

**THE INFLUENCES OF SOCIAL AND PEDAGOGIC FACTORS  
ON THE PARTICIPATION BEHAVIOURS OF  
AAU FRESHMAN STUDENTS**

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## ABSTRACT

The purpose of this study was to find out the extent to which social and pedagogic factors influence the participation behaviours of (i) AAU freshman students in general; and (ii) relatively 'high', 'average' and 'low' classroom participators in particular. The sample population of the study were 180 AAU freshman students at the main and Arat Kilo campuses. Out of the 180 students fifteen students were selected randomly from a section and were described as 'high', 'average' and 'low' participators based on their measures of participation calculated from an analysis of lesson transcripts from video recordings.

To obtain the necessary information, a questionnaire with thirty items was administered to the students in the study sample. The questionnaire consisted of 3 categories which aimed to find out the influences of (i) social factors; (ii) pedagogic factors; and (iii) mixed social and pedagogic factors on students' participation behaviours. An interview was also conducted to obtain further information which could either consolidate or refute the information revealed through the questionnaire.

The analysis of the students' responses to the questionnaire and the revelations brought out by the interview seemed to indicate that both social and pedagogic factors have positive influences on the participation behaviours of the majority of the students. Moreover, the positive influences of pedagogic factors were found to be greater than the positive influences of social factors. The negative influences of both social and pedagogic factors were reported by below 50% of the students. This study has also showed that the participation behaviours of the majority of the students were influenced by the mixed social and pedagogic factors.

An attempt was also made to compare the extent to which social and pedagogic factors influence the participation behaviours of relatively 'high', 'average' and 'low' participators. The study showed that there was no significant difference between the influences of social and pedagogic factors for the 'high' and 'average' participators. However, Pedagogic factors were found to have greater influences on the participation behaviours of 'low' participators.

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## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1. Statement of the Problem

English is a foreign language in Ethiopia i.e. its official application is limited to a few government (or private) organisations. However, English occupies a great position in the educational system of our country. Other than being an independent school subject in all grade levels, mostly commencing at grade three, it is a medium of instruction for junior secondary school level and above. Therefore, it would not seem wrong to say that academic success in Ethiopia is tightly interwoven with success in English since students require a sufficient command of the language pertinent to their grade levels so as to pursue their academic endeavors successfully. Saville - Troike (1976:48) has also noted that "lack of knowledge of English constitutes a causative factor in low scholastic achievement of students from non-English speaking backgrounds".

As an international language too, English plays a great role since it serves us to make useful contacts with people in different parts of the world. As Rossner and Rod (1990:5) justify:

An international language is a logical requirement in an era of world wide information - sharing and commercial exchange. For better or worse this role has fallen to English. The result is that its status in educational system and setting is an extraordinary one.

Securing better language learning conditions, then, seems essential since it is through English that students, particularly those in colleges and universities, gain most of

the necessary knowledge and training from their fields of study which are supposed to be applied in work situations in their future lives.

Following the currently proposed communicative language teaching approach, communication practice inside the classroom is emphasised. Moreover, teachers as well as students are considered as sources of input - i.e. the traditional role of students as passive recipients of input has given way to an active interactive role. Therefore, students' participation in doing classroom activities has become an important aspect of language teaching and learning.

*This being the current pedagogic thinking, the case in Addis Ababa University freshman classes doesn't seem to correspond well. The participation of the students in doing classroom activities seems unsatisfactory. This is to say that only few students are observed participating actively in freshman English classes. Thus, it is the observation of this problem that initiated this research.*

In looking for solutions to such kinds of problems, researchers and educational authorities such as Allwright (1984), who view classroom language lessons as "instances of collective interaction", focus on the importance of understanding classroom events. Moreover, as "the social climate of the classroom is to a large extent a result of combination of the levels and quality of the learner's involvement" (Wright

1987:107), studying the participation behaviours of students seems very important. Falling in line with this concern, this study aims to understand the participation behaviour of students with particular emphasis on the investigation of the extent to which social and pedagogic factors affect it.

Therefore the following are the objectives of this study.

1. To find out the extent to which social and pedagogic factors influence the participation behaviours of AAU Freshman students.
2. To find out the extent to which social and pedagogic factors influence the participation behaviours of relatively 'high', 'average' and 'low' classroom participators.

#### 1.2. Significance of the Study

As explained by Lorenz (1977), quoted in Vanlier (1988:22) the reasons for conducting classroom research are "wanting to know and wanting to help". Similarly, this study will have a great significance for the field of foreign language teaching in that it will contribute to the understanding of the language classroom about which several educational researchers (Stenhouse (1975), Stubbs(1976), Fishman (1977)) are quoted by Van Lier (1988:77) as saying; that "we know very little about what goes on in classrooms."

Moreover, this study will be of great value for teachers in that it will make them become aware of the way social and pedagogic factors affect their students' participation behaviours, and consequently they will be able to understand and help their students who show problems in participation. For students too, this study is hoped to give a thorough understanding of their own participation behaviours so that they may try to make improvements being aware of their problems in participating if they have any.

The findings of this research might also indicate teacher training programme that they may need to train their trainees with some skills of helping students who show participation problems due to either of the two factors (social or pedagogic). Based on the findings (eg. based on the behaviours the effective participants manifest) some learner training courses might also be prepared so as to help students who show problems in participating in the classroom.

The on going research on the relationship between uptake and classroom questioning, Seime (1995) might also contribute to the understanding of the nature of classrom interaction.

### 1.3. Limitation of the Study

This study has focused on the investigation of the way and the extent to which social and pedagogic factors affect the participation behaviours of a sample of freshman students which are divided into three groups based on their participation behaviours as relatively high, average and low participators. Moreover, a survey is also made to find out which factor, among the above mentioned factors, has more influence on the

participation of AAU freshman students. However, if it had not been for time and money constraints, the influences of social and pedagogic factors on students' participation behaviours could have been studied along several lines - i.e by taking students with different gender, ethnic, age etc. groups. Therefore, this is the main limitation of this study. The other limitation of the study is the absence of standard research instruments. The main instrument used in this study, the questionnaire, was designed with the capacity of the researcher.

#### **1.4. Definition of Terms and Abbreviations**

##### **1.4.1. Definition of Terms**

**Participation:** It is often divided into two as observable and non observable or verbal and non verbal. In this paper it is used to mean the observable verbal act of the students (or the teacher) that is observed while they take part in a lesson.

**Turn:** A stretch of talk, by one person, before and after which there is silence on the part of that person (Harris 1951:14).

AAU = Addis Ababa University

1.4.2. Abbreviation

communication.

**Interaction:** It refers to the process of interpersonal

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. INTRODUCTION: Classroom Research

Researches that focus on events that happen in the language classroom are labelled by different scholars as "Classroom Research", "Classroom Centered Research" or "Classroom Process Research". (Allwright, 1983, Van Lier 1988, Gates 1983 etc)

The purpose for conducting classroom researches is to understand the actual events that happen while lessons are going on. Thus, 'classroom processes' are the focus of classroom researches. Allwright (1983) writes:

...classroom centered research is in fact research that treats the language classroom not just as the setting for investigation but, more importantly, as the object of investigation. Classroom processes become the central focus. We want to understand why it is that things happen as they do in the classroom; how it is for example, that some learners participate more and others less than planned by the teacher and how we might expect such factors to affect language learning itself.

Therefore, in classroom researches classrooms are no more considered as settings for investigating for example the effectiveness of certain methods or input provided by the teacher. Rather, the actual events that happen in them are objects of study.



Over the past twenty years, researchers have exhibited a growing interest in the investigation of the relationship between learner participation and language learning. Various correlational studies have also been conducted (eg. Seliger 1977, Day 1984, Natman et al 1978, Slimani 1987 etc). These studies focused on participation probably because of "the

### Participation Important for Language Learning?

#### 2.2. The Importance of Classroom Interaction: Is Learner

Thus, according to Allwright what actually happens in the classroom is worth investigating since it has much bearing on the learning processes that goes on there.

The basis for this widespread inclination towards classroom researches might be the belief scholars (and researchers) may have regarding what things should be investigated so as to bring about better language learning/teaching. For instance L<sub>2</sub> scholars such as Allwright maintain that "method probably doesn't really matter very much...but what happens in the classroom still must matter." (Allwright 1988:57).

The need for research into classrooms is by now an acknowledged fact in L<sub>2</sub> profession. The number of papers in the area is increasing steadily and it features prominently in many conferences.

Recently, second language researchers seem to show great interest in conducting classroom researches. Van Lier (1988:12) confirming this fact states:

Allwright (1984) argues that "communication practice in the classroom is pedagogically useful because it represents a necessary and productive stage in the transfer of classroom learning to the outside world." This is to say it is necessary that students practice the language items they have studied in their classrooms since this may possibly help them to gain

language learning.

Various second language acquisition scholars, however, strongly argue that classroom interaction and in turn learners' participation in the interaction is important for better

learner participation important for language learning? the question raised at the beginning of this discussion - Is Therefore, they may not serve us to provide precise answers to In general the research findings reported so far are mixed. learners' performance, also ended with negative correlations. Learning by using both 'uptake' and test scores as measures of looked for the relationship between learner participation and Day 1984) found no relationship. Slimani's (1987) work which participation in class and learners' proficiency. Others (eg. positive correlations between measures of learners' these studies Seliger (1977) and Natman et al (1978) reported have shown mixed results. Ellis (1992:45) reports that among correlational studies that have been conducted in this area

learning." (Van Lier 1988:92).

assumption that it is in some ways directly related to

As indicated above the interaction hypothesis supports classroom interaction since it states that learners will learn best in the process of communication - i.e. from the efforts they make to understand others as well as to be understood by others. The requests for clarification and also the

An acquisition rich environment is one that is characterised by high frequencies of such interpersonal functions as clarification requests, confirmation checks, comprehension checks, self and other repetitions. These constitute the overt sign of attempts to negotiate meaning.

viewed from the above perspective interaction is important not only to get our messages across but also to extend our linguistic competence. This argument is similar to the interaction hypothesis proposed by Long (1985) in that both consider the process of interaction as a learning process. Similarly as Ellis (1992:40) reports:

The process of communication is in an important sense a learning process. We learn by communicating, especially, in language learning where it is by using the means of communication in solving communication problems that we not merely practice communicating but also extend our command of communication, the language itself.

argues that:  
Taking the psychological position too, Allwright (1984)

classroom as well.  
experience and become encouraged to use the language outside the

Other works supporting learner production, as reported by Chaudron (1988: 96-97) include Natman et al (1978), Strong

On most measures in a range of tests of oral and written proficiency, the learners proved to be significantly less proficient than natives, understandably enough, given the small number of contact hours with the target language compared to L<sub>1</sub> peers.

There is also the 'comprehensible output' hypothesis proposed by Swain (1985) which emphasises learner production. As Chaudron (1988:91) notes, "the first hypothesis, that learners will develop by producing the target language more frequently, and more correctly, follows the rather traditional notion that acquisition of a skill results from productive practice of the skill." Swain's (1985) expression of this view, as quoted in Chaudron (1988:91) reads as follows:

The interaction hypothesis has also some similarities with Krashen's 'comprehensible input hypothesis'. However, while the former maintains that "it is the work required to negotiate interaction that spurs language acquisition rather than the intended outcome of the work - "comprehensible input" (Ellis 1992:40); the latter proposes that "humans acquire language in only one way-by understanding messages, or by receiving comprehensible input." (Krashen 1985:2)

modifications learners make during the processes of communication so as to make input comprehensible is, thus, hypothesised to be important for language learning.

According to Van Lier (1988:92) participation can be studied in a number of different ways. Among these ways two of them are discussed by him as follows:

Obviously, observing students with different participation behaviours in a classroom is a common experience of all who are involved in the process of language teaching and learning. Based on a continuous observation of the way each student behaves while doing classroom activities one may tell that a certain group of students are high participants and others are average or low participants. However, such kind of classification seems unreliable, since it is based on the subject's intuition. Therefore, employing some kind of objective measurement that will help to quantify students' participation behaviours seems essential if such kind of classification is needed. Thus, how can we measure students' participation behaviours?

### 2.3. Measures of Students' Participation

(1983) and Peck (1985). The positive correlations that were found in these studies were between learners classroom production measures and their performance on standardized listening comprehension, tests, children's responsiveness as measured by responses to utterances of others and proficiency measures; and learners production in amount (number of words) and rate (words per minute) and proficiency as measured by teacher's ratings respectively.

In short, what is done in quantitative methods is counting the frequency of certain observable behaviours. And in qualitative methods since the data are of descriptive nature,

Any sort of measurement that yields numerical information generates quantitative data. On the other hand, some data are not the product of measurement or counting and thus do not result in numerical information. These sources of data can include prose descriptions, photographic records, life histories, school records, diaries, interviews, audio- and videotapes, and transcripts.

Therefore, these two methods can be employed to measure the quantity as well as the quality of one's participation in the interaction that goes on during the lesson. In other words, while the quantitative measure provides us with 'numerical information', the qualitative one enables us to describe the kind of participation or contribution one makes (for example whether the person has taken the initiative to participate by himself or not). Thus, what distinguishes these two methods is the way the data are collected and analyzed. In relation to the quantitative and qualitative methods of data collection and analysis, Allwright (1991:65) has the following to say:

...we can look at it (participation) in quantitative terms, i.e., how much there is of it, in time and volume, in terms of the class as a whole, or in terms of individual participants. We can also study it qualitatively, i.e., in terms of the different ways in which they participate, or how intensely, spontaneously, and actively they do so.

Therefore, what the researchers do in quantifying the students' patterns of participation is to count the number of turns each student took and also to try to identify the number of initiatives they took, and then rank them by the total number

Crucial in such quantification is the identification of learner's initiative, for example whether a particular contribution was initiated by the learner or in response to a teacher's specific allocation.

In discussing the important features of the above kinds of quantification Van Lier (1988:122) notes that:

Researcher's such as Seliger (1977) and Day (1984) have also tried to compare students' patterns of participation using both quantitative and qualitative measures. And the basis for quantifying students' participation in these studies is turn-taking.

The procedure of utilizing qualitative (narrative) records and field notes in conjunction with a qualitative categorical observation system has the advantage of overcoming a major drawback of most quantitative observation systems. Much useful information that would otherwise be lost in the process of only recording quantitative codes during the observation can be retrieved for further analysis or explanatory purposes.

As Good and Brophy (1987-110) explain: only one of them. and qualitative methods seems more advantageous than employing lesson transcripts, diaries etc. However, combining quantitative we describe the kind of behaviours that are observable from

As discussed above, Seliger doesn't make any distinction between the qualities of different turns. For instance, he gives equal value to the turns initiated by the learner and those taken in response to the teacher's allocation. This makes his results doubtful as it clearly contrasts his initial hypothesis which states that "learners who practise by

..when Seliger (1977, 1983a) set out to investigate the role of classroom participation in language learning, he counted the number of verbal turns learners took in ESL classrooms. Any utterance, from a single word to a multi-word response was coded as a single turn. Seliger was later criticised on the grounds that his definition of a turn did not reflect the different types of practice that different sorts of turns might yield. While no one disputed his figures, people took exception to the information that may be masked by his decision of how to count.

reads as follows.

researchers. Allwright's (1991:67) discussion of this problem instance, has made his research findings disputable by some a whole. The definition of a turn, given by Seliger (1977) for learners' patterns of participation and the research findings as is necessary as it is basic to the interpretation of the careful definition of a unit of analysis, in this case a turn, counting can be very tricky" (Allwright 1991:67). Therefore, participation since "even deciding on a unit of analysis for However this doesn't seem a sufficient measure of

of interaction they made during the lesson.



Therefore, Van Lier suggests two more features (i.e. topic control and management) which he believes will possibly manifest learners' initiative. Topic, self selection, allocation and

Thus, at least potentially, initiative is expressed in two ways: through retrospective and through prospective actions, that is by acting on prior talk and by influencing future talk. But this is not all. At times topics may be changed, a denial may be made, a certain piece of information may be questioned, etc. It seems clear that, over and above issues of selection and allocation, topic control and management are important manifestations of initiative.

However, the procedures of qualifying students' active participation, suggested by Van Lier (1988) seems to clear the doubts the above ways of quantification created. Van Lier underlines that consideration of learners' initiative in the sense used by Seliger (i.e. as self selection and allocation) is not sufficient as a measure of participation though it is important. He further elaborates his idea as follows:

reason for the criticisms made on Seliger's work. Although Seliger hypothesises that initiated interaction is more beneficial than the non-initiated interaction, he doesn't give any more credit to the former when he quantifies the students' patterns of participation. Thus, this might have been one

To conclude, Van Lier's procedures of quantifying students active participation seems feasible since it gives due consideration to the different kinds of contribution (participation) different turns may entail. Van Lier (1988:126) has also confirmed this point saying:

Thus, following Van Lier's procedure to calculate the participation index of a student the number of turns the person takes will be counted and then each turn will be checked four times if it involves any initiative act in the four initiative-bearing areas identified above (eg. Is the turn or turn part off-stream, marked for change? Does it introduce something new? Does selection to speak originate from this speaker?, Is it part of the work of this turn or turn-part that it selects from among those present one specific next speaker?, and; Is a turn or turn part a first part of a sequence of turns?) Then the turns with initiative features will be given greater values after they are marked with stars (i.e. the turn frequencies will be multiplied by the number of stars which denote the number of initiatives a turn manifests). Finally, the participation indices will be calculated by doing simple mathematical computations. And then ranking students will be possible. (For a detailed information see Van Lier 1988:126-127).

sequence (activity) are considered by Van Lier (1988:123) as sufficient features for a close analysis of active participation on the basis of turn-taking.

According to Allwright (forthcoming:1) the set of choices facing anyone, teachers or learners, about how to behave in a classroom could be represented by the following set of questions:

As mentioned in the above discussions understanding what actually happens in the language classrooms is the current concern of second language researchers. However, this doesn't seem to be an easy task since it may require such complex processes as understanding what happens in the minds of those present in the classroom. In other words, it seems difficult to understand classroom happenings because they might occur as a result of prior decisions in the minds of the participants as to how to act (eg. to participate or not). And the decisions individuals make might be influenced by various factors-social, pedagogic or some other factors. Thus due to these reasons understanding classroom events is difficult even for experienced classroom researchers such as Allwright who notes " understanding life in the language classroom is a considerable and continuous problem for learners, teachers and researchers alike". (Allwright: an unpublished article:1).

#### 2.4. Factors Determining Students Participation Behaviours: Social and Pedagogic Factors

In order to assess its feasibility, I have tested this procedure on several stretches of transcribed data, including both teacher-let activities and group work, and have found that it works very well.

participation behaviours of students in language classrooms. There are a number of social factors which bear on the

#### 2.4.1. Social Factors.

The above ideas of Allwright can be summarised in a single statement: the way the participants behave in the classroom is guided by the priority they give either to social, pedagogic or mixed social and pedagogic factors. Therefore, as participation is one of the salient characteristics observed in the behaviour of those present in L<sub>2</sub> classrooms (Van Lier 1988:92), it would not seem unwarranted to assume that it might be influenced by one or the other factors. Below, the above mentioned factors are discussed in some detail.

- absolutely unavoidable?
- a) Am I going to take this lesson as a social event, and just try to have fun or at least stay out of trouble (or perhaps even create trouble) even if I learn/teach nothing? or
- b) Am I going to take it as a pedagogic event and seriously try to learn/teach something even if it means getting into trouble and not having much fun? or
- c) Am I going to try to take it as both simultaneously, and try to learn/teach something while having some fun and without getting into any more trouble than is

As the above reports of students show, students' behaviours

"Things began to pile in my brain and I could not sort them out because the others said they had understood and I didn't want to show them I was an idle student."

"Sometimes I feel like asking a question but just realizing that perhaps the rest of the class understand I hesitate."

this fact.

Following Allwright (1989b:274) clearly illustrate following statements of Cheral's senior secondary school students, quoted by Allwright (1989b:274) clearly illustrate in the classroom - we might behave differently, in such circumstances, from the way we behave if we were alone). The people even in complete silence might affect the way we behave presence of others in the class (in fact, the presence of other by the way others in the class behave or even by the very the way each individual behaves in the classroom is influenced the classroom dealing with a common theme-the lesson; and (ii) outside the classroom, many people are physically gathered in social event or any 'unmarked' social discussion that is held lessons are considered as social events because (i) as in any others behaviours. Therefore, according to this argument, therefore become subject to the immediate influence of each they are events at which people come physically together and social and pedagogic events. They are called social because Following Allwright (1989a & 1989b), lessons are both

and outside classroom factors.

However, we may divide them into two: inside classroom factors

Moreover, learners considerations of language lessons as social events might also affect their participation behaviours since social events have special discourses demands which are different from the discourses demands of discussions in pedagogic events (Allwright 1989a, & 1989b). Based on Grice's

participation.

Therefore, the participation of students, especially those students who are less self-confident and less risk taking, is affected by the social nature of classroom language learning as participating in such conditions might mean displaying their weaknesses in public - which is highly threatening. Ely's (1986) research has also indicated that language classroom risk taking is a positive predictor of students voluntary classroom participation.

It is a familiar problem for formal education in any subject, but classroom language learning is particularly threatening to many people, perhaps because of the strong relationship between knowing a language and having a good sense of identity. Being unable to communicate properly with others because you do not know the language well enough means you are very likely to appear less intelligent, less well informed and socially less competent than you feel you should.

as follows:

of asking questions (which are ways of participating) are influenced by their concerns of getting social acceptance by the classroom society. The issue of the relationship between classroom language learning processes and the learners' personal identity has also been discussed by Allwright (1986:1). It reads

conceptual competence and experience of all.

- c) that topics raised are within the existing linguistic competence of all; and
- b) that the language used is within the existing
- a) that interlocutors know what is going on;

People in a social event are expected to ensure:

events. Allwright (1989a:270) summarizes this idea as follows: ensure that the lessons are successful, cooperative social discussions or lessons to be trouble/challenge free, so as to discussion or the lesson. They may act as if they expect that are related either to procedure, medium or topic of the participants aim to avoid discursal troubles (if there are any) the way they participate in the class since in such events participants viewing lessons as social events might determine Therefore, according to the above line of argument

the talk).

accent, or unfamiliar terminology, and topic. i.e content of encounter they are taking part in, medium of the encounter (eg, participants may face with respect to procedures of the trouble." (Discursal troubles refer to the troubles in which participants do not attempt to avoid discursal something is likely to be perceived to be 'wrong' with discourse 1989b) states that "it seems to be reasonable to suggest that of Sperber and Wilson on 'relevance' (1986), Allwright (1989a, & idea of 'cooperative principle' (1975) or the more recent ideas

Therefore, according to Holliday, other than the influences of within classroom conditions, outside classroom factors such as the whole school environment (eg. the school culture) the cultural and family backgrounds etc. of the students have also a bearing on the participation of students. Moreover, Holliday distinguishes the influences of inside classroom and outside classroom factors as 'micro' and 'macro' aspects of social context. And he attributes greater importance to the latter

...I shall argue that it is not sufficient to look only within the classroom to understand this interaction. I emphasise within and around the classroom because I wish to maintain that much of what goes on within the classroom is influenced by factors within the wider educational institution, the wider educational environment and the wider society.

position writes:

The discussions so far has dealt with inside classroom social factors; there are also some outside classroom social factors which seem worth mentioning here. There are some scholars who argue that looking only within the classroom is not sufficient to understand students' interactive behaviours in the classroom. For instance, Holliday (1994:11) maintaining this

participants.

In general the whole idea behind the lessons being considered as social events is that they might determine the way the students behave while taking part in them as they may have special demands that are required to be fulfilled by the



As mentioned above, language lessons are both social and pedagogic events. As the learners' considerations of language lessons as more of social events determine the way some participants behave in the classroom, the way the other group of participants behave might be determined by their considerations of lessons as more of pedagogic events. It has also been mentioned earlier in this section (Section 2.4), one of the choices facing learners or teachers about how to behave in the

#### 2.4.2. Pedagogic Factors

In conclusion, the above discussions have dealt with the influences of inside classroom and outside classroom social factors on the students' classroom participation behaviours. The inside classroom social factors include such things as the influences of many people being gathered together in the class, the learners considerations of lessons as social events, and of themselves as a social group etc. While the outside classroom factors include the school and societal cultures from which students come, the family backgrounds and the like.

Although the final focus on what happens between people is micro, these relationships can only be fully understood in terms of the wider macro-picture. A major part of my argument will be that it is the attitude derived from relationships of status, role and authority brought by students and teachers from outside the classroom that influence those aspects of classroom interaction about which we know least.

Therefore, it may follow that the way the students with high regards for lessons as pedagogic events behave (eg. participate or not) is inevitably guided by the sense of scholastic achievement the lessons endow them with. For

Lessons, then from this perspective, must not be 'trouble-free'. On the contrary, the discourse has to involve at least 'potential trouble sources' for learning opportunities to be possible. There can be no opportunity to learn anything if there is nothing at all new and therefore nothing potentially problematic in any way about either the topic raised or the language used to deal with them.

follows:

When participants consider language lessons as more of pedagogic than social events they become more concerned with their learning or 'scholastic success', rather than 'social success'. Consequently, whatever behaviours they manifest in the classroom is likely to be motivated by the aim of learning in mind. And as "learning, by definition, involves change from one state of knowledge or skill to some new stage," (Allwright 1989b:36), individuals with high pedagogic concerns might expect to meet some manageable discursal troubles in a lesson, and then may strive to overcome those troubles. The explanation Allwright (1989a:270) gives in relation to this issue reads as

"much fun?"

classroom could be represented by the question, "Am I going to take it as a pedagogic event and seriously try to learn/teach something even if it means getting into trouble and not having

The discussions so far have attempted to deal with the behaviour of students as being motivated by either their high

### 2.4.3. Mixed Social and Pedagogic Factors

The above mentioned student's pedagogic concern seems to be so high that he doesn't even seem to care for the social disapproval he may possibly receive from the classroom society for not being fast (active) learner.

"Sometimes I only understand the lessons after having exhausted the teacher and my classmates."

reads:

Another statement which shows the risk taking behaviour of one of Cherali's students, quoted in Allwright (1989a:274)

As participation presupposes paying attention (Van Lier 1988:93), the participation behaviour of the above mentioned student might have been affected by his feeling that the lessons are not worth learning.

"To be honest, I don't pay attention to lessons because they are not so good for learning."

The statement reads:

instance; the following statement of one of Cherali's secondary school students, quoted by Allwright (1989:274) shows how the learner's lack of the sense of learning affected his

The middle way consists in making an initial attempt to get a problem sorted out, but then abandoning it if it looks like becoming too expensive in social terms. Essentially this involves pretending that understanding has been reached when that is not yet the case.

follows:

In cases where students choose this alternative, siding one position seems difficult. It seems that they are in a middle position - i.e. with both social and pedagogic concerns. Therefore, the participation behaviours of such students might be initiated by one of the two factors and it may change after some time as a result of the winning of the other factor. This middle position is exemplified by Allwright (1989a:274) as

Am I going to try to take it (lessons) as both (social & pedagogic) simultaneously and try to learn/teach something while having some fun and without getting into any more trouble than is absolutely unavoidable?

This is represented by the question: may possibly choose to guide their behaviours in the classroom. Allwright (forth coming:1) proposes a third alternative students social concern or high pedagogic concern for lessons. However,

CHAPTER 3

3.1. Subjects

The subjects of this study were 180 AAU Freshman students. All the subjects were attending regular programs at the main and Arat Kilo campuses. Both male and female students were involved in the study.

3.2. Data collection

As stated in the Introduction one of the objectives of this study is to find out the extent to which social, pedagogic and mixed social and pedagogic factors affect the participation behaviours of AAU Freshman students. The other objective is to find out the extents to which social and pedagogic factors affect the participation behaviours of relatively 'high', 'average' and 'low' classroom participants.

In order to achieve these objectives, two different ways of sampling were employed. The different methods of sampling employed are discussed under Sampling I and Sampling II.

After they read the text the students were given a debating task which says 'Are men and women equally suited for different kinds of jobs?' Then, the names of the students who went for it and against it were listed down in two columns on the blackboard. Among the 35 students 16 went for it while the rest 19 students went against it. Finally 7 and 8 students were

To investigate the influences of social and pedagogic factors on the participation behaviours of relatively 'high', 'average' and 'low' participants, fifteen students were selected from a class of thirty five. The basis for selecting this sample was a debating task which was introduced to the whole class. The students were given a text entitled "Equal opportunities" (Hinton: 1983:85). It was a short guide to the sex discrimination act, 1975 introduced in UK and mainly designed to protect women's right in employment, education, housing facilities, and advertisement.

### 3.2.2. Sampling II

In order to investigate the extent to which the three factors (social, pedagogic and mixed social and pedagogic factors) influence the participation behaviours of AAV Freshman students, a sample of 180 students was taken. The sample students belong to six randomly selected sections - three from each campus.

### 3.2.1. Sampling I

Students were asked to respond to the items in the questionnaire using the Likert scales. (i.e. The Likert scales used are of the 'strongly agree / strongly disagree' or the "always / none" type. These two types of scales were used

The main instrument employed in this study was a 30-items questionnaire. The items of the questionnaire were designed to obtain information about the influences of social, pedagogic and mixed social and pedagogic factors on the participation behaviours of students. The assumption that underlies the designing of the questionnaire was that both social and pedagogic factors have positive as well as negative influences on the participation behaviours of students. Thus, the different items of the questionnaire belonged to three different categories, each category consisting of items that seemed to reflect the influences of one of the three factors.

### 3.3.1. The Questionnaire

### 3.3. Research Instruments

randomly selected from the two groups respectively. This was how the 15 students, who were later divided into 3 groups according to the participation behaviours they manifested during the tasks, were selected. Other than the debating, a discussion task based on a short text entitled "Justice? - The punishment should fit the crime" (Viney et al.: 1985:53) was also given for the students.

The lesson transcripts which provided the researcher with qualitative information about the students' participation were transcribed from the one hour and forty minutes video recording which was recorded while the 15 students were doing the two tasks mentioned above - debating and discussion. The lesson transcripts served as sources of data for quantifying students' participation.

### 3.3.3. Lesson Transcripts

Some interview questions were also designed based on the questionnaire and interviews were conducted with students so as to consolidate or refute the findings of the questionnaire.

### 3.3.2. Interviews

because (1) some of the items seemed more appropriate to be ranked in the first scale while the others seemed so in the second, and (2) it might be interesting for the respondents to respond to questions with variety in styles of questioning than in a single style throughout.



CHAPTER 4

4. THE RESULTS

4.1. Some Demographic Characteristics of the Subjects

As mentioned in the preceding chapter, the subjects of this study were 180 AAU freshman students. This sample included mixed sex groups and also mixed ethnic groups. The ages of the subjects range from 17 to 22. The following table shows the demographic characteristics of the subjects.

TABLE 1: Some Demographic Characteristics of the Subjects

Age		Sex		Mother tongue			
1	2	1	2	1	2	3	4
138	42	60	120	140	18	16	6

Key:- Age:- 17 to 19=1  
 20 + =2  
 Sex:- Female =1  
 Male =2  
 Mother tongue= Amharic = 1  
 Tigrigna = 2  
 Oromigna = 3  
 Other Languages = 4

4.2. Tabulations of Findings

The main research instrument employed in this study was a 30-item questionnaire. The questionnaire comprises of three categories each of them reflecting the influences of 3 different factors on students' participation.

Note: As lessons are both "social" and "pedagogic" events (Allwright 1989), it is hardly possible to make a clear cut distinction between the influences of social and pedagogic factors. Therefore the presence of some elements of pedagogic factors in the first category, and also some elements of social factors in the second category is undeniable.

The first category in the questionnaire includes items which seem to reflect influences more of a social nature on students' participation behaviours. This category is again divided into two sub-categories - one of them reflecting the possible positive influences social factors might have on students' participation behaviours and the other reflecting the possible negative influences social factors might have on students' participation behaviours.

The second category in the questionnaire includes items which seem to reflect influences more of a pedagogic nature. This category also consists of two sub-categories which show the possible positive and negative influences pedagogic factors might have on students' participation behaviours respectively.

The third category seems to reflect the effects of mixed social and pedagogic factors on students participation behaviour.

To calculate the percentage of responses under each scale per category, the total number of responses found in that category is calculated. For example, the first subcategory includes 7 items each of them having 180 responses. Then the total number of responses for this category becomes  $7 \times 180 = 1260$ . Then the frequencies of responses under each scale

item are calculated.

First the frequencies and percentages of responses under each scale were put against per item. In calculating the percentages of the frequencies under each scale for a single item, 180 considered as 100% since the number of responses per item is 180. For instance, for item number 1.1, seven students responded 'strongly agree'. Therefore the percentages for these were  $7/180 \times 100 = 12\%$ . This is how the percentages for a single item are calculated.

computations were employed.

In order to generalize the responses of the respondents per item and per category the following procedures of statistical

factor treated.

In the questionnaire students were asked to give their opinions using two types of scales. Both scales were Likert scales. In both scales agreement with the statements shows the respondents' acceptance of the message that the given statement imparted. For instance, positive responses to statements included in the category that show the positive influences of social factors show acceptance of the positive influence of the

Finally the responses in the two tables are combined by adding the responses that show agreement and disagreement separately. And then the percentages for the total frequencies of positive responses and the opposites are calculated in order to tell about the percentages of respondents who agreed and disagreed with the message of the category treated.

category.

were made in tabulating the students responses for a single scale and others from 'always' to 'none', two separate tables scales that range from 'strongly agree' to 'strongly disagree' category are ranked using different scales (some of them using However since the statements that belong to the same

$$1260 - 100 \quad ?$$

$$\frac{137 \times 100}{1260} = 10.87\%$$

are added down-wards. For instance, for this category the sum of responses under the scale 'strongly agree' is 137. Then the percentage for this sum is calculated as follows.

The 9 items (items 1-3 and 21 and 25) included in this category attempt to elicit information from the students on whether or not they don't like to participate whenever (i) they are not familiar with the teacher and the students in the class, and (ii) they feel the instructor doesn't like being asked questions. Moreover some of the questions tried to elicit information on whether or not they don't like to participate because (i) they are shy, (ii) they are frightened of speaking in class, (iii) they are not used to talking freely even at home, (iv) they fear that their questions will be embarrassing if they are too simple for other students, (v) they feel that the instructor doesn't want to be interrupted, and (vi) other students may laugh at them while they are speaking.

In order to investigate the possible negative influences social factors might have on students' participation behaviours, there was a category of items in the questionnaire that seem to reflect this possibility.

#### 4.3.1.1. Negative Influences of Social Factors

### 4.3.1. The Influences of Social Factors on Students Participation Behaviours

The following 2 tables show the frequencies and percentages of the responses to the negative influences of social factors under each scale both per item and per category.

TABLE 2a: Students Responses to the Negative Influences of Social Factors

Item	Strongly Agree		Disagree		Strongly Disagree		Total
	Fr. %	Fr.	Fr. %	Fr.	Fr. %	Fr.	
1.1	18	10	60	33	42	23	180
1.2	11	6	70	24	70	31	180
1.3	27	15	36	28	67	37	180
2.1	17	9	59	23	63	35	180
2.2	30	17	50	34	38	21	180
2.3	13	7	51	17	85	47	180
3	21	12	62	20	61	34	180
Total	137	388	388	388	411	1260	100

Fr. = Frequency

TABLE 2b: Students' Responses to the Negative Influences of Social Factors

ITEM	Always		Usual		Often		Sometime		None		Total
	Fr. %	Fr.	Fr. %	Fr.	Fr. %	Fr.	Fr. %	Fr.	Fr. %	Fr.	
21	11	6	15	8	23	13	94	5	37	21	180
25	13	7	12	7	13	7	28	1	164	63	150
24	24	27	36	36	122	151	360	100	100	100	

Fr. = Frequency

As can be seen from the above table the majority of the subjects (66.14%) disagreed with the statements that show the negative influences of social factors on their participation. And 33% of the population reported that social factors have negative influences on their participation behaviours. Therefore, the responses of the students to this category seems to suggest that social factors did not seem to account for the majority of the students not participating in the class.

Total	Frequencies of Positive responses	548=33.83%	1072=66.14%	1620
Table 2a	responses	461	799	1260
Table 2b	Frequencies of Negative Responses	87	273	360
Total	Frequencies of Positive responses	548=33.83%	1072=66.14%	1620

**TABLE 3:** Total Frequencies and Percentages of Students' Responses to the Negative Influences of Social Factors

Since both tables show the frequencies of responses for items that belong to the same category (the category of negative influences of social factors) it seems essential to combine the responses in the two tables so as to tell the results per category (i.e. to tell what percentage of the students' agreed that social factors had negative influences on their participation behaviours and what percentage of students disagreed)

Moreover, the large majority of the population, (75%) responded negatively to the statement "I don't like to participate because I am not used to speaking freely even at home." (item 2.3). This seems to suggest that home experience of the majority of the students was rather encouraging. Asked about whether or not their unfamiliarity with the teacher and the students negatively affected their participation (items 1.1. &

Among the items to which the large majority responded negatively, item 25 could be an example. This item asked students if they did not like to participate because of being afraid of other students laughing at them, listening to their trembling voice. The total percentage of negative responses (i.e. sometimes and none) for this item was 79%.

It is a familiar problem for formal education in any subject, but classroom language learning is particularly threatening to many people because of the strong relationship between knowing a language and having a good sense of identity.

Although the majority of the students seemed not to feel any negative influences coming from social factors, there were some cases in which students felt some pressures from such factors. For instance, to the statement "I don't like to participate because I am frightened of speaking in class", (item 2.2.), 51% of the students responded positively showing that some social factors, perhaps the presence of many people in the class, had caused fear in them. In discussing the threatening effect of classroom language learning, Allwright (1986), states:



The following tables show the frequencies and percentages of the students' responses under each scale both per item as well as per category.

The items included in this category tried to elicit information from the students on whether or not the students liked to participate (i) only if they are expected to do so either by the teacher or other students, (ii) so as to be favoured by the teacher, (iii) because their family used to encourage them to take part in any kind of discussions (iv) so as not to be considered by others as less intelligent (v) because they feel that most of the students are actively participating (vi) if they are working only with students who are similar to them in gender and (vii) only in tasks in which the instructions, the language used in the task and the topic are simple and familiar to them.

In the questionnaire, items 4-9 and 22-24 seem to reflect positive influences that social factors might have on students' participation behaviours. Positive responses to these items show that social factors have positive influences on the respondents' participation behaviours.

#### 4.3.1.2. Positive Influences of Social Factors

1.2.) 56% and 70% of the students reported their disagreements to the respective items.

TABLE 4a: Students' Responses to the Positive Influences of Social Factors

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	Fr. %	Fr.	Fr. %	Fr.	Fr. %	Fr.	Fr. %	Fr.	
4	33	18	41	23	64	36	42	23	180
5	13	7	19	11	65	36	83	46	180
6	80	44	67	37	27	15	6	3	180
7	33	18	66	37	57	31	24	13	180
8	18	10	58	32	67	37	37	21	180
9	18	10	30	17	64	36	68	38	180
Total	195		281		344		260		1080

\* Fr. = Frequency

TABLE 4b: Students' Responses to the Positive Influences of Social Factors

Item	Always		Usually		Often		Some-times		None		Total
	Fr. %	Fr.	Fr. %	Fr.	Fr. %	Fr.	Fr. %	Fr.	Fr. %	Fr.	
22	25	14	57	31	29	16	48	26	21	12	180
23	49	27	38	21	24	13	31	17	38	21	180
24.1	29	16	45	25	32	18	46	26	28	16	180
24.2	50	28	51	28	33	18	41	23	5	3	180
24.3	58	32	44	24	31	17	37	21	10	6	180
Total	211		235		149		203		102		

However, there were certain items in this category to which the majority gave negative responses. For instance to the statement "Even if I don't understand the lesson, I say 'yes', whenever the teacher says 'Do you understand?' because I feel

As showed in the above table, the majority of the population (54.09%) seemed to accept the positive influences of social have on their participation behaviours. And the rest 45.91% responded negatively to the statements that seem to reflect the possible positive influences of social factors. In general this finding seems to suggest that social factors have positive influences to the majority of the students.

	Frequencies of Positive Responses	Frequencies of Negative Responses	Total
Table 4a	476	604	1080
Table 4b	595	305	900
Total	1071=54.09%	909=45.1%	1980

**TABLE 5:** Total Frequencies and Percentages of Students' Responses to the Positive Influences of Social Factors

Similar to the sub-category discussed above, the above two tables show the frequencies and percentages of responses for items that belong to the same category- i.e. the category of positive influences of social factors. Therefore, in order to generalize the students' responses to this category positive and negative responses found in the two tables are combined together as follows:

Moreover, to items 24.1, 24.2 and 24.3 which asked the students whether or not they like to participate in tasks in which the instructions are very simple and clear, the language used is easy to understand and the topic is familiar to them, 51%, 74% and 73% of the respondents reported their agreements to the respective items. The majority's agreeing with these statements seems to suggest that they were considering the

To mention some of the outstanding positive responses the students gave in support of the positive influences of social factors, for instance, 81% of the students agreed (44% for strongly agree and 37% for agree) with the statement " when we are working in groups, I feel free to participate thinking that others in the group will correct me if I make any mistake."

In response to item 8, which asked students whether they like to participate in the class because their family experience, which is possibly a reflection of cultural expectations, encourages them to participate in any kind of discussion, a considerable percentage of respondents (58.1%) reported their disagreements. This seems to suggest that the culture from which the majority of the students came was not encouraging the students to feel comfortable in taking part in any kind of discussions (including participating in classroom discussions).

that the teacher expects such kind of response", (item 5), the large majority (i.e. 82% of the students) responded negatively.

In the questionnaire, items 10, 11, 26, 28, 29 and 30 seem to reflect positive influences pedagogic factors might have on students' participation behaviours.

#### Factors

#### 4.3.2.1. Positive Influences of Pedagogic

#### Students' Participation Behaviours

#### 4.3.2. The Influences of Pedagogic Factors on

To conclude the discussion so far the data analysis made for the category which dealt with the influences of social factors on students' participation behaviour, the majority of the students seem to accept that social factors have positive influences on their participation. When we compare the positive responses students gave for the two sub-categories of social factors, 54.09% accepted the positive influences, while only 33.83% of the subjects agreed with the negative influences of social factors on their participation.

Lesson more as a social event than a pedagogic event. Consequently, they preferred the tasks to be simple and not causing any stress on them-which seems similar to the preferences of people who are in any kind of social discussions that takes place outside the class. According to Allwright (1989), "People in a social event are expected to ensure that (i) interlocutors know what is going on, (ii) the language used is within the existing linguistic competence of all and (iii) topics raised are within the existing conceptual competence and experience of all.

These items attempted to elicit information from the students on whether or not they like to participate (1) only if they feel that they are learning something new from the lesson, (11) as long as the tasks require them to participate (111) even if the tasks seem difficult to do initially because they believe that there should be some manageable challenge in a lesson. Moreover some of the items in this category asked them whether or not (1) they don't worry much if they make grammar mistakes when they speak in English, (11) they don't hesitate to ask for clarification (111) they don't refrain from speaking though they know their English is not perfect. Positive responses to these items show that the respondents have agreed with the positive influences of pedagogic factors, while negative responses show opposition to the positive influences of pedagogic factors.

The following two tables show the frequencies and percentages of students' responses for each of the items included in this category.

**TABLE 6a:** Students' Responses to the Positive Influences of Pedagogic Factors

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
10	38	21	64	36	60	33	18	10	180	100
11	87	48	77	43	13	7	3	2	180	100
Total	125		141		73		21		360	100

\*Fr. = Frequency

**TABLE 6b:** Students' Responses to the Positive Influences of Pedagogic Factors

As can be seen from the above table, the large majority of the population (i.e. 70.18%) seem to support the positive influences of pedagogic factors, while only 29.8% replied negatively. For all the six items included in this category the majority responded positively. To discuss some of the items with

	Frequencies of Positive Responses	Frequencies of Negative Responses	Total
Table 6a	266	94	360
Table 6b	492	228	720
Total	758=70.18%	322=29.8%	1080

**Table 7: Total Frequencies and Percentages of Students Responses to the Positive Influences of Pedagogic Factors**

The responses in the above two tables were combined since both of them show the students' responses to the positive influences of pedagogic factors.

Item	Always		Usually		Often		Some-times		None		Total
	Fr. %		Fr. %		Fr. %		Fr. %		Fr. %		
26	38	21	56	31	31	17	41	23	14	8	180 100
28	53	29	54	30	24	13	40	22	9	5	180 100
29	37	21	39	22	38	21	47	26	19	11	180 100
30	24	13	62	34	36	20	43	24	15	8	180 100
Total	152		211		129		171		57		720 100

The second sub-category in the category of statements which reflect more influence of pedagogic factors dealt with the negative influences of pedagogic factors on students participation. In the questionnaire, items 12-15 and 27 seem to reflect the possible negative influences that pedagogic factors might have on students' participation behaviours.

#### 4.3.2.2. Negative Influences of Pedagogic Factors

which the large majority agreed, for example, to the statement " If the task requires us to participate, I try to participate as much as I can", (item 11) a large majority of the respondents (73%) reported their agreement. This seems to suggest that the majority of the students are so highly concerned for their learning that they try to fulfill the requirements of the tasks as much as they can. The other item which received a considerable percentage of positive responses was item 28. This item asked students whether or not their thinking that language learning best takes place through use helps them to participate in the class without worrying much about the grammar mistakes they may make while speaking. To this item, 72% of the population responded positively. This might suggest that the majority were showing a tendency to feel comfortable with some grammar mistakes that might be normally prominent in spoken language. And this might be unexpected from students that are the products of traditional language teaching that stresses grammar accuracy. In general the large majority of the students responded that pedagogic factors have helped them to participate in the class.



The five items included in this category attempted to elicit information from the students on whether or not they don't like to participate because (i) they believe simply discussing a topic in groups is a waste of time, (ii) they feel that the best way to learn language is by listening to others and practicing alone, (iii) they are afraid their final grades might be affected if the teacher recognizes them as a weak student due to the possible mistakes they may make while speaking, (iv) they are afraid they may learn the mistakes of others (if the teacher is not around). There is also an item which asked students whether or not they prefer waiting till the end of the lesson to asking for further clarification in the middle of the teacher's explanation, with the hope that their questions will be answered later on in the discussion.

The following two tables show the frequencies and percentages of responses to the negative influences of pedagogic factors

TABLE 8a: Students' Responses to the Negative Influences of Social Factors

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
12	16	9	15	8	55	31	94	52	180	100
13	6	3	14	8	51	28	109	61	180	100
14	6	3	21	12	44	24	109	61	180	100
15	7	4	27	15	81	45	65	36	180	100
Total	35		77		231		377		720	100

\*Fr. = Frequency

As can be seen from the above table, a large majority of the population, 72.89%, disagreed with the negative influences pedagogic factors might have on their participation behaviours. While only 27.11% accepted the negative influences pedagogic factors might have on their participation.

Though the general response to this category shows the majority of the students' disagreement with the negative

Total	244 = 27.11%	656 = 72%	900 = 100%
Table 8b	132	48	180
Table 8a	112	608	720
Frequencies of Positive responses		Negative Responses	Total

TABLE 9: Total Frequencies and Percentages of Students' Responses to the Negative Influences of Pedagogic Factors

The following table combines the total positive and negative responses found in the two tables, i.e. the students responses to the statements that were included in the category of negative influences of pedagogic factors

\*Fr. = Frequency

53  
37  
18

70.88  
16.88

18

Item	Always	Usually	Often	Sometimes	None	Total
	Fr. %	Fr. %	Fr. %	Fr. %	Fr. %	Fr. %
27	33	18	66	37	33	18
	33	18	33	18	33	180
	33	18	33	18	33	100

TABLE 8b: Students' Responses to the Negative Influences of Pedagogic Factors

Among the items which received a significant percentage of negative responses, item 13 can be an example. This item dealt with whether students do not like to participate because of the feeling that the best way to learn a language is by listening to others and practising alone. To this statement, 91% of the population reported their disagreement. To item 15 also which says "I don't like to participate in group discussions where the teacher is not involved because I am afraid I may learn the mistakes of other students", 81% of the population reported their disagreement. The other strong opposition of students was to item 12 which asked students whether or not they don't like to participate in group discussions because of the feeling that group work is not valuable. To this item 53% of the students responded negatively. Therefore, this seems to suggest that the majority of the population, supported the value of group discussion and also seemed confident in the knowledge they could

influences of pedagogic factors, a considerable percentage of positive responses were reported for item number 27. This item says "If I ask a question and the teacher's answer does not satisfy me, I prefer to wait till the end of the lesson with the hope that it will be answered later on in the discussion." In their responses to this statement, 63% of the population agreed that they prefer to quit asking for further clarification, with the hope that their problems will be solved as the lesson goes on. Thus, it seems that the student's pedagogic concern (i.e. not to affect the way the lesson was planned to proceed) is affecting their participation behaviours.

The third category in the questionnaire dealt with the influences of mixed social and pedagogic factors on students' participation behaviours. Item 16-20 attempted to elicit information from the students on whether or not they prefer (i) to ask the instructor afterwards rather than ask the instructor in the class; (ii) to read books afterwards rather than ask the instructor in the class; (iii) to wait till the person speaking finishes even if they disagree with him/her from the beginning, (iv) to agree rather than ask for further clarifications for their questions that are partially answered by the teacher for fear of suggesting to him that he has failed to deal adequately with their original enquiry and (v) not to participate because they feel their friends and the teacher may not like their English.

#### Factors on Students' Participation Behaviours

#### 4.3.3. The Influences of Mixed Social and Pedagogic

To conclude the findings of this category - the category reflecting the influences of pedagogic factors - the statistical computations made, seem to suggest that the majority of the students (70.18%) accepted the positive influences of pedagogic factors while a small portion of the subjects (27.11%) supported the negative influences of pedagogic factors.

get from group discussions though the teacher was not around.

For instance, the majority of the students (52%) agreed with the statement "If I don't understand the points discussed in class, I prefer to read books afterwards rather than ask the instructor inside (or outside the class)", item 17. The majority's reporting their preference of reading books to asking the instructor might show that they are afraid of asking questions (which seems a social concern) but, they also do not like to remain with uncertainties so that they read books (which seems a pedagogic concern).

As the students' responses in the above table show, the majority of the students (53.66%) seem to realise the influences of the simultaneous existence of social and pedagogic factors on their participation behaviours.

\*Fr. = Frequency

Item	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
16	14	8	73	41	71	39	22	12	180	100
17	42	23	53	29	61	34	24	13	180	100
18	85	47	72	40	17	9	6	3	180	100
19	19	11	15	68	68	38	66	37	180	100
20	24	13	41	56	56	31	26	14	180	100
Total	184	20.44	299	33.12	273	30.3	144	16	900	100

TABLE 10: Students' Responses to the Influences of Mixed Social and Pedagogic Factors on their Participation

In item 19 also, the majority's (79%) agreeing with the statement "I don't like to participate in my English class because I feel my friends and the teacher may not like my English", seems to suggest that the respondents' lack of confidence in their command of the language as well as their fear of their teacher's and their friends' lack of interest in their language, is affecting their participation behaviours. Therefore, the majority's agreement with the statements found in this category seems to indicate that they were allowing both

In their responses to item 20 also 69% of the population seemed to agree that if the teacher's answers to their questions do not satisfy them, they tend to agree rather than pursue the enquiry with another question for fear of suggesting to the teacher that he has failed to deal adequately with the original enquiry. Such kind of students' behaviours are explained by Allwright (1989) as "middle ways". According to him "the middle way consists in making an initial attempt to get a problem sorted out, but then abandoning it if it looks like becoming to expensive in social terms."

In item 18, also 64% of the population confirmed that they prefer to wait till the person speaking finishes even if they disagree with him/her from the beginning. Perhaps, if it had not been for their feeling of the possible social embarrassment the speaker might face, the majority might not have refrained from interrupting him/her by realizing the pedagogic good of cutting short his/her speech.

social and pedagogic factors. seems to be determined by the simultaneous prevalence of both the participation behaviours of the majority of the respondents. Finally, the findings of this study seem to suggest that

reported the negative influences of the pedagogic factors. influences of social factors on their participation, only 27.11% students. While 33% of the subjects reported the negative influences on the participation behaviours of the students seems to indicate that social factors have greater factors negatively influence the participation behaviours of Moreover, the comparison of the extent to which the two

influences on their participation behaviours. the population reported that social factors have positive have positive influences on their participation. And 54.09% of former. 70.18% of the subjects reported that pedagogic factors social factors, greater percentages of respondents went for the agreed with the positive influences of pedagogic and those of However, when we compare the percentages of the respondents who and pedagogic factors on their participation behaviours. respondents had realized the positive influences of both social the questionnaire seem to indicate that the majority of the To summarize the points discussed so far, the findings of

determine their participation behaviours. social and pedagogic factors to exist simultaneously and

This part of the study involved fifteen students. An attempt was made to quantify the participation of these students. They are described as relatively 'high', 'average', and 'low' participants. The basis for the quantification of the students' participation were lesson transcripts from video recordings of two lessons in which the subjects took part. In the two lessons which lasted for one hour and 40 minutes respectively, the students were doing two types of tasks - i.e. debating and discussion. The participation indices for each of the students were calculated following Van Lier's procedures of measuring 'active' participation which takes into consideration both quantity and quality of participation. The quantitative measures were the number of turns each student took while the

However, realizing that participation behaviours may vary due to various personal, socio-cultural or some other factors an attempt is made to compare the influences of social and pedagogic factors on the participation behaviours of relatively 'high', 'average' and 'low' participants.

In the preceding section, the findings of this research i.e. the influences of social and pedagogic factors on the participation behaviours of AAV freshman students have been discussed.

#### 4.4. The Influences of Social and Pedagogic Factors on the Participation Behaviours of 'High', 'Average' and 'Low' Participants.



In order to measure the influences of social and pedagogic factors on the participation behaviours of the students, the questionnaire described in the first part of the study was administered to the fifteen students who were described as relatively 'high', 'average', and 'low' participants. The questionnaire items (1 to 9 and 21 to 25) were designed to obtain information about the influences of social factors on students' participation behaviours. (See Appendix-A) These items dealt with the extent to which the students familiarly with the teacher and the students, their family and cultural backgrounds, and their considerations of language lessons as social events influenced their participation behaviours. Items 10 to 15 and 26 to 30 were designed to obtain information about the influences of pedagogic factors on students' participation behaviours. These items attempted to elicit information on the extent to which the students feelings about how they could learn best, their considerations of language lessons as pedagogic events, their lack of confidence in the knowledge they could

The students were ranked from 1 to 15 according to their participation indices. The students whose ranks were from 1 to 5 formed the group of 'high' participants while the middle and the lower five became 'average' and low participants respectively.

qualitative measures were the initiatives they took (For detailed information regarding the measurement of participation employed, see Appendix E)

As can be seen from the above table the influences of social and pedagogic factors for all the 3 groups seem different. In other words, the extent to which these factors influence the participation behaviours of the 'high', 'average',

Groups	Social ( $\bar{X}_1$ )	Pedagogic ( $\bar{X}_2$ )
'High' participants	3.11	3.24
'Average' participants	2.78	3.16
'Low' participants	3.09	3.65

TABLE 11: The Grand Means of the 'High', 'Average', and 'Low' participants' Responses to the Influences of Social and Pedagogic Factors

In order to determine which factor (social or pedagogic) has greater influence on the participation behaviours of (i) 'high' participants, (ii) 'average' participants and (iii) 'low' participants, the students' responses to the questionnaire items that attempted to elicit information on social and pedagogic factors were scored. Then the grand means of the students responses to each category (category of social factors and pedagogic factors) were computed for the 3 groups of students separately. The following table shows the grand means of the responses of 'high', 'average', and 'low' participants to the possible social and pedagogic influences on their participation behaviours.

gain from the lessons and their lack of sufficient command of the language in order to communicate influenced their participation behaviours.

As the results of the t-tests show, there were no significant differences, between the influences of social and pedagogic factors for the 'high' and 'average' participants.

\*Significant at 0.05 level (p<0.05)

\*Fr. = Frequency

Group	Social		Pedagogic		t <sub>0</sub>	Fr.
	$\bar{X}$	SD	$\bar{X}$	SD		
High participants	3.11	0.71	3.24	0.55	0.528	2.04
Average participants	2.78	0.56	3.16	0.496	1.87	2.04
Low participants	3.09	0.637	3.65	0.639	2.343*	2.04

Table 12: Mean Difference of the Students' Scores on the Influences of Social and Pedagogic Factors

The results were summarized as follows.

H<sub>1</sub> = There is significant difference between the influences of social and pedagogic factors on students' participation behaviours.

H<sub>0</sub> = There is a no significant difference between the influences of social and pedagogic factors on students' participation behaviours.

The null and alternative hypotheses formed were:

$$\text{The formula is } t_0 = \frac{\bar{X}_1 - \bar{X}_2}{\frac{S\bar{X}_1 - S\bar{X}_2}{\sqrt{2}}}$$

used.

whether these differences are significant or not, t-tests were and 'low' participants, seems different. In order to determine

Six interview items were used to obtain the information required on the issues mentioned above. The interview was

The interview items attempted to elicit information on the following issues: (i) the effect of unfamiliarity with the teacher and the students on participation, (ii) the preferences of students to participate either in simple or challenging tasks and (iii) the influences of teachers' behaviours and the presence of other students on a student's participation behaviours.

In this study an interview was made as an additional instrument to obtain information which could either support or refute the findings of the questionnaire.

#### 4.5. Interview Findings

However the t-test revealed that there was a significant difference between the influences of social and pedagogic factors for the low participants. And as can be seen from the table the pedagogic influences seem to outweigh for this group of students (low participants). Therefore, it seems that the average and high participants were mostly balancing their social and pedagogic consideration for language lessons rather than showing a tendency to be influenced by one of the two factors. Thus, it might be appropriate to interpret the behaviours of these two groups of students as springing from highly mixed motives. (Allwright: forthcoming: )

A very interesting comparison can be made when we look at the responses of the students in the questionnaire and the interview to the kinds of tasks they preferred to participate in. In the questionnaire, the large majority of the students reported that they preferred to participate in tasks in which the instructions and the language were very clear and the topic very familiar. If one were to be guided solely by these

conducted with ten freshman students.

The interview with the students showed some inconsistencies when compared to their responses to the items in the questionnaire. (see Appendix B for interview items). For example, in the questionnaire (item 1.1 & 1.2) 56% and 70% of the students reported that they liked to participate even when they were not familiar with the students and with the teacher respectively. However, the revelations of the interview do not seem to support this. Most of the students interviewed reported that they did not feel comfortable to participate when they were unfamiliar with the teacher or the students in the class due to the following factors. They reported that since they did not know the teacher, they were not sure whether he liked to be asked questions or not. They also thought that the teacher might treat them badly for the possible mistakes they may make and demoralize them. On their unfamiliarity with the students, they reported that they felt the students may laugh at them or might be too judgemental-i.e. they may consider them as lazy students if they make mistakes.

There were also instances where the revelations of the interview attempted to support the information obtained through the questionnaire. One such instance was, when the students both in the questionnaire and in the interview reported that they preferred to read books or ask other people after class rather than ask their teacher for clarification when they found something which was not clear to them in the classroom. On the problems they had to ask the teacher for clarification in the

views seemed reasonable.

Thus, in this regard, the students instructions and guidance. (1987) argues that students need to be provided with clear which could let them know what they were required to do. Wright words, they wanted to have a very clear and precise guidance be simple as far as the instructions were concerned. In other something new out of it. They added that they wanted tasks to to sustain their interest and hope that they would learn engaged in solving problems and above all, that they helped them exchange their opinions, to stimulate their interest to be with some manageable challenge provided them with the chance to participate in challenging tasks, too. They reported that tasks the students revealed that the students actually wanted to avoid challenges (Allwright 1989). However, the interview with pedagogic event since in such events people are expected to were considering the lesson more as a social event than a challenging. And this might suggest that most of the students students preferred to participate in tasks that were not at all responses, one would be led to the conclusions that most of the

In the same way, almost all the students interviewed reported that they preferred to wait till the person finishes speaking though they felt that he/she was not correct. This revelation seemed to support the findings of the questionnaire, where a considerable number of students (87%) reported that they preferred to wait till the person speaking finishes even if they disagreed with him/her from the beginning. In justifying their responses, the students argued that in their culture it is considered rude to interrupt people while they are talking. Moreover, they added that even if they wanted to interrupt they were afraid of their teacher, in case the teacher opposes. They also said they might sometimes want to listen to the whole idea of the person. So they preferred waiting till he/she finishes.

classroom, the students gave the following reasons. They said that their upbringing, their experiences with their families and their experiences of learning in high schools did not allow them to keep on asking questions for clarification. They also said that they sometimes felt that teacher might not recognize their questions for clarification as relevant. In this instance, the students seemed to show both social and pedagogic concerns. Their failure to ask questions for clarification due to the influences of cultural factors and their previous experiences seemed to express their considerations of a lesson more as a social event. However, the fact that they kept on searching for clarification even out of class seemed to express their considerations of lessons more as a pedagogic event.

Most of the students interviewed also revealed that they tended to agree with the teacher's answer for the question they asked even if the answer did not satisfy them. Similarly, in their responses to item 20 in the questionnaire, 69% of the students reported that they tended to agree with the teacher rather than asking for further clarification though the answer given did not satisfy them. The reasons they gave was that their teacher might get disappointed or became too judgemental and felt that they could not understand things easily. They also said that their teacher might think that they were suggesting to him that he had failed to answer their questions. Thus, they refrained from asking further questions.



Although, the social gathering of people in the classroom is primarily for a pedagogic purpose, it is very likely that some students will consider classroom lessons more as a social event, or more as a pedagogic event. Moreover, these considerations of the students are likely to affect the way they behave in the classroom. The way students behave in the classroom is also very likely to affect their participation

and the students for a pedagogic purpose. space provides the setting for the interaction of the teacher classroom, conceived not as a physical setting but as a social expected to interact and create opportunities for learning. The pedagogic purpose. Thus the teacher and the students are a group of students meet in a classroom is primarily for a gatherings is perhaps the purpose. The reason why a teacher and However, what makes this gathering different from other social classroom undoubtedly makes their gathering a social gathering. The fact that a group of students and a teacher come to the social and pedagogic events is a highly interwoven phenomenon. difficult. The considerations of classroom language lessons as sharp dividing line between social and pedagogic factors is As noted in the preceding chapter, the attempt to draw a

## 5.1. Conclusions

# CONCLUSIONS AND RECOMMENDATIONS

## CHAPTER FIVE

participation behaviours of the above two groups of students. the influences of social and pedagogic factors on the participants i.e. there were no significant differences/between 'high', 'average', and 'low' participation behaviours of relatively 'high', 'average', and 'low' participation behaviours on the social and pedagogic factors have equal influences on the participants. Moreover, the findings of this study seemed to indicate that social and pedagogic factors have equal influences on the participants. i.e. there were no significant differences/between 'high', 'average', and 'low' participation behaviours of relatively 'high', 'average', and 'low' participation behaviours on the social and pedagogic factors on the participants.

and pedagogic factors were low. These were reported by below 50% of the students. seemed to indicate that the negative influences of both social and pedagogic factors were greater than the negative influences they had on the participation behaviours of AVU freshman students. As the students' responses to the questionnaire showed 70.18% and 54.09% of the students reported the positive influences of pedagogic and social factors respectively. The findings also seemed to indicate that the positive influences of both social and pedagogic factors were greater than the negative influences they had on the participation behaviours of AVU freshman students. Accordingly, the data gathered and the findings seemed to indicate that the positive influences of both social and pedagogic factors were greater than the negative influences they had on the participation behaviours of AVU freshman students.

An additional attempt has also been made to find out the influences of social and pedagogic factors on the relatively 'high', 'average', and 'low' participation behaviours. In both cases an attempt is made to determine which factor outweighs in its influence on the participation behaviours of the students. An additional attempt has also been made to find out the influences of social and pedagogic factors on the relatively 'high', 'average', and 'low' participation behaviours. In both cases an attempt is made to determine which factor outweighs in its influence on the participation behaviours of the students. An additional attempt has also been made to find out the influences of social and pedagogic factors on the relatively 'high', 'average', and 'low' participation behaviours. In both cases an attempt is made to determine which factor outweighs in its influence on the participation behaviours of the students.

2. As the nature of social and pedagogic factors is highly interwoven, studying the differential impacts of the two factors on students' participation behaviours is a difficult task. Therefore, further research should be conducted so as to ensure a better understanding of the influences of these two factors on students' participation behaviours.

1. Teachers' behaviours are one of the most influential social factors which were found to determine the participation behaviours of students in the classroom. However, Brumfit (1981) argues that it is the learners themselves who should decide how deeply to participate. Therefore, teachers should not set standards for students' participation, rather they should only attempt to create conditions under which learners willingly participate.

Based on the findings of this study, the following recommendations are given.

## 5.2. Recommendations

However, for the low participators pedagogic factors were found to have greater influences on their participation behaviours.

Topics Suggested for Further Research

- a) The relationship between teaching style and students' perception of classroom events as social or pedagogic.
- b) Classroom tasks and students perceptions of classroom events.

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Questionnaire for Students

Dear Respondent,

This questionnaire is designed to gather information about freshman students' classroom participation behaviours. As this is not a test, there are no right or wrong answers for the questionnaire items. Therefore, the researcher kindly requests you to give your frank responses after reading each item very carefully.

Your cooperation in completing this questionnaire will be a great contribution to the success of the study.

Thank you.

Background Information

**DIRECTION I:** Please fill in the following blanks with genuine information about yourself.

Sex \_\_\_\_\_  
Mother tongue \_\_\_\_\_  
Program you are attending: Regular \_\_\_\_\_ Extension \_\_\_\_\_  
Age \_\_\_\_\_

**DIRECTION II:** Please read each statement, found in the following pages carefully, and mark a tick ( ) to show what your feeling is with respect to every statement in only one of the four spaces provided at the right side of the statements.

Strongly Agree (SA) = 4  
Disagree (D) = 2



Agree

(A) = 3

Strongly Disagree (SD) = 1

		SA	A	D	SD
1	I don't like to participate whenever: 1.1. I am not familiar with the students in the class.				
	1.2. I am not familiar with the instructor.				
	1.3. I feel the instructor doesn't like being asked questions.				
2	I don't like to participate because: 2.1. I am shy.				
	2.2. I am frightened of speaking in class.				
	2.3. I am not used to talking freely even at home.				
3	I don't like to ask questions in my English class because I fear that my questions will be embarrassing if they are too simple for other students.				
4	I like to participate only if either the teacher or the students in my class expect me to do so.				
5	Even if I don't understand the lesson, I say 'yes' whenever the teacher says 'Do you understand?' because I feel that the teacher expects such kind of response.				
6	When we are working in groups, I feel free to participate thinking that others in the group will correct me if I make any mistake.				
7	I like to participate in my English class so that I will be favoured by the teacher.				

		SA	A	D	S D

8	I like to participate in my English class because my family used to encourage me to take part in any kind of discussion.				
9	I like to participate in my English class so as not to be considered by other students as less intelligent.				
10	I like to participate only if I feel I am learning something new from the lesson				
11.	If the task requires us to participate, I try to participate as much as I can.				
12.	I believe simply discussing a topic in groups is a waste of time because I don't feel I learn anything new. (Hence, I don't like to participate in group discussions).				
13.	I don't like to participate in the class because I feel that the best way to learn language is by listening to others and practising alone.				
14.	I deliberately do not participate in my English class because I am afraid my final grade might be affected if the teacher recognises me as a weak student due to the possible mistakes I may make while speaking.				
15.	I don't like to participate in group discussions where the teacher is not involved because I am afraid I may learn the mistakes of other students.				
16.	I prefer to ask the instructor afterwards rather than raise a question in class.				
17.	If I don't understand the points discussed in class, I prefer to read books afterwards rather than ask the instructor in the class (or outside class).				
18.	During discussions I prefer to wait till the person speaking finishes even if I disagree with him or her from the beginning.				

		SA	A	D	S D
19.	I don't like to participate in my English class because I feel my friends and the teacher may not like my English.				
20.	If I ask a question and the teacher's answer doesnot satisfy me, I tend to agree rather than ask for more clarification for fear of suggesting to the teacher that he/she has failed to deal adequately with my original enquiry.				

**DIRECTION III:**

Please respond to the following statements using the following scale.

Always = 4

Often = 2

None= 0

Usually= 3

Sometimes= 1

Put a tick ( ) in only one of the five spaces provided.

		A l w a y s	U s u a l l y	O f t e n	S o m e t i m e s	N o n e
	How frequently is this true for you?					
21	I am afraid to ask questions because I feel the instructor does not want to be interrupted.					
22	I try to participate when I feel that most of the students in the class are actively participating.					
23	I like to participate in group discussions if I am working with students who are only similar to me in gender.					
24	I like to participate only in tasks in which:					
	24.1. the instructions are very simple and very clear					
	24.2. the language used in the task is easy to understand.					
	24.3. the topic is familiar to me.					

		A l w a y s	U s u a l l y	O f t e n	S o m e t i m e s	N o n e
	How frequently is this true for you?					

25	I don't like to participate in my English class because the other students may laugh at me listening to my trembling voice.					
26	I like to participate in doing classroom activities even if they seem difficult to do initially because I believe that there should be some manageable challenge in the lesson.					
27	If I ask a question in the middle of the teacher's explanation and the teacher's answer does not satisfy me, I prefer to wait till the end of the lesson with the hope that it will be answered latter on in the discussion.					
28	I don't worry much if I make grammar mistakes when I speak in my English class because I think I can learn through use.					
29	I don't hesitate to ask for clarification if something is not clear to me.					
30	I don't refrain from speaking though I know my English is not perfect.					

## APPENDIX-B

### Interview For the Students

1. Are you afraid of participating in a class where the teacher is new to you?
2. Are you afraid of participating in a class where you are not familiar with the students?

3. Which kind of tasks do you prefer to participate in? In those tasks in which the instructions, the language used and the topic are very simple and familiar? or In those tasks in which there is some manageable challenge?
4. If something is not clear to you, do you ask the instructor or do you prefer to read books or ask other people outside the class?
5. Do you prefer to wait till the person speaking finishes though you feel that he/she is not correct from the beginning?
6. If the teacher's answer to your question does not satisfy you, do you ask for further clarification or do you simply tend to agree with him?

## APPENDIX C

### Task 1 Debating

- Are men and women equally suited for different types of work?

(The students discussed their points of argument in their respective groups)

1. T - Yes, group A argues that, yes, men and women are suited for different types of work. Ok, group B argues, no, we believe that men and women are suited for different types of work equally. They are equally suited, Ok! What men can do women can do. This group says, some works are more simple to females than, than to males.
  
2. S<sub>8</sub> You... [inaudible]
  
3. S<sub>2</sub> Let me ask you a question... (raising his hand)
  
4. T- Ok, don't ask, ...you may break in, please any of you...
  
5. S<sub>13</sub> I have an idea that women's have more patience than mens. For example in statistical authority, has hired 180 women workers, because he thinks that, womens have more patience than men for that work, the work needs eh, eh...sitting for a long time without moving from one place...there only feeding figures to the computer. He thinks that, the organisation thinks that if mens are hired in that organisation, they ask...they haven't patience, they have to leave the work, when they are tired. So, womens as they have more patience, they are suited for this work, because of this it has no differntiation between mens and  
  
womens. So, from this we can see that... it is practically expressed in that organisation.
  
6. S<sub>7</sub> As he has said...women can be wommen can not do work when she is pregnant or..... But that is a biological phenomena. Eh, when she is pregnant, of course we have to take care of her, eh, she needs a lot of time to get back to her normal work. And regarding the patience, I think, it depends on the personality of the individual. We say whether he is

more patient or the other. Eh,... You see... a man as a hot tempered, aggressive and hot tempered person, man. But, there are, there are people, there are men, eh,...who have a good patience, eh...equal to females. And we shouldn't then, consider females as more patient than man. Because of equally patient personality of men...

7. S<sub>6</sub> I would like to add something. before that, you say that when she is pregnant, she can not do work. I want to ask something, also when a man is sick, he can not do the work as well as a woman is preg., preg..., pregnant. It is a biological fact. We can no, she cannot do hard work, when she is a pregnant. But she can do when she's not pregnant. It is a time... you know... it is a biological... I want to, to say the other thing, eh, she is ...personality, as he said personality difference, ...people behave, the upbringing, or ability to stay for a long time... patience comes with experience, from upbringing or... I think mans are patient as womens...
8. S<sub>8</sub> Ok, Hiwot and Hewan agreed that even though it is a biological fact or it depends on persons. But...they also believe that when, women become pregnant, for instance, they can't do their works, which means that men can do their work equally...we emphasize that...
9. S<sub>7</sub> Sorry, but, can you give us some proves that womens have different patience?
- 10.S<sub>8</sub> For instance, you have said that, you know, it is biological, which means, man is strong and women is somewhat weak. And we have prove about this...and anybody can believe...and we emphasize, we stated that, first, it is not men who made this world a world of men, you know, it is not men which brought



this influence on women, but...since mens or since human beings certainly develop some mechanism to overcome this natural law...unless and otherwise...this eh,...unless this problem is avoided...eh...they can't do work equally.

11.S<sub>2</sub> May I ask you something?...eh...I have...encountered a man who is a secretary...

12.S<sub>8</sub> I can also encounter, a woman who is a pilot... when we count them, you can't compare with mens. There are also female drivers, but, you see, the main problem, they can personally or individually but there are persons who are cooks, but there are also womens who are managers in some places...but, they are not going...about the individuals...when we see their numbers, the number of mens is [Inaudible] the number of womens. They can not be compared.

13.S<sub>2</sub> That does not show women have no quality, are not suited as men for some work. That is the traditional effect [Inaudible] for some other, you see, why..., the reason why female and men in some kind of work... In another kind of work, Ok, due to culture or tradition, it does not, it is due to their inability to... that is it...it is not...

14. S<sub>11</sub> Women are not as strong as men, therefore, womens are unable to do works that needs strength, for example, men are preferable to work at garage...but, in country side, because womens are very weak they are unable to plough their land. And in general mens are very strong. they can do works that need strength. And, women can do works that is slightly, that does not need any strength.

15. S<sub>3</sub> There is a good example for this. If we see, the athletics records for, for example, for men and

women, the athletics records for women are much more less than men...like throwing, jumping and running...this shows that they are physically weaker than men. So..., and, ...as well this shows that they cannot withstand physical strength, this is a good example...

16. S<sub>12</sub> As we have seen before five or six years in Ethiopia there was a struggle between different categories or political groups. And, eh... with the groups that were in the desert parts of Ethiopia that the women, the women and the men were fighting for their...eh, rights, equally, they were running equally or they were driving tanks or some other armaments equally, and they were at all, they were doing the same works equally, with no, eh, influences on the men or on the women. We have seen this before. And for what you are saying, during pregnancy the women can't, can't do some works that men can do. It is not the pregnancy that inhibits the girl or the women from doing that work. That is the sickness or the illness that is connected with pregnancy that inhibited the girl from doing some, something. It is obvious that also men can, men can't do something when he is ill. And that is...

17. S<sub>2</sub> You said that women can not be a farmer. In our culture, if some women eat, eat a lot, she had some bad habits. It is forbidden in our culture, to eat very much. Therefore, that is why they became weak. You see, if men eat a lot, a lot, they are allowed to do so. But, in our culture, if women are...eh..., if

they are found to eat that much food, Oh!...it is forbidden,...

18. S<sub>s</sub> (lough and many of them started speaking at once)

19. T- Let's give chance to her (she has raised her hand)
20. S<sub>1</sub> ...No, it is,...it's only of eating...it's, as we know as we have learned, on secondary sexual character, when we change the secondary sexual character females are females muscle are becomes softer and softer but mens become much stronger and stronger. It's only from this, from nature, not only from this feeding habit. So we are, in doing work, we are softer. We can't do hard works we can't bring...a much big material...but females, males can bring that because of their muscles, they are strong much, because of their nature. It is a nature of, it is gift of nature and also they can perform hard works and we can, we females can perform...works such as office works and light works...eh...and it is not on feeding, it's already by nature.
21. S<sub>6</sub> I will say that I can not do hard work that men do... that's the whole point [Inaudible] discussed here. I think we are now discussing about the time, the time she can't do work. I want to tell you something. She can do the work, hard work. You know, it is the time, when she is pregnant, she can't, she is treated in some ways, and can't, she couldn't do as much as she is able to do when she is not pregnant, that is a ...I want to tell you that she can do hard work as men, but it has... you said that she can not do hard work because she ...she has a weakness, she is soft, and she is everything weak...to work. But we are saying that she is hard, she can do hard work, she has strength, and, and...we are not about...to talk about the time, the time of...[Inaudible] we are saying that she can do work, she can do hard work, she can do anything men can do, at, eh, at...eh, at we can say at different time, ok, except, at weakness time, at, as ...If you are sick, eh...if you are sick, you can

not do your work, you are sick, and it's against ...eh, eh,...this is a weak point against you and thus that's also for my part...and she can do hardwork at anytime.

S<sub>15</sub> 22. Ok, as far as I understand upto now, the man is strength, (Teacher showed a sign to speak louder). As far as I understand, the man is strength. But, we may ask a question, we may ask a question what is the cause of the strength? Or, as you said, mens are stronger than women, why?... we are not to ask a question, but we have to think, first, what is the cause of the strength? Why not females are as strong as mens? mens are stronger as you said, but when you start from the very beginning, what is the cause of strength, there are many, many, different kinds of causes for strength. One, it may be the matter of the food. As far as females eat as much and a balanced diet food as males, they become as strong as them. Secondly, the cause of strength as I know, may be sports. Females can also do sports as much possible as they can. Therefore, the matter of strength, can have nothing effect as I know.

23. S<sub>8</sub> ...How about the genetic make up. man is strong, stronger than women, it is not because of the food which he eats but the genetic make up, you know. As my dear stated...that, you know, when, after the secondary sexual character develops... the muscles of men becomes stronger while the muscles of womens becomes softer and softer. This makes, you know, mans to be stronger and womens to be softer. But, the idea is not here. It is not the strength or it is not the patience, you see, is there any equality or any difference in the fields of works, you see. This strength and patience has two functions... makes the mens and womens not to be equal and not to

do the same work in some cases mens can be in a better way in some other cases womens can do in a better way. And in some other cases both can do in a better way. For example, we can consider to be a lecture, to be a manager, you see, to be a doctor, all mind works, you see, can be considered equally, for both mens and womens. But there are some other cases concerning strength, you know mans are very fitted, concerning patience, womens are best fitted. This is our groups main idea, isn't it? ( turning round to his group).

24. S<sub>5</sub> One strong example is, I want to give is, that from a recent book, from...

from the very beginning of nature, the division of labour of men and women, eh, for different type of, being suited for different types of work. Men do the hunting and men do the hard work, while females, while, while female, eh, wants to take care of eh... children or to take care of responsibility around the settlement or do the cooking or some 'wat', 'ena' (the amharic equivalent to 'and') eh, this, even tell us about the physical difference between male and female.

25. S<sub>7</sub> eh...as you said, previously also during the stoneage, or what ever...we can not be certain whether or,..whether it is that female or male can not physically equal, that the male goes for hunting and the female do the eh, baby sitting or do that...he can do that....Any one can be seen...unless....it has been proved that any, anyone that means, female or male can do the same job, whether it is physical, mental or it involves anything. If you take physical, she can be a body builder, she can be recently it has been started, female boxes, eh, football everything is started. All this things didn't start previously because male

were dominating females at those times. Still, in some countries, and some cultures, still men dominate...as farming as you said, eh, here in Ethiopia, it is not common, but in other countries, there are females farming. There are farmer females, and they farm well as much as male does and if you take olompics as you said, if females are given equal opportunity as man, if she is, if she build up her body well as man, I think she will do good as much as man do.

26. S<sub>5</sub> And here, what I wanted to say, the male, the males are physically more complex, ...as, eh, we doing some work that needs hard work and this is seen from, from the earliest observations and physical experience, physical experience, from the early beginning, they have been doing job that, work that needs work on being physically fit and being stronger and withstanding physical strength. So, as I see it, it will not, it doesn't help us to...it wouldn't explain that they are, they will be suited for all types of work. And what, the other reason is, eh the number eh, can not be an explanation for their being suited for different kinds of work. And why aren't they seen doing those types of works by now...they have been,...they had been....

27. S<sub>7</sub> As I said it is common, you see, female captains are coming in. And female, even ship captains are here, and all this things are, eh...they are coming now; eh...it is not yet finished. I mean it is not yet completed. You see, till recently, still, even now men is still dominating our [inaudible]. And there are proofs also, in Ethiopia you can see, it is very clear...And there are still females, she is managing her house and doing her jobs..., but still if she is given the equal opportunity, I mean if you take

either situation also, let's consider the few, if they're given equal opportunities, they can do [Inaudible], I mean considering the pregnancy time we have said, suspended at that time.

28. S<sub>6</sub> Let's consider the number of students around grade 6 and grade 8, the number of womens and the number of mens. Nowadays, the number of females in grade six and eight exceeds about hundreds in numbers of mens. When we compare the relationship between men and women...Let's see some descriptions, we can understand the present situation. We can not..., when we are in secondary schools...the men and women have their own, eh, ...you see, what can I say, they also believe in acceptance,...the womens, to be underes-, undest- underestimated by the males. But now...it is avoided to some extent. You have to know, that, you see, eventhough ....[S<sub>7</sub> interupted him].

29. S<sub>7</sub> If I am stronger than you, I always tell you, I always make you think that you are weaker than me. You are not fit to do that work. If you have been in that situation. You are not fit to do that work. But if you are given equal opportunity, that you can do that work, you can do it, that's what I am saying.

30. S<sub>8</sub> .....[Inaudible]

31. S<sub>7</sub> Till now you see, men have been dominating...

32. S<sub>8</sub> Even though you are stronger than me inorder to stand I have to develop some techniques. For example, as my friend, Henok, stated before, womens and mens are eh...fight together for their rights. Because it is a question of survival, they have to fight together...but...[teacher

interrupted]

33. T Eh, are men and women suited for different kinds of work? Let's take one topic, a job of teaching. You might argue that men and women...eh...are equally suited for the job of teaching. These people here [pointing to the students] think that,...they argue that eh...they are not equally suited.
34. S<sub>3</sub> No! For some fields of works they can be equal [inaudible], fields of works which needs though especially...
35. T People in Europe...don't believe like that, many English teachers in Europe are women...I am not arguing with you... I am just giving information. I know that many English teachers in Europe are females.
36. S<sub>5</sub> The teaching job, even in our country...
37. T But in our country it is male not female.
38. S<sub>5</sub> Ok. World wide teaching, female...male teachers wouldn't treat the students equally. What I mean by this is that female teachers are mostly kind and they are, they are, most of the time they are seen to, they are, they are seen to as treating their students as eh...their mothers, and the men didn't and it also needs some patience and other than si-, simple work as you have mentioned earlier. And this type of works such as teaching for the male side, he teaches and walk out, he will show to some extent care to these students and we could not...evaluate male and female...
39. T. What do you think? Are you arguing that women are more suited?



40. S<sub>5</sub> They are, eh...their personality differ, they are...
41. T Who do you think is the best teacher?
42. S<sub>3</sub> It depends on the socio-development, sir. Because, when we compare the society in Europe, the society by itself develops, knows how they [inaudible] psychology. In which way, for the children, you know, in what way, eh, to give a good teaching job. For example, for the European society if the teacher becomes men, when the student disturbs him, eh, he may bit him or he may punish him in some other way. But when the womens, when in teaching you see they can't bit because they consider the childrens as their own children. And they know how they are great, developed,...
43. T What about an Ethiopian teacher?
44. S<sub>8</sub> What?
45. T What about an Ethiopian teacher?
46. S<sub>3</sub> In Ethiopia, even, most of the society can't even, today, understand the use of education, eh, eh, for example most of the farmers, it is better, eh, to keep his eh, childrens in his house and to help him by ploughing...eh, or...by shipping eh... his cattles and the student by itself tries to fight with his teachers.
47. T. Isn't that education? Teaching your child how to plough a land...isn't that education?
48. S<sub>8</sub> By itself eh,...when we say this, it is not necessary also to send this, eh...his children to school, because he is not ploughing in class, when he was with his father, because he is studying ploughing. But we

are not going to say this. Ploughing by culture have to be replaced by modern technology you see, to know this modern technology, the student, that children have to go to the school.

- 49.T. Many students of, many children of farmers that came to this university, thousands of them learn modern education...but they haven't changed...
50. S<sub>8</sub> by Because you know education in a third world country itself has to be you know, it has to be you know to be studied, education is for survival...by itself. For example, you can consider also me after I graduated I thought one thing you see, to be a man of myself that is my own, and my first question. Unless and otherwise I have to avoid this. I can't be a creative man, you see, because I have satisfied by what I have already.
51. T. What do you think all of you? I am not giving chance to anyone, ok, take chance by yourself...
52. S<sub>2</sub> Let me ask you some question; of course we are speaking about the difference between, the difference between women and men, not about for their suitness for their works, ok. Let me ask you some question. Could you give, even, one work which needs only male or female, not the opposite. Could you give even one work that...
53. S<sub>11</sub> Could you say it again?
54. S<sub>2</sub> but Give us some work which needs only male or female but not opposite.
55. T Give an example, a type of work eh,...only where one of them could eh, do...the work...
56. S<sub>5</sub> Would that explanation, would that, would that agree

with your question?

57. S<sub>2</sub> Yes, exactly?

58. S<sub>3</sub> When we consider such kind of great questions we have to be deductive, not inductive. By counter examples we can not give proofs...

59. S<sub>2</sub> Sorry, but I don't know what deductive or inductive means?

60. S<sub>s</sub> (lough)

61. S<sub>8</sub> Ok, deductive means from general to individual. And, you see, inductive means from individual to general. You have to select a one profession. And by giving this counter examples, you are going to say or claim that they can do equally. But that is not good. We have to think over by deductive means that we, let's start from general case and let's consider by taking two individuals. And there are, eh, so many professions eh,...but it depends on the development of the society and the culture.

62. S<sub>2</sub> So, therefore, that is the matter of the culture, you see, that is the matter of the development of the culture. That does not show us that when women are needed or men are need. That is the matter of the culture or the tradition or the dev-, development of that culture.

63. S<sub>8</sub> For example, let me ask you...

64. S<sub>13</sub> I will give an example...only for men, eh, its...training for being a captain. It is one example. Females doesn't participate in that training.

65. S<sub>2</sub> For what training?
66. S<sub>13</sub> To be a captain.
67. S<sub>2</sub> To be a captain? They could.
68. S<sub>13</sub> No! No!
69. S<sub>7</sub> There are female captains.
70. S<sub>13</sub> I heard something. In the radio, they had broadcasted that we need, we need only men, eh, that have ESLCE results. They have stated that, but they have specified that we need only men. We didn't need females. I have that result but I... can't eh, eh, eh...enter training in that place. this shows that it has differentiation.
71. S<sub>2</sub> No, there is no differentiation.
72. S<sub>13</sub> It is practically expressed. How can it be the opposite.
73. S<sub>11</sub> I will answer your question by asking you a questions.
74. S<sub>2</sub> Ok.
75. S<sub>11</sub> For example, if you had a garage, will you hire a female, or male?
76. S<sub>2</sub> What is the matter?
77. S<sub>11</sub> Ok, the second question is if you had a large farm ploughed by traditionally eh...would you hire female or male to plough the land?
78. S<sub>2</sub> I will hire...both of them.

79. S's (lough)
80. S<sub>2</sub> Because if they are doing their work...I will hire...
81. S's Let me ask you question, for example when you are going to plan, for example, a factory or an industry, are you going to get a profit or to be somewhat....
82. S<sub>2</sub> There is no rule in hiring women or men. There is no rule.
83. S<sub>8</sub> You see, if you are going to, for example to have a garage, you see...
84. S<sub>7</sub> Let me answer your questions since you ask...You said that [inaudible] for the ship crew in Ethiopia, for the ship crew in Ethiopia, eh, I think most of the crews or almost all of them are male, because they did it, because if there exist, I mean, there are rare ofcourse, female crews in outer world, but in Ethiopia they are females, if they are going to be females in the ship crew...these females would be rather chased or how, I am not sure how to put it, by the male crews, in the ship and it is very difficult if the man ofcourse, thinks that she...[interrupted by the next speaker]
85. S<sub>8</sub> You see, in marring the captain...
86. S<sub>7</sub> I have put for this reason...I have given...
87. S<sub>8</sub> No, No, it is not it's not the reason, you see its a long, long term journey, you see, it may take about 2 to 3 months. In that time, eh, she may be pregnant. If he employ womens, you know eh, eh...
88. T If [Inaudible]

89. S<sub>8</sub>      What?
90. T.      *[Inaudible]*
91. S<sub>8</sub>      No one will consider...
92. S<sub>13</sub>     Workers, eh...women workers...
93. T.      Men workers? women?....
94. S<sub>13</sub>     women, If the woman is a cap...
95. T      If the woman is a captain, eh...
96. S<sub>13</sub>     Yes, one of the male may be her husband.
97. T      If she is not with her husband you are arguing  
that...      *[Inaudible]*
98. S<sub>8</sub>      Once in her life, she has to get married
99. T      What I am saying is that a woman can decide when to  
be           a pregnant. I think, she can decide for herself.
- 100.S<sub>5</sub>     She couldn't have been with her husband. Let's say  
that she is not...she is not pregnant at that time.  
But what is the requirement for they, or all the  
crews to be men, why were all the crews, women, will  
not be there.
101. T     You remember the text, equal opportunities, a short  
guide to a sex discrimination act, 1975, Ok. It was  
a kind of law, Ok, introduced, Ok, to protect unfair  
treatment in UK, and, eh-
102. S<sub>7</sub>     I think, there are female crews in outer world...
103. T     I am sorry. I haven't finished...under special  
section your rights under the law, eh...employments,

then it says, eh, "employers may not discriminate against you because of your sex in their recruitment or treatment of you. Employers may not usually label jobs "for men" and "for women" but there are a limited number of exceptions; for example in employment in private house hold; in jobs where a persons sex is a genuine and occupational qualification as in acting or where there are not more than five employment in the staff. In employment, it is also unlawful to discriminate because a person is male, Ok. Women are entitled under the equal pay act 1972 to equal pay with men when doing [Inaudible]. The point I want to make here is that there must be sufficient reason, convincing reason when you label job for men and women. For example, according to this act, 1975, the case she has mentioned, ok, where the shipping line company required only men captain. Is there any sufficient reason or they simply say we need only men, not women. What is the reason, that's very important.

104. S<sub>13</sub> Here, fe- females, eh, for example, she may face a danger...she is a female...

105. T Is that danger, is that danger which she is going to encounter or she is going to face or she is expected to face, eh, is it because of, is that because of her, her sex? Is that because, is that because she is a woman?

106. S<sub>13</sub> No...

107. T She might face the danger. So, the male captain can also, the male captain can also face danger.

108. S<sub>5</sub> You see, males can be more decisive at eh...eh... frequent time...

109. T You say that men are more heroic than women?
110. S<sub>5</sub> Ya!
111. T That's your suspicion...
112. S<sub>5</sub> No. I am not referring to being eh...I am not referring to heroism, eh, between men and women, but eh, I was referring to being more decisive why, why would someone take the risk of taking the women crew as his company. He will prefer males and avoid this...
113. T If she can, If she can, why not. One of the purposes of this act, eh, sex discrimination act, 1975 is to avoid this. Why is he preferring males? he must have sufficient reasons.
114. S<sub>14</sub> It can be because of the strength...
115. T It can be...
116. S<sub>4</sub> The strength. Males as she said before, they are stronger and can face a danger and withstand that danger. But female are because of the biological reason they ar softer than male. They can't, they can't withstand this dangers, because of this they can't eh...
117. T Is there any, in this very modern, sophisticated technological world, is there any work that required strength, physical power in shipping lines, is there?.... I am not sure?...You can comment on this...
118. S<sub>11</sub> Yes, for example, the work at garage...
119. T No we are talking about shipping lines... Is there any work that requires physical strength? Yes, Hirut.



120. S<sub>4</sub> When they face a problem what I mean is when the males face a problem, they can withstand it, when she...
121. T How is that how is that?....
122. S<sub>4</sub> Ok, I will explain it later. When she had a problem she would cry or something and she disturbs the others, the passengers and they can't withstand that, eh, moment, so eh when both of them male and female what eh, I couldn't explain, when the female face a problem she can not withstand it.
123. T What kind of a problem are you talking about?
124. S<sub>4</sub> For example, when, when she...she have seen a wave, she will, she will cry. Is that...so...
125. T What do the male would do?
126. S<sub>4</sub> He can eh, he, will withstand it. He will not cry as the, the female one. He will simply tell the person, just to, not to disturb themselves, just to feel...
127. T To feel comfortable
128. S<sub>4</sub> Yeah!
129. S<sub>5</sub> Another thing is that on facing the danger on time of tide or wave would come to the ship, the man when the ship sinks, they will have to swim for survivals. they would have to cover such long distances and the women would not do...that physical strength.
130. T Why? If they....

131. S<sub>5</sub> That doesn't, that was a physical, that would need physical...
132. S<sub>7</sub> There are female swimmers...
133. S<sub>5</sub> There are many but eh, eh, the male, don't excell the male swimmers.
134. S<sub>6</sub> I want to ask you something. She decided to go as a ship crew and the ship manager accepted her as crew member because he thought that she is fit to travel with him. She is emotionally fit as well as physically fit to travel the journey.
135. T She will take training...she will take training too. It is the training that makes the man ok, more courageous, more confident.
136. S<sub>8</sub> You know, this world becomes a world of competition and every man that [inaudible] for this advantage. Let's consider, on the whole, Ethiopian airlines, for most hostesses, eh...employment, even from...the managers or personels are going to select a beautiful girls, you know, because the appearance by itself...[interrupted]
137. T Is that because males can't be hostesses?
138. S<sub>8</sub> No!
139. T Do you think that males can't do the job as hostesses? It's just...
140. S<sub>8</sub> You see, her appearance is one of profitable...
141. T I agree with you but man can be also a good hostess.
142. S<sub>8</sub> You see womans have got instant eh, eh...

143. T Do not talk about the attraction I'm talking about the kind of work she, the hostess is doing. She is just serving, Ok, Sandwiches...
144. S<sub>3</sub> Yes. It may not be equally suit for that person who is to...
145. T That is she. I can give as the hostess, I can give pepsicola to a German man.
146. S<sub>8</sub> A job can be considered as a job when only it is profitable, you see. For example lets consider all the hostesses of the airline are male. The, I thought that the number of...
147. T Passengers
148. S<sub>8</sub> the number of passengers may be...
149. T decline
150. S<sub>8</sub> Ya!
151. T Are you sure?
152. S<sub>8</sub> Of course!
153. S<sub>8</sub> (laugh)
154. T I think no one will travel by an airplane to see beautiful girls. that cannot be the purpose. In order to see beautiful girls.
155. S<sub>5</sub> I want some, some female members of my family to serve me and to, to do what I want.
156. T Even in your home?
157. S<sub>5</sub> yes, because...

158. T Even in your home,...because I don't have any sister...
159. S<sub>5</sub> She would do it more, more successfully than some male member of the house.
160. T What do you mean, what do you mean by more successfully. I can make 'wot', she can make 'wot' (pointing to a female student). I'm sure my 'wot' is more, more delicious than hers. Who knows...
161. S<sub>5</sub> But when she serves she, she even knows how to welcome guests. I, I would, in my position I wouldn't wouldn't...
162. T It is a matter of personality. Excuse me, in this case...
163. S<sub>5</sub> But that personality differences and experience differences would suit some ma - , females to do some work and some males to do....
164. T Take all the big hotels in the world or in Addis Ababa or in Ethiopia. In big hotels, all the chefs, Ok, cooks are males.
165. S<sub>5</sub> Ya! Because, you know, the strength to cook so many 'wots'. It's possible...
166. T No, it is modernised.
167. S<sub>5</sub> Because we have to consider....
168. T Who cooks in your house?
169. S<sub>5</sub> In our house it may be, one or two kinds of 'wots' may be cooked. In big hotels it may be so many kinds and may require (energy) to do all the work.

170. T      When there is "deges" (the English equivalent to party) in the house, Ok, in the house "Michael deges" or "Mariam deges", Ok, the females make 'wot', lots of 'wot'. Ok...
171. S<sub>8</sub>     But it is not one male, one woman, but you call in Ethiopia, *[Inaudible]*
172. T      But it is only one man.    He just cooks three wots....
173. S<sub>8</sub>     that is male, the strength, you see
174. S's     (laugh)
175. S<sub>6</sub>     I think the male work as a group.    the male, not while, not only he can not do the work all by himself. They'll do it in groups as we, women do as...in groups as cooks.    I think, it doesn't depend on the strength.
176. S<sub>7</sub>     They can do it, automatically, I think.
177. T      They don't need.
178. S<sub>7</sub>     In big hotels I don't think so.
179. T      In Sheraton or 5 Stars hotels I don't think they need eh...especial physical strength, ...to cook.
180. S<sub>8</sub>     No. Even in this, in lab...there is stirring by itself.
181. T      *[Inaudible]*
181. S<sub>8</sub>     Ya! in stirring, eh, somewhat chemical composition in doing work.    So, there must be...when you work, always...so it needs some strength.    She may be to call someone from...

182. S<sub>5</sub> What we would suggest for conclusion is that,...we have some reasons to, to...justify this, work, eh, males are physically eh, physically a bit stronger than eh..., females and that is the main reason that makes them eh, not, not fit for all types of work. and there is only some difference between male and female on being more patient and on being hard working, withstanding physical strength, that is what is meant by our side. And even if we mention very few detail, details of eh, eh, those types of work, we, we, have focused on that and if they've some good points to discuss upon we'll like to do...
184. T Who will give us conclusions representing your group (looking at the other group)
185. S<sub>9</sub> ...By the way there is, there is no work, that is...this work for male and this work for female. Our opponents raised something, some idea, pregnancy,... pregnancy, pregnancy doesn't mean eh...time, it is for about 9 months, eh, eh, we may take care for the next generation. At that time ofcourse, she take care or she care for her infants or offsprings so, eh, eh, eh, she may also get maternal eh, eh,...something maternal leave that suppose kind of [Inaudible]. She may get that leave from her organization that she works and so, I think she gets that maternal leave and she rests at that time to take care for herself, for her eh, her offspring that doesn't mean she didn't work, eh, she didn't work as men do. That's I think, it is not a correct one. Eh, plus there are other things that you raised, numbers. That are, there may be eh, few number that launch to space, few number of females and their are more male, eh, that doesn't mean eh, female don't do that work as men. I think that I want to consider this time, eh. If-we give them the opportunity they may do that. That is the few difference, peoples launch to space to that space

for [Inaudible] and other things they get that opportunity, but if you give them more opportunity why not? Why not women do that eh...job as men do. I think its oppression you know, we've always oppressed women. We also tried to attack women psychologically by telling them they are weak, you don't do you can't do this work, it is too hard to...something like that - this psychological influence to tell the truth this would now, auto, automatically change. So womens can also work what men do. there are also some ideas that were raised, athletic records. As my opponent raised that he compared er, male athletic records with female athletic records. We can not do that. That is, you know, a biological phenomena, that females also, they have a gap to finish that raised to time limit to do that work that male do that but we can't compare these. They can do that athletics too.

186. T She can not do as efficiently as men do?
187. S<sub>5</sub> I'll ask one question and he will generalize in his own way. Are you telling me that men would take care of their children as mothers do; and are you suggesting that female eh, can, would act equally on...the types of...
188. T baby sitting...
189. S<sub>5</sub> No, Not baby sitting, that was not a right word for...
190. T Why not?
191. S<sub>5</sub> A mother is not baby sitting or taking care of her own child. But the man is baby sitting his child. But that is not the fact. Are you telling me that they'll feel equally on, on taking care of their children.

192. T Don't you know children that like their father more than their mother?
193. S<sub>5</sub> Eh, eh, eh, that is, it depends on the affection...for...the affection the mother shows for her children. But, the child mind is not as developed as...
194. T Next time, I'll bring a passage from a unisex marriage, ok, where both men and women, ok, or husband and wife, they do all the work, ok, it's a type of marriage, very common in Sweeden, ok. A unisex marriage, they call it, that shows that, ok, it is possible for men to take care of...
195. S<sub>5</sub> Some specific examples...
196. T Ok. This is eh, time now to stop. and this was really a very, a very good discussion. It is a really extremely interesting discussion with lots of good ideas, ok, from both groups.....



## APPENDIX D

### TASK II - DISCUSSIONS

"Justice?: The Punishment Should fit the crime"

1. T What do you think this topic means? The punishment should fit the crime...yes... how'll you understand it? yes?
2. S<sub>7</sub> I think it means that if the person is guilty [Inaudible] sometimes we feel we ought that punishment should fit for his wrong doing.
3. T Ok,...but how ...how much, to what extent do you think it should fit, if a person killed another person.
4. S<sub>5</sub> An eye for an eye.
5. T An eye for an eye...ok, ok, ok... you call that the punishment should fit the crime...eh. You believe that an eye for an eye, the principle of an eye for an eye eh, corresponds this...

6. S<sub>7</sub> If somebody kills ...eh, a person then he should, should, he should be given what he deserves.
7. T Ok, if a person killed another person in Ethiopia, he is sentenced to...20 years of imprisonment. Ok, another person killed another person in Saudi Arabia...Ok, he is sentenced to death. Which punishment should fit you think fits the crime. Many people in Ethiopia believe that 20 years of imprisonment fit the crime. I mean the punishment, 20 years of imprisonment fit the crime. If you take this, this sentence to Saudi Arabia may be they will say it doesn't because it is an eye for an eye...eh,...To what extent do you think the punishment should fit the crime? When do you say ...now, this punishment fits the crime? when exactly you'll say that? Yes?...
8. S<sub>7</sub> I don't think death would be appropriate for a person
9. T What do you say eh,...eh...
10. S<sub>7</sub> Death is too much. I think I wouldn't agree to death sentences.
11. T You don't agree with...
12. S<sub>7</sub> Death sentences for a person
13. T Death sentences, only years...ok
14. S<sub>7</sub> Because that person has to learn from mistake. If you kill that person he will never eh, know...
15. T he shouldn't be killed.
16. S<sub>7</sub> Ya.

17. T Ok, so you..you disagree ..death penalties?
18. S<sub>7</sub> Yes
19. T Do you agree, do you agree .. death penalties? So, he doesn't agree with death penalties.
20. S<sub>9</sub> Even I didn't agree ...punishments.
21. T yeah?
22. S<sub>8</sub> I didn't agree ..punishment
23. T You don't agree ...punishment!
24. S<sub>8</sub> Yes
25. T In a particular [*Inaudible*] Do you think that he shouldn't be punished?
26. S<sub>8</sub> What?
27. T A killer do you think shouldn't be punished?
28. S<sub>8</sub> Yes. Because you know, you didn't kill (her) but you may fasten somewhat the death of ...
29. T As long as she is destined to die eh.....
30. S<sub>8</sub> No one is to long live. You see, every one every person may die once in his time, so if a person kills, some one eventhough he kills, he may it may be after a year, 2 years that person though he didn't kill he may be died. So for example, if one may be punished for 20 years but the one who died may not live 20 years. You see, by 20 years also he may not compensate.
31. T But this is ideal, ok.

32. S<sub>8</sub> This is wh..is also an idealistic.
33. T Ok...
34. S<sub>3</sub> [Inaudible] if the criminal kills somebody I think he should be sentenced to death.
35. T Do you think this, this principle, this quote, what this quote means, the messages quoted here always [inaudible] "The punishment should fit the crime" Do you think always the punishment fits the crime? Do you think like that?
36. S<sub>11</sub> It differs from country to country
37. T Not only that. From place to place, ok, from culture to culture, ok. Yes,...
38. S<sub>5</sub> What I really feel is that the punishment of the crime must be on humanitarian terms. Eh, one aspect of...the, the of the life is to be humanitarian to somebodies life. What eh, that mean should mean, is somebody who deserves that certain punishment should be equally eh,...should equally...should equally deserve, get to die....what that man, has, that the victim has just that the victim has experienced.
39. T any other opinion, eh....the punishment should fit the crime" ok now you'll write this now, very quickly I will dictate you very quickly...

(Teacher Dictated a Short Text)

40. S<sub>3</sub> Read it once...
41. T In 1952 two youths, youths, in Michigan, London decided to rob a dairy ok, two youths Dreck, Willian

Bentley, aged 16 & 19 while they were stealing, ok, while robing they were disturbed by police man. The 16 years old boy, produced a gun and killed the police man. Let's [Inaudible] because the boy who killed the p.man was under 16, he was sentenced to life imprisonment. For 18 years old boy Dreck william Bently... because he was over 18, ok, he was hanged. Do you think now the punishment fits the crime? Try to answer these questions. Let's discuss these questions... Do you think justice was done? [Inaudible] ...discussion openly, the field is open for discussion...

42. S<sub>5</sub> justice was not done.
43. T ...according to the robber ok please speak loudly.
44. S<sub>5</sub> Justice was not being done because the 1st one age 16 year christopher craig, he was under 18 as stated in the paragraph, he should not, he should not get life imprisonment because he must be first educated not to carry a gun any armament under the age of 16 or age of 18. First, though a law must be passed for carrying...for imprisonment carrying a gun or any equipment under ...while that was not the case he should not be sentenced to life imprisonment and, for the second one, the second boy Dreck William Bentley, even he is aged 19. While he hasn't or as he hasn't killed the policeman or he hasn't carry the weapon on his own he shouldn't be hanged. Even that he should that he should only be punished for being robber, that shouldn't be death sentence.
45. T So you say the punishment is severe yeah? too much?
46. S<sub>5</sub> Yes.
47. T Any different opinion? Was justice done, yes, Hewan what do you think.

48. S<sub>5</sub> Because the victim was a police man, the punishment is trying to or the punishers trying to do to arm them not to kill a police man. They do unjustidely imprison the 16 year old boy; hanged, hanged the 19 years old boy. And I don't think justice has been done. Because the 16 year old boy, he don't know why he is doing it. Impulsively [Inaudible] he couldn't be punished, he must feel the punishment is fit for the crime and a 19 years old boy as he didn't carry the gun and shoot the policeman he mustn't be punished at least if, even if he were punished it must be imprisoned not hanged.
49. T For robbery not for gun producing, ok  
What else...What sentence. Was justice done? You're saying justice was not done. Ok, two students say that the punishment is too much, any opinion? Who'll she say the punishment is right.
50. S<sub>8</sub> Yes, the punishment is right. Because after,...after all the punishment is necessary only in direct relation with this crime the punishment is necessary because this can not, be repeated by other peoples inorder to give lesson for other peoples for example to do so. The punishment even have to move then this is there...so justice was done.
51. T So justice was done for you.
52. S<sub>5</sub> What about,...what about the age limit. He was the 1st one is 16 and very young & the other one who is 19, why should he be hanged for what he hasn't done and they are, the 16 years old boy has any moral feeling as....any young.
53. S<sub>8</sub> You see, age by itself, I think that as great problem to do such a thing. For example a man of 19 years old can realise this world in a better way

than the...the boy 16 age, for me...eh you know, a man of 16 years age may do this crime as an adventure. A 19 years old man man he may do this crime to get some benefit. It may be for to [Inaudible] or to revenge. You see, but justice also have to realise all these things and they have also, I thought [Inaudible] because he was elder than a boy of 16 years old he has [Inaudible] for me you know not to do this crime, he has to accept there is responsibility because he is older. Unfortunately he didn't do this and he was also with him...he may be a guider to do that knowing that, since he had no gun in his hand, he may not be considered as a criminal. He may, you see, play with that the boy who is 16 years old. I thought that is why justice was done.

54. T      What thinking, any other opinion (looking at Hanna)  
            ...Yes...loudly
55.              If a man sentence to death or life imprisonment, how  
                    could he learn from his faults. How he could become  
                    a better person? [Inaudible] die so this,...this  
                    sentence or punishment is too much. For his age it  
                    was severe.
56. T      Very severe? eh?
57.              Yes
58. T      Any other opinion, people think except one student  
                    most of you think that it is deceiving on...yes...,  
                    If you had been judges. If you had been judge would  
                    you've give a different sentence?
59.              Yes.
60. T      What, what different sentences would you have given  
                    your honour?

61. For the younger boy the punishment fits him.
62. T The punishment fits him?
63. Yes.
64. T 20 years of imprisonment.
65. For the older one no. He must be or he've to go to his home. He has not done nothing or he hasn't done any crime. Therefore he have to...
66. T Should be free?...
67. Yes, I will give a different sentence. as you know for what wrong you've done, you mustn't also be punished with wrong things. Because we can not make it right. I think the boy who was charged, the 19 years old boy, has got 19 years, as we are, I think almost all of us are ... You know that's youth age. We get experience, from age...age is also an additional experience for our life. I don't think we have no experience out of this world...outside school, outside this education system. I think he mustn't  
[Inaudible] he must be told, he must be imprisoned and he must be told that it was quiet unnecessary to rob dairy evenif he is hungry to rob it. And he mustn't be severely punished. It is not good for him or the people's they'll think that, even if you consider the victim was not a police man the punishment wouldn't have been much severe. Because they want to emphasis that's they want to protect the men [Inaudible] and I don't think he should be hanged. He must be life imprisonment. The 16 years old, I don't know ...  
20 years is much.
68. T Too much?



69. Yes.
70. T 15 or 10?
71. You will take a lot of him, I don't know years I  
don't judge people you know, for their wrong doing  
you don't have to be wrong. You can not make  
it right.
72. T So you would have chosen a lighter sentence?
73. A lighter sentence.
74. S<sub>2</sub> can I correct myself?
75. T loudly
76. S<sub>2</sub> I make...mistake. In case of the murder, yes, since  
he has done something wrong in that case you've  
[Inaudible]. But in case of the robber they've to be  
punished
77. T So you'll have chosen a lighter sentence or more  
severe one?
78. I would've chosen a lighter sentence.
79. T Any other opinion?
80. I will have chosen a lighter sentence because these  
two boys they have some reasons. They do not have  
money to survive themselves. That means, they don't  
have anything to eat or something - they may be poor  
so they can get by robbery something. They can get  
money so but, by doing that they can survive or by  
themselves to live. But according to the judgement  
it was very sever. So they are two kids therefore  
in place of giving them a murder of 20 years of

imprisonment. They have to advise them, educate them not to do that thing & that they, ...I think 5 year is enough for them.

81. T 5 year of imprisonment?

82. Yes

83. T Yes...Hiwot

84. S<sub>7</sub> For 19 years old boy he should have been hanged he should have been put in jail and he should've been educated. I think until he changes his way of thinking so that he'll fit with the society. I think whatever long it may take he should be in prison until he is well educated. For 16 year old boy there is something He should also be well I mean or scientifically well the things he should know the consequences instituted in such case of killing.

85. T How would you've felt, if you had been the victim of the crime? So [Inaudible] type of questions. It might, ...what do you have all said now. How would you've felt if you have been the victim of the crime, ...Come on, if the policeman is your father, how would you've felt. How do you listen these sentences?

86. S<sub>7</sub> I would feel very much guilty and I'll think that

87. T You'll feel very much...

88. S<sub>7</sub> guilty.

89. T guilty...?

90. S<sub>7</sub> I would feel justice hadn't be done correctly. so  
the justice is wrong.

91. T How would you've felt?
92. Being the 16 year old boy I would have felt guilty.
93. so 19 year old boy he shouldn't have been hanged he should have been put in jail. He should've been educated. I think until he changes his way of thinking so that he'll fit with the society. I think whatever long it may take he should be in prison until he is well educated. and/or 16 year old boy the same thing. He should also be educated well ...physiologically or scientifically will the things he should know the consequences in situated in such cases of killing.
94. T How would you've felt, if you had been the victim of the crime? so [Inaudible] type of questions. It might [Inaudible] what you have all said now? How would you have felt if you have been the victim of the crime? Eh...\_come one, If the policeman is your father, how do you've felt. How do you listen to these sentences?
95. S<sub>7</sub> I would feel very much quality. I'll think that
96. T You'll fell very much...
97. S<sub>7</sub> guilty
98. T guilty?
99. S<sub>7</sub> I would feel justice hadn't been done correctly. So  
- The justice is wrong.
100. T You're victim of the crime?
101. S<sub>7</sub> yes I will feel that the sentence that was passed on me is not correct

102. T How would you've felt...
103. Being the 16 year old boy I wouldn't have felt guilty. Because I killed the policeman with a gun and he was taking the responsibility on keeping the society safe and in that I've killed him. I should be sorry for that. I would have taken only punishment. I would have...not for the life imprisonment because since it is very young, it was time of growing up physiologically and [Inaudible] the 16 year age is so - I would have felt, I would've deserved a good punishment but not life imprisonment and I would have avoided such,...such sentences.
104. T. One last question from [Inaudible]. If you've been judges what other facts and circumstances would you've wanted to know? Other facts and circumstances described here, yes?
105. S<sub>6</sub> The boys upbringing. How they are raised. ...I want to know their...
106. T Up bringing.
107. S<sub>0</sub> Ya! I want to know their upbringing. I want to know why they want to steal the dairy, of all places they want to still the diary place. Are they hungry or for adventure sake. I want to know all these things.
108. T You want to know all these things. What other facts and circumstances would you've wanted to know, if you had been the judges.
109. S<sub>12</sub> First, what causes,...what causes them to the robbery or according to the judges, according to the judge given to them. And the younger one killed the

police. The killer of the police may be forced by the older one or may made it or might made it by himself; for...by other forces, or by the influence of the elder one. Just that I wanted to know.

110. T Yes, what other facts and circumstances would you've wanted to know if you were judges?

111. S<sub>11</sub> In my opinion, sentences of death should not be given but the time of their imprisonment should vary according to their age. For example, if the criminal was a 16 year old and below the year which should be given for prison must be low. And for adults, the time of imprisonment should be increased.

112. T On what bases are you going to give these sentences? ...The question is if you had been the judges, you, eh... What other facts and circumstances would you've wanted to know in order to give these sentence you're talking about. You must say, now, the years must be reduced to 10 or 5 years of imprisonment, you are saying the punishment is too much, ok,... what facts, do you want to know, what other facts and other circumstances do you [Inaudible]?

113. S<sub>11</sub> I mean, by the way, death of a sentence, should not be given for adults, for any...

114. T What ever fact and circumstances?...

115. S<sub>11</sub> Death shouldn't be given but until life of imprisonment should be given according to their crime.

116. T What circumstances would you've wanted to know.

117. S<sub>11</sub> If he had done the crime deliberately....

118. T He has done the crime. You know that fact. You know he used a gun in order to kill the policeman, Ok. You know that they were robbing... they were robbing a diary. What other facts do you want to, other than this if you have been the judge. What other facts and circumstances would you've wanted to know about their upbringing. How they are brought.
119. S<sub>11</sub> I wanted to say according to their age, people above 18 years old and people below 18 years old should not be given the same punishment and people who are above 18 should be given punishment according to their crimes but, death shouldn't be given.
120. T Yes Hanna
121. S<sub>14</sub> I wanted to know....that may be because to meet their living or for jocking. That is, they can be they do for this reason, may be, I wanted to....
122. T Whether the policeman provoked?
123. S<sub>14</sub> Ya!
124. T Yes (looking at Henok)
125. S<sub>3</sub> I want to check their upbringing. That means just, I just want to see how their family background, if they are wealthy, poor [inaudible], that means from the poor community that is what I want to say, if they're from wealthy community they may not do that...that robbery purposefully, they may do that for funny. That may be for funny and as we know this youth stage...it forces us...what we see, eh...we want to try what we see,...so they may do it for funny. When the policeman came with the gun or piston they may fear

and he may drop that...then they may shoot the policeman because of his [inaudible]

126. T Do you think that he is trying to kill them first?

127. S<sub>3</sub> No....The policeman can....ya....since it was robbery he may come to kill them. So they may fear. They may use piston and kill the policeman - because it was fear. For that reason, I may want to lighten the punishment because they didn't do that purposefully to kill the policeman, plus the robbery, they may do it for funny or something like that...

128. T They may do it for funny or something like that...

129. S<sub>7</sub> What about you, yes [Inaudible] I wanted to know if they are dragged or not.

130. T You wanted to know if they are dragged or not?

131. S<sub>7</sub> And if the 19 year old boy, if you could've done anything to stop the 16 year boy from shooting the policeman. That is...

132. S<sub>6</sub> I wanted to know....

133. T Yes...

134. S<sub>6</sub> I wanted to know previous, any previous conflict with the shopkeeper or diary man. I wanted to know that, I want to know, I want to know where the gun came from. And why didn't they use knives or teenage; teenage ornament instead of armament and something like that.

135. S<sub>3</sub> I wanted...what brought the idea of robbery and which one of them bring the piston to robe...

136. T Yes you want to know, what brought the robbery?
137. S<sub>3</sub> Yes. Who brought the idea of robbery...
138. T The 19 year old boy or 16 year old boy.
139. S<sub>5</sub> I will've wanted what motive it had, because this, the murder was not the major case and robber was the cause, the major cause. I would have wanted to know the physiological....two children, two boy, I would've asked what motivate whether it was for survival or getting food or for just for fun and what they had been doing around. I would have studied the society, the society they were growing in.
140. T Ok! with this we conclude the discussion on this case.  
I will bring some more legal cases where the punishment doesn't fit the crime. We'll answer some questions. Ok....I will bring some more cases where... the punishment doesn't appear to fit the crime. Ok, thank you . Thank you very much.



## APPENDIX E

Procedure followed in calculating the Participation indices of students

The following procedures were followed to calculate the participation indices of each of the students in the two tasks -debating and discussion (adapted from Van Lier 1988)

1. The number of turns each student took were counted from the transcript .
2. The percentages of turns each individual took were calculated.
3. Each turn was examined to see if it involves some features of initiative in the four initiative bearing areas identified by Van Lier. These areas were topic, self selection, allocation and sequence (activity).

The following four questions were used as guidelines to determine the individuals making initiative in the areas mentioned above.

- A. Is the turn or turn part marked for change? Does it introduce something new? Or does it deny dispute a proposition or request of a prior turn? (refers to topic initiation)
- B. Does selection to speak originate from the speaker? (refers to self selection)
- C. Is it part of the work of the turn or turn-part that it selects from among those present one specific next speaker? Or does it specify next activity or content? (Allocation)

D. Is the turn or turn part the first or the closing part of a sequence of other turns (sequence, activity)

Four columns were prepared to code the initiative features of each turn (if they show any) in the four areas of initiation identified above. For instance, the initiative features of the first turn in the first task were analyzed as follows. (Star \* was used to show initiation)

**TABLE 13:** An Example for Coding Initiative Features of a Turn

Turn No	Initiative features			
	Topic (A)	Self Selection(B)	Allocation(C)	Sequence (D)
1	*	*	*	*

The star (\*) in all the four areas show that the teacher, in turn number 1, has introduced something new, selection to speak has originated from himself, he has specified next activity or content, and that turn of the teacher was the first part of a sequence of turns. All the turns of an individual were analyzed in such a way.

4. The number of turns with one, two, three and four stars was counted separately.
5. Finally, the participation index of each individual was calculated by using the information found in the above steps.

For example, the teacher's participation index in the first task (see Appendix ) was calculated as follows.

**TABLE 14:** An Example of for Calculating the Participation Index

Participant	Total turns	% TT	*	*	**	***	****	Total starred turns	Total Stars	Part level	Part Ind.	Rank.
T	64	32	3	15	37	8	1	61	117	1.92	120.3	1
		.6									6	
		5										

- Total turns = the total number of turns the individual took.
- \*, \*\*, \*\*\*, and \*\*\*\*, = These were used to show the number of turns with no star, one star, two stars, three stars and four stars respectively.
- Total starred turns = The sum of turns which have stars.

Total Stars = Number of turns multiplied by the number of stars. In the above example total stars =  $(13 \times 1) +$

$$(37 \times 2) + (12 \times 3) + (1 \times 4) = 127$$

Participation Level = Total stars divided by total starred turns.

Participation Index = Square of participation level multiplied by percentage of turns.

Following the above procedures each subjects participation index was calculated in the two tasks mentioned above. Finally, the average of the two participation indices of each student were computed and students were ranked from 1-15 based on their average values of participation indices.

The following tables show the participation indices of the students in the two tasks.

TABLE 15: The Participation Indices of the Students in the Debating task

	Total Turns	% TT	$\phi$ *	*	**	**	**	***	Total Stained Turns	Total Stairs	Participatio n Level (PL)	Participation Index (PI)	PI Rank Order	PI Rank Order
T	64	32.65	3	15	37	8	1	61	117	1.92	120.36	1	-	
S1	1	0.5	-	-	1	-	-	1	2	2.00	2.00	11	10	
S2	17	8.67	2	6	5	4	-	15	28	1.87	30.63	4	3	
S3	1	0.5	-	-	1	-	-	1	2	2.00	2.00	11	10	
S4	5	2.55	2	2	1	-	-	3	3	1.00	2.55	9	8	
S5	24	12.24	4	10	7	3	-	20	33	1.65	33.32	3	2	
S6	4	2.04	-	2	1	1	-	4	7	1.75	6.2	8	7	
S7	13	6.63	-	6	6	1	-	13	21	1.62	17.39	6	5	
S8	40	20.41	7	15	15	3	-	33	57	1.73	61.09	2	1	
S9	1	0.5	-	1	-	-	-	1	1	1.00	0.5	15	14	
S10	-	-	-	-	-	-	-	-	-	-	-	16	15	
S11	6	3.06	-	-	6	-	-	6	12	2.00	12.24	7	6	
S12	1	0.5	-	-	1	-	-	1	2	2.00	2.00	11	10	
S13	11	5.61	2	2	7	-	-	9	16	1.78	7.78	5	4	
S14	2	1.02	-	2	-	-	-	2	2	1.00	1.02	14	13	
S15	1	0.5	-	-	1	-	-	1	2	2.00	2.12	10	9	
SS	5	2.55	-	-	-	-	-	-	-	-	-	-	-	
Total	196				89	20	-	171	303	-	-	-	-	

The Coding of the Initiative Features of the Turns in the Debating Task

Participant	Turn No	Initiative Features			
		A	B	C	D
TEACHER (T)	1	*	*	*	*
	4	*	*	*	-
	19	-	*	*	-
	33	*	*	*	-
	35	*	*	*	-
	37	-	*	*	-
	39	-	*	*	-
	41	-	*	*	-
	43	-	*	*	-
	45	-	-	*	-
	47	-	*	*	-
	49	-	*	*	-
	51	-	*	*	-
	55	-	-	*	-
	83	-	-	*	-
	90	-	-	*	-
	93	-	*	*	-
	95	-	*	*	-
	97	-	*	*	-
	99	-	*	*	-
	101	*	*	*	-
	103	-	*	*	-
	105	-	*	*	-
	107	-	*	*	-
	109	-	*	*	-
	111	-	*	*	-
	113	-	*	*	-
	115	-	*	*	-
	117	*	*	*	-
	119	-	*	*	-
121	-	*	*	-	
123	-	*	*	-	
125	-	*	*	-	
127	-	*	*	-	
130	-	*	*	-	
135	*	*	*	-	
137	-	*	*	-	
139	-	*	*	-	
141	*	*	*	-	
143	-	*	*	-	
145	-	*	*	-	

Participant	Turn No	Initiative Features			
		A	B	C	D
TEACHER (T)	147	-	*	*	-
	149	-	*	*	-
	151	-	*	*	-
	154	*	*	*	-
	156	-	*	*	-
	158	-	*	*	-
	160	-	*	*	-
	162	-	*	*	-
	164	*	*	*	-
	166	*	*	*	-
	168	-	*	*	-
	170	-	*	*	-
	172	-	*	*	-
	177	-	*	*	-
	179	-	*	*	-
	181	-	*	*	-
	184	*	*	*	-
	186	-	*	*	-
	188	-	*	*	-
	190	*	*	*	-
192	-	*	*	-	
194	*	*	*	-	
196	*	*	*	*	
STUDENT (S <sub>2</sub> )	3	-	*	-	-
	11	*	*	-	-
	13	*	*	-	-
	17	*	*	*	-
	52	-	*	*	-
	54	-	*	*	-
	57	-	*	*	-
	59	-	*	*	-
	62	-	*	*	-
	65	-	*	*	-
	67	*	*	*	-
	71	*	*	*	-
74	-	*	*	-	
76	*	*	*	-	
78	-	*	*	-	
80	-	*	*	-	
82	*	*	*	-	

The Coding of the Initiative Features of the Turns in the Debating Task

Participant	Turn No	Initiative Features			
		A	B	C	D
STUDENT (S <sub>8</sub> )	2	-	*	-	-
	8	-	*	-	-
	10	-	-	-	-
	12	-	-	-	-
	23	-	*	*	-
	28	*	*	-	-
	30	-	-	-	-
	32	-	*	-	-
	34	*	*	-	-
	42	-	*	-	-
	44	-	*	*	-
	46	-	*	-	-
	48	-	-	-	-
	50	*	*	-	-
	58	*	*	-	-
	61	*	-	-	-
	63	-	*	-	-
	81	*	*	*	-
	83	-	*	*	-
	85	-	*	*	-
	87	*	*	*	-
	89	-	*	*	-
	91	-	-	-	-
	98	-	*	-	-
	135	*	*	*	-
	138	*	*	*	-
	140	*	*	*	-
	142	-	*	*	-
	144	*	*	*	-
	146	*	*	*	-
	148	-	*	*	-
	150	-	-	-	-
152	-	-	-	-	
165	-	*	-	-	
167	-	*	*	-	
169	*	*	*	-	
171	*	*	*	-	
173	-	*	*	-	
180	*	*	*	-	
182	-	-	-	-	

Participant	Turn No	Initiative Features			
		A	B	C	D
STUDENT (S <sub>5</sub> )	24	*	*	-	-
	26	-	*	*	-
	36	-	*	-	-
	38	-	*	-	-
	40	-	*	*	-
	56	-	*	-	-
	100	-	*	-	-
	108	-	*	-	-
	110	-	-	-	-
	112	*	-	-	-
	129	-	*	-	-
	131	-	*	-	-
	133	-	*	-	-
	155	*	*	-	-
	157	-	-	-	-
	159	-	*	*	-
	161	-	*	-	-
	163	*	*	-	-
	183	*	*	*	-
	187	*	*	*	-
189	*	*	*	-	
191	-	-	-	-	
193	*	*	-	-	
195	-	*	-	-	
STUDENT (S <sub>1</sub> )	6	-	*	*	-
	9	-	*	*	-
	25	*	*	-	-
	27	-	*	-	-
	29	-	*	-	-
	31	-	*	-	-
	69	*	*	-	-
	84	-	*	*	-
	86	-	*	-	-
	102	-	*	-	-
132	*	*	*	-	
176	-	*	*	-	
178	-	*	-	-	
S <sub>4</sub>	114	-	*	-	-
	116	-	*	-	-

The Coding of the Initiative features of the Turns in the Debating Task

Participant	Turn No	Initiative Features			
		A	B	C	D
S <sub>6</sub>	7	-	*	*	-
	21	-	*	-	-
	134	*	*	*	-
	175	-	*	*	-
S <sub>4</sub>	120	-	*	-	-
	122	*	-	-	-
	124	-	-	-	-
	126	*	*	-	-
	128	-	-	-	-
S <sub>11</sub>	14	*	*	-	-
	53	-	*	*	-
	73	-	*	*	-
	75	-	*	*	-
	77	-	*	*	-
	119	*	*	-	-
S <sub>5</sub>	22	*	*	-	-
S <sub>3</sub>	15	*	*	-	-
S <sub>12</sub>	16	*	*	-	-
S <sub>1</sub>	20	*	*	-	-
S <sub>9</sub>	125	-	*	-	-
S <sub>13</sub>	5	*	*	-	-
	64	*	*	-	-
	66	-	-	-	-
	68	*	*	-	-
	70	-	*	*	-
	72	-	*	*	-
	72	-	*	*	-
	84	-	*	*	-
	86	-	-	-	-
	106	*	*	-	-
108	-	*	*	-	
S <sub>5</sub>	18	-	-	-	-
	60	-	-	-	-
	79	-	-	-	-
	153	-	-	-	-
	174	-	-	-	-



TABLE 16: The Participation Indices of the Students (and the teacher) in the Discussion Task.

	Total Turns	% TTT	$\rho^*$	*	**	***	***	***	Total Starned Turns	Total Stars	Participat ion Level (PL)	Participation Index (PI)	PI Rank ORDER	PI Rank ORDER
T	68	48.6	5	13	37	12	1	63	127	2.01	196.35	1	-	
S1	-	-	-	-	-	-	-	-	-	-	-	-	12	12
S2	7	5	1	2	2	2	-	6	12	2.00	20.0	5	4	
S3	5	3.56	2	1	1	1	-	3	6	2.00	14.24	8	7	
S4	2	1.43	1	-	-	1	-	1	3	3.00	12.87	9	8	
S5	9	6.43	1	2	4	2	-	8	16	2.00	25.72	3	2	
S6	9	6.43	2	4	1	2	-	7	12	1.71	18.80	6	5	
S7	19	13.57	3	8	3	5	-	16	29	1.81	44.46	2	1	
S8	9	6.43	1	3	3	2	-	8	15	1.87	-	4	3	
S9	-	-	-	-	-	-	-	-	-	-	-	-	12	-
S10	-	-	-	-	-	-	-	-	-	-	-	-	12	-
S11	6	4.29	2	1	2	1	-	4	8	2.00	17.16	7	6	
S12	2	1.43	-	-	-	2	-	2	6	3.00	12.87	9	8	
S13	-	-	-	-	-	-	-	-	-	-	-	-	12	-
S14	4	2.86	2	-	2	-	-	2	4	2.00	11.44	11	10	
S15	-	-	-	-	-	-	-	-	-	-	-	-	12	-
SS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	146	100	20	34	55	30	-	120	254	-	-	-	-	-

The Coding of the Initiative features of the Turns in the Discussion Task

Participant	Turn No	Initiative Features			
		A	B	C	D
TEACHER (T)	1	*	*	*	*
	3	*	*	*	-
	5	-	*	-	-
	7	*	*	*	-
	9	-	*	*	-
	11	-	*	*	-
	13	-	*	-	-
	15	-	-	*	-
	17	-	*	*	-
	19	-	*	*	-
	21	-	*	*	-
	23	*	*	*	-
	25	*	*	*	-
	27	-	-	*	-
	29	-	-	*	-
	31	*	*	*	-
	33	-	-	*	-
	35	-	*	*	-
	37	-	*	*	-
	39	*	*	*	-
	41	-	-	*	-
	43	-	-	*	-
	45	-	*	*	-
	47	-	*	*	-
	49	-	*	*	-
	51	-	-	*	-
	54	-	*	*	-
	56	-	*	*	-
	58	*	*	*	-
	60	-	*	*	-
	62	-	*	*	-
	64	-	-	*	-
	66	-	*	*	-
68	-	*	*	-	
70	*	*	*	-	
72	-	*	*	-	
75	-	*	*	-	
77	-	*	*	-	
79	-	*	*	-	
81	-	*	*	-	
83	-	*	*	-	

Participant	Turn No	Initiative Features				
		A	B	C	D	
TEACHER (T)	85	*	*	*	-	
	87	-	*	*	-	
	89	-	*	*	-	
	91	-	*	*	-	
	94	-	*	*	-	
	96	-	*	*	-	
	98	-	-	-	-	
	100	-	*	*	-	
	102	-	*	*	-	
	104	*	*	*	-	
	106	-	*	*	-	
	108	-	*	*	-	
	110	-	*	*	-	
	112	-	*	*	-	
	114	*	*	*	-	
	116	-	*	*	-	
	118	-	*	*	-	
	120	-	*	*	-	
	122	-	*	*	-	
	124	-	*	*	-	
	126	-	*	*	-	
	128	-	*	*	-	
	130	-	*	*	-	
	133	-	-	-	-	
	136	-	*	*	-	
	138	-	*	*	-	
	140	*	*	*	*	
	STUDENT(S)	48	-	-	*	-
		67	-	-	*	-
		69	-	-	*	-
		71	*	-	*	-
		73	-	-	-	-
		101	*	*	*	-
107		-	-	*	-	
122		*	*	*	-	
(S <sub>14</sub> )	55	*	-	*	-	
	57	-	-	*	-	
	121	*	-	*	-	
123	-	-	-	-		

The Coding of the Initiative Features of the Turns in the Discussion Task

Participant	Turn No	Initiative Features			
		A	B	C	D
STUDENT (S <sub>1</sub> )	2	☆	☆	☆	-
	6	-	☆	☆	-
	8	☆	☆	☆	-
	10	-	-	☆	-
	12	-	-	-	-
	14	☆	☆	☆	-
	16	-	-	-	-
	18	-	-	-	-
	84	☆	-	-	-
	86	☆	☆	☆	-
	88	-	-	☆	-
	90	-	-	☆	-
	92	-	☆	☆	-
	95	-	-	☆	-
	97	-	-	☆	-
	99	-	-	☆	-
	101	-	-	☆	-
129	☆	☆	☆	-	
131	☆	☆	-	-	
STUDENT (S <sub>2</sub> )	4	☆	☆	☆	-
	38	☆	☆	-	-
	42	☆	☆	-	-
	44	-	☆	☆	-
	46	-	☆	-	-
	52	☆	☆	☆	-
	92	-	☆	-	-
103	-	☆	-	-	
129	☆	☆	-	-	
STUDENT (S <sub>3</sub> )	20	☆	☆	☆	-
	22	-	-	☆	-
	24	-	-	-	-
	26	-	-	☆	-
	28	☆	-	☆	-
	30	-	☆	☆	-
	32	☆	-	☆	-
	50	☆	☆	☆	-
	53	-	☆	-	-

Participant	Turn No	Initiative Feature			
		A	B	C	D
S <sub>11</sub>	36	☆	☆	☆	-
	111	-	☆	☆	-
	113	-	-	☆	-
	115	-	-	-	-
	117	☆	-	☆	-
	119	-	-	-	-
S <sub>2</sub>	59	-	☆	☆	-
	61	☆	-	☆	-
	63	-	-	☆	-
	65	☆	☆	☆	-
	74	☆	☆	☆	-
	76	-	-	☆	-
78	-	-	-	-	
S <sub>3</sub>	34	-	☆	☆	-
	125	-	-	☆	-
	127	-	-	-	-
	135	☆	☆	☆	-
137	-	-	-	-	
S <sub>12</sub>	40	☆	☆	☆	-
	108	☆	☆	☆	-
S <sub>4</sub>	80	☆	☆	☆	-
	82	-	-	-	-

TABLE 17: The Average Participation Index and Rank of Students.

	Average participation Index.	Rank
S1	1.00	13
S2	25.52	4
S3	8.12	8
S4	7.71	9
S5	29.52	3
S6	12.52	6
S7	30.93	2
S8	41.79	1
S9	0.25	14
S10	-	15
S11	14.7	5
S12	7.44	10
S13	8.89	7
S14	6.13	11
S15	1.06	12

## DECLARATION

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

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