

THE METHODOLOGY PRACTISED
BY SENIOR HIGH SCHOOL ENGLISH LANGUAGE
TEACHERS: A DESCRIPTION OF THE
STATUS QUO

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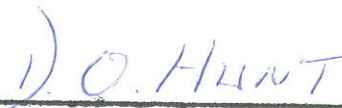
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A C K N O W L E D G E M E N T S

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Messelech Habte

ABSTRACT

This study was carried out in an attempt to describe the methods employed by senior secondary school English language teachers, making use of classroom observation sheets (time-based), and teachers' and students' questionnaires, prepared for this purpose.

The focus of the observation was on how the teachers taught the grammar and the reading comprehension lessons (almost all of the teachers exclusively focused on these aspects alone).

The findings of the study have clearly shown that the approach is basically traditional. The overall picture obtained from the analyses of the observation sheets and the teachers' and students' responses is that the lessons are dominated by teacher talk, grammar explanation and reading aloud. Student-to-student interaction and appropriate silent reading are missing. The results show that of the total time used for teaching structure, 15.9% to 30% was used by the teachers for meta language explanation while only 7.5% to 18.4% was used for the practice. Regarding the reading comprehension lessons, 7% to 11.9% was used by the teachers for reading aloud and 11.6% to 18.4% of the period by students reading aloud. There was no attempt to give a purpose for reading the passages, and teachers invariably focused on the text for the purpose of learning vocabulary and structure.

If the recent introduction of new TEFL methodology courses proves effective teachers that graduate in the future from AAU shall show changes in the method they use.

Thus, the main purpose of the description is to provide a base-line study against which future improvements, resulting from the new and improved teacher training courses being introduced, can be measured.

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CHAPTER ONE

1. INTRODUCTION

1.1 Statement of the problem

In addition to its being taught as a subject from grade three onwards in government schools, the English language has been the medium of instruction in junior and senior secondary schools, colleges and universities for several decades, all over the country. Thus, a certain level of proficiency is a pre-requisite if students are to pursue their studies successfully.

However, there seems to be a consensus among educators, researchers in the field, parents and even the students themselves that the level of education is falling, which is largely attributed to the students' low level of English language proficiency. It is this situation that made certain staff members in the Department of Foreign Languages and Literature at Addis Ababa University focus their attention on devising ways and means of improving the secondary school students' level of English proficiency.

People teaching in most senior secondary schools are graduates from the English Language Department, at Addis Ababa university, Asmara University, or College of Teacher Education, Kotebe. Equipping the pre-service teachers with proper training would help towards solving this problem (the low level of English proficiency of the students.) Therefore, new methodology courses have been introduced for undergraduates of Addis Ababa University,

in the Department of Foreign Languages & Literature. This has been done on the assumption that this will lead to the production of well equipped teachers who could assist their students towards the improvement of their level of English language proficiency. Thus, this study is carried out as a base-line study against which ~~future~~ researchers can assess the effectiveness of the new methodology courses.

1.2 Significance of the study

The new programmes introduced by the Department of Foreign Languages and Literature are aimed at improving the language and methodology of teachers of the English language. No evaluation of the effectiveness of such a new programme can be undertaken unless a clear picture of the existing situation of teaching the English Language is given. The purpose of this study is to provide such a description, i.e., a description of the practice in our senior secondary schools. This description can then be used as a base-line study against which future evaluation of the new programme can be measured, i.e., a similar study concentrating on the methodology of the newly graduating teachers in five years time will show to what extent the programme has been effective in changing teacher behaviour. Therefore, this study will serve as a framework for a descriptive analysis which can be used to measure change in the future.

1.3 The Scope of the Study

This study is limited to the description of the methodology practised by senior secondary English language teachers (AAU

graduates only). Due to time constraint this study is limited to senior secondary school English language teachers who graduated from ILS. It will be carried out in four randomly selected senior secondary schools in Addis Ababa. It is assumed that the methodology of the English language teachers that graduated from the Foreign Languages & Literature Department of AAU will be more or less similar.

1.4 Methods and Procedures

The study involves classroom observation of fifteen English language teachers in four randomly selected senior secondary schools in Addis Ababa, using observation sheets based on the desired method of language teaching with the aim of exploring significant and measurable factors such as:

(a) The ratio between: meta explanation and practice, teacher talk and student talk, the use of the native language and target language.

(b) A measure of the percentage of total time used for presenting structures, writing exercises, reading silently, reading aloud.

(c) Occurrence of games, drills, role play, pair work, group work, whole class activities, etc. The data developed will be primarily *time-based to ensure objectivity and a description that can be reused in the future.

* - Flanders also used a time-based observation system, but the purpose was different. His was awareness raising while mine is descriptive.

The above will be followed by questionnaires distributed to about 400 students and 20 English language teachers which will help to assess the activities used during the English language lessons, from the responses of both teachers and students. This, I believe, is essential to provide a clear picture of the English language teaching-learning process. Cross-checking the teachers' and the students' responses in addition to my personal observations I hope, will ensure dependability of the findings.

1.5. Definition of Terms Used

1. Methodology (method) - the procedural plan for the orderly presentation of language material.
2. Status quo - The present situation.
3. Foreign language - a language used in a country where it is not spoken as a native language.
4. Target language - a foreign language being taught.
5. Communicative competence - the ability to produce appropriate language fluently in any social situation.
6. Linguistic competence - knowledge of the grammatical structures and rules of a language.

1.6 Abbreviations Used

1. AFU - Addis Ababa University
2. ALM - Audiolingual Method
3. CA - Communicative Approach

4. CLT - Communicative Language Teaching
5. FL - Foreign language
6. FLT - Foreign language teaching
7. GTM - Grammar Translation Method
8. ILS - Institute of Language Studies
9. L1 - Native / first language
10. SA - Structural Approach
11. SLTM - Situational Language Teaching Method
12. TEFL - Teaching English as a Foreign Language

II. REVIEW OF RELATED LITERATURE

2.1 An Overview of the Most Influential Methods
and Approaches in Foreign Language Teaching

Though the concept of methods is assumed to be as old as education itself, theories on methods of teaching are still being developed. Myriads of educators and researchers, who are concerned about the development of the education process, and who are endowed with the potential and enthusiasm to enrich this process, were and still are contributing a great deal towards that end. Projects are organized and studies are designed to provide additional dimensions to support the educators and researchers who are attempting to improve the quality of the **teaching process**. Furthermore, since the education process is in continuous growth and development, this activity has to be carried on throughout, as it is impossible to do research once and for all in such fields and arrive at a final conclusion.

2.1.1 Distinction between Approach, Method and
Technique

Various attempts have been made to make the distinction between these three terms, i.e., 'approach', 'method' and 'technique'. The American applied linguist, Edward Anthony (1963), was the first to identify these three levels of 'conceptualization and organisation'. According to him,

the above arrangement is, "hierarchical and the organisation key is that techniques carry out a method which is consistent with an approach" (1965:5).

To obtain a better picture of these terms, I have examined the definitions of Anthony (1965:5), Brumfit (1983:179), Keith Morrow (1981:59), Richards and Rodgers (1986), and the alternative model they suggest. I have also looked at their "Theoretical views of language and the bases of current English language **teaching theory and practice**" (1986: 17), for the same purpose.

The term 'approach' for Anthony stands for, "A set of correlative assumptions dealing with the nature of language teaching and learning" (Ibid). This is in line with Richards and Rodgers (1986) view of the term. For them too, "Approach is the level at which assumptions and beliefs about language learning are specified. Brumfit regards an 'approach' as, 'A general view of how teaching should be carried out' (1983:179). To clarify his point, he gives an example of the 'oral approach' which according to him, conveys that the stress should be put on the spoken language. All of them agree that there can be many methods within an approach.

Though minor differences are detected, a close examination of the definitions given by the above people, **reveal** that ~~they all agree on~~ what basically constitutes a 'method'. They all refer to it as the 'set of procedures', based on a

dertain 'approach', used to carry out the teaching learning process.

As regards 'technique', Anthony holds the view that it is, "A particular trick, stratagem or contrivance used to accomplish an immediate objective" (1965:7). He also believes that 'techniques' must be 'consistent with a 'method', and therefore 'in harmony with an approach' . This view of the term seems to imply that each and every teacher has to stick to specific techniques which are 'consistent' with a method and in harmony with an approach.' This view might not be true nowadays. Whatever the method, the material and the syllabus may be, the teacher can use ~~the~~ technique that he thinks facilitates the teaching/learning process. Brumfit also views a 'technique' as, "A particular teaching procedure such as the use of dialogues, drills, etc., for the presentation of language in a particular situation" (1983:211).

Richards and Rodgers (1986), after examining Anthony's model, give a concise explanation of these terms which I hope will make the distinction clear and give an overall picture of the concepts these terms stand for. They say that an 'Approach' is the level at which assumptions and beliefs about language and language learning are specified. A 'method is how the theory is put into practice as choices are made about the particular skills to be taught, the content to be taught

and the order in which the content will be presented. As regards 'techniques', it is the level at which classroom procedures are described.

Anthony's view of a 'method' appears to partly coincide with Mackey's who says that a "Method determines what and how the meaning and form are conveyed and what is done to make the use of language unconscious" (1965:XI).

For the discussion and analysis of these terms, Richards and Rodgers suggest an alternative to the Anthony's model, which they refer to as a 'comprehensive model'. In this model the 'Anthony model' is revised and extended as follows: they treat 'approach' and method at the level of design (in which objectives, syllabus and content are determined and the roles of teachers, students and materials are specified). On the other hand, they refer to the implementation stage as 'procedure' and show the relationship of the three terms by saying that: "A method is theoretically related to an approach, is organizationally determined by design, and practically realised in procedure" (1986:16).

The following is an attempt to give a diagrammatic representation of Anthony's model. It is hoped that it will serve as a summary of the preceding discussion as well as provide a clear picture of Anthony's distinction between 'approach', 'method' and 'technique' and their relationship.

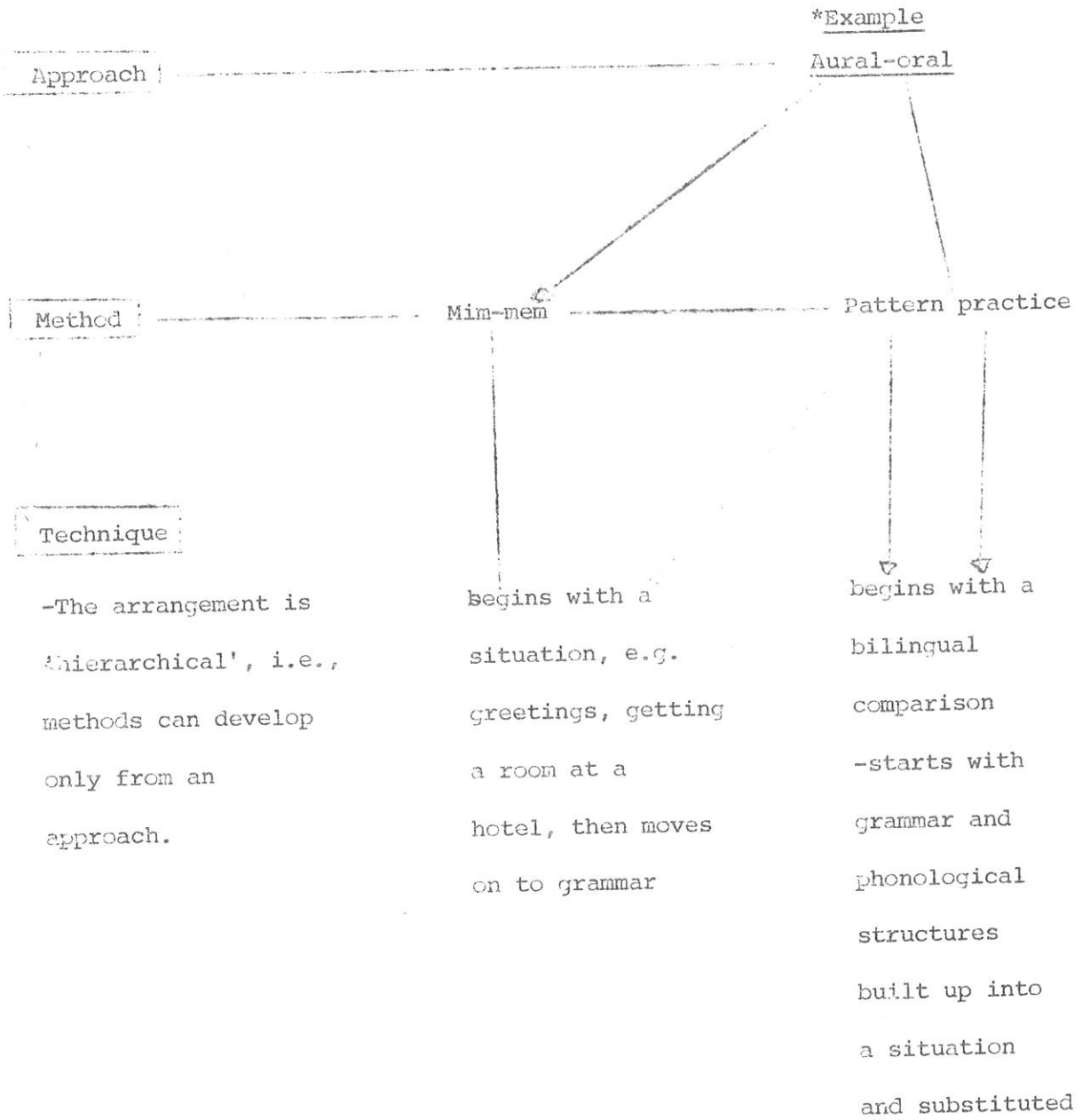


FIGURE 1 DIAGRAMMATIC REPRESENTATION OF ANTHONY'S MODEL

* The example is used for the purpose of illustrating Anthony's view, which says that there can be various methods within an approach. Their difference lies only at the level of the technique employed.

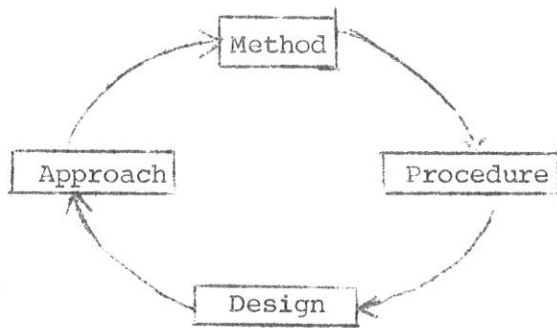


FIGURE 2: DIAGRAMMATIC REPRESENTATION OF RICHARDS' AND RODGERS' MODEL

Richards' and Rodgers' model is "not intended to imply that methodological developments proceed neatly from approach through design, to procedure" (1986:29) -Their belief is that methods can develop out of any of the three categories. Finally, they wind up their discussion by pointing out that 'approach' refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.

To illustrate the above, I believe that a consideration of Richards and Rodgers 'theoretical views of language and the bases of current ELT theory and practice' in order to assess classroom practice within this thesis is invaluable.

According to them (1986:117), the nature of language proficiency 'explicitly' or 'implicitly' inform current approaches and methods in LT. These approaches are:

- (1) Structural views - which they regard as 'the most traditional, because they believe that this views language as only a 'system of structurally related elements for coding meaning'.

According to this view, the mastery of the elements of the system is considered as the target of language learning.

(2) Functional view --, language is viewed as a vehicle for the expression of functional meaning as in CLT (which emphasises the semantic and communicative dimension of language). According to this view, language teaching is specified and organized by categories of meaning and function, rather than by elements of structure and grammar. For instance, Wilkin's Notional Syllabuses (1976), includes elements of grammar, lexis and specifies the topics, notions and concepts learners need to communicate about.

(3) Interactional View - This regards language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals - language is seen as a tool for the creation and maintenance of social relations. As an example, they give 'interaction analysis: in which the content of language is specified and organized by patterns of exchange or may be left unspecified.

How does the foregoing discussion relate to my own study? How am I going to describe the methodology? During the observation, I will actually be seeing the techniques the teacher uses when conducting the language classes. However, by carefully recording the activities used, the pattern of interaction, the way grammar and reading comprehension are taught, by considering whose talk dominates the language class, etc., and analysing the data obtained, I hope I will

be able to obtain a reasonably true picture of the methodology employed by each teacher I observe. This in turn will reveal to what extent the language lessons are based on the desired methodology. Any follow up study using these findings as a base line will then be able to observe changes at all three levels, i.e., 'approach', 'method' and 'technique'.

Each and every context requires approaches, methods and techniques that are appropriate to that particular context and the teachers and the pupils in it. Running after every new development in the field and attempting to use it where it might not work is only a waste of time and energy. Since the respective teachers are in the best position to know what will be most effective in their particular context, they can adapt the principles and techniques to suit their own situation. The concern, in any case, must be the realisation of the English language teaching objectives in the best possible and realistic way.

2.1.2 The Most Influential Methods and Approaches in Foreign Language Teaching

The teaching and learning of a foreign language (FL) has a long history - for most European students Latin and Greek were compulsory until recently. In the hope of finding the best method, educators and researchers throughout this time, have been doing a lot of research. Consequently, today, there is a wide variety of foreign language teaching

(FLT) methods, ranging from the most traditional to the most recent (for e.g. Mackey lists fifteen of them).

Even though a great deal of reasearch has been done concerning methods, how far a particular method facilitates the teaching/learning process has not yet had a definite answer. Since the education process is in continuous growth and development, the debate about the effectiveness of the language teaching methods still continues. Consequently, many books have been written which claim to present the best account of how FL learning takes place. However, since language learning is complex and there are still gaps in our knowledge of how FL learning takes place, it is almost impossible for any one to prepare such an **all-embracing** book for this purpose.

Moreover, there seems never to have been a complete change in LT methods as the **traces** of the old methods are detected in what is considered 'new.' For instance, Kelly (1969) refers to the new methods as "outgrowth of the old ones." Which is a view held by Leonard Newmark in "How not to interfere with language learning", who says that "...it would be difficult to find serious discussion of LT methods that did not claim to reform old LT methods in part through the use of natural contexts" (1979:161). Furthermore, many current issues in LT are believed to have their roots in the past as is evident from what Richards and Rodgers say:

"Today's controversies reflect contemporary responses to questions that have been asked throughout the history of LT which laid the foundation for the development of new ways of teaching languages and raised controversies that have continued to the present day" (1986:5).

A close examination of some of the questions that lead to changes in LT methods might serve as a justification of why conflicting viewpoints of educators have not yet given way to one agreed view. These are questions regarding

- (1) The goals of LT
- (2) The basic nature of language and how this affects teaching methods
- (3) The principles for the selection of language contents in LT, (+) Principles of organisation, sequencing and presentation that best facilitate learning;
- (5) The role of the native language (L1);
- (6) Principles learners use in mastering a language.
- (7) Teaching techniques and activities that work best under given circumstances

(Adapted from Richards and
Rodgers, 1986:12)

Each method differs in the way it looks at the issues. Let us look at how ALM and CLT address these issues from the following table:

TABLE I : AN ILLUSTRATION OF HOW DIFFERENT METHODS DIFFER IN ADDRESSING THE ISSUES

Method	Goal	Basic nature of language	Principles selection of content	Principles of organization	Role of the native language	Principles learners use	Teaching techniques and activities
ALM	linguistic competence	seen as a set of habits	linguistic selection and grading	simple to complex	use discouraged	repetition and memorization	tape recorders, dialogues and drills
CLT	communicative competence	language as communication	functional selection or process i.e task or skill based selection	functional grading or natural order task grading	use permitted where it facilitates the teaching-learning process	negotiating meaning sharing information problem solving, etc.	unlimited exercise types and activities (any activity that engages learners in communication)

Some research has been done on some of the LT methods by the TEFL graduate students here. For instance, I have looked at the comparative methodological studies carried out by Hailom Bantyriga (1982), who investigated the relative effectiveness of the SA and the CA in teaching conditional sentences to non-natives. His subjects were Freshman Social science students at A.A.U. He taught the control and the experimental groups with materials prepared along the lines of each approach respectively. Statistical computation of the test results showed a significant difference in favour of the CA.

The relative effectiveness of the 'traditional' and the 'communicative approaches' in teaching reading comprehension to Freshman, was another study by Haile Michael Aberra (1984). His experimental groups were taught using the CA, whereas the control groups were taught using the 'traditional approach'. In this study too, the test results showed that the experimental groups performed better than the control groups.

In a study carried out by Gebremedhin Simon (1984), SA again proved a less effective method of LT. The study was also conducted on freshman students. He taught the control groups in the 'conscious pattern practice learning approach' represented by SA in the study, and the study groups in the 'language acquisition approach'. The post test results revealed that the scores obtained by the study group were

better statistically. Despite local research findings, no effective changes in course design or methodology have occurred outside a few university courses, such as Spoken English.

The major premise of this study, however, is the description of the methodology practised by the English language teachers in the senior secondary schools (especially A.A.U. graduates, who graduated prior to the introduction of the new methodology courses). So, although it is not intended to provide a comprehensive picture, I feel that a brief account of the fundamental characteristics of the LT method that has most influenced the methodology of our English language teachers is indispensable, i.e., the Grammar Translation Method.

The Grammar Translation Method, considered the oldest (first known as the 'Prussian Method' in the United States of America), according to Richards and Rodgers dominated European FLT from the 1840s to the 1940s. The goal of FL learning for this method was, "To learn a language in order to read its literature, in order to benefit from the mental discipline and intellectual development that result from FL study" (1986 : 12). To realise this objective FL learning begins by a detailed analysis of grammar rules followed by translating sentence and texts into and out of

the target language (TL). Reading and writing constituted the major activities of FL learning. Vocabulary selection was based on the reading text used and taught through bilingual word lists, dictionary meaning and memorization, usually out of context. The sentence was considered the basic unit of language and practised through translation exercises. The medium of instruction was the students' L1 and this method emphasized accuracy.

How far has GTM affected the English language teaching here? Before proceeding with my own study, I have examined the textbooks, the syllabus and some studies carried out by MA (TEFL) students to obtain a general picture of the FLT method (s) practised in the senior secondary schools. The predominance of the meta - explanation (evident in the structure of the textbook), the use of the reading passages for the purpose of teaching vocabulary and grammar, the amount of Amharic used during the English language lessons (Tafesse Geleta (1988), showed that the teacher uses more than 30% Amharic), are indicators of how far the GTM has influenced the practice here. These are also confirmed by my own findings (chapter 4). In short, the overall picture obtained from the content of the syllabus (which gives a list of the vocabulary and the grammar alone) and their realization in the textbook asserts that the approach is grammatical. Let us consider the following example taken from the 11th grade text book, which deals with 'adverbs of manner', to illustrate the above:

e.g. Duncha played the piano well.

Explanation: 'well' is an adverb because it modifies the verb played ...answers the question 'how'.

Regarding the vocabulary part, meanings are given out of context.

e.g. measure (n) -- a course of action, steps

Moreover, almost all of the ten review units are on the grammar aspect -- so, the students' communicative needs are not taken into consideration. I feel, the textbook itself is one of the chief causes of the problem. It largely dictates how the teachers should teach. If it were well organized, contained authentic materials and interesting texts, the situation could have been different. On the other hand, if the teachers were well trained, they could have used supplementary materials and/ or adapted the exercises for communicative activities, which in turn could help to improve the language ability of the pupils.

In GTM, reading and writing received more emphasis, and listening and speaking were paid little or no attention at all. As a result students taught using this method lacked the oral proficiency to use the language for communication. Later, due to the increased need for the spoken language, speaking proficiency was recognized as important rather than reading comprehension, grammar or literary appreciation.

The influence of the SA is evident in the syllabus for grades 9-12. A brief survey of the syllabus reveals that it was developed on the basis of the assumption that all teaching must include some sort of selection, grading and presentation. Language is viewed as 'a system of systems', though the assumptions do not go in par with the content, i.e., rather than attempting to make the structure of the language a habit as the behaviourists and the structuralists meant it to be, the emphasis is on the linguistic analysis, selection, grading and presentation. Memorization of various types of clauses and sentence typology are also a dominant feature in the textbooks. I hope the following examples, taken from the 9th grade textbook will verify this point. It deals with sentence groups and begins as follows: There are four groups of sentences:

- A. Statements - There is a lot of wood in the room.
- B. Interrogatives - What's your name?
- C. Commands and requests - keep quiet!
- D. Exclamations - What a foolish boy!

After giving several such examples - isolated sentences out of context, the explanation winds up by informing the students that the subject is left out in commands and requests.

A brief summary of studies carried out by Abdulkadir Ali (1983), and Tafesse Geleta (1988), below, will, I hope, give a general picture of the language teaching - learning process in the schools.

Abdulkadir Ali analysed student - teacher interaction in four schools - he took twelfth grade English classes in Addis Ababa to determine the kind of verbal and non-verbal behaviours when pupils and teachers interact. Using Moskowitz's and Flanders' formulas, he analysed a total number of 2,012 verbal and non - verbal behaviours. His findings show that for most of the teachers, more than two -thirds of all the talk was found to be purely teacher - talk. This was interpreted as being indicative of the degree to which English classes in the selected schools were teacher - centred.

Tafesse took six schools and investigated the use of the vernacular (Amharic) in the teaching of English. He used Bellack's four pedagogical moves to classify the Vernacular used. The results showed that of the total classroom

discourse of teachers' and pupil 71% was in English and 29% vernacular. Of the total discourse of teachers 69.4% was in English and 30.6% Amharic. Of the total words used by pupils and teachers, the teachers' share was 81.9%. And the pupils 18.1%. This revealed that the pupils do less than 20% of the talking, and the teachers more than 80%. On the average, about 30% of the teachers total classroom discourse is vernacular and only 70% of the time allotted for teaching English is used. This shows that the approach practised is still more of a traditional type.

Change in approach is witnessed at the university level in courses such as FLEN 203 & 204, and FLEN 305 & 306, which make use of communicative activities as is evident from the course descriptions given below:

FLEN 203 SPOKEN ENGLISH I (3 CREDITS)

To raise listening and speaking skills to a level necessary to follow and participate in academic lectures and discussions. Thus, ability to follow gist, recognise specific details, draw conclusions, and transfer information from one source to another. Ability to elicit agreement and disagreement, summarise main points, present simple information. Limited extension of social English. Recognise and use the meaning potential of stress, tone, tonality and tonicity. Remedial practice with phoneme

Patterns. Laboratory practice to be integrated with classroom activities and role-play.

FLEn 204 SPOKEN ENGLISH II (3 CREDITS)

To raise listening and speaking skills in the areas relevant to future job situations and needs and to a level of international intelligibility acceptable for a graduate majoring in English. Through integrated laboratory and class activities, extend remedial speech work and extend ability to operate further communicative functions including narrative, elicitation, simplification, generalisation, exemplification, description, clear presentation of information and instructions, expression of attitudes and emotions.

FLEn 305 SKILLS DEVELOPMENT METHODOLOGY I (4 CREDITS)

Audio-lingual and communicative approaches; listening and speaking skills; pronunciation, i.e. English sounds, stress and intonation; related grammatical and functional items, contextualisation of the above, use of drills, role play and games; language of the classroom required; use of local materials and situations for developing supplementary exercises.

FLEn 306 SKILLS DEVELOPMENT METHODOLOGY II (4 CREDITS)

Vocabulary building, developing reading and writing skills, integrating the four basic skills, role play and use of games and songs related to the above; identifying and correcting errors; setting LT tests and exams; language of the classroom required; use of local materials and situations for developing supplementary teaching exercises; demonstrations and micro-teaching.

Moreover, I have seen a Spoken English class in progress which was full of life, with students excitedly carrying out various tasks in pairs or small groups, and the instructor moving from one group to another to help or monitor/what the students were doing.

In my view if the language teaching process is to be successful, students should not be asked only to manipulate linguistic forms. They should also be given practice in communicative activities using authentic or at least realistic materials. The language teaching should focus on the method that enables to obtain the best outcome for that particular context. The best way to achieve this is by being eclectic, i.e. by adapting, adopting or inventing materials that suit one's situation best, and that enable the students to be proficient users of the language.

2.2 Teacher Training for Practical Understanding of
Current Professional Developments and Self-Improvement.

To prepare effective language teachers, both the theoretical and the practical aspects are essential. However, as is clear from what Richards (1990:1) says in "Issues and approaches in teacher education", the practice in second language teacher education was mainly based on "intuition and common sense", which implies that the literature on second language teaching processes is scant. Regarding the theoretical aspect (a statement of the general principles that account for effective teaching), Richards holds the view that it has to be carried out through the teaching process itself and that this should form the basis for the principles and content of **second** language teacher education. For this purpose he suggests the following sequence: "(a) describe effective language teaching processes; (b) develop a theory of the nature of effective language teaching, and (c) develop principles for the preparation of language teachers." (Ibid.) In confirmation to the above, he believes that second language teacher education programme must include a knowledge base drawn from linguistics and language learning theory, and a

practical component based on language teaching methodology and opportunity for practice teaching.

The present university language teacher training course programme seem to meet the above requirements, since the courses offered include language as well as pedagogical components throughout.

Leinhardt and Smith's distinction indicates that both the theoretical and practical aspects of teacher training have to be dealt with during the training programme. However, though exposing the trainees to both the relevant theoretical concepts and the practical counter-parts is a commonly held view among the authorities in this field, there seems to be a difference of opinion as to which one should receive more emphasis. For instance, J.C. Richards (1990:3, cites Carr and Kemis (1983:12) who strongly believe that the theoretical aspect is more important, as is evident from the following: "One indication of the degree of the professionalization of a field is that the extent to which methods and procedures employed by members of a profession are based on a body of theoretical knowledge and research." Contrary to the above, Brian Bamber (1986:126) in "Training the trainers" while admitting the necessity of the theoretical aspect (knowledge base drawn from linguistics and language learning theory), says that, "The practical component of the programme should be a major feature rather than a normal appendage" On this same subject Gebhard Gaitan and Oprandy (1990:1) consider

the "Limitation of prescription" on how to teach and propose a "multiple activities approach" to teacher preparation. Mary Finocchiaro in "Necessary Knowledge and Skills" (1988:3) suggests that the teacher should: (1) Develop a background of the important relevant theoretical concepts from the fields of linguistics, anthropology, psychology, sociology and education (which are considered as the usual components of the theoretical aspect for maximum effect, in Alatis (1974) cited by Donard Britten (1985:115) for which the acronym LAPSE stands) during the first years of teaching (2) Gain a conscious familiarity with the basic features of the English phonological, grammatical, lexical, and cultural system (3) understand and practise the dynamics and techniques of grouping and paired practice, (4) Learn how to evaluate student achievement and proficiency (6) Become knowledgeable about hypotheses, methods and techniques in order to make informed decisions and adoption available to the teacher, 7' utilize community resources, (8) know about the content of other subjects. (Slightly adapted).

The theoretical aspect is obtained through lectures on the part of the trainers and extensive reading, attending seminars, etc., on the part of the trainees. Concerning the practice aspect, observation (which was used only for evaluation purposes in the recent past) and practise teaching are considered effective. However, Richard R. Day advises that it must be "guided and systematic to have a critical impact on the student teacher's professional development"

(1990:54). He further points out that observation systems "allow to describe rather than prescribe teaching". Jerry G. Gelhard, says that "Observation systems provide a means through which teachers can continue to monitor and study their own teaching" (p.163), which, I think, indicates the significance of self-observation for the teachers' personal as well as professional growth.

Krum's paper, according to Allwright (1988:105), is an "Important step in the development of classroom observation as feedback tool... on how to incorporate systematic observation in the overall design of a teacher training course."

At present, observation is not only used for the evaluation of competence, but also it serves the purpose of educational research, teacher training, counselling, and self-improvement. The value of having a formal programme of observation is given by Day (1990:43) as follows: It assists the student teacher in: (1) developing a terminology for understanding and discussing the teaching process; (2) developing an awareness of the principles and decision making that underlie effective teaching; (3) distinguishing between effective and ineffective classroom practices (4) identifying techniques and practices student teachers can apply to their own teaching. Peter Sheal also in his, "Training the observers" looks at observation as a "potential staff development tool and means of improving instruction - not evaluative. So, having a formal programme

of observation is worthwhile.

From the materials I have read on the value of observation in teacher-training programmes, the current focus of attention appears to be on the importance of self-evaluation. For example, N.S. Prabhu (1987:52), points out that "Pre-service teachers should be trained to evaluate their own teaching and conduct classroom observation". Richard R. Day (1990:44) also propagates his view that self-evaluation leads to self improvement which, I believe, is a crucial enabling skill necessary for each and every teacher, since after graduation, when the teacher is on his own, he will have few **problems** of evaluating how successful his teaching is. However, this skill cannot be acquired overnight, and the initial period might be difficult. Nevertheless, once mastered, **it** probably ensures that the individual is **going** to continue to develop as a teacher. A correspondence course published for trainees for the RSA Diploma, Distance Training (1990/91) points out that, "It is a gradually acquired skill and needs practice, time and exposure to other teachers before it will reach full maturity" (p.40).

Concerning the methodology aspect, the target should be to enable the **pre-service** teacher to select his methods, techniques and materials in "an informed manner", i.e., it should be designed in such a way as to enable the trainees to be 'adaptable' and 'innovative'. Regarding this, Prabhu (1987:52), says that, "Training should reflect as far as possible teaching methods that can be used in the teacher's

own classrooms." He also insists that the "Trainer is definitely seen to practise what he preaches." A relaxed teaching-learning atmosphere is considered conducive, and believed to lead to a "high degree of satisfaction and enjoyment" among participants which most likely will act as an incentive to guide the trainee to benefit a great deal from the training programme.

As regards the course components for a teacher training programme, a knowledge, skills and attitudes component (referred to by Britten as "the tripartite division of training content" (1985:117) is considered essential.

In short, the focus of a language teacher training programme should be to produce teachers that are well informed theoretically and have obtained ample practice in teaching as well. Introducing the trainees to the different methods and techniques and the various current FLT issues is believed to contribute to the continuous personal as well as professional growth at large. To realise this, the trainer plays an important role, as is evident from what Jane Willis (1981:51) in the training of non-native speaker teachers of English ... says, "The major role of the trainer is to create an environment in which trainee will question existing practices themselves and can evaluate the various solutions, which they or their trainer subsequently offer." This I am sure, is done with the aim of providing useful practice, so that when he is on his own after graduation,

he will not have much difficulty in solving problems he might encounter. Moreover, this will make him aware that "Learning does not stop after graduation" and will, most hopefully, leave the training programme with the conviction, determination and ability to develop throughout his career.

But, however properly one might be trained, the new teacher in contexts like ours, is bound to face a lot of problems during the first years of his teaching. So, while in training, he should be made well aware of the situation awaiting him and given enough practice and exposure to be able to adapt, adopt and invent ways of teaching to suit the situation he finds himself in. He also should be made well aware of the value of self-observation to develop his abilities as a teacher.

It was to this end, I believe, that the new methodology courses were introduced to the FLEn Department, here, for the English language teacher trainees. The courses offered for the trainees include language as well as pedagogical subjects, plus some other courses such as psychology, considered relevant and to facilitate the training programme. Moreover, the trainees also do a certain amount of classroom observation and practice teaching (though I feel that more time for observation and practice teaching is still needed.

Although it has just started, I am positive that the direction is right. The trainees who will graduate after the introduction of the new methodology courses, I believe, will be more likely to have the desired qualities sought in effective FL teachers. Furthermore, they are more likely to continue to grow as teachers throughout and will certainly contribute towards the improvement and/or replacement of the outmoded language teaching - learning methods, prevalent all over the country at present.

It is as previously stated: the purpose of this study is to establish a base-line description against which such changes can be measured.

CHAPTER THREE

3. METHOD AND PROCEDURE OF STUDY

3.1 Method of Data Collection

This section deals with the how and the what of the data collected and the tools used in the process of the data collection.

3.1.1 Selection of the schools, classes and teachers for the study

Four senior secondary schools were randomly selected for the purpose of the study - all are government schools run on a shift system. These are: Bole Senior Secondary School, Minilik Senior Secondary School, Yekatit 12 Senior Secondary School and Entoto Comprehensive and Vocational Secondary School.

I selected one class from each level, i.e., from grades 9-12 after checking that the time these classes had English lessons coincided with my observation schedule.

The teachers selected for observing were all graduates from the Department of Foreign Languages and Literature, Addis Ababa University who had graduated in the last 10 years. However, since none of the grade 9 English language teachers at Yekatit 12 were university graduates, the research was limited to the fifteen teachers that met the above criteria.

3.1.2 Preparation of the observation sheets

The data for the study was collected using observation sheets prepared in collaboration with Dr. R. Hicks, my advisor, and teachers' and students' questionnaires. After studying the categories set by Dr. Hicks developed for a Dunford House Seminar in 1988, I included other categories that I thought would guarantee an objective description of the methodology used by the teachers observed and related to the Ethiopian context. There were categories that would indicate the presence or absence of language teaching activities required by the method of language teaching recommended in the new courses (See Chapter 2, pp. 23-24).

Care was taken to ensure objectivity and to provide a description and method of data collection which can be reused in the future for assessing development and change in teacher behaviour resultant from the above new courses, FLEN 305 & 306.

3.1.3 Observation techniques

Observation techniques, here, refer to the categories used on the observation sheet for the purpose of recording what I observed happening between the teachers and their respective students as well as between the students themselves.

What follows is an attempt to give an explanation of the categories used on the classroom observation sheet that need clarification (The observation sheet is given in Appendix A).

... ..

A lesson plan: refers to a written plan of action prepared in advance by the teacher to serve him/her as guide during a certain period of his English language lesson. It can be done on a form prepared by the school (which is the case with all the schools under study), or in a notebook.

Revision: means talking about the previous lesson, either by asking the students questions on the aspect of language taught on that day, or a kind of summary by the teacher himself.

Introduction: a kind of presentation activity for the day's lesson by the teacher, to prepare the students for the topic of that particular lesson.

Pre-reading activities: activities employed during a reading comprehension lesson, before the students see the text, these include giving some leading questions to arouse interest and to develop and encourage the students' ability at guessing and to give a purpose for reading.

Summarizing: teacher activity, refers to giving the main points of a text in simple and concise form.

Setting tasks: explaining and assigning to the students activities they will engage in related to the day's topic which give practice. This might be done individually or in groups (with the teacher's assistance if needed).

Games: activities used to encourage the students to practise using the language among themselves and / or with the teacher. However, the focus of attention of the students is on the activities rather than the language.

Role play: A technique of language teaching which encourages the students to use the language while the students are actually acting out their roles. This involves listening to information and responding appropriately. Though it may involve a limited number of people, the same role can be given to various groups.

Drama: A classroom activity and way of learning a language through which the individual expresses his ideas by acting a part in front of the class. This is believed to help the individual understand himself and the world better, as well as helping him develop his abilities as a potential actor.

Debating: language activity which can be used in the language classrooms to develop the language ability of the students as well as encouraging them to air their views on certain issues. However the students focus of attention is on producing a cogent argument for or against a given topic rather than on the language forms.

Skimming: fast reading for gist (central idea) of a given text.

Scanning a reading technique employed when one is reading for specific information, such as dates and names, which can easily be located without reading the whole text.

Intensive reading: refers to reading for detail, a relatively slower activity which takes more time than the above. Extensive reading is not included as it rarely occurs and is an activity usually employed outside the class.

Teaching aids: materials used to supplement the textbook and believed to facilitate the teaching learning process.

Context / Situation: here refers to places and activities the students are familiar with which relate to their probable community experiences, for instance places they go for a certain purpose, e.g. 'the hospital' or celebration of holidays such as ~~Easter~~, etc., that can be used to present, practice or produce language.

Meta language explanation: refers to the teacher's explanation of the day's grammar point (structure) i.e. talking about the language. (~~see~~ Table 2).

Drills: a language teaching learning activity where the response of the learners is completely controlled. This forces the students to stick to a given formula and repeat the language to be practised over and over again mechanically. It is aimed at memorisation and internalisation of a specific pattern.

Inference: a very useful technique in developing the reading comprehension ability of students. This involves, "Making use of syntactic, logical and cultural clues to discover the meaning of unknown elements" (Grellet, 1981:14), plus the linguistic context.

Meaningful silence: refers to time spent without speaking, but contemplating answers to questions raised by the teacher or other students.

Silence or confusion: refers to time wasted without speaking, when either the students did not understand the question at all or they are not sure of what to say.

Group work: students' classroom language activities, when there are more than two students working together, engaged in carrying out these activities.

Pair work: when only two students work together on a certain activity and/or exercise in the language classroom.

Discussion: classroom language activity when the teacher and his students, in small groups or as a whole class, are talking about a certain idea or thing, for the purpose of getting a clear picture of what it is about, rather than just to win an argument as happens in debating. This activity encourages the students to draw on their knowledge of the subject under discussion as well as their knowledge of the world. The teacher has to be very careful to avoid a teacher monologue.

Presentation Stage: the initial period when a specific language item is used (unlike the introduction which might give the overall picture of the whole unit). It is mostly a teacher dominated activity and usually tries to explain the language item in question until the majority of the students have understood and / or can use it in a context.

Practice stage: the stage where students do a lot of exercises on the day's structure. It can be an oral, a reading or a writing activity.

Production stage: the stage where the students try to give their examples and/ or use their own context, to prove that they have understood the language item in question, or use the language to perform a task, etc.

3.1.4 The observation

The first step was to make arrangements with the teachers under study and then go to their respective classes and brief the teachers and the students involved about the purpose of the study. No recording was done during the first observation so as to give time for both the teachers and the students to get used to my presence (or to minimize what is called the 'observer's effect'). The subsequent lessons observed, were recorded on the classroom observation sheet, and the length of time noted for each item on the observation sheet. Notes of examples or activities

thought essential for the analysis were also made. Since the focus of the teachers was on the reading comprehension and the grammar part of each unit (except one teacher who held a separate lesson on vocabulary) the recorded observation was limited to two periods for each teacher under study.

3.1.5 Preparation of teachers' and students' questionnaires.

The purpose of using the questionnaires was to help collect further relevant information regarding the teaching methods and techniques being used in the class. The Amharic version of the students' questionnaire was also prepared to make sure that the students understood the questions. The students' questionnaire acts as a check on what they believe happens in the class.

Both questionnaires were intended to:

- (a) find out whether the teachers under study used other techniques not observed by the researcher.
- (b) supplement what is recorded on the classroom observation sheet.
- (c) cross - check both the teachers' and students' responses and secure an objective and more reliable description of the teachers' teaching method(s).

3.1.6 Distribution and collection of
questionnaires

After the classroom observation was over, the distribution and collection of both the teachers' and the students' questionnaires was done by myself. Thus, contrary to what usually happens, all the questionnaires were returned.

Due to the shortage of paper, it was impossible to give out the questionnaires to all the students in each class observed. So, one was given to each group of students sitting on one desk. They then discussed the questions and their answers in groups. This, I believe, increased the reliability of the responses to the questions.

After getting permission from the teachers to use one period for each class observed for the questionnaires, 400 questionnaires were distributed and the instruction explained to the students. The questionnaires were collected at the end of the period. Additional questionnaires were sent to schools not included in the study to determine whether there was a significant difference between the responses of the students observed and those that were not observed.

The 20 teachers' questionnaires were also distributed to all the teachers observed as well as to some who were not observed for the same reason as mentioned above. Again, here too, all the questionnaires given out were returned.

CHAPTER FOUR

4. ANALYSIS AND DISCUSSION

4.1 Analysis of the Observation Sheets and the Teachers' and Students' Responses

This section of the study deals with the analysis of the observation sheets and the students' and teachers' responses. Some items used on the observation sheets and the teachers' and students' responses (the ones I thought basic to obtain the description of the teachers' methodology), are tabulated and the results computed.

TABLE II: ACTUAL AND RELATIVE TIME SPENT ON TEACHER TALK AND STUDENT TALK

Teacher	Teacher Talk (1)		Student Talk (2)		Ratio (1 2)
	Actual	%	Actual	%	
1	21	52.5	12	30.0	1:1.75
2	24	54.5	16	36.4	1:1.5
3	28	63.6	8	18.2	1:3.5
4	26	65.0	9	22.5	1:2.89
5	25	62.5	13	32.5	1:1.92
6	27	67.5	12	30.0	1:2.25
7	27	67.5	16	40.0	1:1.69
8	29	70.7	11	26.8	1:2.64
9	23	57.5	16	40.0	1:1.44
10	26	65.0	10	25.0	1:2.6
11	24	60.0	16	40.0	1:1.5
12	23	62.2	13	35.1	1:1.77
13	21	55.3	15	39.5	1:1.4
14	22	57.9	14	36.8	1:1.57
15	23	59.0	13	33.3	1:1.77
Mean	24.6	61.4	12.9	32.4	1:2.02
Standard Deviation	2.42±	5.12	2.51	6.66	0.61

* Source: Computed from Observation Sheet

In a period of 40 minutes, the teacher talk ranged from 21 - 29 minutes (52.5% - 70.7%) and the average is 24.6 minutes (61.4%). The student talk, on the other hand, ranged from 8 - 16 minutes (18.2% - 40%) and the average is 12.9 minutes (32.4%). This is mostly accounted for by simple repetition oral exercises and answering questions. This reveals that the English language lessons I observed were dominated by teacher talk, i.e. it accounted for more than twice that of the student talk, while the reverse should have been the case. This is why they are unable to properly comprehend lessons and their participation is very low. The gap between the English needed to understand lessons and the English they possess is very wide. Not surprisingly the proficiency of the vast majority of the students who leave school before or at the end of grade 12 is inadequate. Most of them have little or no contact with native speakers. So, the teacher has to try to create a conducive atmosphere for student participation, through limiting his role to initiating activities, listening, helping and advising as appropriate rather than dominating the lesson by his talk and focusing mainly on meaningless repetition of the grammar aspect. The students should be encouraged to practice the language through a variety of activities that require more student - to - student interaction, if they are to benefit from the English language lessons.

TABLE III. ACTUAL AND RELATIVE TIME SPENT ON META-LANGUAGE
EXPLANATION AND PRACTICE

Teacher	Meta-Language Explanation (1)		Practice (2)		Ratio (2:1)
	Actual	%	Actual	%	
1	12	30.0	5	12.5	1:2.4
2	7	15.9	8	18.2	1:0.87
3	9	20.5	3	6.8	1:3
4	10	25.0	3	7.5	1:3.3
5	10	25.0	5	12.5	1:2
6	10	25.0	5	12.5	1:2
7	8	20.0	5	12.5	1:1.6
8	10	24.4	5	12.2	1:2
9	10	25.0	7	17.5	1:1.4
10	9	22.5	3	7.5	1:3
11	9	22.5	7	17.5	1:1.2
12	7	18.9	6	16.2	1:1.1
13	9	23.7	7	18.4	1:1.2
14	10	26.3	7	18.4	1:1.4
15	10	25.6	6	15.4	1:1.6
Mean	9.33	23.4	5.47	13.7	1:1.87
Standard Deviation	1.25	3.33	1.54	3.96	0.74

Source: Computed from observation sheets

Note: A period is normally 40 minutes, but during observation, actual teaching time ranged from 37 to 44 minutes.

TABLE IV : TEACHERS' AND STUDENTS' RESPONSES REGARDING THE METHOD OF TEACHING STRUCTURE

Method of teaching structure	Teachers' Responses		Students Responses	
	Number	%	Number	%
Explain using examples in the book and let students do exercises	7	46.7	102	23.8
Present using own context and let <u>Students</u> do the same and do excercises	5	33.3	-	-
Explain using own sentences and let student give examples & do excercises	3	20.0	133	31.0
Write on board and let students memorize pattern and make their own sentences	0	0	194	45.2
Others	0	0		

The time spent on meta-explanation by the fifteen teachers under study, ranges from 7-12 minutes (15.9%-30%) and the average is 9.33% minutes (23.4%). Though the current view is that grammar explanation should be short (not more than five minutes), here almost one-third of the whole period is occupied by the teacher for this purpose. On the other hand, the time spent on practice by the 1080 students observed, ranges from 3-8 minutes (6.8% - 18.4%) and the average is 5.47 minutes (13.7%), which is very low.

Furthermore, the students are not actually engaged in practice that will develop their abilities to use the language appropriately. It is practice with isolated sentences out of context, though practice is only effective when students are engaged in meaningful exchange of information. (see table V, which shows that the activities believed to enable the students to interact with each other as well the teacher to practise using the language are missing). Moreover, the practice here is tightly controlled, dealing with the one structure of the day, emphasizing ~~form~~ at the expense of the students' communicative needs. This is also supported by the response of both the teachers and the students (see Table IV.p.46). Here, 46.7% of the teachers say that they explain the grammar using the examples in the book and let the students do the exercises, and 45.2% of the students responded by saying that the teachers write the pattern on the board and make them memorize it, and then write their own sentences. Hence, the analysis of the observation sheets and the responses of both the teachers and the students reveal that the approach is traditional.

TABLE V: FREQUENCY OF OCCURRENCE OF SOME LANGUAGE LEARNING
ACTIVITIES DURING GRAMMAR LESSONS

Activities	Frequency
Setting tasks	0
Pair / group work	0
Games	0
Role play	0
Drama	0
Debating	0
Discussion	0

During my observation of the fifteen classes, I did not see any of the above activities in use. However, it is difficult to be definite about their not being ever used, since I have only been thrice to each teacher, some of them may occasionally use some of these activities. These activities enable the students to interact with other students as well as the teacher, and are essential to practise using the language. Discussion with peers, in groups or pairs, etc., could have facilitated the development of their English language ability, if used.

TABLE VI: ACTUAL AND RELATIVE TIME SPENT BY TEACHER READING ALOUD, STUDENT READING ALOUD, STUDENT DOING EXERCISES AND READING SILENTLY, DURING READING COMPREHENSION CLASSES.

Teacher No.	Time Teacher Spent Reading Aloud		Time Students Spent Reading Aloud		Time Students Spent Doing Exercises orally/in writing		Time Spent During silent Reading	
	Actual	%	Actual	%	Actual	%	Actual	%
1	4	10.0	7	17.5	8	25.0	-	-
2	5	11.9	6	14.3	8	19.0	-	-
3	4	11.1	7	19.4	7	19.4	-	-
4	3	7.0	5	11.6	9	20.9	4	9.3
5	4	10.0	6	15.0	9	22.5	-	-
6	3	7.5	6	15.0	8	20.0	-	-
7	4	10.0	5	12.5	9	22.5	-	-
8	3	7.5	4	10.0	7	17.5	7	17.5
9	3	7.5	5	12.5	8	20.0	4	10.0
10	3	7.5	6	15.0	7	17.5	-	-
11	3	7.9	7	18.4	5	13.2	-	-
12	4	10.0	6	15.0	6	15.0	-	-
13	3	7.5	6	15.0	6	15.0	2	5.0
14	3	7.9	7	18.4	2	5.3	-	-
15	3	7.5	7	17.5	7	17.5	-	-
Mean	3.5	8.72	6	15.14	7.07	18.0	1.13	2.79
Standard Deviation	0.62	1.54	0.89	2.64	1.77	4.56	2.09	5.17

Source: Computed from observation sheet

TABLE VII: TEACHERS' AND STUDENTS' RESPONSES REGARDING THE METHOD OF TEACHING READING COMPREHENSION

Method of Teaching Reading Comprehension	Teachers' Responses		Students' Responses	
	Number	%	Number	%
Teacher reading aloud and explaining	5	29.4	114	24.7
Students reading aloud & doing exercises in the book	5	29.4	145	31.5
Students reading silently & discussing	7	61.2	143	31.0
Teacher reading in English & giving meaning in Amharic	0	0	59	12.8
Others	0	0	0	0

The time the teachers spent reading aloud ranges from 3-5 minutes (7%-11%). The average is 3.5 minutes (i.e., 8.72% of the period). For the students this ranged from 4-7 minutes (18% of the whole period). Concerning the time spent on silent reading, it ranged from 0-7 minutes (0-17.5%), the average is 1.13 minutes (2.79%). This is so even though reading is considered a silent activity by the authorities in the field such as Grellet (1981), and what we really do in real life is silent reading, essential for both speed and comprehension.

On the other hand, the time spent doing exercises, both oral and written ranged from 2-9 minutes (5.3%-22.5% of the period). The focus is on doing exercise in the book-comprehension and vocabulary exercises after reading the passage, which is not actually teaching reading (Table VI, p.49). This shows that the teachers still adhere to using the reading passage for the purpose of teaching vocabulary and grammar. However, contrary to my observation, the responses regarding the teaching of reading comprehension, the majority of the teachers (61.2%), and 31% of the students responded by saying that students read silently and discuss the passage (see Table VII, p. 50). On the other hand 31.5% of the students say they do reading aloud and do exercises (which is slightly higher than the responses given to the other options). I am afraid that both the teachers and the students are not being honest, or they did not understand the question, since

according to my observation 80% of the teachers (12 out of the 15), did not use silent reading at all, and even those who used it, did not use it properly.

TABLE VIII: TEACHERS' AND STUDENTS' RESPONSES REGARDING THE OCCURRENCE OF SOME LT ACTIVITIES DURING READING LESSONS

	Teachers' Responses					Students' Responses				
	Very Often	Frequently	Rarely	Never	No Response	Very Often	Frequently	Rarely	Never	No Response
Silent Reading	2	5	7	1	-	15	35	43	280	7
Student Reading Aloud	5	6	4	-	-	246	88	43	8	4
Role Play	0	2	5	8	-	5	4	69	294	6
Drama	0	0	7	8	-	5	25	47	301	7
Debating	0	0	7	8	-	11	80	43	245	9
Discussion	1	2	4	7	-	21	31	48	280	8
Group/Pair Work	3	3	6	3	-	9	45	51	278	4

TABLE 9 deals with the responses regarding the use of silent reading, reading aloud and activities such as role play, drama, debating, discussion and paired and group work during reading lessons. Regarding the use of silent reading, 14 of the 15 teachers say that they use it to varying degrees, while one says that he never uses it. However, the responses of

the majority of the students show that it is never used, which is most probably true and is confirmed by my own observation. All the teachers say that they use 'reading aloud' -again in varying degrees and almost 2/3 of the students responded by saying that it is used very often, which holds true to my observation. The responses from both the teachers and the students regarding the other activities, show that they are either rarely or never used, and during my observation almost all of them were absent as is clear from Table IX P.53. However, since my observation was only for three periods each, a very few teachers may occasionally make use of these activities.

TABLE IX: FREQUENCY OF OCCURRENCE OF SOME LANGUAGE LEARNING ACTIVITIES DURING READING COMPREHENSION LESSONS

Language activities	Frequency
Setting tasks	0
Pair / group work	0
Games	0
Role play	0
Drama	0
Debating	1
Silent reading	3
Skimming	1
Scanning	1
Intensive reading	15

Out of the activities expected to be observed in the language class, only a few of them were used, and only by a few teachers. Out of the fifteen teachers, only one used debating; three silent reading (though not used properly, i.e., the pre/ while/post reading activities deemed essential were absent). Only one used skimming and scanning, but all used intensive reading. These activities need to be used if the students are to benefit from the reading comprehension lessons.

TABLE X: TEACHERS' AND STUDENTS' RESPONSES CONCERNING THE TEACHING OF VOCABULARY AND THE USE OF TEACHING AIDS

	Teachers' Responses					Students' Responses				
	Always	Frequently	Rarely	Never	No Responses	Always	Frequently	Rarely	Never	No Response
Explaining Meaning Using Visuals	7	1	4	3	-	53	125	58	146	10
Explaining Meaning Using Context	8	5	1	1	-	21	54	12	276	9
Explaining Meaning Using a Dictionary	3	5	5	2	-	153	127	38	62	6
Using Supplementary Materials & Teaching Aids	1	3	9	1	1	18	43	42	224	8

According to this table, the teachers say that they teach vocabulary by making use of visuals and context, which is contrary to the students responses. Most of the students responded by saying that these are never used (See chapter 2, p12 and Appendix D3). Regarding the use of teaching aids, the majority of the teachers say that they rarely use any while most of the students say that they are never used, which is similar to my observation. Therefore, the conclusion that could be drawn from the classroom observation and the responses to the questionnaires is that aids are either rarely or never used.

TABLE XI: TEACHERS' AND STUDENTS' RESPONSES REGARDING THE LENGTH OF WRITING STUDENTS DO IN ENGLISH LANGUAGE CLASSES

Maximum Length of Writing Students do in English Language classes	Teachers' Responses		Students' Responses	
	Number	%	Number	%
Part of a sentence	1	6.3	52	13.1
A sentence	12	75.0	253	63.9
A paragraph	2	12.5	52	13.1
They don't do writing	1	6.3	32	8.1
No Response	-	-	7	1.8

This table shows the responses to the length of writing the students do in the English language lessons. The majority of both the teachers and the students (75% and 63.9% respectively), responded by saying that it is limited to the sentence level. However, according to my own observation, the students writing was limited to only part of a sentence (i.e., when doing exercises). But, what surprised me most was that 13% of the students and 12.5% of the teachers responded by saying that they write a paragraph, which shows that either that they do not know what a paragraph is or they were not honest. Leave alone the secondary students, the majority of Freshman students could hardly do this.

TABLE XII: ACTUAL AND RELATIVE TIME SPENT ON THE USE OF NATIVE AND TARGET LANGUAGE:

Teacher	Time Spent Using Native Language (1)		Time Spent Using Target Language (2)		Ratio (2:1)
	Actual	as % of period	Actual	As % of period	
1	6	15.0	34	85.0	1:0.18
2	0	0	44	100.0	1: 0
3	6	13.6	38	86.4	1:0.16
4	0	0	40	100.0	1:00
5	1	2.5	39	97.5	1:0.03
6	6	15.0	34	85.0	1:0.18
7	9	22.5	31	77.5	1:0.29
8	0	0	41	100.0	1: 0
9	0	0	40	100.0	1: 0
10	5	12.5	35	87.5	1:0.14
11	3	7.5	37	92.5	1:0.08
12.	0	0	37	100.0	1: 0
13	0	0	38	100.0	1: 0
14	0	0	38	100.0	1: 0
15	2	5.1	37	94.9	1:0.05
Mean	2.53	6.25	37.5	93.8	1:0.074
Standard Deviation	2.96	7.31	3.09	7.3	0.09

Source: Computed from observation sheets.

The use of the native language (Amharic) is shown to occupy from 0-6 minutes (0-22.5%), which shows that some teachers forbid its use (may be because of my presence), and some use it to make meaning clear. The average time spent is 2.53 minutes (6.25%). The time spent on the target language ranges from 31-44 minutes (77.5-100%), and the average is 37.5 minutes (93.8%). This would have been reasonable if Amharic had been used where it facilitated the comprehension of the students and to save time wasted by giving complicated definitions using English. However, from what I witnessed during the observation, this has rarely been the case, especially with the students. Therefore, something ought to be done so that it is used appropriately, i.e., only when it is really needed.

TABLE XIII: TEACHERS' AND STUDENTS' RESPONSES REGARDING THE LANGUAGE STUDENTS USE WHEN ASKING QUESTIONS

Language Students Use When Asking Questions	Teachers' Responses		Students Responses	
	Number	%	Number	%
English Only	6	33.3	51	12.8
Mixture of English & Amharic	8	44.4	63	15.8
Amharic Only	2	11.1	201	50.1
Students Never Ask Questions	2	11.1	81	20.3
No Response	-	-	4	1.0

Table XIII deals with the responses regarding the language the students use when asking questions, i.e., English only, a mixture of English and Amharic, or Amharic only. According to the respondents all seem to be used in varying degrees.

There is a disparity between the teachers' and students' responses regarding the responses for the mixture and Amharic only. While 44.4% of the teachers say they use the former, 50.1% of the students say they use only the latter (which could be the case with the students of grades 9 and 10). So this shows that, most of the students, instead of using Amharic only when and where it facilitates their understanding, students seem to use it as the 'normal vehicle' for communication.

TABLE XIV: TEACHERS' STUDENTS' RESPONSES REGARDING THE USE OF ENGLISH OUTSIDE THE ENGLISH LANGUAGE LESSONS

Where do you think students have the chance to use English outside the English language lessons?	Teachers' Responses		Students' Responses	
	Number	%	Number	%
At home	1	6.7	73	15.5
With peers	3	20.0	147	30%
With other subject teachers	9	60.0	197	41.9%
With foreigners	1	6.7	57	12.1
No response	1	6.7	2	0.5

Table XIV: is concerned with the use of English outside the English language lessons. According to the respondents (both the teachers and students), it is used at home, with peers, with other subject teachers and with foreigners in varying degrees. However, 60% of the teachers and 41.9% of the students responded by saying that they use it with other subject teachers, which most probably is the only other time for the majority of the students to use and / or hear English.

4.2 Discussion

Though the majority of the students learn English for about ten years as a subject and six years as the medium of instruction, there appears to be a continuing decline in the English language ability of the students. Why should

this happen? It may be useful to consider the educational objectives, the methods, the techniques and the teacher training, considered useful by Rivers (1981), for evaluating the effectiveness of any method, and try to trace the source of the problem, if possible.

It was keeping the above in mind that I started looking into the textbooks, the syllabus and the objectives, and the actual classroom situation.

4.2.1 Apparent Aim of Syllabus and Materials

The English language teaching objectives of the senior high schools are given in the syllabus as follows:

1. Ethiopian students use the language primarily as a tool for understanding the basic Marxist concept of class struggle so that they can participate actively in the genuine revolutionary struggle of the Ethiopian masses to seize working class power.
2. The kind of education they receive should be that which enables them to engage themselves fully and effectively in the material production process of the Ethiopian society upon which are built the cultural, political, aesthetic and spiritual values of the Ethiopian oppressed masses.
3. The content expressed in the English textbooks should contribute a great deal to the development of scientific research and investigation.

No mention of the skills or sub-skills, or of how they are going to be implemented is made. Only the political and societal aims are mentioned (i.e., Marxism, now probably overtaken by events), but not the pedagogic aims.

Then I examined the textbooks of the senior secondary schools, as discussed and exemplified under the review (this paper, p 12). The format is basically grammatical, It focuses on developing the grammar and vocabulary aspects of the language. Moreover, the teacher's guide is only a kind of answer key (not a proper one), and even that is in short supply. So, in addition to the teaching method, the syllabus and the textbooks seem to greatly contribute to the deterioration of the English language ability of the students.

4.2.2 Actual Classroom Practice.

In summarising actual classroom practice every attempt has been made to include items which would provide a detailed and objective description of the English language teaching methods of the teachers under study (see Appendix A). This section focuses on those aspects I believe are basic so as to provide a general picture of the whole situation. These are: the teacher talk, meta explanation, the use of L1, reading aloud, reading silently, vocabulary teaching and the amount of writing in the language classroom.

As is clear from the sample lessons (Appendix D), all the teachers kept explaining too much, without sufficiently involving the students. The teaching procedures seemed to be geared to exam tasks. Interaction between the students, vital in developing the communicative abilities of the students, was absent.

Hence, the actual practice appears to be teach the students about the language, not the language, and even that is not properly done. Moreover, the number of the students, the time allotted, the classroom situation, the shortage and the quality of the textbooks, kind of teacher training, the type of syllabus, are only some of the constraints. The ENE can be adapted if there is the will and determination of the teacher and if some sort of activities are introduced, leaving out some of the structure material

I went to the curriculum centre - English Department, and asked the head his opinion about the syllabus, the text books, and the ELT situation as a whole. He is convinced that the present practice and the materials have to be changed. So, something ought to be done before it is too late if the English language is to continue as a subject of study and

4.3 Desired Practice

There is no one best method that could be used for teaching a FL all over the world (indicated in Chapter 2). The practice may vary from country to country in accordance with the current philosophy and policy of education, the social and political context, the economic status, and most probably, many other factors.

Examining the existing methods and their relevance to the teaching - learning process might be a useful tool in making the appropriate decision on which methods(s) to use. That was the reason for the introduction of the new methodology courses; i.e., to expose the trainees to various LT methods, as is clearly outlined in FLEN 305/6 (see pp.23-25 this paper). This, I believe, will most hopefully, enable us to obtain teachers who are resourceful and capable of devising ways and means of creating a conducive atmosphere to facilitate the education process that could result in the development of the learner's language ability.

The recommended practice today is to reduce meaningless repetition and emphasise and make meaning clear through a variety of techniques, provide practice and student involvement through more student-to student interaction and the development and integration of the

skills through pair and group work. The target is developing the students' ability to use the language appropriately. The teacher should take account of the students' communicative needs and set up the conditions for communication to take place.

Keith Morrow (1981) in the introduction to "Principles of communicative methodology" says that, "The focus of every lesson (or part of a lesson) should be the performing of some operation, learning how to do something the student might actually want to perform in the foreign language" (p.60). This, according to him, answers why the student is learning the language, i.e., makes language learning meaningful. The focus should be to develop student independence and ability to learn on his own. The current trend in ELT is towards the integration of the skills. Donn Byrne (p.108) says that the use of one skill normally leads to the use of another and reminds us that, "We should keep in mind as a guide the way in which these skills are normally integrated in real life."

The belief is that grammatical competence could be developed in the course of meaning focussed activity and that the target should be getting the meaning across. Several studies (including those carried out by TEFL graduate students in this university), have revealed that better communicative activity offers better learning

opportunities (See Chapter 2, for more information).

Here, the idea is not to recommend a particular method that is ideal to our situation - nothing can be done overnight, but at least the condition can be improved by trying to adapt the textbooks being used (for the time being at least). Using supplementary materials trying to incorporate the missing skills (i.e., listening and writing) and / or to develop the students' listening, speaking, reading and writing skills for effective communication. Towards this end, constant updating of the teachers' knowledge through inservice and ELT workshops to orientate the teachers with the various ways of making LT life-like and interesting, is essential. For instance, engaging the learners in different language learning activities, such as pair and group work, games, role play, to encourage interaction can be useful. Situational teaching can also be used when presenting a new structure, using authentic and pseudo-authentic situations, to make it appear real. However, as is evident from the tables of the analysis of the observation sheets and questionnaires as a whole, and especially tables 5 and 9, these LT activities are not used in our senior secondary schools.

Though the present syllabus is grammar based, we can improve it to a certain extent by avoiding using sentences,

words, etc., out of context as is the case in our high schools. None of the CLT advocates are anti-grammar as such- what they insist on is that it should be properly used-we cannot communicate in a language without grammar. This will be clear from what Wilkins (1976:66) says:

The grammar is the means through which linguistic creativity is ultimately achieved and inadequate knowledge of the grammar would lead to a serious limitation on the capacity for communication. A notional syllabus, no less than a grammatical, must seek to ensure that the grammatical system is properly assimilated by the learners.

Proper teacher training is also crucial for the success of the language teaching-learning process, the teacher's capacity to teach efficiently and his dedication to the profession. Rivers (1981), regarding competent teachers holds the view that they will adapt new techniques to their purpose, for the particular class and educational needs in the situation they find themselves.

Although it is a teacher - centred situation that we have, an attempt must be made towards making it learner centred, with the teacher serving as a guide, talking less and listening more, initiating activities, helping and advising as appropriate rather than dominating the lesson by his talk. The traditional role of the teacher, still dominant in our schools, must be reversed. Learners should

be made responsible for their own learning and encouraged to be creative and communicative. Philosopher Kahlil Gibran and Neurologist Colin Blake express their views by saying that "Teaching is not so much a process of cramming outside knowledge into the learner's mind as of drawing out". (1986:273).

Language learning is not only mastering structures (as appears to be the case here-see Tables 3 and 4, pp. 45-46), but also meanings or uses. The student has to be able to use the form in appropriate ways. Following the new approach to teacher training, one would hope to see contexts being developed by teachers and a fall in the ratio of meta-explanation to practice, more use of group work, etc. Consequently, if this same research is carried out in five years time we will be able to measure the change.

CHAPTER FIVE

V. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings and Conclusion

As a result of the rapid expansion of formal education without the necessary economic preparation and because of the limited range of employment options, a teaching job appears to be the only vacancy for many of the university leavers, Thus, most of the students who join the teaching profession lack the motivation that is essential for the quality and development of the teaching - learning process.

Based on public opinion, including both teachers and students as well, the need for effective methods of teaching the English language was strongly felt and recently realised by the introduction of the new methodology courses. This was done with the aim of exposing the trainees to the different methods and techniques of LT methods and the various issues in ELT, as is evident in the course descriptions (Chapter 2, this paper). Proper training, I believe, will enable the trainees to choose the method (among the options that exist) that best suit(s) their particular context and students. This in turn, will provide the trainees with the experience and insight, which thereafter will make teaching much more effective and easier. Thus, the need for a base - line study was recognized, which initiated this study. This study has been carried out in an attempt to give a general picture of the ways in which the English language is being taught, i.e., it is a

description of the method employed by the senior secondary school English language teachers, through the use of classroom observation sheets and teachers' and students' questionnaires. Furthermore, to lay a firm foundation and arrive at a sound conclusion, I have briefly looked at some of the most influential methods in FLT, attempted to make a distinction between 'approach', 'method' and 'technique', and briefly examined what is included in an effective teacher training programme.

The data collected and analysed revealed several factors that hinder the proper development of the English language ability of the students, such as the method of teaching, the syllabus, the class size, the quality and number of the textbooks, the inadequate time ~~allotment~~ and the lack of supplementary reading and/ or teaching materials. Research work such as this one-based on classroom observation, has its own limitations because of the items used for recording the data and the lack of complete knowledge about the process involved in LT. Nevertheless, I have made every attempt to consider as many items as possible, which are thought relevant to provide a reliable description of the LT method(s) used by the English language teachers under study.

The results of the analyses of the observation sheets and the responses of both teachers and students, establish

the fact that the method employed within each of the four senior high schools, is basically grammatical - the focus during the language lessons was on the 'usage' rather, than the 'use'. The one that views the teacher as the 'knower' who decides what is to be taught and keeps tight control of the class room activities, and sees the pupils as 'ignorant.' This, however, is an ineffective way and has to be altered and replaced by a method which considers both the teachers and the students as 'partners' in the teaching-learning process; contributing their share to the effectiveness of English language teaching and learning.

Although this study is confined to only four senior secondary schools in Addis Ababa, I strongly feel that this description holds true for the teaching of English in the senior secondary schools all over the country. They are more or less the products of similar training programmes. So, I hope, the description in this study, could be used as a dependable framework against which future methodological changes can be successfully measured. I hope that this will provide the basic information about the real situation the English language teaching is in.

5.2 Recommendations

Based on the results of this study, I would like to make the following recommendations that appear to

me to continue to have relevance in the future if English is to remain as an effective medium of instruction:

5.2.1 English language trainees must receive proper training (irrespective of the level and the institution they are being trained) so that they can be able to use and develop supplementary materials, organize and lead language teaching activities that facilitate student interaction and involvement, maintain their interest and ensure the participation of all. This can be achieved by creating a more relaxed atmosphere and reducing passivity by making use of such activities as pair and group work, discussion, debating, etc.

5.2.2 Provide a language course specifically designed for English language teachers to reduce the teacher's talk from being dominated by instructional language.

5.2.3 The textbooks which are basically grammar-orientated could be reorganized along communicative lines or replaced by a new set of textbooks prepared to enhance student creativity and achieve the desired proficiency level, and develop skills and strategies to be able to successfully pursue their other subjects in English.

5.2.4 Organize clubs and activities which provide the students with the opportunity to use the language and facilitate more skill development as well as a means of obtaining the funds to create resources for improving the quality of the teaching-learning process.

5.2.5 Offer a correspondence course or organize ELT workshops for teachers to upgrade and update their professional as well as their academic knowledge.

5.2.6 Include in the teacher training programme a course that will acquaint both pre-service and ~~in-service~~ teachers with the value of research, so that they can develop a positive attitude and keep in touch with changes in materials and/ or methods in order to modify their own practice.

5.2.7 Pinpoint the local problems and come up with appropriate solutions. More research on the teacher training programme is required (Forthcoming, Hailom).

5.2.8 Conduct a follow up survey in five years to evaluate progress and change in teacher behaviour as a result of these innovations.

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4. Time spent explaining new words: a) Oral Eng.
Amh.
Mix.

b) Written

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

5. Time S spent reading aloud

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

6. Time S spent reading silently

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

7. Time T spent reading aloud

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

8. Time T spent summarizing

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

9. Time T spent asking questions:
a) from the book

Eng.
Amh.
Mix.

b) his own

Eng.
Amh.

10. Time T spent answering questions: Eng.
Amh.
Mix.

11. Time S spent asking questions Eng.
Amh.
Mix.

12. Time S spent answering questions Eng.
Amh.
Mix.

Is there any time spent on:

YES	NO

- 13. Setting tasks
- 14. Games
- 15. Role play
- 16. Drama
- 17. Debating
- 18. Silent reading
- 19. Skimming
- 20. Scanning
- 21. Intensive reading

Was there any time spent on:

- 2. Writing from dictation
- 3. Listening to note taking
- 4. Controlled/guided writing
- 5. Free writing
- 6. Maximum length of text students are expected to write without copying _____

YES	NO

General Comments

- 1. His/her command of language
- 2. Control of the class
- 3. Ability to involve the pupils
- 4. Ability to communicate simply and effectively
- 5. Adaptation to needs of the students
- 6. Achievement of aims

A	B	C	D

Interpretation of the letters:

- A: Excellent
- B: V. Good
- C: Good
- D: Poor

II. Post-teaching

1. Did the teacher use pair/group work?
2. Did the teacher use games?
3. Did the teacher use role play?
4. Did the teacher use drama?
5. Did the teacher use debating?
6. Did the teacher use a situation to present the structure?
7. Did the teacher use a situation at the practice stage?
8. Did the teacher encourage the students to use a situation at the production stage?

YES	NO

Key

- Amh. - Amharic
- Eng. - English
- Mix. - A mixture of Amharic and English
- S - Student
- T - Teacher

Time Scale - one box for one minute

APPENDIX B
QUESTIONNAIRE ONE

To be filled by senior high school teachers of English in the selected four schools (A.A.U. graduates only).

Dear Teacher,

The major objective of this questionnaire is to use your responses for the description of the methodology used by English language teachers during their English lessons in senior secondary schools. Since the information is going to be used for a research paper leading to a Master's Degree in English, your honest responses are indispensable to the success of the study.

Please read each question carefully and indicate your answer(s) for each question by circling the letter(s) of your choice(s). In some questions you may wish to circle more than one answer.

1. Which of the following best describes your students' ability in English?
a) very good b) good c) poor d) very low.
2. If your answer to the above question is 'c' or 'd', what do you think is the reason for their lack of English?
a) The class size b) Poor background
c) The text d) Method of teaching.
3. In your opinion, how could this be improved?
a) Reducing the class size to a more manageable one
b) Change the text book
c) Use supplementary materials
d) Devise ways of improving the teaching methodology.
4. If you think the method of teaching is inappropriate what solution do you suggest?
a) Re-train the teachers
b) Organize workshops for teachers to equip them with ways of making use of effective methods
c) Equip the teachers with self-evaluation techniques
d) Arm the would-be teachers with methods which will enable them to make use of the most effective methods.
5. Which of the following best describes the language you use during your English language classes?
a) English only b) Mostly English with some Amharic
c) Equal amount of English and Amharic d) Mostly Amharic.

6. How often do you ask questions in English?
a) Always b) Frequently c) Rarely d) Never.
7. How often do you answer questions in English?
a) Always b) Frequently c) Rarely d) Never.
8. Which of the following best describes the language the students use when asking questions?
a) English only b) A mixture of English and Amharic
c) Amharic only d) They never ask questions.
9. Which of the following do you think is useful in developing the language ability of your students?
a) Vocabulary building b) Reading comprehension
c) Structure and usage d) Listening comprehension
10. In your opinion the best way to improve the comprehension ability of your students is:
a) Learning as many words as possible
b) Reading aloud
c) Learning correct pronunciation
d) Understanding the overall meaning of a text.
11. On which of the following do you spend more time?
a) Grammar b) Reading comprehension
c) Vocabulary d) Listening comprehension.
12. Which of the following do you use when teaching reading comprehension?
a) Teacher reading aloud and explaining
b) Students reading aloud and doing exercises in the book
c) Students reading silently and then discussing among themselves and with the teacher
d) Teacher reading in English and summarizing meaning in Amharic
e) Others _____.
13. Which of the following best describes the way you teach structures?
a) Explain a given structure by making use of examples in the book and let the students do the exercises.
b) Present the structure using a context/situation which you have invented, let the students try the same thing in pairs/groups, and do exercises in the book
c) Explain the structure using your own sentences, let the students give their own examples and do the exercises in the book
d) Write the structure on the board and let the students memorize the pattern and make their own sentences based on the pattern.
e) Others _____.

14. What is the maximum length of writing the students do in the English language classes?
a) Part of a sentence b) A sentence c) A paragraph
d) They don't do any writing.
- How often do you engage your students in the following activities?
15. Silent reading
a) Very often b) Frequently c) Rarely d) Never.
16. Reading aloud
a) Very often b) Frequently c) Rarely d) Never.
17. Skimming (Fast reading for gist).
a) Very often b) Frequently c) Rarely d) Never.
18. Scanning (reading for specific information)
a) Very often b) Frequently c) Rarely d) Never.
19. Intensive reading (reading for detail)
a) Very often b) Frequently c) Rarely d) Never.
20. Reading visuals such as figures and diagrams
a) Very often b) Frequently c) Rarely d) Never.
21. Inferencing
a) Very often b) Frequently c) Rarely d) Never.
22. Reference question
a) Very often b) Frequently c) Rarely d) Never.
23. Problem solving
a) Very often b) Frequently c) Rarely d) Never.
24. Logical sequencing of ideas
a) Very often b) Frequently c) Rarely d) Never.
25. Controlled writing
a) Very often b) Frequently c) Rarely d) Never.
26. Free writing
a) Very often b) Frequently c) Rarely d) Never.
27. Role play
a) Very often b) Frequently c) Rarely d) Never.
28. Drama
a) Very often b) Frequently c) Rarely d) Never.
29. Debating
a) Very often b) Frequently c) Rarely d) Never.
30. Discussions in English
a) Very often b) Frequently c) Rarely d) Never.

31. Group/pair work
a) Very often b) Frequently c) Rarely d) Never.
32. Answering only exercises in the text
a) Very often b) Frequently c) Rarely d) Never.

How often do you make use of the following?

33. Explaining meaning using visuals
a) Always b) Frequently c) Rarely d) Never.
34. Explaining meaning using context
a) Always b) Frequently c) Rarely d) Never.
35. Explaining meaning using a dictionary
a) Always b) Frequently c) Rarely d) Never.
36. Using supplementary materials and teaching aids
a) Always b) Frequently c) Rarely d) Never.
37. Where do you think your students have the chance to use English outside the English language lessons?
a) At home b) With peers c) With other subject teachers
d) With foreigners.
38. What measures should be taken to improve the unstructional quality of the English language teaching at the senior secondary schools?

APPENDIX C₁
QUESTIONNAIRE TWO

To be filled by senior secondary school students (in the selected four schools - grades 9-12).

Dear Student;

The major objective of this questionnaire is to use your responses for the description of the methodology used by English teachers during their English lessons in senior secondary schools. Since the information is going to be used for a research paper leading to a Master's Degree in English, your honest responses are indispensable to the success of the study.

Please read each question carefully and indicate your answer(s) for each question by circling the letter(s) of your choice(s). In some questions you may wish to circle more than one answer.

1. How good are you at using the English language?
a) Very Good b) Good c) Poor d) Very Poor
2. In which language do you most often answer questions?
a) Only English b) Mostly English c) A mixture of English and Amharic d) Mostly Amharic.
3. In which language do you ask your teacher questions?
a) Only English b) Mostly English c) A mixture of the two d) Mostly Amharic.
4. Where do you use the English language outside the English language lessons?
a) At Home b) With friends c) With foreigners d) Other subjects.
5. On which of the following does your teacher spend more time?
a) Reading b) Writing c) Listening d) Speaking.
6. Which of the following do you think should be given more time?
a) Grammar and Structure b) Reading Comprehension
c) Vocabulary building d) Writing.
7. How much writing do you do in a typical English language lesson?
a) Part of a sentence b) A Sentence c) A Paragraph
d) None.

8. How does your teacher teach grammar and structures?

- He:
- a) Explains the given structure with the examples from the book and tells us to do the exercises in the book
 - b) Explains the given structure with his own examples, asks us to give our own examples and lets us do the exercises in the book
 - c) Uses different ways to explain the structure, gives many examples of his own, asks us to give our own examples, first oral and then written, and finally we do the exercises in the book.

9. Which of the following does your teacher use when teaching reading comprehension?

- a) The teacher reads aloud and explains
- b) Students read aloud and do exercises in the book
- c) Students read silently and discuss among themselves and with the teacher.
- d) Teacher reads in English and summarizes in Amharic.

10. Do you enjoy your English language class?

- a) Yes
- b) No

11. If your answer to the above is 'No', give the reason(s)

- a) It is difficult
- b) It is boring
- c) It is the teacher that does most of the talking
- d) I don't like the way the teacher teaches.

How often does your teacher make use of the following activities when teaching the English language?

12. Silent Reading:

- a) Frequently
- b) Rarely
- c) V. Rarely
- d) Never.

13. Reading aloud by students:

- a) Frequently
- b) Rarely
- c) V. Rarely
- d) Never.

14. Reading aloud by teacher:

- a) Frequently
- b) Rarely
- c) V. Rarely
- d) Never.

15. Explaining grammar:
a) Frequently b) Rarely c) V. rarely d) Never.

16. Role play:
a) Frequently b) Rarely c) V. rarely d) Never.

17. Drama:
a) Frequently b) Rarely c) V. rarely d) Never.

18. Debating:
a) Frequently b) Rarely c) V. rarely d) Never.

19. Group/Fair work:
a) Frequently b) Rarely c) V. rarely d) Never.

20. Discussions:
a) Frequently b) Rarely c) V. rarely d) Never.

21. Dictation:
a) Frequently b) Rarely c) V. rarely d) Never.

How often does your teacher make use of the following?

22. Explaining meaning using visuals:
a) Always b) Frequently c) Rarely d) Never.

23. Explaining meaning using context:
a) Always b) Frequently c) Rarely d) Never.

24. Explaining meaning using a dictionary:
a) Always b) Frequently c) Rarely d) Never.

25. Using supplementary materials and teaching aids:
a) Always b) Frequently c) Rarely d) Never.

26. What measures should be taken to improve students' ability
in the English language?

APPENDIX C₂

መጠይቅ ሁለት

ለጥናት በተመረጡት አራት ክፍተቻ ሁለተኛ ደረጃ ት/ቤቶች ጭጥ ባሉ ተግባራት የሚመሳ /ክፍሎችን አስከፊ አሥራ ሁለተኛ ተፈል/

ውድ ተግባር፡

የዚህ መጠይቅ የገጠ ዓላማ በክፍተቻ ሁለተኛ ደረጃ ት/ቤቶች ጭጥ ሂሳብ የአንገሊዎችን ደንደ አስተግባራት የሚጠቀሙበትን የማስተማር ዘዴ በሥነ-ምግባር መልሶች በመጠየቅ ለመገለጽ ነው። ከመልሶቹ የሚገኙት ማሰሪያዎች ለማስተረት ዲግሪ ለሚያበቃ ጥናት የሚጠቀሙ በመሆኑ አጭነቱን መልሶች መጠየቅ ለጥናት መሰጠትና ተክለኛ መሆኑን ወሰን ነው።

አያንዳንዱን ጥያቄ በሚገባ አንብቦ/ሽ የመልሱን ፈጽሎ/ሶች በመቀበል አመልክት/ኛ ለአንድ ጥያቄ ከአንድ በላይ መልሶች መመለስ ይቻላል።

1. የአንገሊዎች ደንደ ችሎታ/ሽ ሥን ያህል ነው?
 ሀ/ በጣም ጥሩ ለ/ ጥሩ ሐ/ ደካማ መ/ በጣም ደካማ
2. አብዛኛውን ጊዜ ጥያቄ የሥነ-ምግባር/ሽው በየትኛው ደንደ ነው?
 ሀ/ በአንገሊዎች ብቻ ለ/ በብዛት በአንገሊዎች
 ሐ/ በተደባለቀ አንገሊዎችና አማርኛ መ/ በብዛት በአማርኛ
3. አስተግባራትን ጥያቄ የሥነ-ምግባር/ሽው በምን ደንደ ነው?
 ሀ/ በአንገሊዎች ብቻ ለ/ በብዛት በአንገሊዎች
 ሐ/ በተደባለቀ አማርኛና አንገሊዎች መ/ በብዛት በአማርኛ
4. በአንገሊዎች ደንደ ትምህርት ጠጪ በአንገሊዎች የት ትጠቀሙለህ/ሽ?
 ሀ/ አቤት ለ/ ከጋደኛዬ ጋር
 ሐ/ ከጠጪ አገር ዜጎች ጋር መ/ በሌሎች ትምህርቶች ክፍለ ጊዜ
5. ከሚተሰሩት በየትኛው ሰዓት ነው አስተግባሪ/ሽ የበለጸገ ጊዜ የሚወሰዱት?
 ሀ/ በንግብ ለ/ በጽሑፍ ሐ/ በማደመጥ መ/ በንግግር
6. ከሚተሰሩት የትኛው ብዙ ጊዜ ሊሰጩ ይገባል ብለህ/ሽ/ ታስባለህ/ሽ/?
 ሀ/ በየቦታው ለ/ ሥነ-ምግባር ሐ/ መዝገብ ያሏት መ/ ጽሑፍ

7. በአንድ የልንግሊዎች ትምህርት ክፍል ጊዜ ምን ያህል ጽሑፍ ተጻፋለህ/ሽ?

ሀ/ ግጥሥ ዓረፍተ ነገር ለ/ ሙሉ ዓረፍተ ነገር

ሐ/ አንድ አንዳጽ መ/ ሌላው

8. አስተማሪ/ሽ ሰነድ ሲያሰጥህ/ሽ አንዲት ነው?

ሀ/ የዕለተን የሰነድ ክፍል ከመጽሐፉ ምሳሌዎች በመውሰድ ከሰረዱ በኋላ በመጽሐፉ ያሉትን መጠቃለያዎች አንድንዎት ያደርጋሉ::

ለ/ የዕለተን የሰነድ ክፍል የራሳችሁን ምሳሌዎች በመጠቀም ከሰረዱን በኋላ ሌሎች የራሳችንን ምሳሌዎች አንድንዎት ያደርጉና በመጽሐፉ ውስጥ ያሉትን መጠቃለያዎች አንድንዎት ይነግሩናል::

ሐ/ የተሰጠውን /የዕለተን/ የሰነድ ክፍል ለማሰረዳት በተለያዩ መንገዶች በተጠቃሚ በኋላ የራሳችሁን ብዙ ምሳሌዎች ከሰጡ በኋላ ሌሎች የራሳችንን ምሳሌዎች በመጀመሪያ በያልን በኋላ በጽሑፍ አንድንዎት ይጠይቁንና በመጨረሻ በመጽሐፉ ላይ መጠቃለያዎች አንድንዎት ይጻፉ::

9. አስተማሪ/ሽ ምንባብ በሚያሰጥህ/ሽ ጊዜ ከሚተላለፉት የተኛውን ዘዴ ይጠቀማሉ?

ሀ/ አስተማሪው ለክፍሉ ያነጠልንና ያሰረዳሉ::

ለ/ ተግባራዊ አንድ ባንድ ለክፍሉ ለንዲያነቡ ያደርጉና በመጽሐፉ ያሉትን መጠቃለያዎች ያሠሩናል::

ሐ/ ተግባራዊ በጸጥታ ለራሳችሁ ከነበቡ በኋላ ለርሱ በራሳችሁና/ክፍሎች ጋር ይወያዩታል::

መ/ አስተማሪው ለክፍሉ ከአነበቡ በኋላ በአጭር አሳያሪ ይነግሩናል::

10. የልንግሊዎች ጊዜ ትምህርት ደስ ይልሃል/ሻል?

ሀ/ አዎ ለ/ ደቦ አይለኝም::

11. ከላይ ለተሰጠው ጥያቄ መልስ/ሽ ' 'አ' ' ከሆነ ምን ያንተ ምን ይደነግሩ?

ሀ/ ከባድ ስለሆነ ለ/ አሰልጣኝ ስለሆነ

ሐ/ በብዛት የሚናገሩት መሥሪያ ቤቅ ስለሆነ

መ/ የመሥሪያ ቤቅ የሚሰጥ ዘዴ ስለሚለወጠው::

12. መምህር/ሸ/ የአንገላቸኝን ደንደ በሚያስተምሩበት ጊዜ ከሚከተሉት ተገቢነት

ምን ያህል ይጠየማሉ? የጸጥታ ንባብ

ሀ/ ብዙ ጊዜ ለ/ አልቆ አልቆ ሐ/ በጣም አንዳንድ

መ/ በጭራሽ አይጠየቅም::

13. የተማሪዎች ጾክ ብሎ ማንበብ

ሀ/ ብዙ ጊዜ ለ/ አልቆ አልቆ ሐ/ በጣም አንዳንድ

መ/ በጭራሽ አይጠየቅም::

14. መምህሩ ጾክ ብሎ ማንበብ

ሀ/ ~~ብዙ~~ ጊዜ ለ/ አልቆ አልቆ ሐ/ በጣም አንዳንድ

መ/ በጭራሽ አይጠየቅም::

15. ሰየሰጩ ማሰረዳት

ሀ/ ብዙ ጊዜ ለ/ አልቆ አልቆ ሐ/ በጣም አንዳንድ

መ/ በጭራሽ አይጠየቅም::

16. በጭጥታ መልክ ተማሪዎችን አንዲለማመዱ ማድረግ

ሀ/ ብዙ ጊዜ ለ/ አልቆ አልቆ ሐ/ በጣም አንዳንድ መ/ በጭራሽ

አይጠየቅም::

17. ደራማ

ሀ/ ብዙ ጊዜ ለ/ አልቆ አልቆ ሐ/ በጣም አንዳንድ

መ/ በጭራሽ አይጠየቅም::

18. ክርክር

ሀ/ ብዙ ጊዜ ለ/ አልቆ አልቆ ሐ/ በጣም አንዳንድ

መ/ በጭራሽ አይጠየቅም::

19. በቡድን/በጥንድ ተማሪዎችን አንዲመሩ ማድረግ

ሀ/ ብዙ ጊዜ ለ/ አልቆ አልቆ ሐ/ በጣም አንዳንድ

መ/ በፍጹም አይጠየቅም::

20. ጨዋታ

.../...4

ሀ/ ብዙ ጊዜ

20. ወይይት ሀ/ ብዙ ጊዜ ለ/ አልፎ አልፎ ሰ/ በጣም አንዳንድ
መ/ በፍጹም አይወጣም::

21. ተማሪዎች ለያደመጡ ለንዲታፈ ማድረግ
ሀ/ ብዙ ጊዜ ለ/ አልፎ አልፎ ሰ/ በጣም አንዳንድ
መ/ በፍጹም አይወጣም::

22. የደብዳቤ ትርጉም በሥዕል ማሰራጨት
ሀ/ ብዙ ጊዜ ለ/ አልፎ አልፎ ሰ/ በጣም አንዳንድ
መ/ በፍጹም አይወጣም::

23. የደብዳቤ ትርጉም በአገባባዊ ማሰራጨት
ሀ/ ብዙ ጊዜ ለ/ አልፎ አልፎ ሰ/ በጣም አንዳንድ
መ/ በፍጹም አይወጣም::

24. የደብዳቤ ትርጉም ከመዘገብ ያላት መሰጠት
ሀ/ ብዙ ጊዜ ለ/ አልፎ አልፎ ሰ/ በጣም አንዳንድ
መ/ በፍጹም አይወጣም::

25. ከመማሪያው መጸሐፍ በተጨማሪ የማሰተማሪያ መገልገያዎች መጠቀም
ሀ/ ብዙ ጊዜ ለ/ አልፎ አልፎ ሰ/ በጣም አንዳንድ
መ/ በፍጹም አይወጣም::

26. የተማሪዎችን የሥነ-ምግባር ደንብ ችሎታ ለማሻሻል መወሰድ አለበት ብለህ/ሽ
የምትገምተውን/ችውን ስርዎች በአጭር ገለጽ/ዉ

APPENDIX DI

SAMPLE LESSONS: GRAMMAR

Let us have a quick look at the following two tenth grade grammar lesson in Bole and Menelik secondary Schools respectively

WORDS SPCKEN		ACTIONs		COMMENTS
T ₁ - TEACHER	STUDENTS	TEACHER	STUDENT	
<p>The day's lesson is on 'adverbial phrases'</p> <p>What is the function of an adverb?</p> <p>When and where do we use an adverb? -Initial, end, after the verb.</p> <p>What is the purpose of an adverb of manner?</p>	<p>- No answer</p> <p>qualifies, answers 'how'</p>	<p>Wrote on the board; a word, a part of speech that modifies a verb, an adjective, another adverb and a preposition.</p> <p>The teacher wrote on the board</p> <p><u>Adverbs</u></p> <p>1.Manner 2.Time 3. Place</p> <p>Answered her own questions.</p>	<p>Copied several students attempted</p> <p>Copied</p>	

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>2. Time - What is the adverb of time?</p> <p>Expression of time sequence.</p> <p>What is the word?</p> <p>3. Place - Uses?</p> <p>Yes, of a place- 'where'.</p> <p>Have we done exercise 318?</p> <p>Who can do the first one?</p>	<p>'when'</p> <p>To express where an action takes place; area, position, location, etc.,</p> <p>No</p>	<p>Wrote on the board:</p> <p>1. Manner- the way how we behave.</p> <p>e.g. The girl came in quietly. (how)</p> <p>The teacher speaks loudly.</p> <p>wrote on the board:</p> <p>When are you going to take your final exam?</p> <p>She sang well here</p> <p>manner place</p>	<p>Copied</p> <p>Copied</p>	<p>answered question.</p>

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>Is Solomon right?</p> <p>The train left there early. / ɪrli /</p> <p>What do you understand from the exercise we just have done?</p> <p>Yes, 'adverb of manner comes first-'time' and 'place' after the verb.</p> <p>Position of adverbs brings change in meaning.</p> <p>'Soon' can be used in four different places.</p>	<p>-Look quickly before it goes.</p> <p>-The train left early here.</p> <p>Position of adverbs</p>	<p>corrects the pronunciation of 'early' / 'ɪrli /</p>	<p>Copied</p>	<p>Immediate correction</p>

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>e.g.</p> <ol style="list-style-type: none"> 1. They will soon be here, 2. Soon they will be here. 3. They will be soon here. 4. They will be here soon. <p>Do you know what obligation is?</p> <p>Do you remember the words?</p> <p>Used whenever there is a reinforcement</p> <p>e.g. In order to be promoted to grade II, you have to study hard.</p>	<p>No answer</p> <p>Yes.</p> <p>'must' have to'</p> <p>'ought to'; 'had to'</p> <p>'should', 'need', have got to', etc.</p>	<p>Read out instruction for ex, 319.</p> <p>Explains the degree of obligation.</p>	<p>Repeated after the teacher</p> <p>Did exercises in the book (written).</p>	<p>I couldn't see the use of the sudden shift to obligation.</p>

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>Eating your food is not obligation, it is necessity</p> <p>Do you have any problems in this part?</p> <p>Ok, number six.</p> <p>You have broken her (your friend's) radio.</p> <p>She is in no condition to pay for the radio.</p> <p>-Make sentences with the following expressions:</p> <p>-he a headache</p> <p>Has he got a headache?</p>	<p>Number six</p>	<p>-Read out sentences and asks whether it is obligation or not.</p> <p>-Clarified</p> <p>Read out the sentences.</p> <p>Gave assignment ex. 301</p>	<p>Gave answers</p> <p>Attempted to give the answer</p>	<p>Students are occasionally asking questions and giving answers to the teacher's questions-no interaction between themselves, which is the best way to use the language and also ensures the participation of all.</p>

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>T₂- Today we'll do the structure of unit 16- Adjective clause. We'll see this in this unit:</p> <p>(1) Divided into two- defining: the relative pronoun we use in this is usually 'that' subject is not clearly defined</p> <p>/768 10 174 :: 10207/</p> <p>We've two kinds of clause.</p> <p>What are they?</p>	<p>No answer</p>	<p>Wrote on board:</p> <ol style="list-style-type: none"> 1. Restrictive and non-restrictive 2. Relative pronouns 3. Subordinate conjunction 4. Difference between phrases and clauses 5. Adjective clause used to connect sentences 6. The changing of adjective clause into participial phrase 7. Adjective clause into infinitive phrase <p>Explained C re exam. e.g. The man that came to my office is a teacher.</p>	<p>Copied</p>	

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>Which one is the main clause and which one is the subordinate clause? Who can define a clause for me? What's a clause?</p> <p>/ ስለዚህ / clause definition ነገሩን ታይቶታላቸው ነን አይ ጥቸው ስጡ ስትባሉ /clearly/አ ታይቶታዎ ጣለት ነገ አይ ተናሏ :: አይደለም አንድ?/ phrase/አይደለም/ clause /ነገ/ Go to unit 6.</p> <p>-If you say the man is a teacher, a question will arise, which man? So it is not defined.</p> <p><u>Non-restrictive -</u> not defining- the subject can identify it-subject is already known. We simply add information. The relative pronoun we use here is 'who'</p>	<p>A group of words with verb and subject</p>	<p>Explained</p> <p>- Gave example. e.g. My brother who lives in Assela came yesterday. Asks the whole class to answer.</p>	<p>Copied</p>	<p>Uses the L₁ where it is not actually necessary.</p>

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENT	
<p>The main clause is _____.</p> <p>The subordinate clause is ____.</p> <p>It's known that he is my brother, not any one else's.</p> <p>There might be other brothers, but this refers to the one who lives in Assela. We can say it can be there are other clauses as well. Any questions? You can ask. Can you give me sentences?</p> <p>ከሁለት ወይንም ጋራ ልዩነት ገልጽ ነው</p> <p>- 'my' የሚለው ገልጽ አይርጥም ገልጽ ።</p> <p>relative pronouns : The _____</p> <p>relative pronouns used in defining relative claused are: 'What' are they by the way?</p> <p>These are: 'whose', 'that', 'who', 'which', and 'whom'.</p> <p>-I want to tell you there are three cases her.</p>	<p>No answer</p> <p>Adjective /ሰና / subordinate clause /አንድ ና ፕሮ /?</p> <p>'አይደለም ።'</p>	<p>'my brother to</p> <p>'ሰላላው ነው?'</p>	<p>Asked a question</p> <p>- No answer</p>	<p>I couldn't understand why the sudden shift to cases was required.</p>

SAMPLE LESSON* READING COMPREHENSION

Eleventh and tenth grades reading comprehension lessons: Entoto and Yekatit schools respectively

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>We'll do the passage</p> <p>Let us see now contextual meanings of the vocabulary- Say it in English.</p> <p>e.g. merit certificate 'የምሥጋና የምስክሮ ወረቀት'</p>	<p>በተለይ specially.</p>	<p>Wrote on the board: <u>The Bitter Lesson</u> Bitter-ጠራራ'</p> <p>Wrote on the board and asked students the meaning;</p> <ol style="list-style-type: none"> 1. in particular 'በተለይ' 2. in general- all /total/ as a whole. 3. set back-obstacle 4. weakness- 'ደካማ' ደካመት' 5. merit/demerit' 6. applied- used/to make use of 'ሥራ ላይ ጥቀል' 7. convince-cause to believe realise, persuade 8. insisted- to force to do something. 	<p>Copied</p>	

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>- Read it, say it aloud (whole class) - each word with its meaning.</p> <p>-These are the words we we ought to know.</p> <p>-I'll read the first paragraph.</p> <p>-No. Read it again. Repeat after me. /nə:/</p>		<p>9. trial-experiment/attempt 10. obvious-known 11. thereafter-after that 12. plot-piece 13. involved- joining included</p> <p>- Asked meaning and gave what he feels is equivalent</p> <p>- Made the whole class read the words with their meanings.</p> <p>-Read it aloud. -Called on a student to read aloud. -Corrected pronunciation immediately.</p>	<p>Copied</p> <p>-Read aloud. Made mistake in pronunciation: -Read know as:/nəw/</p>	<p>Lacked consistency</p> <p>-Sometimes asks/ gives antonyms and at other synonyms</p> <p>-G.ves meanings out of context.</p>

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENT S	TEACHER	STUDENT S	
<p>T₂</p> <p>-What does the underlined word mean?</p> <p>I don't like tej, therefore, don't compel me to drink.</p>	<p>-produces</p> <p>-demands/requires.</p> <p>-force.</p> <p>-obstructs.</p> <p>-bring under control.</p>	<p>-Started by discussing the homework.</p> <p>-Wrote on the board:</p> <ol style="list-style-type: none"> 1. Wonji sugar factory <u>turns out</u> many quintals of sugar every week. 2. The wide spread of AIDS <u>calls for</u> the discovery of medicine. 3. Don't <u>compel</u> the boy to drink <u>tej</u>. <p>-Clarifies: I don't like <u>tej</u>.</p> <ol style="list-style-type: none"> 4. Illiteracy <u>hinders</u> the development of my country 5. The <u>subjection</u> of the student strike took several days. 	<p>-Gave answers.</p> <p>Copied</p>	

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>Open your books on page 235/6 - G through the passage by yourselves-</p> <p>-What is the topic of the sentence of the 1st paragraph?</p> <p>-Second paragraph?</p> <p>-Production relations.</p> <p>-Third paragraph?</p> <p>-Fourth paragraph?</p> <p>-It's the same production relations.</p> <p>-p. 254 first paragraph- contradiction between productive forces (feudal) and production.</p>	<p>Boke into pieces.</p> <p>-Slave owning mode of production.</p> <p>No answer</p> <p>-The same.</p>	<p>6. The stones thrown by the students <u>shattered</u> all.</p> <p>- Wrote the topic of the day's lesson on the board.</p> <p><u>Stages of Social Development</u> <u>Part II.</u></p> <p>-Answers his own questions.</p> <p>- Clarifi. Q</p>	<p>-Answered questions</p>	<p>A kind of silent reading, I presume- but he neither set time limit nor provided with a purpose for reading. Since this teacher graduated only two years back, may have heard people talking about silent reading. However, he is unable to use it properly to help the students to improve their comprehension abilities</p>

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>relations (slave). -Paragraph 3 line 2, what does 'these' refer to? - domination and subjugation.</p> <p>Fourth paragraph? third line, 'they'? -Relations of production and production forces. -First paragraph, third line?, 'this state'? -Last paragraph, fourth line, 'he'? -Go to exercise 91- do it for homework.</p> <p>- Look at these words. Using these words we can make a complete sentence-you can add articles and pronouns. You know articles? 'a', 'an', 'the'- object pronoun, subject pronoun - the tense, you can use any tense,</p>	<p>-Slave owning. -Feudal lord.</p>	<p>- gave the answer.</p> <p>- Wrote on the board: <u>Classwork</u> noise, hear, dog, bark,</p> <p>-Did the following as example: -The dog barked when it heard the noise</p>	<p>No answer.</p> <p>Copied</p>	<p>-I don't see the value of doing this exercise; no relation between the reading passage</p>

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
-Take down this and do it.		<p>-A dog barks when it hears a noise.</p> <ol style="list-style-type: none"> 1. vomit, baby, Soap, eat, after. 2. town, locate, map, after, road. 3. sparkle, jewelry, when, polish. 4. information, library, h historian, from, gather. 5. hunter, lion, shoot, when, roar. 6. punish, head-master, exam, results, student, see, after. 7. every, year, sun, Ethiopian, for, thirteen months, in. 8. hardship, student, overcome, become, lawyer, and. 9. car, bad road, sway, crash, and then, on. 10. at Omduraman, join, Blue Nile, White Nile. <p>- clarifies.</p>	<p>Copied and attempted to make Sentences</p>	<p>and these sentences. The students could have benefi. if it were related to the passage. I also couldn't understand the purpose of the sudden shift from the reading passage to reordering words, to make isolated correct sentences.</p>
-Do you know Omduraman?				

SAMPLE LESSON : VOCABULARY

The following is a sample vocabulary lesson from Yekatit 10th grade: the only one of its type throughout my observation of the 15 teachers under study .

WORDS SPOKEN		ACTION		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>-a narrow valley with steep sides: steep x gentle -row, line, area. Ethiopia has a range of mountains. -to cut letters on hard surfaces. -letters on coins, medals, stone, etc. -unreliable story -desire for wealth, power, excessive desire -satisfied, pleased -to remove the skin from an animal</p>		<p>Wrote on board <u>Unit Seventeen</u> <u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. gorge (n) 2. range (n) 3. to engrave (v) 4. inscription (n) 5. legend (n) 6. greed (n) 7. content (adj.) 8. to skin (v) <p>-Discussed the meanings and asks students to make sentences.</p>	<p>-Copied.</p>	<p>attempted to clarify using a sketch.</p> <p>-Sometimes the meanings he gives appear very difficult.</p> <p>would have been better to use the L₁.</p>

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENTS	TEACHER	STUDENTS	
<p>-On what do we engrave?</p> <p>Ancient people were engraving pictures/letters.</p> <p>-What is the difference between engrave and inscription?</p> <p>engrave: -Writing/making the letters inscription: -the letters or pictures on the hard surface. Any questions?</p> <p>Can you tell us a legend? It is transmitted by word of mouth. An oral tradition (ሰፊ ታሪክ) heard at home or somewhere else. What is reliable? rely? unreliable means what? it is the opposite : not dependable What are you doing? If you start sleeping during</p>	<p>-stone, wood, marble, etc.,</p> <p>No answer</p>	<p>clarifies.</p> <p>ed questions</p> <p>answered his own questions.</p> <p>ention Queen Sheba's legend (had a leg of a goat) Do you believe such things?</p> <p>explains suffix/prefix.</p> <p>-ridiculing.</p>	<p>answer.</p> <p>Copied</p> <p>sleeping</p>	

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENT S	TEACHER	STUDENT S	
<p>the 1st period, you'll be dreaming during the 6th.</p> <p>-Is it good to be greedy?</p> <p>You are all studying to pass to grade 11. What will you do if you pass?</p> <p>-Very good.</p> <p>-What is the prefix you can put before content?</p> <p>-Yes, shows that didn't get what one wanted.</p> <p>Skin-means?</p> <p>-But you can have the (n) skin as well.</p> <p>-The man sold the skin for five Birr.</p> <p>-The boy skinned the goat.</p> <p>-What is skin in the 1st sentence?</p> <p>2nd sentence?</p> <p>- Very good.</p>	<p>"Noun (whole class)</p> <p>-Verb. (" ")</p>	<p>-no.</p> <p>-Clarified</p> <p>-Content/satisfied.</p> <p>-Praises.</p> <p>Wrote on board</p> <p>-dis.</p> <p>T. remove the skin. (whole class)</p>	<p>-laughter</p> <p>Copied</p>	

WORDS SPOKEN		ACTIONS		COMMENTS
TEACHER	STUDENT'S	TEACHER	STUDENT'S	
<p>-Now let's do the word practice.</p> <p>-These are the words we are going to use to fill the blank spaces.</p> <p>-What is to disguise?</p> <p>-To change the natural appearance.</p> <p>-You know what recognise means?</p> <p>-If somebody comes covering his face, can you recognise him?</p> <p>Right. He had disguised himself.</p>	<p>answers own question.</p> <p>No.</p>	<p>put the words on the board.</p> <p>-disguise, rash creep, grant, treacherous, catch, wander, foggy crime.</p> <p>- Gave the player's costume as an example.</p> <p>- Clarified</p> <p>Give assignment.</p>	<p>Copied</p> <p>-Used the words to do the exercise in the text book.</p>	<p>=too many words for a period, otherwise interesting than most lessons I observed.</p>

D E C L A R A T I O N

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

Name: Messelech Habte

Signature:  _____

Place: and date of submission: Institute of Language Studies, Addis Ababa University, August, 1991