediated class, the teacher's talk time was occurring sometimes. This could be to give more time to students as I learned from what he was doing (See Table 5.20). I observed how frequent the teacher was talking and found out that he was talking sometimes when he was helping them to know the meaning, intention, and transcendence of the lessons. I learned that this practice could play a great role in helping the mediatees to know the intentions of lessons.

As shown in the above table, the control class teacher was rarely talking to the students. He was giving responsibilities to them most of the time, and he was silent most of the time. This was under the pretext of "--- this is interactive class. Therefore, you have to do all tasks yourselves" (See Appendix 10). I observed that many students were facing problems and, as a result, they were quitting tasks.

B. Teacher- Student Interactions

The mediator was interacting with the students whenever he wanted them to feel relaxed and talk to him. Mainly, he was found to talk to them when he wanted them to talk freely. As shown in the above table, teacher-student interactions were so frequent. I realized that they were happy what he was doing. Whenever, they were shy, he was not forcing them. Very often he was asking questions like: "Do you know why you learn this lesson? What is its purpose? Say anything that comes to your mind. What purpose does this lesson serve beyond the class? When do you apply? Moreover, he was initiating them to use only English in all class activities (See Appendix 9). He was also asking questions like: "You said this? Are you happy with that? Is there another way of explaining that? Do you have confidence in what you said?"(See Appendix 9). I recognized that these questions had a capacity to help students to look at their works and revise.

In the unmediated classroom, teacher- student interactions were not as inspiring as the mediated class. In most cases, the teacher was silent. Most of the time he used to sit at the back and was observing what they were doing (See Appendix 10). His sitting at the back might discourage the students. As I saw them, they did not seem happy with the teacher.

C. Student- Student Interactions

In the mediated class, the mediator was trying to bring the mediatees to come together and share views. It can be learned from the different class arrangements he was organizing and overseeing their contribution to the pair, group, and panel discussions. As a result, I observed some changes in the students' readiness to talk.

In the unmediated class too, there were interactions in groups the teacher was forming, which were not monitored frequently. Hence, the students were code switching. This practice should be discouraged so that they are motivated to use the target language.

D. Introductions to Lessons

I observed that the mediator was giving introductions regarding the meaning, intention, and the application of the lesson) to all of the oral English lessons very often (See Appendix 9). This was learned from excerpts like: "Understand this then you do yourselves," and "This skill is very necessary in your life." I think this could help the students to be motivated and learn. I have learned that the teacher was so conscious to help the students build confidence.

I observed the control class teacher, and learned that sessions were being kicked off without relevant introductions. The students were experiencing problems they did not seem to attend some of the sessions. Moreover, I observed that this class behavior resulted in confusions and embarrassments. For instance, with no proper introduction, he used to say "I want you to read aloud," What have you learned from their pronunciation?" (See Appendix 10). It could be difficult for them to make a good meaning out of the learning, because the learning was embarrassing.

E. Appropriacy of Examples

The mediator was attempting to give examples that have relationships with lessons. I thought that the ones, which include the following, were appropriate. The mediator was using some memorable examples that help the mediatees to learn better. For example, to help them develop a sense of optimism, he raised the case of a child and said, "Do you think a baby can walk within a day? It is not. Patience is very necessary. Did you reach this level without a hard work?" Moreover, he emphasized a quotation by Rita Brown, "Our current level of thinking may not solve our current problems." In order to implant a sense of "I can do it," the

mediator raised the case of Helen Keller: a deaf and a blind girl, who became a triumphant over two forms of disability and made a new history (See Appendix 9).

Regarding the unmediated class, the teacher was attempting to give examples. Most of the time he was asking the students to give examples. Though it was a good practice, most of them were in Amharic. This might not encourage them to use the target language. The other problem I saw with the teacher was that most of the time he was teaching issues like grammar and reading in place of speaking. Moreover, rarely found him relating lessons with practical issues. Why the teacher was replacing oral English by other lessons could be due to lack of interest or limitation of skill.

F. Medium of Instruction

In case of the mediator, the medium of instruction was well utilized; English was in use frequently. Rarely, he was asking them to give him the equivalent of some of the words he was using. He was doing that when he could not find equivalent English words. He was also making use of MLE criteria. I observed that he was referring to them while facing a problem. He was motivating them to use only English saying: "I appreciate your efforts to use only English and the ideas you have shared with your friends. Please, motivate those who shy away from discussions."

The teacher of the unmediated class was using English while teaching oral English quite often. This is clear from Appendix 13 and Table 5.36. Of course, sometimes, Amharic was used in explaining some topics. This could be due to English deficiency. This was one of the major wrong practices that could misguide the students to use both in English class.

G. Quality and Quantity of Inputs

As indicated in the Table 5.20 and Appendix 9, the mediator was making efforts to give inputs that could motivate the students. This could help students to see beyond what they do in classes. If students are given quality inputs, they are inspired to do things creatively and develop a spirit of independent learning.

Some of the excerpts that have been scanned from what the mediatees said witness that the teacher mediation had effects on their motivation and oral English performance of the mediatees. "If we do not ask, we do not learn," "I have cleared my doubts," "I have

developed confidence to share my ideas in English with people," and "Lack of confidence causes failure."

In case of the unmediated class, inputs were being given less frequently when compared with the mediated class. Almost all the lessons were kicking off with no proper directions, and the students were, in most cases, left alone with on meaningful task to perform. I found them doing unrelated things when the teacher was distancing himself from them for a long time. Due to this, the students, in some cases, were encountering problems. Because the teacher

H. Student Motivation

In one way or another, learning is founded on motivation. In the sessions I observed, I observed the strategies that the mediator was using to instill oral English motivation in the students. Some of the techniques employed include: "Keep questioning!" "believe you can do it," "as much as possible be your self," "You are required to question anything you hear or listen to," and "You have asked good questions; do you have some more questions that could help you to clear your doubts? Please do not hesitate to ask" (See Appendix 9). In short, the mediator was found to be so friendly to approach and assist them.

Coming to the unmediated class teacher, though there were some efforts, what was going in the classes might not suffice to help the students boost their oral English motivation. Motivating factors have to be built in the teaching/ learning process in order to bring lasting effects on behaviors. All the class behaviors had to be able to contribute to it. For further information, see Appendix 10 and Table 5.20.

I. Oral English Classes and MLE Criteria

Both the mediator and the control class teachers were observed while conducting oral English using MLE criteria in order to test their claims.

The Critical Criteria

Regarding the mediator, it was clear that the mediator was making efforts to utilize the critical MLE criteria, which Feuerstein considers as input factors for motivation and learning. The mediator was observed helping the students to have a clear picture, the why, and the purpose beyond the classroom of the lessons. This can be clear from excerpts like: "understand first then you do yourselves," and "This skill is very necessary in your life,"

reflect that the teacher was helping them to do themselves thinking oral English is very important for their future (See Appendix 9).

The control group teacher's teaching was not up to his claims. The explanations that he was giving were deficient in most cases. It is vivid from excerpts that read: "---this is interactive class. Therefore, you have to do all tasks yourselves," and "You know what vocabulary is? Discuss in your groups," that with very little information that the students were imposed to undertake tasks (See Appendix 10). This is a typical feature of a direct learning that puts all pressures on students without assistance. The teacher was expecting the students to do a lot of tasks by giving limited inputs.

Managing Learning Behaviors

This category includes criteria of sense of competence, control of learning, goal setting, challenge, awareness of progress, and positive thinking. In order to foster these, the mediator was utilizing different strategies, which include: "Always ask questions," Think differently to overcome problems," "You all are creative ones---," "Believe you can do it," "Don't panic," and "Did you come to this level with no hard work?" These were some of the expressions extracted from the excerpts of the mediator (See Appendix 9).

He was, moreover, seen while he was assisting them to understand the relevance of watching BBC and VOA television programs. This could help them to see the implications of learning oral English. He also shared the story of Helen Keller with them so that they think differently and bring changes in their ability to overcome their inhibitions and practice oral English. I think that this action could promote the students' self efficacy belief and locus of control, which are roots of learning.

Concerning the control class teacher, I observed that he did not have the MLE skill he claimed to have. I observed the gap between his words and his actions. It was in rare cases that the teacher was giving inputs that could help them to control their learning with intention. Imposed type of teaching might not provide students with necessary skills of MLE to manage learning. This could lead students to frustration unless they are assisted to build confidence at the beginning and then require them to do themselves. The way he was

approaching them could be frustrating for the students. For instance, I observed him saying: 'You were not listening to me? Why do you kill my time?" (See Appendix 10).

Managing Class Relationships

Sharing behavior, individuality, and sense of belonging are criteria of this category. Through these criteria, Feuerstein believes that the perspectives of learning are widened and sense of reactive thinking is replaced by the proactive one. These criteria foster the balanced development of criteria so that learning takes places without prejudice in learning styles and beliefs. The enhancement of these criteria does not discourage sense of competitions; it rather gives it a momentum.

In the efforts of the mediator, I observed him when he was telling them the relevance of the two MLE criteria: individuation and sharing. Literally, they seem opposites. But when they are used as appropriate, they play a great role for both social and individual development. In class also they have positive implications to develop one's ability and share it with others. The mediator was requiring the mediatees to think individually and share with their desk mates, group members, or classmates. In addition, he was helping to learn give and reactive feedback, which could raise individual and social awareness (See Appendix 10).

In the control class too, pair and group works were commonly practiced. I noticed that the students were made to take part in pair and group works without having clear guide about their meaning for their future career. Doing tasks individually or in groups may not have the same meaning for the students in the two groups because of the differences in the way they were learning and approached.

5.3.2.4 Students Pre Mediation Interviews

The purpose of the pre interviews was to assess what students said about the problems they were encountering in oral English relating to their own practices and that of their teachers. For this purpose, ten students were considered from the each group. The excerpts of the interviews that were held with the mediated and unmediated students were transcribed, and discussed as follows.

A. Understanding of Oral English

I asked the mediated students to know their level of understanding of the role of oral English, and the majority understood it as: "It is pronunciation of English words," "It is the ability to

memorize ideas and say" and "It is ability to memorize what is written in English and reflect it" (See Appendix 11). From these excerpts, it is apparent that they did not seem to have the understanding of its implication for their future career.

Similar responses were also received from the majority of the unmediated students. They argued that it is ability to pronounce and imitating native speakers. Some other said that it is not as necessary as grammar and vocabulary. From this one could understand that the unmediated students did not have a clear understanding about the purpose of oral English Here again that they did not seem to know the required meaning of it.

B. Attitude towards Sharing Ideas in English

Coming to the item that required them to explain if they have a positive attitude towards sharing ideas in English, majority of the experimental students reported that they like, but they could not share ideas in English medium discussions, because they did not have experiences. Here are some excerpts that justify this view. "I like, but I cannot do due to lack of practice in class," and "I like, but I cannot share because of lack of ability" (See Appendix 11).

On the other hand, two students made clear that they did not like speaking in English because they do not have a proficiency in English. It was evident from the responses of the majority that they had positive attitudes towards using English though they had a skill gap. This calls for an action that could develop their capacity. However, those who reflected they had negative attitudes need to be assisted to develop a positive attitude.

Majority of the control group students reported they like sharing ideas in English. But they stated that they did not have a capacity to do in accordance with their positive rating. Some other students, in contrast, mentioned that they did not like because they could not effectively use English to share ideas. In gross, it was apparent that the students appreciated to speak in English provided that they had a good command of it. From both groups, it could be learned that their limitations in oral English impaired their attitudes towards using practicing it.

C. Strategies used to express Ideas in English in Class

The experimental group students were also asked to discuss the strategies they were using to express their views in English in class. From their responses, I have understood that the

majority would like to compose first and then read. The medium they were using to write their ideas was Amharic in most cases. The excerpts like: "I first write in Amharic and then translate into English, "I am not good in speaking in English. Consequently, and I prepare and rehearse before talking. If not, I become nervous" indicate the strategy they were utilizing to speak in English (See Appendix 11). From this behavior, it is possible to understand that they might lack confidence in expressing ideas in English.

The control group students also reflected that they had a practice of writing points or notes before talking in English. The following excerpts show this practice. "I write in Amharic or English and then memorize to explain," "I talk based on notes written in Amharic," and "I cannot freely talk, because my English is not good. Thus I first write main ideas and then talk". Students of the two groups had a similar background; they did not seem to have that much experience to discuss in English. Moreover, the use of Amharic has been noted as a practice that discourages them to speak in English.

D. Knowledge of the Purpose of Oral English

The experimental students explained about the purpose of oral English saying it helps to communicate with students, get good results in English and other subjects, fulfill the language policy, be a good performer in education, and write good composition. Form what the majority reported; one could understand that they did not have that much understanding of the purpose of oral English. This conception needs change to enable them to understand and practice oral English with motivation.

The control group students also forwarded similar responses underlining that it helps to participate in class, perform better in other subjects, go abroad and work, communicate with people from overseas, work in English medium organizations, improve grammar, and vocabulary. As it clear from their responses, the way they understood the role of English seemed to lack depth. They also might not have internal drive that initiates learning.

E. Teachers' Oral English Teaching Practices

The experimental students were asked to explain their evaluation of their teachers' oral English teaching practices, and reflected that they had insignificant practices, because they used to learn grammar, writing, paragraph translation, and discuss in groups most of the time. Some of the excerpts that show this include: "I do not think they have a plan to assist us,"

"They teach us through a translation," "They teach us but they do not guide us that much. We do it by trial and error," and "I do not think there is a plan for what my teachers do to teach oral English" (See Appendix 11). Their practices could imply that there shortcomings with teachers to assist the students.

As shown in Appendix 11, the students in the control class also forwarded similar points about their teachers' oral English teaching practices. They underscored that the practices were not that much effective, because they were not learning as needed without a proper plan. In short, this revealed that they were not receiving adequate benefits from their teachers (See Appendix 10).

F. Impairing Factors to use Oral English

The experimental students were also asked to explain what makes speaking in English difficult, and majority of them disclosed that lack of confidence, fear, shyness, and ingratitude to one's efforts as the major impairments to express their ideas in English. Some others reported that they are discouraged to speak in English out of classes, because many on streets consider speaking in English out of education milieu as pomposity. This is clear from some of the following excerpts taken from the interview held with them. "It is lack of confidence to speak in English," "The context of classes does not motivate to speak in English," "Fear makes speaking in English difficult," and "Students' inability to organize ideas in English makes speaking difficult".

Similarly, the control group students disclosed that lack of confidence, inadequate vocabulary knowledge, fear, wrong self perception, and inability to practice were identified as the major impairments to improve oral English. Some of the direct ideas of the students included: "Students' inability to believe they can improve," Failure to learn by making mistakes makes speaking in English difficult," and "Belief of saying 'I do not have a capacity to speak in English' makes it difficult." It is clear that the students exposed similar problems that could be considered as "disability" to be a good performer in oral English.

G. Difficult Language Skills

To the question that was raised to rate the difficulty level of writing, reading, speaking, and listening skills, majority of the experimental students rated oral English as the most challenging. They underscored that the cause for the difficulty to speak in English could have

its root in the psycho-sociological factors that could result from the classroom and/or the general public. Some students, in addition, emphasized that lack of adequate speaking practices caused the difficulty to speak in English. Some excerpts: "Speaking is the most challenging," "Speaking is my headache because I am shy," and "Speaking is my number one challenge, because I have no confidence to practice" show how speaking in English is a challenge.

Majority of the unmediated group students also rated speaking as the most difficult one, where as listening, writing, and reading were rated as second, third, and fourth in their order of difficulty (See Appendix 11). The students' identification of the speaking skill as the most difficult falls in line with the findings of researchers like Fasil (1992), Haile Michael (1993), Mekonnen (1998), Taye (1999), and Alemu (2004), which underscored the serious speaking skill challenges of high school and university students, and gave rise to this study.

H. Frequency of using Oral English out of Class

The experimental students were asked to explain how frequent they were using English out of class and majority of their responses reflected that they did not have that much practice and were not using oral English out of class. Here are some of the excerpts that reveal their less frequent experiences of speaking in English out of class. "I rarely speak, my English is not good," "I do not speak, because I cannot," "I hardly speak in English out of the class, due to lack of practice," "I do not, because people do not appreciate those who speak in English out of schools," and "I do not use, because there is no need" (See Appendix 11). Though causes were different, the use of English out of class was not frequent.

The unmediated group students were also asked the same question if they had practices to use English out of classrooms and, the majority discussed similar reasons why they are not using English out of classes. This is apparent from some of the excerpts like: "I rarely use when I happen to meet people that do not know Amharic, because English is not needed that much out of the class," and "I do not use, because English is not widely used out of the class" (See Appendix 11).

I. Preferred Topics for English Medium Discussions

"What issues do you like to talk about in English? Why?" To this question, they identified new topics, familiar and environmental, industry and agriculture, HIV/ AIDS, and poverty related were as their preferences to discuss in English (See Appendix 11).

On the other hand, the control group students were asked to identify and give reasons the issues they were happy to use in their English discussions. Accordingly, the majority of them indicated that they used to prefer to discuss issues from different disciplines and they have some knowledge about them, familiar, love, new, and social issues (See Appendix 11).

J. Feeling for Improving Oral English

The majority of the experimental students were doubtful about the possibility to improve their oral English underlining different factors. The following include some of the issues they raised why they were not optimist about changes in their oral English performance. "I have the belief of improving my oral English ability, but I do not think it has helped me," "I do not think I can improve more than what I do at present," "In the current context, I do not think I can do better than what I can," and "I believe I improve if the way English is taught is different at a tertiary level. But with the current way of teaching, I do not believe I can improve" (See Appendix 11).

The control group students noted that they were so doubtful about the possibility to experience changes in their oral English performance. They stated their reasons of pessimism as: "I do not think I can improve my oral English in a short period of time," "After attending English class for more than ten years I have not seen that much improvement. Thus I do not have that much hopes to bring changes in my ability," "I do not think because teachers do not help me that much," and "I do not have a capacity to improve" (See Appendix 11). These excerpts show their low self efficacy and external locus of control in the face of oral English challenges. In this context, it is hard to believe that students are motivated to welcome changes.

K. Evaluation of the Current Oral English Teaching Method

Finally, the experimental students were required to evaluate the effectiveness of the present method of teaching oral English. I inferred from their responses that the method is inefficient, and changes have to be in place by providing teachers with an effective training that could

enable them to discharge their duties and responsibilities. Let us see some excerpts that indicate their feelings of discomfort with the method in use. "It is so inefficient to help me to improve," "Teachers are not well-trained to utilize appropriate methods," "The way we are taught needs rethinking, because it is not up to the needs of students," and "I do not think our teachers teach us properly" (See Appendix 11).

Coming to the students in the control group, they also discussed that the current oral English teaching method has to be questioned, because it is not up to the expectations of students. Some of the excerpts of the students underlined this discontent. "It is not up to the standard of the time. Thus, changes are a must," "I do not like the way oral English is taught at all levels in schools; urgent changes have to be in place," and "I am not happy with the current method of teaching speaking skill. Unless there are changes, the problem of oral English recycles itself" (See Appendix 11). In short, it is visible from the responses that changes have to be introduced to help students promote their motivation to learn and improve.

In a nutshell, the interview questions posed to both the experimental and control group students made clear that there are gaps in students' understanding of the relevance of English, attitudes, self efficacy belief and locus of control, and teachers' capacity to motivate and help students look beyond classroom activities. From the problems exposed, two major generalizations could be made. One is empowering teachers so that they become role models and mediators. Second, design materials in such a way they address problems.

5.3.2.5 Pre Mediation Students' Focus Group Discussion

This discussion was held with the ten students from each school (20 from the two schools), who participated in the interview in order to trigger more information from joint reflections about their self efficacy belief, locus of control, and oral English performance. The discussion session was also videoed to observe feelings of the students and while holding the discussions.

A. Experiences and Attitudes towards Oral English

To the question that dealt with oral English experiences and attitudes, majority of the experimental students raised that a scarce attention is given to assisting students to improve their oral English. They also noted that, as a result of this practice, their attitude towards

speaking in English has been affected, and they have developed a tendency to resign from expressing their ideas in English.

Some of the excerpts like "I have passed in poor experiences. Thus, I do not have a good impression of speaking in English," "Teachers have limitations. They do not make efforts to bring changes in us. This has discouraged me to speak in English" indicate how serious their oral English learning practices were (See Appendix 12). The excerpt underlines that there were gaps to be filled.

Similarly, the majority of the control group students reflected that they used to experience problems in learning oral English, and that their attitudes towards oral English were affected. One could understand that the inappropriate practices discouraged the students. "Well, to be frank, I did not have a good oral English practice story. Unfortunately, I did not have a good oral English teacher. This practice has discouraged me to make efforts to improve" (See Appendix 12). The majority of the students reflected that because of their inadequate practices, their oral English was deficient, and they developed unfavorable attitude towards sharing ideas in English. For example one of the students said, "It is too late to practice speaking in English, because I do not believe I can make it." This shows that unattractive beginning blurs motivation and success.

B. Evaluation of Ability and Confidence in Oral English

From one of the excerpts from the experimental group students, one can understand that lack of ability affects confidence. "I am incapable of speaking in English. Consequently, I lack confidence to express my idea in English." On the other hand, I have learned from one of their responses that lack of confidence impairs ability. From this one can think that ability and confidence influence each other. In general, the majority revealed that, in one way or another, they had problems with their ability and confidence, and, as a result, their oral performance was affected (See Appendix 12).

Regarding the control group students, only very few reported that they were trying to speak in English though they had feelings they were weak. However, the majority were of the opinion that they did not have confidence and good oral English performance. Speaking in English out of class is more embarrassing than in class for some students. For instance, the

following excerpt reflects this view. "Mainly, I am inhibited to speak in English out of class as compared with my performance in oral English in class (See Appendix 12)." In a nutshell, both the experimental and controlled students disclosed that they had problems with their confidence and ability to speak in English.

C. Role Modeling

Majority of the experimental group students discussed that they hardly see their teachers as role models, because most of the time, they were using Amharic in classrooms. One student said, "Can we call the teacher, who frequents speaking in Amharic a role model? This is mainly the reality in our English classes" From this excerpt, it is possible to understand the tone of the existing problems related to the use of oral English. Other two students again accentuated the problem with speaking in English and that a new strategy is needed to use English as the medium of instruction in Ethiopian schools.

Similarly, the control group teachers also questioned the effectiveness of their teachers to consider as role models. One student disclosed that even some students are better than his teachers in oral English performance. "In my class I do not think teachers are role models for oral English, rather there are two students, whom I appreciate their oral English and aspire to perform like them" (See Appendix 12). From this comparison, one could learn that teachers' performances might not attract students. In this context, it is possible to think that the students' motivation is affected.

D. Blaming

This question was asked to know what both the experimental group students say about their ability and if they shift blame or take responsibility. Accordingly, the majority of them declared that their weakness was due to their teachers' capacity gaps, lack of clear syllabus, improper practices, and the scanty attention given by the Ministry of Education. One student said, "Had the strategies and methods of teaching oral English been dictated by the English syllabus, it would have been possible to help students develop their oral English." Other students were of the opinion that their main problems rest on lack of training opportunity for teachers. For example, one of the students said, "I personally feel that the cause for my weakness is due to problems with the way teachers trained" (See Appendix 12). The students reported they cannot speak in English, because they did not have good teachers; they

externalized the sources of their oral English deficiency. From this, it is apparent that they lacked appropriate self efficacy belief and locus of control.

Similar responses were also gathered from the control group students in this regard. The majority of the students uncovered that their oral English was below standard due to different factors. However, they did not count the causes on themselves. All of them underlined that their weakness was due to limitations on the part of the teachers to assist them. All of these problems were perceived by the students as they were caused by their teachers. From this perception, it is apparent that the students did not seem to uncover what was missing in their own efforts to unleash their potential. This limitation might not occur if the students are helped to develop sense of controlling their learning behaviors, which Feuerstein et al (2006) regard as the criteria that enable students to be independent thinkers, learners, and problem solvers. They believed that their incapability occurred due to the deficient teaching of their teachers. One could infer from this that the students did not have favorable self efficacy belief and internal locus of control in their oral English.

From the information gathered from both groups, it is clear that they were influenced by lack of "I can do" belief and putting the causes of their weakness on other people or circumstances. In order to help them to believe they can do and improve and develop inward looking, they have to be provided with an opportunity to transform themselves.

5.3.2.6 Teachers' Pre Mediation Interview Results

A. Understanding of Oral English

To the question that was raised to understand their level of perceptions of oral English, the majority of the teachers from the experimental school reported that it is expressing ideas in good English and communicating with different people. Though they disclosed its relevance in terms of communication, their understanding did not seem to emphasize its role to perform in other subjects and in a wider environment. This is related to a deficiency in understanding its purpose beyond the present. The teachers' scope of understanding needs to be changed in order that they in turn help their students develop a good notion of the transcendence of oral English. Some of their responses include the following. "To me it is self expression in good English," "Well, it is ability to express oneself in English," and "It is ability to communicate with people, who cannot speak in Amharic" (See Appendix 13). These excerpts did not seem

to go beyond the immediate use of oral English. Teachers have to help them to know the extended use of oral English.

Responses of the teachers from the control school to this question revealed that majority understood it as using English accurately, whereas some emphasized that it is ability to use grammatical sentences in speeches and learn more vocabulary items. Some of their responses included: "I perceive oral English as ability to use accurate English to express ideas," "It is ability to use grammatical sentences and share ideas in English," "To me it is speaking in audible English," and "It is ability to memorize and use new words in speech (See Appendix 13).

Teachers in both groups seemed to have understanding of oral English with a limited scope. They have to be assisted to develop the required understanding that takes into account many perspectives.

B. Qualities of Effective English Teacher

More than half of the teachers from the experimental school indicated that ability to know and use new vocabulary items in order to express one's idea with no problem as a quality of effective English teacher. These teachers seemed to believe that knowledge of vocabulary items is the major factor to be a good teacher of English. From these responses, it is possible to infer that the teachers did not have a clear perception to develop oral English. On the other hand, very few teachers discussed that teachers, who have good flow of ideas and use accurate English, and motivate students to imitate their styles are effective teachers. This understanding is another perspective that could add value to learn oral English. But we have to understand that these are not the only ways.

Coming to the control school teachers, half of them responded that teachers have to have confidence to teach effectively, whereas others reflected fluency, knowledge of the subject matter, information about students, and good pronunciation as required qualities of teachers. These qualities could be meaningful and serve as contributing factors if they are put into practice in the way they are transferred to students. To do so, the method of teaching, teachers' skill and commitment play a great role. The problem with the teachers was that they

had a narrow understanding of qualities of effective. The scope of their understanding has to be widened.

Differences have been observed between the teachers in the two schools in that majority of the experimental school teachers identified ability to use many vocabulary items as the major quality, while the control group teachers reflected that confidence is the major factor to be a good oral English teacher. If both are integrated, it is possible to have a better opportunity for oral English learning.

C. Factors that make Oral English Difficult

The responses of the majority of the teachers from the experimental school uncovered that lack of enough vocabulary items, self confidence, grammar competence, and knowledge of the subject matter impairs ability to speak in English. From the findings, one could infer that intervening measures have to be introduced to fill the emphasized gaps (See Appendix 13).

Lack of readiness and motivation, confidence, practice, and attitudes were underscored as the major factors that impair oral English by the teachers from the control school. Out of these, lack of motivation was raised by the majority that it is the real challenge to improve oral English (See Appendix 13). What these findings imply is that interventions that could address these challenges have to be in place. The teachers did not seem to have a belief that they also had their own contributions in the occurrence of the problem. This tendency could weaken the effort to introduce sustainable changes.

D. Experiences of Teaching Oral English

Majority of the teachers from the experimental school revealed their preferred class arrangements to teach oral English was pair and group works. This could be practical if they were doing in the way the arrangements could initiate changes in the students oral English (See Appendix 13). Moreover, they reported that they were encouraging their students to only use English in the pair and group works. However, the class observation I made was not in line with what they reflected. There was a gap between their claims and what they were doing.

As shown in Appendix 13, majority of the control school English teachers reported that they were using debates to boost confidence in their students in most of their classes. Very few of

them also discussed that they used to require their students to prepare and deliver speeches to classes. However, what matters is not only the arrangement of classes for debates, but also the language and the strategy in use have to be given attention.

E. Students' Oral English Status

From the interviews held with the teachers, the students' weakness and lack of interest were underlined by all of the experimental school teachers. They did not seem to have a share in the problem. Some of the excerpts that show this view include: "My students are so weak in oral English, because they do not like practicing. "They use Amharic in place of English whenever they are needed to discuss. This is their weakness," and "My students do not like practicing, because they are shy" (See Appendix 13).

Concerning the control school teachers too, all the teachers showed a tendency to put blames on their students. Here are some of the excerpts like: "They do not practice and thus they are weak," and "They are very weak and lack confidence" (See Appendix 13) typify the perceptions they held about oral English capacity of their students. These teachers again seemed to distance themselves from taking a responsibility for the oral English problems that their students experience. This inclination does not help to know the root cause of the problem and address.

F. Difficult Language Skills to Students

The majority of the experimental school teachers forwarded that oral English is the most important challenge of their students, whereas, one of them disclosed that it is the problem of both teachers and students. Some teachers indicated that writing skill is the second challenge for their students, and one teacher said that listening is follows speaking in challenging students (See Appendix 13). In this case also the teachers revealed that the problem has to be seen from the students' angle. It seems a escape from assuming a responsibility for the problem.

Like the experimental teachers, the control school teachers disclosed that oral English is the most challenging to their students followed by writing, reading, and listening skills in order of importance. From the congruence of the responses, it is apparent that oral English is more problematic and needs attention.

G. Implications of Oral English competence

The experimental school teachers were asked to explain the implications of students' good command of oral English and the points like getting good results, communicating, participating in English medium conferences were raised by the teachers. From the responses, communication was underlined by many of them (See Appendix13). What they raised can be implemented if they act to accomplish what they believe to be.

The control school teachers were also asked the same question and majority of them emphasized that a good oral English capability has an advantage to communicate with people. Its implication for paper presentation and success in university education was touched on by two teachers. This could initiate stronger motivation in students because it is connected with success in their overall learning outcome. For further information, see Appendix 13.

H. Motivation Mechanisms

Lastly, the experimental school teachers were asked to explain how they were motivating their students to develop their oral English and issues like: helping students to practice, arranging group and pair works, organizing debates, telling them to follow him, presenting ideas, and English medium entertainment clubs were raised (See Appendix 13). If these class processes are implemented in a planned way, they trigger changes in the students' oral ability. I doubt the practicality of what was reported because I observed gaps between teachers' actions and their claims.

The control school teachers were also asked to explain the techniques they were using to motivate their students. Accordingly, the majority reflected that they were motivating to do oral English tasks. Excerpts like: "I usually advise them to be self reliant," "I tell them to do tasks independently," and "It is when they develop confidence that they can do oral English tasks. I encourage them to boost their confidence" (See Appendix13). What they were doing when they were telling them to develop confidence is the basic issue to be given attention. If it is a simple devoid of instruments, it may not result in a good output. Though they claimed to do this way, in my class observation, I realized the opposite. Here again there is a gap between their claims and what they were practicing.

In both the experimental and controlled teachers' case, I have come to learn that there were some efforts to motivate students to improve their oral English. However, they may not be translated into practice if they are not planned and standard based. Efforts are needed to be exerted in this regard.

5.3.2.7 Teachers' Pre Mediation Focus Group Discussions

Both the control and experimental schools' teachers were required to discuss their experiences regarding their experiences and challenges of teaching oral English.

A. Problems of Teaching Oral English

The experimental school teachers discussed the depth of problems in teaching oral English touching on their beliefs of teaching, and the current status of their students. Regarding depth of the problems of teaching of oral English, the teachers emphatically underscored the students' oral English deficiency, lack of interest, inability to understand the role of English, and lack of creativity adversely affects their success. One teacher, however, declared that teachers' oral English deficiency could be considered as one of the causes of the problems. "We teachers also have problems because we have not received refresher courses o teaching" (See Appendix 14). This teacher had inward looking ability to change himself. The majority analyzed the problem from the external perspective. In order to bring changes, problems have to be diagnosed from both perspectives.

The control school teachers were also asked to forward their ideas about the magnitude of the problems of oral English, and they disclosed that students did not have motivation make efforts, were so careless, and reactive to practice oral English. According the teachers, their students were sources of the problems they were experiencing in oral English. In the other words, the depth of the problems was only seen from the perspectives of the students. Based on the class observations I made, I question the validity of the teachers' views.

B. Current Status of Students' Oral English

The experimental school teachers were asked to assess the current oral English status of their students, and they disclosed that the many students were very weak and without commitments, and, consequently, they could hardly express their ideas in English. For example, the following excerpts reflect the teachers' view of their students. "Well, it is clear that most of them are weak. This could be due to their lack of efforts to improve," and

"These days it seems a problem across the country. Students do not make efforts to express their ideas in English" (See Appendix 14).

However, one of the teachers said, "Of course, students have weakness, which we all may agree. On the other hand, we teachers have a tendency to externalize the oral English deficiency of our students, because we do not have self awareness about our shortcomings. I believe we have to look at students through what we do" (See Appendix 14). This excerpt reveals that teachers have to assess their own gaps rather than putting all the blames on students.

The control school teachers were also asked to assess the current status of their students' oral English, and they revealed that they did not have readiness and a positive attitude to express their ideas in English, and they were using Amharic as a substitute. One teacher, specifically, reported that most of their students were requesting them to be taught in Amharic because they did not understand English very well.

C. The Relevance of Courses taken at Tertiary Level

To know what they say about the relevance of the courses they took at university, a question was made to the experimental school teachers and they reflected that the courses were mainly theory-based and very few, weakly related, and traditional. Meaning, the course were not appropriate (See Appendix 14). In this case again the problem was put on one side; they said nothing about their contribution n this context. The findings have an implication for change in the methodology of teacher training in the case of oral English.

Concerning the relevance of the courses they took at a university, the teachers of the control school reported that most of the courses did not have relevance, and were traditionally designed. The following excerpt shows this gap. "I do not see any strong connection between what I learned and what I am doing. I am teaching using my own ingenuity," and "I was trained in a traditional way... (See Appendix 14).

In conclusion, both cases, the courses taken at a university were questioned. The teachers did not seem to have self awareness in order to see the problems from within perspectives. They forwarded complaints that did not show their role in the context.

D. Blaming

"Who are responsible for the problems you face in teaching oral English? Why?" This question was posed to the teachers to see if they count some of the problems on themselves. The teachers had a tendency to shift blames connected to failure in oral English to other bodies. Blame shifting cannot help to indicate the exact sources of oral English learning problems. Problem identification has to involve both teachers and students in order to find meaningful solutions. The teachers said that the ministry and of education and parents are to be blamed for the current problems they and their students face in teaching/ learning process of oral English. For further information, see Appendix 14. Here again, attention was not given to a balance between inward and outward looking.

Concerning the to whom they attribute the problems they were facing in teaching oral English, the control school teachers also externalized to their students and parents, Ministry of Education, and English curriculum designers. These teachers again did not seem to assess what could be missing in their skills. They had a tendency to keep aloof from the problems they were experiencing in teaching oral English. Responses from both groups of teachers capitalized limitations with other people. Diversity in thinking about problems was missing.

E. Teachers' Efforts

The experimental school teachers were required to explain what they were doing to help their students solve their oral English problems. In view of this, they forwarded that they used to arrange additional classes on grammar and vocabulary, and encourage them to practice at home and with friends. The efforts are appreciated, but were they designed in the way they could bring improvements in the students' oral English? Is it also a priority to give lessons on grammar and vocabulary to help students improve their speaking ability? This is not wrong, but questionable in terms of the target (See Appendix 14).

The control school teachers were also asked the same question to know what they were doing to assist their students. The points discussed by the teachers include holding debates, telling to read books, discussing with individual students. Out of the mentioned efforts of the teachers, debating was the most frequent activities that the teachers encourage the students to take part in. As I observed, in debates the students were mainly using Amharic and the

teachers were found to keep. This could misguide students to use Amharic. This gives us a lesson that we have to do with a purpose.

Some teachers reported that reading books on oral English could help students to improve. Their idea to help students is well taken. But is by reading that we improve our speaking ability? We have to know what we have to do when we face a certain problem. We have to target what could serve as the best remedy. By doing something else, we may not come up with the expected result. In both groups' case, I understood that there were some efforts to assist students. However, what and how we do should be clearly known.

F. Suggestions to curb Oral English Problems

Finally, the teachers from the experimental school were asked what they believe to be in place to improve the students' problems oral English. In general, ideas like changing teaching methodology, networking with parents, arranging proper on job training, undertaking a research on methods, and enhancing the capacities of teacher training institutions were forwarded.

The teachers from the other group also proposed changes in teaching methods, giving appropriate training to all those who have a stake in education, establishing systematic follow-up, and changing the way teacher training institutions operate. From the responses of the teachers of the two schools, one could infer that there have to be changes in the mind set of all the concerned people and then new systems have to be in place.

5.3.3 Post Mediation Qualitative Data Analyses

5.3.3.1 Introduction

Post qualitative data were gathered from both the mediated and unmediated students, and the control teacher and mediator for the purpose of understanding the changes that took place due to the application of MLE. With the students, interviews and focus group discussions were used, whereas the mediator and the control teacher separately reflected their practices of teaching oral English for four months.

5.3.3.2 Post Mediation Students' Interviews

Those students (10 from each), who participated in the pre interviews, were also interviewed to assess the changes in their self efficacy belief, locus of control, and oral English performance.

A. Gains from Oral English Lessons

The mediatees were asked to explain what they gained from attending the oral English lessons for four months and they identified as follows. They reported that their confidence, motivation, and their readiness to take a responsibility improved. From these changes, one could understand that MLE could assist students to register improvements in their thinking and ability. The following excerpts show the above idea. "I have understood why I learn oral English, and my motivation to speak in English increased," "to say I am responsible," "to say I can improve," and "I can do" belief (See Appendix 11).

The unmediated students, however, did not reveal the benefits they received from attending the oral English for the four months. They, moreover, criticized that their teacher was not giving them a chance to practice, and Amharic was mainly in use in the class. For further information, see Appendix 11.

B. Belief of Changes in Oral English

It was learned from the responses of the mediatees that changes were introduced to their belief in practicing oral English as the result of the lessons they attended for four months. "My belief has been changed from saying impossible to possible," "I have developed a belief that improving my speaking ability can help me," and my belief of taking responsibility increased," are some of the indicators for changes that took place in the mediatees' oral English belief (See Appendix 11).

All the unmediated students reflected they did not have that much change in their belief about oral English though they attended for four months. They added that the way they were practicing were not inviting, and they did not see the sessions as necessary for their purpose. One can understand the students' dissatisfaction with the lessons they attended from excerpts like: "The way we were learning was not inviting. I have no changes towards oral English. No new thing took place in the lessons we attended," Why do you ask me about changes? We learned no new things; we were only spending longer times in classes," and "The classes I

attended rather discouraged me, because I did not get what I expected from them" (See Appendix 11).

C. Implications of Oral English

The mediatees were also asked to explain how they relate oral English competency with the other subjects they learn. All of the mediatees emphasized that oral English competency has a direct connection with success in other subjects and that it is a cross-cutting skill. They have underlined its inseparability from learning other subjects and its implication for their success in tertiary level education saying, for example, " I have understood that it cuts across all subjects and plays a great role in success," " I have known its place in tertiary education," "I have learned that it is inseparable from other subjects" (see Appendix 11).

Regarding the implications of oral English ability to be successful in other subjects, all of the unmediated students emphasized that it is very important to be competent in tertiary level courses, to communicate with teachers and classmates, and to share ideas in English medium discussions. The students' responses reflect that there are mismatches between what they believe to be and what is going in speaking classes. Excerpts like: "It helps us to be active at tertiary level education," "Without the ability to speak in English, it is impossible to participate in class activities of other subjects," and "It is crucial for success or failure in other subjects; we have to communicate with our classmates and teachers in it" underline the necessity to develop oral English (See Appendix 11).

D. Attitudes towards Oral English

The mediatees were asked to see if there were changes in their attitudes towards oral English after taking part in the lessons. As indicated in Appendix 11, all of them expressed that they experienced some changes in their belief about practicing oral English. They particularly discussed that it brought changes in their thinking, performance, inspiration, and confidence, which helped them to develop sense of optimism to practice oral English.

Coming to the unmediated students, what they reported about their attitudes towards practicing oral English is not different from what they did in pre mediation interview. For instance, the following excerpts indicate the lack of change. "Because I fear to speak in it, I do not like it," and "I do not like speaking in English because I cannot." A big gap has been

observed between what the mediatee and the unmediated students said about their attitudes towards oral English. This has made apparent that MLE could make a difference.

E. After the Lessons

I wanted the mediatees to compare their pre and post mediation status of oral English. Accordingly, it is apparent from what they reflected that there were differences in their confidence, performance, thinking, self awareness, belief, and attitudes.

However, from among the unmediated students, only two students reported that they had developed a positive feeling towards practicing oral English. Imagine they did not say their attitude was changed looking at their teachers' oral English performance. This is clear from the direct words of the students: "Because some students inspired me, I have developed the feeling that I have to make efforts," and "I have learned that practice can make a difference" (See Appendix 11). However, the majority discussed that their dissatisfactions still persist. The following is one of the indicators of their discontent. "No, because the classes were boring, because we were not practicing and learning what was intended" (See Appendix 11).

5.3.3.3 Post mediation Students' Focus Group Discussions

The mediatees and unmediated students discussed their four months' experiences of oral English lessons in order to gather further information.

A. Challenges of Oral English

As can be discerned from the discussion of the mediatees, it is apparent that the students used to think that challenges discourage learning. However, after the teacher mediation, it is clear that there is a change in their beliefs. They seemed to rethink the way they were looking at challenges. The also seemed to develop an inclination to move from considering challenges as threats to as an opportunity to learn. For instance, look at some of the direct words of some the mediatees. "In my case, I have recognized that it is possible to manage challenges. It is impossible to say bye to problems. If it is so, it is a mistake, because we cannot annihilate challenges" (See Appendix 12).

All of the unmediated students revealed that speaking in English is a challenge for them and measures have to be taken. Two students, specifically, underscored that something must be missing in the teaching of oral English because they could hardly express their ideas in English after learning English for a long period of time. "We have been learning English for

such a long time, but still we hardly communicate in it. Why?" and "What he raised is my concern too. Don't you think something is missing? It is the real challenge" (See Appendix 12). The mediated and unmediated students were found to have differences in the way they understood challenges.

B. Oral English Ability and Confidence in and outside Class

It could be learned from what the mediatees said that they improved their confidence, ability, and "I can do' belief in using oral English inside and outside classroom. Excerpts "I am better now, because I am trying my best inside and outside class," and "Definitely, I am different now, because of the efforts of my mediator" show that the mediatees believe they have improvements.

The majority of the unmediated students reflected that they do not have that much confidence both inside and outside classes to express their views in English. Comparatively, they reported they feel more relaxed to speak in English in class when comparing with outside experiences. One could learn from their reflections that they had acute confidence problem that affects their readiness to speak in English.

C. Role Modeling and Competence

From the appreciations they forwarded about him, it is possible to understand that the mediator has a dependable ability to help and lead the mediatees to be motivated, and develop the belief of "I can do," to be independent learners. The mediatees consistently revealed that the mediator is so nice in helping them. "He is so wonderful, because he is friendly and ready to assist us," and "He has a capacity to lead us, learn with us, and activate us. Thus, he is a person who leads; he is not the one that rides." (See Appendix 12). From all the points they raised, it was apparent they believed that he could be their example to follow.

On the contrary, the unmediated students did not forward words of appreciation about their teacher's help for them. Many of them disclosed that he seemed able but his help was insignificant in the oral English classes he conducted. In gross, one could recognize from these findings that the teacher was not capable enough to assist the students with their oral English. The teacher's oral English status that the students expressed in different words could give clue that he had to have relevant training in how to teach oral English and satisfy their demands.

D. Blaming

Changes have been observed in the way the students used to blame circumstances or individuals. A demarcation is clear in their way of attributing success or failure. Some mediatees discussed that they also have their share in the problems that happen to them. Inspect the following excerpts. "I used to put all the blames on my teachers and Ministry of Education. But now I have learned that I also have a contribution for my success and failure" (See Appendix 12). This is one of the reflections of the mediated students that reflected a change in their mind set about understanding circumstances.

The unmediated students were also asked to discuss whom they blame for problems they are faced with in practicing oral English. In response to this question, they explained that concerned people, Ministry of Education, education system, and teachers were prime agents for the problems they face in their oral English. It is vivid from their attributions that they externalized causes of their limitations in oral English performance.

5.3.3.4 Reflections from the Mediator and the Control Class Teacher

Discussions were held with both the mediator and the control class teacher in order to explore the way they explain oral English, what they say about their students ability, the challenges they faced in conducting the lessons for four months, and what they suggest to help students improve their oral English performance.

A. Understanding of Oral English

The discussion that was held with the mediator indicated that the MLE training and the oral English lessons he conducted helped him to widen the scope of his understanding of oral English, how interactions have to take place, and the implications of teaching it. As a result, he defined oral English as the way of exchanging information to initiate effective learning. This level of understanding is deeper than his understanding of the pre mediation one.

Whereas the unmediated teacher's understanding of oral English was more or less similar with what he gave in the pre mediation interview. He said that it is a skill that is taught at different levels and serves as a means to present our ideas. This one is not as deeper as the one that was given by the mediator.

B. Experiences gained from Participating in the Program

The mediator said, "I consider my participation in MLE program as re- training." This excerpt shows how much the mediator likes participating in MLE. According to him, his participation had dual purposes: one was his empowerment, and the other one was his contribution to students' independent learning and learn how to solve the problems they encounter in their learning.

The control teacher reflected that the class was full of noises, which were possibly the results of the students' disinterest in the oral English and he managed to develop a feeling of tolerance and worked with the students. From his reflection, it was not clear that he developed an experience of teaching oral English because of his involvement in the conduct of the lessons unlike the mediator.

C. Improvements in the Oral English Performance of Students

The mediator witnessed that the students, in general, underwent changes in their belief to learn, motivation, and confidence in using oral English. Changes in these factors play a great role in learning in general because they are building blocks of learning (See Appendix 13).

However, in the case of the control group teacher, very few students were reported to experience some changes. He underlined the students' lack of interest as the major factor for not improving their oral English skill.

D. Challenges of Conducting the Four Month Long Sessions

The mediator reported that he was not encountering challenges in the oral English classes he conducted for four months because the experiences helped him to gain richer experiences. He, moreover, reflected that he considered the time he enjoyed his time with the students (See Appendix 13).

Coming to the control group teacher, he identified some challenges, which include weak participation in classroom discussions, and the students' lack of concern to attend oral English lessons and their inquiry to have grammar lessons in place of the intended lessons. For further information, see Appendix 13.

E. Sources of Students' Oral English Problems

The mediator underlined that teachers' inability to assist students to learn how to learn is the major source of the problems students face in learning in general and oral English in particular. In addition, he emphasized that teachers should motivate students to be self reliant and try all possible strategies and methods they believe can help them learn better (See Appendix 13).

On the contrary, the control class teacher revealed that the students' carelessness and shyness were important sources of the oral English problems they were facing. From the reflection, one could learn that the teacher's tendency to externalize is another source of the students' oral English inhibitions. If the problem is not assessed from different perspectives, the remedial action that is taken will not solve the deemed problem (See Appendix 13).

A remedy to modify this vicious circle is providing teachers with MLE-based training that could have application for changes both in students and teachers. The change that took place in the teacher that mediated the other group is an evidence for MLE capacity to initiate changes in the mediator and mediatees that passed in the process of mediation.

F. Suggestions to improve Oral English

The mediator suggested that MLE has to be given to teachers in general and oral English teachers in particular. Moreover, he proposed that students' learning problems have to be assessed using some standard tools and apply MLE. These are similar with the self efficacy belief and locus of control scales that I applied to assess how students judge their ability and attribute their success or failure (See Appendix 13).

The control group teacher suggested that students have to avoid a sense of timidity and show a feeling readiness in order to improve their oral English performance. He also recommended a longer teaching time to bring changes in oral English teaching (See Appendix 13).

CHAPTER SIX: SUMMARY, METHODS OF VERIFICATION, CONCLUSION AND PEDAGOGICAL AND RESEARCH IMPLICATIONS

6.1 Introduction

The objective of this chapter is to consider the different research outputs that have been obtained through the mixed methods in the light of the objectives set. To this effect, the findings of the quantitative and qualitative approaches have been condensed separately and verified. Following, conclusions of the findings have been made, and the pedagogical and research implications have been deduced.

6.2 Summary of Quantitative Findings

A. Students' Perceptions of MLE

The MLE criteria ratings of both mediated and unmediated students were found to be above the median value (20.5). This reflects that they had positive attitudes towards the criteria. In other words, the students more or less had similar preferences for the criteria.

B. Students' Rating of their Teachers' MLE Awareness and Practices

In the assessment made to know what both the mediated and unmediated students say about the efforts of their teachers to make use of the criteria, the median value was, in most cases, found to be at "Not very often" (2). This finding showed that the criteria that were appreciated by the students were not in use in oral English class. This could indicate that the teachers did not seem to have experiences to utilize the criteria.

C. Teachers' MLE Criteria Perceptions

To assess the MLE criteria perceptions of the experimental and the controlled schools' Preparatory-I English teachers, the median value was used, and it rested at "Very important (5). These responses revealed that the criteria were well perceived by the teachers from the two schools.

D. Teachers' Reports about their Awareness and MLE Practices

Regarding their awareness and MLE practices of teachers of both groups, the median value was found to lie at "Very often" (5). This claim falls in line with their rating of the criteria. However, their claim is in contradiction with what their students reported about their awareness and efforts to utilize the criteria. Moreover, my observation of their oral English class justified what the students reported.

6.2.1 Students' Intra Self Efficacy Belief, Locus of Control, and Oral English Performance

A. Self Efficacy Belief

The mean rank t-test revealed that the differences in both mediated and unmediated students' intra paired self efficacy belief were found to have statistically significant differences, which indicated improvements. However, the improvements that occurred in the oral performance of the mediated students was bigger than that of the unmediated ones.

B. Locus of Control

In terms of their locus of control also there were changes, which were statistically significant, in both the mediated and unmediated students. In this case again, the changes recorded by the mediated students was greater than that of the unmediated students.

C. Oral English performance

The oral English performances of the students were also computed in terms of cut off points set by Addis Ababa Education Bureau and paired sample t-test. According to the first criterion, about 90% of the mediated students were low achievers, whereas the rest were average achieving in their oral English. In the while mediation, 8%, and 31% of them were high and average achieving, respectively, while the remaining were low- achievers. Coming to the post mediation, 24% and 42% were high and average achievers, respectively, 34% were still in the low achieving group. From the presented data, changes in their performance are noticeable.

The paired sample t-test was used to compare the differences between the paired oral English tests administered at the three phases. From the comparison, it was learned that there were statistically significant differences in the performances of the mediated students.

In the same manner, the oral English performance of the unmediated students was assessed and about 90% of them were in the category of low achievers, while the remaining were average achievers. In the while and post tests, 21% and 27% were average achievers, respectively, while 79% and 73% were in the low achieving group, respectively.

The means of the paired tests were also compared using paired sample t- test and were found to have statistically significant differences in the context of the performances of the students in the two groups.

As could be learned from the findings of the unmediated students' self efficacy belief, locus of control, and oral English performances, in three variables, there were statistically significant within differences. It was also learned that changes have to be understood in a given context. What is significant in one context may not be the same in another.

6.2.2 Mediated and Unmediated Students' Inter Self Efficacy Belief, Locus of Control and Oral English Performance

The two groups of students were compared in terms of their SEB, LOC, and OEP in order to further understand the extent of improvements in the mediatees due to the application of MLE.

A. Pre, While, and Post Mediation Self Efficacy Belief

The mean ranks of the pre mediation self efficacy belief of the two groups were compared, and a statistically significant difference was not observed. However, in the while and post mediation, a statistically significant difference was seen in which the mediated students surpassed. From this finding, one could realize that the changes that occurred in the unmediated students self efficacy belief were not the same in magnitude with that of the mediatees.

B. Pre, While, and Post Mediation Locus of Control

The students were also compared using their pre, while and post mediation locus of control scales and were found to have statistically significant differences in while and post scales, whereas the same was not true with the pre mediation scale. This difference had a similar trend with the change that was observed in the students self efficacy belief.

C. Pre, While, and Post Oral English Performance

In the pre mediation oral English performance, both the mediated and unmediated students did not score high according to the grading criteria used for the preparatory school students. About 10% and 90% of both groups fell in the category of average and low scorers, respectively. In other words, both had resembling status in the oral English performance.

However, the while mediation performance of the mediatees revealed that, about 10%, 30%, 60% of them were found to score high, average, and low, respectively; while the respective 0%, 21%, and 79% of the unmediated students were high, average, and low scorers. The raw scores showed that the mediatees performed better than the unmediated students.

In the post mediation performance, 24%, 42%, and 34% of the mediated were high, average, and low scores, respectively; whereas 0%, 27%, and 73% of the unmediated students were high, average, and low scorers, correspondingly.

The insights gained from the students' performance were that they were in the same performance category at the beginning and the gaps of their differences were widened as MLE's time went on. I have learned that the longer the MLE time the better oral English performance.

Moreover, the t- test showed that means of the two groups' pre mediation oral performance did not have statistically significant mean differences. Nonetheless, statistically significant mean differences were observed between the two groups in their while and post performances. This justified that MLE could initiate differences in students' oral English performance.

6.2.3 Relationships between Oral English, and Locus of Control and Self Efficacy Belief

A. Oral English Performance and Locus of Control

The extent of the relationships that existed between the mediated students' oral English performance and their locus of control were compared and were found to have relationships at the three stages of teacher mediation.

Similarly, the comparison of the unmediated students' oral English performance and locus of control indicated that there were statistically significant relationships between the paired oral performance and the scale.

What could be learned from the findings of the two is that there were congruence between within oral English performance and locus of control of the mediated and unmediated. This does not mean the students in the two groups are the same in these variables. The relationship is subject- specific.

B. Oral English Performance and Self Efficacy Belief

The mediated students' self efficacy belief was compared with their performances in oral English and was found to have a weak relationship. This might have happened due to the inconsistency in the trend of oral English performance and self efficacy belief; it can also mean that the decrease or increase was not in a predictable manner. However, the relationship was stronger during the post mediation.

In the same way, the relationship between the unmediated students' OEP and SEB was weak, which could also be due to inconsistent increase or decrease in the two variables.

To conclude, both mediated and unmediated students' oral English performance was found to have associations with their self efficacy belief and locus of control. This could show that there are relationships between oral performance and the two variables.

6.3 Summary of Qualitative Findings

6.3.1 Class Observations

A. Pre Class Observations

From the oral English classes observed before mediation, it was learned that the focuses of the teachers were not mainly teaching how to exercise speaking in English. Different skills like grammar, reading, and vocabulary were being given attention. I also questioned the adequacy of the teachers' practices to help the students develop their oral English.

B. While Class Observations

Following, both classes were observed while the mediation was progressing in order to compare the oral English teaching practices of the mediator and the unmediated class teacher.

For both observations, the same checklist was applied in order to understand the difference in the styles they were using. According to the first checklist, I observed that the mediator was trying to motivate, give inputs, help the students to interact, give appropriate examples, and use the medium- English. In general, from the way they were acting, I understood that the students were happy with what was going in the class. Moreover, I observed him in terms of MLE criteria, and appreciated his efforts to utilize the MLE criteria. The mediator was also applying the MLE criteria in the way they motivate, and help to control learning and classroom relationships.

Concerning the unmediated class, I have learned that oral English classes were not as encouraging and interactive as the mediated one. The use of the target language, inputs, and necessary examples were not in use as needed. The teacher did seem to have adequate ability to help them see beyond doing tasks English. It could be due to this that the students did not seem to have readiness to participate in discussions. I also realized that the teacher did not have an awareness of MLE criteria from the way he was conducting oral English class. This is a gap between his claim and actual oral English class behaviors.

6.3.2 Mediated and Unmediated Students' Pre Mediation Interviews

In the pre mediation interviews, majority of mediated students uncovered that they had shallow understanding of oral English, positive attitudes towards, experiences of memorization, the feeling that purpose of oral English is to get a passing mark at school. Majority of the students also replied that their teachers' help was minimal, and they had difficulties due to this and their own lack of confidence to practice.

Majority again expressed that speaking in English is the most difficult skill and, thus, they rarely speak in English on topics they are familiar with. In connection with this practice, they questioned the current teaching method of oral English and their proficiency. In general, from the responses of the students, it is apparent that they had impairments in practicing oral English and they had serious problems in their "I can do" belief.

Regarding the unmediated students, majority of them did not seem to have a clear understanding of the purpose of oral English. It could be due to this, that they used to shy away from speaking in English frequently and were mixing Amharic with English.

Coming to factors that inhibit them to practice, the majority were of the opinion that their English speaking belief of "I cannot do" is the major obstacle for their ineffectiveness. They also declared that this problem had its root in the teachers' inability to cultivate necessary speaking skills in them.

Majority of the students doubted their ability in oral English, because they had a belief that speaking in English is the most difficult of all language skills; and it could be due to this reason that they suggested a change in the method of teaching oral English.

In short, it was underlined by both the mediated and unmediated students that they considered the current oral English teaching method inappropriate and a change has to be introduced.

6.3.3 Mediated and Unmediated Students' Pre mediation Focus Group Discussion

In the discussions held with the students of the experimental school, I have recognized that their teachers were giving a scant attention to oral English, and, as a result, the students did not have a strong motivation. They argued that their teachers are accountable for their weakness and not boosting the necessary attitudes towards oral English. They also disclosed that these practices caused them to develop a belief that they cannot do oral English. From what the students uncovered, one could infer that they had a tendency to externalize their failures they did not seem to be efficacious in oral English.

The unmediated students also explained the problems they were experiencing in oral English and their causes. In view of that, they revealed that they were not practicing, because their teachers were not assisting them to do so. In addition, they argued that unfavorable attitudes towards oral English were resulted from teachers' insufficient cultivation of oral English skill. More or less, what the students of the two groups reported underlined that the source of their problem is external, and they could not manage it themselves.

6.3.4 Experimental and Control Schools' Teachers' Pre Interview

Majority of the experimental school teachers had a favorable perception of oral English even if they did not seem to have a clear understanding of good qualities English speakers. This could have a negative implication for what they do to help their students to be proficient speakers of English.

Regarding their oral English teaching experiences, the majority reflected that they were doing the right thing, because they were using grouping and pairing arrangements in oral English class. However, I do not think doing that way is not the sole strategy to learn. What matters is the intention and the meaning we would like to make out of it. If so, what we do becomes productive.

The majority of teachers reflected that confidence plays a pivotal role in improving oral English, which they identified as the very important and challenging skill, and their students

are victims of this problem. However, the teachers did not seem to be effective in this skill and assist their students.

It was also inferred from the responses of the majority that they did not have the understanding of the future application of oral English. This could lead the teachers to develop extrinsic motivation. This belief could also inflict negative impacts on the way they motivate their students to improve oral English. Though the teachers claimed that they used to motivate their students, it is vivid from their blurred understanding of the advantage of oral English that their claims might not be true.

Coming to the control school teachers, very few teachers had reasonable understanding of oral English as compared with their counterparts. From this, it is possible to understand that the teachers had a gap that has to be filled.

Concerning the difficulty to improve oral English, the majority emphasized that lack of motivation on the part of the students strongly impairs their teaching efforts. They reflected that they, at present, they are employing debates to help the students boost motivation and speak with confidence. What could be learned from this is that the teachers externalized the sources of problems of speaking in English.

The majority singled out speaking in English as the most difficult skill and that their students had serious inhibitions. Moreover, some teachers underlined that their students might not be successful in tertiary education if they did not improve. These teachers had the understanding that ability to speak in English has a further implication for the success in other courses too. However, the majority of them did not seem to recognize what ability in oral English could do in the future lives of the students.

To conclude, both the mediated and unmediated teachers did not deny that oral English is the problem area and their students were seriously affected by their inability to use it properly. The teachers in the two categories had a tendency to count blames on their students. I suggest that reactive thinking has to be reversed in order to open a possibility for changes.

6.3.5 Teachers' Pre Focus Group Discussions

In the discussion held with the mediated class teachers, the majority of them made clear that their students' ability and confidence to speak in English is below the standard. They also held the belief that the Ministry of Education and the students' parents are responsible to create favorable circumstances to help the students improve.

In brief, the discussion indicated that the students' problem of expressing their ideas in English is so acute and it is out of the sphere of the teachers' influence to tackle, because the efforts they were exerting did not make differences. Here, teachers seemed to be aloof from playing roles in addressing the problem.

The teachers presented conflicting ideas. In one way, they discussed that the courses they took at university did not have that much relevance to teach oral English, in another way, they reported they did not have problems in teaching. In their argument, one could infer their tendency to cover the limitations they had. I have realized that they had a feeling to put blames on others.

The unmediated teachers again reported that their students did not have positive attitudes, readiness and a good appetite for oral English, and, as a result, they were experiencing cumbersome problems to express their ideas with confidence. For the weakness of the students, they made others accountable.

These teachers also discussed that the courses they took at a university were not up to the demands of their students. What the gap could inflict on their students' performance must have been indicated to make the teacher development program to be planned more appropriate. After all, they reported that the causes of problems are with other people. Then, what is the relevance of proposing training for themselves? This does seem to address the important problem. Proposals are meaningful if they are in line with the underlined problem.

6.3.6 Post Mediation Students' Interviews

Majority of the mediatees' responses to the post interview indicated that they sensed changes in their belief of "I can do," taking responsibility, understanding the implication of oral English competence, interest to create, and attitudes towards oral English.

From these responses, one could understand that MLE introduced a creative type of thinking in explaining their oral English limitations and improvements. This change agrees with that change that was indicated by the quantitative findings in the students' self efficacy belief and locus of control.

The unmediated students were again asked to explain the benefits they gained from the four month oral English sessions. The majority of them reflected they did not experience new things, because what their teacher was doing was below their expectations.

What I have understood from the reflections of the students in the two groups was that differences existed in the way they explained their four month experiences of attending oral English classes. The mediatees reported that their attendance added value to their oral performance, whereas the unmediated ones reported that what they were doing was more or less the same.

6.3.7 Focus Group Discussions

The mediatees reflected that the mediator has helped them significantly to develop confidence and use oral English. They, moreover, explained that he was so friendly and approachable to discuss and solve problems together. Due to these, the mediatees made it clear that learning is a joint venture among students, teachers, and the system.

From this finding, one could infer that the students have developed the belief of "I can do," and the rational behind attributing failures and successes. In other words, it is apparent that they have become self efficacious and internalist in assessing their weaknesses and strengths of oral English.

The unmediated students, however, disclosed that they did not have that much change in their confidence and ability in oral English both outside and inside classes. Meaning, the classes they attended did not initiate them to improve their oral English.

I have also understood that they were not comfortable with the way the teacher was assisting them. Particularly, they criticized his lack of preparation to help them know new elements. As a result, they reported that he is accountable for their oral limitations.

6.3.8 Reflections of the Two Teachers

The mediator reflected that he got an opportunity to learn how to help the students to develop confidence to speak in English. He also emphasized that MLE did not only help him to teach in a better way, but also his students benefited a lot from the process. Due to this advantage, he explained he enjoyed the time he passed with the students and the students started to solve their problems.

The mediator seemed to get self awareness in that he expressed his feeling that teachers also have their contributions for the weakness of students in oral English. This type of thinking could lead to self assessment that could initiate changes. This could give a hint that MLE helps to empower teachers.

Coming to the unmediated teacher, he reflected that he taught the students in a better way, because the time allocated was longer than the usual teaching. He, however, exposed that the students did not seem happy, because they had more preference for grammar, vocabulary, and reading, than oral English. He also reflected that most of them were noisy, and observed changes with very few of them.

When he was asked to suggest solutions for the problems he mentioned, he noted that students should be able to avoid their shyness and carelessness to speak in English. This indicates that the teacher was looking at the oral English problem from the perspectives of the students; he seemed to externalize the oral English problem to them.

6.4 Methods of Verification

In this study both qualitative and quantitative methods were combined in order to check and establish validity, and give more impetus to the findings. The data that were gathered through both ways have given me an opportunity to look into the oral English learning, self efficacy belief, and locus of control problems from different perspectives and understand its level of pain for both students and teachers.

From the quantitative findings, I have learned that changes were recorded in the mediated students' oral English performance, self efficacy belief, and locus of control as a result of MLE.

The qualitative findings, moreover, were additional evidences that consolidated the change that were introduced by MLE. The mediated students reported their optimistic feelings for change in their oral English performance, that they have a potential for self change, they gained a lot from the mediated oral English classes, and that their teacher- mediator had a good quality to help them improve, whereas the unmediated students were found to have pessimistic feelings for change, put blames on others for their weakness in oral English, and have discontent with what their teacher was doing. From their reflections, it is apparent that there were differences between the students in the two groups. From these findings, a convergence was observed between the quantitative and qualitative findings from the mediated and unmediated students. In other words, the findings of the qualitative tools (interviews, observations, and focus group discussions) confirmed the changes that were brought about by MLE in the dependent variables: oral English performance, self efficacy belief, and locus of control.

6.5 Limitations of the Study

Although results from this study provide some significant avenues for researches on language learning in general and oral English learning in particular, there are some limitations that have to be addressed.

One limitation of this study was the small number of participants which included 80 students. Hatch and Farhady (1982), nonetheless, reported that to have a number of thirty or forty subjects could be used in an experimental study. However, this study can provide useful information for future experimental studies. Anyways, I would like to underscore that a caution has to be exercised in generalizing the current findings beyond this student population, or indeed to other wider populations.

The other limitation was the short period of MLE- based intervention. A long-term intervention program where changes will be more pervasive is suggested.

6.6 Pedagogical Implications

In spite of the limitations indicated, the findings of this study are of value for second or foreign language educators, because they are provided with information that self efficacy belief and locus of control are strongly connected to learning in general and oral English performance in particular. The findings also provide them with valuable information that

MLE can make a difference in the two non cognitive factors and students' oral English performance. The findings have made clear the problems students experience in their oral English, self efficacy belief, and locus of control; and what has to be in place to reverse them. In addition, it disclosed the problems teachers too encounter in teaching and the strategy to be employed.

From the study, findings that could have pedagogical inputs for English teaching/ learning process in general and teaching oral English, which include the following, have been drawn.

The study indicated that the students were mainly with external locus of control, low self efficacy belief, and low oral English performance. Thus, these variables have to be assessed before launching classes and see the status of the students. Then after, mediated oral English class is conducted and changes in the three variables are assessed in between and at the end of classes. To this end, orientations on Rotter's locus of control and Bandura's self efficacy belief have to be provided for English teachers so that they assess with understanding.

The MLE- based training has transformed the level of thinking, attitude towards teaching oral English, the way teachers teach and manage learning, and their readiness to help students learn how to learn. Therefore, concerned institutions/ universities have to design MLE courses for soon-to-be teachers. Moreover, on job training has to be prepared for those who are already in the English teaching profession.

In order to make the change comprehensive and sustainable, all concerned people (education policy makers, curriculum designers, and material writers) at different levels have to be given MLE training.

MLE enables people to have a smooth relationship and listen to each other. Thus, experts, who get involved in guidance and counseling activities, should be armed with the MLE skills. Through the skills, the experts can get attention from those people they counsel and help them how to overcome their own problems themselves.

Thus, the findings are so useful for teacher educators, who participate in inadequate training, are assigned to teach English at schools, because of mere academic excellence as students.

Recruiting individuals with no appropriate pedagogical 'robe' to teach at schools could mean exacerbating the existing problem in many folds by multiplying 'disabled' teachers.

6.7 Future Studies

Even though there are some limitations, this study provides insights into the investigation of the effects of MLE on EFL performance and variables that impair it. Problems have to be clearly identified before taking actions to solve them. Then, the findings of the study could serve as a beginning idea for other researchers.

Accordingly, the future research on MLE may focus on issues like:

- assessing other language learning problems in general and oral English in particular to better understand why and how they have an impact on language learning and apply MLE.
- exploring the effects of MLE on the same variables on other grade levels to know how consistent its effects are on different populations with different academic background.
- replicating the experiment in different context in order to gain comparatively more comprehensive results. Gardner (1985) claims that it is only with repeated investigations that complexities of an area can be truly appreciated and comprehended.
- extending the intervention on other subjects in which students have difficulties to perform.

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Appendices

Appendix 1: Mediated Oral English Lessons for Preparatory I Students

Mediation is not telling. It is intentional working together, warm interaction, and reciprocal relationship between the mediator and the learner (Feuerstein, 2007)

Introduction to the Material

Teacher Mediated Oral English Lessons

Lesson One: English Sounds

Mediation is not telling. It is an intentional warm interaction, and reciprocal relationship between the mediator and the learner (Feuerstein, 2007)

Introduction to the Lessons

This material consists of introductory lesson on sounds of English and seven other teacher mediated lessons, which are based on the contents of the text book for Preparatory I Students. The topics treated in the lessons include English sounds, people and customs, awareness about persons with disabilities, clothes and fashion, Organizations/ seeking information, parent-child relationships, agriculture- based industry, and crafts, craftsmen, and crafts women.

The mediator mediates your learning; he will not tell you everything. Rather he or she guides you so that you do tasks independently to make you autonomous learner. Thus, you have to be duty- minded and think creatively and help yourself bring changes in your speaking skill. Forget what was missing in your past experiences of learning oral English and learn to think proactively to register new records in your oral English learning. Peter Drucker says, "Unless commitment is made, there are only promises and hopes --- but no plans." Thus, believe you can do and commit that end in the way you create a new future doing away with the belief of repeating it. Moreover, Drucker underlines that teaching has to empower people to learn. Drucker (1999) believes that learning is a lifelong process of keeping abreast of change and the most pressing task is to teach people how to learn. From we can understand that people have to be helped to learn how to learn rather than aspiring to fill them considering an empty vessel. Thus, these lessons have intended to initiate you to aspire and act as per to be lifelong and independent learner, and creative thinker.

All the tasks in each lesson are designed to assist you learn independently through the promotion of your confidence in your being through the assistance of the mediator. The underpinning theme of this learning is creating "I am responsible for what I do, and I can do and it works for me for the future". This is just the right time to think out of the box. Learning is not a one time business; it is a continuous process of experiencing what you learn.

Mediated lesson is based on a special type of interaction in which one person assists another in learning what the learner would not be capable of learning without this assistance. Feuerstein describes the occurrence of the MLE as when a more knowledgeable person prompts a less knowledgeable person to label, compare, categorize, and give meaning to a present experience as it relates to prior and future ones. MLE maximize learning potential and nurtures the human spirit in you by helping you believe in yourself and your ability to become effective learner.

It is to this end that the lessons are in the ambit of the MLE's universal, managing learning, and managing relationships criteria, which are in the framework of the 12 criteria of learning. Thus, in all lessons, you are assisted to have inputs from the mediator and make use of them so that you become a creative learner.

Specific Objectives of the lessons

The following specific objectives that have to be recycled in all lessons so that inputs are meaningful and sense of independent learning, and "I can do and I am responsible for any failure or success that takes place in my learning" belief are boosted. Doing this way, the buds of all learning potentials are activated and unleashed to the maximum. Therefore, the criteria are utilized wherever they are appropriate in each task under the umbrella of critical learning criteria for all learning situations/ the major building blocks of learning, managing individual learning, and managing social relationships. The three major categories that comprise the 12 criteria are the frames that put the intentions of the lesson together and give them a shape that sustains.

Thus, at the end of the overall lessons, you will be able to:

- know the intentionality and reciprocity of the skill;
- learn to generate meaning;
- apply the skill developed;
- develop the belief " I am competent and able to perform";
- control your learning behaviors/;
- set short and long term goals;
- transform challenges to opportunity;
- assess your oral English progress;
- develop a positive thinking of learning oral English;
- share what you have learned with other students;
- learn how to benefit from individual initiation and learning' and
- have the belief that your classmates are the learning community and bring changes together.

Lesson One: Introductory Unit

In this lesson, you practice how to use English consonant and vowel sounds so that you speak in the way your listeners understand what you say and listen to them successfully. Special attention is given to the sounds that cause problems to pronounce and listen. You are given an opportunity to practice the difficult sounds in different contexts. If you believe, you can make and declare eureka. Thus, don't stop asking to meet this end the different people around you including your teachers and classmates keeping in mind that learning is an inquiry that expands the horizon of your learning capability that could help you to convert beliefs entangled with impossible to possible. The mediator assists you to think creatively and do the different tasks on English sounds. Therefore, be open and get all possible inputs from the mediator so that you will be on your own and do other related tasks with confidence.

After completing this lesson, you will be able to:

- know the role of sounds play in English medium discussions;
- reciprocate in audible pronunciation;
- know it is take off time to practice and plan to improve;

- know their future significance in your career and communication in wider context ;
- be able to control of your speaking in English;
- gain confidence in your oral English from limitations you have;
- asses the changes you recorded in your pronunciation;
- develop an inspiration of practicing with other classmates and your teacher;
- develop confidence in your individual efforts to practice

1 English Sounds

In the following sub components, consonant and vowel sounds are practiced using tasks you undertake in groups, pairs, and individually. From these tasks, it is believed that you develop confidence in presenting ideas orally and upscale your ability to pronounce sounds in the way your listeners understand your message.

1.1 Consonant sounds

Consonant sounds are sounds that are produced with the help of your lips, tongue, palatal, velar, and nose. Thus, it wants you to train these organs to use audible English while discussing in groups or presenting ideas to the class. Bear in mind that sounds are not spellings. Do not follow spelling rules to pronounce sounds. They are not the same, but in some cases there could be a similarity. Consonant sounds include the following. You should not say them the way you practice English letters.

Task 1: Brainstorming Questions

Answer the following questions individually so that the mediator knows your background and help you develop the skill that is missing with you.

1. What problems do you have in expressing your ideas in English in side and outside classes, where the medium is English?
2. Have you asked yourself so far to solve the problems? If your answer is yes, what have you done and whom did you contact? Why?
3. Can you effectively listen and take notes to reciprocate? If you say no, what are your challenges?
4. Do you have a motivation to speak in English with your classmates and teachers? If you say no, describe the factors that inhibit you.

5. Do you think you are capable to share your ideas with other people in English? I you say no, explain the reasons.
6. Do you think you can improve your ability to speak in English in the future? If you say yes, what practices can help you to do so? Mention them.

Task 2: Practicing consonant sounds

P, b, t, d, k, g, l, m, n, ŋ, Ś, f, v, j, w, h, r, s, z, d_3, ts, Ə, θ

A. Practice the following consonant sounds with your partner taking turns in the class.

1. /p/= Put, past, prove, paste, pull, push
2. /b/= bought, bat, but, boat, boast, board
3. /t/= tough, touch, toast, taste, tick
4. /d/= dough, draught, drought, dirty
5. /k/= kit, keen, kin, coast, cut, cat, cart
6. /g/= girl, grid, glean, goat, ghost, gram
7. /l/= learn, lean, loan, lost, load, lot
8. /n/= gnat, gnaw, naughty, null, nest
9. /m/= most, more, moon, mark
10. /ŋ/= think, bring, thing,
11. / Ś/= shirt, short, shrug, shame
12. / f/= fast, fort, fork
13. / v/= vest, vote, vine, volt
14. / j/= yes, yeast, yoghurt
15. / w/= wart, waist, waste, work
16. / h=/ host, hoard, hard, house
17. / r/= roast, rim, rote, root
18. / s/= sin, scene, scent, set, sank, sink
19. / z/= zinc, zero, zoo, zoom
20. / $d_{3/=}$ judge, jug, just, jog
21. / ts/= church, churn, crutch, change
22. / Ə/= that, those, that
23. / θ/= think, three, thirty, through, thank

Task 3: Listening to different sounds in different contexts

1. After listening to the recoded sounds you have practiced, what has surprised you?
2. If you have realized that your sounds are not clear, what do you think can help you?
3. What have you gained from your listening?
4. When you go home, practice in front of a looking mirror and assess that changes you have made in your pronunciation.
5. Have you managed to bring some changes? What are they?

Task 4: Writing consonant sounds and practicing how to pronounce

In this task, you will exchange your encounters of pronunciation and help each other improve your ability to learn English sounds.

Respond to the following questions so that you master the English sounds and use them while speaking.

1. Dear mediatees, now you are required to write consonant sounds that you think difficult for you and say them in pairs taking turns.
2. Explain each other's problems taking turns. You have to be open to listen to each other graciously in order to learn from the mistakes you have committed.
3. Through your discussions what have you improved?
4. When do you think you can overcome the pronunciation problems you face?
5. What other strategies do you think can help you in the future?
6. What is the importance of learning English sounds for your career?

Task 5: Self Assessment

In this task, you assess your weakness and strength. This is very important to get self awareness about causes of your failures and success.

Answer the following questions individually. Then share your ideas with your partner.

1. From your practice, what new things have you learned?
2. How do you compare the way you were pronouncing with this practice? Do you like the way you were pronouncing? If your response is no, why?
3. Does the practice make sense for you?
4. Do you think knowing how to pronounce helps you in the future? How?
5. How were you thinking about English pronunciation? Are your perceptions changed now? Why?

6. Based on what you have learned, what do you think you have to do in the future to bring changes in your pronunciation?

1.2 Vowel sounds

The following are vowel sounds with different examples.

Study them so that you can be able to discriminate and use while speaking. If you can not hear what your listeners say, you may not respond to what they say or do what you are required to do. Thus, knowing how English vowel sounds are pronounced can serve as a remedy.

Task 6: Practicing vowel sounds in words

In this task you are exposed to English vowel sounds and help to practice them in your speech. First you have to look at the sounds to study them from your English dictionary and improve your pronunciation.

First practice the sounds individually, and then tell your partner how you pronounce them taking turns. With which ones do you have problems?

1. / i:/ three, free, team, peat
2. /i/ = pin, pit, sit, tin, rim
3. /ə/= pronunciation,
4. / e /= let, set, pet, met, hen
5. /ə: ɜ:/= under, first, hurt, church, herd
6. /ʌ/= but, shut, love, luck, lunch
7. / æ/ = man, pan, ram, ran, cat
8. /ɑ:/= hard, heart, large, cart
9. /ɔ/= lost, locust, lot, hot
10. /ɔ: /= port, lord, court, short, cord
11. /ʊ/= put, through, glue, blue
12. /ʊ:/= moon, soon, room, tycoon
13. /aʊ/= know, house, cloud, drought
14. /aɪ/= spy, crime, climb, shrine, incline
15. /eɪ/= pay, ray, say, play, stay
16. / ʊə /= poor, sure, endure,

17. /iə /= here, ear, year, near,
18. /eə/= hair, heir, there, their
19. /ɔɪ/= boy, toy, joy
20. /aiə/= fire, tire,
21. / aʊə /= power, shower, our
22. /eiə/= player, soothsayer,
23. /ɔɪə/= employer, lawyer, shower

Task 7: Practicing vowel sounds

1. Individually, write words containing the above vowel sounds and practice. Which ones have you found difficult to pronounce? What do you think was the reason? Are these sounds used in your mother tongue?
2. Discuss the vowel sounds you have written with your partner. Take turns while practicing them so that you understand the problem of the other and correct. Do you pronounce them in the same way or there are differences? If you say there are differences, where do the differences lie?
3. From consonant and vowel sounds, which ones are challenging for you according to the practice you have made? Why?

Task 8: Application exercise

Answer the following questions, and then discuss with your partner.

1. List down the advantages of learning English sounds.
2. Write your future plan to improve your pronunciation skill.
3. What have you learned from your answer to these questions?
4. For what purposes will you use the skill you have gained in this lesson? Why?

Task 9: Project: at home

Listen to either BBC radio or TV program news report and answer the following questions.

1. Write the new words and the way they were pronounced in the broadcast.
2. Practice the sounds you have heard and learn their meanings.
3. Have you come across any unfamiliar pronunciation? What was that?
4. Did you have difficulties to understand some sounds? What was the reason?
5. Take notes from the news report and reflect to the class.

Conclusion

So far you have practiced English sounds in different contexts. You have started a journey of success that you have to keep going until you believe you have achieved the skill you believe have to develop. Thus, you are advised, in the rest of your life, that you have to utilize different strategies and practice creatively.

Lesson Two: People and Customs: Interviewing and Sharing Information

Introduction

In this lesson, you practice oral English using cultural things you know very well so that you easily generate ideas and share with your classmates. First of all feel that you can do what you have to do, and take a responsibility of what may result from your actions. Don't attribute to others whether the outcome of your efforts are positive or negative. This belief leads you to a success and impendent learning. In brief, whatever the case is stand firm and be ready to learn from it.

Task 1: Activating what you know

Answer the following questions individually to assess your understanding of the topic your are going to discuss, and then report to the class.

1. Which one do you frequently do? Speaking? Or listening? Why?
2. How frequent do you communicate with people in English? If your response is rarely, what is the reason?
3. What is your understanding of oral English?
4. Explain the differences and similarities among interview, interviewee, questionnaire and good oral presentation?
5. Why and for what occasions do we interview people?
6. Have you ever interviewed people? If you say yes, what steps did you follow?

Task 2: Interviewing classmates

Tips for interview

- Set objectives;
- Prepare questions;
- Be precise;
- Ask questions that require extended responses;

- Avoid argument;
- Take notes/ record if possible;
- Follow up interview; and
- Than the interviewee and finalize.

Now, prepare interview questions to know the life history and success of 5 of your classmates. Do this moving around taking turns. Then, organize what you have interviewed and present to the class. Have you come across anything that has surprised you? What was that?

Task 3: Assessing change

Discuss the following questions with your partner.

1. Discuss the level of your confidence before undertaking this interview taking turns with your partner.
2. Do you have any future plan to practice your oral English doing this way? What is that?
3. Declare your challenges of practicing your oral English and suggest what you should do to improve.

Task 4: Interviewing out of class

Ask any person, who is a member of your school community and whom you think can respond to the questions you ask him or her in English. Interview about 5 people and write the information and present to the class.

1. From classmate interview and out of class interview, which one is embarrassing? Why?
2. What advantages do outside interviews have over classroom interview?
3. What do you think should be done to solve you problem?

Do you believe you could overcome your problems? If you say no, why?

Task 5: Introducing yourself to the class

Answer the following questions individually, and then share with your colleagues.

1. What does introduction mean to you? How frequent do you do in your daily life?
2. Have you ever introduced yourself or someone to other people in English? What problem did you face when you did the introduction?
3. Mention some of the expressions of introducing people to each other?

Task 6: Practicing self introduction

Jot down the points you would like to share with your classmates on a piece of paper. Then, first reflect to a student who sits next to you. When you finish this, go to the front of your classmates and tell them any information about yourself. The details may include information like: the place you come from, the job of your parents, your age, etc. Following, ask you're your classmates to give you feedback about your introduction. Be ready to listen to anything you have to reduce, increase, and decrease. Take notes of the feedback they give you. Bear in mind that feedback is not only about positive things about you. If so, you learn little from your actions/ mistakes.

Task 7: Introducing others

Sit in a group of 6 and introduce the group members assuming they do not know each other. Do this in your group taking turns. After practicing it in your group, sit in front of the class and demonstrate it taking turns.

When you finish the introduction, ask for feedback. Take notes as you listen to the feedback.

Task 8: Assessing your improvement

1. What challenges have you sensed from the introductions you did? Do you think you can change them into opportunity? If you say yes, doing what? Tell the class your future short and long term plans.
2. Have you realized the future implications of introducing yourself and others in English in your life? Explain the possible benefits of it?
3. Explain what you have learned from the introductions you have done alone and with others. Discuss how the two ways of practicing oral English (individual and cooperative learning) assist you to be a self reliant speaker of English.

Conclusion

So far you have practiced why and how to interview people in classroom and out of class. We believe that the practice might have added a new input to what you have. Thus, keep practicing interviewing/ asking people to share information in English with you. Then you have practiced how to practice self introduction and introducing other people. If you quit just here, you learn little and your practices and knowledge will be shallow. Therefore, go ahead.

Lesson Three: Awareness about Persons with Disabilities: Interacting with People to Share Ideas

Introduction

In this lesson, you practice how to share information with others so as to gain knowledge and develop your ability to speak. Whenever you do this, believe you can do it. Listen to your mediator to understand the intention, meaning, and the purpose beyond here and now of the lesson. This can motivate you to practice and develop your oral English. At the same time it assists you to control your learning and get awareness about the value of working with others and individually. In short, for intentional learning to take place there has to be a mediator that guides to understand and work independently. Then you can be independent learner, creative, and problem solver.

Task 1: Activating what you know

Write answers to the following questions individually as frankly as possible, then after reflect to your classmates.

1. What is your understanding of disability and its effects on people?
2. What is the economic status of people with disabilities in your village? Are they rich or poor?
3. What has caused the disabilities that you know?
4. Bring some pictures that show people with disabilities and explain to the class. If you cannot fins drawing, draw some yourself and discuss. When you discuss the pictures, look at the reactions of your classmates. How are their emotions?

Task 2: Asking questions to know others

1. Prepare questions on disabilities and their possible causes.
2. Mover around the class and ask 5 mediatees.
3. Write a short report on the information you have gathered.
4. Share with your desk mate.
5. Finally, go to the front and present to the class.

Task 3: Getting feedback

1. Receive feedback on what you have presented from your partner. As you listen to the feedback, take notes.

2. What things should you reduce or increase or retain according to the feedback you have received from your partner? Are you happy with what your partner said? If your response is no, explain your reason.

Task 4: Self assessment

1. How do you evaluate you're your interview and reflection? Was something missing? If you thought something was missing, what was that? Explain it so that you clear your doubts.
2. What do you think you should to overcome the problem you faced? Do you think you solve it before joining a college or a university? How? Tell the class what you are planning to do.
3. How do you see your performance in relation with that of your classmates? Low? Average? High?

Task 5: Discussing different disabilities

Discuss the following questions in a group of 5.

1. Mention as many as possible physical limitations that you consider as disabilities and discuss how people, who are living with them, should manage them.
2. Mention as many as possible academic problems that you consider as disabilities and suggest techniques how to bring changes in them.

Task 6: Holding debate

Motions

1. Disability is inability
2. Disabled people are destined to rely on begging.
3. People with disabilities should not have come to this world that way; they should have died pre maturely.
4. Disability is the result of God's wrath; other people are cleansed from their sins by giving money to the people with it.

Procedures of the debate

1. First, the class is divided into 4 groups comprising 9 students each.
2. Four students are assigned as a panel of facilitator and decision making body and to decide the winner and the loser.
3. Select one of the motions given.

4. Select group secretaries and leaders.
5. Discuss what you have to say in the debate.
6. All the group members have to be ready to contribute.
7. The 4 groups can discuss for or against the motions giving evidences.

Task 7: Role play

Be in pairs and do the following task.

Assume you are blind first year students at Addis Ababa University and discuss the problems you encounter in getting relevant books and disability friendly facilities and treatments. After the demonstration, ask your classmates what they felt when you were acting that way.

Task 8: Interviewing out of class

As some people with disabilities out of class about the problems they face to lead their life and report to the class. Gather the information based on the following questions.

1. What any surprising thing did you hear from them?
2. What lesson have you learned from the life they lead?
3. What do you suggest to help them?
4. Are they happy with their lives? If their response id no, ask them about missing elements in their lives?
5. Put the ideas you have gathered and report to the class.

Conclusion

To conclude, undertaking one's limitations and disabled potential is very important to seek solutions and transform into a productive individual. The way you see a certain thing means a lot to be successful or a failure. Thus, think that there could be challenges in your life and you could make them an opportunity to learn. You might have heard many people saying that people's chance is a given one and cannot be changes. Release yourself from a grip of this sort, develop a belief that changes can be introduced to the things that may seem an impairment that endures.

Lesson Four: Clothes and Fashions: Transitions Markers of Discussions

Introduction

You practice oral English as per the MLE criteria based objectives set in the first lesson. To this end, you have been promised that the criteria are recycled in such a way you improve

your oral English. For each session task, the objectives have been set in line with the MLE criteria.

Task 1: Prior Knowledge sharing

Answer the following questions individually, and then share with your classmates.

1. Why do people hold discussion and when do you think it started?
2. What do we use to make discussion clear for the other party?
3. What will happen if we do not use transitions when we discuss?
4. Discuss the challenges you face while discussing in English. What are they?
5. Sit in groups of five and discuss factors that necessitated exchanges of ideas among people. What are the advantages and disadvantages of development in the volume and rate of information? To do so, first jot down individual points and then share in your groups and reflect to the class through your group representatives.
6. Discuss important skills of holding a debate and the role it plays in improving oral English.

Task 2: Discussing different transitions

1. Different expressions are utilized in holding ideas in debates. Add others to the following list.
    - Opening expressions: to begin with… , some of the points I would like to make…, the major point.. etc.
    - Introducing new points: in my view.., I believe.., etc.
    - Expressing indirect disagreement/ doubt: I may not agree.., are you sure it is certain? I wonder if there is a mistake.., etc.
    - _____
      _____
    - _____
2. What have you leaned from the given and those you have added? What else can you say about fundamental points of debate? Give as many points as possible.

Task 3: Writing talks script

Individually, write a talk script underlining transition markers. Then reflect to the class.

Task 4: Assessing lessons learned

Answer the following questions based on Task 3. Then reflect to the class.

1. What challenges did you face while producing the talk script?
2. What have you learned from what you have done?
3. Did you reflect what you wrote meaningfully? If you say no, what was your difficulty?
4. What issue did you use to write the talk script? Why did you do that?

Task 5: Writing Topics for debate

First bear in mind that an issue for debate has two dimensions or is of two ends. What one says in both dimensions could be meaning pending on the evidences and facts he/ she provides. It aims at changing the mind of the other party so that the members changes their line of thought and accept the proposed one or think what the other party's members propose could be meaningful. Keep in mind that a debate is not initiating a feeling of rivalry among people; it is just to discuss and provoke people generate new ideas.

Dear mediates, based on the idea given above, write 5 argumentative issues each and reflect to the class. Have you managed easily? What problems did you face? Report to the class.

Task 6: Holding a debate

You have learned what a debate is and the skills needed to hold. Form groups containing 8 mediatees and hold debates selecting motions from among the following.

- School uniforms should be compulsory/ school uniforms should be abolished.
- Wearing traditional clothing is a symbol national pride/ a symbol of backwardness.
- Fashion shows in Ethiopia are good things.

Tips for you debates

- Think critically and jot down ideas individually;
- Use only English;
- Assign group secretary;
- Share ideas and organize
- Design the way you present to the class.

Task 7: Individual reflection on what you have done in Task 4

1. What challenges did you face in the tasks you have and how did you solve?
2. What does the debate have for your future intentions?
3. Did you manage to run the debate meaningfully? If you no, what were your problems?

4. Discuss the changes that you made in your oral English as result of this lesson. Are you happy with them?
5. Do you think you have developed confidence to convince others speaking in English? If you say, what are the reasons?
6. With which one are you comfortable from individual task and group task? Why?
7. From what you have done in this lesson, what feeing have you developed towards the class as it is?
8. In general, do you believe you have achieved the objectives of the lesson? I f you say no, what are your reasons? Summarize your gaps that have been filled due to this lesson?

Task 8: Project: at home

Do the following task individually, and reflect to the class.

1. Ask some people about the experiences that surprised them and they learned new things from them. You can generate information in any language other than English and translate into English.
2. What challenges did you face while asking the people?
3. What have you learned from doing this task? Is it important for your future work?
4. Did you ask people who can speak in English? Which one was easier for you?

Lesson Five: Organizations: Asking for Information

Introduction

Here again, you experience your oral English through the things you know well so that your flow of ideas easier. In this lesson too, keep in mind that the objectives are to recycle the MLE criteria and help you to develop self reliance and creative thinking skills.

Task 1: Activating what you know individually

Answer the following questions individually, and then reflect to the class.

1. What differences does the way you ask for something cause?
2. Is there time in you life when you missed something because of the problem in the way you asked? Why was it?
3. What types of questioning do you know?
4. Have you ever been mistreated by someone because of questions you asked? Reflect the things that offended the one you asked.

5. Which one do you frequent? To ask or to be asked? Why?

Task 2: Writing Types of asking questions in groups

The following categories include the types of questions you ask when you ask for something. Add more questions to the list given below. Share them with your classmates

1. Asking for information/ advice
    - Would you mind...?
    - I was wondering if you…?
2. Asking for further information
    - Could you be a little more precise?
    - Could illustrate further?
    - Could you give us some more details?
3. Playing for time
    - That is very interesting time.
    - That is difficult question to answer.
4. Asking for advice
    - What do you advise me/
    - What shall I do?
    - Should I?
5. Giving advice
    - Have you thought of…?
    - I would advise you (not) to---

Task 3: Practicing speaking using the different types of questions

In pairs, prepare a short dialogue through which you ask something to take or somewhere to go or something to do together, etc. Then demonstrate in the class taking turns.

Look at the example dialogue

Johnston: I cannot do my assignment. What shall I do?

Andrew: I am happy that you have asked me. I will assist you, but first rest yourself for a while.

Johnston: I think you are right.

Andrew: Why don't we first go for a walk and do when we come back?

Johnston: Where shall we go? Hilton?

Andrew: Wow! What a lovely idea! Let take our leave.

Task 4: Assessing improvement

Take time to assess what you have gained from Task 3 according to the following questions. Doing this task helps you to develop self awareness and seek alternative means to abridge the gap you have. Do you think you have oral English skill gap to hold a dialogue with a friend? Don't worry this will be curbed soon through your own efforts. Don't Belie expect a magic work from important others. It is you, who should take the lead in your own business. Important other may be causes that could pave ways to unleash the potential you have. This is the true way that takes to success that I would like to emphasize. Thus, feel free to indicate where you were, where you are now, and where you would like to be in you oral English.

1. What gaps have you realized in your ability to express your ideas in oral English?
2. Did you do the way you expected to do? If your response is no, declare your shortcomings.
3. Are you sure you can improve this skill in the future/ Doing what and with whom?

Task 5: Asking classmates

Move around the class and ask five classmates about anything that interests you.

Record what you listen to and organize so that you reflect to the class in a coherent way.

After your reflection, ask your friend to give you feedback. Do not restrict the feedback to positive only. Invite them to give you any sort because you learn from what you have done. There could be something you have to reduce, or increase, or retain. Thus you have to be proactive to listen to what your friends say. If you have a capacity to listen to what people say, you learn a lot. Feedback activates the blind or weak aspect of our learning window. Make this your experience!

Task 6: Assessing improvement

Take some minutes to assess what you have achieved from this task. Then reflect to the class.

1. Are there inconveniences in the process of your task accomplishment? What were they?
2. What are the challenges of practicing oral English this way?

3. What was the attitude of the students you were asking? Did they like or hate to be asked?
4. Did you manage to understand their English? If your response is no, what were the problem and its possible cause?
5. How do your evaluate your ability to ask questions and record answers? Are you happy with your current competence? If you say no, what was the reason?

Task 7: Asking questions out of the class

Ask some of your instructors any question you would like to be answered outside the class. Then, record both the questions and the answers you received and present to the class.

Task 8: Assessing progress

Now take time and assess what you have benefited from the questions you have asked out of the class. Following, reflect to the class.

1. Have you received feedback from the teachers you have asked? What types?
2. Have you encountered any embarrassment when you were asking questions? If your response is yes, what are they?
3. Share anything that surprised you when you were undertaking the task.
4. What implication does this task have for your future career?
5. Have you improved your confidence to ask questions out of the class?
6. How frequent do you deal with people in English to get information outside class? If you say have never done it, explain the inhibitions.
7. When you compare classroom and out side class questioning, which one is challenging? Give your reasons.

Gatherings and questioning styles

There are different occasions in which questions are raised in different ways. These are gatherings in which organizations discuss and come to an agreement with their staff or the public at large. These include meeting, seminar, panel discussion, and press conference/ release.

Mediatees, you are required to listen to what your mediator helps you to understand about the types of gathering before you go to undertake them. He gives you the road map how to go about. Follow the principle: know where you are, get input, act, assess yourself, and know where you are, and work out what you have to amend.

Meeting

It is minute-based type of gathering, which is run a chairperson and a secretary. Those who attend a meeting are participants. The size of the participants is determined by the objectives of the meeting. Before running a meeting, agenda items are set and distributed to the participants. This avoids confusion and the participants get an opportunity to involve in discussions actively. Meetings are not just to meet; they intend to solve problems and pass resolutions for the future accomplishments. They also assess where wee are, what we do, and where we have to go.

Seminar

A seminar is also a type of gathering, which is mainly associated with academic paper presentations. It aim is to inform or disseminate knowledge and skills to the public or practitioners. It is composed of a moderator, a secretary, and participants. A discussion is triggered by the papers presented. The questions poses are given relevant shape or made clear if any by the moderator. The size of the participant is determined by the objectives of the paper.

Panel Discussion

Panel discussion is another form of gathering that is held to see a problem from different perspectives and suggest solutions. it can be carried out in teleconference or face to face form. The process is composed of speakers, which their number could vary according to the interdisciplinary affiliation of the subject matter. This means, the number of the speakers varies according to the objectives of the discussion. People in panel discussion play different roles.

In teleconference case, there is a person, who moderates the discussion by receiving questions from different attendants and presets to the speakers in a manageable way. In short, the moderator is in charge of the success of the discussion.

Coming to the face to face discussion, the re could be a moderator and a secretary that facilitate the discussion by giving turns to those, who ask questions and reshaping them for the speakers.

Press Conference/ Release

Press conference/ release as the name implies is facilitated by media people through whom information is released to the public and transparency is promoted. It is initiated by the person, who would like to give a briefing to the society through a discussion with media people. To hold it, first the issue is discussed with the concerned body and a program is set.

In the framework given to journalists, questions are raised mainly through television. In some cases the public may also raise questions through telephone like panel discussion. Of course, the questions are received by the journalists.

Task 9: Running gatherings

First sit in groups of 8 and select one of the gatherings discussed above. Then share ideas among yourselves and be ready to demonstrate to the class.

Task 10: Assessing Lessons Learned from Task 9

Mediatees, take some minutes to assess you gains from the activity you have undertaken from the preceding task. Explain to the class what you have achieved from it.

Lesson Six: Parent- Child Relationships: Showing Agreements and Disagreements

Introduction

In this lesson, you practice how to discuss ideas and show your agreements disagreements with people. This keeps discussions going and inspires another party. It might not be because you disagree that discussions are hindered. It could be due to lack of mature reasoning in your discussions and when you become emotional. Therefore, showing agreements is not superior to the its opposite. Both serve their own purposes are equally meaningful. Both of them could reflect your ability to reason and question an issue either to accept or reject. Thus, this lesson gives you an opportunity to practice expressions of both when you participate in any discussions.

Task 1: Agreements and disagreements

Discuss the following questions with your desk mate, and reflect to the class. Do you agree or disagree with the statements given below? Explain.

1. Children and parents should discuss in an informal way.
2. Child punishment shows the love parents have for them.
3. If their needs are fulfilled, children should not need love from their parents.
4. Parents should be hostile to their children to help them develop good behaviors.

5. Unless teachers punish their students, they cannot boost a good behavior in them.
6. A girl's place must be at home; she has to be subdued in public areas.
7. A boy should take after his father and replace him at the time of his death.

Task 2: Assessing progress

1. Take some minutes and think of what you have achieved from the discussion you have mad with your desk mate.
2. What would have been missing, if you had done alone?

Task 3: Expressing Agreements

Discuss the following questions in a group of 5, and then reflect to the class taking turns.

1. Write expressions that show agreements
2. Write 5 five issues you can agree with at least in two ways. Explain why you have agreed upon them to the class.
3. Demonstrate at least two points of agreement with the following statements
    - Beating a child is not educating him/ her to be disciplined.
    - Parents should give the chance to their children to participate in home management.
    - Teachers must not judge their students as stupid if they are merely ignorant of the subject they are teaching them.
    - Girls must be treated equally with boys.
    - A boy usually loves his mother more than he does his father.

Task 4: Expressing disagreements

1. What is the purpose of showing disagreement? Is it a sign of split among discussants? Why?
2. Write some of the expressions of showing disagreements?
3. Discussing with your desk mate, demonstrate at least three disagreements with the following statements.
    - All household activities have to be assigned to girls.
    - A boy's place is out of home.
    - Girls have to be soft and submissive so as to get good husbands.
    - Children have to relieve their parents in undertaking all home activities.

- Children are not blessed if they do not serve their parents.

Task 5: Delivering speech

Give a short talk to the class.

1. Write a short talk on any issue you like individually and share with your desk mate. Did he or she like? What did he or she say?
2. Delver the speech to the class and ask their feedback. Did they like it? If you say they did not like, what were their reasons?
3. Did you deliver issue you agree or disagree with?

Task 6: Assessing Task 5

Work out individually and reflect to the class.

1. What have you learned from speech you delivered in Task 5? Are you comfortable with what you did? Explain.
2. Discuss all the challenges and the lessons you have learned while preparing the speech.
3. What have you recognized from the feedback you received from your classmates? Did you like it? Why?

Task 7: Organizing press conference

Assume there are serious problems in child- parent relationships in some Ethiopian societies and urgent interventions are sought. One of you will act as child and family affairs head of Ethiopia and wants to give briefings on the problem. He/ she will disclose the information about which communities do not have enough awareness. The main purpose is to clear doubts and bring transparency. To this end, communicate with the media agency of the country and organize a press conference. Thus, journalists are invited to ask questions concerning the problem and the head will release information by answering the questions to be posed.

Dear mediator, please help the mediatees to select the head, and a secretary and discuss the issue. Then the rest of the mediatees will act as journalists and prepare a question each. During the conference, the head and the secretary have to sit in front of the class so that all mediatees see them.

Task 8: Assessing lessons learned

1. With your desk mate, discuss the lessons you have learned from undertaking Task 5 and then reflect to the class.
2. What challenges did you face while undertaking Task 5?
3. What things did you dislike about Task? What do you suggest to solve it?
4. Do you like practicing oral English this way? Why?

Conclusion

In this lesson, you have practiced writing expressions of agreements and disagreements, practiced how to generate ideas opposing or supporting views, organized press conference, and assessed the advantages of the tasks you have done. You are advised keep practicing, because it is through practice that you could improve your oral English. Bon voyage on your practice.

Lesson Seven: Agriculture Based Industry: Expressing Certainty and Uncertainty

Introduction

This lesson helps you to know and practice to express certainty, uncertainty, unlikely, probability, and possibility in English medium you involve yourself. In this view, you are given some inputs so that you learn how to use them in your daily conversations. Mind that you have tasks to be done individually, in pairs, in groups in class, and out of class. For all of them you have to know that you are responsible for your success and failure in doing the task. The potential of doing things is in you; think independently, unleash, and use it. Stop shifting blames whenever you come up with outcomes you consider as unfavorable. The mediator is there to assist you to develop the spirit of creative thinking and independent learning; he does not tailor and give you everything. He is your partner and guide in the process of learning.

Task 1: Activating what you know

Reflect to the class your individual responses to the following questions.

1. Were you experiencing problems in using the expressions that could reflect the degree you accept ideas? Explain.
2. Did you have an opportunity to practice them? When? Are you happy with the practice? Why?

Task 2: Discussing and using expressions

Discuss the following expressions with your desk mate and suggest other expressions that could come under each category.

4. Certainty expressions
    - I am certain that-----
    - It is certain that------
    - There is no doubt that-----
    - Without a doubt----------
    - Undoubtedly----------
5. Probable expressions
    - I am almost certain that--------
    - It is highly probable that-------
    - It is quite likely that-----
6. Possible expressions
    - It could well be that-------
    - It is not out of the question that------
    - It is not impossible that---------
    - I think there is every possibility that------
7. Unlikely
    - It is highly improbable that------
    - It is highly unlikely that-------
    - There is very little likelihood that-----
8. Uncertainty
    - I am not certain that---
    - I have doubts that-----
    - I doubt if-----
    - There is a doubt as to whether----
    - I am uncertain about-------

Task 3: Assessing lessons learned

1. What new insights have you achieved from the discussion you have made?
2. How many of them were using in your daily English conversations?
3. Which ones have you come across for the first time?

Task 4: Practicing Conversation

Sit groups of five and describe some issues you discuss in relation with agriculture led industry. Then, show to what extent you are happy with the issues using the expressions you have discussed with your partner.

First look at the following example

Issue: Ethiopia has benefited a lot from introducing agricultural led industry program.

Mediatee 1: I am certain that it is a pro poor program and can alleviate poverty.

Mediatee 2: Well, I an almost certain, because there were unforeseen problems when it was introduced.

Mediatee 3: It is possible, but there should have been impact assessments before applying in a full scale way. If so the possible benefits are higher and the citizens' satisfaction is maximized.

Mediatee 4: As far as I am concerned, it is unlikely to blindly accept it advantageous and pro poor before assessing its success in comparison with the previous practices.

Mediatee 5: I am uncertain that it brings fundamental changes foe developing countries like Ethiopia. I believe we have to start with industry, because doing with the primitive farm tools I do not think we can bring a single change. Thus, as to me, this is not the right strategy that can guarantee overall development.

Task 5: Assessing the skill developed

Answer the questions below individually to how competent you are using the expressions.

Explain the problems you have overcome after doing Task4.

Were you using only English through out the discussion? If you say no, explain.

What opportunities and threats were in the group work you undertook? Why?

How frequent did you refer to the list of the expressions when you were discussing? Why did you do that? Do you think you should memorize the expressions or there are other ways? Explain.

Task 6: Starting agro industry: group discussion

Imagine that you and your friends have decided to start an agricultural industry in you area. You have enough money to start investment. However, you are not yet sure which type of agro industry would be the most successful. You decide to hold a meeting to make a final decision. At the end of your meeting you will make a list of the types of agro industry you have discussed. The list will begin with the type of industry that you think will be the most successful and end with type of industry that you think will be least successful.

You may start your listing like: Sugar factory, tomato processing, taming wild birds for food, etc. Deliberate on each thoroughly and decide the one that you invest on.

Write the minutes of your consensus and reflect to the class.

Task 7: Holding debate

First sit in a group of 10 and list as many as possible motions that you will use to hold a debate. Then, reflect to the class so that you receive feedback. Following, pick one of the motions and get ready to hold a debate.

Task 8: Assessing improvement

Do the following questions individually to assess what you have achieved and it implications for your future operations.

1. Discuss what you have achieved from the debate you held in Task 7?
2. What new inputs have you got for your future career? Do you think you are able to discuss some issues and convince the other party?

Conclusion

Dear mediatees, please be reminded that you are needed to craft goals big enough that create a learning environment in which there is not one right way, or environment in which you speak more than the mediator does, especially to each other. You are required to create a laboratory for learning in the classroom, where all members of the classroom community, including the mediator, are learners, who explore the world together in personally relevant ways. Together you socially construct knowledge through interaction with others while focusing on the process of learning at least as much as the product. In this way, you learn explicitly how to learn in all kinds of situations. When problems arise for one or more learners, the mediator and you mediate learning experiences in ways that do not deprive anyone of the opportunity to learn. For example, when one of the mediatees face a problem

in speaking tasks; don't immediately demonstrate how he or she does. Instead, the mediator or you ask questions that focus on the process of learning in this situation. You have to encourage the mediatee to develop a strategy for approaching the problem. Don't spoon-feed!

Lesson Eight: Crafts and Craft People: Interviews (Techniques of Gathering Information)

Introduction

The lesson helps you to further practice asking questions to have something done or to get information how to do/ go/. The purpose of the lesson is not to learn the theme. It is to practice speaking through it, because the issue is believe to be known to you. You interact with your fellow mediatees either to help them do something or help you do. So that you learn how to learn, interact with your partner openly. Make interacting with your classmates experience to improve you ability and confidence to use oral English. You should create conducive environment for your oral English practice. There are no restrictions in trying any strategy you think can help you to improve your oral English. Consider, thus, your classroom as a learning laboratory, in which you use any methods of your interest.

Dear mediator, collaborate as another learner with the mediatees to reflect about what each already knows and see how this knowledge connects to new information. Connect ideas to the mediatees' real world experiences. Above all help them to understand the objective of the lesson and master them helping them to know that skills and knowledge are socially constructed.

Task 1: Activating what you know

Answer the following questions individually, and then share with your desk mate.

1. What does information gathering mean to you and what purpose does it serve?
2. Have you ever gathered information? If you yes, why and how did you gather?
3. Did you attend a presentation made by some people in English? What things did you like and hate about it? Why?

Task 2: Discussing Styles of Information Gathering

Discuss the following questions with a group of five and reflect to the class.

1. Discuss the differences among the following information gathering techniques.
   - Questionnaires;
   - Interviews;
   - Focus group discussions; and
   - Observation.
2. Which one do you have an experience of it? When and for what purpose did you do it?
3. Which one of them requires face to face discussion and involves active exchange of ideas?
4. What have you benefited from discussing different styles of gathering information?

Task 3: Practicing Interview

Form groups of five students and practice interviewing. You will gather information on the way your teachers perceive crafts and crafts people. Ask at least five teachers out of the class and then, demonstrate to the class based on the following procedures.

Procedures to interview

Set objectives;

Plan questions carefully;

Request your interviewee (s) formally and take an appointment;

Greet interviewee (s) politely;

Ask permission to quote; and

Organize the interview and write to reflect present.

Task 4: Assessing Improvement

Assess the advantages you received from doing Task 3 and report to the class.

1. Mention what you have learned from the process of interviewing your teachers.
2. Did you receive feedback from them on how to properly ask and gather information?
3. In the process of interviewing, what was missing? What do you think can solve the problem?

Task 5: Asking for Directions

Asking for directions is an important skill to find one's way and do something. Thus, if you happen to ask for directions a person, who only know English, you have to know how to ask.

At the same time, you have to know the language of giving directions and give those who ask you.

Answer the following questions first individually, and then share with your desk mate.

1. Do you have experience to ask for directions in English? If you say, when did you do that?
2. What will happen to you if you cannot ask for directions in English?
3. Write some expressions of giving and taking directions individually and compare with your desk mate.

Task 6: Role Play

Practice taking and giving directions to find your way between two landmarks/ places in pairs.

Procedures

- Discuss the beginning and destination of the directions you give or take.
- Indicate some landmarks between the start and end.
- Study the expressions you have discussed.
- To make clear, draw the sketch map that shows the places.
- Set the map on a wall and show the directions your friend asks you pointing with a stick or a pen.
- Make what you say clear to the all students and your teacher.

Task 7: Assessing the skill developed

Give answers to the following questions individually to assess your progress and what is missing.

1. What new things have you learned from the role play you undertook?
2. Were you comfortable with what you have done? If you say no, give your reasons.
3. How do you evaluate the performance of your partner?
4. What implication do you think this practice has for your future activities?

Conclusion

In this lesson, you have practiced how to ask questions, gather information, organize, and reflect. You practiced only one of the styles of information gathering. Now you have begun practicing. The rest are left to you so that you do it yourself and develop your skill. As asking

questions is the best way that helps you to interact with people, make it your experience in class and out of classes.

Overall Assessment of the Lessons

Give answers to the following questions, and then reflect to the class.

1. How do you see your oral English progress after attending the eight lessons for four months? Do you believe your oral English competence has improved? Can you reflect what you can do with the skill you have developed?
2. Do you have a clear meaning of having a good skill of oral English and its implications for the future?

Appendix 2: Training Material One for the mediator

Feuerstein's Mediated Learning Experiences and its Application to Teaching Oral English

- Internationally renowned Israeli professor of psychology;
- Has been working in the field for over 50 years;
- Has been targeting low- functioning and disadvantaged individuals;
- Developed innovative methods of testing cognitive dysfunctions and teaching method;
- Disproved the idea that individuals are born with a certain intelligence that remains fixed through out life;
- He believes that individuals have a potential to change and are modifiable if provided with opportunities to engage in the right kind of interaction;
- He describes a potential to change as " Structural Cognitive Modifiability"- SCM, right kind of interaction as "Mediated Learning Experiences"-MLE, "Instrumental Enrichment"-IE- content free training to quicken the potential of children, and "Learning Potential Assessment Device"-LPAD- the method to be used to detect children's problems to be modified.
- Has brought to the world of teaching a shift from blaming students to empowering teachers;
- Underlines that there should be changes in "because of---" statements about problems in learning to "despite---" and hence change the focus from doing less to doing more;

- developed 12 tools that provide a different approach of interacting with learners;
- Produced a triad of learning process: learner, teacher, and task.

Raise the following questions to bring shifts in the students' independent.

- How does learning occur?
- Why do some students develop effective learning skills, while others do not?
- What should teachers do to help them?

The mediator enriches the interaction between the child and the environment with ingredients that do not pertain to the immediate situation but belong to a world of meanings and intentions derived from generations of culturally transmitted attitudes, values, goals, and means (Feuerstein, 2006).

Feuerstein has further developed Piaget's teaching formula Stimuli- Organism- Response (S- O-R) to Stimuli- Human mediator- Organism- Human mediator- Response (S-H-O-H-R). What does this mean?

The mediator becomes interposed between the learning organism and the world of stimuli to interpret, guide, and give meaning to the stimuli. In this kind of interaction, learning is intentional. However, in S-O-R case learning is accidental because the system directly exposes a student to new stimuli to make in a form of trail and error. It is like letting a child into a garden full of flowers to learn. This type of learning does not mean meaningless; it is not as such outcome based kind of learning that helps students learn autonomously and meaningfully.

Both forms of exposure- direct and indirect are necessary for optimal development. Feuerstein believes that it is mediated learning that allows a child to be more receptive to direct exposure and benefit more from it. This is because mediation is a type of interaction that develops the basic attitudes and competence for self- directed learning. When a child does not interact effectively with the environment, or experiences difficulties with learning, we develop what Feuerstein calls a "stiff finger". Here the index finger points stiffly in the direction of the child, indicating that the problem and failure is fixed firmly with the child. In mediation, however, learning is an interaction between the child and a mediator and fingers point in both directions.

Both direct and mediated learning have interfaces in that the more the child has been afforded MLE and the more optimal the mediational process, the greater the capacity of the child to benefit and become modified by the direct exposure to stimuli /Feuerstein, 1980/

How to apply the 12 tools in teaching and learning process

Critical Criteria

1. Intentionality and reciprocity

This takes place when the mediator teacher deliberately guides the interaction in a chosen direction by selecting framing, and interpreting specific stimuli. Mediation is a purposeful and intentional act in which the mediator actively works to focus attention on the stimuli. Reciprocity occurs when there is responsivity from the mediatee/learner. The learner is open to the mediator's input and demonstrates cooperation. Mediation of intentionality and reciprocity is the first tool of MLE.

To learn, we have to be able to create significance from the vast amount of stimuli that continually impact our senses. We need to isolate particular stimuli and interact with them. This is achieved trough a reciprocal relationship between the mediator and the learner. The mediator isolates and interprets the stimuli/ intentionality and presents them in a manner that results in a response / reciprocity from the learner.

S-H-O-H-R is applied through this universal tool. To insure reciprocity, the mediator should actively seek the learner's attention and purposefully impose mediation (e.g. a reader must be drawn to open the book and actively engage in reading it).

Mediation of intentionality and reciprocity is imperfect when the mediator does not give the intention of the stimuli to the learner and requires the learner to initiate. Here there is no intentionality. On the other hand, the mediator actively invites interaction in a well-prepared, relevant lesson but learners do not receive the initiation of the teacher because they are tired, lack interest or motivation, do not perceive the relevance of the given topic, or any other subjective reason. In this case, there is no reciprocity.

Remember

- By offering a hand, the mediator invites the learner to engage with stimuli/ intentionality. In reaching back, the learner's willingness to respond is communicated/ reciprocity.
- The three elements that influence intentionality and reciprocity include the language, pace, pitch, and gestures of the mediator; attention, interest level, and availability of the learner; and presentation of ideas and the material- stimulus.

"Let us all gather closely around this picture. What colors are in the rainbow?" Is it enough? What is missing? A teacher has to guide by framing a stimulus.

The following are linked to intentionality and reciprocity.

- There is, in fact, no teaching without learning. One requires the other/ Paulo Freire/
- Education is not filling of a bucket, rather, the lighting of a fire / William Butler Yeats/
- All of life is education and everybody is a teacher and everybody is forever a pupil / Abraham Maslow/

There is an interface between Vygotsky's MLE and that of Feuerstein in that Vygotsky's Zone of Proximal Development/ZPD/- the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers (Mentis et al. , 2008). This relates to what learners can do by themselves and what they can achieve with the guidance of a teacher or someone mediating to them. Vygotsky considers the potential of the learners to grow as a bud to grow with a guidance of important others. With the assistance of a mediation or scaffolding, learners can be challenged to learn today what they could not achieve yesterday. They can be supported to attain what was previously just outside of their reach with the right kind of intervention (ibid). This relates well with Feuerstein's concept of intentionality and reciprocity. Vygotsky's concept of scaffolding learning within the ZPD complements Feuerstein's concept of intentionality and reciprocity.

2. Meaning

Mediation of meaning occurs when the mediator conveys the significance and purpose of an activity. The mediator shows interest and emotional involvement, discusses the importance of the activity with the learner, and elicits an understanding of why the activity should be done. It is like the mediator provides a key to understand the significance of stimuli. The key or the mediation of meaning unlocks and interprets the cultural context in which the mediatee is situated. Mediation of meaning is the process by which knowledge, values, and beliefs are transmitted from one generation to the next (Mentis et al. 2008).

You have to note that meaning is mediated by investing significance at cognitive/ intellectual and affective/ emotional levels. Values and beliefs are communicated at the cognitive level, where as energy and enthusiasm are at the affective level. For example, we can motivate saying like: We are studying oral English to effectively communicate with people, share experiences; present seminar pares, and participate in classroom activities. There is a reason to learn oral English.

3. Transcendence

Mediation of transcendence occurs when an interaction goes beyond the immediate and direct need thereby enlarging and diversifying the need system of the learner. The goal of mediating transcendence is to promote the acquisition of principles, concepts, or strategies that can be generalized to issues beyond the present problem. Every single activity has in it the potential for transcendence. Transcendence is the bridge that connects related activities and ideas, and links immediate needs to ever expanding needs.

Transcendence moves the learner beyond the immediate need elicited by interaction and bridges it to related issues and activities. It develops in the child a deeper understanding of the world, a perception of how things are interconnected, a curiosity to inquire and discover relationships among things, and a desire to know more about things and seek explanations.

In the classroom, the potential for transcendence is limited when the focus is on facts and rote regurgitation of facts and when knowledge is fragmented and compartmentalized. The potential is realized when the focus is on process teaching- the teaching of underlying skills- and when knowledge is integrated and linked to a broader context.

Keep in mind that mediation of transcendence involves finding general rule that applies to related situations; linking events in the present with future and past events; engaging in reflective thinking to reach an underlying understanding of a situation; and thinking laterally about experiences and issues. "Education is what survives when what has been learned has been forgotten."/ B.F. Skinner/. For example, you can ask a question like: What rule can you generate from the spelling of niece, piece, receipt, and deceive?"

Sternberg (1988) says that an intelligent person is someone who is able to balance three kinds of skills: analytical skills (analyzing and contrasting things); creative skills (inventing and discovering things); and practical skills (applying skills in practice). This view is similar with Feuerstein's view of the importance of transcendence. Both involve going beyond the here and now to underlying principles so that learners can apply what they have learned in different contexts.

Look at the following example taken from Wants et al. (2008)

I keep six honest serving men

(They taught me all I knew);

Their names are What and Why and When

And How and Where and Who.

Rudyard Kipling- "The Elephant's Child" in Just So Stories

Control of Learning

4. Mediation of Competence

It is helping the learner develop self- confidence to engage successfully in a given act. The feeling of competence is not necessarily associated with an objective or an absolute definition of success, but rather with the learner's perception of having been successful. It can be linked to the learner's ability to pin a mental medal on himself for a task done well. Competence should be seen in neither absolute terms nor as an innate ability or deficiency, but rather as a process. Competence on a task improves with experience and maturity.

Mediating competence involves instilling in the learner a good mental set, a positive belief in his or her ability, the motivation to try, and the determination to persevere. The following include ways in which competence can be mediated.

- Selecting stimuli within the level of expertise of the learner;
- Rewarding the learner's response to the stimulus;
- Making explicit the strategies used by the learner that result in a successful experience; and
- Focusing on and making explicit successfully completed parts of an activity, though the whole activity might be unsuccessful.

5. Control of own behavior

Mediation here is to give students experience in using their skills to provide self-monitoring and make adjustment during the learning process (Feuerstein et al., 2003). Many students do not think they possess the ability to control and regulate their own learning in a self-directed way. Traditionally many teachers expect students to learn and to reproduce the accepted wisdom, based on a principle: 'learn because I tell you' approach (Williams and Burden, 1997). The emphasis of this aspect of mediation is to teach students how to learn so that they become self-initiated and autonomously controlled learners.

6. Mediation of Goal-setting

Individuals need to set realistic and meaningful goals and develop ways of achieving them. This parameter plays as an important role in the development of human modification, flexibility, and learning propensity. Research has shown that people setting their own goals in any learning activity are more likely to achieve them than people whose goals are set by others. In the classroom, however, the teacher usually sets goals for the students, and gives directions as to how to achieve them. Thus, the teacher has to be trained in such a way s/he mediates students to build confidence and plan their own strategies. Students should not be shaped to only receive from teachers.

7. Mediation of Challenges

Feuerstein believes that the mediation of challenge should be considered in learning and in life in general to prepare the individual for adapting to the novelty and complexity of our world. It is due to the loss of any sense of challenge that many people display a sense of aimlessness in learning.

Therefore, it is important to structure activities best by allowing the individual to confront novel situations and provide suitable challenges in the tasks set by teachers. In short, an internal need to respond to challenges has to be boosted in students so that they consider challenges as an opportunity to learn better.

8. Mediation of Awareness of Change

Feuerstein compares two different views concerning the human as a modifiable entity. One is, a passive-acceptance approach, in which change is unlikely to happen under any conditions. The other is an active approach that sees humans as accessible to cognitive, emotional, social and physical changes in all possible directions and contexts. Feuerstein strongly agrees with the latter view, and criticizes educational systems that are reluctant to change. Feuerstein others argue that the whole school system should teach people to learn how to learn and so become flexible thinkers to prepare them to cope with the rapidly changing global environment.

In order to mediate students' awareness of change, teachers normally use grades, praise or test results to inform learners about their progress. However, fostering the ability to self-evaluate is equally important in producing autonomous students. Students can be aware of their own progress without needing feedback from teachers if they develop a sense of self awareness to assess changes in their learning. The teacher may ask students to record a self-assessment, such as: "What have I learned?", "How have I performed?", "What difficulties do I still have?", "What can I do now", even "What I learned about myself?" In brief, students have to be helped to develop an understanding that human beings are constantly changing, and the ability to recognize and assess changes in themselves.

9. Mediation of Belief in Positive Outcomes

When people face a task and believe that it is impossible to complete, they automatically give up seeking solutions. Feuerstein (2003) said that believing that something is possible makes students become committed to the search for ways to turn a possibility into a practical experience. Teachers have to help students to develop the belief that there is always possible to find a solution even if facing intractable problems in their learning. Belief in positive outcomes fosters students' sense of competence in learning, can even serve as an antecedent

of it in that unless students believe learning is possible they may not think how they accomplish it.

For language learning, this belief provides a powerful message to underpin their teaching approach that no matter how difficult it may appear to be for some people to learn a foreign language, everyone is capable of doing so. There is evidence from all parts of the world that children and adults with little or no education can learn to speak one or two or even more languages if they feel the need to do so. So long as classroom teachers believe that their students are all capable of succeeding, they will continue to seek effective ways of helping to bring this about

Factors concerned with fostering social development

The factors that deal with students' social development and net working with each other include sharing, individuation, and sense of belongingness. All of them are concerned with learning to become an individual and to belong to a group.

10. Mediation of Sharing

We cannot deny competition is a motivating factor in making progress and thus is encouraged above everything in many classrooms. However, sharing or co-operation increases students' social networks and help them to create and exchange skills, knowledge and that can result in maximizing learning. Some researches have found that these factors can have considerable benefits for all students at all age levels without compromising the value of self reliance.

Teachers may arrange the class activities involving sharing behavior which encourages the students to go out of themselves and participate with others and make others participate with them. For example, teachers can mediate students to listen and join a group or take part in a whole class discussion exercise or by asking students to brainstorm ideas. Moreover, Williams and Burden have emphasized that sharing has become a common practice to class activities interactive, and is an important aspect of communicative language teaching approach.

11. Individuality

The opposite of sharing behavior, individuality, represents the need of the students to retain their uniqueness-feeling and thinking differently from others, to meet their learning needs. Students need to be individuals to feel they can think and feel differently from the rest of students so that they can have something to share with other classmates and make cooperative learning meaningful. It is due to this fact that this criterion does not deal with alienating oneself from others considering as superior or inferior. Individuation can be made practical in second language through keeping diary, using presentation to express oneself, using activities that require self expression and class discussions. Helping students to develop a sense of individuality mainly helps students, who have some kind of problems with language learning, to modify their cognitive problem through the promotion of their inner sense of personal worth.

12. Sense of belonging

Students need to develop a feeling of their connections at social and emotional levels and validating the importance of going outside the boundaries of the self. Feuerstein argues that mediation of the feeling of belonging is of particular importance at a time when a student is offered little security as to the stability of the framework to which he belongs (Feuerstein et al, 2006). Teachers might generate a sense of belonging in project work programs which require everyone to make a contribution and from which no one is left out. It has to be underlined that both success and failure are shared, and thus they have to contribute their level best efforts.

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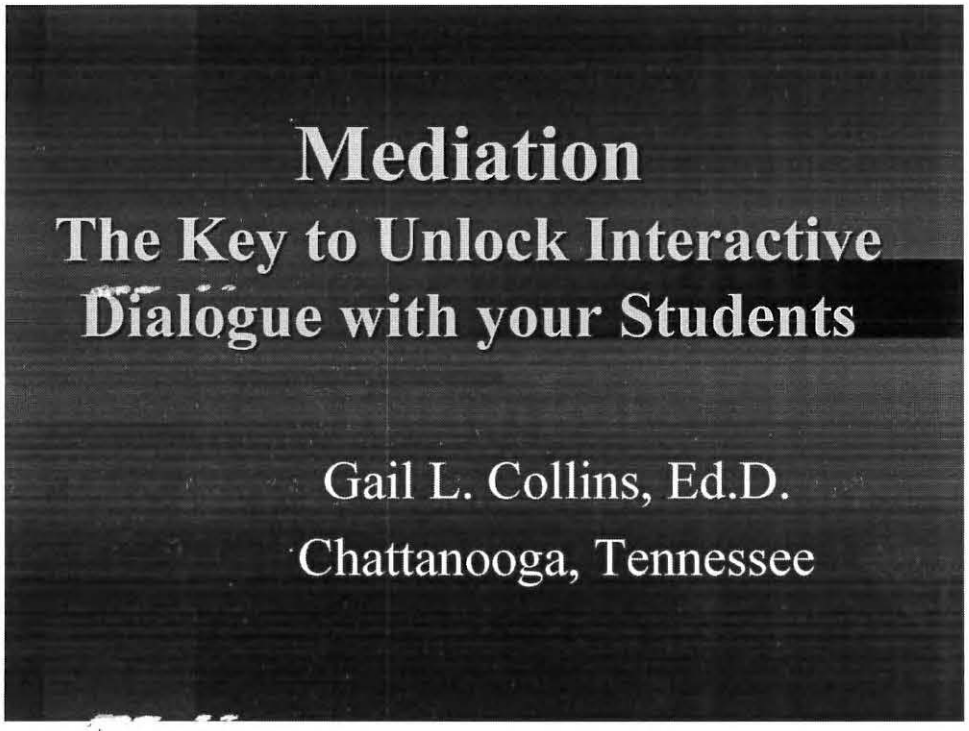
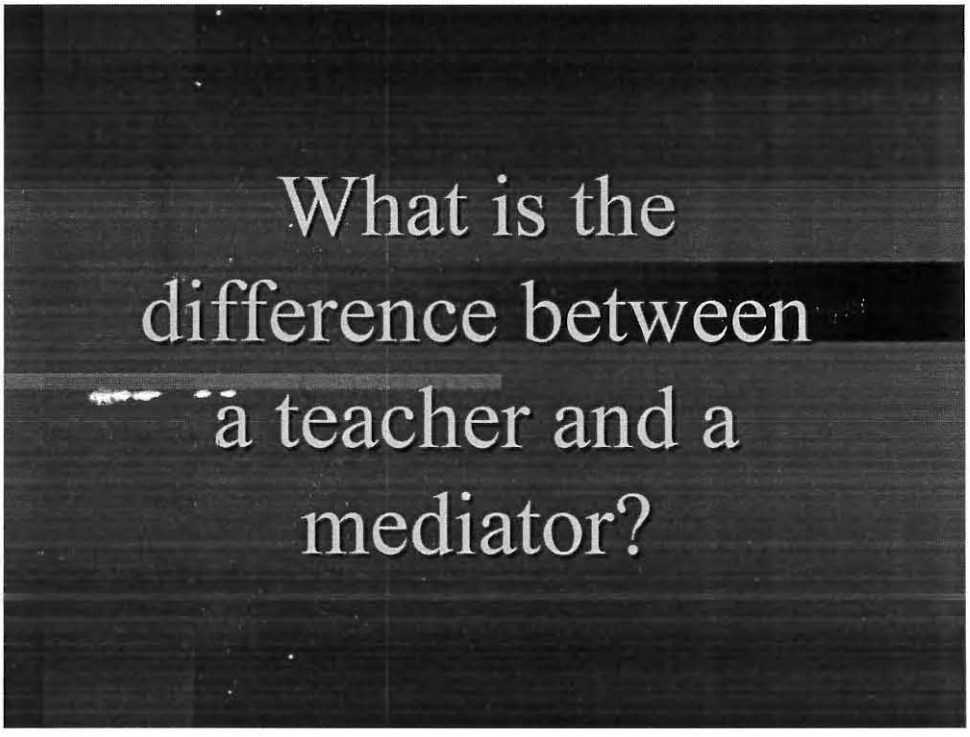
Appendix 3: Training Material Two

In addition to the training material the researcher has designed based on Williams and Burden (1997) and Feuerstein (2007), this training material has been used to train the mediator of the study. A copy of this material was also given to the mediator so that he uses as a checklist while mediating.


Mediation
The Key to Unlock Interactive Dialogue with your Students
Gail L. Collins, Ed.D.
Chattanooga, Tennessee


What is the difference between a teacher and a mediator?

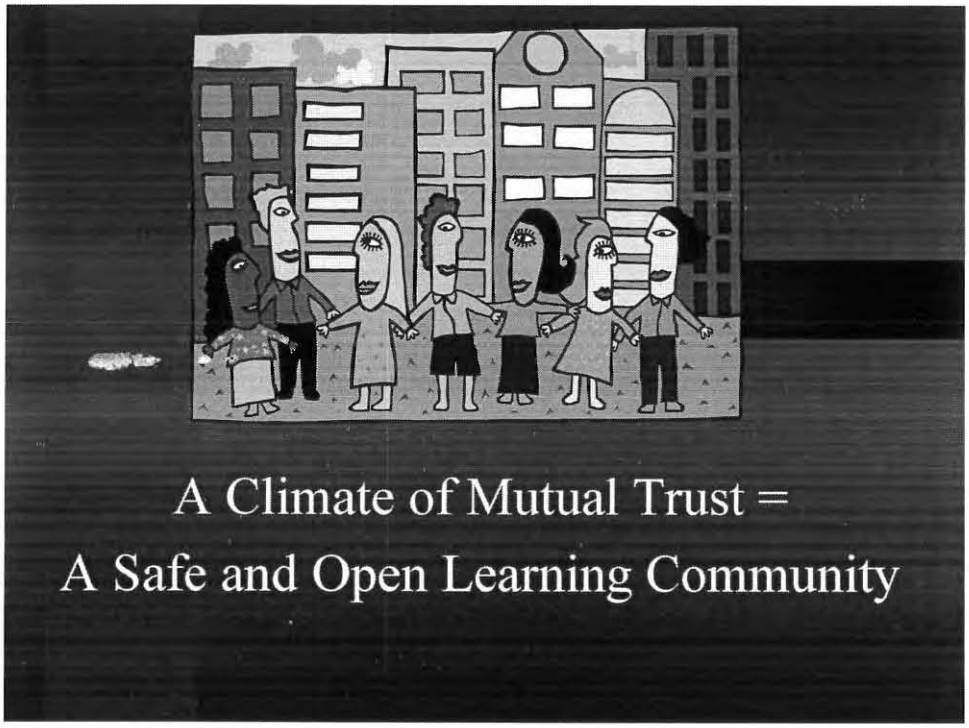
What is the goal for our students?
Do we envision them…..

Learning to think, or
Thinking to learn?

Good Mediators Know

Everyone
Can
Be a
Super
Insightful
Learner
If

there is Mutual Trust



Mutuality is ...

- The relationship that occurs when two people attend to each other and confirm one another in a way that leads to both becoming authentic persons through the experience
  (Berry, 1958, as informed by Buber)
- A gradual gaining of knowledge and respect for one another

Mutuality is fueled by acceptance, trust and understanding

Mutuality depends upon ...

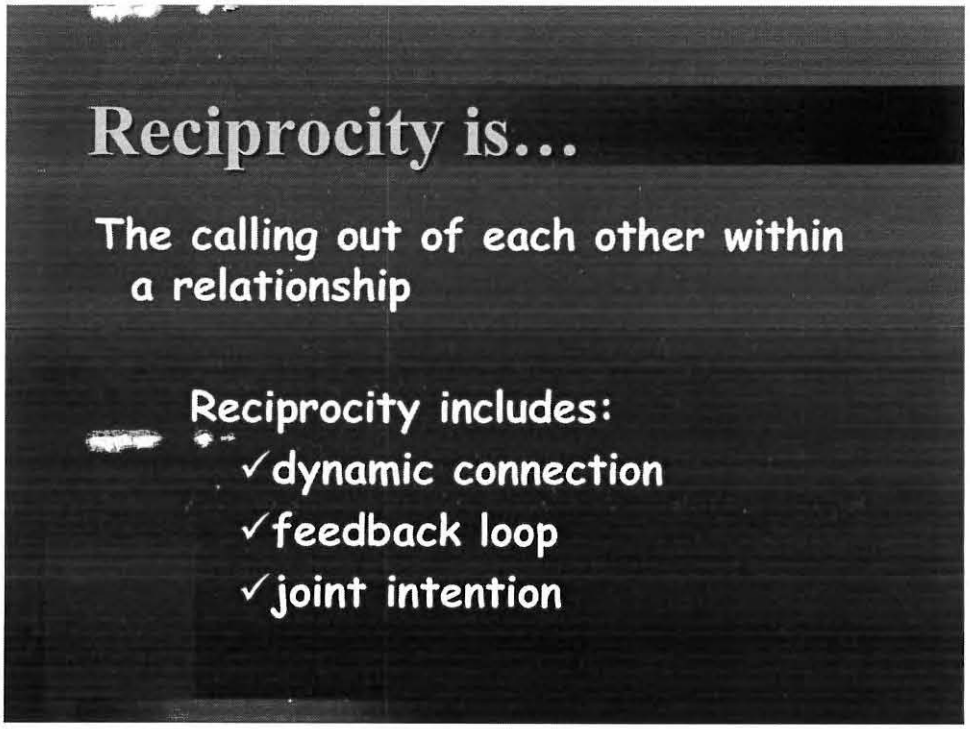
- Openness
- Flexibility
- Spontaneity
- Willingness to be changed by the relationship

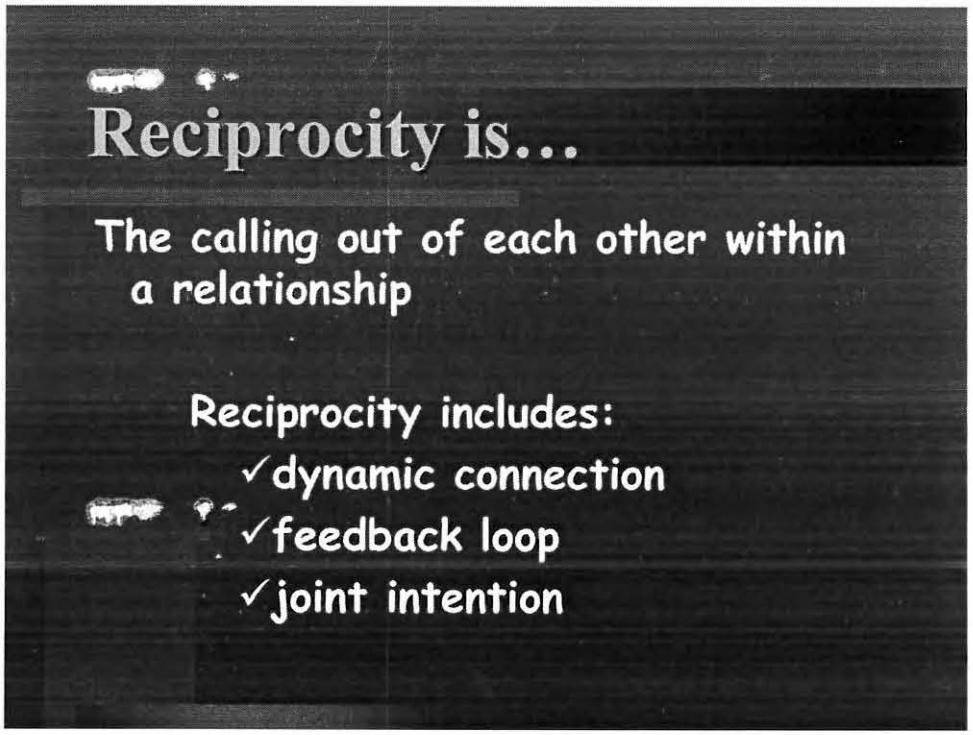
Without Mutuality...

- There can be only blind guesswork and a mechanical forcing of one person on the other resulting in both persons' ideas being diminished

  (Coulson, 1972)

- There is no reciprocity


Reciprocity is...
The calling out of each other within a relationship
Reciprocity includes:
✓dynamic connection
✓feedback loop
✓joint intention


Reciprocity is...
The calling out of each other within a relationship
Reciprocity includes:
✓dynamic connection
✓feedback loop
✓joint intention

More on reciprocity...

Reciprocity creates a positive connection of acceptance, trust, and understanding between parent and child in a learning situation.

Emphasis must be placed on the positive, affective qualities of the feedback loop between learner and mediator.

Hundeide (1991)

Pnina Klein on Reciprocity...

Reciprocity is:

- Catching the child's attention
- Having a relationship that leads to mutual acceptance and an affective bond between mediator and child
- Ensuring that the environmental stimuli is compatible to the child's needs
- Modifying one's own behavior in order to mediate another
- Matching one's own behaviors with the child's responses

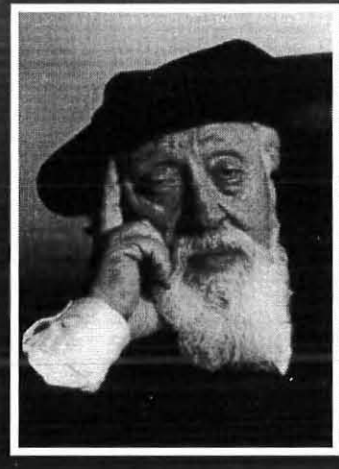
Pnina Klein concludes that...

Reciprocity is learned by developing insight into one's own behavior in relation to the child.

It is not learned as one attempts to model some other person's mode of behavior.

Critical elements of MLE

- Reciprocity
- Intentionality
- Meaning
- Transcendence



"It is the *educational therapist* who leads the way in moving from the realm of the immediate task to the abstract and orients the student in *his/her* search for understanding and application."

Feuerstein, R. 1980
Instrumental Enrichment

"It is the *educational therapist* who leads the way in moving from the realm of the immediate task to the abstract and orients the student in *his/her* search for understanding and application."

Feuerstein, R. 1980
Instrumental Enrichment

Nine remaining parameters:

- Feeling of competence
- Regulation and control of behavior
- Sharing behavior
- Individuation
- Goal seeking...
- Challenge – the search for novelty and complexity
- Awareness of self-change
- Search for optimistic alternatives
- Feeling of belonging

Nine remaining parameters:

- Feeling of competence
- Regulation and control of behavior
- Sharing behavior
- Individuation
- Goal seeking...
- Challenge – the search for novelty and complexity
- Awareness of self-change
- Search for optimistic alternatives
- Feeling of belonging

Feeling of Competence

A *feeling* of competence is not always the product of *being* competent.

Feuerstein suggests that to guide a student to "*feel competent*" the mediator will say: "What you have done is a reflection of your ability to..."

Therefore....

Mediation of Feeling of Competence

There must be enough familiarity to experience comfort and enough novelty to feel accomplishment.

To mediate this:

- ✓ create for the learner situations where competence can be experienced and then interpreted, understood, and accepted
- ✓ help the learner appreciate and build upon those areas where competence exists

Regulation and Control of Behavior

The underlying goal for the mediation of this parameter is to create self-regulatory processes so that the learner knows how to take responsibility for his own behavior

Two aspects to this parameter:

- ✓ inhibition of unwanted, dysfunctional, distracting behaviors
- ✓ initiation of behaviors that are currently blocked or insufficiently present

Sharing Behavior

Sharing behavior is mediated as the learner:

- ➢ sees the need and value of participating with others in a learning experience
- ➢ accepts the participation of others within his learning experience

Encouraging the learner to share with others builds "the externalization of internal experiences," strengthening and validating them, and linking them to the intentional and transcendent goals of the MLE. (Feuerstein, 2006)

Individuation

This parameter is, in a sense, the opposite of "sharing behavior"

The emphasis is placed on the legitimacy and value of an individual's differences.

Goal Seeking, Setting, Achieving and Monitoring

To have goals and move towards them is to go beyond the immediate and direct experience.

Mediation of the search for and choice of goals enriches the life of the learner.

It adds an organizing principle to life and mobilizes the tools necessary to achieve the goals.

This parameter is related to planning ahead and investing in the future beyond one's own existence.

Feeling of Challenge: The Search for Novelty and Complexity

In this tool the learner is brought into contact with new, potentially difficult, and unfamiliar experiences.

The propensity to confront a challenging new and unfamiliar experience rather than giving up or avoiding it is vital to human adaptation.

Awareness of Self-Change

As this parameter is mediated, the learner begins to recognize that he:

- is capable of being able to change
- has changed
- is motivated and energized to experience further change

Effective use of this tool results in a change in one's belief system from a pessimistic to optimistic attitude that overcome impediments to change.

Search for Optimistic Alternatives

- The over-riding principle for making an optimistic choice is that the learner realizes she can and will do what is necessary to achieve a goal.
- Attitude of the learner using this parameter:
  "I will not accept seemingly unavoidable conditions passively, rather I will consider each condition as something I can invest in, fight for, and believe that it is possible."
  (Feuerstein, 2006, p 83)

Feeling of Belonging

- When reciprocity exists between an educational therapist and a student, the interactive dialogue that occurs fosters a relationship in which both are:
  - Committed to one another
  - Invested in the activity on a personal as well as on a task level
- As this parameter becomes established, an individual is more aware of his/her place and value in society and realizes the responsibility of both giving and taking among peers.

Appendix 4: Students' Questionnaires

Addis Ababa University

School of Graduate Studies

Institute of Language Studies

Department of Foreign Language and Literature

Questionnaires for Bole and Wondrad First Year Preparatory School Students

The objective of these questionnaires is to gather first hand information from Bole and Wondrad Preparatory Schools' students about their general background information, the value they give to the 12 Feuerstein mediation parameters, their judgment about teachers' attempt to utilize them in teaching oral presentation, their oral presentation self efficacy belief, and their locus of control. The questionnaire is divided into 5 parts. Respond to all the items in each part. Your frank and genuine response is very important for the validity and reliability of the findings of the study underway.

There are no foreseeable risks associated with this study, nor are there any direct benefits to you. The data collected will remain anonymous and confidential, and your responses will be kept under lock and key. Your answers will be coded with a number, so your specific responses will not be linked to you. Your participation is voluntary, and you may withdraw from this study at any time without penalty.

This study is being conducted by Wogari Negari, who can be reached

+ 251911624847 if you have any future questions.

Thank you in advance for your cooperation.

Questionnaire One: Students' Demographic Factors

Dear students!

Please respond to the following general information by ticking (√) or supplying the required information in the space provided.

1. **Code of the respondent** _____
2. **Sex**

   Male ____

   Female ____

3. **Age category**

Between15 and 20 ___

Between 21 and 30___

Between 31 and 40___

4. **Nationality**

Amahara ___

Oromo ____

Tigray _____

Others _____ (please mention)

5. **Religion:**

Orthodox ___

Catholic ____

Muslim___

Protestant ___

Others _____ (please mention)

6. **Family's occupation**

Family	occupation				
	farmer	merchant	house wife	Government employee	NGO employee
Mother					
Father					

7. **Family's educational level attained**

Family	Educational level						
	Illiterate	Read and write	Grades1- and 6	Grades7-11	12 complete	Diploma	B.A/BSC and above
Mother							
Father							

Questionnaire Two: Students' Mediation One (SM1)

Dear students!

In this questionnaire you will find a list of some of the things that teachers might do when they give their students speaking activities in English language classroom. The aim of this questionnaire is to find out views about these functions that teachers might perform in the classroom.

The questionnaire is in two parts: part 1 asks you to say HOW IMPORTANT you think it is for English teachers to perform the function.

Part 2 asks you to judge HOW OFTEN your teacher carries out each of them when she/ he teaches you a speaking skill.

Section 1

For each of the questions, please circle the score that best represents your own view of how important that item is.

When you learn speaking skill, how important do you think it is to:

	Criteria	Very important	Quite important	Uncertain	Not very Important	Not at all
1	make the intention of the lesson clear and require you to involve?	5	4	3	2	1
2	tell you the meaning of the lesson and why a particular speaking activity is important?	5	4	3	2	1
3	make clear how and why speaking skill will produce learning that will be helpful in other times and places?	5	4	3	2	1
4	encourage you to develop sense of competence and do speaking activities?	5	4	3	2	1
5	help you to be aware of your own skills and strategies to take control of your own speaking behaviors and become independent learner?	5	4	3	2	1
6	encourage you to set your own realistic speaking skill goals and to plan ways of achieving them?	5	4	3	2	1
7	help you set speaking tasks that are sufficiently difficult to provide a challenge that stretch you and become independent problem solver?	5	4	3	2	1
8	help you develop an ability to recognize, monitor and assess the changes in your speaking skill as you practice it?	5	4	3	2	1
9	help you develop a belief that you are capable of doing speaking tasks yourself?	5	4	3	2	1
10	help you develop sharing behaviors in class by setting up pair and group speaking tasks?	5	4	3	2	1
11	encourage you to express your own opinions individually emphasizing you have a right in your own uniqueness?	5	4	3	2	1
12	design speaking activities that foster a sense of belonging to a class room?	5	4	3	2	1

(Adapted from the original work of Williams and Burden, 1997, Deligianni, 2003 and Abiy, 2005)

Questionnaire Three: Students' Mediation 2 (SM2)

Dear students!

Section 2

For each of the following questions please circle the score that best represents your own view of how often that item is used by your teacher in teaching speaking skill.

When you learn speaking skill, how often do you think your teacher:

No.	Criteria	Very often	Quite often	Uncertain	Not very often	Not at all
1	makes the intention of the lesson clear and require you to involve?	5	4	3	2	1
2	helps you know the meaning of the lesson and why a particular speaking activity is important?	5	4	3	2	1
3	makes clear how and why speaking activities will produce learning that will be helpful in other times and places?	5	4	3	2	1
4	encourages you to develop sense of competence and do speaking activities?	5	4	3	2	1
5	helps you to be aware of your own skills and strategies to take control of your own speaking behaviors and become independent learner?	5	4	3	2	1
6	encourages you to set your own realistic speaking skill goals and to plan ways of achieving them?	5	4	3	2	1
7	helps you set speaking tasks that are sufficiently difficult to provide a challenge that stretch you and become independent speaker?	5	4	3	2	1
8	helps you develop an ability to recognize, monitor and assess the changes in your speaking skill as you practice it?	5	4	3	2	1
9	helps you develop a belief that you are capable of doing speaking tasks yourself?	5	4	3	2	1
10	helps you develop sharing behaviors in class by setting up pair and group speaking tasks?	5	4	3	2	1
11	encourages you to express your own opinions individually emphasizing you have a right in your own uniqueness?	5	4	3	2	1
12	designs speaking activities that foster a sense of belonging to a class room?	5	4	3	2	1

(Adapted from the original work of Williams and Burden, 1997, Deligianni, 2003, and Abiy, 2005)

Questionnaire Four: Students' Oral English Self- Efficacy

Instruction

Dear students!

Read each item carefully and choose the scale that explains your oral English performance. The scales are abbreviated as follows.

Very true of me (VT) or

True of me (T) or

Uncertain (U) or

Not true of me (NT) or

Not at all true of me (NAT).

Circle your choice on the basis of what you believe your behavior of oral presentation in English is. There is no right or wrong answer. It is just a measure of your belief concerning the behavior explained in each item. Respond to each item truthfully.

Thank you in advance for your cooperation.

No	Items	Scales				
		VT	T	U	NT	NAT
1	I am proficient enough to compete with my classmates.	5	4	3	2	1
2	I can apply my oral English potential to be proficient.	5	4	3	2	1
3	I can set my own strategies to develop my oral English skill.	5	4	3	2	1
4	I can share my ideas with people in English anywhere and anytime.	5	4	3	2	1
5	I am able to contribute a lot in English medium discussions.	5	4	3	2	1
6	I can improve my oral English ability by making mistakes.	5	4	3	2	1
7	I am able to convince people debating in English	5	4	3	2	1
8	I am able to score the highest results in English speaking tests.	5	4	3	2	1
9	I am able to be a proficient speaker of English.	5	4	3	2	1
10	I can overcome my speaking obstacles.	5	4	3	2	1
11	Speaking in English is not a problem for me.	5	4	3	2	1
12	I am able to improve my oral English performance.	5	4	3	2	1
13	I am able to learn from problems I face.	5	4	3	2	1
14	I can lead English group or pair discussions.	5	4	3	2	1
15	I am able to meet the university education oral English requirements.	5	4	3	2	1

(Adapted from the original works of Pintrich and DeGroot (1990), Roeser et al. (1996), and Mulugeta (1998).

Note: All items reflect strong self efficacy beliefs

Questionnaire Five: Students' Oral English Locus of Control

Instruction

Dear students!

I want to find out how you give attributions to their success/failure in English oral presentation. I would like you to answer the following questions the way you explain the source of your actions for your ability in oral English. There is no right or wrong answer.

Read each item carefully and circle the scale that explains your attribution to your proficiency in speaking in English. The scales are abbreviated as follows.

Strongly Agree (SA) or

Agree (A) or

Uncertain (U) or

Disagree (D) or

Strongly Disagree (SD)

Circle your choice on the basis of the explanation you give to your speaking in English. There is no right or wrong answer. It is just a measure of your explanation to the behavior explained in each item. Respond to each item truthfully.

Thank you in advance!

No	Items	Scales				
		SA	A	U	D	SD
1	I myself make my speaking practice enjoyable, because of a desire I have to do so.	5	4	3	2	1
2	I am successful in my oral English because of my own study style.	5	4	3	2	1
3	My weakness oral English is due to my own problems.	5	4	3	2	1
4	I do oral English tasks successfully, because I am able to perform.	5	4	3	2	1
5	I express my ideas in English very well, because of my own motivation.	5	4	3	2	1
6	I can solve any problems I face in oral English, because I know how to do it.	5	4	3	2	1
7	I am better than many students in speaking in English, because of my personal practices.	5	4	3	2	1
8	Having a good proficiency in speaking in English is not because of a chance.	5	4	3	2	1
9	Practices can make me a proficient speaker of English; it is not what others tailor for me.	5	4	3	2	1
10	I do not rely on others to develop my oral English performance.	5	4	3	2	1
11	I can improve my oral English through my own efforts.	5	4	3	2	1
12	I can exceed my classmates in English medium debate, because of my own ability.	5	4	3	2	1
13	I am able to create my own means of practicing to be proficient in oral English.	5	4	3	2	1
14	I do not want others to set goals for me to improve my English speaking ability.	5	4	3	2	1
15	My weakness in oral English is not because it is a challenge.	5	4	3	2	1
16	I can solve my presentation problems in English, because of the ability I have developed.	5	4	3	2	1
17	Speaking in English in the presence of native speakers does not inhibit me to talk.	5	4	3	2	1
18	The presence of my classmates does not impair me to discuss in English.	5	4	3	2	1
19	Discussing in English in the presence of people I am familiar with does not affect me.	5	4	3	2	1
20	I do not want my English teachers to do me a special favor.	5	4	3	2	1
21	I fail in speaking tests, because I do not practice.	5	4	3	2	1
22	I do not get discouraged if my teacher does not give attention to what I say.	5	4	3	2	1
23	My teacher's failure to tell me the implications of oral English does not discourage me to practice.	5	4	3	2	1
24	Whether my English teachers ask me questions or not, I do not hesitate to interact.	5	4	3	2	1
25	My weakness in my oral English is not, because my teachers are not native speakers.	5	4	3	2	1
26	The sex of my English teacher has no relationship with my weakness or strength.	5	4	3	2	1
27	Negative remarks from my English teachers on my oral English are opportunities for further improvements.	5	4	3	2	1
28	Improving my speaking skill is not determined by the students working with me in a group.	5	4	3	2	1
29	To be a proficient speaker of English, I do not need favor from my colleagues.	5	4	3	2	1
30	My performance in oral English is not due to the influence of my parents.	5	4	3	2	1
31	Ability in speaking in English cannot be inherited from family.	5	4	3	2	1
32	I do not need others to correct my oral English mistakes to be proficient.	5	4	3	2	1
33	If I fear making mistakes in speaking in English, I do not improve.	5	4	3	2	1
34	Lack of interactions with my classmates does not prevent me from discussing with them	5	4	3	2	1

Adapted from Rotter (1966), Nowicki and Duke (1973), Nowicki and Strickland (1973), and Mulugeta (1998).

Before piloting

Internal items: 1, 2,3,4,5, 6, 7, 11, 12, 14, 33, 34 and 13

External items: 8, 9, 10, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, and 35.

After piloting, due to their resemblance, two items (28 and 29) have been made one. As a result, the number of the overall items has been reduced to 34. Moreover, to make the analysis easy and readable for readers, all items have been phrased in the way they show internal locus of control.

Appendix 5: Teachers' Questionnaires

Addis Ababa University
School of Graduate Studies

Institute of Language Studies

Department of Teaching English as a Foreign Language

Questionnaires for Bole and Wondrad First Year Preparatory School Teachers

The objective of this booklet is to gather first hand information from Bole and Wondrad Preparatory Schools' preparatory I English teachers about their understanding of MLE criteria and to what extent they attempt to apply them in their oral English classroom. The questionnaire is divided into 2 sections: the importance you attach to the 12 parameters and how often you carry out each of them when you teach a speaking skill.

Respond to all the items in each part. Your frank and genuine response is very important for the validity and reliability of the findings of the study.

There are no foreseeable risks associated with this project, nor are there any direct benefits to you. The data collected will remain anonymous and confidential, and your responses will be kept under lock and key. Your answers will be coded with a number, so your specific responses will not be linked to you. Your participation is voluntary, and you may withdraw from this project at any time without penalty.

Thank you in advance for your cooperation.

Questionnaire One: Teachers' Mediation One (TM1)

Section 1

Dear teachers!

In this questionnaire you will find a list of some of the things that you might do when you give your students speaking activities in English language classroom. The aim of this questionnaire is to find out views about these functions that you might perform in the classroom.

The questionnaire is in two parts: part 1 asks you to say HOW IMPORTANT you think it is for English teachers to perform the function. Part 2 asks you to judge HOW OFTEN you carry out each of them when you teach oral English.

Part 1

For each of the question please circle the score that best represents your own view of how important that item is.

When you teach a speaking skill, how important do you think it is to:

		Very Important	Quite Important	Uncert ain	Not Very Important	Not At all
1	make the intention of the lesson clear and require your students to involve?	5	4	3	2	1
2	help your students know the meaning of the lesson and why a particular speaking activity is important?	5	4	3	2	1
3	make clear to your students how and why the task will produce learning that will be helpful in other times and places?	5	4	3	2	1
4	encourage your students to feel confident and do the activity?	5	4	3	2	1
5	help your students to be aware of their own skills and strategies to take control of their own speakers behaviors and become independent learners?	5	4	3	2	1
6	encourage students to set their own realistic speaking skill goals and to plan ways of achieving them?	5	4	3	2	1
7	help students set tasks that are sufficiently difficult to provide a challenge that stretch them and become independent speakers?	5	4	3	2	1
8	help your students develop an ability to recognize, monitor and assess the changes in their speaking ability as they learn?	5	4	3	2	1
9	help your students develop a belief that they are capable of doing speaking tasks themselves?	5	4	3	2	1
10	help students to trust, respect each other, co-operate, and develop sharing behavior by setting up tasks in the target language?	5	4	3	2	1
11	encourage your students to express their own opinions in English by making it clear that they have a right in their own uniqueness?	5	4	3	2	1
12	design activities that foster the sense of belonging to a group?	5	4	3	2	1

Adapted from the original work of Williams and Burden (1997); and Deligianni (2003)

Questionnaire Two: Teachers' Mediation Two (TM2)

Section 2

Dear teachers!

In this part, you are required to judge HOW OFTEN you carry out each of the following activities when you teach a speaking skill.

When you teach speaking skill, how often you do:

	Items	Very often	Quite often	Neutral	Not very often	Not at all
1	make the intention of the lesson clear and require your students to involve?	5	4	3	2	1
2	help your students know the meaning of the lesson and why a particular speaking activity is important?	5	4	3	2	1
3	make clear to your students how and why the task will produce learning that will be helpful in other times and places?	5	4	3	2	1
4	encourage your students to feel confident and do the activity?	5	4	3	2	1
5	help your students to be aware of their own skills and strategies to take control of their own speaking behaviors and become independent learners?	5	4	3	2	1
6	encourage your students to set their own realistic speaking skill goals and to plan ways of achieving them?	5	4	3	2	1
7	help your students set tasks that are sufficiently difficult to provide a challenge that stretch them and become independent speakers?	5	4	3	2	1
8	help your students develop ability to recognize, monitor and assess the changes in themselves as they learn?	5	4	3	2	1
9	help your students develop a belief that they are capable of doing tasks themselves?	5	4	3	2	1
10	help our students to trust, respect each other, co-operate, and develop sharing behavior by setting up tasks in the target language?	5	4	3	2	1
11	encourage your students to express their own opinions in speaking exercises by making clear that they have a right in their own uniqueness?	5	4	3	2	1
12	design speaking activities that foster the sense of belonging to a group?	5	4	3	2	1

Adapted from the original work of Williams and Burden (1997) and Deligianni (2003)

Appendix 6: Speaking Skill Marking Checklist

Speaking Skill Marking Criteria

Assign numbers 1- 5 as appropriate based on what the speaker says

Name of the speaker _____

Topic discussed _____

Criteria	Difficulty to meet expectations (1)	Progressing toward expectations (2)	Meeting expectations (3)	Surpassing expectations (4)	Total mark
1. Voice or audibility for both individual and group tasks	Presenter mumbles and difficult to hear the presentation	Speaks in a natural manner, but can only be heard by some of the class.	Speaks in a natural manner and can be heard most of the class.	The speaker is loud and clear, and can be heard by the entire class.	
2. Confidence-eye- contact while speaking	Presenter reads off a sheet with out looking at the audience	The presenter faces the audience briefly at some point.	The presenter faces the audience, but no eye contact is made.	The presenter faces the audience makes eye contact, refers to report at appropriate times.	
3. Content of ideas shared in group and individually	Little information point form, insufficient details, thoughts are scattered, and can not answer any question	Has some of the main ideas, supported by some details, but may not be able to answer the audience questions	Has some of the needed information, supported by sufficient details, seems knowledgeable may not be able some of the audience questions	Gives important information, knows the content very well and can answer any questions about it, gives summary	
4. Organization of ideas shared in group and individually	Unorganized and hard to follow	Has some information in inappropriate manner	Fairly well organized	Well organized and follows a logical train of order	
5. Clarity of the idea shared	Difficulty to understand what is presented	Not clear possible to grasp some information	Fairly clear	Clear and possible to extract information	
6. Ability to use English	English is inaccurate	Some inaccuracies in English	English is fairly accurate	English is accurate	

Adapted from Lynch (1998)

Appendix 7: Oral English Test Topics

I. Pre Experiment Oral Presentation Topics

Pre Oral English Test 1

These topics were for both the experimental and control group students.

The students were given 20 minutes for preparation and 5 minutes for reflection

1. Discuss some cultural values you like.
2. Explain the importance of English language.
3. Explain some harmful practices in your village.
4. Explain some important practices in your village.

5. Discuss your likes and dislikes.
6. What do you plan to do after 2 years?
7. What things do you complain in learning English?
8. Present things that surprised you to the class.
9. How does the society you live with look at girls' education?
10. Explain things that make you different from other students.
11. How do you see teaching profession? You like or dislike?
12. Explain your feelings about the problems of your school tea room.
13. Describe how the food items you like are prepared.
14. Explain what you feel when you miss your friend.
15. Explain what cause conflicts among friends.
16. How do your people solve conflicts?
17. Why do some animals migrate?
18. Which language skill do you like to practice? Why?
19. Explain the unique behaviors you observed with some animals.
20. Explain your reason why have problems in English.
21. What problems do you observe with pedestrians of Addis Ababa? What do you advise them?
22. Explain the function of communication?
23. What problems do children face in your society?
24. What are common problems of women in your society?
25. Explain the advantages of wild animals.
26. Explain some of the problems of your school.
27. If you win a lottery, what will you contribute to solve the problems of your school?
28. What do you think your society should do to solve problems of women?
29. How is information passed from person to person in your society?
30. Take a certain nation in Ethiopia and explain how wedding is arranged traditionally.
31. Discuss how you used to practice oral English.
32. What roles do children play in your society?
33. Explain causes of students' failure in school subjects.
34. Which school subjects do you like most? Why?

35. Which school subjects do you hate most? Why?
36. Discuss some of the things you consider as a threat to your English learning.
37. Explain some of the changes the have taken in your school.
38. How do you evaluate the way you learn different school subjects?
39. At home, how do your parents help you improve your oral English?
40. Who is responsible for the problems you face in your oral English and other subjects? Why?

Pre Oral English Test 2

1. Discuss your memorable day.
2. Explain any events you appreciate.
3. What things do you want to contribute for your village?
4. Discuss how to avoid traditional practices in your village.
5. What problems are you facing in learning? Why?
6. Explain some of your future plans to the class.
7. What is your understanding of poverty? How do we reduce?
8. Discuss your characters you consider as inappropriate.
9. What things do you do if you are a farmer?
10. Discuss the sanitation problems of our school.
11. What do you do if you are an athlete?
12. If you become a rich person discuss what you do.
13. What are your problems of school subjects?
14. What role do women in your society play?
15. Discuss the behaviors of animals you like.
16. Discuss some of the problems of people in your village.
17. What helps do you need from your parents?
18. Explain the problems school children face.
19. What problems do you experience to speak in English?
20. Why do some students fail in some school subjects?
21. Discuss some of the advantages of family planning.
22. What factors do you think can cause people to be in conflicts?
23. What do you feel when other people correct your English error?

24. What techniques do you use to solve your academic problems?
25. What do you think is a solution environment pollution?
26. Who is responsible for your failure in school subjects? Why?
27. What do you want to major if you go to a university"? Why?
28. Discuss any cultural values you appreciate most.
29. Why do people commit suicide?
30. What role does cooperative learning play?
31. Explain the techniques people use to exchange information in your town/ village?
32. What are the major problems of Addis children?
33. Why do people migrate?
34. What do you think can help you to improve your oral English?
35. Where do you want to live after graduating from a university? Why?
36. What problems do you face in your family? Why?
37. Discuss how to maximize family income.
38. What qualities of people do you appreciate? Why?
39. Discuss some of the social problems your people experience.
40. What do you suggest to minimize traffic problems in Addis?

II. While mediation oral English Test Topics

1. What new things have you done so far in your oral English?
2. Why do people leave their places?
3. Mention causes of some the problems in your area.
4. What are your comments on the introduction of western fashions to Ethiopia?
5. What things do you dislike about foreign cultures?
6. Mention some the dressing style of some Ethiopian nations.
7. Describe some of the traditional clothes of your society.
8. Discuss what takes place on the eve of Ethiopian holidays.
9. Discuss the major income generating mechanisms to help the poor.
10. What new things do you see in your surrounding today?
11. Take one food item and describe how it is prepared.
12. What do you want to contribute to your people when you graduate from a university?
13. Discuss some the causes why people quarrel.

14. Discuss the behaviors of some domestic animals you know very well.
15. How do you describe your ability to communicate with people?
16. What things do you suggest to improve the teaching of speaking skill?
17. How do you understand failure in learning?
18. Mention the behaviors of a person you appreciate.
19. Say something about the village you live in.
20. Discuss the advantages of living in your country.
21. Discuss the disadvantage of living abroad.
22. Tell the class about the special skill you have.
23. What is your impression of criminal people?
24. Discuss the behaviors you dislike with your teachers.
25. Discuss about the changes you appreciate in Addis.
26. Discuss any problems that your friend experience.
27. Discuss the major things you did last weak.
28. What does great mean to you and what types of people are great?
29. What is bad according to your understanding and what does cause it?
30. Why do people develop corrupted behaviors?
31. Explain what crimes cause to the economic development of Ethiopia.
32. What roles should you play to fight corruptions?
33. Discuss the advantages of speaking in many languages?
34. What do you think is the importance of knowing many people?
35. Call one student to the front of the class and give him or her 5 questions to ask you.
36. Invite 5 students to cooperate with you to form a group and chair a meeting on how to assist students with learning problems.
37. What bad history do you know about people with disabilities?
38. Suggest the things you believe can help people with disabilities.
39. Are disability and inability the same or different? Explain.
40. Foreign wearing styles have to be banned. What is your view of this motion? Explain your position.

III. Post Mediation Oral English Topics

1. Discuss why some people do crimes.
2. Explain the common crimes in your village.
3. What are odd behaviors according to your view?
4. Discuss the roles of some of the organizations you like most.
5. What is the reason to establish international organizations in Ethiopia?
6. Discuss the current problems of your school.
7. What do you want to improve in your school?
8. How do you evaluate the attitudes of your friends towards learning English?
9. What do you suggest to bring changes in your village?
10. What are the sources of the problems in your village?
11. Why do people emigrate from Ethiopia?
12. What is your attitude towards migrating to America?
13. Why do some people lie?
14. Putting criminals in jail is just. What is your view of this statement?
15. Explain the parental actions that abuse children.
16. What are your future plans to help the poor?
17. What things do you like about Ethiopia?
18. How do you describe the attitude of your friends towards learning?
19. What are the advantages and disadvantages of relationships with many people?
20. What do you think can help to lessen crimes in big cities like Addis Ababa?
21. What is the relevance of teaching children to be tolerant?
22. How do you think children can learn tolerance?
23. What is your understanding of corruption?
24. Discuss some social problems common to your people in your village.
25. Discuss some of the harmful practices and their prevalence in your city/ village.
26. What do you think are the roles of teaching civic education at schools?
27. Should parents punish their children to show that they love their children? If you say no, the negative effects of it on them.
28. How should teacher teach to help their students develop good behaviors?
29. Discuss what parents should do to raise productive children.

30. How do you explain the relationship between agriculture and industry in Ethiopian context?
31. From women and men, whom do you think started craft works? Give reason for whatever you say.
32. In what ways do you think craft men and craft women change our world?
33. Call one of your classmates and ask him or her to do you a favor.
34. Discuss the crafts that are common in your village/ society.
35. What are the attitudes of your society towards crafts men or crafts women?
36. How do you explain the imposition of culture on economic growth?
37. Discuss the strategies you would like to apply to improve your oral English.
38. Why do children develop negative attitudes towards education? Give some reasons.
39. Share any of your English learning stories that you consider as memorable event with your classmates.
40. Discuss the major economic problems that most of the developing countries like Ethiopia face.

Appendix 8: Self Efficacy, Locus of Control, and Oral English Test Scores of Mediated and Unmediated Students

I. Mediated Students

Mediatees	MSEB 1	MSEB 2	MSEB 3	MLOC 1	MLOC2	MLOC3	MT1 (in %)	MT2 (in %)	MT3 (in %)
ESM1	25	35	46	46	75	100	12	22	38
ESM2	23	30	49	52	70	95	22	36	49
ESM3	28	32	50	46	65	87	18	29	38
ESM4	26	28	51	42	69	90	23	38	47
ESM5*	22			53			29		
ESM6	22	28	49	53	81	97	27	42	59
ESM7	25	36	61	55	89	99	32	40	71
ESM8	23	30	64	58	90	100	26	38	62
ESM9	27	29	69	58	93	120	30	47	75
ESM10	25	31	45	55	94	119	27	34	50
ESM11	28	36	44	54	75	89	31	48	68
ESM12	29	34	39	61	79	103	23	37	51
ESM13*	26			59			39		
ESM14	30	40	51	55	89	126	40	52	71
ESM15	29	39	48	61	77	132	34	51	69
ESM16	30	34	47	57	73	96	38	54	72
ESM17	29	31	50	55	94	135	24	35	48
ESM18	31	37	63	57	92	127	45	59	79
ESM19	29	33	63	58	86	106	72	85	93
ESM20	31	32	64	55	76	112	40	67	83
ESM21	28	29	49	57	82	119	34	43	61
ESM22	26	30	56	60	83	115	41	56	77
ESM23	26	28	57	57	80	139	45	72	83
ESM24	23	35	69	58	84	137	47	75	86
ESM25	27	31	70	51	90	142	50	74	88
ESM26	24	27	45	54	91	130	52	67	80
ESM27	28	30	60	53	88	123	46	62	76
ESM28	27	32	67	59	76	109	51	82	92
ESM29	28	33	70	46	72	97	73	88	91
ESM30	27	29	53	55	64	96	24	35	46
ESM31	27	34	50	51	69	100	13	23	40
ESM32	28	31	49	49	73	111	25	34	49
ESM33	28	35	42	56	83	135	17	23	41
ESM34	27	37	63	46	97	142	36	45	63
ESM35	25	40	71	52	71	98	26	33	42
ESM36	28	41	51	52	73	147	40	55	75
ESM37	24	34	60	55	84	151	23	32	49
ESM38	25	30	51	54	92	174	29	39	50
ESM39	23	26	35	60	75	108	30	35	47
ESM40	17	19	25	35	47	71	22	32	44

*Dropouts

II. Unmediated Students

Unmediated	CSEB 1	CSEB 2	CSEB 3	CLOC 1	CLOC 2	CLOC 3	CT1 in %	CT2 in %	CT3 in%
CSM1	30	31	35	49	50	61	14	15	17
CSM2	27	28	27	65	65	69	19	20	21
CSM3	22	23	26	67	66	70	21	22	23
CSM4	23	21	23	64	66	75	25	23	22
CSM5	26	27	26	64	69	82	28	28	29
CSM6	30	32	34	72	73	80	29	32	35
CSM7*	28			72			29		
CSM8	26	29	29	72	71	80	30	32	32
CSM9	25	28	29	65	67	70	16	17	16
CSM10	25	24	26	62	60	64	31	31	30
CSM11	25	27	31	60	62	66	35	35	36
CSM12	32	34	37	62	65	70	67	66	69
CSM13	28	33	35	70	74	75	35	37	40
CSM14	25	26	28	66	70	72	37	38	39
CSM15	25	28	34	70	70	81	38	40	41
CSM16	25	24	25	69	69	68	39	42	45
CSM17	26	29	31	68	68	69	39	43	49
CSM18	21	22	23	68	70	74	40	45	47
CSM19*	27			74			41		
CSM20	23	30	32	65	68	70	41	40	41
CSM21	27	29	28	70	71	76	44	48	51
CSM22	22	25	27	74	73	80	74	78	80
CSM23	29	33	37	73	74	75	47	49	52
CSM24	30	35	35	77	78	79	48	51	56
CSM25*	31			67			48		
CSM26	25	27	31	66	65	66	50	55	59
CSM27	23	28	29	62	63	77	55	60	62
SM28	28	30	32	78	78	85	62	66	69
CSM29	25	32	34	69	69	90	32	35	39
CSM30	25	28	27	72	74	75	47	50	56
CSM31	26	24	23	53	50	53	25	28	29
CSM32	29	30	30	34	32	34	15	19	21
CSM33	22	27	29	45	45	43	13	16	19
CSM34	20	19	23	73	74	75	40	44	47
CSM35	25	25	27	64	66	65	48	50	51
CSM36	23	24	27	67	70	71	21	25	29
CSM37	23	25	28	64	67	70	32	37	38
CSM38	24	28	27	69	67	69	24	27	30
CSM39	29	36	37	61	63	60	26	29	35
CSM40	24	29	31	52	56	52	28	30	33

* Dropouts

Appendix 9: Excerpts of Mediated Class While Observation

Observation One (06 October 2009)

Topic of the lesson: English sounds

Mediator: First of all put your codes in front of you on the desk. Always you have to do this when you come to this class. Ok? Today we learn English sounds and their purposes. English sounds are divided into two. Do you know them?

ESM3: Yes, I know. They are consonant and vowel.

Mediator: Yea, you are right. Now in groups, discuss the questions in your hand out and reflect to the class.

Observer: discussed in their groups. When they were doing, he was carefully facilitating their discussions. Whenever, he saw a student using Amharic he was telling the value of speaking in the target language.

ESM: Reflected to the class through the session reflector.

Observer: Finally, recapitulated what has been done in the session so far, and gave them the homework on consonant sounds. In addition, he told them how they could make use of their dictionary or ask some one to know the symbols of the sounds.

Observation Two (13 October 2009)

Topic: English sounds

Observer: He abridged what they did the other day and introduced the day's lesson.

Mediator: What new things did you learn when you were using your dictionary or discussing with other people?

Observer: All showed interest to share their views.

Mediator: I like. It is very nice. I can understand you all did.

ESM4:Uum, I have never thought a dictionary teaches how to pronounce sounds. It is a new thing for me.

EMS10: Well, had we been told to do this way, we ourselves would have learned a lot. I like this session for opening a new history in my learning endeavors. Now I think I can practice sounds either by recording my own voice or with my friends and then compare with the pronunciation of BBC or CNN news readers. Now the tool is in my hands.

Observer: Some students were with cassettes on which they recorded their pronunciation and BBC English news. The class seemed dramatic as both the mediatees and the mediator were discussing on more or less equal footing, and there were no inhibitions to talk.

Mediator: He wound up the day's lesson giving remarks that they have started learning themselves and there are a lot to be performed in this regard. Cassettes on English sounds were given to them so that they use at home and keep doing.

Observation Three (20 October 2009)

Topic: People and Customs

Observer: The mediator explained that the discussion was based on things they know and they experience. Moreover, he told them to feel free and ask him whenever they faced problems with word choice. Then he gave them a task to identify some major customs in

their area or ethnic groups. Devoted their time to share the cultural values and customs they were familiar with. He was sitting with the students that required him. When he was moving around, he was saying English! English! English! Then he invited the day's 8 reflectors (MST36, MST1, MST13, MST15, MST23, MST 29, MST10, and MST17) to come to the front and share what they did in their groups after telling other students to listen to them. For the task he gave them 10 minutes. The mediator asked the other mediatees, "how did you see them?"

ESM 15: They seem the BBC hard talk participants when they discuss.

ESM 21: They seem they are solving problems in a group.

ESM36: They seem teachers on a stage.

Observer: Told the reflectors to reflect the class taking turns. At the end, he summarized they day's lesson telling the significance of the role each played in the discussion and they have to make discussion in English like that an experience as learning does not take place over night.

Observation Four (27 October 2009)

Topic: Continued

Observer: Introduced the day's lesson. He asked them the way people settle disputes in their community or village traditionally.

ESM27: Yea, in my village people come together early in the morning at a silent place and discuss the problem to be resolved in the absence of the two parties. After reaching consensus among themselves, they bring the actors of the discussion and tell them the result of their discussion and mediate them to prefer peace in win- win mode.

ESM16: Well, in my village, elderly people do the work of traditional arbitration. What they say is believed to be true. These people require the persons in conflict to come together to narrate what they have done in plain language. When the narrators explain no one intervenes. Listening is given a high value in settling disputes. Then, the representative of the discussion winds up and peace reigns through vows from the persons in conflict (translated from Amharic).

Mediator: What you have heard are some of the practices in Ethiopia. Now I want you to play the roles played by elderly people in your village or communities in settling disputes.

Five groups were formed and discussions continued for 15 minutes under a close supervision of the mediator.

Observer: The representative of the session reflected and the class was over with a remark from the mediator.

Mediator: Anything you have learned from the discussion or a problem you faced guys?

ESM38: Yes, I learned that problems could be easily solved in groups because people with different ideas come together (translated fro Amharic).

ESM2: I think, the advantage was that we shared ideas in English. The disadvantage of working like this is that some students wanted to monopolize the talk and do not want others to contribute.

Mediator: Definitely, nothing is perfect. Like you said there could be problems. But we have to tolerate and solve the problems through discussions. This is one aspect of life experience. With that we come to today's lesson. Keep using English irrespective circumstances. Always ask a question like: "How long have I spoken in English today?"

Observation Five (03 November 2009)

Topic: People with Disabilities, Threats and Opportunities

Mediator: Introduced the lesson explaining why they have to discuss disability. He, moreover, informed them that no one is wrong in sharing ideas what is given value is their participation and use of English. Following he told them to jot down what comes to their mind about people with disability and what they feel if they are with some kind of disability giving them some minutes.

Observer: discussed furiously the term disability and did not seem to come to agreement. They had differences in defining it.

Mediator: Sure, you are right. Disability could be seen differently based on our level and practices. There could be hidden or observable disability. I think the observable one could easily get solutions whereas the hidden ones are difficult to treat as they are not manifested easily. The hidden ones even include weakness in some subjects, lack of social skills to abide by the codes of the society, problems of working together and solving social problems, egoism (belief of I am the only one and all advantages should go to me or selfish being). Thus, do you not think this is more serious than the disability you all may know? Is there a shift in your level of thinking about disability now? Is disability inability? Can we modify it?

There was a famous leadership educator, whose name was Rita Brown. Do you know her? Well, once she Said, "Our current level of thinking may not solve our current problems." This means, we have to think differently to record a new result. He said this referring to the notes given to him by the researcher. He wound up the session after telling them to think critically rather than accepting anything they hear as it is.

Observation Six (10 November 2009)

Topic: Continued

Mediator: You know, yesterday, we discussed that disability could have different versions and we have to think differently to understand disability and it is not inability. Rather, the way we think could be a disability and dictate us to misunderstand it.

Today, I want you to describe the disability known to you and what you think could change them into productive by converting the level of thinking of people who live with them.

Observer: Time was given. Eight groups were formed under the supervised of the mediator. Group leaders were required to reflect.

ESM35: a disability of not thinking the way one should. It is a disease as far as our group is concerned because it retards creativity and development. For this type of problem there should be a special training. In our country, special education deals only with physical disability. This is the shift we made from this session.

Mediator: Well, learning may not take place instantly. We cannot expect an extraordinary result. If we want to achieve an extraordinary result, we have to do the ordinary thing we know extraordinarily. Miracles take place in self and get manifested through practices that could enroll others. Another group leader?

ESM40: Teacher, a belief that some people hold that disability is a disease a disability by itself. Thus, these people have to be assisted to change themselves. Otherwise, they become stumbling blocks to those who persevere to solve the riddles disabilities some were in Amharic).

Mediator: Great! You all really are creative ones, because you are coming up with new ideas I have never thought. Who is next?

ESM38: Physical disabilities like: problems with hands and feet. These could be the end of life for those who do not think of the accustomed habits of a given society. But as far as we are concerned, this only requires change in the way we think and work. Of course,

introducing a change in the thought pattern of individuals is not an easy task. It needs a hard work. At the same tie, there should be a system in the country to empower disabled people who have this feeling. Otherwise, what is said remain a prescription with no remedy.

ESM11: Sir, in our discussion we saw the belief "Ethiopia was once one of the developed nations and now there is no hope to develop and compete with other countries" as a disability, because it is based on the wrong belief that needs a change. This is self killing belief. The yesterday's failure or success should not entangle us. There are differences all the time in the way we think and the way do.

Mediator: I believe, I have learned a lot from you. I want you to think like this whenever you do anything regarding your oral English problems. As individuals, you have unique line of thought, which could be a resource for all of you when you bring them together. Think that there are time when you learn individually and there are time when you learn groups. Both are opportunities of learning. One is not the worst and the other is not the best. All the time be open to give and take. Have a nice time. Bye.

Observation Seven (17 November 2009)

Topic: Debates on Clothes and Fashions/ styles of wearing

Mediator: Well, mediatees, today we deal with different wearing styles and Ethiopian peoples practices. By the way when did people start wearing clothes?

ESM: Many chorused. It was a long ago, or during ancient period.

Mediator: You could be right. The time might not be traced exactly. It could be when people learned how to make needles out of bones and animal horns. Then they started to sew skins in the way they fit the human body. People were also sewing leaves of some trees to make them clothes. When we come to the middle age, people stated to weave cotton and converted it to clothes. What else can you tell us?

ESM4: Yea, people used to wear different things during the ancient period to protect themselves from cold and sun. It could be related to the time they started to kill wild animals for food and in the meantime they thought their skins could serve them for clothing.

Mediator: Now sit in groups of 5 and discuss why there are numberless styles of wearing in your area/ village. You have 20 minutes. Then be ready to reflect through the session's group leader.

ESM7: Well, we discussed there are different wearing styles because of development in the human needs and competitions. People may look at each other's activities, cultures and traditions and either customize or take fashions or styles.

ESM33: We believe changes take place in wearing styles because of globalization. We cannot restrict activities to ac certain place. People also communicate with each other for different purposes. Then they copy what they see. For example, many of the clothes I see in my village are imported mainly from west and China. What does this mean? It means our wants necessitate these things. We cannot say wear only this with out the consent of the people.

ESM22: The reason why there are different clothing styles in our villages are dissatisfaction with what we produce. When we are not happy with what is in our access, we may look at other alternatives. This leads us to wear the clothes which are not common in our area and, as a result, many people start to wear. In general, my group members see the variety as development in human thinking and reasoning. If we remain with what we have, our knowledge of the outside world is limited (corrections were made to English).

ESM15: Ok, we believe that there are varied styles, which we do not think to be healthy. We consider this as lack of self confidence. We are happy with the variety in all the wears are our products. But these are almost imported clothes. Relying on ready-made things discourages creativity. In short, we can say that the wearing various imported clothes is due to inferiority complex of those who wear them. Thus, we have to be self sufficient and self reliant like what our mediator is telling us. If we do not boos the feeling of self reliance on what we have, how can we help others to develop this mentality? (some corrections made to English)

ESM19: In our case, we think the variety in wearing different types of clothes is due to the west cultural influences. It is like importing the cultures of others. This makes us forget our own values. We think the variety is good if we also add our own creativity in it. Otherwise, it is not that much different from begging.

ESM23: Our group believes that the variety is due to the interactions among people with different interests and needs. Some people may introduce a certain thing and others something else. As a result, different things are introduced to the society (Errors in English have been corrected).

ESM1: My group believes that it just because people want to wear attractive clothes. No one forces people to do something. It is because of their belief. If you put someone under pressure to do something, that person most likely will not do, because of your impositions. My group does not believe that imposition can bring a lasting change upon individuals (some corrections made to English).

ESM6: My group members believe this that is because of the availability of necessary resources in the area. If the wanted things are missing, people may not develop the feeling wearing different clothes. In other words, we believe that nature teaches people to do different things. That is it.

Mediator: Wonderful. Thank you. You all have provided us with different ideas from which we can learn a lot. You have seen from different angles. Then why don't we design our discussion in the form of a debate? Ok. Let us do that way. A debate has two ends, meaning, it initiate listeners either to accept or reject a point of discussion or motion. You are required to question anything you hear or listen to. If you passively accept what you doubt, the consequence may not be good for you. Thus, ask whenever you have doubts. Something may be proposed by someone, which you may second or reject. But this has to be with all logical and convincing reasons. We should not talk for the sake talking. Let me have you in a group of 5 and discuss what a debate means to you now. You have 20 minutes.

ESM13: It is an argument or discussing to convince.

ESM14: It is a conflict of ideas, which may be settled through discussions.

ESM37: It is to challenge the idea of the opposing group.

ESM32: It is like conflict resolution through discussions.

ESM30: It is to persuade others through the provision of evidences.

ESM17: My group sees it as a meeting of mind to come up with diverse ideas.

ESM18: We think it is presentation of ideas from different perspectives.

ESM25: It is language exercise that assists to build word power and confidence in orally presenting ideas to refute or approve a certain idea.

Mediator: I want you to understand fundamentals of debates. First let me give some point, and then you discuss in your groups and reflect.

We have to know how to begin, how to add information opposing or supporting, and how to summarize your points. To do this, you have control your emotions; otherwise, you cannot meet your targets.

ESM 28: In my group, we discussed that we have to use transition expressions, out which some are: to begin, to add, to say in another way, the different thing is, I may agree, etc.

ESM 40: Taking those mentioned, we would like to add I disagree, I do not support, to conclude, to sum up, to explain, etc.

ESM 9: We also agree with the points made by the other groups and forward the following: I dislike, I like, my point is different, to give more points, etc.

ESM 24: The points we prepared have been presented, but we would like to underline that these points are very important, and we have to use them when we argue for or against ideas.

ESM 12: My group members believe that mastery of the idea we are going to reflect is very important on the top of the expressions we use. If we do not know the idea, what say will not have a substance, and we can not defeat those who argue against our idea.

ESM 26: Good, in our case, controlling one's emotion has to stand first, because it is the source of everything. Having good emotions can lead us to give reasonable and rational ideas which could help us to convince.

ESM 8: Yea, in our part, we take all the points mentioned. We do not argue against anyone of them as they are important.

Mediator: With the nice points you have given us, let me give you a brief summary. First of all, we have to develop a self confidence. Believe you can do it. Then think of the procedures of information and the way we say giving attention to the people who argue against our motion. In short, believe you can do, and whatever the outcome is under your control. As much as possible be yourselves. Let me know from you how you see the role of a debate in developing your oral English. I want you to think individually and report it to the class. You have 10 minutes for this task.

ESM 20: Yea, it gives confidence because there is a sense of competition in it.

ESM 29: It helps us to discuss and reflect to support or disprove what others say.

ESM 31: It is good to develop team of spirit and defeat the opposing party.

ESM 32: It helps us to think independently and share with the group members.

ESM 34: We learn to create our own ideas and compete with others.

ESM 39· We develop a skill of presenting ideas orally.

Mediator: So far you have seen what diversity is, what a debate is and its role in developing oral skill. I have seen that you have all readiness to improve your oral English that you are ready to improve working in groups and individually.

Observation Eight (24 November 2009)

Mediator: Today I want you to have you own talks and reflect to the class. Select any issue you like and write what you want to say. Let me give you some minutes. Right. Your scripts are ok. No give it to desk mate for comments. Then I need your feedback.

ESM 2: The scripts I read are good, but there are some unclear points.

Mediator: Underline the strengths first, and then weaknesses. Of course, identifying both is good. Let me have some more feedback.

ESM 40: Yes, I read and found it perfect. He wrote wonderfully, but it is too long.

Mediator: others? Tell us also what you can learn from the talk you read.

ESM 39: The talk is so brief and meaningful. It is on knowing the unknowns. I like this because it tells us a new thing. It is full of wisdom.

Mediator: Appreciating your feedback let me take to the individual reflections by some of you, because I may not have all of you. Yes.

ESM 40: I wrote on the beauty Ethiopian wears. I like our values of our own. We have not exploited what we have. We seem poor, while we have everything.

Mediator: Great. Another ?

ESM 34: Food diversity in the country. We have many unutilized food variety. If we make use of them, we may not be starved. Let us use them.

Mediator: I also like this one.

ESM 33: Fine. I wrote on South Ethiopian wears and their beauty. We have many styles that share some features. I like that.

Mediator: Let us some more and wind up this and move on to the other issue.

ESM 12: My talk is on the advantage of traditional wears over the imported. Self reliance is good. Why do we import from abroad? If we use what we have and think to modernize it, other countries will be attracted by it. Why do we disregard what we have? Thank you

(English was modified) .

Mediator: I like your reflections, especially your timing and precision. You have to also use talk transitions in your talk. Ok. Alright. Let take anther issue. Now write debatable topics. You have some minutes.

ESM 32: Foreign wears have to be banned.

ESM 16: Traditional wears are signs of primitivism; therefore, they have to be replaced by modern ones.

ESM 19: Traditional wears are the result of not inviting creativity.

ESM 31: Preferring one wear over the other is inferiority complex; thus, this belief has to be stopped.

Mediator: Mediatees, so far you have presented nice ideas. We will be back to this issue next time. Keep doing this way. I am happy with what you have done.

Observation Nine (01 December 2009)

Mediator: Last time we did debate and believe you enjoyed. Today, we deal with asking for information and the way we ask. The way we ask for something matters to receive or not to receive. Thus we have to know how to do it. I want you to think of how you used to ask for something in English. Meaning the expressions you use. Let me have some.

ESM 24: I beg you pardon, sorry, and can you tell me?

ESM 29: I am happy if you tell me, what is that, sir? Do you mind?

ESM 30: what if you? What is that? Could you?

ESM 34: If you explain? When you say this?

Mediator: Thank you. You have added interesting expressions of asking questions to the list in your hand out. There could also be more like: Is it possible for you to? I am not clear with that sir, what do you mean when you say this? Can you say in other words? When do we treat this? What lessons have you learned from the discussion you held on the ways of asking?

ESM 7: It is a good skill to learn. I f we do not ask we do not learn.

ESM 6: The expressions help us to communicate with people and ask them to do something for us. Thus, they are important.

Mediator: Like you said, they help us gain knowledge and learn how to communicate. For now this could be enough. E will continue in the next class. Bye. Keep questioning!

0bservation Ten (08 December 2009)

Mediator: Last time we used different styles of questioning. How do you see their relevance and how do you assess your capacity?

ESM 14: On my part I believe I have developed confidence in asking and answering questions.

ESM 21: Well, have known what I did not know that much.

ESM 11: I have cleared my doubts.

ESM 17: I practiced how to learn English in general. I have been helped to develop confidence to talk to people.

Mediator: That is fine. I have learned that the discussion was helpful to you. Thus, do the same always. Next is asking classmates. If you have anything to say please come on.

Observation 11 (December 15 2009)

Mediator: Good morning mediatees. As I told you last time, today we have further practice on asking questions for different purposes. We discussed purposes of asking questions in the other class. Set questions and be in pairs to ask each other taking turns. Let me give you 15 minutes for the preparation. Then demonstrate in front of your classmates.

ESM 35 and ESM 1in pair

ESM35: Please tell me how I can write a dialogue.

ESM 1: You have to have what to write about first. Then know the time of conversation and your audience. Then put the ideas together.

ESM 35: What is the purpose of doing all these? Why not I simply write? If you do like that, I may spend my time.

ESM 1: It is not. Rather you write attractive dialogue.

ESM 25 and ESM 27 in pairs:

ESM 25: I was not clear with the yesterday's explanation of culture shock. If you have understood, please help me.

ESM 27: Yea. I have some points from the lecture. Culture shock is a tension experienced when you join a new culture. Or you can call it culture mismatch.

ESM 25: Thank you. Now I have understood.

ESM21 and ESM 33:

ESM 21: Why do some people develop a negative attitude towards foreign values? Can you share your idea with me?

ESM 33: It depends. I cannot tell you in exact words. Different people have their own reasons. Let me tell very few of possible reasons. Some may be happy thinking theirs is the best. Some others dislike other cultures for fear alien factors are introduced to their culture. Still some hate because of political reasons. I think can also think that there could be other reasons.

ESM 21: I thank you for giving me such explanation.

Mediator: I can also share the ideas you have reflected. What have you benefited from this conversation? Sit in groups of five and share. You have 25 minutes. I appreciate your efforts to use only English and the ideas you have shared with your friends. Please, motivate those who shy away from discussions. The diverse ideas we have complement each other. Meaning, we have to consider the class as the learning team that could bring a difference in the way and what we learn. Develop this belief and act accordingly. For today, this could be enough.

Observation 12 (22 December 2009)

Mediator: Hello, mediatees. In this session, we learn how to use expressions of agreement and disagreement. These expressions are very important to keep conversation going. Through them we can also show our feelings. Let me listen to what you say about them. I want you to share in groups of 5 and reflect. You have 30 minutes. Then some groups will present to the class through their group leaders. Who will reflect first? Any ready group? Don't panic. I believe you have something for the class. If you do this way, you will be proficient speakers of English.

ESM 39: Yes, in our group we discussed that they are important in holding debates. We use them to second or disprove ideas.

ESM 17: They are connectives that help us to organize our ideas. Without them, what we discuss may not be attractive. But we believe we have the problem of using them. Thus we need further practice.

Mediator: That is a good idea. Both groups said nicely. Unless we diagnose our problems and reflect we cannot learn. I like that have said you need assistance. Great. We will do that. Individually, write 3 statements for which you can give at least two reasons why you like them. I give you 15 minutes. Then share them in groups of 5. Well done. Write statements. I did not say phrases or words. Again don't write paragraphs or essays. Write just a brief

statement. Do you have something to add or ask? Keep in mind that these expressions are considered as pillars in holding ideas together. Pillars! For the future plan a strategy you believe can help you improve. Keep doing! Success is not a one time game. It is a set of experiences.

Observation 13 (29 December 2009)

Mediator: Hello. How was the last practice on expressions of agreements and disagreements? Anything you would like to say about the last session?

ESM 20: Well, I learned a lot but still there has to be things we have to do to have strong confidence in sharing ideas either to oppose or support.

ESM 40: Sir, some teachers themselves make fun of when we speak in English out of class. This is the major inhibition for us.

Mediator: You are right. But we cannot solve this problem by stopping speaking in English. I suggest the opposite. We have to keep doing then others can understand.

Today, we discuss what meeting is and learn how to run. As we discussed the function of meeting earlier, it is meant to solve problems and come up with resolutions. Now I want you to discuss what a meeting is based on your experiences in groups of 5. You have 30 minutes.

ESM 25: It is a discussion to reconcile opposing parties and bring peace and balance in the country

ESM 9: We discussed that it is a means to come up with minutes of resolutions to agree on a certain matter.

ESM 28: In our part it is a group of a chairperson, secretary, and participants to discuss organizational achievements and problems in order to understand one's pace among the many organizations in the country (some changes made to English).

Mediator: Well said. What you have reflected shows that meetings have to solve problems and initiates tolerance favorable work environments. In meetings, listening is given a priority to understand each other and forward either opposition or support.

Now meet in groups of 5 and write issues you will use for meetings. Accordingly, issues like: donkey production, flower farming, wild fowl taming, mushroom farming were forwarded by 5 group leaders. You are so creative. I appreciate the issues you have identified. Now I want you to appear in groups of 8 to hold meetings taking one each.

It is great. Discuss the problems you have to invest on the indicated variety. Learn turn taking, timing, listening to each other, and looking at issues critically. After the discussion, each group demonstrated in front of the class. Now I want you to give tour feedback on what they have demonstrated.

ESM 14: Umm, I like their meetings, but the voice of some mediatees was not heard. They had to raise their voice.

ESM 29: Well, some of the speakers were reading. It is not good. Why did they not present their ideas orally?

ESM 17: I like, they had good confidence to speak in English. But some of the ideas forwarded by some speakers were not audible. They had to speak aloud.

Mediator: I like what you have done. I know that there are challenges. Because there are problems, you should not keep away from using English. You have to be optimist. Otherwise, you may not be motivated to improve. Moreover, you have to know that this skill is very necessary in your life. Initiate changes. You should not sit an idle and expect for a miracle to happen. That is all for today from me. If you have additional points or questions, raise them.

Observation 14 (06 January 2010)

Mediator: You have already known what a debate is and also practiced somehow. To recapitulate, what is and why do we do it? Form groups of 9 and share among your selves. And 4 students are a panel of judges. You have 30 minutes to do that. As you listen to each other, take notes. Then, discuss and identify the motion you will use for your debates. Discuss!

The four groups identified motions like: we have to be open to foreign cultures, Ethiopia has to imitate what developed countries have done, we have everything; thus, we should not ask others to help us, Conflicts are signs of development, and giving recognition to diversity minimizes ethnic conflicts.

Mediator: Select two from the four. The first two were taken and two groups were assigned for them, and the remaining groups were given the second. You prepare your points. Decide two groups to confront on the first one, where as the rest two on the second. When you prepare, you have to make sure that you have facts and convincing facts so as to change the mind of the other party in a rational way. Control your emotions as much as possible;

otherwise, you will be a loser. Believe you can be successful. After all these, demonstrate to the class.

Groups 1 and 2

Observer: Group 1: presented its points that support to motion that says "We have to be open to foreign cultures." On the other hand the group that stood against this view presented its opposing points. Groups 2 and 3 dealt with the motion, "Ethiopia has to imitate what developed countries have done." Group 2 argued for this motion, whereas group 4 against it. Finally, the performances of the four actors were evaluated by the judges and, in the first category the group that debated for won. In the second motion, the second group that argued against the motion became victorious.

Mediator: I would like to congratulate all of you for undertaking a fascinating debate, which was carried out with a commitment. I have seen a spirit of readiness. There could be problems in making points with all confidence. Don't worry. This will be overcome through hard work. Believe that you can be victorious though there are challenges or breakdowns on your ways. That is all. Next, we will have reflections about what you have learned from these debates.

Observation 15 (13 January 2010)

Mediator: Good after noon mediatees, in the other class we had debates that you did niccly. Now I want you to forward some points about the advantages of them.

ESM 10: I have learned many things from participating and from what others did in the debates. I have developed confidence to reflect my pints in front of my friends.

ESM 21: I have also understood that I can improve my oral English.

ESM 31: It is good to participate in debates like these to test one's ability to contribute ideas in front of people. If we have like this, I think we can be good speakers of English.

Mediator: I like the points you have made. You have witnessed that you can change yourselves. It is good to hear you saying the potential of changes is in you. Really it is in you. Go nowhere else to search for it. Now moving to discuss ways of collecting information from people. Information gathering can be done in different ways. Let us see them. What are they?

Observer: All mediatees chorused interview and focus group discussions.

Mediator: What else? There are also--- questionnaire and observation. Fine. Let us see them. All help us to collect ideas in different approaches. I want you to share ideas in your groups about these information gathering tools.

One of the groups: Observation and questionnaire may not require us to talk with people actively, where as interview and focus group discussion are done through discussions.

Mediator: We use all as appropriate and in line with our purpose. In the future too you have to read further know them very well and use when collect data. Now let us take interview and prepare questions on "Why students fail to communicate their feelings in English very well." Well, now share the questions with your desk mate. Ok, next time, we will proceed with it. If you have questions to ask? Ok.

Observation 16 (20 January 2010)

Mediator: Hello, mediatees. In this session, we undertake interviews. Thus want you to polish your questions. Let me give you some minutes. You have finished? Now I want you interview 3 students and reflect their ideas to the class.

ESM 38: In my interview, three of the students said that students fail in speaking in English, because they do not have confidence.

ESM 26: Due to carelessness to improve and one said lack of good teachers.

ESM 38: Students fail because do not have motivation to practice and lack of committed teachers like you.

ESM 40: Students fail due to problems they cannot solve. But one reflected students fail because of lack of good teachers.

Mediator: Alright. You have moved around the class and heard what some of your classmates said. I want you to tell us what you have learned from what you have done. Take some minutes to think. I want to hear your experiences I do not want to report what you heard from other mediatees. Come on guys.

ESM 35: Moving in the class by itself is a good thing for confidence building. I was able to act informally in class and overcome frustrations.

ESM 1: To be frank, it helped me to overcome my fear of talking to people in English.

Mediator: You could have said more than this. And I also like the points you have raised. Of course, it is not the last, but the beginning. Thus, extend the practice. I believe no onwards you all will say. "I can learn myself." Bye.

Appendix 10: Excerpts of Unmediated Class While Observations

Remember: In the unmediated class, the students were mainly discussing in Amharic. However, for foreigners' consumption, all are presented in English version.

Observation 1 (09 October 2009)

Teacher: Hello students, this is interactive class. Therefore, you have to do all tasks yourselves. Our today's class is speaking class. Thus, I want you to read the passage on people and customs individually. Now do it. Before that I want two students to read it aloud.

CSM34 and CSM28: Read the passage aloud to the class.

Teacher: Do you have questions? If you have questions, do not hesitate to ask. Now answer the questions on the passage and report to the class.

CSM39: Read answers of all of the questions.

Teacher: Now sit in groups and compare your answers.

CSM 8: What shall we do sir?

Teacher: If you finish, we will wind up the today's class. Have you finished?

All CSM: Chorused.

Teacher: We will meet next time. Bye.

Observation 2 (16 October 2009)

Teacher: Hello, where did we stop last time?

Csm36: We did reading question.

Teacher: Good. Let us then move on to a presentation. Individually, prepare a talk script on a traditional food practice of your society. You have 30 minutes. Then, any willing student can present.

Observer: CSM9 read what she wrote on 'Kitfo' of Gurage in Amharic.

Teacher: Do you have any question? Ok. If you do not have, I invite another student to come here.

Observer: CSM21 presented on 'Tuhulo'- Tigray traditional food in Amharic.

Teacher: give him a big clap. Another?

Observer: CSM39presented Harar Oromo traditional food- 'Lafiso' in Amharic.

Teacher: Nice. Clap your hands. Do you have questions suggestions? Ok. Write an essay for the next class. I will check and give it value. Bye.

Observation 3 (23 October 2009)

Teacher: You remember what I gave you last time. What is that?

Some chorused: Essay.

Teacher: Let me check that essay. Is there any one who did not show me? Alright. In groups of four, discuss your essay. Then, we learn expressions. You know what it is? Write anything that comes to your mind when you think about expressions of disability. You will tell me some of the expressions.

CSM15: It is not clear.

Teacher: You were not listening to me? Why do you kill my time? I mean the tenses that show a state of being.

CSM34: I am disabled.

Teacher: There are mistakes in the answer. Who will correct?

CSM15: I am disabled. I was disabled.

Teacher: The second one is correct. Write down the following expressions. I could be disabled, I am with a disability, I fear disability, an accident made me disabled, he is a man with disability, etc. Now write an essay about your feeling of people with disability and present to the class. Ok, write it now, and you will present in the next class.

Observation 4 (30 October 2009)

Observer: Sitting at the back, he invited all to go to a front and present what they wrote in two minutes. All did. Majority of them read to the class.

Teacher: Good. We have finished this. Let us go to a reading on disability. I need four students to read aloud.

Observer: CSM15, CSM34, CSM20, and CSM11 read aloud in front of the class and went back to their seats.

Teacher: What have you learned from their pronunciation? Discuss it in your groups.

Observer: Group representatives (CSM24, CSM34, CSM15, and CSM12) reflected that their group members liked the pronunciation of all those who read.

Observer: The teacher went out saying nothing about the reflections saying it is time.

Observation 5 (06 November 2009)

Teacher: Our today's lesson is debate on wearing styles: modern wears have to be promoted and modern wears have to be promoted (in Amharic). I want you to divide yourselves into

two groups and take one of the topics. Then read the information on a debate and prepare your debate.

Observer: From the two groups, four students were drawn to judge who the winner is. Groups comprising (group one: CSM1, CSM3, CSM9, CSM35, and CSM12) and group two: CSM17, SM19, CSM24, CSM31, and CSM38) were formed. Then they arranged seats in front of the class. In all the processes to arrange the seat, they were communicating in Amharic. Finally, they sat in front of the class and started the debate.

Teacher: When you finish, ask the students to vote for winners.

Observer: The judges then asked the class to decide who the winner is, majority raised in favor of the first group and the debate came to an end. Finally, the teacher left the class.

Observation 6 (13 November 2009)

Teacher: Hello, students.

Students: Good after noon teacher.

Teacher: I want you to write an argumentative essay and present to the class. You have one hour.

Observer: The students devoted their time to do the task.

Teacher: Who will present?

Observer: CSM4, CSM15, CSM23, CSM16, CSM35, CSM36, and CSM39 presented and the student gave them claps.

Observation 7 (20 November 2009)

Teacher: Good after noon students.

Students: Good after noon teacher.

Teacher: Today we discuss vocabulary. You know what vocabulary is? Discuss in your groups.

Observer: The teacher was sitting in front of the class till they finished the discussion. When he understood they finished, he invited some of them to reflect to the class. CSM15, CSM1, CSM434, and CSM40 reflected. Then he gave them vocabulary items to build sentences. They did so.

Teacher: Discuss the sentences you wrote.

Observer: They discussed.

Teacher: That is for today.

Observation 8 (27 November 2009)

Teacher: Students, today we discuss expressions of asking information.

These include expressions like: can you? Would you please? I wonder if---, do you mind, etc. Use these and others and write a paragraph and present to the class. To do that, create a situation/ context.

Observer: The students took 30 minutes to write the paragraph.

Teacher: Read your paragraph aloud to the class.

Observer: CSM8, CSM35, and CSM37 presented (partially in Amharic).

Teacher: Read the passage on organizations and identify the vocabulary items you have come across for the first time. Then discuss with you partner.

Observer: When they finished the discussion, the teacher left the class with no remark of depart.

Observation 9 (04 December 2009)

Teacher: Our topic for today is Parent –Child Relationships. Discuss it with your partner.

Observer: The students consumed 30 minutes to discuss.

Teacher: Prepare a speech in groups after reading the passage. You have 45 minutes.

Observer: Group leaders: CSM1, CSM13, CSM4, CSM11, and CMS14 presented.

Teacher: Do you have anything to add? No? Bye.

Observation 10 (11 December 2009)

Teacher: Good after noon. We will discuss expressions of showing agreements. Sit in groups of five and discuss what they are and mention some of them.

Observer: The task took some 30 minutes.

Teacher: The following are some of the expressions. I agree, I like, I am for it, it is also point, I share the idea, I am of the opinion, etc. Now, use these and others you know and write a short dialogue. Then discuss with your partner.

Observer: The students wrote and discussed for more than one hour.

Teacher: Alright. Have you finished?

Students: Many chorused 'yes.'

Teacher: Bye

Observation 11 18 December 2009)

Teacher: Prepare a context and prepare a dialogue on any idea you like.

Observer: the teacher was moving around when the students were writing the dialogue without commenting on what they were doing. To write the dialogue, they consumed about one hour.

Teacher: Students, now present your dialogue to your partner talking turns (in Amharic).

Observer: The students did what they were told to do with their partners mainly using Amharic for some thirty minutes.

Teacher: Are you happy with the presentation?

Observer: CSM16 asked a question in Amharic saying, "We presented in Amharic. Is that right?"

Teacher: No, it is wrong. Why didn't you use English? (correction was made to it)

Observer: CSM14 raised her hand and said in Amharic that was translated as, "You did not tell us that we have to use only English. Moreover, you also talk to us in Amharic."

Teacher: Why did you follow me? Have you forgotten what you have to do in English class? Anyways, we will continue this in the next class. Bye.

Observation 12 (December 2009)

Observer: The teacher entered the class and sat in front and took an attendance of the day.

Teacher: I want you now to go around and interview minimum 5 students and write a report. Then you reflect to the class.

Observer: The students interviewed and organized the information for one hour.

Teacher: What did you face in your interview?

Observer: The students kept quiet.

Teacher: If you do not have comments, let us proceed with presentation (in Amharic).

Observer: Group leaders CSM11, CSM24, CSM34, CSM29, and CSM 33 presented and hangs were clapped for them. The teacher left the room.

Observation 13 (01 January 2010)

Observer: The moment he entered the room, he warned all to keep silent. Immediately, silence reigned in the class.

Teacher: Turn to page 97 and prepare a speaking on Agriculture and Industry (in Amharic). What are their relationships and differences? I want you to underline these issues in your presentations. I want you to use only thirty minutes for the preparation.

Observer: Some students were reading aloud, whereas others were reading with no noise.

Teacher: Are you ready to reflect to the class? I want you to be in a hurry (in Amharic).

Teacher: Now come on with your presentation.

Observer: CSM2, CSM4, CSM8, CSM9, CSM24, CSM27, CSM29, and CSM30 reflected. Except CSM29 and CSM30, all of the presenters read what they wrote.

Teacher: It is good. If the rest of you have any point to raise. That is enough for today. Bye.

Observation 14 (08 January 2010)

Teacher: Good afternoon students (in Amharic).

Students: Good afternoon sir (in Amharic).

Teacher: Our lesson for today is studying expressions that we use to show the extent of our belief of something. I want you to discuss them with your partner. In your discussions, use only English.

Observer: The students discussed and reflected to each other (mainly in Amharic).

Teacher: The expressions are I am sure, I am right, I am certain, I am quite right, etc. Have you identified these? Some are strong and some others are weak expressions. You have to study how to know and use them. To learn how to use them, write an argumentative essay, and then discuss with your partner.

Observer: The teacher was sitting in front of them while they were writing the essay.

Teacher: Have you finished? Good. Bye.

Observation 15 (15 January 2010)

Teacher: Hello students.

Students: Good afternoon teacher.

Teacher: I want you to discuss what craft and crafts people are in your groups.

Observer: The teacher was sitting in front of the class and was observing what they were doing from a distance.

Teacher: Have you finished? What shall I help you? Is it clear for you?

Observer: The students kept silent. They were mainly discussing in Amharic.

Teacher: Now read the passage on Crafts, Craftsmen, and Craftswomen and discuss what you have learned from it with your partner.

Observer: The teacher passed between two rows and then went back to his seat. After some minutes, he stood up and asked them if they finished. When he realized they finished, he invited two students to go to the front and present.

Teacher: I need two students to come to the front to discuss.

Observer: CSM1, and CSM35 presented, and the class ended with the presentation of the two students.

Observation 16 (22 January 2010)

Teacher: Students, today you discuss what interview is and you also interview 5 students each. You ask the students about their life history and write a report. Then you present to the class. Now move in the class to interview.

Observer: The entire students left their seats and were moving in the class. Here again many of them were conducting the interview in Amharic. Many of them, as I observed did not know what to ask. They finished and went back to their seats.

Teacher: Now write a report of the information you have gathered and be ready to reflect to your group members.

Observer: They all did what he told them almost in Amharic.

Teacher: I need two students to present.

Observer: CSM35 and CSM39 presented the life history of two students each. The two students read what they wrote.

Teacher: Do you have any comments on their presentations?

CSM11: Teacher, why did they read? It is not presentation. It was reading.

Teacher; Yes, you are right. You, the presenters should not read in the future. Ok. That is all.

Appendix 11: Students' Interview Excerpts

I. Pre Mediation Mediated Students' Interview Excerpt (translated into English)

A. Understanding of oral English

ESM1: It is pronunciation of English words.

ESM3: It is learning the meaning and purpose of oral English.

ESM16: It is the ability to memorize ideas and say.

ESM19: It is a debate that takes place in a class.

ESM20: It is an art of speaking.

ESM24: It is a free talk in classroom.

ESM27: It is memorization and reflection.

ESM32: It is about speaking in English.

ESM37: It is ability to memorize what is written in English and reflect it.

ESM39: It is a debate that needs memorization.

B. Attitudes towards sharing ideas in English

ESM1: I like, but I cannot do due to lack of practice in class.

ESM3: I do not like, because I am shy to share.

ESM16: I do not like, because students laugh at if I make mistakes.

ESM: I like though I cannot do as I think.

ESM20: Though I cannot share effectively, I like it.

ESM24: I do not like, because I do not have a capacity to do.

ESM27: I like, but I cannot share because of lack of ability.

ESM33: I do not like. Why should I like what I cannot do?

ESM37: I like sharing even though I do not have that much confidence.

ESM39: I like, but I have problems to do.

C. Strategy to express views in English in class

ESM1: First I memorize and then I talk.

ESM3: I first write in Amharic and then translate into English.

ESM16: I write and memorize before talking.

ESM19: I am not good in speaking in English. Consequently, I prepare and rehearse before talking. If not, I become nervous.

ESM20: I have to write and memorize.

ESM24: I write what I want to say in my language and translate it into English.

ESM27: I write and read, because I am embarrassed to speak freely.

ESM33: I do it after memorizing the idea.

ESM37: I write and read to minimize fear.

ESM39: I write in my language and translate before hand.

D. The purpose of developing oral English

ESM1: It is important to communicate with friends and teachers in class.

ESM3: It is important to get good grade in English at school. It is good to participate in classroom activities.

ESM16: It is to make the language policy of the country practical.

ESM19: We learn because the government wants us to do.

ESM20: We learn it because it is an international language. Moreover, it helps us to go abroad.

ESM24: It helps to pass speaking tests

ESM27: It helps us to be active in other subjects we learn.

ESM33: I think it is good to be good performers in education in general.

ESM37: It helps us to learn grammar.

ESM39: It helps us to be good composition writers.

E. English teachers' assistance to develop oral English

ESM1: My English teachers themselves have problems, and most of the time, they teach English in Amharic. Thus, they hardly help us to develop and serve as role models.

ESM3: Mainly they teach us grammar. They do not encourage us to speak. They only require us to answer grammar questions, which are answered in a word or two.

ESM16: They teach us through question answer in most cases, and sometimes, they want us to translate English sentences into Amharic.

ESM19: Most of the time, they teach us how to write sentences and then we read to the class.

ESM20: They frequently make us discuss in groups, but they do not follow up the process of discussions and the language students communicate with.

ESM24: They teach us grammar and translation.

ESM27: They tell us to do tasks in groups, but they do not mind the language of communication.

ESM33: In rare cases, they want us to run debates, which students memorize and recite, in groups.

ESM37: Most of the time, they want us to complete sentences and read to the class.

ESM39: They put us in groups for some 5 minutes, and move on to a grammar section with out giving us feedback to the group work.

F. Factors that make speaking in English difficult

ESM1: It is lack of confidence to speak in English.

ESM3: The context of classes does not motivate to speak in English.

ESM16: Fear makes speaking in English difficult.

ESM19: Students' inability to organize ideas in English makes speaking difficult.

ESM20: The attitudes the society holds can discourage us to practice.

ESM24: Fear of speaking in English makes it difficult.

ESM27: Failure to learn by making mistakes makes speaking in English difficult.

Esm33: Belief of saying "I do not have a capacity to speak in English" makes it difficult.

ESM37: Lack of role model teacher discourages students to speak in English.

ESM39: Lack of self confidence makes speaking difficult.

G. Difficult language skills

ESM1: Speaking is the most challenging.

ESM3: Speaking is my headache because I am shy.

ESM16: Speaking s my number challenge, because I have no confidence to practice.

ESM19: Writing is my problem followed by speaking.

ESM20: Understanding what people say in English is my first challenge.

ESM24: Writing is my problem followed by speaking.

ESM27: Speaking in English is the worst thing for me.

ESM33: Discussing in English is my problem in class because I feel my classmates criticize me when I make mistakes.

ESM37: Lack of confidence to speak with people, who are more proficient than me, is my problem.

ESM39: My first problem is fear of speaking in English among friends.

H. How frequent English is used outside classroom

ESM1: I rarely speak, my English is not good.

ESM3: I do not speak, because I cannot.

ESM16: I hardly speak in English out of the class, due to lack of practice.

ESM19: I do not, because people do not appreciate those who speak in English out of schools.

ESM20: I do not use, because there is no need.

ESM24: I rarely use when I happen to meet people that do not know Amharic, because English is not needed that much out of the class.

ESM27: I do not use, because English is not widely used out of the class.

ESM33: I do not use, because it is not common.

ESM37: I use it out of class sometimes, when I happen to meet people who do not speak in Amharic.

ESM39: I do not use because there is no need to speak in English out of class.

I. Preferred Issues for Oral English Practice

ESM1: I prefer new topics that do not know before, but that entertain me.

ESM3: I prefer issues that I have some kind of information and I can talk about them.

ESM16: I like issues that are related to environment and I can discuss.

ESM19: I like topics from which I can learn something. But they have to be familiar and simple to discuss.

ESM20: I like common knowledge topics that could easily be discussed.

ESM24: I appreciate issues that are related to industry and agriculture and familiar to me.

ESM27: I like HIV/ AIDS related issues to discuss.

ESM33: I appreciate if topics on poverty alleviation are treated in discussions.

ESM37: I like to discuss topics I know very well.

ESM39: I like if my teachers help me to discuss new issues from which I can learn.

J. Belief of Improving Oral English

ESM1: I have the belief of improving my oral English ability, but I do not think it has helped me.

ESM3: I do not think I can improve more than what I do at present.

ESM16: In the current context, I do not think I can do better than what I can.

ESM19: I believe I improve if the way English is taught is different at a tertiary level. But with the current way of teaching, I do not believe I can improve.

ESM20: I have reservations, because our teachers are not competent enough to teach.

ESM24: I do not think so unless teachers are capable to help us.

ESM27: I may improve if there are necessary facilities and well- trained teachers.

ESM33: I believe I can improve when I join a university and teachers are capable enough to help me

ESM37: There could be improvement if teachers assist us.

ESM39: If teachers help me, I may improve.

K. Overall Evaluation of the Present oral English Teaching Method

ESM1: It is so inefficient to help me to improve.

ESM3: Teachers are not well-trained to utilize appropriate methods

ESM16: The way we are taught needs rethinking, because it is not up to the needs of students.

ESM19: I do not think our teachers teach us properly.

ESM20: I think there has to be training for teachers so that they teach as needed.

ESM24: We are not taught as required. That is why we face problems to speak in English.

ESM27: I question the way we are taught oral English.

ESM33: We do not learn oral English in a real sense.

ESM37: Changes have to be introduced.

ESM39: I do not think we learn how to speak in English. Our teachers have to be retrained.

II. Mediated Students' Post Mediation Interview Excerpt (translated from Amharic)

To understand what they say about their four months' participations in oral English lessons, ESM1, ESM3, ESM16, ESM19, ESM20, ESM24, ESM27, ESM33, ESM37, and ESM39 were interviewed in the post mediation phase. The excerpts are given as follows.

A. Gains from the months' Oral English Sessions

ESM1: I improved a confidence to talk in English.

ESM3: I have understood why I learn oral English, and my motivation to speak in English increased.

ESM16: I have known that I have to practice English purposely.

ESM19: To say that I am responsible for my learning.

ESM20: To say that I can improve my oral English.

ESM24: I improved my confidence.

ESM27: to say that it is possible to improve.

ESM33: My confidence improved.

ESM37: I learned that I can do.

ESM39: To say that it is possible to improve my oral English.

B. Change in the belief of Oral English

ESM1: My belief has been changed from saying impossible to possible.

ESM3: I have developed a belief that improving my speaking ability can help me.

ESM16: My belief of taking responsibility increased.

ESM19: My belief about teaching oral English has been changed.

ESM20: My belief that positive attitudes towards oral English helps to improve.

ESM24: I have developed a belief that sense of optimism can bring changes in my oral English ability.

ESM27: My belief to say I can make improved.

ESM33: That it is possible to improve my oral English.

ESM37: My belief that practice can help to improve increased.

ESM39: I am changed to accept possibility to change.

C. Implication of Oral English for Other Subjects

ESM1: I have understood that it cuts across all subjects and plays a great role in success.

ESM3: I have known its place in tertiary education.

ESM16: I have learned that it can help me to be successful in subjects.

ESM19: I have known it can help me with other subjects.

ESM20: I have known that it has relevance for other subjects.

ESM24: The horizon of my understanding about its further application increased.

ESM27: My understanding that helps to improve my success in other subjects increased.

ESM33: I have learned that success in it can be one of the causes for success in other subjects

ESM37: I have learned that it is inseparable from other subjects.

ESM39: I have learned that it should not be seen as separated from other subjects.

D. Attitudes towards Oral English

ESM1: I liked because it inspired me.

ESM3: I liked it due to its capacity to help me improve.

ESM16: I liked it because my belief has been changed.

ESM19: Yes, because I have seen changes in my ability.

ESM20: Yes, it has made me think differently.

ESM24: I like, because it has given me strength.

ESM27: I like, because it has helped me to improve my oral English.

ESM33: I like because it has motivated me to make efforts.

ESM37: Yes, it has given me confidence to practice oral English.

ESM39: I like because it has inspired me.

E. After the Lessons (Comparisons of pre and post ability)

ESM1: There are differences between my confidence, belief, and performance.

ESM3: There are some improvements in my ability.

ESM16: Yes, I have started to think differently.

ESM19: I am not the same in my thinking and performance.

ESM20: My level of thinking and doing are different.

ESM24: I have differences in the way I look at myself.

ESM27: The difference is that I have started to develop positive attitude towards speaking in English.

ESM33: There are changes in the way I think and do.

ESM37: I have changes because my learning belief has been changed.

ESM39: There is a difference in that I have learned to say I can improve myself.

III. Pre Mediation Unmediated Students' Interview Excerpts (translated version)

A. Understanding of Oral English

CSM4: It is pronunciation of English words.

CSM8: Knowing what skill is.

CSM11: It is the ability to memorize ideas and repeat.

CSM14: It is a debate that takes place in a class.

CSM17: It is an art of speaking.

CSM24: It is a free talk in classroom.

CSM28: It is memorization and reflection.

CSM30: It is about speaking in English.

CSM34: It is ability to memorize what is written in English and reflect it.

CSM37: It is a debate.

B. Attitudes towards Sharing Ideas in English

CSM4: I like, but I cannot do due to lack of practice in class.

CSM8: I do not like, because I am shy to share.

CSM11: I do not like, because students laugh at if I make mistakes.

CSM14: I like though I cannot do as I think.

CSM17: Though I cannot share effectively, I like it.

CSM24: I do not like, because speaking in English among people is embarrassing.

CSM28: I like, but I cannot share because of lack of ability.

CSM30: I do not like. Why should I like what I cannot do?

CSM34: I like sharing even though I do not have that much confidence.

CSM37: I like, but I have problems to do.

C. Strategies to Express Views in English in Class

CSM4: First I write in Amharic or English and then memorize to explain.

CSM8: I jot down points in Amharic and speak using them.

CSM11: I study points before presenting my idea.

CSM14: I just speak. I discuss orally if the ideas are attractive. Otherwise, I write and read.

CSM17: I talk based on notes written in Amharic.

CSM24: I cannot freely talk, because my English is not good. Thus I first write main ideas and then talk.

CSM28: I write and read, because my English is not good.

CSM30: I write first of all. Then I study to speak. Otherwise, I never try.

CSM34: As I am fearful, I write and read.

CSM37: I study the point I have to explain, and then I reflect.

D. The Purpose of Oral English

CSM4: It is good to participate in classroom activities.

CSM8: To perform well other subjects and excel others.

CSM11: To get good result in other subjects and join university.

CSM14: To be effective in other subjects.

CSM17: We learn it because it helps us to go abroad.

CSM24: It helps to pass speaking tests

CSM28: It is good to communicate with people from other countries.

CSM30: It helps us to work in English medium organizations.

CSM34: It helps us to learn grammar.

CSM37: It helps me to be a good speaker of English.

E. English Teachers' Strategy to teach Oral English

CSM4: I do not think they have a plan to assist us.

CSM8: They teach us but they too do not know how to do.

CSM11: They require us to hold debates.

CSM14: They make us write a paragraph and invite us to read.

CSM17: They teach us through debate.

CSM24: They teach us through a translation.

CSM28: They teach us but they do not guide us that much. We do it by trial and error.

CSM30: I do not think there is a plan for what my teachers do to teach oral English.

CSM34: We learn through debate and group works.

CSM37: They do not teach as needed, because I have not seen an improvement in my skill.

F. Factors that make Oral English Difficult

CSM4: It is lack of confidence to speak in English.

CSM8: It is due to lack of vocabulary items.

CSM11: Fear of practicing with native speakers.

CSM14: Students' inability to believe they can improve.

CSM17: Inability to value one's ability.

CSM24: Inability to use what we know.

CSM28: Failure to learn by making mistakes makes speaking in English difficult.

CSM30: Belief of saying "I do not have a capacity to speak in English" makes it difficult.

CSM34: Teachers themselves are weak and cannot help us to learn properly.

CSM37: Inability to use as many words as possible.

G. Difficult Language Learning Skills

CSM 4: Speaking is the most challenging.

CSM 8: Speaking is my headache because I am shy.

CSM 11: Speaking is my number challenge, because I have no confidence to practice.

CSM 14: Writing is my problem followed by speaking.

CSM17: Understanding what people say in English is my first challenge.

CSM24: Writing is my problem followed by speaking.

CSM28: Speaking in English is the worst thing for me.

CSM30: For me, speaking is the challenge.

CSM34: Speaking is the skill that tempts me to do successfully.

CSM37: My first problem is fear of speaking in English among friends.

H. How Frequent Students Speak in English out of Class

CSM4: I rarely speak. I do not feel happy to speak in English outside, because people make fun of me.

CSM8: I hardly speak in English out of the class, due to lack of practice.

CSM11: I do not, because of fear.

CSM14: I do not use, because I am not required to do so.

CSM17: I rarely use when I happen to meet people that do not know Amharic, because English is not needed that much out of the class.

CSM24: I do not use, because English is not widely used out of the class.

CSM28: It is only when I meet people that have problems in speaking in Amharic.

CSM30: Rarely, when I want to make funs with my friends.

CSM34: I do not use unless I am in a problem to communicate my ideas in Amharic

CSM37: It is uncommon for me under a normal circumstance.

I. Preferred Issues for Oral English Practice

CSM4: I like if I discuss issues I know very well.

CSM8: Love matters interest me to discuss.

CSM11: I like talking abut issues that deserve attention.

CSM14: Topics from different subject matters are my preference to discuss.

CSM17: I appreciate discussing new ideas that can help me to learn.

CSM24: Discussing issues I am familiar with motivates me.

CSM28: Unless I talk about the things I am familiar with, I can not generate ideas.

CSM30: Topics from the subjects I am planning to learn are my preference to discuss in English.

CSM34: Discussing social issues is my interest.

J. Belief of Improving Oral English

CSM4: I do not think I can improve my oral English in a short period of time.

CSM8: After attending English class for more than ten years I have not seen that much improvement. Thus I do not have that much hope to bring changes in my ability.

CSM11: I do not think because teachers do not help me that much.

CSM14: I do not have a capacity to improve.

CSM17: Improving may be so hard for me in the current context.

CSM24: I do not seè miracles that can bring changes in my oral ability.

CSM28: I am not happy with my oral English after learning for a long period of time. Thus indicates that I may not go beyond my current status.

CSM30: If well experienced teach me, I may improve. Otherwise, I do not think so.

CSM34: Speaking in English is a difficult task. Thus, I am not sure I can improve as I think I should.

CSM37: My present oral English is unpleasant. Therefore, I don't think I can improve.

K. Overall Evaluation of the Present oral English Teaching Method

CSM4: It is not up to the standard of the time. Thus, changes are a must.

CSM8: I do not like the way oral English is taught at all levels in schools; urgent changes have to be in place.

CSM11: I am not happy with the current method of teaching speaking skill. Unless there are changes, the problem of oral English recycles itself.

CSM14: There are problems with the way teachers are trained. Due to this, they could not teach effectively.

CSM17: I do not think the current method of teaching oral English needs changes.

CSM24: I have doubts with the courses my teachers took at university. I think there have to be changes there.

CSM28: The government has to think of introducing changes to English teaching.

CSM30: I am not happy with the current English teaching in general and oral English in particular.

CSM34: I suggest that the present teachers have to be retrained or new teachers have to be assigned if changes are desired.

CSM37: The present method is questionable. Thus, I suggest a through assessment to bring changes.

IV. Post Controlled Teaching Unmediated Students' Interview Excerpts (translated from Amharic)

A. Gains from the four months' Oral English Sessions

CSM4: We learnt for 4 months, but the benefit was not that much. We were speaking in Amharic most of the time. We did not have that much time to talk in English.

CSM8: We were not practicing ourselves; we were just listening to our teacher in most cases.

CSM11: The classes were boring, because there were no varieties.

CSM14: The teacher was not giving attention to the language we use.

CSM17: We used to practice when there are observers in class. Other times we were doing grammar, writing and reading exercises.

CSM24: The experience was nice, but variety of exercises lack and the teacher was not sociable.

CSM28: The classes were not purposely devoted to teaching oral English.

CSM30: It was good but, the teacher was not inviting us to practice.

CSM34: I believe we have gained something, which might not be different from what we were doing.

CSM37: That we attended extended English was good. But we ourselves were not doing the speaking that much.

B. Changes in the Belief of Oral English

CSM4: I know that oral English is important for us to pass examinations. But it is difficult for me and my success in other subject is affected by it. I do not have changes in my perceptions of oral English, because I gained very little advantage.

CSM4: The sessions were long and we could have done many tasks. But the teacher did not allow us to do so.

CSM8: I have not changes in the way I used to think about oral English.

CSM11: Attending classes for longer times may help to improve. But my belief about English is the same.

CSM14: The way we learn had to be questioned. Otherwise, it is a stumbling block to learn other subjects. We did not try new way of practicing oral English. Thus there were no changes in my perceptions about it.

CSM17: The way we were learning was not inviting. I have no changes towards oral English. No new thing took place in the lessons we attended.

CSM24: Why do you ask me about changes? We learned no new things; we were only spending longer times in classes.

CSM28: Nc new inputs were given to us. We were doing the way were doing.

CSM30: The classes I attended rather discouraged me, because I did not get what I expected from them.

CSM34: My expectations were not met. No change in my attitude towards speaking in English. I have no motivation to speak in English.

CSM37: We were spending longer time in classes, but that stay did not provide us with new things. Rather, I was demotivated spending my time mainly listening to the teacher.

C. Implications of Oral English for Other Subjects

ESM4: It helps us to be active at tertiary level education.

ESM8: If we are proficient in speaking in English, we will be effective in other subjects.

CSM11: It is good to become good achievers in higher learning education.

CSM14: It helps us to be effective in university education.

CSM17: Without the ability to speak in English, it is impossible to participate in class activities of other subjects.

CSM24: It is crucial for success or failure in other subjects; we have to communicate with our classmates and teachers in it.

CSM28: Class participation and idea sharing rely on oral English; thus, it is the most important skill.

CSM30: Yes, it is important because without it is impossible to share ideas.

CSM34: All subjects necessitate it; therefore, we have to practice it well.

CSM37: Yes, it is important, because without it learning cannot take place.

D. Changes in Attitudes Towards Oral English

ESM4: Because I fear to speak in it, I do not like it.

ESM8: Generally I like it. It is not because I attended these classes.

CSM11: When I started the classes, I thought that I could improve my speaking ability. But now I have observed that much change with me. Thus my perceptions of practicing it have not changed.

CSM14: I do not like speaking in English because I cannot.

CSM17: I think it is good, but because of my weakness in it I shy I away from speaking in it.

CSM24: I do not have inherent hatred of oral English. However, because of my lack of confidence in it I do not want to use.

CSM28: I see it the way I used to see it.

CSM30: I improved nothing attending this lengthy program. Thus, the extent of my hatred increased.

CSM34: I don't think I can improve my oral English. This extended program too did not help me.

CSM37: No, but I am terribly worried what I should do when I join a university. I believe something that can help me to improve has to take place.

E. After the Lessons

ESM4: More or less the same.

ESM8: I have learned that we have to give longer time to practice English.

CSM11: No that much difference.

CSM14: As I received a special skill, no I can say I have no changes in my ability.

CSM17: I have learned that I have to practice a lot.

CSM24: Because some students inspired me, I have developed the feeling that I have to make efforts.

CSM28: I have learned that practice can make a difference.

CSM30: I have practiced no new skill.

CSM34: No, because the classes were boring, because we were not practicing and learning what was intended.

CSM37: No change at all. I have regrets for attending the classes.

Appendix 12: Students' Focus Group Discussions

I. Pre Mediation Mediated Students' Focus Group Discussion (translated from Amharic)

A. Experiences and Attitudes towards Oral English

ESM1: I personally have problems in speaking in English. But I do not know what I should do alone. Teachers have to help me.

ESM3: I have passed in poor experiences. Thus, I do not have a good impression of speaking in English.

ESM16: Teachers have limitations. They do not make efforts to bring changes in us. This has discouraged me to speak in English.

ESM19: I agree with what others said concerning the source of our problems. In addition, the government has to retrain teachers.

ESM20: I do not think this discussion initiates changes unless it is considered by the concerned body. When I compare our oral English capacity with some drop out students of

the majesty regime, even those who quit their education at elementary level express their ideas in English than what we do. The reason has to be studied thoroughly. I feel shy when I speak in English.

ESM24: Why don't you ask those who can make a difference. What we just talk may not change the current problem. It is obvious that there are problems in the system of teaching. There has to be a new idea.

ESM27: We had a poor background. Thus, we have difficulties to learn other subjects in English. Because, I do not understand what is written in English, I skip some portions. You see the negative effect poor English background has on learning?

B. Ability and Confidence in Oral English Inside and Outside Classes

ESM1: I do not have confidence, and thus I do not speak.

ESM3: I think students laugh at me if I speak in English particularly out of classes. Therefore, I prefer not to speak.

ESM16: First I do not have ability. Due to this, I do not feel at ease when I speak in English.

ESM 19: Fear of speaking in front of people in English is the problem I also share. Even though I have some ideas to say, I do not have courage to speak.

ESM20: In class, there is no pressure to speak in English. If we want we can answer questions in Amharic. Outside people laugh at us if we speak in English.

ESM24: Ability to use English matters in order to have confidence and speak in English irrespective of time and place.

ESM: Why do you keep silent? We all experience similar problems in speaking in English. We all say we do not have confidence. Then what shall we do? Our voice should be heard by the concerned body in order that strategies are set to alleviate our problems.

ESM33: Not only we students that lack confidence to speak in English. Our teachers themselves have the same problems. They do not encourage us to use only English. I think this has a negative implication to our learning.

C. Teachers' as Role Models

ESM1: I do not think our teachers are role models for us to speak in English.

ESM3: To consider English teachers as role models, first of all, they have to have to play an exemplary role.

ESM16: I doubt they are role models. "Can we call the teacher, who frequents speaking in Amharic and in English rarely and poorly a role model"? Let alone a role model, they cannot inspire us to learn.

ESM19: Training that helps them to be good role models has to be organized for them. Otherwise, they remain a source of problems.

ESM20: I definitely say no, because I have never seen with them encouraging behaviors that could attract us to practice oral English.

ESM37: To my understanding, considering the teachers as role models is fooling oneself. Why don't discuss the reality? In my case, I do not want to attend English classes in general because I get nothing new from the teachers.

ESM39: Many researchers asked us questions in relation with the problems we face in learning in general and so far we have not seen changes. If there are no changes, why should share our opinions? What I would like to underline is that all concerned citizens should come together and help us.

D. Blaming for Weakness in Oral English

ESM3: As far as I am concerned, my weakness is due to problems with teachers and materials designed for the oral English.

ESM16: I personally feel that the cause for my weakness is due to problems with the way teachers trained.

ESM20: I know I am weak in oral English, due to the reason beyond my sphere of influence.

ESM24: I am experiencing problems in my oral English because of the improper way of practicing.

ESM27: Had the strategies and methods of teaching speaking skill been dictated by the English syllabus, it would have been possible to help students develop their oral English. It is due to this gap that what is needed is not made practical.

ESM33: I agree with what my friends said that our weakness is not because we do not make efforts. It is because we do not get help from our teachers.

ESM37: In my part, I believe that the problems are multifaceted because in the system there are different concerned bodies that have to contribute their share.

II. Post Mediation Mediated Students' Focus Group Discussion Excerpt (translated from Amharic)

A. Experiences, Attitudes, and Challenges of Oral English

ESM24: In my case, I have recognized that it is possible to manage challenges. I do not say bye to problems. If it is so, it is a mistake, because we cannot annihilate challenges.

ESM1: I also agree with what ESM24 said, because it is unnatural to say that learning is challenge free. We have learned that we have to learn from challenges.

ESM33: Always there could be challenges, but what is important is confidence we have to pass in them. For example, we learned about Helen Keller, who was disabled, but did more than what healthy people could do. So, we have to learn from people that played exemplary roles like this.

ESM19: I still have problems to express my self in English. But I have motivation that I can do something different now.

ESM39: As far as I am concerned, it is too early to expect miracles from a short period of time practice. For me this is an initiation phase. We are left with all responsibility and devotion to talk about transformation. We have to know that we are on the way to bring changes in our ability.

B. Ability and Confidence in Oral English in and outside Class

ESM37: I am better now, because I am trying my best inside and outside class. Now my fear is a little bit decreased.

ESM39: I can say the mediator has helped me to make efforts to overcome my fear.

ESM19: My current status is better than before this lesson.

ESM16: Definitely, I am different now, because of the efforts of my mediator.

ESM24: There are problems that I face, but I believe it is possible to get changed because of the strategies I have learned. At least, now I am liberated to think my own way.

ESM33: I think that I can improve is sensible. In my eyes I have differences. If the lesson is extended for a longer period with this mediator, I believe that the change could be drastic.

C. Teachers as Role Models

ESM1: He is so wonderful, because he is friendly and ready to assist us. He can serve as a role model for me.

ESM33: He is a nice teacher, because he is open to listen, accept comments, and act they way we act.

ESM1: I like the mediator, because he helps us to remove fear, initiate us to accept our selves.

ESM24: He is so nice, because he relates a theory to a reality and keeps saying, "believe you can do."

ESM19: He has a capacity to lead us, learn with us, and activate us. Thus, he is a person who leads; he is not the one that rides. He is a good role model for most of us.

D. Blaming for Weakness in Oral English

ESM1: I used to put all the blames on my teachers and Ministry of Education. But now I have learned that I also have a contribution for my success and failure.

ESM24: In my case, mainly I blame myself. This is what I have learned from my mediator. I used to say "I cannot do." I have come to say this is my weakness. Moreover, I also blame the system of training English teachers. I suggest that English teachers have to be trained in such way that they make learning student- friendly.

ESM3: I blame both myself and Ministry of Education. Myself for not having a positive attitude towards speaking in English, and the Ministry for not putting a system that produces a proficient teacher. Thus, I suggest that the government has to do something to bring changes in the teachers so that the students are changed.

ESM20: Mainly I put the blame on the system. Second I blame myself because I did not motivate myself to overcome my challenges.

ESM39: Of course, we may talk about blames. Well, it is good. But why should we talk about the past things? What to ask ourselves," What shall we do in the future?" I believe from this lesson we have got self awareness. I have worries about the future trend of English teaching. Shall we continue this way or the previous way? If we continue this way I am happy. If not, the classes that embarrass us will continue.

ESM16: I used to blame other people and circumstances. But now I have learned that I was a part of what I was blaming. I used to externalize all the weaknesses, because I was not looking at my role. I believe that first I have to be changed. I do not mean that there are no problems with others. There are. But after getting my place, there could be a possibility to have a positive relationship with them and learn a lot.

III. Unmediated Students' Pre Mediation Focus Group Discussion Excerpt (translated from Amharic)

A. Students' Experiences and Attitudes of Oral English

CSM4: I do not have good oral English experiences, and thus I do not feel comfort to express my ideas in it.

CSM 8: Well, to be frank, I did not have a good oral English practice story. Unfortunately, I did not have a good oral English teacher. This practice has discouraged me to make efforts to improve.

CSM11: I only remember one teacher, who taught me spoken English when I was in grade 7. However, he left the school soon. That moment was nice for me, because I was practicing oral English. Except that time, I did not have good English teachers.

CSM14: I do not like practicing oral English, because I do not have a capacity to speak. Instead of oral English, we were learning other issues.

CSM24: We did not have effective oral English practices, and, as a result, most of us have developed unfavorable attitudes towards oral English.

CSM28: We have to devote our time to discuss our oral English problems before we come to this level. Now it is too late to practice speaking in English because I do not believe I can make it.

CSM34: We were practicing oral English in a wrong way. This was because our teachers themselves lack the required proficiency. Speaking in English is good, but I feel discomfort, because I cannot do speak as I think.

CSM37: I think no one has hatred towards speaking in English. On my part, I dislike speaking in English especially when some one I know talks to me. This does not mean I do not like. It only shows the extent of the problem I am in oral English.

B. Ability and Confidence in oral English inside and outside class

CSM4: I am incapable of speaking in English. Consequently, I lack confidence to express my idea in English.

CSM8: I cannot say I can speak in English with confidence.

CSM11: Mainly, I am inhibited to speak in English out of class as compared with my performance in oral English in class.

CSM14: I do not have confidence in my ability and I do not dear to express my idea in English particularly out of the class.

CSM17: I know I am not good in my oral English, but I do not hesitate to speak.

CSM24: I am weak in oral English. This is the major cause that makes me shy away fro speaking in English.

CSM28: I know that I am not proficient in oral English. However, I try to express myself as much as possible.

CSM34: Let alone me I can say my friends too do not have ability to speak in English with confidence.

C. Teacher's as Role Model

CSM4: Our English teachers cannot serve as role models because they are not in a position to do so.

CSM8: We consider as a role model when we are attracted by what some one does. We follow the footsteps of the person we admire his or her actions.

CSM11: I disagree with the idea of considering our English teachers as role models for they lack competence.

CSM14: Don't talk about role modeling unless we have such teachers. As far as I am concerned, there are no teachers that can be seen as role models for oral English.

CSM17: In my class I do not think teachers are role models for oral English, rather there are two students, whom I appreciate their oral English and aspire to perform like them.

CSM24: Well, there could be teachers but they did not teach me. Thus, I cannot judge what I have not practiced. In general, there are problems with both teachers and students.

CSM37: It is difficult to have teachers that are role models. All the teachers, who have taught me English don't fascinate me to follow them.

D. Blaming for Weakness in Oral English

CSM4: It is obvious that English teachers are number 1 to be blamed, because they were not persevering to assist students.

CSM11: I know that my oral English is not up to the standard due to English teachers' weaknesses in motivating me to improve my English.

CSM14: It is not debatable guys that we don't receive assistance from our teachers. They don't inspire us to make efforts and improve. In this milieu, how do you imagine we can improve?

CSM24: Some teachers come to classes with no substance. They seem they come to class to learn rather. Then, is possible for us o be motivated? I do not think so.

CSM30: I have no doubts that many of us need helps from our teachers. It does not mean we have to take everything from them. As far as I am concerned, I need my teachers, who encourage me to develop confidence.

CSM37: Why don't we conclude saying that we need good English teachers, who are committed and bring changes in us. Moreover, what we discuss may not serve our case. But it can help the future students.

IV. Post Mediation Unmediated Students' Focus Group Discussion Excerpt (translated from Amharic)

A. Students' Challenges of Oral English

CSM24: It is a challenge, I think, to all of us. This challenge needs a solution. We have been learning English for such a long time, but still we hardly communicate in it. Why?

CSM4: What he raised is my concern too. Don't you think something is missing? It is the real challenge.

CSM30: Yes, it is a challenge. On my part I did not do the things that could help me to improve. I was only looking at teachers. It is good if we try to act to solve our problems.

CSM37: Meetings like this only solve problems if they are translated into a practice. Yes, it is a challenge then what shall we do?

CSM34: Definitely, it is a challenge. The concerned people should ask questions," How shall we bring changes?"

CSM37: Can the challenge we discuss get solutions? I doubt.

B. Ability and Confidence in Oral English Inside and Outside Classes

CSM30: I can say using English out of class is uncommon in our context. In class we try, because we are forced.

CSM8: Our environment and experiences discourage us to practice English. I think attitudinal change is needed to bring sustainable changes. In class or outside, the situation is threatening. I have fear of speaking in English.

CSM4: I do not have confidence to speak in English, especially outside. I sometimes speak in class to give short answers.

CSM17: Though both environments are embarrassing, I feel more relaxed in class than outside.

CSM34: We all have inhibitions to use English everywhere. The problem is more acute when it comes to speaking in English out of class due to wrong perceptions of the Ethiopian peoples towards those who speak in English on streets.

CSM37: Let me say something about the idea he raised from another dimension. I accept what he said. But the problem is not only that. The educated community seems to accept the wrong perceptions. It could be due to this reason that they are not making efforts. Look at some people who appear on television screens for interviews. They become tongue-tied because they do not practice other times.

C. Teacher's as a Role Model

CSM4: Our teacher may have competence, but he cannot help us to see changes in ourselves. I do not think he is a role model for us.

CSM8: He seems. However, I do not think he can think out of the norm of the system and help us to transform ourselves.

CSM11: He seems to be competent. How do you measure competence of someone? Is because what he knows only or is it when he shares what he knows with others? This teacher was not sharing with us. H cannot be an example for us.

CSM17: This teacher could be competent for himself. I appreciate his speech, but he was not helping us to practice oral English in different ways.

CSM24: My point is that the teacher is not competent in oral English since he is not capable to help us. Why should we put problems out of sight? We have to uncover and seek solutions. That is all.

CSM37: I disagree with what the idea of assuming those who cannot help us as incompetent. To my understanding, we have to consider them as teachers who have not received proper training to teach.

D. Blaming for Weakness in Oral English

CSM4: The education system to be blamed, because it has not provided teachers with proper trainings. Second, teachers themselves should be blamed for not making efforts to improve themselves. It was due to this reasons that we are weak in oral English.

CSM8: I, the Ministry of Education, English teachers should be blamed in my view because in one way or the other they are responsible for the recurring problems.

CSM11: I put all the blames on the system, because it silent in addressing the problems.

CSM14: We hear many people, including English teachers and policy makers, "These days students are weak. The students of monarchial period were by far better than the current students in oral English." I ask a question like: "What was in place at that time and what is not there today? Problems had to be assessed from different angles to bring changes. Otherwise, what is suggested remains unkind remark. The sources of the problem could be attributed to different parties including students. This has to be assessed critically.

CSM28: I am also against capitalizing what was once true. I believe that truth may not be a benchmark for today's world, because we are in different life conditions. We have to understand our gaps and act proactively. Thus, I put the blames on practitioners and education researchers.

CSM37: Our blames reflect a reality. Unless the blames are communicated to the concerned body in such a way they bear fruits, they are not more than a precious book with unturned pages. My final remark is that the concerned people should turn their ears and eyes to us and help us to overcome our problems.

Appendix 13: Teachers' Interviews Excerpts

I. Pre Mediation Experimental Teachers' Interview Excerpt

A. Understanding of Oral English

EST1: It is understanding the meaning and application of oral English.

EST2: To me it is self expression in good English.

EST3: Well, it is ability to express oneself in English.

EST4: I understand it as a means to learn how to pronounce and transmit information orally.

EST5: It is one of the qualities of good English.

EST6: It is ability to communicate with people, who cannot speak in Amharic.

EST7: It means expressing one's idea in English with students and teachers.

EST8: It is discussing in English with foreigners and presenting academic papers in English.

B. Quality of successful oral English teacher

EST1: It is a capacity to learn many words and use them in speaking.

EST2: To me it is speaking in English in a good flow and accuracy.

EST3: A quality of a good teacher is mainly associated with ability to memorize words.

EST4: A successful teacher makes his or her students know many vocabulary items.

EST5: A teacher, who is capable of motivating students to talk, is a successful teacher.

EST6: One good quality is helping students master as many vocabulary items as possible. The other could be assisting them to know how to use accurate sentences in speech.

EST7: For me, words are pillars of oral English. A teacher that helps students to know more new words is a successful teacher.

EST8: I think it is possible to say a teacher is successful in teaching oral English when he or she impresses students to follow suit.

C. Causes of difficulty to Oral English

EST1: It is obvious that lack of confidence is one the major causes that makes oral English difficult.

EST2: It is inability to select words effectively.

EST3: It needs confidence and readiness to learn from mistakes.

EST4: If we have problems of grammar, we cannot have good oral English.

EST5: Lack of knowledge of subject matter can impair our oral English.

EST6: Shyness is the major cause of a difficulty to speak in English.

EST7: We have to know what we discuss very well. If not, we will be tongue-tied.

EST8: When there is no confidence in speaking, we may not speak very well in English though we know many vocabulary items.

D. Experiences of teaching oral English

EST1: My experience is teaching through pairing and grouping.

EST2: I require my students to present in groups and individually.

EST3: Group and pair works are the major arrangements I use.

EST4: I give lecture and then make my students write what they discuss.

EST5: Most of the time, I organize different groups and pairs.

EST6: I make my students communicate with each other only in English when they work in groups and pairs.

EST7: I make my students hold debates most of the time in groups.

EST8: I facilitate conditions for my students to discuss in English in groups.

E. Rating Students' Experiences and Confidence in Oral English

EST1: My students are so weak in oral English, because they do not like practicing.

EST2: They use Amharic in place of English whenever they are needed to discuss. This is their weakness.

EST3: My students do not like practicing, because they are shy.

EST4: They are so timid to speak in English with each other and their teachers.

EST5: My students mainly expect to be given ready made things from me. They do not have readiness to make efforts.

EST6: Because they do not try to improve, they are very weak in oral English.

EST7: I question their improvement, because they do not try.

EST8: I am pessimist about their oral English ability and improvement, because they are negligent to practice.

F. Difficult Language Learning Skills

EST1: I face problems with students' oral English. It is number one challenge.

EST2: It is clear that speaking skill is the most problematic one.

EST3: The first one is speaking skill followed by writing.

EST4: For me, my students have number one problem in writing and then in oral English.

EST5: For me and my students, speaking skill is challenging.

EST6: The first is speaking skill and the second is listening.

EST7: Speaking and writing are the most difficult ones.

EST8: For both teachers and students, as far as I am concerned, speaking skill and writing are the most challenge.

G. Advantages of helping Students Develop Oral English

EST1: For my students, it helps them to get good English results.

EST2: When they are required to communicate with foreigners, it is good for them.

EST3: It is good to share ideas in English medium conferences.

EST4: It helps my students to pass with good result.

EST5: It helps them to discuss in English with their friends in class.

EST6: To do oral English tasks in class.

EST7: To contribute ideas in English medium meetings.

EST8: To compete in class and pass with good results.

H. Techniques utilized to motivate Students for Oral English

EST1: I tell them to use only English. Moreover, I advise them to read books.

EST2: I require them to work in groups and pairs using only English.

EST3: I advise them to work in groups and reflect individually speaking in English.

EST4: I make them participate in debates and interviews speaking only in English.

EST5: I make them write reports and reflect to the class.

EST6: I tell them to follow me and use only English.

EST7: I organize entertaining English clubs in addition to the normal class.

EST8: I tell them to use only English.

II. Mediator's Post Mediation Reflections

The two teachers were interviewed separately so as to listen to them how they explained their experiences of teaching the English speaking skill for 4 months.

A. Understanding of Oral English

Mediator: Before participating in the MLE training and teaching, I did not have that much understanding of oral English. Now, I have got a clear understanding of what it is and what it serves. I have known that it is the way of exchanging information that initiates effective learning.

B. Experiences gained from Participating in the Program

Mediator: I consider my participation in MLE program as re- training. I have learned the role of helping students to become themselves and solve problems they face themselves. The lessons helped me to move from feeding to facilitating learning and learning with the students. I have also learned that learning is a challenge from which we get empowerment.

C. Improvements in the Oral English Performance of Students

Mediator: Before they used to expect everything from me. But during these lessons, they developed a sense of independent learning. Their degree of dependence, I think, was minimized. They were also taking initiatives to talk in English. I saw changes in their confidence in speaking in English.

D. Challenges of Conducting Oral English Lessons for Four Months

Mediator: I have never experienced challenges that discourage me. For me the time I spent with the students was lovely, because I learned many, many things from the process. I used to enjoy the long time I was spending with the students, because it was purposeful, and I was eager to see the fruits of my efforts.

E. Sources of Students' Oral English Problems

Mediator: The moment I took the training on MLE, I realized factors that could impair students' oral English learning. These are mainly associated with teacher's inability to help students learn how to learn. Second, students have to be motivated to utilize all possible strategies and approaches that they believe meaningful for their learning. Teachers have to help students know themselves and accept either failure or success and get ready to improve.

F. Suggestions to Improve Oral English

Mediator: I suggest that Mediated Learning Experiences has to be given to English teachers in general and oral English in particular. Moreover, tools have to be developed to assess the different problems of students before starting classes. Then plans have to be set to meet the needs of the students.

III. Control Group Teachers' Pre Mediation Interview Excerpt

A. Perceptions of oral English

CST1: I perceive oral English as ability to use accurate English to express ideas.

CST2: It is ability to use grammatical sentences and share ideas in English.

CST3: To me it is speaking in audible English.

CST4: It is ability to memorize and use new words in speech.

CST5: It is ability to apply meaningful grammar in speaking.

CST6: I think it is a confidence in speaking in English.

CST7: It is ability to pronounce well and share ideas.

CST8: For me it is ability to use English that other can understand.

B. Qualities of Successful Teacher

CST1: Confidence in speaking in English.

CST2: Having information about what to say.

CST3: Confidence and knowledge of the audience.

CST4: It is presenting ideas in good pronunciation.

CST5: A successful teacher is the one, who speaks fluently.

CST6: A teacher that explains ideas with confidence in good English is a successful teacher for me..

CST7: One who knows many words and use them in teaching.

CST8: One, who has confidence and inspire students to learn with motivation is a successful teacher.

C. Causes of Difficulty to teach Oral English

CST1: Students' lack of readiness and motivation to learn.

CST2: Students' misbehavior and lack of confidence to speak.

CST3: Students' weakness to practice English.

CST4: When students are not motivated to learn and fail to take responsibility for their learning.

CST5: Students' failure to do what they are supposed to.

CST6: Students' carelessness in participating in class activities and team work.

CST7: Students' lack of interest to speak in English.

CST8: I think it is mainly the problem of not having good motivation to learn.

D. Experiences of teaching Oral English

CST1: I use debates most of the time to promote the confidence of my students.

CST2: I require them to prepare talks and reflect to the class in group.

CST3: I organize tutorial class for weak students.

CST4: I encourage them to hold debates.

CST5: I teach them how to present ideas in debates and group discussions.

CST6: Sometimes, I leave the whole period for them to discuss anything they like.

CST7: I encourage them to hold debates.

CST8: I give them topics so that they prepare debates.

E. Rating students' Experiences and Confidence in Oral English

CST1: Most of them are weak, because they do not make efforts.

CST2: My students do not make efforts; they are so weak.

CST3: I suffer to manage them, because they code switch whenever they are needed to discuss in English.

CST4: They do not practice and thus they are weak.

CST5: They are very weak and lack confidence.

CST6: They are so weak and I could not convince them to change them.

CST7: They do not seem to have a positive attitude towards speaking in English.

CST8: They do not like practicing oral English, and, as a result, they are weak.

F. Difficult Language Learning Skills

CST1: It goes without saying that oral English is difficult for my students

CST2: Their chronic problem is speaking in English.

CST3: Speaking is their challenges.

CST4: They do not like practicing oral English, because they do not like it.

CST5: Speaking and writing are their problems.

CST6: I have noticed they do not like and are weak in oral English.

CST7: They are weak in all the language skills. However, the problem they experience in oral English is more serious.

CST8: The skill they consider as the most difficult and cannot do is speaking skill.

G. Advantages of helping Students Develop Oral English

CST1: I believe it is good to succeed in university education.

CST2: It is good to empower them to be assertive and discuss with others.

CST3: To communicate with each other in English.

CST4: To present papers when they join university.

CST5: To share ideas in English with foreigners.

CST6: I believe it helps them to contribute their opinions if they successfully do.

CST7: To contribute ideas to class discussions and get good result.

CST8: To exchange ideas with teachers and classmates.

H. Techniques utilized to motivate Students for Oral English

CST1: I, most of the time, utilize group works.

CST2: I usually advise them to be self reliant.

CST3: I tell them to do tasks independently.

CST4: It is when they develop confidence that they can do oral English tasks. I encourage them to boost their confidence.

CST5: I encourage them to cooperate and do oral English tasks.

CST6: Proficiency is a matter of speaking with confidence. Thus, I tell them be confident

CST7: I advise them to think they can do when they talk.

CST8: I explain the purpose of motivation in learning and encourage them to be motivated.

IV. Control Group Teacher's Post Mediation Reflections

A. Understanding of Oral English

The teacher: I told you last time that it is one of the language skills that we teach at different levels. Moreover, it is presenting ideas orally.

B. Experiences gained from Participating in the Program

The teacher: Well, I learned how to tolerate students that behave in an odd way. The students in my class did not seem to have a good attitude towards speaking in English.

C. Improvements in the Oral English Performance of Students

The teacher: I have seen some changes with very few students. I think many did not change because they did not have a positive attitude towards oral English.

D. Challenges of Conducting the Four Month Long Sessions

The teacher: The main challenges I faced in conducting the four month long oral English lessons were that many of the students were not contributing their views to classroom discussions. The other was that students, I can say all, were resisting to learn oral English and they were pushing me to teach them grammar.

E. Sources of Students' Oral English Problems

The teacher: The problems the students experience was due to their lackadaisical attitude towards practicing oral English. In addition, most of them were too shy to contribute ideas in pair and group discussions.

F. Suggestions to improve Oral English

The teacher: The students have to avoid a sense of timidity in participating in oral English classes and have to show readiness to practice it. Moreover, I suggest that longer time has to be allocated for the skill.

Appendix 14: Teachers' Focus Group Discussions Excerpt

I. Pre Mediation Focus Group Discussions with Experimental English Teachers

A. Depth of Problems to teach Oral English

EST1: My students are not creative and make efforts to improve. This challenges me.

EST4: I also face the same problem while teaching oral English. Their English is inaudible to me, because they use deficient English. When I tell them to make clear, they switch to Amharic. It is really intolerable for me.

EST5: We teachers also have problems because we have not received refresher courses o teaching. The other one is the students' lack of motivation.

EST8: I do not doubt that we all share the same problem in this regard. Students do not consider as a necessary skill. Their focus is on grammar and other skills.

B. Rating students' practices and oral English

EST3: Well, it is clear that most of them are weak. This could be due to their lack of efforts to improve.

EST5: These days it seems a problem across the country. Students do not make efforts to express their ideas in English.

EST6: Of course, students have weakness, which we all may agree. On the other hand, we teachers have a tendency to externalize the oral English deficiency of our students, because we do not have self awareness about our shortcomings. I believe we have to look at students through what we do.

EST8: Many students do not devote their time to practicing oral English out of classes. Moreover, they easily lose hope when they commit mistakes.

C. Relevance of English courses taken at university to teach Oral English

EST1: The courses we took at university were mainly theoretical; they do not have a direct relationship with oral English teaching.

EST2: I see some relationships with only very few courses.

EST3: We had to take many special courses that could prepare us for teaching.

EST5: I think we all are from fruits of the same period and experience and feel similar pains in teaching English. Our students are really weak.

EST6: The way we were taught was not in line what is needed from us. Thus, this trend has to be revisited.

D. Responsible Body for the Problems encountered to teach Oral English

EST1: In one way or another Ministry of Education and the students' parent s are accountable for the problems students face in oral English.

EST2: The Ministry had to assign well trained and qualified curriculum and material designers.

EST3: I believe the sources of the problems belong to the Ministry. English teachers have to take relevant methodology courses that can make them creative.

EST5: There could be minor problems due to lack of additional training with some teachers. Therefore, the Ministry has to assess the gaps and seek alternative means.

EST8: I share all what my friends have said. Most of the time, problems emanate from accepting a certain method as not having a flaw. This thinking discourages creativity and entertaining new ideas.

E. Efforts Teachers make to introduce New Oral English Teaching Method

EST1: In my part, I make them do some additional tasks to help them practice.

EST2: I help them by organizing additional oral English classes.

EST3: I encourage them to practice at home and with their friends.

EST4: I help them by organizing discussions in English.

EST5: I arrange additional English classes on grammar and vocabulary.

EST6: Well, I tell them that they should communicate with their friends in English all the time.

EST7: I encourage them that they should learn by doing. Mere theory does not help to practice unless it is supported by a practice.

F. Suggestions for Changes in Oral English

EST1: I suggest that teacher training methodology has to be rethought, because without that a change cannot be introduced.

EST2: I suggest that schools have to establish networks with parents and manage the learning behaviors of students.

EST3: I believe changes could take place when teachers are trained properly in the way they can initiate changes in students.

EST4: Teacher training institutions have to develop their capacity.

EST5: New teaching methods have to be introduced to schools.

EST6: Methodology researches have to be organized and put into practice.

EST8: Teachers have to be trained in the way they develop a sense of intimacy and trust with their students.

II. Pre Focus Group Discussions with Controlled School English Teachers

A. Depth of Problems to teach Oral English

CST1: My very problem is that my students are not motivated and practice speaking in English.

CST2: The students' reactive behaviors and lack of self of self confidence are the major impairments to teach oral English. This makes me so mad.

CST3: My students do not make efforts and practice oral English. I think this experience common to many of us. I remember once we held a meeting at a department level to discuss this problem. But we did nothing in practice.

CST4: My students are careless to improve themselves and practice oral English.

CST5: Students do not consider oral English as important skill.

CST6: We all complain all the time, but we do not act to bring changes. What we discuss has to be translated into practice.

B. Rating Students' Practices and Oral English Performance

CST1: As I have said, many of the students do not have significant practices in terms of oral English.

CST2: Most of my students want me to teach them in Amharic. But I do not do because the objective is not that.

CST3: In most cases, we all may sense that our students are not so active to create and learn new things.

CST4: Like you all said, our students are not ready to learn themselves and become good speakers of English.

CST5: I can also say readiness to learn is lacking almost with all students.

CST8: I agree with what you all said. The students' disinterest is the main bottle neck to help them improve.

C. Relevance of English courses taken at University to teach Oral English

CST1: I do not see any strong connection between what I learned and what I am doing. I am teaching using my own ingenuity.

CST2: I was trained in a traditional way. But I am required to use new techniques. How is it possible for me without having exposure to the required method?

CST3: I have not taken that much practical course.

CST4: Sure, I also do not see the relevance of the courses I have taken to be a teacher of English.

CST7: As I believe they can change themselves through, I encourage them to read books they think can help them to improve their oral English.

F. Suggestions to in introduce Changes to teaching Oral English?

CST1: It goes without saying that retraining teachers helps to bring the deemed changes in the teachers and hence in the teaching/ learning process.

CST2: Taking the mentioned idea, I would like to add that curriculum designers have to receive trainings that provide them with necessary skills.

CST3: I believe that transformation in the way teachers are trained can bring changes in the overall system.

CST4: As to me, no single change can bring the sustainable changes we aspire for. Thus, change packages have to be designed for teachers, testing experts, curriculum designers, and. It is only this way that it is possible to see problems from different angles.

CST5: The other point I would like to add is that system based follow-up mechanism has to be in place.

CST6: I suggest that the method teacher training institutions use has to be changed. Other issues can come later.

CST7: The traditional teacher training styles have to be changed. This helps to motivate teachers to look at teaching creatively.

CST8: Well, I think, no one disagrees with changes in teacher and curriculum experts. But what matters is its implementation. Unless we are committed, the changes we discuss cannot be practical. Thus, let us internalize the change we aspire for.

Declaration

I, the undersigned, declare that this thesis is my own and that all sources used in producing it have been duly acknowledged.

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