

ADDIS ABABA UNIVERSITY

**Institute of Language Studies
Department of Linguistics and Philology**

The Effectiveness of ELIP Training in Second Cycle Primary Schools: The Case of Kolfe-Keranio Sub- City in Addis Ababa

Submitted to: School of Graduate Studies

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**September 2010
Addis Ababa**

**The Effectiveness of ELIP Training in Second Cycle Primary Schools: The
Case of Kolfe-Keranio Sub-City in Addis Ababa**

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**A Thesis Presented to the
Department of Linguistics and Philology
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**In Partial Fulfillment of
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September 2010

Addis Ababa

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Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

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Acronyms

CSTCs	Community Skills Training Centers
ELIC	English Language Improvement Center
ELID	English Language Improvement Department.
ESDP	Education Sector Development Programs.
ELIP	English Language Improvement Program.
ELTs	English Language Teachers
HDP	Higher Diploma Program
IKELTAs	International Key English Language Training Advisors.
KELTAs	Key English Language Training Advisors.
KELTs	Key English Language Trainers.
MA	Mater of Arts.
MOE	Minister of Education.
OECD	Organization for Economic Co-operation and Development
REB	Regional Educational Bureau.
PhD	Doctor or Philosophy
TEFL	Teaching English as a Foreign Language.
TEIs	Teacher Educational Institutions
TDP	Teacher Development Program.
TTCs	Teacher Training Colleges
TTIs	Teacher Training Institutes.
UK	United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education.

ABSTRACT

Teacher development program (TDP) is important for improving quality of education. There are various programs under TDP and ELIP is one of the prominent programs under this program. The main objective of ELIP was to improve teachers and students' English language proficiency and to enhance students' academic achievement as well as improving the quality of education. This study focuses on the effectiveness of ELIP training in second cycle primary schools in the sub city of Kolfe - Keranio.

The study employed both qualitative and quantitative data. The research participants were teachers, students and department heads of the three primary schools under study. In order to collect data from the participants, different data gathering tools were used such as questionnaire, interview and class room observation. The data obtained were analyzed and interpreted. The result of the analysis shows that ELIP did not attain the ultimate goals of the training. Teachers who are trained in ELIP were in the same range with teachers who are not trained in ELIP; the same results were revealed from students' academic achievements and their English language skills. This also indicates that the training did not contribute to the improvement of the quality of education in general. It was then concluded that the prevailing practice of ELIP was poor. The study suggests that ELIP should not be continued in the same fashion.

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CHAPTER ONE: Introduction

1.1. Background of the Study

English has been taught as a subject starting from grade one in all regions without exception since the introduction of the new education and training policy in 1994. Although the policy does not recommend English to be used as medium of instruction in primary schools, regional governments may determine their own policies on language of education in grades 1-8. Some of them have brought English as medium of instruction into grades 7-8 (Heugh et. al., 2007: 6). While in some regions of Ethiopia like the Southern Nations and Nationality and People Region (SNNPR), Gambela, Afar and Benshangul Gumuz, English serves as a medium of instruction in grades 5-8 in primary schools.

English is more of a foreign language than of a second language in Ethiopia. This is mainly because English is used infrequently in daily life outside the classroom, and students do not have access to learn the language informally. Students do not possess English competence even to understand what they hear from their teachers or what they read in their textbook putting aside participating actively through speaking and writing. As a result, the quality of teaching-learning processes in schools has been very adversely affected (Heugh et. al., 2007: 46).

English provides significant advantage and opportunity to children representing access to specific knowledge and skills, and tending to be identified as technology and science as well as the economic and cultural model of modern world. However, the standard of competence in English is low among both teachers and students though it is the designated language of primary, secondary and tertiary education (Pope, 2002: 32 and Honig, 1996). There is a widespread belief that using English as medium of instruction will help students to gain the language competence which is essential to deal

successfully with secondary schools, broadcasted plasma lesson and the national assessment of grade 10 which are all in English, except some local languages. Teaching English in first cycle primary school (Grades 1-4) is given by teachers trained in Teachers' Training Institutes (TTIs), and second cycle which ranges from grades 5 to 8 is accomplished by teachers who study English as a major field or who study Ethiopian languages as major and English as minor fields of study being expected to have Diploma from Teachers' Training Colleges (TTCs) (Heugh et. al., 2007: 54).

The Ministry of Education has introduced Teacher Development Program (TDP) that was launched as a part of the Ethiopian Government's First, Second and Third Education Sector Development Programs (ESDP I ,II and III). Its primary goal is to achieve the ESDP's objectives of equity, and to enhance quality of primary and secondary education (Hamid, 2007: 3).

English Language Improvement Program (ELIP) is one of the training programs initiated by the Ministry of Education under TDP. The Ministry of Education has currently launched ELIP with the aim to improve the quality of education and teachers' English language proficiency in the country; ELIP is a big national plan that involves huge financial and logistics investment for training teachers, teacher trainers and higher trainers of trainers with the ultimate goal of creating teachers who use English proficiently, and thus are able to support their learners. The program has been running by the (ELID) of the Ministry of Education. ELID was set up to improve the use of English at all levels within the education system and to design, support and monitor training intended to improve such teachers' English language proficiency (Hamid, 2007: 2).

The Ministry of Education of Ethiopia, thus, launched the ELIP in 2002, with funding from various donors with the objectives of raising the capacity of English language skills of all teachers using English as a medium of

instruction and those who are using English as a subject (Ahmed et. al., 2007: 195).

ELIP contains a 200 hours English language “upgrading ” program which is delivered through two intensive 60 hours modules (5 hours for 60 days) followed by 80 hours of distance education using specially developed manuals. A decision at the federal level was taken to ensure that more than 220,000 teachers in the country would attend the program to become better prepared to teach English as a subject or as medium of instruction (Heugh et. al., 2007: 196). The training materials were designed to focus on the interest and professional concerns of teachers (particularly teachers of English). The methodology was, therefore, learner-centered. Unlike the approaches with which participants were familiar listening to lectures, the program is, thus, abraded in a suitable way from being purely the language development to teaching methodology as well (Heugh et. al., 2007: 5).

Professional development is central to maintain and enhance the quality of education and increase teachers and students proficiency (Day, 1999:49).

According to Day (1999:120), several points are mentioned related to teachers and teaching professional, learning development and related to quality of education. Some of these are:

- Teachers are the schools’ greatest asset. They stand at the interface of the transmission of knowledge, skills and values. Teachers are one of the persons that fulfill their education as purpose and are able to maintain and improve learners’ knowledge.
- Professional developments of teachers are important to improve students’ academic achievements for learning.

- Day (1999: 2) cited in OECD: (1989), as “Teachers are at the heart of the Educational process. The great importance attached to education as a whole -whether for cultural transmission, for social cohesion and justice, or for human resource development critical in modern technology -based economics-the higher is the priority that must be accorded to the teacher responsible for education.”

Professional development, focus on the improvement of teachers’ ability in teaching learning process. One of the key points to enhance quality of education is to train teachers to be proficient in English using as a subject and as a medium of instruction. The indirect impact of teachers on the students is to influences students’ academic achievements and language skills. The major concern of ELIP is making all teachers proficient in using English language for the purpose of education.

1.2. Statement of the Problem

After his survey of English language teaching in Ethiopia Stoddart (1996: 18) reported that “students’ ability to use English as a medium of instruction is very minor and thus English became ‘a language of obstruction’, not a language of instruction.” Yet, one of the actions taken to “improve” the language ability of students has been to start the teaching of English as a subject from grade one in all schools in Ethiopia.

In primary and secondary education programs, inaccurate use of English is usually observed from teachers. And even, students who are successful in their education and reach tertiary level of education have little confidence in English; both written and oral uses. It is also observed that teachers in Ethiopian education system are most confident in using Amharic when compared to

either the recently developed local languages or English (Cohen, 2007: 79-80). It seems that the Ministry of Education designed and implemented ELIP to overcome the English language problems of teachers and students, and thus to lead quality education in a progressive way. However, there has not been detail study conducted on the program whether it achieved its goal by improving teachers' English language proficiency or not. Thus, this research intended to study the effectiveness of ELIP in Primary Schools of Kolfe-Keranio to answer the following research questions:

- Has ELIP improved teachers English language proficiency?
- Has ELIP improved students English language proficiency and their academic achievements?
- What are the positive and negative effects of the program on the teaching-learning processes?
- Has ELIP improved the quality of Education?

1.3. Objectives of the study

1.3.1. General Objective of the Study

The primary objective of this study is investigating the effectiveness of ELIP in second cycle the primary schools of Kolfe-Keranio sub city.

1.3.2. Specific Objectives of the Study

The specific objectives of the study are:

- Assessing whether ELIP improves teachers English language proficiency or not.

- Assessing whether ELIP improves students English language proficiency and academic achievement or not.
- Identifying the positive and negative effects of ELIP on the teaching-learning processes.
- Assessing whether ELIP has improved the quality of Education or not.

1.4. Significance of the Study

It is believed that this study will provide practical suggestions on ELIP and its implementation in second cycle primary schools. Thus, it will have the following contributions:

- Giving feedback to the Ministry of Education with regard to ELIP for better achievement indicating that the objectives are achieved or not so that it either continues or ceases.
- Helping the practitioners in identifying their own shortcomings for further progress of implementation of the program.
- Serving as a framework to curriculum designers in determining what potential factors should be considered to put the program into effect.

1.5. Scope of the Study

The study will be delimited to the Sub-City of Kolfe Keranio Government Primary Schools namely; Selam-ber, Meserte-idget and Philipos with particular focus on the second cycle (grades 7 and 8). The issues related to the effectiveness of ELIP will be the points to be dealt with. The focal groups to be

considered as sources of data are ELIP trained teachers, teachers not trained in ELIP, department heads and students instructed by both ELIP trained teachers and by teachers not trained in ELIP.

1.6. Limitation of the Study

The research involves both primary and secondary data. In the schools, however, department heads were not available in their offices most of the time. In addition, there was no organized data provided by them. Besides, the data collection time was an election time in which most teachers were busy doing political work after schooling so that the researcher could not collect enough data as planned.

1.7. Organization of the Thesis

The thesis is organized in such a way that the first chapter deals with the introduction including the background of the study, statement of the problem objective of the study, significance of the study and limitations of the study. The second chapter is dedicated to in-depth review of related studies. Chapter three presents sampling size and the methodology employed in the thesis. Chapter four deals with the result and discussions of the thesis; this chapter is categorized into five sub sections. The first deals with the demographic characteristics of the sample respondents and the school. The second section describes the language proficiency of ELIP trained teachers compared to that of the teachers who are not trained in ELIP; the third section focuses on the effectiveness of ELIP in improving teachers' English language proficiency; the fourth section presents the effects of ELIP on the students' English language proficiency; and finally the fifth section analyzes the ELIP training in line with the improvement of students' academic achievement. The last chapter, chapter

five, deals with the conclusion and recommendation. Relevant information used in the study are also Annexed in the final part of the thesis.

CHAPTER TWO: Review of Literature

2.1. Studies Related to This Research

In this chapter an attempt is made to review of literature related to Bilingual Education Program, language proficiency, educational sector development program, teacher development program (TDP), English language improvement program (ELIP). So far a considerable amount of studies have been conducted in the area of TDP. However, there have been few works on teachers' language proficiency. Almost none of these works have addressed the effectiveness of ELIP in second cycle primary schools. I have tried to review some of the related and relevant works to the study at hand here under. The studies conducted are student thesis at MA level in the department of Foreign Languages and Literature of Addis Ababa University, and studies by MOE itself.

2.1.1. Ahmed (2005) focuses on the attitudes of Key English Language Training Advisors and Groups (KELTAs), Key English Language Trainers (KELTs) and English Language Medium Teachers (ELTs) toward the ELIP. The analysis indicates that the KELTAs, the KELTs and fairly large number of ELTs are more positively inclined to the training program. As one goes down from the KELTAs to the ELTs, the quality of the training decreases, but the trainees have positive attitude toward their respective trainers, the training methodology and the practicality of the training though the class size is believed to be a difficult situation.

2.1.2. Hamid (2007) conducted review on the general information of the summer 2007 ELIP training in Tigray and Somali. The study focuses on strengths and weaknesses of ELIP. The result of the study mentioned several points of weaknesses and strengths, which includes the following:

A. Strengths:

The following points could be mentioned as strong sides of the training program

- REB communication with coordinator and trainers was thought timely.
- Adequate time for planning of event and preparation for training had been allowed.
- Training materials were available and in sufficient quantity.
- The training was participatory: trainees were observed working in small (4s) and large (8s) groups to exchange ideas and experiences later to be reflected in plenary.
- Evident work of trainees, such as posters, training ground rules + some 'active learning' slogans and picture stories could be seen on walls.
- Trainees confirmed that they learned useful ideas, teaching methods and classroom organization and management and motivating techniques.
- Trainers were observed helping trainees with problems and encouraging them to be actively involved in group discussion.
- It was very encouraging to let the deaf teachers be involved in the training program assigning them in one classroom to be assisted by a sign language interpreter.

Grouping the trainees in their respective grade levels in which they teach (i.e. grade 1-4, 5-8, 9-12) proved to be effective

B. Weaknesses:

- Not all trainees (who had taken phase1) came to phase 2 training.
- Except learners' book, the trainees faced shortage of stationery materials.
- The time (10 days) given to the training was very short.
- There were trainees who came for both ELIP training and summer courses at the same time.
- Many of the trainers were giving the training in a formal class way.
- Trainees were working in groups but individuals often dominated.
- Were no cassettes for listening activities.
- Not all trainees participated in group discussion because of shyness and low language competence.
- Some trainees did not wish to attend the whole training as it coincided with summer course programs.
- Session timeline was not maintained as planned; consequently, five hours training failed to be realised.
- Variable attendance and punctuality limited attention span of trainees, forcing training to take place only in morning sessions to allow trainees to rest during the heat of the day.
- The training was delivered without a break for reasons of efficiency. However, even that did not fulfil the requisite number of training hours.

Finally the researcher recommended that the training should consider some of the following points:

- Improve planning before hand to have everything needed.
- Give the course at suitable time-unlikely to clash with the trainees other commitments.
- Provide all materials for trainees.
- Provide all materials for trainers including tapes, large paper, markers, and cassettes/cassette player.
- Request Braille materials from MOE for visually impaired teachers & trainers.
- REB can request ELID for advice and technical support in setting up, monitoring and evaluating ELIP training.
- REB should arrange convenient time for ELIP training to avoid coincidence with other training activities, religious festivals or other events that may affect training quality, costs incurred, participant satisfaction etc.
- REB should ensure all necessary equipment, including
- Training centre coordinator should arrange discussions among the trainers in order to reflect their own learning experience in the training process.

- REB should consider arranging an experience sharing opportunity for KELTAs and KELTs. Novice trainers could learn a lot from their more experienced colleagues.

3. Hamid et.al (2007) More has also conducted a study about the training ELIP. The study was conducted through different regions and reveals some merits and challenges. First and foremost, ELIP has inspired positive attitude towards enhancing English language proficiency among teachers who participated in the programme. Secondly, the programme provided the teachers the opportunity to exercise with the language and to build up their confidence to communicate in the language. Again, the candidates who participated in the programme gained the opportunity to check their writing, reading, listening and speaking skills and developed some insights about what they should do to enhance their performance levels. During the training, the participants had the opportunity to discuss on and practice learner- centered instructions. However, like any programmer ELIP had faced problems both during and after the training. During the training, there were, for example, problems of arrangement, logistics and problems related to financial matters. There were also conditions where the number of candidates and shortage of training facilities reduced the quality of what the candidates gained from the programme. After the training, the programme failed to continue as expected due to lack of administrative follow up and structural adequacy that enables sustainable development of the programme.

From the finding and recommendation of the research it is possible to say that TDP program like ELIP are necessary in order to improve the quality of education in the country and making efforts with the current technological advancement. This could help to fill in the gap of English language proficiency of teachers, students and students' academic achievement.

The previous works focuses on the assessment of: attitude, strength, weaknesses and advantages of ELIP

Unlike the previous reviewed studies, this study tries to:

- Assess whether ELIP was effective or not.
- Evaluate the impact of ELIP on teachers and students' English language proficiency.
- Assess the impact of ELIP in students' academic achievements.
- Assess the contribution of ELIP to quality of Education.

2.2. Bilingual Education Program

Bilingualism is the situation in which two languages are significantly spoken in the society. This is attached to those who speak both languages and interaction in the society. It is a simple way of referring to the existence of two languages either in social interaction or individual speakers (Cummins 2006:62 and Oladejo 1993:92).

Bilingual Education usually indicates schooling which begins in the mother tongue and moves to another language to do better in the later years of education. Normally programs concerning such education are situated in developing countries where speakers of minority languages tend to be disadvantageous in the majority education system. Bilingual education emphasizes on the importance of children's world views in shaping his/her learning. It also provides the means to meet the communities and national aspirations (Cummins 2006:62 and Oladejo 1993:92).

2.2.1. Stages of bilingual Education

Bilingual education is considered to be children in the inclusion of a guided transition from learning through the mother tongue to learning through other language gradually, not in one glance. The following can focus on the planning and implementation of bilingual education.

The first stage is giving lesson entering in children home language. Starting from the time children attend school till they finish primary level they will be effective if they learn any subject using the first language. After they are successful in using their mother tongue fluently they should be introduce to second or foreign language which enables them understand their surrounding and the ethnic groups outside their society. Building oral fluency in second or foreign language, they may be moved to literacy stage to understand written ideas in the language. After these stages the students use all the languages, including their mother tongue for life-long learning (UNESCO 2004:24 and Lanza 1997:38).

2.2.2. Aims of Bilingual Education

According to (Hamers and Michel 1993:372) the aims of Bilingual Education are:

- Enabling people to communicate with the outside world.
- Providing people language skills which are marketable, aiding employment and status.
- Unifying a multilingual society, producing a multi-ethnic, multi tribal of multinational diverse state.

- Giving equal states in low two languages of unequal state in daily life.

2.2.3. Benefits of Bilingual Educations

There are various benefits to be obtained from using bilingual education among which the following are the ones which are observed.

- Bilingual learners accomplish better in tests of intelligence (IQ test) than monolinguals.
- Bilinguals' greater mental flexibility and are superior in abstract thinking and concept formation (Webb and Kembo, 2000:129-130).

In Ethiopia most of regions used English as a medium of instruction starting from grade seven. This implies that Ethiopian educational system follows bilingual education system. In first cycle primary schools level, most of regions used their mother tongue language as a medium of instruction and in the second cycle, the medium of instruction changed to English. (Gebre 2005:28).

2.2.4. Types of Bilingual Education Program

There are a number of classifications about Bilingual education programs among them the researcher has randomly select studies conducted by Hamers and Michel (1989:190) which they have classified bilingual education program into three:

- a) The first classification is based on intensity and it subsumes four types of bilingual program. These are *transitional bilingualism*, in which first language is used only to facilitate the transition to an unmarked

language; *Mono-literal bilingualism*, in which the school uses two language in all activities, but only one of the two languages is used to initiate the child into literacy skills; the other is *partial bi-literate bilingualism*, in which both languages are used orally and for writing, but academic subjects are divided in such a way that first language is used for so-called cultural subjects; that is, history, art, and folklore, and the last *bi-literate bilingualism*, in which all abilities are developed in the second languages for all domains.

- b) The second classification of bilingual education program is based on its goal. Under this classification there are three: *compensatory program*, in which the child is first schooled in his mother tongue in order to be better integrated into the mainstream education; *enrichment program*, morally designed the majority children, which aims at developing additive form of bilinguality; and the last type *group-maintenance program*, in which the language and culture of the minority child are presented and enhanced. The argument against these programs is that they lead to sociopolitical disruption while the programs are defended in ideological grounds of linguistics and cultural pluralism.
- c) The last classification of bilingual education program is based on status. Here, there is *bilingual of primary importance Vs language of secondary importance in education*; *home language Vs school language*; *major world language Vs minor language*; and *institutionalized Vs non-institutionalized language in the community*.

2.3. English language proficiency, as a predictor of academic achievements

English language plays a vital role of being the medium of instruction in Schools, which uses the language as a medium of instruction from primary to tertiary levels. Understanding the contents of learning materials affects students' academic attainment which largely depends on the level their language proficiency in English (David. F, 2009:2).

The relationship between students overall academic achievement in the content areas and their language proficiency has been examined by scholar, Dived. Dived, 2009:3 cited Butler and Castellon – Wellington (2000) compared students' performance in content areas to concurrent performance on a language proficiency test and found a correlation between the two. The language proficiency levels of English are discussed in the subsequent topic.

❖ English language Proficiency Level

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 5, bridging to the attainment of state academic content standards. The language proficiency levels delineate expected performance and describe what learners can do within each domain of the standards. Figure 1 illustrates the levels of language proficiency as stepping stones along the pathway to academic success. The figure continues the bridge from English language proficiency to meet state academic content standards (Lisboa R. 2004:4).

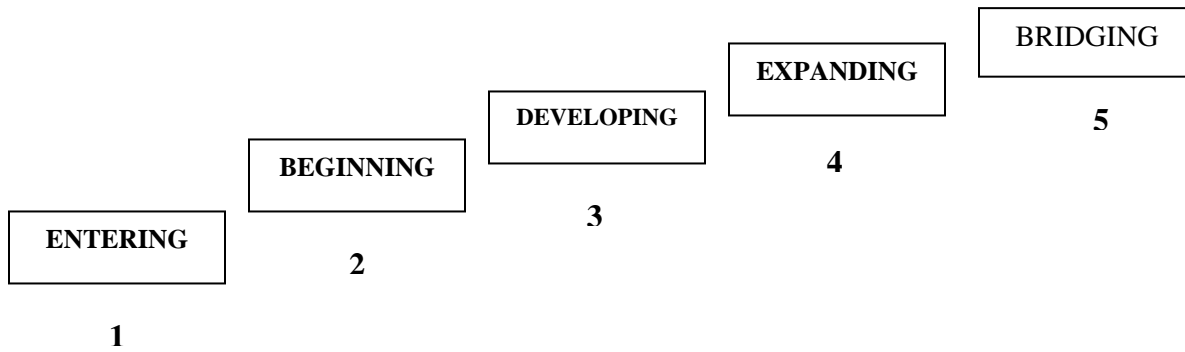


Figure 1: Proficiency Level

English language proficiency is related to the achievement of academic success so there is strong relationship between language skills and academic achievement (Lisboa.R.2004:4) as the relationships shown within the diagram.

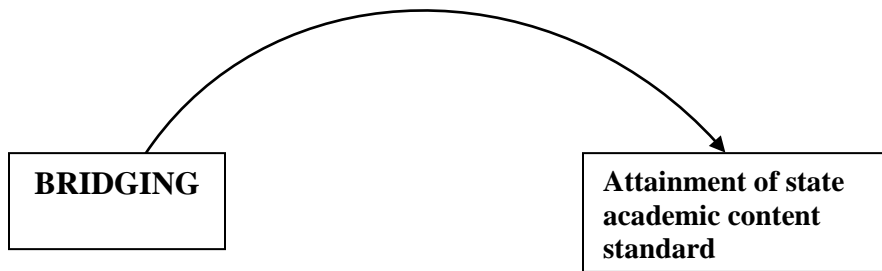


Figure 2: Proficiency and Academic achievement relationship

As presented in the diagram the ultimate goal of the state can be achieved as the level of proficiency goes from level 1 to 5.

The table below provides the performance definitions for the five language proficiency levels of the English language proficiency standards.

Table 1: Tables of Language Proficiency

<p>5- Bridging</p>	<ul style="list-style-type: none"> ❖ the technical language of the content areas; ❖ a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; ➤ Oral or written language approaching comparability to that of English proficient peers when presented with grade level material.
<p>4- Expanding</p>	<ul style="list-style-type: none"> ❖ Specific and some technical language of the content areas; ❖ a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; ➤ oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
<p>3- Developing</p>	<ul style="list-style-type: none"> ❖ General and some specific language of the content areas; ❖ expanded sentences in oral interaction or written paragraphs; ➤ oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
<p>2- Beginning</p>	<ul style="list-style-type: none"> ❖ General language related to the content areas; ❖ Phrases or short sentences; ➤ oral or written languages with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
<p>1- Entering</p>	<ul style="list-style-type: none"> ❖ Pictorial or graphic representation of the language of the content areas; ❖ Words, phrases, or chunks of language when presented with one-step commands, directions, ➤ WH-questions or statements with visual and graphic support

Source: Lisboa R. Language Proficiency Level, 2004:4

Each of the five English language proficiency standards encompasses four language domains: listening, speaking, reading, and writing. The language domains reflect the modality of the communication that is further delineated by the language proficiency levels and their model performance indicators. The definitions of the language domains are as follows:

Listening—process, understand, interpret, and evaluate spoken language in a variety of situations.

Speaking—engage in oral communication in a variety of situations for an array of purposes and audiences.

Reading—process, interpret and evaluate written language, symbols and text with understanding and fluency.

Writing—engages in written communication in a variety of forms for an array of purposes and audience (Lisboa R. 2004:6).

As stated above, English language proficiency has its own stages. Every learner using the English language as a second language or as a foreign language passes through each stage. The objective of ELIP was to improve the learners English languages proficiency and the final goal of the training was to bring learners at bridging stage.

2.4. The Ethiopian Education and Training Policy

The Education and Training Policy which was launched in 1994 focused on:

- ❖ expanding equitable access to primary and vocational education to meet the demands of the country and the economy;

- ❖ Restructuring the education system;
- ❖ Changing the curriculum to increase relevance of education to the communities, and
- ❖ Improving the quality of education throughout the country.

The Education and Training Policy targets the universalization of primary education. To realize the policy objective sets of three year Education Sector Development Programmes (ESDP I, II & III) were developed. ESDP I and II were completed. ESDP III is currently effective with the target of achievement of Universal Primary Education (UPE) by 2015 in accordance with Ethiopia's international commitment to the education for all (MOE, 2008:7).

One of the aims of educational training policy is to bring quality of education by increasing students' academic achievement in primary and secondary education. From several ways of improving quality of education, ELIP is one of the training to improving English language skills of teachers and students in relation to increasing students' academic achievements. The main objective of ELIP includes in educational and training policy.

2.5. Teacher Development Program (TDP)

Ethiopian Education system with the New Education and Training Policy and consecutive Education Sector Development Programs has made significant efforts to get access to improve the quality of education. Education is considered as a process, which intendeds to bring desirable change in the students' academic achievements. The improvement of quality of education is the result of the strength of all components of the curriculum development process, conceived as a contentious change & social sensitive process. In this

perspective the process should be considered as a controlled interrelation between all the learning opportunities; students, teachers, syllabus, teaching equipment and materials, learning environment and external conditions (Asmaru et. al.: 2006:2).

The problems in quality of education could be related to input factors like student-teacher ratio, student-text book ratio, teachers' qualification, etc. However, the most important factors that may be responsible to learning quality could relate to the way the teaching-learning process occurs, the extent to which teachers examine their own practice of teaching, how much school supervision is directed towards helping them improve instruction and making the learning process through communicative way of teaching. Accordingly, the quality of the teaching learning process can be improved by a multiple of interventions. Along with those input factors, teachers can be assisted to improve their practices through school based – collegial and collaborative supervision (Asmaru et. al.: 2006:4).

Teacher development program (TDP) helped teachers improve their subject – matter knowledge based on the content of the curriculum and the new teaching approaches that required teachers to engage students in the development of higher – order thinking skills as opposed to the rote memory learning of the previous curriculum. Another important goal of the program was to help teachers develop more positive attitudes, more cooperative approaches to their work at the school level, and strengthen professional identity. As a result of the program teachers were to know a range of active learning classroom approaches in various subject areas that were appropriate to the existing curriculums (UNESCO, 2004:77).

The main objectives of the teacher professional development component were to support teacher capacity to teach effectively according to the new active – learning – method that was introduced in 1994, using appropriate new student

– centered and problem-solving approaches. The program, based on provision of localized ongoing teacher professional development support, formed clusters of schools and a program of teacher learning that took place in the clusters (UNESCO, 2004: 71).

The major concern of TDP are to increasing the quality of education by using different strategies like giving training for teachers for the purpose of acquiring different techniques of teaching strategies, helping teachers to improve their subject matter knowledge and have further advantage in relation to education. So that ELIP has a direct link with teachers' development program.

2.6. English Language Improvement Program (ELIP)

English is the cornerstone in the development of Ethiopia's commerce, communication system, technology and education. As part of the Federal Government of Ethiopia initiative in enhancing the use of English throughout the country, the English Language Improvement Program was launched in 2002. The establishment of English Language Improvement Center in education institutions is the latest phase of the programs' aim to raise the level of English throughout Ethiopia (McLaughlin et al, 2006:1).

ELIP is a big national initiative that involved huge financial and logistics investment for training teachers, teacher trainers and trainers of trainers with the ultimate goal of creating teachers who use English proficiently and thus are able to support their learners. It was launched under the umbrella of Teacher Development Programme (TDP), which on its part is a component of the Education Sector Development Program (ESDP). The programme has been running by the English Language Improvement Department (ELID) of the MOE. The programme is supported by six bilateral development partners (the

governments of Belgium, Finland, Ireland, the Netherlands, Sweden and the United Kingdom) contributing to a pool fund (Ahmid, 2007:4).

Several parties were the key players in the program. Some of these are: Federal Ministry of Education of Ethiopia, the British Council (Pat McLaughlin, lead consultant), College of St. Mark and St. John, Plymouth, which provided the International Key English Language Training Advisories (IKELTAs). Lead metropolitan University jointly prepared the training materials with regional Educational Bureaus (REBs) and ELIP committee (Hamid et.al 2007:196).

The training was by International Key English Language Training Advisories (IKELTAs) who came from a UK University to train Ethiopian Key English Language Training Advisories (KELTAs) who were required to be highly proficient in English, ideologically they were supposed to be MA or PHD in TEFEL or related fields or post graduate or post experience training from various colleges, teacher trainings and high schools who were to train the Key English Teachers (KELTs). The KELTs were selected by regional educational bureaus (REBs) in each region. They were required to be BA holders who had been teaching English in high school at least for five years. In turn, they trained English language teachers (ELTs) and teachers of other subjects (Hamid et. al.: 2007:197).

ELIP follows a cascade model. At the most top of this model, there are International Key English language training Advisers (IKELTA) who offered modular training for Key English Language Training Advisers (KELTAs) at a post-graduate diploma level. On their part KELTAs train Key English Language Trainers (KELTs) who in their turn deliver training to the English language teachers (ELTs). Starting from the inception of the project in 2002, British Council facilitated a number of consultancy visits from the UK under the auspices of ELIP (Hamid et. al, 2007:12).

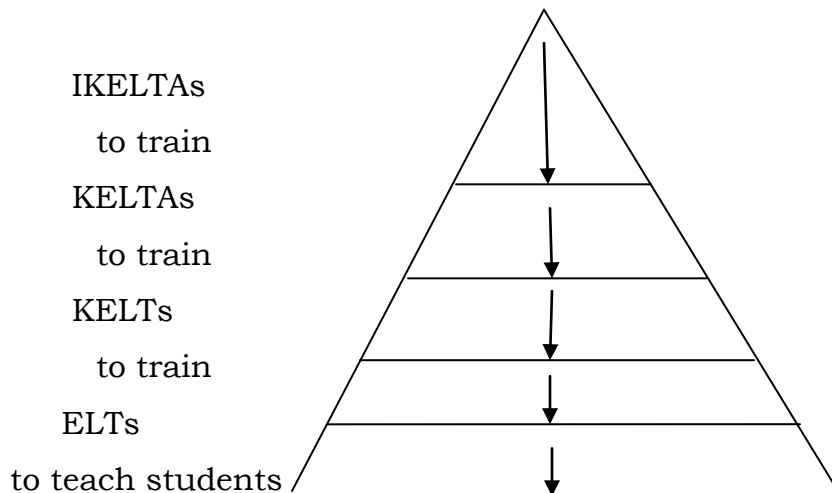


Figure 3: Cascade Model

The program was planned so that all first and second cycle primary schools and all secondary school teachers from both government and non- government schools English language teachers and other teachers using English as a medium of instruction have been trained (Ahmed et. al, 2007:12).

A major part of ELIPs work is with the country's Teacher Education institutes (TEIs) helping with the English Language improvement of their staff and students.

To date, ELIP has supported TEIs in a variety of ways. Listed below are some examples of ELIP activities:

- Run a 13-day trainer development course for TEI instruments.
- Held three National consultative Workshops for representative from the country's TEIs.
- Organized postgraduate KELTAs (Key English Language Advisor) training for instructors from the country's TEIs.

- Assisted 4 TEI instructors to attend programmes in the UK.
- Provided materials to every TEI in the country, including: multiple, class copies of ELIP materials (Instructors and learners books, hand books of primary teachers and hand books of secondary teachers set of training/methodology materials).

ELIP is currently working with the TEIs on a series of exciting and new initiatives including materials provision and staff development for academic staff. A key focus of its works, however, is helping institutions' develop their own institutional English language Improvement Center (ELICs) (McLaughlin et al, 2006: 3).

❖ **The General Purpose of the Training**

ELIP has its own goals and aims. The goal of ELIP is to develop the English language proficiency of teachers and students, to increase academic achievements of students and the teaching and learning methods used in primary and secondary schools. The program focuses on the provision of English language as a medium of instruction and as a subject.

The aims of ELIP are listed below:

- To use English for academic and specific purposes.
- To identify appropriate teaching methods and put in to practice in the classroom, encourage instructors to implement a reflective practice methodology. The focus of the program emphasized and modeled in teaching practice rather than on theory (McLaughlin et. al.: 2006:5).

❖ The Training Materials

The training guidelines are based on the premise which concerns that the teaching-learning process needs to be activity based, age related and relevant enough to provide materials to every teachers of the country. This includes: materials as booklets, module and training guidelines for primary and secondary teachers. These materials were designed to focus on the interest and professional concerns of teachers. The methodology was therefore learner centered and quite unlike the approach with which participants were familiar, teacher centered (McLaughlin et. al.: 2006:16).

Each trainee had received the training materials, ELIP was a 200 hour – training programme and has three consecutive phases, and these are:

Table 2: ELIP training materials

Phase	Training material	Duration
Face to face	Booklet 1 + Cassette 1	60 hours (5 hour per day for 12 days)
Distance	Booklet + 1 + Cassette +1 Booklet-1r2 +	80 hours (50 hours individual practice + 30 hours face to face)
Face to face	Cassett-3	60 hours (5 hours per day for 12 days)

Source: MoE, 2005

The training materials were interesting, enjoyable and clear. The booklets were also useful for personal and professional development. ELIP is currently working with the TEIs on a serious of exciting and new initiatives including materials provision and staff development for academic staff. A key focus of its work, however, is helping institutions develop their own institutional ELICs.

After the program all TEIs will receive grade 1 – 4 and 5 – 12 ELIP materials by 2006. These materials could be used in English Language Improvement Center (ELIC). The following institutions have already received face-to-face one, face-to-face two and distance learning and the hand book for grades 1-4 and 5-12

Haromay Univeristy, Jimma University, Jima College of Teachers Education, Nekemte CTCF, Metu TTI, Dehub University, Dilla CTC, Bonga TTC, Gambella TEHSC, Abi Adi CTC, Adwa Teachers Training Institute, Harar TTI, and Jijiga TTI (McLaughlin. et. al, 2006:16).

CHAPTER THREE: Research Methodology

3.1. Source of Data

The subjects of this study were second cycle primary schools in Kolfe Kernio Sub-City in Addis Ababa particularly grades seven and eight of Meserte-idget, Philipos and Selamber Schools. These are three of the 18 government primary schools accomplishing the teaching-learning processes in the sub-city. The three were selected randomly, and are considered as representatives of the whole schools. The study goes into assessing the effectiveness of the English Language Improvement Program (ELIP) regarding various subject teachers, including teachers of English as a subject and as a medium of instruction both who are trained in ELIP and who are not trained in ELIP. The targets of the study also include selected students of ELIP trained teachers and students of teachers not trained in ELIP.

Primary data were collected from teachers, students, and department heads using different instruments of data gathering. Secondary data were collected from relevant publications of the Ministry of Education, Websites and related works.

3.2. Population and sampling techniques

Samples and Sampling

As far as the selection of subjects of the study is concerned, purposive methods of sampling is used. Some subject teachers who have taken the ELIP training were selected and their language proficiency was compared with those who did not take the training. On the other hand, the same method was used for selecting students from grades 7 and 8 who are taught by ELIP trained teachers and by teachers who are not trained in ELIP. In the primary schools

under investigation, four subjects are given using English as a medium of instruction, and English language is offered as a subject in its own right. The researcher has selected four of them for this study, namely, English, Chemistry, Biology, and Social science.

As indicated above, focus was made on the three primary schools which were selected randomly. Selamber primary school has nine sections of grade 7 and eight sections of grade 8 of which five sections from each were selected by using the techniques of purposive sampling. The second school, Meserte Edget has four sections of grade 7 and four sections of grade 8. In this school the researcher has taken all of the sections as the source of data. The third school Philipos, contains two sections of grade 7 and one section of grade eight all of which were considered as the subjects of the research. Details of the research samples are illustrated in the following three tables. The sample respondent of teachers, students and department heads were selected randomly.

Table 3: Sample size of teachers

Course	SELAM BER				MESERT EDGET				PHILIPOS				Total
	Grade 7		Grade8		Grade 7		Grade 8		Grade 7		Grade 8		
	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	
English	2	1	1	2	2	2	1	-	1	-	1	-	13
Biology	2	2	1	1	1	-	1	1	1	-	1	1	12
Chemistry	1	1	1	2	2	2	1	2	-	1	-	1	14
Social Science	1	2	2	1	1	1	1	1	-	1		-	11
Total	23				19				8				50

Table 4: Sample size of students

	SELAMBER				MESERTEDGET				PHILIPOS				Total
	Grade 7		Grade8		Grade 7		Grade 8		Grade 7		Grade 8		
	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	ELIP train ed	Not ELIP train ed	
	11	14	10	7	8	10	9	9	8	9	6	3	104
Total	25		17		18		18		17		9		104

Table 5: Sample Size of Department Heads.

MESERTE EDGT		SELAM BER		PILIPOS	
<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 7</i>	<i>Grade 8</i>	<i>Grade 7</i>	<i>Grade 8</i>
1	2	2	1	1	1
Total = 8					

3.3. Instrument and procedures of data collection

The instruments used in this study were questionnaires for teachers and students, a semi-structured interview for department heads, and an observation into the teaching-learning process in classrooms.

3.3.1. The Questionnaires

Separated questionnaires have been prepared for students and teachers, both contained open-ended and closed-ended items. The teachers' questionnaires

were filled in by teachers who took ELIP training and by those who did not. The questionnaire for teachers was divided in to two sets. The first set intended to elicit information about language proficiency level of ELIP trained teachers and teachers who are not trained in ELIP. The second set of questionnaire which was intended to be distributed to teachers who didn't take the ELIP training consisted of items which entirely focused on their level of English language proficiency. There was an Amharic questionnaire for students which attempts to gather information about the evaluation of their teachers' English proficiency during teaching, about their own English skills, about how they understand the lessons through the medium of English and about their own academic achievements in subjects given by ELIP trained teachers and by teachers who are not trained in ELIP.

3.3.2. The Interview

Interviews were conducted with the department heads regarding questions related to the impact of ELIP on teachers' English language proficiency, on the effectiveness of student's learning in the medium of English and on students' academic achievements. The interviews also enabled the respondents to compare impacts of ELIP trained teachers against those who did not take the training.

3.3.3 Classroom observation

Observation of classrooms in action was used as another method. The observation was aimed to identify the teachers' language proficiency while they were teaching, to assess students' participation in class and their participation in asking and answering question in English and to ensure how they use the language confidently. The observation took place with two groups of teachers, classrooms of ELIP trained teachers and classrooms of teachers who were not

trained in the program. This was important to compare the proficiency levels of teachers and to get valid information about the impact of ELIP on teachers' language improvement, on students' language skills and on the academic achievement of students. It also played great role in having a clear picture of the actual interaction of students and teachers in using English.

3.4. Data analysis and Discussion

In the analysis of the data, both quantitative and qualitative methods were used. The quantitative data generated from the questionnaire, interview and observation were analyzed by using frequency counts and percentages.

An in depth personal discussion with the help of open ended interview guide was the major part of the qualitative study with department heads in addition to the observation that the researcher conducted in the classrooms. This helped to get data and information on the effectiveness of the ELIP training on teachers' proficiency, and quality of education.

The descriptive type of study was used to obtain information concerning the current status about the effectiveness of ELIP in second cycle primary schools and conclusions were drawn from the facts discovered. Since descriptive study is concerned with the development of generalizations and extending its conclusions beyond the samples observed, the researcher have found it to be appropriate for the analysis of the issue under investigation.

CHAPTER FOUR

4. Data Presentation and Discussion

This chapter deals with the major findings of the study based on the result from the questionnaire, observation and interview from teachers, department heads, and students in the three Kolfe-Keranio Second Cycle Primary Schools of grade 7 and grade 8. The issues are categorized into five sections; the first section deals with analysis of demographic characteristics of the sample respondents of the teachers; the second section compares the English proficiency of ELIP trained teachers to that of the teachers who are not trained in ELIP; the third tries to assess the effectiveness of ELIP in improving teachers' English language proficiency; the fourth section presents the effects of ELIP on the students' language proficiency and academic achievement; and finally the fifth section analyzes and discusses the results of the observation.

4.1. Demographic Characteristics of the Respondents.

The following discussion is made to describe the major demographic characteristics of the sample respondents of second cycle primary school teachers, their sex, academic qualification, and experiences. It also includes name of schools where the research was conducted, ELIP trained teachers' positions in the program, and the subjects taught by the sample teachers.

Table- 6: Demographic Characteristics of the Samples Respondents

Personal Data		Respondent	
		Frequency	Percentage
Name of School	Selamber	23	46
	Mesrte-edget	19	38
	Philipos	8	16
Total		50	100
Sex	Male	39	78
	Female	11	22
Total		50	100
Academic qualification	Certificate	–	–
	Diploma	50	100
	Degree	–	–
Experience	0-5	13	26
	6-10	5	10
	11-15	25	50
	16-above	7	14
Total		50	100
Position in ELIP	KELTS	–	–
	ELTS	24	48
	Non- ELIP	26	52
Total		50	100
Subjects of teachers	English	13	26
	Chemistry	14	28
	Social Studies	11	22
	Biology	12	24
Total		50	100

As it is indicated in the above table, among the total number of teachers in the second cycle primary schools of Kolfie-Keranio Selamber, Mesrte-edget, and

Philipos 46%, 38%, and 16% respondents respectively constituted both ELIP trained teachers and teachers who have not been trained in ELIP.

The table also describes the male to female composition of sample respondents. It reveals that 39(78%) of the respondents were male and that the rest 11(22%) were female.

The academic qualification of the respondents is shown in the same table as all the teachers are Diploma holders. And as it is clearly depicted in the table the proportion of experiences is 13(26%), 5(10%), 25(50%) and 7(14 %) for the year of service categories of 0-5, 6-10, 11-15 and 16 and above respectively. The majority of respondents are having the teaching experience ranging from 11 to 15 years which constitute 50% of the total respondents.

Among the six courses that were thought in English in each sample schools, the researcher has selected English, Chemistry, Social Science, and Biology. The researcher has selected randomly 26%, 28%, 22%, and 24% respectively of the teachers who taught these subjects.

4.2. Comparison of teachers' response about their English Proficiency.

This section presents the data analyses of teachers' responses on English language proficiency, academic achievements of students and students' language proficiency.

The researcher distributed questionnaires for a total of 30 ELIP trained teachers and 30 teachers who are not trained in ELLP. However, the number of responses collected from teachers who are ELIP trained was only 24 while the response from teachers who are not trained in ELIP was only 26. The

researcher categorized results of the teachers' responses on the questionnaires in the following manner.

4.2.1. Teachers' English ability in teaching subjects.

As indicated in table 7 below, item 1 aimed to gather information about teachers' ability to use English to offer instruction in the subjects. 7 of ELIP trained teachers rated themselves as "excellent" in using English to offer instruction while 10 and 7, of the respondent indicated that they are "very good" and "good" in offering instruction by using English respectively. The other group of the respondent teachers who are not trained in ELIP indicated that they offered instructions using English and all of the respondents rated themselves above "good". For instance, 5 of them showed as they are "excellent" in using the language to offer instruction in the class, at the same time the remaining respondents rated themselves as "very good", 9 and "good", 12 in offering the instructions using English language. The finding of the study indicates that teachers trained in ELIP and those who are not trained in ELIP claimed above good in using English to offer instruction in their subjects. However, when we see the percentage comparison for the question, ELIP trained teachers claimed as doing better than teachers who have not been trained in ELIP. On the other hand, as the result of the observation showed in (Table 16 of item 1), ELIP trained teachers English language ability to offer instruction is almost similar with those of the teachers who are not trained in ELIP. Even though the teachers rated their ability to offer instruction in English as good, the researcher, according to the observation concludes that teachers trained in ELIP show the same ability with those teachers who are not trained in ELIP. Therefore, it can be said that ELIP's impact on this regard is little.

The question in item 3 was about the ability of ELIP trained teachers and teachers who are not trained in ELIP to use English to introduce or state

objective of the lesson. Accordingly, out of the total respondents of ELIP trained teachers, 9 of them replied as they are “Excellent” in using English to introduce objectives of the lessons, 13, “very good”, and the remaining claimed that they are “good” to use the language. Whereas, among respondents who are not trained in ELIP, 9, 12, and 5 said they were “excellent”, “very good” and “good” in using English language to introduce the objectives of the lesson respectively. As shown in the data finding, the degree of using the English language effectively in introducing the objectives of the lesson are claimed by ELIP trained teachers is the same as that which is claimed by the teachers who are not trained in ELIP. The observation results (Table 16, item 1) support the result of the responses for item 3 of the questionnaire. On the other hand 6 of interviewees replied that the English language ability of most of the ELIP trained teachers to state objectives of the lesson is almost the same as that of the teachers who have not been trained in ELIP. Hence, it can be said that ELIP has contributed little for the increment of the teachers’ language proficiency.

Table 7: Teachers ability to use English in teaching subjects.

No.	Item	Response of teachers									
		ELIP trained teachers					Teachers who were not trained in ELIP				
		Excellent	Very good	Good	Poor	Very poor	Excellent	Very good	Good	Poor	Very poor
1.	Your ability to use English to offer instruction	7	10	7	-	-	5	9	12	-	-
3.	Your ability to use English to introduce/ state objective of the lesson	9	13	2	-	-	9	12	5	-	-

4.2.2. Teachers' ability to communicate in English.

Table 8 below contained items related to teacher's ability to communicate in English. This refers to the ability of teachers to use English language to ask questions and to respond to students' questions and to give feedback. Item 2 is aimed at getting information about the ability of ELIP trained teachers and teachers who are not trained in ELIP to use English to ask questions. In this regard, out of the total ELIP trained teachers, 12 responded "excellent", 10 "Very good", and the rest 2 "good". On the other hand, out the total 26 respondent of teachers who are not trained in ELIP trained replied 10, indicated that they are "excellent" in using the language for asking questions in the classroom. At the same time, 8 and 8 of the respondents replied that they are "very good" and "good" respectively to use English in asking questions in the classroom. According to the response of teachers trained in ELIP have better performance than teachers who are not trained in ELIP. The same question was asked to the interviewee respondents and more than half of the interviewed respondents replied that teachers of ELIP trained and not trained teachers have almost the same English language proficiency. However, the responses of students shows in Table 14 of item 2, that teachers who are not trained in ELIP have better performance to ask question in English than teachers' who are trained in ELIP. The researcher, too during her observation witnessed this fact. As per the result of the observation, teachers who are trained in ELIP performed less as compared to teachers who are not trained in ELIP. Hence, it can be said that ELIP has shown little or no impact on the teachers' proficiency in the language.

Item 5 in the same table below aims to get information about teachers' ability to use English to respond to students' question and to give them feedback. The data shows that out of the total ELIP trained teachers, 10, 9, and 5 replied "excellent", "very good" and "good" respectively. On the other hand, 10(38.46%)

of teachers who are not trained ELIP responded “excellent” and 8 “very good”, and the remaining responded “good”. The response of more than half of students who were taught by ELIP trained teachers indicated that their teachers English language ability to respond to their question was above “good”. The same rate of response was indicated by students of teachers who have not been trained in ELIP. As the researcher observed the teachers while conducting lectures in classrooms, ELIP trained teachers were better than teachers who are not trained in ELIP in responding to students’ questions and giving feedback to the students. Hence, according to the responses, the researcher can conclude that ELIP did bring a significant impact on the teachers’ language skills in this respect.

Table 8: Teachers response on the ability to communicate in English.

No	Item	Response of teachers									
		ELIP trained teachers					Teachers who were not trained in ELIP				
		Excellent	Very good	Good	Poor	Very poor	Excellent	Very good	Good	Poor	Very poor
2.	Your ability to use English to ask question.	12	10	2	-	-	10	8	8	-	-
5	Your ability to use English to respond to students question and to give feedback.	10	9	5	-	-	10	8	8	-	-

4.2.3. Teachers’ confidence in using English

The table below was intended to collect data about teacher’s confidence to communicating in English with other teachers. According to the data 3, 2, and 4 ELIP trained teachers answered “excellent”, “very good”, and “good”

respectively. However, more than half of the sample respondent, 11 and 4 indicated that they are “poor” and “very poor” in using English while they are communicating with other teachers. On the other hand, the same question was posed for teachers who have not been trained in ELIP and 4, 2 and 3 responded that they are “excellent”, “very good”, and “good” respectively. But the other 10 responded “poor” and 7 replied “very poor”. The same question was forwarded to students so that they can rate their teachers’ confidence and they have replied that the ELIP trained teachers showed better confidence in communicating using English. However, out of the total of 8 interviewees, 6 replied that most of ELIP trained teachers did not communicate in English with their peers. This is also the same with teachers who did not undergo the ELIP training. The finding of the observation (Table 16 of item 7) also supports this idea. Both teachers who are trained in ELIP and teachers who have not been trained in ELIP showed poor confidence in using English language in classroom. The data shown above which contains to the ELIP trained teachers’ confidence to communicate with other teacher is less compared to those of teachers who have not been trained in ELIP. It can be said that ELIP did not come up with a significant effect on teachers’ confidence to communicate in English.

Table 9: Teachers confidence in using English

No	Item	Response of teachers									
		ELIP trained teachers					Teachers who were not train ELIP				
		Excellent	Very good	Good	Poor	Very poor	Excellent	Very good	Good	Poor	Very poor
6	Your confidence to communicate in English with other teachers.	3	2	4	11	4	4	2	3	10	7

4.2.4. Teachers' English skills

In the table below, items 7 inquired the teachers' ability to read and understand materials written in English. The data shows that 3 of the ELIP trained respondents claimed to be "Excellent" while 9 and 12 claimed "Very good" and "good" respectively. On the other hand, 6 teachers who have not been trained in ELIP claimed "excellent" while 6 and 14 claimed "very good" and "good" to read and understand materials that are written in English. As the above finding shows, teachers who are not trained in ELIP are better as compared to the ELIP trained teachers with respect to reading and understanding of materials written in English. Hence, from this it can be said that ELIP has contributed little the teachers in developing their language skills in this aspect.

Item 8 of table 10 below raises a question about teachers' ability to understand students' questions. According to the data, 6 of the sample respondent of ELIP trained teachers responded "excellent" in their ability to understand their students' questions. 10 and 8 of them replied that they are "very good" and "good". On the other hand, out of the total teachers not trained in ELIP, 6, 7, and 12 said that they are "excellent", "very good" and "good" for item 8 question respectively. As it is indicated above, the ability of both ELIP trained teachers and teachers who have not been trained in ELIP to understand student's questions are on the average "very good". Even though the result of the questionnaire indicated as both group of the respondents have equal magnitude and no significant difference on understanding student's questions, the researcher observations showed that teachers who are trained in ELIP has shown better performance in this aspect (Table 16 of item 5). Hence, it can be said that ELIP showed a greater impact on the teachers' language skills in this regard.

Table 10: Teachers language skills

No	Item	Response of teachers									
		ELIP trained teachers					Teachers who were not train ELIP				
		Excellent	Very good	Good	Poor	Very poor	Excellent	Very good	Good	Poor	Very poor
7	Your ability to read and understand materials written in English.	3	9	12	-	-	6	6	14	-	-
8	Your ability to understand students questions	6	10	8	-	-	6	7	12	-	-

4.3 Comparison of Teachers' responses about their students' language proficiency and academic achievement.

Table 11 below describes teachers' responses in relation to students' language proficiency and their academic achievements. Item 10 focuses on teachers' responses on students' confidence when they use English to communicate in the classroom. The data shows that out of 24 ELIP trained teachers 2 replied "excellent", 5, "very good" and the rest 3 "good". Among the same group of respondents 4, 10, replied that their students were "poor" and "very poor", respectively. On the other hand among teachers who are not trained in ELIP, 4, 4, 2 respondents replied that students are "excellent", "very good" and "good" respectively, while 4 and 11 replied that students were "poor" and "very poor", respectively. As has been observed from the responses of both groups of teachers, there are certain students who have confidence in using English to communicate but the majority of them do have very poor confidence in doing so. For the same question included in the students' questionnaire, both sets of students claimed that they are confident to communicate in classrooms. However, the result of the observation (table 16, item 8) indicates that the majority of both sets of students, i.e., those students of ELIP trained teachers

and those students of teachers who have not been trained in ELIP have no confidence while asking questions and giving answers in class. This implies that ELIP did not contribute to the improvement of students' confidence in using the language.

Item 11 is aimed at getting information about Students' capacity to understand materials written in English. Among ELIP trained teachers 3 replied that their students are "excellent" in understanding materials written in English, while 4 and 6 of these respondents indicated that the students are "very good" and "good" respectively. Contrary to this 2 and 9 of these respondents said that students' understanding of materials written in English is "poor" and "very poor" respectively. On the other hand the teachers who are not trained in ELIP responded that 2, 3, 9 of the students are "excellent", "very good" and "good" in understanding materials written in English respectively; about half of this category of respondents 5 and 7 indicated that students have a problem in understanding materials written in English. The above information shows that the majority of those students that are taught by ELIP trained teachers are able to understand English written materials whereas the students, in the same group has the problem in understanding the materials. Equal proportions of students that are taught by teachers who have not been trained in ELIP have the ability to understand materials written in English as indicated by the sample respondents. Even though almost equal numbers of the sample primary schools students are facing the difficulty in understanding materials written in English, the percentage proportion of the response indicates that majority of the students of teachers who are trained in ELIP have better ability to understand those materials that are written in English relatively from students of teachers who are not trained in ELIP. The responses of students of ELIP trained teachers to this question were different from their teachers. They have indicated that they are poor in understanding materials written in English. The observation result (Table 16 of item 4) witnessed that when students were asked by their teachers to read and explain what they have

understood from their reading, it was difficult to do so for the students. This was true for both groups of students. Hence, from this the researcher inferred that the training of ELIP showed no contribution towards improving the students reading and understanding ability.

Item 12 aims at assessing the effectiveness of ELIP in improving students' academic achievements. According to the data, the responses of 1, 3, 7 ELIP trained teachers is "excellent", "very good" and "good" in regard to students academic achievements respectively; whereas the response of the rest indicated that the achievement is 8 and 4, "Poor" and "very poor" respectively. The teachers who are not trained in ELIP 3 said that their students are "excellent" in the academic achievements, while 6 responded "very good", and 7 indicated "good". The rest of the teachers who are not trained in ELIP replied that the students are 6 and 4, "poor" and "very poor" in their academic performance. From the sample response it can be inferred that certain students according to response from both groups of teachers showed "poor" academic achievement even if there are some students that are rated by their teachers as "very good" and "good" in having better academic achievement. Like the ELIP trained teachers' students, a considerable number of students were reported by their teachers who are not trained in ELIP that they are "poor" in regard to their academic performance. The department heads while interviewed, by referring and showing the documents to the researcher, indicated that performances of both sets of students are poor. According to the data, it can be concluded that ELIP did not enable the enhancement of academic achievement.

Item 13 is concerned with data about students' confidence when they communicate in English with their friends. The data shows that 2 of ELIP trained teachers observed that their students are "excellent" and "very good" in having confidence in communicating with their friends in English, and 4 of them responded as their students are "good" with respect to their confidence. On the other hand, 10 and 6 of the same group of respondents indicated that

their students have “poor” and “very poor” confidence to communicate in English with other students respectively. 2, 3, and 5 teachers who are not trained in ELIP reported that the confidence of their students in using English is “excellent”, “very good”, and “good” respectively, whereas the rest 12 and 4 said they have observed their students having “poor” and “very poor” confidence in using the language while they are communicating with other students. Accordingly, more than half of the ELIP trained respondents and the teachers who have not been trained in it have showed that most students have no confidence to communicate in English with other students even though students claimed to be better in communicating with their friends. Since they are taught by ELIP trained teachers, ELIP ought to have helped the students in developing their language skill along with confidence development. However, ELIP did not contribute for the students’ language skills in this respect.

Table 11: Teachers’ response on students’ language proficiency and their academic achievement.

No	Item	Response of teachers									
		ELIP trained teachers					Teachers who were not trained in ELIP				
		Excellent	Very good	Good	Poor	Very poor	Excellent	Very good	Good	Poor	Very poor
10	Students’ confidence when they use English in the classroom.	2	5	3	4	10	4	4	3	4	11
11	Students’ capacity to understand written materials in English.	3	4	6	2	9	2	3	9	5	7
12	Students’ academic achievement in your subject.	1	3	8	8	4	3	6	7	6	4
13	Students’ confidence when they communicate with their friends.	2	2	4	10	6	2	3	5	12	4

4.4. ELIP Trained Teachers' Rating of the Effectiveness of ELIP

This section analyses the responses of only the teachers who have undergone the ELIP training. The focus of this part is to analyze the impact of the training on teachers' language proficiency on the quality of education, and on students English language proficiency and their academic achievement.

4.4.1. ELIP Trained Teachers' Rating of Their Own English proficiency.

This section tries to assess ELIP's impact on the trained teachers' language proficiency based on the questions listed in the table below.

As indicated in the table below, item 1 tries to assess the extent to which the objectives and goals of the training have been achieved in their schools. To this question, Only 4, of the respondents believed that ELIP objectives and goals have been achieved in their schools. However, the majority of the respondents, 15, "strongly disagreed" that the objectives of ELIP have been achieved in their schools. On the open ended part of the questionnaire the same groups of respondents have tried to reason out the factors that prohibited the achievement of the objectives and goals of ELIP. The inconvenient circumstances in their school is the major factor as they indicated, like the large classroom size and the unavailability of supporting materials for teachers and students for language proficiency. This idea was supported by the interviewed department heads. For example 4 of them replied that the objectives of ELIP were not achieved for they witnessed the same justification as teachers did.

Item 2 represents data about whether ELIP was strong enough to develop teachers' English language proficiency. Accordingly, the majority of the ELIP

trained teachers, 11, “disagreed” that the ELIP course was not strong enough to develop their language skills while 5 of the respondents “strongly agreed”, 4 of the respondents “strongly disagreed”. As indicated above, even though there were teachers who agreed with the sufficiency of the duration of the ELIP training, more than half of the respondents “disagreed” about the sufficiency of the program to improve their English language skills.

Item 3 below aimed to inquire whether the training materials were relevant to improve teachers English language need. 10 and 6 of the respondents “strongly agreed” and “agreed” that the training materials were relevant to improve their language needs respectively, whereas 5 and 3 of them replied that they “disagree” and “strongly disagree” about the relevance of the training material for the improvement of their language need respectively. With regard to this data the majority of the respondents have shown their agreement that the training materials were relevant to enhance their language needs. Some of the department heads 3, during the interview replied that they have tried to review the materials in which the ELIP trained teachers were trained and they agreed that the materials are very useful in helping to develop the language skills of teachers. Hence, it can be concluded that the training materials contain relevant information that can help its users towards for the improvement of their language skills.

Table 12: Impact of ELIP on trained teachers’ language proficiency

No	Proficiency Item	ELIP trained teachers				
		Strongly agree	Agree	disagree	Strongly disagree	No response
1	Objectives and goals of ELIP has been achieved in our school	-	4	5	15	-
2.	The course is long enough to develop their Language skills.	5	4	11	4	-
3.	The training materials are relevant to improve my English language need.	10	6	5	3	-

4.4.2. ELIP Trained Teachers' Rating of the Impact of ELIP toward the quality of education

Out of 24 of ELIP trained teachers who responded to the open ended questionnaire, 13 replied that the training was very helpful to use English for their instructional activities and it helped them for the improvement of their language skills. Moreover, they claimed that the training helped them to encourage students to communicate in English; however, classroom observation showed that most of the students did not answer in English while they were asked. This argument is supported by the findings that were discussed in Table 15 of item 2 below, where the teachers rated their students' proficiency in using the language to communicate in the classroom.

11 respondents answered that the training was important in enhancing their language skills but it is difficult to implement in the teaching - learning process of their schools. And they have pointed out the reasons for such difficulty, such as, shortage of materials that can help for the enhancement of teachers and students language proficiency, the large class size are considered be the major problem and it is not convenient to address all the students in 50 minutes time. In addition, no language clubs were established in the schools to help the students in developing their language skills.

4.4.3. ELIP Trained Teachers' Rating of the impact of ELIP on Students' academic achievement.

The table below tries to show the impact of ELIP on students' academic achievements as measured by their teachers. It is aimed to reveal whether ELIP has allowed the development of the academic achievement of students. Out of 24 respondents, the majority 12 have "disagreed" that ELIP has resulted in the development of students' academic performance, while only 5 responded that

they “strongly agreed” that there is a greater impact on the student’s academic achievement. The data collected from the questionnaire indicated that ELIP has made little impact on students’ academic achievement. Regarding this question, an interview carried out with department heads also has revealed that half of them 4 have reported that it is difficult to say that the training has brought improvement on students’ academic achievement since majority of the students showed poor performance. Of course there were department heads that replied as there was insignificant number of students that has shown better performance on their academic achievement. Hence, in this regard ELIP has not show significant improvement on students’ academic performance.

Table 13: Teacher’s response on students’ academic achievement.

No	Proficiency Item	Response				
		Strongly Agree	Agree	Disagree	Strongly disagree	No response
4	The academic achievement of students on my course has been changed after I took ELIP.	5	3	12	4	-

4.5. Students’ Rating of the English proficiency of their own and of their teachers’.

This section deals with the questionnaires that were collected from 52 students that were taught by ELIP trained teachers even though the researcher distributed the questionnaire for 60 students. To cross check the response of these students, the same questionnaires were distributed for 60 students that were taught by teachers who have not been trained; however, only 56 of them were collected. The results of the students’ response on the questionnaires are categorized in the following manner by the researcher.

4.5.1. Students’ Rating of their Teachers’ English proficiency

As indicated in the table below, item 1 is concerned with students’ rating of the language proficiency of their teachers with respect to explaining their idea in

English in classroom. Out of the total respondent who are taught by ELIP trained teachers, 17 responded as their teachers are “excellent” in explaining their ideas using English, and 12 and 10 agreed that their teachers are “very good” and “good” The remaining students indicated that their teachers are poor in explaining their ideas by using the language. 14 of the other group of respondent who are taught by teachers who have not been trained in ELIP evaluated their teachers ability in explaining their ideas in English as “excellent”, 10, “very good”, and 12, “good” whereas the remaining 15 respondents evaluated their teachers “poor”, and 5, “very poor” in explaining their ideas in English. According to the above data the majority of the respondent students indicated that both the ELIP trained teachers and those that are not trained in ELIP are able to explain their idea in English. But when we see the comparison, claims of teachers who are trained in ELIP show that they are doing better in this regard. This statement was supported by the teachers when they rated themselves in this aspect and by the researcher when observing in classrooms. This shows that ELIP did show impact on teachers’ ability with respect to explaining their ideas in the classrooms in English while they are teaching.

Item 2 of the same table aimed to gather data about teachers’ ability to ask questions using English. The majority of the students said that ELIP trained teachers have ability to ask questions. Only 9 of the respondents replied that their teachers are “poor” in using English for asking questions. For the same question the students indicated that those teachers who are not trained in ELIP are above “good” in using English for asking questions. No teachers who are not trained in ELIP are rated below good by any of their students. As it can be shown from the students’ responses, teachers who are not trained in ELIP have better ability to use the language in asking questions to students as compared to that of ELIP trained teachers. The fact that teachers who are not trained in ELIP are better than that of teachers trained in ELIP has been

witnessed by the researcher while observing classes. Hence, it can be said that ELIP has contributed little to the teachers' proficiency in this respect.

Item 3, assesses the state of teachers' responses to students' questions in English. Only 5 students replied that their teachers are "poor" in responding to their questions in English, whereas the majority of the students said that their ELIP trained teachers are capable of responding to all their questions in English. Relatively the same rates of responses were given by the students towards the responding ability of those teachers who are not trained in ELIP. As indicated below, both ELIP trained and the teachers who are not trained in it respond to their students' questions in English and give positive feedback. The teacher response analyzed above (section 4.2.2.) reveal that those teachers who have undergone though ELIP training performs better than teachers who have not been in the training. The researcher's observation supported that teachers who are trained in ELIP perform better than that of teachers who have not been in the training. This indicates that in addition to responding to students' questions, teachers' encouragement of the students to use the language in communication will in turn create an improvement on students' language proficiency. According to the data finding, it can be concluded that again ELIP has contributed for the improvement of the teachers' language proficiency as compared to teachers who are not trained in ELIP in this regard.

Item 4 of the same table indicates the students' response on the confidence of their teachers in using English while teaching in classroom. As it can be shown in the table below, in regard to trained teachers 17, 16, 9 of the respondents replied as "excellent", "very good" and "good" respectively. However, the 6, and 4 of this group of respondents replied that they are "poor" and "very poor" on the confidence of their teachers. On the other hand, 13, 23, 7 respondent showed that teachers who are not trained in ELIP have "excellent", "very good" and "good" confidence in using the language in class respectively, whereas 10, 3 of the respondents saw "poor" and "very poor" confidence on their teachers

using the language, respectively. Although both ELIP trained teachers and teachers who are not trained in it showed confidence in communicating using English, a significant number of the respondents indicated that the ELIP trained teachers have greater confidence in using the English language in the class as compared to the teachers who have not been trained in it; However, as far as the data in section 4.2.3. above indicated, both groups of teachers have no confidence in using the language be it in class or in communicating with their colleagues. This was also observed by the researcher and indicated in table 13 of item 7. This implies that ELIP has contributed little in building the teachers language proficiency skills in this respect.

Table 14: Students response on their teachers' language proficiency

No	Item	Response of students									
		Of ELIP trained teachers					Of teachers not trained in ELIP				
		Excel lent	Very good	Good	Poor	Very poor	Excel lent	Very good	Good	Poor	Very poor
1	Teachers explain their idea in English.	17	12	10	10	3	14	10	12	15	5
2	Teachers asking questions using in English.	22	11	10	9	-	14	26	16	-	-
3	Teachers respond to our question in English and give positive feedback	23	15	9	5	-	24	13	12	6	-
4	Teachers have confidence to communicate in English.	17	16	9	6	4	13	23	7	10	3

4.5.2. Students' Rating of their own English language skills

The table below deals with data about items related to English language proficiency and academic achievement of the students. It also helps to assess the impact of ELIP in improving the quality of education.

Item 1 contains claims of the respondent students who are taught by ELIP trained teachers about their own ability in asking questions in English in class. Out of the total respondents 9, 11, and 12 replied that they are “excellent”, “very good” and “good” in using the language in class to ask questions, respectively, whereas, 19 and 1 said that they are “poor” and “very poor”, respectively. 10, 12 and 17 of the other group of respondent who are taught by teachers who have not been trained in ELIP claimed that they are “excellent”, “very good”, and “good”, respectively in using the language for asking question in class. The rest of these set of respondents have a problem in using the language to ask questions. The finding indicates that the students who are taught by the ELIP trained teachers rate themselves as they are better in using the English language for asking questions. Of course there are students who are poor in using the language for asking questions in classroom. Ability of students of ELIP trained teachers in asking questions in classroom using English is relatively low compared to the ability of teachers not trained in ELIP. This implies that students taught by ELIP trained teachers are not performing better. This was also assured by both the teachers’ response in the questionnaire and researcher’s observation. So in this regard ELIP has contributed less.

Item 2 is aimed at gathering data about students’ ability to respond to questions in English. For this question, 20 of those students of ELIP trained teachers showed that they are poor in answering to the questions asked by their teachers whereas the rest who were taught by ELIP trained teachers claimed above “good” in answering for the questions. The other group of respondents who were taught by teachers who have not been trained in ELIP indicated that they are above “good” in answering the questions for their teachers with 18 of students claimed to be “poor” in answering questions when they are asked. The result shows that respondents’ ability of using English language for answering question of both groups are approximately the same. This indicates that students of ELIP trained teachers did not show any better

performance as compared to those of the students of teachers who have not been trained in ELIP. This was also witnessed by the researcher during the observation. Hence, it can be said that, ELIP did not show its impact on the students' language skill in this respect.

Item 3 deals with the degree of students' ability to understand materials that are written in English language. Accordingly, out of 52 students taught by ELIP trained teachers, 12 replied that they are "excellent", for the item indicated, while 7 and 16 indicated that they are "very good" and "good" in understanding those materials that are written in English language respectively. The remaining respondents from this group have a problem of understanding those materials. The other group of respondents (students taught by teachers who have not been trained in ELIP) evaluated their language skill in understanding the materials written in English language above "good" whereas only 20 of them showed that they are "poor" in understanding such materials. This shows that both groups of respondents have better understanding of materials that are written in English language. Students of those teachers who have not been trained in ELIP are better in having less problems as compared to those students of teachers who are trained in ELIP in understanding materials that are written in English. This is also indicated by the researcher during observation. Students were tensioned to understand what they have read when their teachers asked them to do so. This shows that, ELIP has contributed little towards the improvement of students' language skill in this aspect.

Item 4 is aimed at getting data about students' ability to communicate in English with their friends. 6, 11, and 13 of the students of ELIP trained teachers' replied that they are "excellent", "very good" and "good" in communicating with their friends using English language respectively, whereas the remaining 20 and 2 responded that they are "poor" and "very poor" in using English language while they are communicating with their friends respectively. On the other hand, out of 52 respondents, who were students of teachers who

have not been trained in ELIP, 8 replied that they are “excellent” to use the English language when communicating with their friends, 9 and 15 claimed to be “very good” and “good” in using the language, respectively. However, there are also students from this group that responded that they have problems in using English when communicating with their friends. As the finding indicates, there were students from both groups of respondents who are capable of communicating in English with their friends even if there were students having a problem in doing so. All of the interviewed department heads agreed that the majority of the students, either of ELIP trained or not trained teachers have a problem of using English to communicating with their friends. This shows that ELIP has contributed little for the development of the language proficiency of the students.

Item 5 attempts to get data about students’ academic achievements on the subjects that are taught in English language. 10, 9 and 12 of the respondents that are taught by ELIP trained teachers responded that their academic performance on the subjects taught in English language are “excellent”, “very good” and “good” respectively, and the rest replied as their performances are “poor” in those subjects. Whereas the result of respondents who were taught by teachers who are not trained in ELIP showed that, 10, 8, and 10 their performance in the subjects taught in English were “excellent”, “very good”, and “good”, respectively while the rest of these respondents replied that they were having “poor” academic achievements on those subjects. When the results are compared, the majority of both group of respondents showed academic performance above “good”. However, the degree of those students’ academic achievement below “good” with the students of ELIP trained teachers’ group are less than that of students group of teachers who are not ELIP trained. However, the teachers’ response that was discussed above in figure 8 indicates that the students’ show generally “poor” academic achievement. This idea was supported by the information which was gathered from the department heads through interview. The department heads agreed that the students’

performance was generally below average. Even though students rated themselves as having good academic achievements on those subjects that have been taught in English, the response of the teachers and department heads clearly inferred that those students have poor academic achievement in the subjects that have been thought in English. This shows that, ELIP has not helped improving the students' academic achievements.

Item 6 asked questions related to students' ability in understanding the teachers' instructions in class. 11, 14, and 10 the students of ELIP trained teachers' replied that they are "excellent", "very good" and "good" in understanding their teachers when they taught them in the classroom respectively, whereas, 14 and 3 responded that they are "poor" and "very poor", respectively in this regard. The other group of respondents, i.e., students of teachers who have not been trained in ELIP gave approximately the same amount of response in regard to this question 13, 11, and 12 were "excellent", "very good", and "good", respectively). The remaining of this later group of respondents showed that they have a problem of understanding what their teachers teaches in the class. This show that both groups of students, i.e., those students who were taught by the ELIP trained teachers and those who were taught by teachers' who have not been trained in ELIP have approximately the same level of understanding of what their teachers present in the classrooms. Hence, it can be said that students of ELIP trained teachers did not show any better performance in understanding what the teachers taught in the classroom compared to that of the students of those teachers who have not been trained in ELIP.

Table 15: Students' response towards their language skills

No	Item	Response of students									
		Of ELIP trained of teachers					Of teachers not trained in ELIP				
		Excellent	Very good	Good	Poor	Very poor	Excellent	Very good	Good	Poor	Very poor
1.	Your ability to respond question in English.	9	11	12	19	1	10	12	17	11	6
2.	Your ability to reply to questions in English.	8	11	13	20	-	16	11	11	18	-
3.	Your understanding of materials written in English.	12	7	16	17	-	16	5	15	20	-
4.	Your ability to communicate with your friends.	6	11	13	20	2	8	9	15	18	6
5.	Your academic results in subjects given in English.	10	9	12	16	5	10	8	10	18	8
6	Your ability to understand what the teacher says.	11	14	10	14	3	13	11	12	10	8

4.6. Analysis and discussion based on the result of Observation.

As it is indicated in Tables 16 below, this section tries to cross check the response of the respondents to the questionnaire through classroom observation. 10 teachers (i.e., 5 teachers each) of second cycle primary schools from those that have gone under ELIP training and those that have not, were observed while they were teaching. The major aim of the observation was to witness the English Language proficiency of both the teachers and of the students in actual practice.

The 10 teachers whose classes were observed include teachers of the subjects using English as a medium of instruction and teachers of English as a subject. The subjects were selected randomly. The results of the observation are analyzed as follows.

Table 16: Observation Data of Primary School

No	Item	Observation Frequency									
		ELIP trained					Non- Trained				
		Excellent	Very good	Good	Poor	Very poor	Excellent	Very good	Good	Poor	Very poor
1	Teacher's ability to use English to introduce/state objective of the lesson	-	1	3	1	-	-	1	3	1	-
2.	Teacher's ability to use English to clarify ideas/points or to illustrate and make content clear and relevant.	-	3	1	1	-	-	1	2	2	-
3	Student's participation in using English to ask and answering question.	-	1	4	-	-	2	2	1	-	-
4	Student ability to communicate with teacher with each other, & with educational materials.	-	1	1	3	-	1	1	3	-	-
5	Teacher's ability to use English to respond to students question and to give feedback.	-	2	3	-	-	-	1	4	-	-
6	Teachers' ability to conclude and summarize the main point of the lesson.	1	-	3	2	-	-	-	4	1	-
7	Teachers' confidence using English.	-	-	3	2	-	-	-	3	2	-
8	Students confidence in using English	-	-	1	4	-	-	-	-	4	1

¹ The teachers' performances in class were rated as "excellent", "very good", "good", "poor" and "very poor". This rating may be interpreted as follows:

Excellent = the teacher has high proficiency in the language; **Very good** = the teacher has high proficiency in the language with infrequent problems; **good** = the teacher has some problems in the use of language and exhibits such problems while using the language to carry out instructional activities; **Poor** = the teacher's language is below the standard one expects a school English or subject teacher to have; **Very poor** = the teacher needs more serious training and practice in English to be able to teach effectively.

The result of the observation in the table above shows that the language proficiency of both teachers who are trained in ELIP and teachers who are not trained in ELIP were approximately the same with regard to the ability of teachers to use English to introduce/state objective of the lesson using the English language as a medium of instruction in the classroom. For example, 3 of the same group were above good in using the language. However, in this observation there were teachers from both groups who showed “poor” performance in using the language. In this regard, most of the department heads agreed during the interview that they did not observe the impact of the ELIP on the teachers’ in regard to their language proficiency. They have supported this idea by saying that most of those teachers who have undergone the ELIP training lack confidence while they were communicating with their students in the classrooms and even with their colleague in the school as this are true with those teachers who did not take the training. To conclude, the language performance of the observed teachers showed the same level of proficiency in using English as a medium of instruction in the classroom. Moreover, similar problems are observed in the language proficiency both groups of primary teachers.

Even though the finding in section 4.2.1. above indicates that teachers who are trained in ELIP have the same level of use of English to offer instruction in their respective subjects and to introduce the objectives of this lessons with teachers who are not trained in ELIP, the researcher tried to observe the teachers’ language proficiency with respect to the teacher’s ability to use English to clarify ideas or to illustrate and make content clear and relevant. The usage of ELIP trained teachers was better than that of teachers who are not trained in ELIP. For example, according to the results of the observation checklist, there were 3 teachers who are trained in ELIP that were “very good” in using the language in the classrooms. The data findings indicated in Table 7 above also supports the observation. This shows that, they have exhibited

better performance while using the language to clarify ideas or to illustrate and make content clear and relevant.

The researcher has observed the student's participation in the classrooms during the teaching learning processes, particularly in reference to their usage of English language to ask and answer questions. Out of the total of 5 classrooms observed by the researcher, on 4 of the cases the students of ELIP trained teachers showed good participation in using the English language to ask and answer questions. Even though 2 of the total classrooms where students who were taught by teachers who have not been trained in ELIP were observed to be excellent in participation, there were students that were observed to have poor participation in the classroom in using the English language to ask and answer questions.

Concerning the item 4 indicated in the observation checklist table above, 3 of the student's in the ELIP trained teachers classrooms were observed to have a problem in communicating with their teachers and with each other, and in their understanding ability of educational materials that are written in English. Even though the majority of the students rated themselves as performing better in this regard, it was observed that there are problems with using and understanding English language. The same observation result was witnessed on students of teachers who have not been trained in ELIP.

Teacher's ability to use English to respond to students question and to give feedback was observed in both classrooms of ELIP trained teachers and teachers who are not trained in ELIP. Accordingly, the observation exhibited that the teachers who are trained in ELIP were better than that of the teachers who are not trained. For example, 2 of ELIP trained teachers were "very good" in using the English language in the classroom to respond to questions raised from students and to give a positive feedback. This finding is supported by

ELIP trained teachers while they were rating themselves for the question asked in table 8 of item 5 approximately with the same result of the observation.

Teachers' ability to conclude and summarize the main points of the lesson was observed to be less compared to that of the teachers who are not trained in ELIP. For example, 4 of the teachers are rated to be above average whereas 3 of the ELIP trained teachers are rated to be above average, which is less than that of the teachers who are not trained in ELIP. Here again, even though the majority of ELIP trained teachers rated themselves as they were above "good", it is observed by the researcher that they have poor performance in this regard.

Generally, the teachers' confidence in using English language and their language proficiency was observed and it was exhibited that, even though ELIP trained teachers have completed the ELIP training, they still have problems in the use of English language for their instructional activities and they manifest such problems while using the language to teach their subjects or while they are teaching the language itself.

The students' confidence in using English language was observed to be poor in both groups of ELIP trained teachers and teachers who are not trained in ELIP classrooms. The researcher identified that students' confidence to ask and answer questions and in general to use the language was poor.

Generally, the observation results showed that students of teachers who are trained in ELIP and who have not been trained in ELIP have poor language usage while they were responding to the questions asked by their teachers orally and in written form. Some examples that illustrate the problems are given below.

I. Morphological Problems

The exercise books of the majority of the students witnessed that they have problems in writing English affixes at their appropriate places. For example, as the researcher observed, some students' used only the -ed form in all verbs as markers of the past tense.

Eg. Sleeped instead of slept.

Comed instead of came.

Maked instead of made.

II. Syntactic Errors

The majority of students have problems of constructing grammatically correct sentences. They do not follow the subject – verb argument rule. For example,

He have a book instead of He has a book.

I am finished instead of I have finished.

We are plays football instead of we are playing football.

III. Spelling Errors

The researcher has collected exercise books from students of both ELIP trained teachers and of teachers who have not been trained. The researcher has observed that the exercise books of most of the students have a large numbers of errors in spelling English words.

For example,

speek instead of speak.

Where instead of were.

There instead of their

Excrices instead of exercises.

On the other hand, the researcher observes that teachers have problem in using the English language while they are teaching in class. They infrequently used English since Amharic is the language used by both groups of teachers who are trained in ELIP and teachers who have not been trained in ELIP.

CHAPTER FIVE

Summary, Conclusions and Recommendation

5.1. Summary

ELIP was a big national program. The training was given in 2002, with funding from international donors. The main objectives of the program were to improve English language skills of both English language teachers and teachers of other subject who use English as a medium of instruction. The ultimate purpose of the training was to increase students' English language ability and academic achievement by upgrading teachers' proficiency as well as improving the quality of education.

The training was given for primary and secondary school teachers throughout the country. It has three phases, the first phase was face to face training and it needed 60 hours to complete the training. The second phase was distance training which contained self-reading and it needed 80 hours to complete the training and the last training was face to face which took 60 more hours of training.

The research targets three primary schools of Kolfe-Keranio, namely, Selamber, Mesert-edget and Philipos. The major purpose of this study was to assess the effectiveness of ELIP with particular focus on its impact on the quality of education. Answers to the following basic questions were sought while conducting this study.

- Has ELIP improved teachers English language proficiency?

- What are the positive and negative effects of the program on the teaching-learning processes?
- Does ELIP improve students English language proficiency and academic achievements?

To get valid and comprehensive data the researcher used different data gathering tools like questionnaire for students and teachers, observation and interviews.

In order to assess the effectiveness of the training the researcher compared proficiency of teachers who have undergone the ELIP training and of those who have not. In addition to this, to assess the impact of ELIP on students' language proficiency and academic achievement, questionnaires were used. To cross check the response of the students and teachers to the questionnaires, the researcher carried out semi-structured interviews with the department heads and carried out observations in both the class rooms of ELIP trained teachers and teachers who have not been trained in ELIP.

5.2. Conclusions

As it is stated in the review of related literature part, a number of research findings indicated that ELIP is important for teachers to come up with quality of education; however, its implementation is not satisfied as its expected objectives. The role teachers play in affects students' academic achievement in different ways. Generally, the finding of the study shows that ELIP is one of the prominent programs to improving teachers and students English language skills as well as students' academic achievement. But its implementation was so poor due to various factors that the training was not significant in contributing for the quality of education.

Based on the data collected and analyzed and considering all the limitations faced the entire result of the study can be concluded as follows:

- ❖ According to the overall data gathered from the teachers, there is no major difference of language proficiency between teachers trained in ELIP and those that are not trained in it.

The findings of the research focused on three factors.

- **Improving the English proficiency of the Teachers who use the Language in education** – The Majority of teachers witnessed the importance of ELIP to improve their English language skills, though, they believed that the training hour was not sufficient and also that there are no convenient circumstances in the schools to implement what they have gained from the training. This indicates that the objectives of ELIP in the schools under study have not been achieved. According to the data the majority of ELIP trained teachers have approximately the same language proficiency with that of the teachers who have not been trained in ELIP.

Despite the fact that the effect of the training in some case has shown positive output; in most case, the training did not enhance language proficiency of the teachers. When we compare ELIP trained teachers with those who have not had the training in ELIP, there is no big difference attained, and this is supported by the students' responses. The result of the observation also strengthened this fact. Hence, there is no major difference between these groups. The result of the interview also confirms the same fact. The majority of these respondents replied that the training did not improve the teachers' language skills. This implies that one of the objectives of ELIP has not been achieved.

- **Improving students English language skills** – According to the findings, students of ELIP trained teachers have no better performance than students of teachers who have not been trained in ELIP. A greater number of students of grade 7 and 8 faced problems in using English, in explaining their ideas in responding to question and communicating with each other in English. This shows that the training did not contribute towards the improvement of students' language proficiency.
- Few respondents replied that they were inspired by the training and even establishes the English language club after the training, though, it does not continue for a long time due to unsustainability of the training.
- **Attaining quality of education through improving Students' academic achievements** – As stated in the training manuals, one of the objectives of the ELIP was to raise the quality of education by increasing students' academic achievements. However, according to the findings of the study, the academic achievement of the majority of students of ELIP trained teachers' was low; it's almost similar to that of the students of teachers who have not been trained in ELIP. This reveals that the

objective of the program in contributing to the quality of education through enhancing students' academic achievement is also not attained.

5.3. Recommendations

Based on of the findings of the study, the following points are recommended by the researcher.

1. By considering all the reasons that are indicated by the primary school respondents, convenient circumstances (like encouraging students to use the language in classrooms and outside classrooms, motivating students to read supporting materials to enhance their reading skill and of course to improve their writing skills as well. The teachers also should be get enough supporting materials in order to improve their reading and writing skills and supervising the teachers while they are conducting lessons in the classroom) should be created for exercising the training they got in the program.
2. The researcher recommends that the teaching learning environment should be made convenient for improving the quality of education, i.e., the number of students in class should be minimized so that the teachers can address each and every student and the students to communicate and understand each while they are learning;
3. The provision of reference materials both for the teachers and students and of other supplementary materials that can help in enhancing the language skills of the teachers and students is suggested; creating English language clubs in the schools should be realized so that students can have the environment to practice English language with their friends and of course with their teachers.

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Appendixes

Appendix 1: Questionnaire for teachers of grades 7 and 8

This questionnaire is designed to evaluate the effectiveness of English Language Improvement Program (ELIP) for improving language proficiency of English teachers and students in grade 7 and 8 in the Schools of Kolfe Keranio Sub city and to identify the contribution of ELIP to quality of education.

The information you give in response to the items in the questionnaire only contributes valuable rewards to the research. You may be assured that the information you provide will be used only for the purpose of this academic research. Please respond to all the items sincerely.

Thank you in advance for your cooperation.

Instruction 1: Indicate your response by putting a “√” in the appropriate box against each statement.

1. Name of School:

A) Selam Ber B) Philipos C) Meserte Edget

2. Subject you are teaching:

A) English B) Chemistry

C) Biology

D) Social Science

3. Grade level you are teaching:

A) 7 B) 8

4. Gender:

A) Male B) Female

5. Qualification:

A) BED/BA B) Diploma C) Certificate

D) Other (Please specify) _____

6. Experience in years:

A) 0-5 B) 6-10 C) 11-15

D) 16-above

Instruction 2: Choose one of the options given in front of the item and put “√” under the value you select.

No.	Proficiency Item	Response				
		Excellent	Very Good	Good	Poor	Very Poor
1.	Your ability to use English to offer instruction					
2.	Your ability to use English to ask question.					
3.	Your ability to use English to introduce/ state objective of the lesson.					
4	Your ability to use English to respond to students question and to give feedback.					
5	Your confidence to communicate in English with other teachers.					
6	Your ability to read and understand materials written in English.					
7	Your ability to understand students questions					
8	Students’ confidence when they use English in the classroom.					
9	Students’ capacity to understand written materials in English.					
10	Students’ academic achievement in your subject.					
11	Students’ confidence when they communicate with their friends.					

Instruction 3: Indicate the scale you choose from the option given from 1 – 5 in the table below and use “√” to put your answer in the box.

Key:

5 = strongly agree

4 = agree

3 = strongly disagree

2 = disagree

1 = no response

No.	Item related to ELIP	Scales of Rating				
		5	4	3	2	1
1	The course is long enough to develop their language skills.					
2	The training materials are relevant to improve my English language need.					
3	The academic achievement of students on my course has been changed after I took ELIP.					
4	The training materials are relevant to improve my English language need.					
5	The academic achievement of students on my course has been changed after I took ELIP.					

21. What did you get from your ELIP training to implement in the class room situation?

22. What problem did you face with the relevance of ELIP to your school environment?

23. Do you agree that ELIP has improved and enhanced the quality of education?

A) Yes

B) No

24. Please state your reasons briefly for question number 23.

25. Write any other comment you have with regard to ELIP.

Appendix 2: Questionnaire for teachers of grades 7 and 8

This questionnaire is designed to evaluate English proficiency of teachers and students of grade 7 and 8 School of Kolfe Keranio Sub city. The information you give in response to the items in the questionnaire only contributes valuable rewards to the research. You may be assured that the information you provide will be used only for the purpose of this academic research. Please respond to all items sincerely.

Thank you in advance for your cooperation.

Instruction 1: Indicate your response by putting a “√” in the appropriate box against each statement.

1. Name of School:

A) Selam Ber B) Philipos C) Meserete Edget

2. Subject you are teaching:

A) English D) Chemistry
B) Biology
C) Social science

3. Grade Level: A) 7 B) 8

4. Gender: A) Male B) Female

5. Qualification: A) BED/BA B) Diploma C) Certificate
D) Other Please specify _____

6. Experience in years: A) 0-5 B) 6-10 C) 11-15 D) 16-above

Instruction 2: Choose one of the options given in front of the item and put “√” under the value you select.

No.	Proficiency Item	Response				
		Excellent	Very Good	Good	Poor	Very Poor
1.	Your ability to use English to offer instruction					
2.	Your ability to use English to ask question.					
3.	Your ability to use English to introduce/ state objective of the lesson.					
4	Your ability to use English to respond to students question and to give feedback.					
5	Your confidence to communicate in English with other teachers.					
6	Your ability to read and understand materials written in English.					
7	Your ability to understand students questions					
8	Students' confidence when they use English in the classroom.					
9	Students' capacity to understand written materials in English.					
10	Students' academic achievement in your subject.					
11	Students' confidence when they communicate with their friends.					

Appendix 3: Questionnaire for students of grades 7 and 8

This questionnaire is designed to evaluate English proficiency of students and teachers of grade 7 and 8 School of Kolfe Keranio Sub city. The information that you provide in response to the items in the questionnaire only contributes valuable rewards to the research. You may be assured that the information you may provide will be used only for the purpose of this academic research. Please respond to all items sincerely.

Thank you in advance for your cooperation.

Instruction 1: Indicate your response by putting a “√” in the appropriate box against each statement.

1. Name of School:

A) Selam Ber B) Philipos C) Meserete Edget

2. Grade level: A) Grade 7 B) Grade 8

Questionnaire for the students to evaluate their teachers English language proficiency

Proficiency Item		Response of Students				
		Excellent	Very Good	Good	Poor	Very Poor
1	Teachers explain their idea in English. C) Biology D) Social science					
2	Teachers asking questions using in English. C) Biology D) Social science					
3	Teachers respond to our question in English and give positive feedback					

	C) Biology D) Social science					
4.	Teachers have confidence to communicate in English. C) Biology D) Social science					

Instruction 2: Indicate your response by putting a “√” in the appropriate box against each statement.

Questionnaire for the students to evaluate themselves in usage of the English language.

	Proficiency Item	Response of Students				
		Excellent	Very Good	Good	Poor	Very Poor
1.	Your ability to question in English. A) English B) Chemistry C) Biology D) Social science					
2.	Your ability to reply to questions in English. A) English B) Chemistry C) Biology D) Social science					
3.	Your understanding of materials written in English. A) English B) Chemistry C) Biology D) Social science					
4.	Your ability to communicate with your friends. A) English B) Chemistry C) Biology					

	D) Social science					
5.	Your academic results in subjects given in English. A) English B) Chemistry C) Biology D) Social science					
6.	Your ability to understand what the teacher says. A) English B) Chemistry C) Biology D) Social science					

Appendix 4: Observation checklist

The purpose of this observation checklist is to gather information about English Language Proficiency of teachers and students in grade 7 and 8 Schools of Kolfe-Keranio Sub-City to assess the effectiveness of ELIP. The observation rating is used in the checklist to show the level of proficiency of teachers and students. The “√” mark is set under the rating selected from the choices.

Name of School: _____

Observation time: _____ Date: _____

Grade level: _____

Subject/Course to be observed: _____

Observation checklist of primary school

	Proficiency Item	Observation rating				
		Excellent	Very Good	Good	Poor	Very Poor
1	Teacher’s ability to use English to introduce/state objective of the lesson					
2	Teacher’s ability to use English to clarify ideas/points or to illustrate and make content clear and relevant.					
3	Student’s participation in using English to ask and answering question.					
4	Student ability to communicate with teacher & each other.					
5	Teacher’s ability to use English to respond to students question and to give feedback.					
6	Teachers’ ability to conclude and summarize the main point of the lesson.					
7	Teachers’ confidence using English.					
8	Students confidence using English					

9. The strengths observed in class room interaction

10. The weakness observed in class room interaction

11. Over all comment on the observation

Observer Signature _____

Date _____

Appendix 5: Checklist for Interview

The objective of this interview is to gather information about the effectiveness of ELIP to improve language skills of teachers and students' in relation to academic achievements of students in grade 7 and 8 schools of Kolfe-Keranio Sub City. The information obtained from the **interview** is used only for the purpose of academic research. Thus, you are kindly requested to respond genuinely.

Thank you in advance.

Name of School: _____

Interview Questions for Department heads.

1. Has the training in ELIP helped to improve meaningfully the English language proficiency of teachers? How are these manifested?
2. How has the training in ELIP influenced or changed the class room practices?
3. Do you think ELIP trained teachers have affected or changed student's language proficiency in a meaningful manner? What are the facts that reveal this change?
4. What are the changes that have occurred after the ELIP training?
5. Were teachers interested to take ELIP training? Why?
6. Has the ELIP training improved the quality of education? What factors can justify your claim?
7. Are there any differences between ELIP trained teachers and teachers who are not trained in this program? Please list them and explain.