

THE IMPACT OF EXPERT TEACHERS AND THEIR
TEACHING IN AN EFL SITUATION IN
GOVERNMENT-OWNED HIGH SCHOOLS.

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BY
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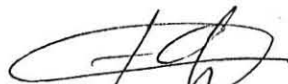
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ABSTRACT

The purpose of this study was to assess the behaviour and attitude of 'Expert' and 'Inexpert' teachers towards the teaching of English as a foreign language in government-owned high schools in Addis Ababa.

The literature review mainly focused on the various teacher behaviors revealed in an EFL teaching situation, the attitudes and views of various teachers towards the English teaching; and related issues in this area.

Questionnaires and observation were conducted with a sample of teachers and students. Observations were conducted to classrooms on formal English teaching classes in various high schools.

The results indicate that most of the teachers who are currently at work in government-owned high schools in Addis Ababa basically exhibited a 'non-expert' and in-effective teaching behaviours and attitudes toward the practice of teaching English as a foreign language. The 'Expert' teaching attitude found to be much lesser, and hence, its teaching outcome or impact-very insignificant..

Finally, Recommendations were accordingly proposed to reasonably improve and change the currently demonstrated teaching behaviors and attitudes of English teachers.

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CHAPTER ONE

1. BACKGROUND OF THE STUDY

1.1 Introduction

These days English language teaching is big business. An international, language is a logical requirement in an era of world-wide information-sharing and commercial exchange. For better or worse, the role has fallen to English. (Roosner and Bolitho, 1995:5)

Wallace also shares the above mentioned attitude about the English language. He explains his view about the language, about the need for the teaching of foreign languages in fact, in the following way:-

In recent years, the rapid increase in the pressures to global communication is said to have brought an ever growing need for the teaching of foreign languages, and especially of those which are considered as international channels of communication (Wallace, 1991:).

But the process of teaching English as a foreign language, in turn, demands for a number of variables, for without these various factors or variables, there could and would be no process of teaching at all. Out of these variables, the direct involvement of the dynamic human factor, the teacher, is crucially important. Gurrey explains the position that the teacher assumes within the process of language teaching as:-

The teacher is the only one responsible to transform the silent, inactive array of printed symbols into living speech. He has to make all these words, phrases and sentences in the book play a useful part in some real situation, or

imagined real situation. He must do this to ensure that the language that is being learned by his students is realistic and living. To achieve that, he will need to use all the professional skills he has, all his energies, all his abilities of voice, mind, action, will, time, for he himself is the actual and dynamic instrument (Gurrey 1955:16).

But whatever the case is with the English teacher, it does not mean that he is the only factor or variable needed to sufficiently run the process of language teaching. It is always true that there are other variables which play or contribute a great deal for the process to be undertaken. In fact, the process of teaching English as a foreign language would not be thought of without these other variables. Stones (1994) has an explanation for this:-

Human learning can be hindered or enhanced by relatively minor changes in learning conditions either within the learners or in their environments such as the social and political conditions existing inside and outside the classroom. But teachers are one of the most potent variables of all. If teachers have some knowledge of the way in which the other variables affect learning, they will be in a position to influence the effects of those variables. (P. 15)

As the whole process of teaching depends upon these variables, and specifically upon the teacher, the quality of language teaching in the schools again depends upon the quality of teachers. There is believed to be a sort of difference, in the wider sense of the word, between and among teachers though there is no single, agreed upon parameter to exhaustively and precisely describe all the differences. Various researchers and scholars could not yet arrive at a point of agreement over this term 'quality', no matter how strong and frequent their effort was and is; and it is unlikely that there would

ever be an 'agreed upon' and 'one for all' kind of 'definition' which would satisfy those various scholars who are with diametrically different and contrasting motives, interests, beliefs, attitudes, views and the like. What makes the matter even worse is that these researchers and scholars appear to deliberately toil over this term with an ambitious purpose, that is, to attribute the 'various merits' of the term 'quality' to the particular view or conception of teaching which they strongly express adherence to.

Nevertheless, what seems common to all of them is that they recognize the concept 'quality' almost equating it with words like; 'good', 'effective', 'successful' and others, but yet, they try to attribute to 'quality' quite different reasons' for its occurrence and these 'various reasons' are made or manipulated to amplify their pedagogic views and attitudes. On the whole, it can be said that whatever their differences are in regard with pedagogic matters, they literally conform with the idea that 'teachers' differ from one another in 'quality' so that it is possible to group them out in to 'this' or 'that' category as per their actual personal and academic involvement, effectiveness, and overall proficiency.

The idea of 'grouping' teachers as per their actual performances is important on other respects, that is, it would create an opportunity for one to further encourage the best and criticize and amend the worst. After all, it should be always remembered that the teacher is given an enormous pedagogic responsibility or role which s/he is expected to satisfy. In Widdowson's words, "the term 'teacher' refers to an identifying and categorizing role of occupation and of activity" (1990:181), and the term 'role' is explained as "... a set of norms and expectations applied to the incumbents of a particular position". Pullias and Young (1968) also describe 'teaching' as, " ... a great and very satisfying occupation", but they emphatically add

that, "...it is difficult, requires much effort, and may harm both the teacher and the learner when badly done". Widdowson (1990:158) also writes the following about how this teacher 'grouping' is to be done and what its basic background factors are:

The profession of language teaching is not neatly divided into groups of teachers who adhere strictly to one approach/method or the other. All distinctions made are based on the view points of various researchers on the one hand, and on the practically observed but salient features of English teachers.

Likewise, Peters (1987) shares the above idea and writes the following by explaining the main purpose of researches made/conducted on education, "Research on teacher effectiveness is aimed at finding out why some teachers are consistently more successful than others in maximizing student learning" (p.25). Peters continues to emphatically explain why these kinds of researches should be frequently conducted and what has to be done with the findings of such researches:

Research results that specify which teaching variables affect learning are becoming, increasingly dependable. It is therefore important that the results become known and incorporated into teacher preparation programs and into the classrooms of practicing teachers. (Peters 1987:25)

Peters (1987) also states that it is the concern about the competence of teachers that has led the national interest to grow in assessing competency. And he distinguishes some factors which could help/serve in assessing the teacher: "teacher competency, competence, performance, and effectiveness" (P. 25). In line with this, Denemark and Nelli (In CEERTE:, 1987:26) argue that in quality teacher education, teaching is more than a synthesis of basic and pedagogical skills and familiarity with subject matter. Rather, teaching is a complex profession necessarily viewed through a prism of knowing, doing, and being.

The Standing Committee of Teacher Preparation and Certification (In CEERTE 1987:28) takes a position not only which reaffirms the view of teaching as a complex profession, but clearly delineates the perhaps even more complex act of the teaching of English within the profession. Here, Widdowson (1990) asserts the following about language learning, " ... language learning is a natural human accomplishment which involves getting to know something, and being able to do something with that knowledge. It has two sides to it: Knowing and doing (competence and performance)". Widdowson, by extending his view further deals with the most important point as follows:-

The contexts of language teaching, like the social contexts within which they are located, are continually changing, continually challenging habitual ways of thinking and the patterns of post certainty. Unless there is a corresponding process of critical appraisal, there can be no adaptation, no adjustment to change. (1990:157)

Teacher effectiveness, then, depends upon a number of constantly changing variables within a structure that allows English teachers to assimilate changes in a manner that affects their choices (Peters 1987:27). He emphatically proposes or suggests that the relevant findings from teacher effectiveness researches be shared as (it) (the results) " particularly relates to the teacher as a professional variables. Within this variable, the personal, academic, and experiential factors embodied in the teacher have an effect on the teaching learning process" (P.26-27).

Some of the teacher qualities or features which should be considered when trying to group out them are 'teacher properties'. Peters (1987) refers to them as:

... measurable personality characteristics that the teacher takes into the teaching situation.

Teachers' personality and teaching style, whether contrived or spontaneous, appear to influence the environment that the student respond and adjust to (P.37).

As to Peters (1987) what transpires in the classroom between the teacher and students is apparently influenced to a great extent by the teacher (P. 37). Ryans (1960) has undertaken a research on teacher effectiveness, that is on the qualities of teachers who were effective in the classroom (for the American Council for Education). This research supports the theory that teacher characteristics do make a difference in the atmosphere and in the method of instruction and that teacher behaviour is determined in part by the teacher's personal and social characteristics (for example in the intellectual, emotional, temperamental, attitudinal, and interest domains) which have their sources in both the genetic (unlearned) and experiential (learned) backgrounds of the individual. (P. 370)

Finally, the part which Stones (1994) writes and explains on the term 'quality', about its gradual conceptual improvements and changes it went through and about its contemporary position in the education process and the role which it is actually playing within the profession is worth-mentioning. One of the problems over the years, concerning this term 'quality', has been the too-ready acceptance by teachers of the meanings imposed or given to 'quality' by politicians and administrators. Thus, " centrally inspired version of 'appraisal' of teaching have been embraced, and in many countries conferences about appraisal reached epidemic proportions in the 1960s with virtually no examination of its content or method" (P.2). Stones insists that 'quality' has received similar treatment in the early 1990s. But, then, he changes his 'tone' and writes about the some kind of 'hope' he expects to occur over the term:

There may now be somewhat more hope, however, for principled and informed resistance to the central imposition of a mechanistic view of teaching and an insistence on the participation of teachers ... in defining such things as 'teaching', 'appraisal' and 'quality', professionals are beginning to resist and even on occasion, defy non-professional impositions that fly in the face of their pedagogic understanding (P. 2).

1.2 Statement of the Problem

English has been studied here in Ethiopia, as a foreign language since long and vast numbers of people have looked on English as one of the most "useful" subjects in the curriculum. Obviously, its usefulness would not suffice at being useful like all the other academic subjects, but goes far beyond that as it serves as a "common medium of instruction" for all other subjects at all secondary and tertiary levels of education.

The fact that so many are involved in learning English does not, of course, mean that all is well in language classrooms. As the English language is believed to be properly taught when, and only when, the "content variables and the context variables" (CEERTE, 1987) come together, the inefficient implementation of either of the two variables would undoubtedly make the English teaching/learning process deficient. This situation applies to the majority of governmental high schools.

There are lots of factors, which are known for their causing various constraints like: the economic context (of the society), the human dimension (officials and policy makers), legal dimension, fiscal dimension, physical dimension (schools physical situation), the teachers and their profession, and the like.

Individually, the different policy variables seem highly restrictive. Collectively, they make

classroom decisions extremely difficult.
The interaction that can occur among all of
these variables are legion (CEERTE,1987:13).

Amongst of the above mentioned constraints the human factor, that is, the teacher, plays the major role in the English teaching/learning process, especially where and when English is taught as a foreign language.

It is felt by many that most or the majority of the English language learners (as a foreign language) at ordinary high schools (particularly those regular students enrolled in government-owned high schools), as a rule, graduate or would graduate (or, sit for their E.S.L.C.E exams) without actually improving basic language skills. Even amongst (of) these graduates, it would not be a problem, for one, to hand-pick many students who would not know how to construct an ordinary simple sentence containing a single subject and a verb. With most of these graduate students (from high schools) using the language for communication purposes is unthinkable. As mentioned above, it is true that there are a number of other factors which could almost equally share the responsibility for the apparent inefficiency in the field, but this paper singles out and treats the human factor, that is, the teacher, as the basic constraint of the sector.

This paper studies this professional as an independent variable, as it is the only dynamic human factor (element) with the capacity of influencing and changing (if need be) all the variables including itself; and again, as a dependent variable, considering the overall condition in which this variable finds itself working with, that is, as it is often but relatively influenced and shaped by other factors.

The major aim of this paper is to attempt to find out how it would be possible for one to draw the theoretical and empirical differences between the basic variables, that is, the "Expert

teachers*¹" and the "Inexpert teachers*²" ; and to try to find out how it would practically be possible to measure the "Impact" produced by the "Expert teachers" in the process of teaching English as a foreign language at governmental high schools.

1.3 Objectives of the Study

This paper has its own objective which is clearly and briefly stated. This objective, in fact, is set as the primary target of the study. But then, it will again serve as a 'logical premise' which would and could assist (or enable the researcher) to arrive at the target-final and reasonably meaningful conclusion.

The points/specific/which are contained in the frame-work of objectives are the following:

- 1. To devise parameter(s) of distinction between the "Expert" and the "Non expert" teachers in relation to the teaching of English as a Foreign Language in the context of Government-Owned High Schools in Addis Ababa.**
- 2. To find out the extent/measure of the actual "impact" produced by the "Expert" teachers in the teaching/learning process.**

¹* " Expert" is used by Bereiter M. and S. Carl, 1989.

"Inquirer", "Expert" is used by Stones E., 1994.

" Effective" is used by Peters W., 1989

" Good", Successful", by Kral,

²* "Inexpert", "Non expert", by Bereiter M., and S. Carl, 1989

" Expositor", "Deliveror", by Stones, 1994

"Bad" by Kral

- 3. To try to arrive at a logical conclusion which is supported by practical evidences and reasonably acceptable facts; and then, to try to forward a recommendation, that is, in accordance with the nature of the conclusion.**
- 4. To try to contribute something (especially with regard to the problem-area) to the teaching of English as a Foreign Language; and to try to introduce the problem-area as a potential field of/for study which (would) deserve researchers' concern and significant improvement.**

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1 The Significance of 'Grouping' Teachers

Teaching, especially a foreign language like English, is a real hard work. Only few people realize what an increasing expenditure of thought and energy is essential for teaching this language.

But it is somehow true that we can not hope to understand completely what teaching and what the teachers are. Pullias and Young (1968:) suggest that, " Not unlike the most important things in life, teaching can not be understood as a whole in all its qualities ..." Yet, on the other hand, there is relatively abundant factual information and researched evidence which is found and provided as a form of new knowledge and experience by various scholars and researchers for the benefit of all within the frame of the sector.

Peters' (in CEERTE, 1987) explanation (in his piece of writing on 'Research on Teaching') is an evidence for this saying. He writes as, "Research on teaching and learning provides conclusive evidence that teachers do influence what happen to students in classrooms" (P.36).

On the whole, it can be concluded that any research focusing on teacher effectiveness should basically aim at finding out why some teachers are consistently and considerably more successful and effective than others in maximizing student learning. In fact, as has been frequently suggested by various researchers and their findings, effective teaching behaviors are believed to vary for students of different backgrounds and environments as well as for different grade levels and subject areas.

Now there may be some questions which are directly related with the thesis of this research paper and which should be answered, by means of factual and researched evidence, so as to successfully provide (a) solution(s) for the hypothetical problem area. It is common knowledge that all the teachers or the teaching approach which they practically implement in the classrooms are not or can not be equally effective or good at producing highly rated learners. Some are apparently effective at achieving the target and yet there are other professionals who are not effective or good at it. So comes the question ... what are the 'qualities' of these effective teachers, the 'expert' ones!? What, to the contrary, are those 'inexpert' teachers? What do they really lack? Various scholars and researchers have attempted to provide answers, explanations, evaluations ... in terms of their pedagogic, educational and academic points of view.

2.2 Various Views and Parametric Values of Distinction

Various scholars and researchers have intensively been working on these two different 'teacher groups', and on the parametric devises or values which could make the 'grouping' possible. Most of them have managed to arrive at almost similar theoretical and pedagogic foundations and hence, at conclusions concerning the 'grouping' of teachers and the parametric values and items too. But one thing or aspect that brands each and every theoretical approach with a mark of difference is that each appears to develop out of the researcher's pedagogic belief, attitude, view point ... and is treated or considered as the 'extension' of that particular view point and it is wanted to pay a tribute to its theoretical foundation or origin.

Whatever the intention or ambition of those researchers and scholars be, it is quite a known and acceptable fact that their endless

effort and work has provided us with a firm standing ground for the furtherance of study in the field.

2.2.1. Developmental Conception of Expertise

One of the suggested or proposed parametric values so as to distinguish between "Expert teachers" and "Inexpert teachers" and, hence, to 'grouping' them into their categories is the one presented by Bereiter and Scardamalie (1989:39). These authors have described three developmental stages within which teachers are thought to pass through. These three stages are the following:

1. In an initial Survival stage, teachers are primarily concerned with problems of management: Maintaining order, rapport and student engagement in educational activities, and coping with the sheer multiplicity of demands.
2. In a later Mastery stage, teachers focus on their own performance and are concerned with becoming good at their profession.
3. At the Impact stage, teachers' attention shifts from their own performance to the effect they are having on their students. Concern with effect, seems reasonable to assume, should lead teachers to confront the core problems of whatever conception of teaching they have adopted.

Progression through these three successive stages marks an increase in complexity an increase which for various reasons some teachers (Inexpert ones) may not be able or willing to handle.

2.2.2 Tackling Core Problems of Teaching

Another parametric value suggested/proposed by Bereiter and Scardamalia (1989) is the kind of strategy or strategies that teachers develop and use in the teaching/learning process.

Some teachers, instead of progressive problem solving, may pursue a problem-minimizing approach. Instead of moving on to higher-level problems once survival challenges have been met, (Inexpert) teachers may remain fixated on management concerns, working toward an increasingly smoothly functioning classroom. A well-managed classroom becomes an end in itself rather than a means of advancing student achievements.

Bereiter and Scardamalia (1989) here assert that there are four 'time-honored, and recognized conceptions of teaching. They explain that each conception has its own core-problems, and the kind of approach a teacher uses to solve these problems decides or tells whether he is an 'expert' teacher or not. These authors write the following:

... research is making it possible to identify more clearly the core problems that arise when these conceptions are carried into practice. Within a given conception of teaching, differences between expert and inexpert teachers can be defined on the basis of how each contends with the core problem associated with that conception (P.37).

So, some (inexpert) teachers, instead of tackling the core problems of their teaching approach, they may develop various strategies for avoiding or camouflaging them. For example, if student exhibit a lack of background (prior) knowledge needed to understand a course-content, a teacher (inexpert) can minimize the problem by gradually eliminating content that students find difficult.

In contrast, a teacher who chooses to tackle core problems might work to find ways to relate difficult content to what students already know.

"Covering" the subject matter is one of the instances brought forth in Scardamalia and Bereiter (1989:40). The teacher allocates fixed amounts of time to a sequence of topics so that all are covered by the end of the term. This time-allocating process brings about a number of problems. Firstly, it shows that the teacher is never concerned about the learning condition of students. What he wants is to cover all the topics on time. Secondly, this process tends to highly increase the individual differences in between and among students. "These differences tend to increase from year to year because the students who learn the least are the least well-prepared for the next level of subject matter (Bloom, 1976). And what is more, the non-expert teachers try to rationalize these student failures as being due to their ability differences, family background, maturation factors, and the like.

"Verbalism" is another example of the problem-minimizing approach. In learning from written or spoken discourse, the student creates a mental representation of what has been said, that is, either a text model, which represents text propositions, and or a situation model, representing knowledge of the world influenced by text information. Students with lack of background knowledge may be able to create a text model but not an appropriate situation model. They can summarize or answer questions about the text but can not grasp its real world implications.

"Relevance" is still another example of the problem minimizing approach. This process limits instruction or teaching to topics that are already familiar and meaningful to students.

But a progressive problem solving approach considers teaching as a movement from point A, the student's current state of knowledge, to point B, a more advanced state of knowledge. Another quality of 'expert teachers' is their refusal to use individual differences as an excuse for learning failures.

In line with this, Stones (1994) has a lot to say about the contrasting features of these 'two-teacher-groups'. It should be firstly known that Stones alternately uses the terms 'experts' and 'inquirers' for the one, and 'deliverers' or 'expositors' for the other group. Stones writes the following about the 'expert teachers':

Inquirer teachers attempt to solve pedagogical problems. These pedagogical problems are not those commonly addressed in teacher training courses, such as: the use of audio-visual aids, or how to write on the Black Board, or how to use one's voice; rather they are more basic questions such as: the conceptual structure of the subject under study or the most appropriate approach to teaching for meaningful learning. the apex of this work is how best to help students to solve their own problems, either in relation to work in school or in their lives outside. To do this, teacher-inquirers will draw on any information that offers guidance in their activities (P.14).

2.2.3 Different Views of Teaching

Stones tells us that the 'expert' teachers see teaching as 'an activity of great complexity' (1994:18). He believes that this 'expert' teachers are very different people' from the stereotypical deliverers of the curriculum or dispensers of facts, and they are still, active explorers and problem solvers. But on the other hand, the 'inexpert' teachers consider the view of teaching as verbal exposition (telling or

delivering). They believe the aim of teaching are given in the syllabus and their job is to deliver it. Their occupation is or will be to cover the syllabus. They will only be 'worried' on deciding the sequence in which information is to be presented. "In general, they are symbolic masters of the old teaching adage.

First I tell'em what I'm going to tell'em, Then I tell'em,
than I tell'em what I've told'em " (Stones 1994:15).

But again, Stones (1994) writes more about 'experts' saying " ... they will have a different approach ... they will think of in terms of what they hope to enable their students to do" (P.36) Stones (1994) extends his explanation further, " ... for them, the stating of syllabus content is not sufficient, and the presentation of stimulus (teacher-talk) is only one of the elements that lead to effective learning" (P.37). As to this author and researcher, 'expert teachers' are those with 'shreud' ideas of where they want to go, a notion of how to get there, and a commitment to checking whether they got where they wanted to go and trying to decide what factors led to their arriving where they did. Then, they will be in position to examine the discrepancy between their original aims and the final results.

2.2.4 Some Components of Effective Teaching

Piaget (1964) explains that all learning is composed of two processes: assimilation (what is already known) and accommodation (taking in new information). But for new learning and progress to take place, specific attention must be given to the affective and emotional state of the learner as well as to cognitive elements. Effective learning requires periods of relaxed reflection and teacher support to accommodate new perceptions. On 'studies of teaching effectiveness', Walberg (1983) consistently found that positive

classroom morale had a direct effect upon academic achievement. Flanders (1975) also illustrates what happens when subject matter is taught using traditional or direct instructional methods for example, lecturing and asking direct factual questions in a business-like and dull classroom atmosphere:

(students were hooked upto machines that measured heart rate and sweat rate) Their academic learning and self-concept was assessed. The results were most dramatic. Under direct teaching conditions, as revealed by indicators, there is interference in learning. The heart rates increased and palms got sweaty, and the amount of academic learning and their self-concept declined. But under more indirect conditions, in which teachers asked open-ended questions, responded to feelings, and developed a more relaxed classroom, all of the outcomes were positive, thinking and feeling improved as well.

It can be said, then, that a more relaxed classroom atmosphere is the property of those 'effective' teachers. They are, or can be treated as effective for they have possessed most, if not all, of the personal and technically professional characteristics and qualities of an ideal teacher.

Most scholars are believed to agree on the point that for a successful educational practice, a sound educational theory is needed. But, again, a workable educational theory is usually proved through systematically applied practice. And workable educational practice, inevitably, in one of the components of effective teaching. Weimer (1990) puts three empowering notions in line with the above orientation to teaching, "It is what the teacher does; it is the style that fits the teacher; and it builds on the teacher's strengths" (P.8).

When one thinks about 'effective teachers' and 'effective teaching' concretely, the focus would be on the things teachers do, most of which are quite easily implemented. And there is also no simple set or style of action that convey any component of effective teaching, so a teacher may choose to do what fits naturally with who s/he is and how s/he communicates. And a teacher need not worry if some aspects of effective teaching come less easily to him/her. Most good teachers are not equally good or effective across all the components of teaching s/he develops a style that plays to her/his strengths and compensates for her/his weakness.

The five components of effective teaching though overlapping and interrelated with each other, and which are considered as 'consistent evidences' for the considerable help they provide to sorting through conflicting conclusions (Schulman 1986) are the following:

- Enthusiasm,
- Preparation and Organization,
- Ability to stimulate student thought and interest,
- Clarity, and
- Knowledge and love of the content.

The components of Effective teaching are believed to be the 'properties' of teachers who are grouped and labeled as 'Experts' and those who lack most of these components are the 'Inexperts'.

2.2.5. Other Skills and Competencies of Teachers

There are, still other aspects of effective teaching and effective teachers which are currently and highly demanded, and these are the generic competencies. "This implies that the skills and competencies apply in all settings and contexts, at all levels and to all models of teaching" (NPQTL 1993:3). It is also implied that one advantage of

listing of skills and competencies for teachers is that it makes the nature and tasks of teaching public. In an era when teacher accountability and quality control are of importance this can be an advantage to the employer (the government) to the students and to the teachers themselves. The overall improvement of language teaching that can be effected or achieved through and by means of the competencies will also improve the process of language learning that takes place and this should be what our schools are about, for effective language teaching and learning.

Competencies which are dealt here with and which are given special concern should usually be demonstrable and observable. If they cannot be operationalized or demonstrated and observed, they cannot be assessed, or one can not report on them objectively. The following list of teacher competencies are partially from NPQTL (1993) and they are believed to provide one with at least a background but basic points and aspects about what and where and how to evaluate or appraise or assess a teacher and decide whether s/he is an 'effective' professional or not. The points are the following:

- Subject Knowledge,
- Subject Application,
- Classroom Management,
- Assessment and Recording of Pupils Progress,
- Further Professional Development,
- The Ethics of Teaching,
- The Content of Teaching, and
- The Practice of Teaching.



2.2.6. Other Points of Difference between the Two Teacher Groups

The idea that Anderson (1987) points out about the 'capacity' of 'expert teachers' is again a valuable evidence and an asset for them. He writes:

The idea that knowledge is organized into multiple interacting clusters of related concepts may help explain the capacity of expert teachers to draw almost simultaneously on many kinds of knowledge to interpret events and to act in a given teaching episode. The underlying propositions,

- (a) that humans organize knowledge and perceive and act on the world according to the understandings they have constructed, and
- (b) that experts appear to have more complex understandings than novices are, therefore, useful for both teachers and teacher educators in promoting learner understanding (P.15).

And Featherstone's (1987) remark is quite telling about how helping teachers develop meaningful frameworks for teaching should appear highly invaluable. He reminds us, "knowledge doesn't mean anything until it is remade in the present" (P.33). Helping teachers remake their understanding of teaching and hence, enable them undertake it in an effective way requires serious consideration of ways to transform knowledge about teaching into a coherent curriculum for learning to teach.

In another context the kind of classroom interaction which is formed between the teacher and students is another factor which tells or reveals whether the teacher has an 'expert's trend' or not. Widdowson (1990) calls this 'the interactional engagement'. Though

this originally belongs to the traditional approach, the 'teacher' who employs most of the features contained in there is likely to be classified under the 'inexpert group'. Widdowson explains this engagement in the following way:

... the teacher is accorded high status and commands difference. This might be symbolized by dress, ... there is protocol to be observed; pupils' fall silent when the teacher enters the room, they stand up and ... one of them cleans the black board. Pupils' are addressed by their surnames, the teacher by title. The interaction itself is tightly controlled. Only the teacher has the right to initiate exchanges. Pupils can only contribute when they make bid by raising the hand and when this is acknowledged and ratified as a claim for a speaking turn. The teacher only asks questions to which s/he already knows the answers. The rights and obligations associated with the teacher and pupil roles are clear, fixed and non-negotiable (P.185).

Nevertheless, it should not be taken as if all of the above mentioned interactional features (classroom engagements) belong to and explain the 'inexpert professional' only. It is because that at least, some and at most, many of the features are still prevalent or are significantly observable in our classroom situations, and moreover, some of the features happen to be important as they contribute much to smoothly undertaking the teaching learning process.

In another respect, Kral (1996) provides us with another point of difference between the 'two-teacher groups'. He explains what he calls the "problems or shortcomings, of a 'bad' teacher". He has actually used the term 'bad' so as to representing and explaining the 'teachers' in that category. According to Kral's view, the diverse roles

a good and successful teacher is called upon to perform are often collapsed by the besieged teacher of large mixed-ability classes into just one or two, for example, tester and judge. Teacher authority is often asserted over a difficult class by adapting a testing rather than a teaching approach to language learning. Power lies in the teacher's 'dispensing of marks and the detection and penalization of error' (P. 24). "This privilege of power, continues Kral (1996), may lessen the symptoms of insecurity in the teacher, but it raises anxiety levels in the class in direct proportion to its use by the teacher" (P.24). Failure to distinguish between testing and teaching is a major obstacle to the development of a wider range of teacher roles. They are both essential in language learning, but it is vital to distinguish between them, and to use testing judiciously.

Kral (1996) also states some of the problems which are related with classroom management or mentions the 'bad' teachers shortcomings which could make a lesson fall apart. These are:

- "The bad teacher - ignores space (in the classroom)
- The bad teacher - doesn't look at students (avoids direct eye contact)
- The bad teacher - doesn't use the black board efficiently/properly.
- The bad teacher - ignores time (comes into class late and leaves the class early).
- The bad teacher - doesn't check or cross-check.
- The bad teacher - doesn't use students' names"(P.25).

The importance of 'grouping' teachers into 'expert' and 'Inexpert' categories somehow plays a role for the development/improvement of the teaching/learning process. The following question is of methodology. How is this grouping to be effected?

CHAPTER THREE

3. Methodological Approach of the Research

This chapter directly refers to the various but major aspects of the research which it actually deals with so as to arrive at a logical conclusion. The major aspects of this thesis are the purpose, subject-matter, coverage and source of information (or data).

3.1. The Purpose of the Research

This research work has a purpose which is mentioned in the 'objective of the study' section of chapter one.

To describe it's major purposes once again:

- I. it is to devise parameter(s) of distinction between the "Expert" and the "Non expert" teachers in relation to the Teaching of English as a Foreign Language in the context of Government- owned High Schools in Addis Ababa.
- II. it is to find out the extent /measure of the actual "Impact" produced by the "Expert" teachers in the teaching/ learning process.

This research, to achieve its target, has to pass through a number of steps. It has to thoroughly study or investigate the general behavior of "Expert" or "Effective" teachers, likewise, for contrasting purposes, it has to study about the behavioral qualities of the "Inexperts". The context of this study is also stated. The study is limited to teachers who are working in those government-owned high schools which are found in Addis Ababa.

The other basic purpose of this research paper is to find out the extent or measure of the actual “ impact” these ‘expert’ teachers are currently producing in the teaching/learning process of the English language in those high schools. So, this study is thought to have a descriptive quality for it has to describe the behavior of certain teachers.

On the whole, the purpose of this research paper can be summarized and described as to devise or set parametric values and find out the actual impact of those ‘ expert’ teachers and their teaching in the context of English taught as a foreign language specifically in those government -owned high schools.

3.2. The subject matter of the Study

The basic thesis of this study is repeatedly stated in various parts of this paper, but it is restated again for the benefit of this sub-tropic:

- (to deal with) the professional (academic and pedagogic) and personal teaching behaviors of ‘expert and inexpert’ teachers,
- (to deal with) the various teaching approaches they actually use in the process, and

The various views, opinions and attitudes they have about the process of teaching.

This subject matter is widely dealt throughout the study as it holds the most crucial points and questions that should be answered.

3.3. Coverage and source of data of this study

Researches differ from each other in the way they cover a given population, that is, the aggregate of persons or objects under investigation. Planning is quite essential, and the “ planning of a social survey is a combination of technical and organizational decisions” (Moser & Kalton, 1972: 41). Up to these authors, some of the important methodological questions have to be answered: what population coverage to aim at; what information to seek; how to go about collecting this information; how to process and interpret the results; and so forth “(P.41). They say that none of these questions can be answered on a purely technical level, rather:

The sample design is decided upon in the light of what is practically feasible as well as of what is theoretically desirable. Once decided, it inturn gives rise to numerous practical decisions of selection and organization. In considering these matters, due regard must be paid to the purposes of the survey, the accuracy required in the results, the cost, time and labour involved, and other practical considerations (P. 41)

So, in the general planning process, a number of important questions and problems are to be dealt with. One of the component points which should be critically dealt with is the “coverage” aspect of the study. In this, the first step to be taken is to define the population to be studied or to be covered. The target population of this study has been repeatedly mentioned in different parts of this paper. The general target population of this paper are those English teachers (who teach English as an FL) who are working in those government owned high schools within the country. But the population of this research paper is narrowed down to contexts of place, number and other influencing factors.

Though the target population is found all over Ethiopia, the population of the study is limited to Addis Ababa and even the number of high schools included in the study is only 5. And the actual number of teachers who are directly involved in the study are still limited, 40+15 in number. 40 of the teachers are involved in filling out the questionnaire items distributed to them. And the rest of the teachers (15) are involved in the other instrument used, that is, they were being observed while they practically teach their students. The reason for conducting the study in Addis Ababa; and for using only a number of high schools which are found in Addis Ababa is due to various constraints like: money, time, and others.

It is good to remind the reader here that the questionnaire formats (set of questionnaires) used in the study are two. This is to mean that the first and which is believed to be the most important is the one addressed to those selected English teachers themselves. But the other format is prepared and addressed to those selected students. This second questionnaire format is originally prepared in the Amharic language for the reasons of reliability and validity. The number of students who actually responded to the questionnaire are 30.

The process of Sampling in the Study.

It is another common knowledge that the use of samples and sampling has tremendous advantages over complete coverage of the target population. In the first place, sampling saves money. Secondly it saves unnecessary labour expenditure and finally sampling saves a great deal of time. “ It was in fact for the purpose of saving time that sampling was first used with the census of population . (Moser & Kalton . 1972:57).

Added to these practical advantages, a sample coverage often permits a higher overall level of accuracy than a full enumeration. The smaller numbers allow the quality of the field staff to be at a higher level, more checks and tests for accuracy can be afforded at all stages; more care can be given to editing and the analysis. Finally, fewer cases make it possible to collect and deal with more elaborate information from each (I bid, P.57).

Infact, all these advantages of sampling will continue as advantages if and only if the process of selection of samples is done appropriately. Moser and kalton (1972:79) suggest two major principles for sample selection. The first is the desire to avoid bias in the selection procedure, and the second to achieve the maximum precision for a given outlay of resources.

As to Moser and Kalton(1972) bias in the selection can arise

- I. If the sampling is done by a non-random method, which generally means that the selection is consciously or unconsciously influenced by human choice;
- II. If the sampling frame (list, index, or other population record) which serves as the basis for selection does not cover the population adequately, completely or accurately;
- III.If some sections of the population are impossible to find or refuse to co-operate.

Moser and Kalton (1972) further assert that “ any of these factors will cause systematic, non-compensating errors which are not eliminated or reduced by an increase in sample size.” (P.79).

In line with the above stated principle of sampling, it will be good to describe some of the experiences which were actually practiced when conducting this research.

- I. The selection of samples was generally done on random selection method. The only exception that should be mentioned here is the case of some high schools found in the nearest vicinity of AAU which refused to cooperate. So these high schools are not included in the selection.
- II. Another problem which might go with this problem of selection is that the number of representative samples taken in all high schools is not equal. The reason for this is that,
 - a) the number of teachers (English) in those high schools is not equal, or the distribution of teachers is not similar.
 - b) next to the unevenness of the distribution of teachers, there happened to be some (teachers) who refused to cooperate due to various reasons. Some teachers were not cooperative when they were asked to be observed while actually teaching their students. Even some teachers have appeared to develop a bias towards classroom observations.
- III. But in one of the questionnaire formats, that is, which was meant for students, some kind of conscious selection has been used. This is for the assumption that all students might not be equally responsible for what they would reply to items. Therefore, conscious and deliberate selection was suggested by some teachers and priority was given to some responsible-looking, 'academically outstanding' and volunteer students. This process was practiced so as to relatively increase the validity and reliability aspect of their responses.

3.1. The Instruments used in this Study.

The methods or instruments which are actually used in this study are Questionnaire and Observation. Questionnaire and Observation are not, of course, the only instruments which can be

employed in social Researches. But these two are the most dependable ones which can be effectively used than others for some practical reasons.

3.4.1.The Questionnaire formats used in the Study

It has been said that “ no survey can be better than its questionnaire” (Moser & Kalton, 1972: 308), a cliché which well expresses the truth, no matter how efficient the sample design or sophisticated the analysis, ambiguous questions will produce non-comparable answers, leading questions-biased answers, and vague questions-vague answers. Yet for every conceivable question there are several possible, and theoretically acceptable forms; in choosing between them, knowledge of the survey population and subject matter, common sense, past experience and pilot work are at present the researcher's main tools (P. 308).

“The first step in designing a questionnaire is to define the problem to be tackled by the survey and hence to decide on what questions to ask”. (Moser & Kalton, 1972:309). Therefore, the types of questions contained in the questionnaire are those which are directly related with the thesis statement, and again, most of the questions could stand as representative elements for those parametric values or items. Moreover, each question, other than the three alternative Likert values, is accompanied with a space for an explanation or justification from the respondent.

The Likert scale/value with three alternative choices, that is, ‘yes’, ‘No’, and ‘No idea’ is used. As the thesis statement aims at deciding whether a “teacher” is an ‘expert’ or not, the Likert scale to be used should be the kind which could assist the researcher to arrive at the logical and reasonable conclusion fairly easily. So the Likert

scale with three values has been found suitable, and this has been proved in the pilot study itself.

The second questionnaire format designed to be filled out by students has most of the qualities which the teachers' format consists. The major difference is the language medium used in the second format which is Amharic. The basic objective of this second questionnaire format is to serve as a cross-checking instrument, or for triangulation purposes. Most of the questions are the direct versions of the teachers' items except that they are presented or designed to conform with students' standards and view points.

3.4.2. The Observation Format Used in the Survey

In the strict sense of the word, observation implies the use of the eyes rather than of the ears and the voice. The Concise Oxford Dictionary defines it as 'accurate watching and noting of phenomena as they occur in nature with regard to cause and effect or mutual relations.' The distinguishing feature of observation in the extended sense is that the "information required is obtained directly, rather than through the reports of others; in the case of behavior, one finds out what the individual does, rather than what he says he does" (Moser & Kalton, 1972:24).

Direct observation can have a number of advantages like, for instance, if informants are unable to provide the information or if they give only inexact and misleading answers, the only way or means to find out the true response is by using direct observation.

Moser and Kalton (1972) further explain the advantages of observation.

Even if informants can answer questions accurately, it does not follow that they will be willing to do so, or that they will give the true answers,... it is sufficient to observe here that an informant may give a false reply because he misunderstands the question or because, consciously or subconsciously, he distorts his answer; the latter can occur for a variety of reasons, such as the desire for prestige or the desire by the informant to give the answer he thinks is expected of him. These dangers do not exist with direct observation. (P. 247).

But, though observation as a method has some important merits, it also has limitations. Moser and Kalton (1972) say that "observation is rarely the most appropriate method for studying opinions and attitudes" (P.247). They also assert that difficulties are often encountered in obtaining a representative sample for the observation of behavior. If the characteristics of a population are to be inferred from those of a sample, the sample should ideally be randomly selected. With interview and questionnaire methods this is readily ensured; but it is not always so with observation of behavior.

It is true that there are lots of problems to appropriately using this particular method. The thesis of this paper, as is known, is to try to find out the personal and professional (academic) teaching qualities and behaviors of those 'effective' or 'expert' teachers. For this reason, some of the parametric values/items that should have otherwise been contained in the format so as to practically assess or evaluate the behavior of teachers were found difficult/problematic to be incorporated in the check-list. Because the possibility of the demonstrability and observability of those teacher-behaviors strongly demanded for a continuous and prolonged process of observation. One can not practically and honestly detect, observe

and assess all the teaching qualities and teacher-behaviors with one or two visits of observation so that the observation items used in the check-list are limited to points which can be observed directly and easily within a period of two. On the whole, it can be said that the help got from this observation process may be of little use due to these basic constraints. The other point is that the observation itself was administered single-handedly. Using assistant or Co-observers (as field workers or trained workers) was not possible because the teachers who volunteered their classes and themselves to be observed rejected the idea altogether. So avoiding assistant observers could not be helped. This itself may limit the validity and reliability aspect of the instrument.

The observation format contains three basic items as parametric values. These are:

- 1) The teacher,
- 2) Teacher's own language, and
- 3) Classroom Procedure and Management.

These three basic parametric items are again classified into a number of sub-behavioral topics/items. The major criteria used for the selection and designing of the basic and sub-behavioral; personal and professional items is their capacity of demonstrability and observability. The Likert scale which was preferred and used is the one with the three attitudinal values; i.e. scales. The values are "positive", "Negative" and "Average". The reason for this is the nature of the study. These values are represented by those numbers of tally-frequencies (of each respondent) and hence, changed into total frequencies and percentages. So the five or the seven value Likert scales are not practically used here. All the instruments are designed to point at (by means of the individual

items) or lead the study to either of the extreme ends of teacher behavior.

However, this observation (of teachers) was made in different settings of schools, with different teachers. The whole observation proceeding had been completed within three weeks. The observation mainly focused on finding out whether the designed classroom teaching aspects and teacher behaviors are demonstrated or not.

The observation was conducted in various high schools (actually four high schools) in which those observed teachers are practically teaching. The observation was conducted in classes where those teachers actually teach, that is, the researcher practically observed those various teachers while teaching their own students.

3.5. Procedures for Data Analysis

The data gathered in various ways—that is, through the two questionnaire formats, and the observation check list were analysed basically through the quantitative method. Accordingly, the individual questionnaire-item responses were tallied (under ‘expert’, ‘in expert’ and ‘undecided’ response categories) and the frequency of responses under each option (category) was determined. In the questionnaires, the attitudinal response scales used were ‘Yes’, ‘No’ and ‘No Idea’ for teacher respondents; and ‘Yes’, ‘No’, and ‘Not sure’ for student respondents.

The teachers’ and students’ responses (i.e., all individual items in the two formats) were tallied, sorted out and categorized under the categories or columns into which they fall, that is, into the ‘Expert response category’ or into the ‘Inexpert response category’, or into the ‘Undecided response category’. But there happened to be one more category created by some of the respondents themselves, that

is, a category for items which are not responded to. So, 'No response' is the fourth category used in these two formats.

This way, the actual responses of all respondent-teachers and of all respondent-students (separately) were (after being tallied and categorized) used to determine teacher-attitudes through tabulating and interpreting the data, i.e., after finding out their frequencies and percentages.

On the other hand, so as to determine the overall teacher tendency by means of the other instrument, i.e., observation, the number of respondents (i.e., observed teachers in this case) who fall under the attitudinal response scales: 'Positive', 'Negative' and 'Average' categories were determined as follows. For instance, in the first category of check-Items part-I of the observation check list(six items) the maximum total value (mark) that could be expected by any respondent is $6 \times 15 = 90$; where as the minimum would be $6 \times 0 = 0$. Thus, out of 90 those who attain the highest value would be labeled as having, 'Expert tendencies', where as those who attain the least would be labeled as having 'Inexpert tendencies'. Finally, the raw figure was restated in percentages; and, accordingly.

$39/90 \times 100\%$ = 43.33% have an' expert tendency, while

$30/90 \times 100\%$ = 33.33% are with 'inexpert tendencies'

and $21/90 \times 100\%$ = 23.33% fall in the 'Average' category

In doing this, 90 represents the total number of respondents (or actually observed teachers) multiplied by the total number of items, that is, 6 (Total No. of items) $\times$ 15 (Total No. of respondents)= 90.

The representation of the other two divisions is demonstrated fully in chapter IV.

CHAPTER FOUR

4. Presentation and Analysis of Data

In this part of the paper, the pertinent data obtained in various ways and from various sources are presented and then interpreted.

4.1. Background of the Teacher Respondents.

Analysis of the questionnaire has shown that the teacher group in the sample have various service years ranging from 1 upto 31 years. 23 of the respondents (that is out of 40 of them) are with more than 20 years of service. 12 of the respondents have service years ranging from 6 up to 19, and the rest of the respondents (that is 5 of them) are with 1 up to 5 years of service. All of the respondents are degree holders and all of them, again, have studied English language as their major subject or field of study.

The overall information is presented in the following table.

Table. 1- Their distribution according to their school, number and sex.

No.	School	Number	Sex	
			Male	Female
1	Medhanealum Comp Senior Sec. school	12	11	1
2	Kolfe Comp Senior Sec. school	8	8	-
3	Nefas silk Comp Sec. School	7	6	1
4	Misrak Comp Comp sec. School.	6	6	-
5	Shimelis Habte Comp sec. School	7	6	1
	Total	40	37	3

4.1.1. The Attitude of Teacher-Respondents.

These teacher-respondents have responded (in their own ways) to the twenty-two items contained in the questionnaire set. And most, if not all, have also attempted to justify their 'Yes' 'No' and 'No idea' responses by providing reasons and justifying explanations in the spaces provided for them.

The actual frequencies of these 'Yes', 'No' 'No idea' responses are presented in the following table. But some respondents did not give their responses to certain items. And these 'unresponded' items are given one column in the table under the heading 'No Response'. But the explanations and justifications which are provided or written by some of the respondents are only used as supportive factual materials in the process of analysing some particular items of the questionnaire.

Table 2 Frequency of Teachers' Responses to the Questionnaire

Roll No.	Item No.	Expert Response	Inexpert Response	No Idea Response	No Response
1	1	20	20	-	-
2	2	17	21	-	2
3	3	17	23	-	-
4	4	14	26	-	-
5	5	12	27	1	-
6	6	4	35	1	-
7	7	20	13	5	2
8	8	14	15	7	6
9	9	15	24	1	-
10	10	9	30	1	-
11	11	3	33	3	1
12	12	3	29	4	4
13	13	18	16	3	3
14	14	19	19	1	1
15	15	28	11	-	1
16	16	17	20	2	1
17	17	-	36	2	2
18	18	31	3	4	2
19	19	6	30	4	-
20	20	22	18	-	-
21	21	25	15	-	-
22	22	16	10	13	1

It has to be mentioned here that the actual 'Yes' and 'No' responses of the respondents were converted in to 'Expert' and 'Inexpert' response types by means of the suggested theoretical and pedagogical positions taken by those researchers and scholars who are frequently referred to in chapter two of this paper. Each item of the questionnaire has its own suggested 'Expert' and 'Inexpert-response', for instance, the 'Suggested Expert Response' for Item, No. 1 is 'No'. This is to mean that in the process of teaching English as a foreign language, the Language teachers' frequent use of 'lecturing' for the most part of periods is not good for the development of students' language skills. Using this as an agreed upon premise 'No' is taken as the 'Suggested Expert Response' and 'Yes' as the 'Suggested Inexpert Response'. Likewise, all the twenty two items were given with their own ('Suggested Expert and Inexpert Responses' and all the individual responses of those forty (40) teacher-respondents were sorted out, categorized and tallied against these 'Suggested Expert and Inexpert Responses' which were being used as standards. (This whole process is shown in Table.2). P. 45)

One has to clearly know that without these 'Suggested Expert and Inexpert Responses' or 'Standards' nothing could have been accomplished, because it was only through them or by means of them that the actual teacher-responses were valued or measured and consequently, sorted out and categorized in to their actual positions.

Moreover, as all the questionnaire items (with no exception) are the direct developments and theoretical as well as pedagogic manifestations of various views and conceptions of teaching, it is also true that these "Suggested Responses" (Expert and Inexpert) or

“Standards” , least of all, are the essentials or basics of these various views and conceptions of teaching. Therefore, their functioning capacity as reference target values is unquestionable.

The actual ‘Expert Response’ and ‘Inexpert Response’ figures are believed to be the representations or the manifestations of the attitudes of English teachers. Each and every sample respondent, knowingly or unknowingly, has responded to every item so that it can be inferred that each and every respondent has expressed his attitude towards the overall problem area of teaching.

This implied general attitude of teachers was further shown in Table 3. The sum total of all frequencies (of all columns) was given in the same table.

Table 3. The total of Frequencies of all Responses of Teachers.

Expert Responses	Inexpert Responses	No Idea Responses	No Responses	Total of Respondents x Total of Items
330	474	52	24	880

The Total of all responses, that is 880 as shown in Table 3, is the sum of the number of all respondents (40) multiplied by the total number of items in the questionnaire (22). In other words, each respondent is expected to respond to all the twenty- two items, and hence, all the forty respondents would use eight hundred and eighty tick marks through out the whole process.

In line with this, as is shown in Table 3, 330 tick marks, out of the total 880, are used to signify 'Expert Responses'. And this amount when changed in to percentage, it amounts to 37.5%. This could be processed as $330/880 \times 100 = 37.5\%$.

This figure implies that out of the total of sample respondents (100%), only 37.5% of them do really exhibit an 'Expert' attitude towards the English language teaching. And again it is shown that 474 responses or tick marks fall into the 'Inexpert' column, and this when calculated, $474/880 \times 100 = 53.86\%$ of them belong to the 'Inexpert' teachers' category. This is actually the largest of all figures and has the capacity to point to the overall direction of this research. The other columns, the 'No Idea' and the 'No Response' columns, showed the figures 52 and 24 respectively. These figures represented 5.9% and 2.72% of the population.

The total of the four percentage figures, i.e., 37.5% 53.86%, 5.9% and 2.72 amounted to 99.98%. This would mean that all the respondents are properly represented in the questionnaire.

It could be summarized, at least at this stage, that the finding or the result of this questionnaire has a reasonable ground to imply that 53.86% of the teacher population in the government-owned high schools has proved to be basically 'Inexpert'.

4.1.2. The Significance of Response Rate

Differences in Teachers Questionnaire

It should be mentioned here that all the items in the questionnaire were rated with different number of responses. Only

some of them were rated equally (for instance Item No. 1 & 14 received 20-20 and 19-19), and some others almost equally like Item No. 13, rated 18-16; Item 16,17-20; and Item 20,22-18 respectively.

But with the others, the difference or the gap was more significantly observed. For example, some of the significant differences could be Item No.5, 6,10,11, 12,15,17 18 and19. The rate of difference (of the number of responses) in these particular items was significantly large, and one can conclude that these were some of the items which played the major role to widening up the discrepancy between the 'Expert and Inexpert' categories. But the rest of the items, though they still show numerical differences, the gap in-between the categories would not be as significant as the above ones.

The overall difference rate of responses has been presented in Table 4.

Table 4. The difference Rate of Responses in the Questionnaire.

Roll No.	Item No.	Expert Response	Inexpert Response	No Idea Response	No Response	Total Response	Difference (E-I)
1	1	20	20	-	-	40	-
2	2	17	21	-	2	40	-4
3	3	17	23	-	-	40	-6
4	4	14	26	-	-	40	-12
5	5	12	27	1	-	40	-15
6	6	4	35	1	-	40	-31
7	7	20	13	5	2	40	7
8	8	14	15	7	6	40	-1
9	9	15	24	1	-	40	-9
10	10	9	30	1	-	40	-21
11	11	3	33	3	1	40	-30
12	12	3	29	4	4	40	-26
13	13	18	16	3	3	40	2
14	14	19	19	1	1	40	-
15	15	28	11	-	1	40	17
16	16	17	20	2	1	40	-3
17	17	-	36	2	2	40	-36
18	18	31	3	4	2	40	28
19	19	6	30	4	-	40	-24
20	20	22	18	-	-	40	4
21	21	25	15	-	-	40	10
22	22	16	10	13	1	40	6

(NB= E-I Means Expert Response-Inexpert Response)

4.2. Background of Student-Respondents.

Analysis of this questionnaire has shown that the student group in the sample have various backgrounds, i.e., they are from different high schools, with different grade levels (from 9th -11th), representing both sexes (though unevenly). The following Table would show the essential information about them.

Table 5. Student group in Questionnaire 2

No.	School	Number of students	Sex		Grade level		
			Male	Female	9 th	10 th	11 th
1	Medhanealum Comp Senior Sec. school	14	10	4	3	4	7
2	Kolfe Comp Senior Sec. School	8	6	24	2	3	3
3	Nefas silk Comp sec. School	8	8	-	-	3	5
	Total	30					

4.2.1. The Attitude of Students-Respondents

These student-respondents have responded to the twenty items contained in the questionnaire format. And most, though not all, have attempted to justify their responses by writing justifying explanations in the spaces provided for such attempts. (Infact, more than 66.6% of them (more than 20 innumber) have tried to justify their responses and themselves by providing explanations). The actual response frequency of students has been presented in Table 6. The way of presentation of this table-format was the same with Table

2 of Teacher-respondents except that there has been no single item which had not been responded to

Table 6. Frequency of Student's Responses in the Questionnaire

Roll No.	Item No.	Expert Response	Inexpert Response	Not sure Response	No Response
1	1	10	18	2	-
2	2	13	14	3	-
3	3	11	15	4	-
4	4	13	15	2	-
5	5	16	14	-	-
6	6	Later Omitted			
7	7	21	7	2	
8	8	20	9	1	-
9	9	15	2	-	
10	10	11	19	-	-
11	11	7	21	2	-
12	12	9	18	3	-
13	13	10	18	2	-
14	14	12	17	1	-
15	15	10	18	2	-
16	16	3	25	2	-
17	17	16	14	-	-
18	18	12	16	2	-
19	19	later omitted			
20	20	11	8	1	-

One of the different qualities of this questionnaire format was the language medium which it was presented through . It was

prepared in Amharic for the very reason that this was the only approach to keep its quality of simplicity, validity and reliability. Of course, it was originally prepared in English, but a second thought, made it rewritten in Amharic. Another point of difference was that there were two items which were included in the format, but later altogether omitted .i.e., due to their irrelevance.

They were, of course irrelevant and they shouldn't have been printed in the first place. All the questionnaire items (of this format) have been designed for the purpose of reflecting the "English Teachers Attitude" through the teacher-student interaction and relationship created within and out of classrooms. But those two items were unknowingly made to reflect purely student's subjective opinions. One of the items for example, Item No. 19 was like this. "Do you really appreciate your English Teacher?" for this item, students' might have responded using one of the three options and for their own subjective reasons . And no one could have found out whether that had been truly said or not, for it's highly a question of personal opinion. And the other one was even more subjective than this and would also call for a generalization which would be beyond their capacity and, hence, wouldn't be valid and reliable.

As was practiced in the teachers questionnaire format, the actual student-responses were sorted out and categorized in to 'Expert' and 'Inexpert' response columns by means of those 'Suggested Expert and Inexpert response' which were used as standard-references or measures through out (this process has been presented in Table 5).

After individual items have been sorted out, categorized and tallied, the following step was to find out the sum-total of each response column. (this again was presented in Table 6.)

Table 7. The Total of frequencies of Students responses

Expert Response	Inexpert Response	Not Sure Response	Total of Respondents
220	289	31	540

As has been shown in the above table, the total (540) was the product (30) of the total of respondents multiplied by the total number of items (18), and this total amount (540) has served as the denominator for all sub-total figures.

Therefore, the 220 tick marks () out of the total of 540 implied that this amount was recognized to represent an 'Expert' attitude. The percentage of this amount, i.e., $220/540 \times 100 =$ would be 40.74%. This percentage would mean that out of the total sample of respondents (100%), only 40.74% of them did really show to have an 'Expert' attitude. The amount 289 which fall in the 'Inexpert' response column represented 53.86% respondents out of the total. This was the largest figure and its implication is that this much of the respondents belong to the 'Inexpert' teacher category. The other column (Not Sure Response) showed 31 with the percentage of 5.74% out of the whole. Its significance is very lowly when compared with the other two. The total of the three percentage figures amounted to 99.98%. This again would mean that all the respondents have been appropriately treated.

4.2.2. The Significance of Responses-rate Differences in Students' Questionnaire.

It Would be proper to remind one here that all the items in the students questionnaire were rated with different number of responses. Only some of them were rated almost equally: like items No's. 2,4,5, 9 and 17.. With some of the items, like No's 7,11,and16 the rate of difference or gup is highly revealed. The largest difference rate on the whole was 22 and the smallest difference rate was only1. The whole 'rate of difference' picture has been presented in Table 7.

Table-8 Response-rate differences in Students' Questionnaire.

R.No.	Item No.	Expert Respon se	Inexpert Response	Not sure Response	No Response	Total of Response	Differenc e (E-I)
1	1	10	18	2	-	30	-8
2	2	13	14	3	-		-1
3	3	11	15	4	-		-4
4	4	13	15	2	-	3-	-2
5	5	16	14	-	-		2
6	Omitted						
	7	21	7	2	-	30	14
8	8	20	9	1	-	3-	11
9	9	15	13	2	-	30	12
10	10	11	19	-	-	30	-8
11	11	7	21	2	-	30	-14
12	12	9	18	3	-	30	-9
13	13	10	18	2	-	3-	-8
14	14	12	17	1	-	30	-5
15	15	10	18	2	-	30	-8
16	16	3	25	2	-	30	-4
17	17	16	14	-	-	30	4
18	18	12	16	2	-	30	-4
19	Omitted						
20	20	11	18	1	-	30	-7

4.3. Background of Observed Teachers.

Analysis of these check-list format has shown that the teacher group in the sample has various personal and professional backgrounds, i.e., they have come from different high schools, with different service years and teaching experiences, but their sex and academic status was all the same. They were all male and first degree holders.

The necessary information about the observed-teachers and their backgrounds is given in Table 9.

Table 9. Observed Teacher group

Ro. No.	Schools	Number of Teachers	Service Year				Observed	
			1-8	9-16	17-25	above	once	twice
1	Medhanealem S. Comp. Sec. School	7	1	2	3	1	7	-
2	Kolfe Comp. Sec. School	5	-	2	3	-	-	5
3	Nefas silk Comp. Sec. School	3	-	1	2	-	-	3
	Total	15	1	5	8	1	7	8

The overall process of this observation had taken almost three solid weeks. Out of the 15 teachers, only 8 of them had been visited

twice. The reason for this eight (8) may be the extra sense of cooperation which they openly demonstrated and the accidental but conducive distribution of their periods. The others, regardless of other constraints, have totally rejected the need for having another round of observations.

The Attitude of Observed Teachers.

The check-list items used in the observation process were twenty-one, of course, categorized according to their pedagogic features. The basic categories were three:

- The teacher,
- Teachers own language, and
- Classroom procedure and management

The number of individual parameteric items which fall into each category were also different. The first categorical section contained six(6) parametric items; the second has contained seven (7) and the third,-eight (8). The number of parametric items which were used in the observation were, of course, relatively very small. The reason for all this could be

- I) these items were particularly selected for they were, more than others, believed to be easily demonstrable and observable for both parties, i.e., for the teacher and for the observer.
- II) they would not need a prolonged observation process, instead they could be observed with in a period or two.

Due to these peculiarities were these 21 parametric items preferred to others. But still their limited power to produce a significantly valid and reliable assessment result has been practically witnessed in this particular instrument. Firstly, these utilized items were not the only items that should have been contained, but others and lots of others which would have produced a more trustworthy, complete and desirable assessment result. But for various constraints like: time, samples, place and general situation for observation, and some others , most of the items were discarded and the process of this teacher observation has been conducted through the remaining parametric items, though incomplete, which could easily be demonstrated and observed with in the required period of time.

The observation result has been presented in Table 10.

Table 10. The Frequency distribution of observed teachers.

Parts	Item Number	Positive	Negative	Nemtral
I	1	8	4	3
	2	6	6	3
	3	7	5	3
	4	8	5	2
	5	5	6	4
	6	5	4	6
	Total	39	30	21
II	1	8		4
	2	6	5	4
	3	5	6	4
	4	6	5	4
	5	5	10	4
	6	5	6	4
	7	6	5	4
	Total	41	41	23
III	1	5	5	5
	2	6	5	4
	3	4	6	5
	4	5	5	5
	5	5	5	5
	6	5	5	5
	7	5	5	5
	8	4	7	4
	Total	39	43	38

The observed teachers have been assessed in terms of their activities; and their personal and professional teaching behaviours were measured against the designed parameters of measurement.

As shown in the suggested observation format, items have appeared under categories according to their pedagogic features. So the format has three divisions such as:

- The teacher (with six parametric items),
- Teachers own Language (with seven parameteric items),
and
- Classroom procedure and management.(with eight parametric items).

For simplicity's sake, analysis of items has been done by considering division after division separately and then totally to find out the total impact of the result.

In the first part (division) of the format, the analysis result has shown that the total number of teachers who proved to have positive relationship with the items (i.e., those who would be having 'Expert attitudes') appeared to be greater than the other two. The figure has been 39 (out of the total 90) and when changed into a percentage rate, it would show 43.33%. Next to this has appeared the 'Negative' rate, 30 (out of 90) and the percentage rate would be 33.33%. The third scale has shown 21, and 23.33% in percentage. In this division, which has been composed of items reflecting the teachers personal qualities and behaviors of teaching, the 'Expert' attitude has appeared dominant. But the percentage which fall in to the 'Nentral' scale, as shown above-23.33%, has appeared to cover a significant number. This, of course, might be due to the limitations imposed upon those items in the format, and this amount would have played a role to completely change the actual representation and relationship observed, but it has remained as it is shown there.

In the second division of the format, the sub-result has shown that the sub-totals of the “Positive” and “Negative” rates appeared equally 41. And the "Nentral" category-23. The percentage rates were 39.05% (for “Positive” and “Negative” columns) and 21.9% for the Nentral . This has been calculated as $41/105 \times 100\% = 39.05\%$ and $23/105 \times 100\% = 21.9\%$. Here, the significant two changes were the slight reduction of the “Nentral ” representative rate and the equal representation of the first and second columns.

In the third division, the sub-results has shown completely different trends and attitudes from the first two divisions. First, the “Positive” rate has significantly reduced to 39 (out of 120), and its percentage ratio has been $39/120 \times 100\% = 32.5\%$. The “Negative” appeared to score 43 (out of 120) which proved to be slightly higher, and its percentage ratio $43/120 \times 100\% = 35.83\%$ and the “Nentral” figure, 38, again greater than the “Positive” rate, and the percentage figure, 31.67%.

The overall numerical representations and attitudinal involvements are shown in the following table.

Table 10. The overall Frequency and Percentage rates of the Observation.

Scales	DIVISION-1		DIVISION-2		DIVISION-3		OVERALL TOTAL	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Positive	39	43.33	41	39.05	39	32.5	119	37.78
Negative	30	33.33	41	39.05	43	35.83	114	36.19
Nentral	21	23.33	23	21.9	38	31.67	82	26.03
TOTAL	90	99.99	105	100	120	100	315	100

The overall implication of this observation, as is shown in the above table, would be that there is only a slight difference between the "Positive" and the "Negative" scales, that is, the frequency difference was only 5, and the percentage ratio difference is 1.59%. This would almost mean that the number of teachers having an 'Expert' attitude has been the number of teachers with 'Inexpert' attitude were found to be almost equal. The significant problem with this particular instrument may be that the number of frequencies which fall in to this 'Nentral' category or the percentage ratio recorded in this category were found to be relatively larger than they should have been. In other words, the 'Nentral' category had played a role which practically camouflaged the attitudinal position of certain teachers. But, yet, it should not be taken as one which would ruin the previous findings of the two questionnaire items, rather it could, somehow, be considered as a supportive factor for the previous two as it indirectly served to imply that the number of teachers with the 'Expert' attitude wouldn't be 'any different' from those indicated. One should also consider the relative largeness of the 'Nentral' figure which would be attributed not to the actual number of teachers who had really fall in to it, but to the complex, easily undemonstrable, and difficult to be observed parametric items which are not incorporated in the format. Moreover, this itself should not be taken as a short-coming or weak side of the instrument, but rather as a limiting constraint imposed upon it

CHAPTRE FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Major Findings

The assessment of English teachers' personal and professional attitude and behavior to find out whether it is basically of 'Expert's' or 'Inexpert's' has been attempted through investigating their conceptions, and views of teaching and of their practical activities and involvements in the process of teaching English as a foreign language; and through their students by means of a couple of instruments.

Accordingly, the largest number of teachers (47.85%) were found to have an 'Inexpert' attitude towards the teaching of English as a foreign language.

The overall picture of the research finding is presented in the following table.

Table 12. The Overall Picture of the Research Finding

		Expert Attitude	Inexpert Attitude	Undecided Attitude	No Response	% Total
1	Questionnair-1 (Teachers)	37.5%	53.86%	5.9%	2.72%	99.98
2	Questioner (student)	40.74%	53.5%	5.74%	-	99.98
3	Observation (Teachers)	37.78%	36.19%	26.03%	-	100
	TOTAL	$116.02\% \div 3 =$	$143.55\% \div 3 =$	$40.39\% \div 3 =$		299.96
		38.673%	47.85%	13.46%		99.99
38.67%+ 47.85%+13.46%= 99.98%						

Many others (38.67%) yet, seemed to manifest the 'Expert' attitude about the teaching of English as a foreign language and the rest of the teachers (13.46% of them) seemed to fall in between these two extremely opposite teacher groups and their behavioral and professional manifestations.

Of course, these teacher attitudes were manifested differently through out the three different instruments. The 'Expert attitude' or tendency was less pronounced in the teachers' questionnaire than the other two. It was 37.5%. Instead this teachers' 'Expert tendency' was highly pronounced in the students' questionnaire with the ratio of 40.74%. But in the case of the observation, though the percentage figure was the highest of the three, 37.78%, it was only the second ratio in the 'Expert attitude' category.

The 'Inexpert' attitude was rated rather highly in the two questionnaire formats with a difference of 0.36% in between them. Teachers rated the 'Inexpert Attitude' with 53.86% and students rated this same tendency with 53.5%. But yet, in the observation, it was rated with less figures though its difference with the highest rate in this instrument category was only 1.59%.

The largest discrepancy, however, occurred in the 'Undecided Attitude' category. In the two questionnaire formats, it was rated with 5.9% and 5.74% respectively, but in the observation format, it was rated with 26.03%.

And in the teachers' questionnaire format, the 'No Response' percentage rate has amounted to 2.72%. But in the students' questionnaire format, there has been no item which was not responded to. This might have its own implications.

5.2. Concluding Discussion

The question of the current English teachers' personal and professional attitude and teaching behavior has been viewed and examined largely from the points of view of the contemporary participants (teachers and students selected as sample representatives) and through the observation conducted personally. There occurred certain observed discrepancies in between the results of the questionnaires, which were to serve the major part of the investigation; and data obtained through the observation. To begin with, it is likely that respondents get more ease and scope to freely and relatively accurately reveal their views and convictions when the medium is uncontrolled than otherwise. This has been observed in the process of filling out the two questionnaire formats. It can be said that more than 80% of the questionnaires respondents have not only responded to the 'Yes' and 'No' types of questions, but also have unfailingly provided their supportive justifications in the appropriate places. Nevertheless, the observation process, though in theory "the only way or means to find out the true response" (Moser and Kalton, 1972) has shown a little bit of discrepancy of results from the others. This may be due to the limitations imposed upon the instrument itself. Moser and Kalton (1972) say that "observation is rarely the most preferred instrument to deal with behavior or attitude" (p.247). And the purpose of this study has been to find out the English teachers' professional and personal attitudes towards the teaching of English as a foreign language. The discrepancy might have come from this point of view in addition to those limiting factors discussed in the previous chapter.

In the light of current trends of teaching English as a foreign language and the objective conditions of teaching in the country, the

following could be said in the form of conclusion and recommendation.

It is common knowledge that education is required to serve the particular values of the society in which it is placed. As to satisfactorily serve these particular values of the society, the education process needs to have a well-organized and efficiently interrelated aspect of variables. Peters (In CRTECEE, 1987) describes four interrelated variables out of which the presage variable stands first. The presage variable explains the different aspects of the dynamic human factor, the teacher. As teaching is a profession and teachers, professionals, they should be able to make reflective decisions of judgments and plans based on principled knowledge that should conform with the particulars of their teaching situations, their students, their experience, insights, self-knowledge, values and commitments. And for the development of all these worthy qualities of teachers, those aspects of the presage variable should be properly combined with each other. Teachers classroom behavior always depends on their formative experiences (i.e. their social class, age, sex...), their training experiences (i.e., level of qualification and teaching experience...), and their individual teacher properties (i.e. teaching skills , intelligence, motivation, personality traits...), and the like.

Therefore, these various aspects of teachers were the primary targets of this research and these were the ones which, directly or indirectly, tested and investigated through the various instruments. They were the primary targets of the research because they were basically essential properties of successful teachers, not only of teachers, but also of a successful process of teaching; and these were the one's which could tell whether a teacher has an ' Expert' attitude or otherwise.

The presence or absence of these properties within a teacher would determine his/her categorical position, and by implication, the collective properly of teachers (either as possessors of these or not) would also determine the quality of the overall process of teaching.

It was for this reason that this research paper primarily investigated the aforementioned aspects of teachers (i.e., 47.85%) who were found to have an 'Inexpert' attitudes towards the teaching of English as a foreign language.

5.3. Recommendation

It is, therefore, mandatory to inform the reader(s) that the possible way to change or improve the overall process of English teaching as an FL should partly be effected through changing the current composition of teachers and through improving the current teaching attitudes and behaviors of English teachers. For all these to happen, the following may need to be considered:

1. Improved of teacher attitude and behaviour may be achieved through giving "credits" to a 'would be' teacher's formative experience such as: the social class, age, physical condition, personal attitude and interest, and the like. Especially, the last two factors could successfully promote or otherwise retard/strain the degree of improvement, self-value, commitment, responsibility, acceptability, accountability, and the like. The individual's attitude also plays a major role. There are some behavioral features which would fit to teaching and these qualities may not be available in all those who look for jobs or employment. All employees may not become good

teachers. So, 'would-be teachers' should be properly and strictly selected from those who could not belong to the profession.

2. There should be some kind of 'Positive' follow up conducted regularly as to keep the physical, psychological, social, and economical well-being of teachers in terms of the required standard of the profession.
3. It's common knowledge that most of the in-service English teachers especially after their graduation, would not work hard to improve their academic and professional self. Teaching is a profession which is diversely complex and needs a regular professional orientation on matters like: subject matter knowledge (level of expertise), academic and professional skills, of teaching, improved language and communication skills , and the like. To achieve all these, one has to regularly read academic and professional materials; take part in seminars and refreshing courses; update and improve one's overall personal and professional self. This may be accomplished if a kind of 'Test of Efficiency' should be given to those in-service teachers of English in three or four years of interval. A teacher, to continue being a teacher, should be required to get pass marks in those regularly given tests. If one failed to satisfy the requirements of a test(s), he should depart from the profession for good.
4. Education facilities and materials like recently edited printed academic and professional books, magazines, journals, ... should be made available; language laboratories and libraries

should be established; various opportunities for training and development should be given; economic, academic, social, professional incentives should be practiced.

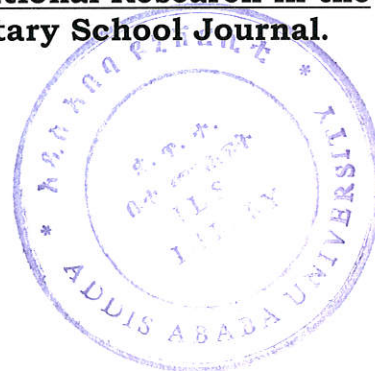
5. Teachers should be helped and made to pass through the three or somewhat similar developmental (incremental) stages (like those suggested in Bereiter & Scardamalia (1989)). These three developmental stages are completely different from the 'carrier structure program' which is being practiced in the country these days.

On the whole, these factors (and lots of others which may be supplied by other researchers) would contribute a great deal to the achievement of the ultimate target-thesis of this paper. A meaningful change of attitude on the part of teachers towards the teaching of English as a foreign language is necessary. It is necessary, because without this change of behavior and attitude towards 'teachers' 'teaching' (particularly- 'English teaching',) nothing better might not be achieved. In the process of teaching the role of English teachers is clearly substantial. But for an effective process of teaching and learning the English language, the role of, not 'Inexpert' teachers, but those of 'Expert' teachers is highly desirable.

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Appendix-I

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Master's Thesis Questionnaire to be filled in by
English Teachers only.

Dear Sir/ Madam

The propose of my designing these questionnaire items is to help me find out if it is possible to classify English teachers into certain professional categories/groups based on some suggested parameters.

This questionnaire, obviously, will never have any undesirable effect, in any way, on anybody's personal or professional life except its serving to meet the demanding purpose of the research.

I also hope that this paper work, in the end, may have something valuable to contribute to the overall development of the English language teaching. But this could be possible if and only if the respondents of this questionnaire/you for ONE !/ should respond to it with the utmost professional concern and with real, deep sense of purpose.

I should finally have to assure you that, though there is absolutely nothing in this set which calls for such a caution, everything will remain confidential as can the word be.

Thank you!

Mesafint M.

Please fill in this part first

Name of the school _____

Sex _____

Grade level you teach _____

Total number of (your) service years

Year of graduation _____

Major subject _____

Minor subject _____

Academic status **Degree Holder** _____

Diploma Holder _____

Instruction: Please put a tick mark (☑) in the box which you think is proper and please use brief but clear explanation where you think necessary.

1. Language teachers' frequent use of "lectures" for the most part of periods is good for the development of students' language skills like listening and writing.

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

2. As an English teacher, do you say that building students' ability to receive and store up in their heads the knowledge handed out to them will help develop their language communication skills?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

3. Most of the exercises and practices in language texts are deliberately designed to require less effort and time so that the teaching-learning process can be undertaken smoothly and easily.

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

4. Students' making mistakes and forming bad language habits are things which language teachers should work hard to avoid.

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

5. Do you view the process of language teaching as a process of guiding students along the correct path and keeping them from breaking off this (correct) path?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

6. Creating smooth and peaceful relationship between teachers and students; and upgrading (the) disciplinary standards of students can be taken as the primary concern of teaching-learning process at various grade levels in high schools.

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

7. Is it common to find teachers (at your school) who really are concerned with their own actual personal teaching performances?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

8. Will you take it as normal if and when you observe a particular teacher's attention and concern shifting from his/her own personal teaching performance to the effect he/she is having on his/her students?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

9. It is possible for a teacher to try to help certain weak students (due to lack of prior knowledge) by eliminating (gradually or at once) a particularly difficult course content (topic) in a text.

Yes ☐

No ☐

No idea ☐

Please explain why you say this? _____

10. A language teacher should allocate fixed amounts of time to a sequence of topics so as to cover all the units by the end of the term.

Yes ☐

No ☐

No idea ☐

Please explain why you say this? _____

11. Differences (amongst students) occur in how much they learn. And yet, these differences tend to increase from year to year.

Yes ☐

No ☐

No idea ☐

Please explain why you say this? _____

12. As an English teacher, do you take these individual differences for (students') basic learning failures and attribute them to ability differences, family background, motivation factors, and the like?

Yes ☐

No ☐

No idea ☐

Please explain why you say this? _____

13. Will you accept it (for yourself) if working hard (on the part of the teacher) to find ways and means to relate difficult course-content to what those week students already know be proposed as the only desired means of helping them than avoiding of eliminating it?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

14. Are you one of the teachers who favour for students who basically prefer to learn by reading materials and by working/studying privately?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

15. There are still others who favour for students who basically prefer to learn through listening to others and by working/studying with others. Do you support these ones?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

16. A teacher can help his/her students by limiting his/her teaching to topics and contents that are already familiar and meaningful to them.

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

17. Is this one of the good qualities of a teacher, for example, in a standard reading activity, to orient students to the text; activate their interest and their prior knowledge; identify reading purposes and important contents for them; indicate connections to other knowledge; and transforming these all into questions or topics of discussion?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

18. Trying to get inside the student's mind and make contact with what is there is one of the good qualities of a teacher and one of the good qualities of a teacher and one of the teaching approaches?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

19. English classrooms are highly influence by text contents more than students' experiences and abilities.

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

20. Regarding the text-book, are you selective? (Use one topic and leave out of the other).

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

21. Do you use any other material to teaching your students (other than the text) by your own decision?

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

22. The larger (teaching) profession effectively encourages teachers to seek for new theories, practices, and materials.

Yes ☐ No ☐ No idea ☐

Please explain why you say this? _____

Appendix-II

Addis Ababa University
School Graduate Studies
Department of Foreign Languages and Literature

Master's Thesis Questionnaire
to be filled in by (high school) students.

Dear Student

This Questionnaire (set) is designed for the purpose of serving as an instrument to the survey being conducted on the quality of Teachers. It is particularly planned to find out about the overall process of the English Language Teaching along with Teacher Behaviors and the situation in which teachers found themselves working. The finding (s) of this paper, in the end, may have something to contribute by detecting the strong and weak aspects of the teaching process and of teachers and may also have something to propose as ways and means of achieving the sought for target, i.e., an improved English language teaching environment.

This accomplishment may successfully be achieved if and only if you, the respondent, respond to every of the items with the utmost faith, concern and deep sense of responsibility.

After its completion, everything will continue to remain confidential for the reason that no one will have the access to looking in to it. So cheer up!

Dear student, please feel proud of yourself for providing us with valid and reliable responses.

Thank You!

Mesafint M.

Please, complete the following first.

Name of your School_____

Grade level/Section _____

Sex _____

Age _____

Your prospective subject/field for future study_____

Instruction: Please put a tick mark (☑) in the box which you think is proper and please use brief but clear explanation where you think necessary.

1. English teachers use most part of period(s) to giving lecture, explanations and briefings on subject matter content.

Yes ☐

No ☐

Not Sure ☐

2. Do you think that English teachers do have the attitude and inclination to doing the point mentioned in Q. No. ?

Yes ☐

No ☐

Not Sure ☐

Please explain why you say this. _____

3. English teachers do have the habit and interest to using extra materials other than the ordinary text in their teachings.

Yes ☐

No ☐

Not Sure ☐

Please explain this. _____

4. English teachers do not try to teach everything which is in the text, rather they appear to be selective.

Yes ☐

No ☐

Not Sure ☐

5. English teachers do try to teach (cover) everything in the ordinary text. They leave out nothing in the book.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

6. Being a student, will you be happy if your teacher avoids the units or a difficult course contents and teaches those that are easy and familiar to you for the purpose of helping you ?

Yes ☐

No ☐

Not Sure ☐

7. Do you say that your teacher practices/exercises the point mentioned in Q. No. 6 ?

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

8. Your English teacher seriously hates those errors, mistakes and bad language habits formed in the process of teaching.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

9. Your English teacher does have no respect and positive attitude towards students who are not usually active in the classroom and to those who commit mistakes frequently.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

10. Your English teacher does not have the habit of telling you what to do and what not to do in and out of the classroom.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

11. Your English teacher always tries, even more than he does for the actual teaching itself, to create smooth and peaceful relation ship with his students and upgrading their disephiacy standards.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

12. Your English teacher believes in and tries to cover all the parts of the English text within the allocated frame of time.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

13. Your English teacher does not have the above mentioned attitude. Even sometimes some of the parts of the book may remain untouched due to dedication to helping some weak students.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

14. In the teaching/learning process, your English teacher, does for example in a standard reading activity, orients you to the text; activates your interest and prior knowledge; identifies reading purposes and imported content for you; indicates connections to other knowledge; and transform these all into questions or topics of discussion. There is almost nothing he leaves for you to worked by yourselves.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

15. Your English teacher highly relies on the text book . He never tries to omit a part or enrich it in anyway.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

16. Your English teacher does not practically use your text book As he think it 'useless', he instead prepares and teaches us from other sources.

Yes ☐

No ☐

Not Sure ☐

Please explain this _____

17. Your English teacher believes a 'teacher' to be one who is always serious and business like, who limits his contacts (with his students) with in the walls of the classrooms, and who never jokes and does have no 'small-talks' with his students.

Yes ☐

No ☐

Not Sure ☐

Please say why. _____

18. Do you appreciate your English teacher?

Yes ☐

No ☐

Not Sure ☐

19. Do you think your English teacher likes the student(s) who are eye-based, that is, who frequently study and read privately and in isolation, more than others ?

Yes ☐

No ☐

Not Sure ☐

Please explain why you say so. _____

20. Do you think your English teacher likes the student(s) who are eye-based, that is, who frequently study and read privately and in isolation, more than others?

Yes ☐

No ☐

Not Sure ☐

Pleas Explain why. _____

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ክፍል
የወጭ ቋንቋዎችና የሥነ ፅሁፍ ትም/ክፍል

በተማሪዎች የሚሞላ የመጠይቅ ፎርም

ወደ ተማሪ

ይህ መጠይቅ የተዘጋጀበት ዓላማ በከፍተኛ 2ኛ ደ/ት/ቤቶች ያለውን የእንግሊዝ ትምህርትን አሰጣጥና የመምህራን ሁኔታ በማጥናት መልካም የሆነው እንዲጠነከርና መልካም ያለሆነውም ወደመልካምነት የሚለወጥበትን መንገድ በመፈለግ አስተዋጽኦ ለማበርከት ታስቦ ነው።

ታዲያ ይሄ መልካም ነገር ሊፈፀም የሚችለው አንተ/አንቺ እያንዳንዱን መጠይቅ በፅኑና ተመልክተህ/ሽ እዉነተኛና የሚታመን መልስ ስትሰጥ/ሰጪ ብቻ ነው።

ይህ የመጠይቅ ፎርም ከተሞላ በኋላ በየትኛውም የት/ቤትህ/ሽ መምህር እጅ አይገባም፤ ማንም ሊመለከተው አይችልም ስለዚህ ይህንን በማለቴ እንደዚህ እባላለሁ፤ እሆናለሁ ብለህ/ሽ አትሰጋ/ሰጊ።

እዉነተኛውን ምላሽ በመስጠትህ/ትሽ ልትኮራ/ልትኮሪ ይገባሃል/ይገባሻል!

አመሰግናለሁ

መሣፍንት ሙ.

እባክህ/ሽን በትድሚያ ይሄንን ክፍል ሙሉ /ሙያ

የትምህርት ቤቱ ስም _____

የክፍሉ/ሽ ደረጃ _____

ጾታ? _____

እድሜ? _____

ወደፊት መግር የምትፈልገው/ሂው የትምህርት ዓይነት _____

መመሪያ፡

ተገቢ ነው በምትለው/ይው ሳጥን ውስጥ ይህንን ምልክት (✓)
ብቻ አስቀምጥ/አስቀምጧል በተጨማሪም ማብራሪያ እንድትሰጥ/ሰጧል
በተዘጋጀው ቦታ ብቻ አጠርና ግልጽ ያለ ማብራሪያ ጻፍ /ጻፈ

- 1 በእንግሊዝኛ ትምህርት ክፍለ ጊዜያት ወቅት የእንግሊዝኛ መምህራን አብዛኛውን የትምህርት ክፍለ ጊዜ ለተማሪው ገለጻ ለማድረግ፣ ለማብራራትና ለማስረዳት ይጠቀሙበታል።

እዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

- 2 የእንግሊዝኛ መምህራን የትምህርት ክፍለ ጊዜያትን እነርሱ በሚሰጡት ገለጻ፣ ማብራሪያና ማስታወሻዎች የመሸፈን ፍላጎትና ዝንባሌ አላቸው ትላለህ/ትያለሽ?

እዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

ይህን ለማለትህ /ሽ እባክህ /እባክሽ ምክንያትህን /ሽን ግለጽ/ጩ። _____

- 3 እንግሊዝኛ መምህራን እንድትማርቡት /ማረቡት ከተመደበልህ/ሽ የመማሪያ መጽሐፍ ውጪ ሌሎችንም በመጠቀም የማስተማር ልምዱና ፍላጎቱ አላቸው ?

እዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

ለመልስህ/ሽ ማብራሪያ ካለህ/ሽ ጻፍ/ፈ _____

- 4 መምህራኑ በመደበኛው የማስተማሪያ መጽሐፍ ውስጥ የተካተቱትን ምእራፎች ሁሉ አያስተምሩም። የሚጠቅመውን ከማይጠቅመው እየለዩ የማስተማር ልምድ አላቸው።

እዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

- 5 መምህራኑ በመደበኛው የማስተማሪያ መጽሐፍ ውስጥ ያሉትን ምዕራፎች በሙሉ ያስተምሩናል። ለይተው የሚተውት ነገርም የለም።

እዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

- 11 የእንግሊዝኛ መምህርህ/ሽ ከትምህርቱ ባላነሰ ወይም በተሻለ ሁኔታ ከተማሪዎቻቸው ጋር ሠላማዊ ግንኙነት እንዲኖራቸውና የተማሪዎችን የሥነ ሥርዓት ይዞታ/አቋም ለማሳደግ ሁልጊዜ ይጥራሉ።

እዎ አይደለም እርግጠኛ አይደለሁም

- 12 የእንግሊዝኛ መምህርህ/ሽ መጽሐፉን በተወሰነው ጊዜ አስተምሮ ለመጨረስ ይጥራሉ። ሁሉንም መጨረስ አለብኝ ብለው ያምናሉ።

እዎ አይደለም እርግጠኛ አይደለሁም

- 13 የእንግሊዝኛ መምህርህ /ሽ የግድ መጽሐፉን ልጩ አይሉም ። እንዲያውም እንዳንደ ደከም የሚሉ ተማሪዎችን ለመርዳት ሲሞክሩ ሳያስተምሩን የሚቀሩ ምዕራፎች ሊኖሩ ይችላሉ።

እዎ አይደለም እርግጠኛ አይደለሁም

- 14 የእንግሊዝኛ መምህርህ /ሽ በትምህርት ሂደት ወቅት አብዛኛውን አንብቦ የመረዳትም ሆነ ተማሪውን ከየምዕራፉ የመማሪያ ይዘቶች ጥቅምና ዓላማ ጋር የማስተዋወቅ፣ የትናንቱን ከዛሬው ጋር በማዛመድ፣ ፍሬ ነገራችን ለይቶ የማውጣት፣ የተማራችሁትን ሁሉ እርስ በርስ እንድትነጋገሩበት ወዘተ... ያደርጋሉ። ይህንን እናንተ አድርጉ ብለው የሚተውት ነገር የለም። ሁሉንም መምህሩ ይፈጽሙታል።

እዎ አይደለም እርግጠኛ አይደለሁም

- 15 የእንግሊዝኛ መምህርህ/ሽ በመደበኛ የማስተማሪያ መጽሐፍ በጣም ያምናሉ። የሚጨምሩትም የሚቀንሱትም የለም።

እዎ አይደለም እርግጠኛ አይደለሁም

- 16 የእንግሊዝኛ መምህርህ/ሽ በመደበኛ የማስተማሪያ መጽሐፍ ብዙም አይጠቀሙም፤ ለተማሪዎች ብዙም አይጠቅምም ስለሚሉ ከርሱ ይልቅ የራሳቸውን እያዘጋዙ ያስተምራሉ።

እዎ አይደለም እርግጠኛ አይደለሁም

- 6 በተማሪነትህ/ሽ የእንግሊዝኛው መምህርህ/ሽ መጽሐፍ ውስጥ የሚከብድህን/ሽን የተወሰነ ክፍል አንተን/አንችን ለመርዳት ሲሉ አልፈውት በቀላሉ የሚገባህን/ሽን ቢያስተምርህ/ሽ ደስተኛ ትሆናለህ/ትሆኛለሽ ?

አዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

7. መምህርህ/ሽ ከላይ በተራ ቁጥር 6 የተጠቀሰውን ተግባር ያደርጋሉ ?

አዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

ለምን እንደሆነ ግለጽ/ጪ። _____

- 8 የእንግሊዝኛ መምህርህ /ሽ በትምህርት ሂደት ላይ ተማሪዎች የሚፈጽሟቸውን የቋንቋ ስህተቶችና ግድፈቶች አምርረው ይጠላሉ።

አዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

ለምን ይመስልሃል/ሻል ዘርዝረህ /ሽ ጻፍ/ጻፈ _____

- 9 የእንግሊዝኛ መምህርህ /ሽ ክፍል ውስጥ በተደጋጋሚ መልስ ለማይሰጡት ወይም ብዙ ጊዜ ለሚሳሳቱ ተማሪዎች አከብሮት የላቸውም ።

አዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

- 10 የእንግሊዝኛ መምህርህ /ሽ በየትምህርት ክፍሉ-ጊዜው ሁሉ እያዘወተሩ ይህንን አድርጉ ይህንን አታድርጉ የማለት ልምድ የላቸውም።

አዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

ለምን ይመስልሃል/ይመስልሻል ጻፍ/ጻፈ _____

17. እንግሊዝኛ መምህርህ/ሽ "መምህር" ኮስታራ፣ ከተማሪው ጋር በክፍል ውስጥ ብቻ የሚነጋገር፣ የማይቀልድ "ነው" ብለው ያምናሉ።

አዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

ለምን ይመስልሃል/ሻል? ግለጽ/ግለጪ _____

18 የእንግሊዝኛ መምህርህ/ሽ መደበኛውን የማስተማሪያ መጽሐፍ አይወዱትም፤ ነገር ግን እሱን ትተው ሌላ ሊያስተምሩን ደግሞ አይሞክሩም።

አዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

19 የእንግሊዝኛ መምህርህን/ሽን ታደንቃለህ/ታማንቂያለሽ ?

አዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

ለምን እንደሆነ አስረዳ/አስረጂ _____

20 መምህርህ/ሽ በግል የሚያነብና ከሌሎች ተማሪዎች ሳይገናኝ ለብቻው የተማረውን ነገር ሌት ተቀን የሚያጠናን ተማሪ በተለይ የመውደድ ዝንባሌ አላቸው።

አዎ ☐ አይደለም ☐ እርግጠኛ አይደለሁም ☐

ለምን ይመስልሃል/ይመስልሻል አብራራ/አብራሪ _____

Appendix -IV
68-Suggested Format for Teacher Observation

Teacher's Name _____

School _____ Grade _____ Section _____

Lesson Period _____

And further relevant information about:

Type, Size, etc. Of class _____

Occasion of observation (1st ,2nd ,...) _____

		Teacher's Classroom Observation Check List	Attitudinal Response Scales		
		Items	Positive	Negative	Average
I		The Teacher			
	1	Knowledge/Awareness of subject matter			
	2	Attitude and Empathy with class			
	3	Movement/moves around the class?/			
	4	Dress and Appearance			
	5	Enthusiastic /Natural? Deliberate?/			
	6	Time Conception and usage /arrives on time, and leaves on time?/			
II		Teachers own Language			
	1	Grammatical Accuracy			
	2	Voice audibility and clarity			
	3	Simplicity and Appropriacy to class level.			
	4	Gives clear instructions			
	5	Use of language(s) other than English			
	6	Language, text and context free			
	7	Level of confidence			
III		Classroom procedure and management			
	1	Teacher talk/student activity ratio			
	2	Teacher-student interaction			
	3	- student's freedom to ask and answer questions, Teacher's view of (asking) questions uses for self security/class control.			
	4	Students' ratio of involvement in class activities, - all students? Only some?			
	5	Teacher's student- motivation ratio			
	6	Teacher's attitude towards students			
		- uses their names			
		- Prefer some out or the whole class,			
	7	Teacher's sense of responsibility.			
	8	Teacher's reactions to Students, learning failures.			
		- biased towards weak students			
		- encourages weak students			

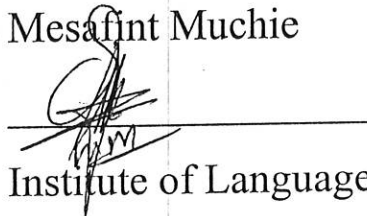
Declaration

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

Name:

Mesafint Muchie

Signature:

A handwritten signature in dark ink, appearing to be 'Mesafint Muchie', is written over a horizontal line.

Place:

Institute of Language studies
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Date of Submission: May 21, 1999