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SUBJECT: Correction of Ph.D Thesis



This is to confirm that Abebe Gebretsadik and Mekonnen Disasa (Ph.D TEFL candidates) and Abiye Daniel (Ph.D Literature candidate) have included the necessary corrections into their theses as recommended by the Examination Committee.

Thank you.

**Investigating Methods of Training for
Developing Students' Skills for Academic
Oral Work: Focus on Social Science
Students -- Addis Ababa University**

Mekonnen Disasa

A thesis submitted to the Department
of Foreign Languages and Literature
for the Degree of Ph.D in the Teaching
of English as a Foreign Language (TEFL)

**Institute of Language Studies
Addis Ababa University**

May 1998

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Investigating Methods of Training for
Developing Students' Skills for Academic
Oral Work. Focus on Social Science Students
Addis Ababa University

by
Mekonnen Disasa
Institute of Language Studies

Approved by:

Haile Michael Aberra (PhD) Haile
Advisor Signature

S. HAKEM (PhD)
Examiner

SP/Chabon
Signature

Taddile Adamu
Examiner

Halili
Signature

ABSTRACT

This study investigated methods of training second year students in the College of Social Sciences, Addis Ababa University, for academic oral work. The main objective of the investigation was how to help the students activate their already existing linguistic resources so that they could reduce their foreign language speech--related anxiety in order for them to build the confidence to improve the level of their oral performance in academic contexts.

Teaching methods and techniques relevant to the development of oral competence were extracted from the literature on current foreign/second teaching. These were used as the basis for the design of new course materials for the study. The materials were taught to an experimental group of students which was contrasted with a control group.

The effects of the new training on the students oral performance were examined through: (a) the trainees' reactions to the training, (b) two simulated academic oral presentations by experimental and control groups of students and (c) assessment of the confidence demonstrated by the two study groups at the end of the training.

It was found that the training was positively evaluated by the trainees. The result of Oral Presentation 1 (pre-training) showed the two study groups were performing at the same level of oral intelligibility, while the result of Oral Presentation 2 (post-training) indicated the experimental group was, on the whole, better in its oral intelligibility than the control group. The assessment of the confidence demonstrated by the study groups at the end of the training revealed there were more confident students in the experimental group than in the control group.

Thus, it was concluded that the new training positively contributed to academically relevant, better oral performance by the trainees. This was not found to be true in the case of the control group of students who were not exposed to the same training. Based on this conclusion and other findings of the research, recommendations were made.

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CHAPTER ONE

LANGUAGE PROBLEMS MOTIVATING THIS RESEARCH

This chapter presents the status of the English language in Ethiopia and Ethiopian English language teaching-learning experiences and problems.

1.1. The Status of the English Language in Ethiopia

The introduction of the English language into the Ethiopian system of education was not the result of direct colonial influence as was the case in other African countries. This is because Ethiopia was not colonized by Great Britain or any other European power with the exception of Italian occupation for five years. The introduction of the English language into the Ethiopian system of education emanated from the country's needs and aspirations for development in science and technology. Thus, the English language is learnt in Ethiopia because of its utility value, and the motivation for learning it, is in the main instrumental.

In present day Ethiopia, English is the medium of instruction in secondary schools (both junior and senior), technical and vocational schools, teacher training institutes, teacher training colleges, polytechnic institutes, universities and other professional colleges.

After 1935, English replaced French as the major foreign language for international contacts (Alame Eshete, 1974) and ever since, Government documents have been published and disseminated in English for international communication and relations. Hence, in view of the key position it occupies in the system of education, international communication and relations,

English can be considered as a major Ethiopian language (Bender et al. 1976). Consequently, adequate competence in the use of this language is a must for academic purposes as well as for international communication. In discussing the language skills necessary for academic success, Cummins (1983) distinguishes between basic interpersonal communication skills and cognitive academic language proficiency. Cummins (1983) notes that the former is largely mastered within a relatively short time, whereas the latter requires a lot more time. Thus, in the Ethiopian university context, the teaching of English as a foreign language should lay more emphasis on language skills for academic purposes, including oral seminar skills.

However, instructors at Addis Ababa University complain that the majority of their first year students who have had English lessons for ten years are incapable of constructing simple English sentences in an intelligible manner, be it orally or in writing. According to these instructors even the majority of the students in the second year and above exhibit inadequate performance in the use of English, especially in the use of spoken English within academic contexts, implying that both the school English courses and English courses offered at Addis Ababa University (AAU) have not been adequate to meet the students' communicative needs for their university proper academic endeavour. This state of affairs is claimed to be one important factor responsible for the general dissatisfaction with the present quality of Ethiopian education.

1.2. Communicative Needs of Addis Ababa University (AAU) Students

AAU students need English for academic purposes. Morris (1982), studied the English language communicative needs of Addis Ababa University students in eight faculties: Social Sciences, Science, Technology, Medicine, Law, Education, Pharmacy, and Library Science, with the aim of establishing the English language skills components that the students need for their academic studies, and the kind of academic activities for which the skills components are necessary. She identified the following: reading -- textbooks and handouts; writing -- making lecture notes, answering exam questions, essays and reports; speaking -- asking questions, answering teachers' questions, participating in class discussions; listening -- comprehending lectures and taking notes on them as well as listening to instructions. (p. 144).

More recently, Haile Michael (1993) also conducted a similar study of six faculties within Addis Ababa University, namely, Social Sciences, Natural Science, Technology, Business and Economics, Education and Law, with the aim of identifying the English language needs of Addis Ababa University students for the purpose of syllabus design for university English courses. His findings are similar to that of Morris's (1982) with two additional language activities: oral presentation of academic papers, and writing research papers (term papers and senior essays), which are mainly practised in the College of Social Sciences.

From discussions with a representative sample of subject teachers and students in the College of Social Sciences, and the questionnaires filled in by both groups (see Appendix A), I have been able to establish that students are required to defend their senior essay topics and proposals orally in class, and at the end of their fourth year, they must appear for oral examinations on their final senior essays. Thus, speaking is one of the English language skills that AAU students need for their undergraduate academic studies.

Students joining the College of Social Sciences are especially required to be relatively more competent in spoken English for the effective study of their mainstream courses. This could be due to the nature of the academic discipline and the types of lecture format. The observation of lectures in the College of Social Sciences (see Chapter Three, 3.3 - 3.3.1) shows that the instructors in this college combine two lecture formats. The 'reading style' in which instructors either read the lecture or deliver it as if they were reading it; and the 'report - and - discuss' style in which the instructor initiates topics for individuals and/or small groups to study out of class and present for discussion in the class. The instructor frames the issues and intervenes when necessary to ensure that all the important points are raised. Accordingly, the oral participation of students is an essential part of the teaching-learning process. The 'report-and-discuss' mode, however, has been found to be quite a struggle for most of the learners (see 1.3 - 1.3.2.2. below).

Several writers (e.g., Ostler, 1980; Graham and Picko, 1994 as cited by Ferris and Tagg, 1996; Mason, 1995) claim that graduate students have a greater need than do undergraduates for formal speaking practice, including individual presentations and panel discussions.

In the context of AAU, some of the graduates from the four departments of the College of Social Sciences (Geography, History, Political Science and International Relations, and Sociology and Social Administration) join post-graduate studies locally or abroad. Graduate students in the College of Social Sciences report that about 75% of their course work involves seminars, including a series of oral presentations. At the end of their courses, each student is required to write a dissertation on which one has to do an oral final examination. Here again,

a good command of spoken English is not only necessary but a must for successful academic achievement.

The speaking skill is also an obvious asset for students of Social Sciences after graduation. The vast majority of the graduates from Geography and History departments join the teaching profession where oral competence plays a significant role. Graduates in Political Science and International Relations (PSIR) are usually employed by the Ethiopian Ministry of Foreign Affairs. They deal with diplomats locally and some of them are assigned abroad as diplomats where English oral competence is indispensable. Those who graduate in Sociology and Social Administration seek to work for governmental and non-governmental international organizations like UNICEF -- United Nations Children's Fund (formerly, United Nations International Children's Emergency Fund), W.H.O. - World Health Organization, UNDP- United Nations Development Programme, UNIDO - United Nations Industrial Development Organization, ILO - International Labour Organization, Save The Children, OXFAM, etc. In these organizations, the ability to speak fluent English is one of the major requirements.

1.3. Speaking Incompetence of Addis Ababa University Students

Various sources indicate that second year Addis Ababa University students have not developed the speaking skill for their academic needs after having been taught English as a subject for ten years at school level, and for three additional semesters at the University as well as using it as a medium of studying other subjects at junior and senior secondary school levels.

In Haile Michael's (1993) study, English language teachers were asked to rate their students'

English language abilities in the four macro skills of listening, speaking, reading and writing at the end of the three -semester English courses offered at the University. Table 1.1 presents a summary of the teachers' evaluation.

Table 1.1: English Teachers' Rating of Students on English Macro skills by the End of AAU English Courses(Haile Michael, p. 243)

Skills	No. of Teachers	Very Good	Good	Average	Weak	Very Weak	Total
		%	%	%	%	%	%
Listening	17	0.0	11.8	41.2	41.2	5.8	100
Speaking	17	0.0	0.0	29.4	52.9	17.6	100
Reading	17	0.0	17.6	58.8	23.5	0.0	100
Writing	17	0.0	0.0	58.8	29.4	11.8	100

Table 1.1. shows that none of the seventeen English teachers at Addis Ababa University considers their students competence as 'Very Good' in the four skills of listening, speaking, reading and writing even by the end of a three-semester university English courses, or after a total of eleven and a half years of English lessons (grade 3 to one semester of Sophomore English).

The students' listening ability was rated as 'Good' only by 11.8% of the teachers, whereas it was rated 'Average' by 41.2%, as 'Weak' and 'Very Weak' by 47%.

Not even a single teacher rated the students' speaking competence as 'Good'; only 29.4% of the teachers rated them as 'Average'; whereas 70.5% rated them as 'Weak' and 'Very Weak'.

The students' reading capacity was rated as 'Good' by 17.6% of the teachers; as 'Average' by 58.8%, as 'Weak' only by 23.5%, but none of the teachers rated the students as 'Very Weak' at reading.

None of the teachers rated the students' writing ability as 'Good'; they were rated as 'Average' by 58.8%; as 'Weak' and 'Very Weak' by 41.2%.

Two possible conclusions can be drawing from Table 1.1. (a) The students' overall English language competence is dubious. (b) In relative terms, they have not developed the speaking skill. The only explanation for this state of affairs is that the teaching of the speaking skill is grossly neglected both at the level of schools and the university. Haile Michael (1993: 243) also points out that eighty-two percent of the English teachers at the university expressed their dissatisfaction with the contents of Freshman and Sophomore English courses generally and in relation to the development of the speaking skill particularly.

On the basis of this evaluation, Haile Michael (1993: 288) suggests that "the speaking skill is the most difficult for most of the students at AAU, and that ... Social Science ... students in particular need more attention and help with their language and study skills", implying that the need for speaking within academic contexts is more pressing in the College of Social Sciences.

In the present study, second year students of the College of Social Sciences were asked (see Chapter Three: 3.2.2, Table 3.2) to give their views on the most difficult English language skill for them, among the four skills of listening, speaking, reading and writing. Of the 128 respondents (79.7%) selected 'speaking'.

In the same study, 14 instructors at the College of Social Sciences who were teaching second year students, the subjects of the present study, were requested (see Chapter Three: 3.2.4, question 19) to rate their students observable abilities in the four skills of listening, speaking, reading and writing for academic purposes. Of the 14 respondents, 71.4% rated their students' speaking ability as 'Below Average', while the students' abilities in the other three skills were rated favourably (see Chapter Three, Table 3.4.1) indicating that the students are the least able in using the speaking skill, corroborating Haile Michael's findings (see Table 1.1 above).

Further evidence concerning the speaking incompetence of the students of the College of Social Sciences within academic contexts comes from the informal discussion I had with subject instructors teaching the present second year students, and with the students themselves. The following quotes have been gleaned from these discussions to demonstrate the magnitude of the problem. The quotes are labelled anonymous because the speakers wanted to remain so.

The discussions were conducted in Amharic. They were translated into English by the researcher with utmost care not to change or affect in any way what both groups of informants

had said.

1.3.1. Anonymous Quotes from Students

1. "I don't ask questions or answer questions in class because I lack confidence to speak English."
2. "I don't answer questions or ask questions in class because I think my pronunciation is not good."
3. "I don't ask questions or answer questions because it's embarrassing if the teacher doesn't understand me."
4. "Even when I have ideas for comments and suggestions, I don't put them forward because I feel that my English is not good to convey my ideas."
5. "In most cases, I understand my teachers' questions, and I know the answers. But I'm afraid to answer in English due to lack of experience in the use of English."
6. "I don't answer questions or ask questions in class because I think other students who are better than me in English will laugh at me."
7. "Even if I have the confidence to speak in English, I fail to articulate my ideas coherently."

8. "Giving oral presentation is stressful for me, because I don't speak English well. I wish I had the chance to practise spoken English."
9. "Giving oral presentation for a grade is an absolute nightmare for many of us, especially the first time. One has to put up with two oddities: speaking in English and facing the class as an audience."
10. "The first time I gave oral presentation, I jotted down the main points and memorized them. But my delivery was not good because I was nervous over my spoken English and thus I forgot some of the important points."
11. "Whenever I have to give a presentation, I prepare it in Amharic first, then I translate it into English and memorize it, but if I have to answer questions in English, my mind stops working, and I get tongue-tied."

1.3.2. Anonymous Quotes from Instructors

1. "I do believe that teaching is a two-way traffic, and I divide my lessons into lectures and discussions. But the time I allocate for discussions is wasted on persuading students to talk."
2. "It's so frustrating trying to make students discuss their subjects. They sit silent, and I have to keep asking them questions to make them talk. Their presentations are like

badly written compositions ..."

3. "For second year students, speaking in front of an audience is their first experience. This is obvious from the way they handle their presentations: They simply read their reports from the beginning to the end without looking at the class. Their readings are inaudible and/or incoherent, and therefore, incomprehensible and boring."
4. "When my students present their reports, mumbling, incomplete phrases, half-formed sentences, the use of "uh", "and-uh", but-uh", "well-uh" is rampant. They repeat words and phrases endlessly. They hesitate far too long to put their sentences together."
5. "Some students try to memorize their reports. They consider it almost a taboo to refer to their notes when they get lost in the middle of their presentations. Then, they run back to their seats without finishing their presentations."
6. "Most of my students show enough signs of knowing their subject matter well enough, but they merely lack communicative ability."
7. "Most of my students are nervous during oral presentation of papers. Their nervousness comes out very clearly when they:

knock at the table with a piece of chalk or with their fingers, making unnecessary noise;

touch their mouths frequently as if they were begging their mouths to speak;

could hardly speak in complete sentences;

simply make meaningless gestures or try to speak in body language;

they give up their presentations in a minute or two and run to sit down."

1.3.2.1. Analysis of the Quotes from Students

Quotes 1-7 (see 1.3.1. above) are on asking and answering questions in class. In statements 1 and 5, students do not ask questions or answer questions in class due to "lack of confidence" and "lack of experience" in spoken English. The two are interrelated, since lack of experience could lead to lack of confidence. In fact, the phrase "lack of experience in spoken English" (quote 5) seems to explain the rest of the quotes in this section.

In quotes 2,4 and 7 students do not ask questions or answer questions in class because of poor pronunciation (lack of accuracy), and poor communicative ability (lack of fluency). These could be the result of lack of experience (quote 5) in the productive use of English.

In quotes 3 and 6 "fear of embarrassment" is given as a reason why students do not talk in class. This could also be due to lack of experience and the necessary practice in the use of spoken English. In other words, "fear of embarrassment" could be attributed to students' lack of exposure to English in communicative situations within the university in order for them to

form and test hypotheses about the target language in the context of communicative situations so that the wrong hypotheses are rejected, and the correct ones are accepted through feedback from classroom interactions.

It is also possible that the students' fear of embarrassment is due to their school English background (see Section 1.4.4.2) which was almost entirely controlled by the teacher. That is, students were not encouraged to speak at the risk of producing inaccurate linguistic forms, but with a reasonable degree of intelligibility. In other words, students were not encouraged to develop risk - taking behaviour, an important element for the development of

foreign/second language in general and the speaking skill in particular (e.g., Rubin, 1975; Beebe, 1983; Brown, 1994; Taffese, 1988; Fassil, 1992).

Thus, the 7 quotes show that the students manifest low self-esteem, inhibition, and speech-related anxiety in relation to talking in English in the classroom. It also appears that they have not developed meaningful communication strategies after having learnt English for eleven and a half years. As a result, they have adopted total avoidance strategy induced by the fear of taking the risk of speaking, considering it as an unsuccessful venture even without trying.

Anonymous Quotes 8-11 are about academic oral presentation which is one form of academic seminars which the students of the College of Social Sciences have to do for their courses. Unlike asking and answering questions in the classroom, students cannot avoid this activity because it is a part of their academic assessment.

In quote 8, oral presentation is described as "stressful", in quote 9, as "an absolute nightmare".

The reasons given are inability to speak English, and facing the class as an audience, and these are attributed to lack of opportunity in the practice of spoken English. To overcome these problems, students resort to memorization as a strategy (Quotes 10 and 11).

Memorization cannot be an effective strategy for oral presentation for two main reasons.

Firstly, the human brain has a limited capacity to memorize, retain and retrieve. Secondly, seminar skills are difficult even in one's own language. According to Lynch and Anderson (1991: 89), the difficulty arises from:

the publicness of the performance: the need to think on your feet; the requirement to call up relevant subject knowledge; the need to present logically ordered arguments; the fact that you may be being assessed academically on the basis of your contribution.

Thus, it is to be expected that students who have never had practice in the productive use of English get nervous during oral presentation, and forget the gist of their presentations (quote 10), and become tongue-tied when asked questions (quote 11). Here again, the question of self-esteem and the anxiety related to it is obvious.

1.3.2.2. Analysis of the Quotes from Instructors

Of the 7 quotes gleaned from the informal discussions with the instructors from the College of Social Sciences, (see 1.3.2. above) quotes 1 and 2 are on students 'talk' in the class. In this context, the instructors' views are the same as those of the students, expressed in students' quotes 1-7.

Beginning from the last sentence of quotes 2 to 7, all the quotes deal with oral presentation. Here again, although said in different words, the instructors have the same view as the students. That is, students oral presentations are not good. The reasons given are:

1. students' lack of intelligibility (Quote 2, last sentence, and Quote 3),
2. their lack of experience in talking to an audience, and the consequent use of avoidance strategy (quote 3),
3. their lack of fluency (quote 3),
4. students' frequent resort to memorization (quote 5),
5. clearly observable nervousness on the part of the students (quote 7).

The results of students' Questionnaire 1, question 3 (see Chapter Three, Table 3.1) also show that 96.6% of the respondents lack the experience to face an audience, and the confidence to express themselves in English during oral presentations.

Supporting evidence for this comes from question 6 of subject Instructors' Questionnaire where (see Chapter Three, Table 3.4) 12 (85.7%) of the respondents rated the conversational skill of most second year students as inadequate due to their lack of speech practice. As a consequence, the students are nervous about academic oral presentations. This has also been indicated by 12 (85.7%) of the instructors who answered question 12, (see Chapter Three, Table 3.4) revealing that the students are more of information recipients rather than active participants in the teaching-learning process, and this is mainly due to their lack of confidence in the use of spoken English as indicated by 12 (85.7) of the responses to Instructors' Questionnaire in question 16.

In question 11 of students' Questionnaire 1 (see Chapter Three, Table 3.1), 68.5% of the respondents think that their inadequate performance in spoken English has an influence on their academic achievement. Subject instructors responses to question 13 of Instructors' Questionnaire (see Chapter Three, Table 3.4) corroborate the same view; 12 (85.7%) the instructors who answered question 13 agreed that students who voluntarily participate in class discussions tend to achieve better academically; and 14 (100%) of the instructors who answered question 17 of the same questionnaire indicated that successful academic achievement and professional competence in social sciences involve both fluency and accuracy in the use of English (see Chapter Three, Table 3.4).

1.4. English Language Courses at Addis Ababa University

Education at Addis Ababa University requires of students adequate English language use. However, experience has shown that Addis Ababa University entrants have not been equipped with this skill. To improve the situation, the Department of Foreign Languages and Literature of Addis Ababa University offers a two-semester Freshman English course to all first year students and a one semester Sophomore English course to all second year students enrolled in the degree programmes. The overall aim of these courses is to improve the students' competence in the use of English for their university proper communicative needs.

1.4.1. Freshman English

The Freshman English courses offered from 1986 to 1992 were called Freshman English 101A and Freshman English 101B. There were two books for the courses. Both of them were

written by Kevin Conroy, Gebremedhin Simon, and Hazel Relton, members of the Department of Foreign Languages and Literature (AAU).

Freshman English 101A was offered during the first semester, while Freshman English 101B was offered in the second semester. The two courses were taught 3 hours a week for a total of 48 hours each.

The course description for each of these courses (February, 1993: 8) reads:

Freshman English 101A

A revision course in which students practise the fundamentals of English structure (i.e. present tense, past tense, future tense, reported speech, nouns, and articles). It includes reading comprehension and vocabulary work.

Freshman English 101B

Comprehension; vocabulary building (lexical work, word building, affixes and noun compounds; idiomatic usage, phrasal verbs, and prepositional phrases; structure and usage (i.e. relative clauses, conditional sentences, infinitive and gerund, passive voice, and sentence combination), reading; simple paragraph writing.

From these course descriptions, it is clear that the Freshman English courses unduly emphasized the teaching of the formal aspects of English by mainly repeating the school syllabus. The effect of this practice is encouraging further 'skill getting' in Rivers (1981) model of language learning or the learning of more language 'usage' according to Widdowson (1978). But focus on skill getting or usage does not necessarily lead to 'skill using' (Rivers, 1981), or language 'use' (Widdowson, 1978), simply because of repetitive teaching of the

same thing both in the schools and at the university.

Students knowledge of the formal structure of the language should be activated within the context of language use if they are to develop the proficiency required for university studies.

If university English courses do not aim to achieve this, they are unlikely to be adequate as Mackay and Mountford (1979: 3) write:

Where the language courses at tertiary level merely repeat the contents and techniques of those at the secondary level with emphasis on the teaching of grammatical structure and lexical items in exercises that do little more than manipulate linguistic forms -- the results are unlikely to be any more effective than they were before.

The above views are appropriate to the Freshman English courses in spite of the claim made by Conroy et al (1986) in the preface to Freshman English 101 A textbook that the course will serve as "an aid to improving the students' academic efficiency in their university studies".

In university English courses that claim to improve students' performance in the use of English for their academic endeavour one expects to find exercises on listening and speaking, since these are part of the students' communicative needs (see 1.2. above). However, like the English textbook for schools, (see Section 1.4.4.2 below), the two Freshman English textbooks contain no exercises on listening and speaking whatsoever. Thus, it is difficult to see the contribution of such courses to the development of higher order language skills required of the students for university education.

The exercises available in the Freshman English textbooks were not even prepared in such a way that pair work and group work which are essential for the development of productive

language skills could be encouraged. If classroom interaction is not encouraged through group work, students are unlikely to develop the proficiency and intelligibility required of them for adequate academic performance.

1.4.1.1. Freshman English 101A and 101B Examinations from 1986-92

On the whole, the format of these examinations was that of the national examinations for the schools (see Section 1.4.4.3.1 below). These were composed of three main topics:

1. Comprehension passage -- to test comprehension through items like true or false, multiple-choice, filling in the blanks.
2. Vocabulary and grammar from the course books -- the items were multiple-choice, filling in the blanks and matching.
3. Writing -- completing sentences in grammatically correct forms and meaningful ways, joining given sentences by rewriting them in grammatically correct forms, and writing paragraphs by paying greater attention to grammatical forms.

Thus, the main components of the examinations are reading comprehension, vocabulary, and writing sentences and paragraphs following the contents of the books. This has also been established by Teshome (1995) who investigated the components of Freshman English 101A and 101B examinations from 1986 to 1991 as a part of his PhD research on language testing at Addis Ababa University.

According to the English language testing tradition at Addis Ababa University, test items such

as true or false, filling in the blanks, matching, and multiple choice are called 'objective type' questions, whereas completing sentences, joining sentences, and the writing of paragraphs are referred to as 'subjective type' questions. On the basis of this classification, Teshome (1995: 15) found that the average mark distributions from 1986 to 1991 for Freshman English 101A examinations were 64.8% for objective questions, and 32.2% for subjective questions. During the same period, the average mark distributions for English 101B were 51.4% for objective questions, and 48.6% for subjective questions (p. 19). Hence, from the nature of the course contents, it is clear that in the teaching of Freshman English courses, greater emphasis was put on the development of the ability to comprehend and or produce accurate linguistic forms. The examinations were also mainly geared to the evaluation of these skills as if productive language use which students need to possess could fully develop only as a by-product.

1.4.1.2. Students' Achievement in Freshman English Courses vis-à-vis their Academic Performance

At the end of the two first year English courses, the students were examined on the contents of the course books, and over 80% of them did pass, obtaining grades ranging from 'A' to 'C' ('C' is a pass grade at Addis Ababa University) at undergraduate level. For example, during the 1992/93 academic year, 656 Freshmen in the College of Social Sciences sat for Freshman English 101A examination, and of these, 84% passed (Office of Freshman Programme, College of Social Sciences, AAU). In the second semester of the same year, 634 students took Freshman English 101B; and 81% of them passed (Ibid).

Nevertheless, subject instructors in the College of Social Sciences are perpetually discontented with their students' oral performance in the use of English within academic contexts. The students themselves are also unhappy with their English language oral competence for studying other subjects. This is especially true when it comes to academic oral presentations by students (see pp. 9-12 above). Thus, as Teshome (1995: 6) points out, meaningful relationship between English language achievement in the form of grades and the value of this achievement for fluency oriented academic performance is dubious.

This could be for two reasons. First, the examinations focus on the contents of the course books where memorization can play a significant role in the attainment of grades. Second, the awarding of these grades is arrived at on the basis of the normal curve (i.e., 16% A and B, 68% C, 16% D and F). The use of such scales appears to enable over 80% of the examinees (see the example above) pass their English examinations regardless of what they need the language for.

1.4.2. Sophomore English

The Sophomore English course is offered to social science students during the first semester of their second year, and to natural science students in the second semester of the same year. It is taught 3 hours a week, for a total of 48 hours.

The Sophomore English course description by the Department of Foreign Languages and Literature (February 1993: 8) reads:

Sophomore English

Developing basic writing skills. It includes vocabulary building strategies, punctuation, spelling, grammatical areas necessary for writing tasks. Elements of paragraph and essay writing with emphasis on the following discourse patterns: description, narration, exposition and argumentation. Formats for report writing and letter writing. Special emphasis on the discourse patterns needed by students in their specific subject areas.

As can be gathered from the course description above, nothing has been said about helping students develop their speaking skill even at second year level where the use of spoken English is indispensable for students in the College of Social Sciences.

The book for this course, Writing for Academic Purposes was written by Solomon Gebre Ghiorghis (1991) a member of the Department of Foreign Languages and Literature (AAU). It has been in use since 1991. As can be seen from the course description, it focuses on the conventional practice of academic writing with the aim of helping second year students in all faculties develop the skills of writing sentences, paragraphs and essays. To attain this goal, the book provides a definition of a paragraph, the topic and the title, and the topic sentence. Definitions are also provided for different type of essays--description (general and scientific), narration, exposition, argumentation and persuasion. Rules or prescriptions dealing with the writing of paragraphs and essays are also given.

Next, the text provides sample paragraphs and essays which students should read, understand and imitate to develop their own paragraphs and essays, following the definitions and the rules they have learned. The book also contains exercises for reading comprehension, vocabulary, grammar, note-taking and summary writing. These exercises are intended for language development as well as helping students with their study skills.

Training students in the writing of paragraphs and themes--description, exposition, argumentation and narration is proper, since they are among the vital academic skills. However, the writer also claims, among others, the following aims which the course cannot accomplish:

1. "To equip students with language skills needed in their subject specialization".
2. "To equip students with the general language proficiency that will be demanded of them after leaving the university as graduates". (Solomon, 1991: Introduction).

The first aim is not adequately reflected in the book, since none of the exercises caters for the development of the listening and speaking skills.

The second objective which aims at the development of "general language proficiency" does not appear feasible in a semester of 48 hours writing course which fails to integrate the four major language skills, ignoring the two skills of listening and speaking.

Still worse, the exercises in the book, like the ones in Freshman English, do not encourage classroom interaction among the students to maximize classroom opportunities for building confidence in the learners for self-expression and the resultant proficiency and intelligibility both in writing and speaking.

Moreover, writing in a second or foreign language is very demanding because the learners have to search for 'what to say' (ideas) and 'how to say them' (language) simultaneously. Accordingly, the teaching of writing with the exclusion of speaking becomes laborious and

boring for the learners as one has to struggle on one's own. If speaking were integrated into a writing course by having students to collaborate in brainstorming about essay topics, they could assist each other to generate ideas and the language items that are necessary for the writing of their essays. They could also evaluate each other's essays in a peer evaluation format (Riggenbach and Lazaraton, 1991: 134). In this way, writing essays or compositions can be less tasking and enjoyable. Through group interaction of this nature, group members could also develop the confidence to use the language with a reasonable degree of proficiency (Ibid).

1.4.2.1. Sophomore English Examination

This examination emphasizes the contents of the course book. A typical Sophomore English examination consists of:

1. Two reading passages from which the following examination items are drawn:
 - . reference (e.g. in paragraph 'x', what does the word 'y' refer to?)
 - . outlining
 - . summary writing
 - . note- making
2. Rhetorical writing
 - . completing sentences
 - . reordering paragraphs
 - . completing paragraphs

3. Paragraph writing: Five topics are given from which the examinees choose one to write a paragraph of 120 words.
4. Five or six topics are provided, and the students should select one to write an essay of 350 words.

1.4.2.1.1. Students' Achievement in Sophomore English and their Academic performance

Over 80% of the students in the College of Social Sciences did not seem to have any problem in passing the Sophomore English examination, scoring grades from 'A' to 'C' on the basis of cut-off points on the normal curve. For instance, in the first semester of the 1993/94 academic year, of the 141 students who sat for the Sophomore English examination, 94% of them passed (Office of Sophomore English Coordinator, Department of Foreign Languages and Literature).

However, subject teachers are still dissatisfied with these students' oral language performance in academic contexts. These students are also among those who believe that their spoken English is inadequate for academic purposes (see pp. 9-12 above) which suggests that achievement in Sophomore English in the form of grades has insignificant contribution to the development of the speaking skill necessary for effective academic performance.

1.4.2.2. Other Constraints Pertaining to the Teaching of Freshman and Sophomore English Courses

The teaching of Freshman and Sophomore English courses is solely confined to the course books. Students are not encouraged to read for pleasure. This practice is barely adequate for effective language learning. It is often said that any language textbook or course is bare-boned in the sense that teachers find it impossible to teach all that they want to teach in the limited class-hours available to them. Therefore, it is important that students are encouraged to read out of class as much as possible. If students have the opportunity and the interest to read, they can reinforce the vocabulary and grammatical structures they have learnt in the classroom. They can also learn more vocabulary and grammatical patterns that feed into their overall language competence even without them being conscious of what is happening to their language.

Broughton et al. (1978: 110) reiterate the above view in their discussion of extensive and leisure time reading:

If a foreigner reads, and what he reads is of some interest to him then the language of what he has read rings in his head, the pattern of collocations and idioms are established almost painlessly with a range and intensity which is impossible in terms of oral classroom treatment of the language.

The majority of the students at Addis Ababa University are of poor leisure-time reading background because reading resources are scarce in the schools (Wilcox, 1971; Mekonnen, 1984). On the whole, this is still the case today. Moreover, the responses to Students' Questionnaire 2, question 19 (see Chapter Three, Table 3.2) show that 71.1% of the second

year students in the College of Social Sciences, the subjects of the present study, come from families whose education is at the level of basic literacy where reading for pleasure is rarely practised, creating the lack of somebody in the family who children can use as a model.

Only 19.2% of these students come from families who possess English books as can be seen from question 20 of Students' Questionnaire 2 (see Chapter Three, Table 3.2). As a result, personal initiative to read for pleasure is also severely limited for many students. Even at the university level, students do little or no reading for pleasure because appropriate reading materials in English are again in short supply.

First year students on Sidist Kilo campus are not allowed to use the main university library (Kennedy Library) because the library administration wants to minimize over-congestion. The Freshman library on the same campus is more of a study room. It does not possess books written in English which are meant for extensive reading. It holds only few reference books on subjects other than English; and these books can only be used for spot-reading.

Undergraduate students in the second year and above who can use the main university library do not have access to books on shelves, since this library uses closed-stack system to avoid theft. The students cannot choose books that are appropriate for their levels and are interesting for them to read. Thus, Addis Ababa University hardly provides its students with extensive reader-friendly environment. For many students, therefore, reading simply means studying.

The views expressed in the preceding paragraphs have been borne out by Tamene (1992: 30-32) who found that the leisure time reading of Addis Ababa University students (II-IV year)

has an academic purpose rather than a recreational one. He also noted that his subjects appeared to have no specific reading interest, largely due to lack of reading materials, and that the amount of leisure time reading claimed by the students was "very little". In the learning of a second/foreign language, "where there is little reading, there will be little language learning" (Bright and McGregor, 1978: 52).

Under the circumstances, the promotion of English as a second/foreign language for rigorous academic studies, where the issue of being articulate and coherent are involved, remains ineffective unless a variety of reading materials are made available to the students so that they are encouraged to read extensively in order to learn language not only directly, but also indirectly on their own thereby widening their sources of language input for overall language development which may result in overall language competence.

1.4.3. Spoken English

The Department of Foreign Languages and Literature of the Institute of Language Studies (AAU) offers a two-semester course in spoken English to second year students who do English courses for a degree. The courses were initially designed for this group of students. Later, they have been extended to all second year students who take English as their ancillary field of specialization for a first degree. At Addis Ababa University, the former group of students are known as 'English majors', while the latter are called 'English minors'. The English minors come from five departments: Department of Educational Psychology, Department of Educational Administration (Faculty of Education); Department of Linguistics, Department of Ethiopian Languages and Literature (ILS); and Department of History (College of Social

Sciences). Recently, the Department of Theatre Arts in the ILS has managed to have its students (non-English minors) admitted to the first semester spoken English course, raising the number of departments from which the spoken English students come to seven including English majors from the Department of Foreign Languages and Literature.

The students in the History Department are divided into two streams: teachers and non-teachers. The latter are English minors, while the former do geography as their minor, and thus cannot take spoken English. There is a strong feeling among the instructors in the Department of History that the students in the teachers streams equally need training in spoken English, if not more, as the other stream. The same view is also expressed by the students concerned. One senior instructor who deals with course offerings to second year students in the Department of History thinks that it may be possible to persuade the Department of Foreign Languages and Literature to offer spoken English even to geography minors. However, the biggest obstacle according to him is scheduling students for five or six different courses across three different departments (i.e., if spoken English is added).

Thus, the university seems to have taken the view that English majors and minors are the only people who need the productive skill of speaking. So one might say that there has been an attempt to help these students develop the speaking skill. Nonetheless, the need of the majority of second year students in the College of Social Sciences with regard to spoken English has always been overlooked. Furthermore, the problems relating to the existing spoken English courses have never been examined.

I have been involved in teaching these courses from time to time. From experience, the

courses have several problems:

1. The course materials are laboratory-based with the assumption that the use of a language laboratory is indispensable. This is not necessarily true. Learners can develop their oral competence through classroom interaction which is in fact more like language use in everyday life. A language laboratory can serve as a teaching aid if affordable, but is not sufficient on its own. Besides, possessing and maintaining a language laboratory is unrealistic in the Ethiopian situation as can be seen from the current condition. Currently, the Department of Foreign Languages and Literature owns two language laboratories. The apparatus in these laboratories were donated to AAU in the 1970s. One of the two laboratories has 44 booths of which only 26 are partially functional. The other contains 24 booths, and all are out of use.
2. The course materials contain only a few good communicative tasks, while the bulk of them focuses on listening and pronunciation, aiming at the development of 'accurate pronunciation'. That is, listen and repeat exercises in a very mechanical way with no apparent communicative purpose. Moreover, the words, phrases and sentences to be imitated are said at faster speed, causing the students the problem of grasping them. Some of the sentences are too long to remember and repeat. The time gap between the phrases and the sentences to be repeated is not adequate enough to allow the students to retrieve what they have heard in order to repeat. Furthermore, the sounds produced by the apparatus in the partially functional booths (see above) are hardly audible and

full of distortions to the extent that the students encounter the problem of listening, let alone repeating what they have heard. This state of affairs is likely to be frustrating for the students, resulting in heightened anxiety -- an undesirable element in the process of oral language teaching (see Chapter Two).

3. Accuracy of pronunciation is heavily emphasized to prevent the students from making phonological errors. The assumed or explicit aim of this approach to the teaching of oral language could be called "practice makes perfect". This is untenable, unachievable and also unnecessary for the following reasons:
 - a) Mechanical repetition of words, phrases and sentences is devoid of any communicative purpose for the learners, and thus demotivating.
 - b) Students' attempt to produce the sounds on the tape as accurately as possible is checked on by the teacher who sits at the 'Master Control' of all the booths and listens to their oral production. The teacher's role is to give overt corrections concerning any deviant sounds he or she hears, as often as possible. This practice can be counter-productive in the sense that it may induce speech-related foreign language anxiety (see chapter Two) which discourages learners from volunteering to take the risk of speaking in the target language.
 - c) It is a rare case for adolescent and adult foreign/second language learners to acquire a 'perfect pronunciation'. For these groups of

people, the most 'fossilized errors', errors that will probably never disappear entirely, are said to be pronunciation errors (Littlewood, 1984: 34). They, however, "seem to have the least effect [on communication], unless they are particularly serious" (Ibid. p. 88). He continues: "Learners are often difficult to understand if the fluency of their speech is heavily distorted by hesitations, false starts and self-correction" (Ibid.).

- d) Heavy emphasis on 'accurate pronunciation' is marginally relevant to students' needs in a situation like Addis Ababa University where English is used functionally as a tool for learning academic subject matter. In the College of Social Sciences, a reasonable degree of intelligibility is of paramount importance for helping the learners cope with their mainstream course requirements.
4. The offering of the courses has been stretched beyond limits in terms of soaring student population, scarce laboratory facility and congested timetable. Currently (during 1997/98 academic year), the courses have been offered to eight sections, and the number of students in each section has reached over thirty on an average. Accordingly, it has become impossible to accommodate students in one section at once for laboratory work.
 5. As mentioned above, spoken English students are from seven different departments with a congested timetable. This has been causing clashes in timetable at the beginning of the first and second semesters of the second year. Resolving the clashes takes a minimum of three weeks after the semester has started, contributing to the wastage of time, and the need for make-up classes which are not again easy to conduct because of the heterogeneous nature of the groups. Thus, even if the need for teaching of spoken English to students in the College of Social Science were realized some day, it would not be possible to

use the existing course materials and the current practice of teaching the courses.

It is, therefore, necessary to introduce fluency-based spoken English courses that can be taught systematically and intensively in the classroom. Making such courses an appendage to the existing spoken English courses is untenable because of the problems mentioned above, and the possibility of aggravating the situations. What is tenable is to make the new courses independent so that they form the course package for second year students in the four departments of the College of Social Sciences. This approach has the following advantages:

1. It avoids the need for language laboratory at any cost.
2. It is possible to make the courses more relevant to the academic needs of the students in the college.
3. The effectiveness of the courses for academic purposes can be reasonably judged in relatively limited academic contexts, and the need for making them more effective from time to time may get attention when concerned departments revise their course syllabuses.
4. The problem relating to timetable can be limited to the four departments, and each department can plan ahead of time for its own course package.

1.4.4. Recent Changes

The general dissatisfaction with Addis Ababa University students' inadequate performance in the use of English, especially for the learning of subjects in the College of Social Sciences, has created reactions within the university which led to a search for better English language teaching materials that can effectively meet the learners' communicative needs for academic purposes.

As a consequence, a team of ELT experts embarked on the preparation of new teaching materials for Freshman English courses. It was also the duty of the team to recommend provisional teaching materials, since the immediate replacement of Freshman English 101A and 101B course books was felt necessary.

Accordingly, Oliver Hunt's (1990), Freshman English for Colleges was introduced at the beginning of the 1993/94 academic year to serve in the interim period. The course consists of book 1 and 2 which are accompanied by a teacher's guide and a cassette for listening texts. The preparation of these materials was sponsored by the Ethiopian Ministry of Education, Higher Education Main Department, for use in junior colleges outside AAU.

The introduction to the teacher's guide states the general and the specific aims of the course. Generally, "the course aims to develop listening, speaking, reading and writing, and also basic study skills" (Hunt et al., 1990: 1).

"The specific aims are to help students to:

- a. extract relevant information from academic reading texts;
- b. extract relevant information from lectures, talks and discussions;
- c. develop a more thorough knowledge of sub-technical vocabulary that is commonly used in all academic disciplines;
- d. develop note-making, summarizing and report-writing skills;
- e. write short but accurate descriptive passages;
- f. talk about academic topics;
- g. develop a more thorough knowledge of the form and use of important grammatical structures" (Ibid).

The course is organized into units, and each book contains five units. Each unit of the course is divided into 8 sections:

Section 1:	Listening
Section 2:	Discuss and Summarize
Section 3:	Reading
Section 4:	Word building
Section 5:	Grammar
Section 6:	Discuss and Write
Section 7:	Further Reading and Writing Practice
Section 8:	Speaking

(Hunt et al., p. 2)

As can be gathered from the general aim, the courses cater for the development of the four major English language skills which are important for university studies. The exercises are also organized in pair and group work format to encourage classroom interaction among the students to help them build the confidence to use English for oral communication thereby developing their fluency in the use of the language.

Some of my colleagues and myself who have been teaching these Freshman English courses have observed that students are better motivated to learn them, because the nature and pattern of the course books encourage purposeful communication. Such an approach creates in the students an immediate sense of achievement which leads to better learning so that their academic communicative needs can be met.

Since the methodology of these courses is basically communicative, a series of ELT workshops and seminars for teachers were conducted by the Department of Foreign Languages and Literature in the first semester of 1993/94 academic year when the courses were introduced. The purpose of these workshops and seminars was to up-date and/or to create awareness among English teachers at the university concerning this approach.

As already been pointed out, Oliver Hunt's materials were intended for junior colleges in the country. They were also criticised by some colleagues for being a little boring as the reading and listening texts were all based on a single theme -- development. Hence the use of the

books in the university was a provisional arrangement until new materials were written.

The new teaching materials which have been mentioned earlier in this section, came out in 1996 bearing the title College English. These materials replaced Freshman English for Colleges effective November 1996. The new course consists of two books: College English Volume 1 and College English Volume 2.

College English Volume 1 was written by John Atkins (The British Council/ODA ELT Adviser to AAU), Gebremedhin Simon, Haile Michael Abera, Olga Yazbec, and Animaw Anteneh (Members of the Department of Foreign Languages and Literature at AAU). Worede Yisehak was the project team leader. The authors have obtained advisory support from Anne Marshall - Lee and Simon Pardoe from Lancaster University in the UK.

These course materials are accompanied by a very comprehensive instructor's manual which deals with, among other things, the goal, aims and anticipated end products of the course; roles of students and instructors in the course, classroom procedures, timing and pacing and guidelines for assessing speaking and writing skills. This course book is also accompanied by a cassette for the listening texts.

The introduction to the course (College English Volume 1, Instructor's Manual, p. 1) states its goal, aims and anticipated products as follows:

"The goal"

The primary goal of College English is to help students to improve how they use English -- their language skills and study practices -- rather than just to help them to improve their knowledge of grammar and vocabulary and comprehension. There is thus a shift of focus from learning about English (at high school) to using English (at university).

"The aims"

We want to help students to develop not only their language skills: their abilities in listening, speaking, reading and writing, learning vocabulary, grammar etc., but also develop their

confidence and abilities in academic practices: reading texts critically, being able to understand how they are organised, taking notes from lectures and reading texts, writing academic essays etc., for their other subjects. In this way we hope that they will be more successful in their studies. We want to help students to develop their overall learning styles, in order to help them enhance their learning potential, and particularly to help them to think about their own best ways of studying other subjects in English. We also believe that learning should be enjoyable and we hope they will find College English an enjoyable learning experience.

"The product"

What product can students expect to take away with them from College English? Firstly, we hope they will take away improved language skills that will enable them to pass an examination at the end of the course. More importantly, we hope they will take away improved academic practices that they will be able to use to enhance their academic studies in the future. Finally, we hope they will take away a more independent approach to learning, an improved ability to make their own connections between ideas, so that they will be able to demonstrate greater success in working on problems individually and cooperatively in future.

From the quotations above, it is clear that the current Freshman English (College English) is a full-fledged course in English for academic purposes (EAP).

College English Volume 2 was written by John Atkins (The British Council (ODA ELT Adviser to AAU), Gebremedhin Simon, Haile Michael Abera, Olga Yazbec, Mammo Kifle, Hailom Banteyerga, and Taddelle Addamu. Worede Yisehak was the project team leader. Advisory support was provided to the authors by Anne Marshall-Lee and Simon Pardoe from Lancaster University. This course book like the first one is accompanied by a very comprehensive instructor's manual concerned with the goal, aims and anticipated end products of the course; roles of students and instructors in the course, classroom procedures, timing and pacing, and guidelines for assessing speaking and writing skills. The course book is also accompanied by cassettes for the listening texts.

The overall structure of both the courses is thematic and task-based. Within this framework, the courses focus on helping students develop a range of essential English language skills

(listening, reading, speaking, writing, grammar and vocabulary) and academic study skills which they learn by doing them.

Both the courses are taught to students in the Freshman Programme. College English Volume 1 is taught during the first semester. It is taught four hours a week for sixteen weeks (i.e., a total of 64 hours). College English Volume 2 is taught during the second semester of the same academic year for the same length of time as the first semester course.

The influence of these course materials on the students' English language performance within academic contexts has not yet been researched. Nevertheless, they (the materials) clearly show a shift of focus from learning various grammatical rules as in the schools, to using the rules effectively and appropriately in communicative situations. The latter is what students at AAU need for their academic studies. Besides, research findings indicate that AAU students have high preference for learning English by talking to friends and others in the language (Haile Michael 1993: 250). The present teaching materials provide plenty of opportunities in these areas. Therefore, it is very likely that students have found them motivating.

1.4.4.1. Persistent Problems

In spite of the commendable efforts mentioned under 1.4.4., the major problems which are an obstacle to the development of the speaking skill are still unsolved.

Firstly, the speaking component of the current Freshman English courses (College English Volume 1 and 2) does not contain adequate explicit training in the use of metacognitive strategies and pedagogic strategies (see Chapter Two) to help learners manage and reduce their speech-related anxiety on their own. Given the students school English background (see Section 1.4.4.2.) such a training is essential, because it takes account of the nature of the speaking skill and the psychological factors that are involved in the teaching and learning of this skill. The knowledge obtained from the training could be instrumental for boosting learners' confidence so that each and every student is encouraged to participate in classroom oral interaction activities in order to activate his or her existing knowledge of the language. If students' existing knowledge of the language is properly activated, it is likely that learners'

oral proficiency will be enhanced.

Such a training should be an integral part of the training in oral language development, and be given at the early stage of the lessons. Otherwise, it is unlikely for most of the students to develop their oral competence. The most likely tendency is the creation of 'extrovert-centred' groups within the language classroom. In a situation like this, oral interaction activities benefit only a few extroverts at the expense of the silent majority who uses group work for idling away. One possible consequence of this practice is that the silent majority may develop avoidance behaviour towards oral interaction in the classroom thereby defeating the whole purpose of task-based communicative lessons.

Secondly, the approach of the materials for the current Freshman English courses is an integrated one (see Section 1.4.4. above). Therefore, there are opportunities for students to discuss their lessons in groups. There are also speaking tasks which involve group preparation and presentation. Nonetheless, such activities are very limited in light of the kind of oral academic work demanded of the students who join the College of Social Sciences at the end of their first year.

Thirdly, the class size for the old Freshman English courses (101A and 101B) which did not include speaking, ranged from 35 to 40 students, and it has not been reduced for the present courses. So it has not been possible to increase individual students talking time and teacher's effective supervision as well as the provision of feedback, essential elements for the development of oral fluency.

Fourthly, of the students' English semester grade, speaking counts only for 10%. This practice encourages English teachers to give more emphasis while teaching, to language items that carry more weight in testing. In view of this, it appears that the speaking skill is not taken seriously or taught effectively in the present Freshman English courses.

Fifthly, the integration of speaking into English courses offered at the university stops at the level of Freshman English. No attempt has been made so far to incorporate the speaking and listening components into the Sophomore English in spite of the fact that speaking for

academic purposes becomes more rigorous as of the second year, especially in the College of Social Sciences as Morris (1982), and Haile Michael (1993) have established. The responses to the questionnaires for the present study show the same (see Chapter Three, Tables 3.1 - 3.4). Clearly, therefore, the second year is the very stage where the practice in the use of spoken English should be even more intensified.

Sixthly, the current Freshman English teaching materials are only for two semesters. Even now, the teaching of the courses is solely confined to the two textbooks (College English Volume 1 for semester I, and College English Volume 2 for semester II). Hence the university still wants to maintain a three-semester English course (i.e., two semesters of Freshman English and one semester of Sophomore English) to compensate for university entrants' weak background in English. Second year students in the College of Social Sciences, however, think that this length of time is inadequate for the development of their communicative needs for academic purposes as can be seen from the 88% of the respondents to Students' Questionnaire 3 question 6, (see Chapter Three, Table 3.3 for questions 6-8) suggesting that the number of semesters likely to be adequate is from 4-8 (question 7). The students also suggested that any additional English courses should mainly focus on speaking as 65% of the responses to question 8 of the same questionnaire show. Thus, it sounds reasonable to extend the University English courses beyond three semesters until such a time when the teaching of English in the schools proves itself effective for oral academic work at university level. This may be possible with the new syllabus for schools which is currently underway (see 1.4.4.2. below).

Seventhly, even if university English courses were extended beyond three semesters with the inclusion of the speaking and listening components in all of them, given the English language background of most university entrants and the quality and the quantity of English oral skill required of the students joining the College of Social Sciences, the random teaching of speaking as one component of the service English courses might remain insufficient unless this skill is specifically targeted as a priority in the light of the kind of academic activities for which the skill is needed.

1.4.4.2. The Teaching of English in the Schools

The subjects of the present study are the product of the Ethiopian school system which consisted of primary/elementary (grades 1-6), junior secondary (grades 7-8), and senior secondary (grades 9-12). Within this school system, Amharic was the language of education in the elementary grades, while English was taught as a subject from Grade 3 to Grade 6, and it became the language of instruction in Grade 7 and beyond. The teaching of English as a subject also continued to the second year at the university.

Recently, education at the level of schools has been restructured as follows by the New Transitional Government of Ethiopia:

1. Primary (grades 1-4, first cycle; grades 5-8, second cycle).
2. Secondary (grades 9-10, first cycle; grades 11-12, second cycle).

According to a document entitled Education and Training Policy (1994: 23-24) primary education is given in the mother tongue of the children from the various nationalities in the country "cognizant of the pedagogical advantage of the child in learning in the mother tongue and the rights of nationalities to promote the use of their languages." The teaching of English as a subject starts from grade one and the language remains as the medium of instruction for secondary and tertiary education, while Amharic is taught as a language to serve the whole nation as a lingua franca. The document above also underscores the need for paying special attention and taking all necessary measures to strengthen English language teaching at all levels.

As can be seen from the currently used English textbooks for schools (Ministry of Education, 1989. English for New Ethiopia, Grades 3-12) used by the subjects of this study, English language teaching focuses on exercises in reading comprehension, vocabulary and grammar from one grade to the next, directed at promoting language accuracy. None of the textbooks includes exercises on oral fluency in whatever form.

The books are reading-based. Each of them is organized into units, and each unit begins with

a reading passage on which vocabulary, comprehension and grammar exercises are set. The following sample exercise formats are typical of English for New Ethiopia Pupils' Books. These samples are from English for New Ethiopia Pupil's Book for Grade 12 (pp. 4-8).

Vocabulary

A. Meaning

Study the following meanings carefully and then complete the exercise that follows.

- . *resourcefulness (n) knowing exactly what to do in certain situations.*

We were afraid we would starve when we were lost in the jungle, but thanks to the resourcefulness of our leader, we survived on the edible roots and berries that he found for us.

- . *genuine (adj.) - not artificial, real and true. The report showed a genuine interest in the progress of the Ethiopian Revolution.*

- . *dedicated (adj.) - devoted to one's work or to a cause.*

He is a dedicated teacher and spares no effort to help his students.

- . *incident (n) - event, occurrence.*

The thief struck the policeman on the head and escaped, but passers - by who had witnessed the incident were able to help in finding the culprit.

Comprehension

- A. *Students are required to say whether given statements are TRUE or FALSE according to the information contained in the reading passage.*

- B. *Students are required to answer wh-questions based on the information in the reading passage in complete sentences of their own.*

Structure

- A. *Tense*

Sentences with blank spaces are provided. Students are instructed to fill the blank spaces with the correct tenses.

- B. *Sentence transformation*

Exercise type 1

Changing affirmative sentences to negative, question, command and vice versa.

Exercise type 2

Turning active voice constructions into the passive.

Exercise type 3

Turning passive voice constructions into active voice.

Exercise type 4

Rewriting direct speech sentences in reported speech form.

Exercise type 5

Rewriting sentences in reported forms in direct speech form.

With regard to teaching methodology, language teaching in Ethiopian schools is predominantly lecture-based and teacher-centred. In other words, the teacher does most of the talking, while the learners listen passively or copy down notes from the blackboard, focusing only on language accuracy. Evidence relating to the above comes from studies done on Ethiopian schools between 1970s and 1990s. From personal observation of Ethiopian schools, Wilcox (1971: 5) concluded that: "teaching is heavily stereotyped. Fixed patterns of lecture, recitation and drill predominate."

Abdulkadir (1983: 32-33) studied the kind and frequency of verbal and non-verbal behaviours that transpired when teachers and students in four twelfth grade English classes interacted. His findings revealed:

- that three teachers did 75% to 84% of the talk in their English class;
- that one teacher did 57% of the talk, whereas silence and confusion accounted for 4-8%.
- that the student talk ranged from 12% to 18% in the three classes, and 35% of the fourth. Abdulkadir further noted that "on the average, the four teachers spoke 83% of the words, while the 162 students (in the four classes) spoke only 16.2% of all the words uttered" (p. 33).

Mekonnen (1984) made a survey of the English language background of first year students in the College of Social Sciences on their arrival at Addis Ababa University. From the questionnaire distributed to 106 students who came from different parts of Ethiopia, he found that 92.5% of the respondents to the item on classroom interaction indicated that most of the talking in their secondary school English was done by their teachers (p. 25).

Taffese (1988) did a similar study to that of Abdulkadir's (1983) on six schools in Addis Ababa by focusing on one Grade 7 English class from each of the schools. The results of his study show that "of the total words used by pupils and teachers, the teachers share is 81.9%, and the pupils' share 18.1%" (p.39).

Yoseph (1990) investigated language functions most commonly used by English teachers in four junior secondary schools in Arsi (an administrative region outside Addis Ababa) among other things, he noted that teacher-talk predominated over all class activities.

Wondwosen (1992) who studied grade eleven English teachers in Addis Ababa in relation to their classroom feedback behaviours observed that a substantial English class-time is spent on lecturing and the provision of feedback through lectures.

In spite of the constraints of the lecture-based and teacher dominated English classes, learners

could be encouraged to listen in English and respond in English to teacher-elicited questions so that they could develop the habit of listening and responding in the target language. However, this is not the case with the teaching of English in the junior secondary schools, because English teachers use Amharic unduly to explain English lessons (Taffese, 1988). Taffese's research results show that "about 1/3 of the teachers' total classroom discourse is vernacular, and the total average frequency of their use of the vernacular is 17.5 words per minute" (p. 39). As a consequence, the pupils have developed the habit of answering in Amharic even when questions are addressed in English (Ibid).

Fassil (1992) also reports that "in most high school classrooms (both English and other subjects) classroom interaction between teachers and learners, and learners with their peers is conducted through the local language" (p.1).

Teacher dominated class talk and much use of the vernacular in the English class may appear beneficial in helping the students understand their lessons better. But it severely limits learners' target language development in general and the development of the speaking skill in particular.

When second/foreign language learners lack the opportunities for listening to spoken language, and when they do not practise speaking the language themselves the tendency is that they miss the chances of:

- generating better language input;
- being pushed into a more grammatical mode of language production;
- testing whatever hypotheses they have formed about the target language;
- developing automaticity;
- developing discourse skills;
- developing a personal voice

(Swain, 1985; Skehan, 1991)

To generate better input relates to the way in which language learners acquire appropriate level input. Long (1985) suggests that learners negotiate their way to such input. That is output or speaking indicates lack of comprehension and leads interlocutors to provide more finely-tuned and useful input.

Being pushed into a more grammatical mode of language production is also related to input. Listeners know that focusing on the attainment of meaning alone will not be enough for them to communicate effectively. Thus, "the thought of having to speak in the future will predispose them to notice how the meaning is conveyed as a better preparation for subsequent speaking" (Skehan, 1991: 3).

Testing whatever hypotheses learners have formed about the target language, developing automaticity, developing discourse skills, and developing a personal voice are concerned with the role of output or speaking. Testing hypotheses, that is using language for communication, is important for learners to construct an acceptable interlanguage system. Unless learners take the initiative and actively try out the phonology of the target language as well as its syntactic and morphological patterns that they are unsure of and then look for feedback, it is unlikely for them to master the structure of that language (Ibid.).

Speaking is also essential in areas other than the development of language structure. It is essential to give learners the opportunity to develop automaticity. "to develop fluency, and to be able to produce integrated performance in real time when difficult planning decisions may be involved, (articulatory as well as with syntax and the expression of meanings" (Ibid. p. 4). Speaking is also important to help learners attain discourse skills like conversation management, the use of repair strategies, and skill in negotiating meaning. Lastly, speaking is necessary to enable language learners develop a personal voice -- "to learn how to say things that are important to them, rather than to be dependent on what has been said to them by others" (Ibid.).

The discussion so far demonstrates that Addis Ababa University entrants are the result of what Allwright (1978) calls "the major risks of teacher-centred classrooms i.e. frustration, confusion, spoon-feeding, time-wasting, demoralisation and dependence breeding" (cited in Ellis, 1988: 214). Moreover, their English language learning experience is confined to 'instruction', monopolising interaction thereby preventing exposure. Thus, university entrants are the product of inadequate English language teaching, especially in relation to their spoken language. The effect of inadequate teaching is cumulative, and the gap between students' communicative competence and what they are expected and required to do with this

competence is clearly observable when senior secondary school graduates arrive at the university.

1.4.4.3. The Effects of English Examinations on the Teaching of English: The Existing State of Affairs

The current all-objective (multiple choice format) English examinations were criticised in the 1970s (see Section 1.4.4.3.1. below) for having negative impacts on the teaching of English in the Ethiopian schools, especially in relation to the development of productive language skills which are of a higher demand at the university level. In connection with the all-objective English examinations, Dejenie (1990: 16) states that "the multiple choice format dominates all classroom teaching, exercises and tests to the extent that the ESLC (Ethiopian School Leaving Certificate) English language examination and its format gain importance from year to year until they almost assume the role of a teaching syllabus."

Past criticisms relating to the all-objective English examinations are relevant even today as no change has been made in the format of the Ethiopian School Leaving English examination (at the end of the final year of secondary education), and the National Examination at the end of Grade 8. Moreover, no qualitative improvements were made in the educational sector during the military regime (1974-91) as has been pointed out in a World Bank Study:

The education system has expanded faster than the rest of the economy, creating problems of educational quality, wastage and inefficiency, working conditions of teachers, educated unemployment, and the need for continuing reorganization (Fasil Kiros, 1990: 1, cited by Haile Michael, 1993: 28).

This state of affairs can be explained in terms of the meagre educational budget which could not be augmented locally due to the protracted civil war that has drained the wealth of the country. External aid was not available because of the regime's uneasy relationship with the West. Improvements initiated after 1991 are still in the making.

1.4.4.3.1. Objective English Examinations: Emergence and Consequences

The Ethiopian School Leaving English Examination has been an objective format since 1968, because the previous subjective format modelled on the G.C.E. was criticized for the lack of comprehensiveness and "appalling subjectivity" (Madsen, 1967: 46-47).

The objective format examination was claimed to have the following potential advantages:

It will focus attention on the real learning problems, which today are often obscured by a mass of irrelevant grammatical information. If instead of testing knowledge about the language we test the language itself, it is reasonable to suppose that the language will be taught more effectively (Grieve, 1964, in Forrest, 1975: 240).

Jarvis (1969: 153) also adds that "the new test [objective test], besides being more valid and meaningful, will induce teachers to concentrate on the primary task of teaching the language".

Unfortunately, the objective type of English examination has been misused. It was meant to serve as school leaving certificate examination for Grade 12, the final year of secondary education, where teachers were expected to know how to use it properly. But it spread to elementary schools (grades 3-6), and junior secondary schools (grades 7 and 8) like wild fire

so that the two National Examinations for Grade 6 (end of elementary school), and grade 8 (end of junior secondary) became totally objective.

Moreover, Lemma and Gudeta (1969) as cited by Madsen (1976: 502) noted that:

Examinations given by individual teachers in the schools are patterned to at least one kind of National Examination: ESLCE,

Grade Six or Grade Eight. Subject teachers in grade six, eight and twelve were given sample copies of the previous year's examinations. They study the type and the form of the questions so that they can set similar types of exams.

Accordingly, it has become a common practice for schools' internal examinations to be entirely objective. As a result, the instrument which had been praised for its efficiency (see Grieve and Jarvis above) fell into the inefficient hands of junior teachers (those in the elementary and junior secondary schools) who were not properly trained and hence not yet ready to use it with caution as the following comments illustrate:

The schools have abandoned the principle that one tests those skills that one hopes will be taught effectively, and teachers only test two skills -- the ability to make the most plausible choice from a number of alternatives and the ability to detect errors in someone else's work. To put in its crudest terms, they are the skills of the quiz addict and the critic (Forbes, 1973: 135).

Such statements demonstrate how the entire purpose of English language teaching is misunderstood by teachers and learners. The primary job of teachers should be teaching, not coaching students to pass tests, and that of students learning, not practising in the art of test wisdom.

Even in the senior secondary schools (grades 9-12) where teachers are relatively more qualified, the impact of the all-objective English examination on the teaching of English has been said to be negative. Supporting evidence for this comes from a detailed questionnaire distributed to some 200 schools in Ghana, Nigeria, and Ethiopia. Forrest (1975) found that in Ghana and Nigeria teachers spent an average of 24.6% of English class time on working at objective test, while the average class time spent on the same activity was 53% in the case of Ethiopia (p. 242). On the whole, Forrest's findings show that the teachers were critical of

objective testing. The most severe criticisms came from English language teachers in Ethiopia:

It (objective testing) discourages fluency in the language. It is boring and it teaches students to guess. After a while they compute answers like machines. It does not help teachers who wish to use oral approach to teaching. The objective questions in the E.S.L.C.E are too cumbersome (280 questions). This negates all effective teaching. The test tends to test reading speed rather than English ability The teacher writes: a student chooses etc. (pp. 244-245).

Forbes (1973) gave a similar description of English language teaching in senior secondary school in Ethiopia:

... as the students go up the grades and at the very stage when the course should become vitally enriched by drama and debate, by reading and writing with understanding and appreciation, it fades away into a dull routine of pattern practice -- practice of patterns which are a hundred times harder to assimilate into the mind because they are not embedded in memorable meaningful contexts (pp. 136-7).

From the above quotations one observes two things:

1. Teachers are aware that in order to pass the Ethiopian School Leaving English Examination, learners need to learn English effectively in the context of listening, speaking, reading and writing with lasting proficiency.
2. But students are over-anxious about the examination as their whole future depends on it (Madsen 1976). From their view point, a good teacher is the one who gears his teaching to the examination, and gives them many different and isolated sentences on tenses, quantifiers, modals, relative clauses etc. both correct and incorrect. Teachers,

apparently, yield to their students' demand, because their professional competence is called into question if they do not.

This situation is described by Madsen (1976: 502-3) as "the abdication of English teaching in favour of examination teaching" in his discussion of language examinations in Ethiopia. Madsen (1976: 502-3) had also foreseen that such a practice will continue as long as the objective type national examinations are there. He further noted that these examinations will continue in Ethiopia for a number of years to come because of tradition and their relative inexpensiveness as compared with supervision and upgrading schools. This is still the case today with an exception that the Grade 6 National Examination is no longer offered as of the 1994/95 academic year.

The university is the recipient of those students who have passed grade 12 English examinations of this nature, which have nothing to do with the assessment of oral fluency. The issue of oral fluency is also neglected in university English courses (see Sections 1.4.1 - 1.4.2). Thus students who join the College of Social Sciences find it difficult to cope effectively with their academic studies due to lack of oral fluency. At AAU, it is a common experience that the vast majority of first and second year students score pass grades on paper-and-pencil tests in Freshman and Sophomore English Courses (see pp. 21-22 and 26). However, they have difficulty when it comes to expressing themselves in English, particularly orally. Hence, it is reasonable to believe that it is only systematic and intensive training in oral communication that can give them the opportunity of developing active oral skills necessary for academic oral work in the College of Social Sciences (CSS).

1.4.4.4. English for Academic Purposes (EAP)

In an L2 setting where the English language is the medium of education, EAP is used as an effective tool for learning academic subject - matter. In the present study, therefore, help was sought in EAP to solve the oral language problems AAU students are facing within academic contexts. However, EAP courses do not directly deal with systematic and intensive training in the development of the speaking skill. They do not address the issue of helping L2 students manage their foreign language speech-related anxiety (see Chapter Two, Sections 2.4 - 2.4.1.2) so that they can build the confidence to activate their existing knowledge of the English language to attain the kind of oral proficiency needed for academic purposes as is expected and required by the instructors in the College of Social Sciences at AAU. A brief description of EAP courses is outlined here to support the argument above.

EAP courses cater for students at undergraduate or graduate level who have already learned English for general purposes (EGP). EAP courses aim at helping them apply their already acquired knowledge of English to the particular skills needed for academic purposes. Through these courses, students learn academic strategies and 'study skills': "all the skills that a student needs to develop in order to get maximum benefit from his studies" (James, et al. 1979: 12). On the basis of the definition above, language skills such as listening, speaking, reading and writing are the main study skills with which EAP is concerned.

The learning of academic subject matter includes attending series of lectures (listening and note-taking); contributing to lectures and academic discussions (speaking); reading and writing. Firstly, college or university students have to attend a large number of lectures. This

entails the ability to understand lectures and take notes at speed simultaneously. They may also be required to listen and interact in seminars and tutorials. As Robinson (1991) points out, a major difficulty for students of English as a second or a foreign language could be the taking of notes at speed. In addition, they may encounter the problem of listening and interacting in seminars and tutorials. To accomplish these academic tasks efficiently, students need special training beyond English for general purposes (EGP). Such a training is provided by listening in EAP. Listening in EAP is concerned with helping learners develop the ability to understand lectures and take notes at speed simultaneously. It also involves listening and interacting in seminars and tutorials (James, et al. 1979; Ferris and Tagg, 1996; Robinson, 1991).

Secondly, students have to be involved in academic oral interactions: asking questions in lectures, giving individual talks (oral presentations) as part of their courses, participating in tutorials and seminars. These skills are unlikely to be attained without the benefit of EAP speaking in L2 situations. EAP speaking aims at teaching L2 students how to ask questions during lectures, give oral presentations as part of their courses, participate in seminars and tutorials (Boyle, 1996; James et al. 1979; Ferris and Tagg, 1996; Robinson, 1991).

Thirdly, students must write essays, reports, and sometimes dissertations or theses. In EAP, writing for academic purposes deals with the writing of essays, reports and dissertation or theses in formal academic style (James et al. 1979; Robinson, 1991).

Fourthly, students have to read a lot. So it is important for them to learn EAP reading course to be able to read in English as quickly and accurately as possible in order to cope with their

studies effectively. EAP reading courses involve reading strategies or skills: reading with speed and understanding, reading for gist, distinguishing main points from subordinate ones or details (Ibid).

EAP speaking and listening are, therefore, indispensable in all settings where the English language is learnt as a foreign/second language for academic purposes. However, for students who have been used to the role of passive listeners and note - takers as is the case in the Ethiopian schools (see Section 1.4.4.2 above), smooth transition from general English to EAP speaking and listening at the university should not be assumed. Such students need systematic and intensive training in EAP speaking, aiming at helping them reduce their speech-related anxiety so that they can build the confidence in order for them to adopt the role of active

participants and language users in the language classroom. These positive behaviours are likely to be transferred smoothly to the learning of their mainstream courses.

1.4.4.4.1. The Study Skills and EAP

The focus of EAP courses varies across the main study skills of listening, speaking, reading and writing. Ferris and Tagg (1996) suggest that a great deal of inquiry has focused on L2 literary tasks required for academic success. As a result, a large number of materials on writing for academic purposes have been published (e.g., Bridgeman and Carlson, 1984; Currie and Cray, 1987; Dudley-Evans, 1985; Glendinning and Montell, 1983; Hamp-Loyns and Heasley, 1987; Horowitz, 1986; Johnson, 1981; Johns, 1988, 1992; 1995; Jordan, 1980, 1990; Kroll, 1979; Leki, 1995; Oshima and Hogue, 1988; Reid, 1989; Robinson, 1988; Shin,

1992; Spack, 1988; West and Byrd, 1982).

The next focus of EAP courses is reading for academic purposes (Ferris and Tagg, 1996; Robinson, 1991). Several published materials are available in this area (e.g., Baltra, 1983; Edge, 1983; Glendinning and Holmstrom, 1990; Haarman et al. 1988; Johns, 1988; Long et al. 1980; Lynch, 1988; Rornstedt, and McGory, 1988). But less attention has been given to the description of academic listening and speaking (Ferris and Tagg, 1996; Robinson, 1991).

Nonetheless, listening tasks have been described with a relative degree of adequacy when compared with speaking tasks. Some practical suggestions pertaining to listening comprehension are made by Richards (1983). Benson (1989) also provides a detailed case study of one student's strategies for lecture listening. In addition, a few writers (e.g., Anderson, 1986; Chaudron, 1995; James et al. 1979; Lynch, 1983; Lynch, 1995; Mendelsohn and Rubin, 1995; McDonough, 1978) deal with listening in EAP.

Speaking for academic purposes normally emerges as the least needed skill in needs analyses (Robinson, 1991). Accordingly, it is a neglected, and empirically, an under-researched area with the result that the expectations of college/university instructors and the consequent actual needs of their students with regard to oral academic tasks have not been described with the degree of specificity achieved for writing and reading tasks [Ferris and Tagg, 1996]. "Many suggestions about how students should best be helped have been based on introspection and observation of students in the language classroom, not the specialist classroom or lecture theatre" (Robinson, 1991: 105). Moreover, research into seminar participation by both native English speaking and non-native students by Furneaux et al. (1991) indicates that what is

important for academic success is information about the academic situation that contributes to knowledge of the subject matter rather than language fluency.

In comparison with writing, reading and listening, there are only few published materials aiming at helping L2 learners practise EAP speaking (e.g., Boyle, 1996; Lynch and Anderson, 1992). All of them are concerned with academic seminar strategies and oral presentations with the assumption that college/university students in all L2 situations are already fluent enough to use these strategies. None of these materials directly deals with systematic and intensive training in the management of speech-related foreign language anxiety to help students develop the confidence to interact orally in less stressful situations before they are expected to embark on academic seminars and oral presentations, which are very demanding both linguistically and cognitively.

The current practice concerning speaking in EAP has been criticised by Christison and Krahne (1986) and Robinson (1991). According to Christison and Krahne (1986), the finding that speaking for academic purposes normally emerges as the least needed skill does not represent reality. They argue that, if not a need, speaking is often a want, since in many students' opinions oral proficiency is the best indicator of mastery of a language. For reasons of motivation, therefore, what many students believe is possibly more important than any "external reality" (Bailey, 1983: 86). Thus, L2 students must reach an adequate level of oral proficiency before they are ready and willing to discuss their subject matter with confidence.

Robinson (1991) suggests that EAP's focus on knowledge of the subject matter and information about academic situation at the expense of language proficiency is untenable. As

Robinson (1991: 106) points out, language proficiency can definitely help the non-native, "especially for confidence-boosting". Students who lack confidence in their oral language proficiency are unlikely to volunteer to discuss their subjects, the very problem at AAU.

1.5. Summary

In Ethiopia, English is the medium of education starting from Grade 7 at school level. It is also the most widely used foreign language for international communication and relations. Thus, the main reason for teaching English is academic. To achieve this goal, English is taught as a subject beginning, from Grade 3 up to second year at university level. However, mainstream subject instructors at Addis Ababa University express discontent about their students' use of English for academic purposes, especially in the use of spoken English within academic contexts. The discontentment has the support of the students themselves, and the backing of research findings.

The teaching of English courses at Addis Ababa University arose from the awareness that university entrants lacked sufficient English language background to follow their studies.

Hence these courses should have been designed primarily to compensate as effectively as possible, for the skills that have not been acquired. This, however, was not the case with the Freshman English courses which were offered from 1986 to 1992. These courses focused on reading comprehension, vocabulary and grammar by way of reinforcing the kind of skills that students had been taught for ten years at pre-university level, without the inclusion of oral language components required for university studies. Even if the designing of speaking exercises were found difficult for one reason or another, speaking could easily be integrated

into reading exercises in such a way that the students had the opportunity to cooperate in discussing comprehension questions, help each other in guessing vocabulary items in the context of reading passages, and discuss what they had read by pooling information. In this manner, they could develop both language comprehension and language production. But no such an attempt was made in the courses mentioned above.

The Sophomore English course, which has been in use since 1991, focuses on conventional academic writing with the exclusion of oral language skills.

The examinations for university English courses (Freshman and Sophomore English) emphasized the contents of the course books. Accordingly, the majority of the testees did not have the problem of passing their English examinations. Nevertheless, students achievement in English examinations did not show corresponding appreciable performance in their studies of other subjects.

As of 1993/94 academic year, changes have been made in the teaching of Freshman English courses. New course materials have been introduced. These materials integrate the four skills of listening, speaking, reading and writing in task-based format which involves students in pair and group work. These changes are commendable, since they are positive attempts towards making language learning communicative in order to meet the students' communicative needs for academic purposes.

Even under the present circumstance, helping students at Addis Ababa University develop their English language oral competence to the level required of the students by the College of Social

Sciences is unlikely for the following reasons.

The speaking component of the present Freshman English (College English) does not include adequate explicit training in learning strategies (both metacognitive strategies and pedagogic strategies, see Chapter Two) so that learners can manage and reduce their speech-related anxiety on their own. In the absence of such a training, most of the students may find any course on oral language training threatening. As a result, they could develop avoidance

behaviour (undesirable attitude to the development of oral competence) towards foreign language oral interaction in the classroom.

The class size for the present Freshman English courses coupled with the time allotted to the teaching of the courses do not allow the students enough opportunity for practising oral language. Moreover, the integration of the four skills of listening, speaking, reading and writing in task-based format stops at the level of Freshman English courses. No attempt has been made to make the Sophomore English course communication-based. This means that second year students in the College of Social Sciences do not get the necessary practice in oral English at the very stage when they need it the most.

English language teaching in the schools is not effective to help students develop oral competence. The contents of English textbooks for schools are stereotyped. From one grade to the next, they solely focus on exercises in reading comprehension, vocabulary and grammar, totally emphasizing the development of linguistic accuracy. No provision has been made for the simultaneous development of fluency.

Furthermore, English language teaching in the entire school system is predominately teacher-centred. The teacher does most of the talking in the English class to the extent that learners are reduced to the level of passive listeners. This practice does not encourage students to react and interact in English to build the confidence in the use of oral English. It rather encourages heavy dependence on the teacher, examination consciousness and rote learning, creating the problem of low level of language proficiency.

The National English examinations are having undesirable effects on the teaching of English in the schools, because teaching is geared to the all-objective examinations. Such an approach to language teaching does not promote productive language use and the development of oral fluency.

Guidance for the solution of the problem was sought in the field of English for academic purposes (EAP). Unfortunately, EAP does not directly deal with the development of oral competence. Oral English for academic purposes is a relatively neglected area in EAP in comparison with writing, reading and listening for academic purposes. Even when academic seminar interactions are dealt with, they focus on matters of procedure pertaining to the presentation of academic seminars.

Therefore, spoken English must be specifically targeted and taught systematically (i.e., by combining learning strategies with communicative tasks) and intensively if the students in the College of Social Sciences are to develop oral competence for academic purposes.

1.6. Research Objectives

The researcher would like to argue that second year students in the College of Social Sciences have already developed underlying English language competence. The reasons for making this statement are: the students learned English at school for ten years and at the university for one year; they had six years of English-medium education at the level of schools; they were among the candidates who qualified for university entrance at degree level after having passed Ethiopian School Leaving Certificate Examination (ESLCE) in five school subjects of which at least four were in the English-medium; at the university, English is the medium of instruction, and the students were able to follow their studies to the second year. But there is enough evidence (see Section 1.3 and 1.4) that they have never had ample opportunity for activating the linguistic resources in their repertoire of communication in order to develop their oral competence for the academic functions (see Section 1.2) expected of them, thus leaving a gap in the students' communicative needs for their academic endeavour.

The overall objective of the present research is, therefore, to introduce and evaluate some systematic and intensive training in the productive skill of speaking designed to help second year students in the College of Social Sciences. The key help which they need is to activate the linguistic resources in their existing repertoire of communication in such a way that their speech-related anxiety (see Section 1.3) is reduced. This ought to lead to confidence building for them to improve the level of their oral performance in academic contexts.

The specific objectives are to:

- i. take account of the students' current level of oral competence;
- ii. explore various foreign/second language teaching approaches, methods and techniques that are said to be effective for developing the speaking skill;
- iii. prepare new teaching materials based on fluency activating methods;
- iv. use the methods and materials with an experimental group of students and make contrasts with a control group;
- v. evaluate the effects of the materials and the methods on the experimental group's oral performance and confidence in accomplishing simulated academic oral presentations.

The main argument underlining the objectives of the present study is that speaking must be taught systematically and intensively so that the store of linguistic knowledge the students have is activated in meaningful contexts to enable them use language for efficient academic communication.

1.7. Importance of the Study

As has already been mentioned, the College of Social Sciences requires of its students a relatively high level of oral competence for the study of their mainstream courses. But the students do not possess this skill. As a result, they encounter serious oral communication

problems when they have to use English in their subject studies.

This study is, therefore, important for the following reasons:

- i. Previous research on students' English language problems at Addis Ababa University has not specifically targeted, investigated or sought solutions to oral English problems encountered by Social Science students. The present research is the first such attempt within AAU.
- ii. Although the present research focuses on the students at university level, the activities selected for the development of oral language, the principles followed to design the new course materials and the teaching methods used (see Chapters Two, Three and Four) are applicable to all areas and levels of language teaching. Therefore, the teaching of English in Ethiopian schools, vocational schools, teacher training institutes, teacher training colleges, polytechnic institutes, and other professional colleges can benefit from this research. The principles and the methods can also be used for the teaching of Amharic as a second language in the new syllabus for Ethiopian schools (see Section 1.4.4.2 above).
- iii. The issue of reducing speech-related anxiety so that students can build the confidence to activate their already acquired language system (see Research Objectives) is not covered in the field known as English for Academic Purposes (EAP). Hence, this study could contribute to EAP in countries other than Ethiopia where similar problems exist.

1.8. Delimitations of the Study

The target population for this study is the batch of second year students of the College of Social Sciences in the 1993/94 academic year. They are from four departments: Geography, History (teachers stream), Political Science and International Relations (PSIR), Sociology and Social Administration (SOSA).

The College of Social Sciences has been chosen for the study because the experience of the researcher and discussions with colleagues in the College of Social Sciences and the Faculty of Science indicate that the need for spoken English is greater for social science courses than for natural science ones.

The student population is limited to the second year in the four departments. There are two reasons for this:

- i. 63.5% of the responses to a survey conducted during the 1992/93 academic year (see Chapter Three: 3.2.1, Table 3.1) show that academic paper presentations for main courses begin from the second year. Thus, the need for spoken English for Academic Purposes is acutely felt at this level.
- ii. If students' oral English competence is improved at this stage, it is expected to have a positive carryover to third and fourth year levels.

1.9. Organization of the Research

The study is organized in five chapters. This chapter has presented the status of the English language in Ethiopia, Ethiopian English language teaching-learning experiences and problems,

the objectives of the research, the importance of the study and delimitation of the study.

Chapter Two deals with language teaching approaches, their strengths and weaknesses in view of students' learning needs as well as their target needs. It also discusses fundamental issues that are indispensable for the development of oral competence, and language learning activities that are claimed effective for activating oral language. These have formed the basis for the design of the new teaching materials and the methodological framework for the new training.

The research methodology, the sources of the research data and their analyses are given in Chapter Three.

Chapter Four presents a detailed description of the new teaching materials and the methods of training the students.

Summary, results, conclusions and recommendations are dealt with in the final chapter.

CHAPTER TWO

A REVIEW OF TEACHING APPROACHES AND ISSUES RELEVANT TO THE DEVELOPMENT OF ORAL COMPETENCE

This chapter elaborates more on why speaking in an academic context is so difficult for second year students in the College of Social Sciences after eleven years of English lessons (ten years at school level and one year at the university). Issues that are central to the development of oral competence are also discussed.

2.1. The Language-centred Approach

The main purpose of the teaching of English in the Ethiopian system of education is academic. This entails communicative language ability. Second year students in the College of Social Sciences (the subjects of the present study) are, however, the result of what may be called the language-centred teaching approach. This teaching approach is characterized by its primary focus on the learners' ability to comprehend and/or produce only accurate linguistic forms.

To attain this end, language teaching involves what Smith (1981: 21), as cited in Brumfit (1984:55), calls "four fundamental processes: (1) presentation to the learner of the new material, (2) explanation to the learner of the meaning and form of the new material, (3) repetition of the new material until it is learnt, (4) transfer of the new material to other contexts by the learner." This is the method of English language teaching that the subjects of the present study have been exposed to for eleven years before entering the College of Social Sciences.

Underlying such a method, there appears to be two implicit assumptions. First, language comprehension and language production are assumed to be the same. This is not necessarily true. According to cognitive theory, there exist important differences between language comprehension and language production in terms of the underlying mental processes.

Language comprehension is generally viewed as consisting of active and complex processes in which learners construct meaning from aural or written information (Anderson, 1985; Byrnes, 1984; Call, 1985; Howard, 1985; Pearson, 1985; Richards, 1983).

Language production is seen as an active process of meaning construction and expression (Anderson, 1985). Moreover, Vollmer and Sang (1983) have pointed out that greater knowledge of syntax is required in production than in comprehension. This suggests that second/foreign language learners need to be trained not only in language comprehension but also in language production.

Second, it is assumed that communicative skills will arise out of linguistic skills alone. Were this the case, the problems addressed by this research would not exist. Linguistic skills alone do not necessarily lead to communicative skills. The reverse seems to be true as Yalden (1983:117-8) writes:

If we focus on communicative skills, we will inevitably develop most areas of linguistic competence. If we focus on linguistic skills only, or even primarily, we risk failing to deal with a large part of communicative competence.

Furthermore, many educators and researchers (e.g., Munby, 1978; Canale and Swain, 1980; Savignon, 1983; Canale, 1983; Widdowson, 1983; Candlin, 1986) have recognized that "communicative competence" involves linguistic knowledge and the capacity for using this knowledge. In other words, communicative language ability entails not only grammatical accuracy but also a knowledge of sociocultural rules of appropriateness, discourse norms, and strategies for ensuring that a communication is understood. Currently then, "communicative competence" is defined as consisting of four different, but interrelated competencies.

They are (1) grammatical competence, (2) discourse competence, (3) strategic competence, and (4) sociolinguistic competence. Grammatical competence and discourse competence

reflect the use of the linguistic system itself; while strategic competence and socio- linguistic competence define the more functional aspects of communication.

Grammatical competence is that aspect of communicative competence which includes "knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale and Swain, 1980: 29). It is the kind of competence that is associated with mastering the linguistic code of a language.

Discourse competence is similar and complementary to grammatical competence in many ways. It concerns the ability to connect sentences in stretches of discourse (spoken or written), and to form a meaningful whole out of a series of utterances (Brown, 1994). While grammatical competence focuses on sentence level grammar, discourse competence is concerned with "intersentential relationships -- cohesion and coherence" (Canale, 1983). Discourse competence plays a significant role in the ability to sustain coherent speech during oral interaction.

Strategic competence relates to "the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence" (Canale and Swain, 1980: 30). The definition above, has been paraphrased as "the strategies that one uses to compensate for imperfect knowledge of rules - or limiting factors in their application such as fatigue, distraction and inattention" (Savignon 1983: 40). In short, strategic competence is the competence underlying one's ability to make repairs, to cope with imperfect knowledge and to sustain communication through "paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well

as shifts in register and style" (Savignon, 1983: 40-41).

According to Swain (1984), the definitions of strategic competence are not limited only to the notion of "compensatory strategies". Thus, earlier notion of strategic competence (Canale and Swain, 1980) was amended to include "communication strategies that may be called into action either to enhance the effectiveness of communication or to compensate for breakdowns" (Swain, 1984: 189). Similarly, Yule and Turone (1990: 181) refer to strategic competence as "an ability to select an effective means of performing a communicative act that enables the listener/reader to identify the intended referent".

Sociolinguistic competence is the knowledge of the socio-cultural rules of language and of discourse. This type of competence "requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgements be made on the appropriateness of a particular utterance" (Savignon, 1983: 37).

In other words, language used for communication or oral proficiency involves an ongoing process of negotiation and evaluation (Canale 1983). In this view, oral proficiency is a function of the four major components of the communication process: 1. grammatical competence, consisting of knowledge of vocabulary, pronunciation and word and sentence formation; 2. sociolinguistic competence, involving rules of appropriateness governing use of forms and meanings in different contexts; 3. discourse competence, including knowledge required to combine forms and meanings to achieve unified spoken discourse; 4. strategic competence, consisting of knowledge of verbal and non-verbal communication strategies that may be called

upon to compensate for limitations in one or more other areas of communicative competence. The literature on target language proficiency and academic performance (e.g., Light et al. 1987) suggests that foreign language learners have to master important aspects of the above four major components of the communication process for successful study at a university level. Harley et al. 1990 also write that different aspects of language proficiency: grammatical, discourse, strategic and sociolinguistic competencies are related to the ability to manipulate language in academic contexts.

As can be understood from the discussion of communicative competence to this point, there is no argument against the need for developing L2 students' grammatical competence, since it is the foundation on which other components of communicative competence are built. The point on which this research is based is that the kind of oral competence that the instructors in the College of Social Sciences require of their students cannot arise from grammatical competence that is obtained in language-centred and teacher-dominated classroom. Their grammatical competence must be activated in communicative situations so that learners can also develop discourse competence--the ability to "string" sentences together and sustain coherent discourse with another speaker; and strategic competence--the capacity to manipulate, language in order to meet communicative goals.

Another problem worth mentioning in relation to the language-centred approach is that teaching is very much teacher-centred. This has negative impacts on the development of learner's oral competence. As Wilkins (1975:76), cited in Bygate (1987:6), points out, if all language produced in the classroom is controlled by the teacher, "we are protecting the learner from having to make his choice." He continues:

As with everything else he will only learn what falls within his experience. If all his language production is controlled from outside, he will hardly be competent to control his own language production (Ibid.).

The quotations above apply to the students joining the College of Social Sciences. Their English language background is such that the teacher is controlled by accuracy-focused language textbooks, and students' language production is always controlled by the teacher. An English language class, when students are called upon to answer questions, they are often instructed to give only affirmative or negative answers, or 'full' or 'short' answers. In pattern drills, learners are often required to give only one form of response, the only correct one. Here the emphasis is on error prevention at the expense of communication. This practice does not allow learners the freedom to try to express meanings with their linguistic resources -- a normal process of language learning. It rather encourages inhibition, a 'fragile language ego' and the security of silence.

Students with this kind of language learning experience need to develop discourse competence, strategic competence and sociolinguistic competence relating to oral academic seminar skills before they can handle oral academic discourse. In order to develop discourse competence and strategic competence they need the freedom to activate their linguistic competence in communicative language learning situations. This freedom is likely to be instrumental in enhancing students' confidence for self-expression. However, this is not the case at AAU. Students in the College of Social Sciences are made to move directly to academic oral discourse with passive grammatical competence. As a result, they are unable to handle academic oral activities required of them for their mainstream studies.

Guidance for the solution of the problem was sought in the field of English for academic purposes (EAP). Unfortunately, oral English for academic purposes is a relatively neglected area in comparison with EAP's concern for writing, reading and listening for academic purposes (see Chapter One, Sections 1.4.4.4 - 1.4.4.4.1). Even when academic seminars are dealt with, they focus on procedural matters pertaining to the presentation of academic seminars. Underlying them is the presupposition that students are ready and able to speak -- the very problem at AAU.

2.2. The Communicative Approach

As has been discussed earlier (see Chapter One, 1.4.4.2 and Chapter Two, 2.1), the language-centered approach has not been productive in developing learners' communicative ability for academic purposes within the Ethiopian system of education. Therefore, communicative language teaching (CLT) appears to be a better methodological framework for the teaching of English in Ethiopia since it has the following commendable characteristics (Brown, 1994: 245):

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. Language teaching activities are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative activities. At times, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

The feasibility of using CLT in Ethiopia depends on the availability of trained teachers who can design and implement communicative language learning tasks.

The subjects of the present study, have had eleven years of accuracy-based English language learning. And yet their oral performance for academic purposes is inadequate. What they need at the university level is, therefore, fluency-focused training. The methods necessary to carry out such a training are said to be characteristics of communicative methodologies. Accordingly, to conduct the present research the following fluency activating methods (e.g., Breen and Candlin, 1980; Brumfit, 1984; Celce-Murcia, 1991; Harmer, 1991; Littlewood, 1981; Long and Porter, 1985; Nunan, 1989) have been extracted from generally accepted communicative approaches and adopted.

First, language learning is student-centred: Full control over the learning process is given to learners' initiatives. They are actively involved in communicative activities in a supportive

peer-group environment. This allows the learners the freedom to experiment with the target language which could contribute to the development of oral competence.

Second, teaching materials are task-based: Such materials create both language using and language-learning situations within a classroom. Learners' attentions are primarily focused on task accomplishment. In order to accomplish tasks, they need to react and interact orally in pairs and/or in groups. Task-based teaching materials could also increase motivation for oral interaction through problem-solving activities. These would engage both the cognitive and the affective resources of the learners for genuine communication purpose. Many claims have been made regarding the advantages of group work in second language acquisition. Four of them (Long and Porter, 1985) are especially relevant to the present study.

(a) Group work increases language practice opportunities. This is especially important in language classes in which students need to develop their speaking skill. When students are engaged in small group communicative activities, the teacher no longer plays a talking role. She/he is a facilitator of the communicative process. As a result, student talking is increased. In other words, each student gets the opportunity as well as the time for classroom interaction.

(b) Group work improves the quality of student talk. Within group work, students' language production is not unduly controlled by the teacher, so students are not under the constant fear of making mistakes which is likely to lead to more mistakes. Learners are not restricted to producing only grammatically correct but isolated sentences. They can venture into coherent speech, thereby developing discourse and strategic competence. Group work allows L2 learners to engage in role-play or dramatization to practise a range of language functions

associated with the roles and positions. Thus, students are helped to adjust their use of the target language to different communication situations.

(c) Group work promotes a positive affective climate. Foreign/second language learners find speaking in a large, teacher-centred classroom stressful. Their anxiety is said to arise from "the 'audience effect' of the large class, the perception of the listening teacher as judge, and the need to produce a short, polished product ..." (Long and Porter, 1985: 211). Nevertheless, self-esteem appears to be less at risk within a small group of peers. Such a setting tends to provide group cohesiveness which creates a relatively supportive environment for group members to try out their foreign language oral skill. After extensive research in British primary and secondary school classrooms, Barnes (1973: 19) as cited in Long and Porter (1985: 211) wrote about the support provided for oral production by the small group setting:

An intimate group allows us to be relatively unexplicit and incoherent, to change direction in the middle of a sentence, to be uncertain and self-contradictory. What we say may not amount to much, but our confidence in our friends allows us to take the first grouping steps towards sorting out our thoughts and feelings by putting them into words.

From the quotation above, it is evident that group work provides a context for tolerance of ambiguity among group members. Language produced by learners is free from the requirement of accuracy at all costs. This encourages the kind of personalized, creative talk essential for the development of oral competence (Porter and Long, 1985: 212).

Moreover, the quotation from Barnes indicates that an intimate group provides

"psychologically comfortable" and "safe" classroom environment for oral production. That is, learners are not afraid of taking the risk of, for example, 'being relatively unexplicit and incoherent, changing direction in the middle of a sentence, being uncertain and self-contradictory' etc. Such learners appear to be good language learners since risk-taking is considered a characteristic of a good language learner (Rubin, 1975; Ely, 1986; Beebe, 1983).

According to Rubin (1975), a good language learner is characterized by (1) being a good guesser, (2) willingness to appear foolish in order to communicate and get the message across and (3) using already acquired language competence to make up new sentences. A small group setting appears to be a fertile ground for the growth of these risk-related characteristics which are necessary for the development of oral competence.

(d) Long and Porter (1985: 212) cite empirical evidence supporting the view that group work motivates learners:

It has been found, that small-group, independent study can lead to increased motivation to study Spanish among beginning students (Littlejohn, 1982); learners responding to a questionnaire reported that they felt less inhibited and free to speak and make mistakes in the small group than in the teacher-led class. Similarly, in a study of children's attitudes to the study of French in an urban British comprehensive school (Fitz-Gibbon and Reay (1982), three quarters of the pupils ranked their liking for French as a school subject significantly higher after completing a program in which 14-year old non-native speakers tutored 11-year -old non-natives in the language.

In French as a foreign language class, Phillips (1991) has observed that when working in a small group students not only spent more time speaking the target language, but also their speech-related anxiety was reduced.

Jolly and Early (1974: 2), quoted in Brumfit (1984: 77), present the following argument in favour of group work:

Psychologically, group work increases the intellectual and emotional participation or involvement of the individual pupil in the task of learning a foreign language. Some pupils are more intelligent than others, while some (not necessarily the same ones) are more gifted in learning languages, some pupils are outgoing, communicative, extrovert personalities, while others are shy, withdrawn introverts. In small groups, all these types of learners can meet and mix, compensating for one another's strong points and deficiencies as language learners.

Third, in communicative methodology, skills are integrated from the beginning. A given task might involve listening, speaking, reading and writing. The integration of the skills is essential for the development of oral competence, because oral ability cannot be developed in isolation in the classroom. Listening, reading and writing provide good sources which can stimulate student talk when done collaboratively in pairs or small groups.

Fourth, The teacher does not occupy the centre in the language classroom. In the communicative classroom, the teacher's role is not to give lectures, or to focus on error correction. It is to provide the necessary condition for oral interaction to take place among the learners. To encourage students' oral production, the teacher has three main roles. The first is to act as a facilitator of the communicative process; the second is to act as a participant, and the third is to act as an observer and learner (Breen and Candlin, 1980). The teacher also plays the role of a 'prompter' and an 'assessor' in the communicative classroom (Harmer, 1991). All these roles are important if L2 learners are to develop their oral competence in the classroom.

The teacher's role as a facilitator of the communicative process involves, providing language learning tasks that are appropriate for the learners in terms of meeting their learning needs as well as their target needs; organizing the students into pairs and groups to increase the amount of student talking time; explaining the mechanics of the interactive activities, ensuring that each student participates; and answering questions that arise in relation to the tasks (Eckard and Kearny, 1981; Harmer, 1991).

As a participant in the communicative process, at times there is a need for the teacher to act as equal partner with the students in the communicative activity, especially where activities like role-play are to be carried out. This role of the teacher is advantageous in assisting the role-play in case students encounter difficulty. Students also have the opportunity to practise English with the teacher for better input and output, provided that the teacher is able to suppress the tendency to dominate the scene.

The teacher's role as an observer includes observing and investigating "what works well in class and what does not, trying new techniques and activities and evaluating their appropriacy" (Harmer, 1991: 243).

The development of the ability to communicate in a foreign/second language needs, among other things, encouraging and patient teachers who allow time for students to be accustomed to their role as active participants in the communicative classroom. Due to lack of confidence, students may be reluctant to participate in communicative interaction activities, especially at the initial stage. The role of the teacher as a prompter in this situation is to encourage learners to engage in oral interaction activities. This encouragement involves making suggestions how

students may proceed with a task when there is silence or confusion about what to do next; helping them to ask follow-up questions and getting ready with suggestions about what these questions may be in case the students cannot think of any themselves; and prompting the learners with information they have forgotten in simulations without being aggressive (Harmer, 1991).

In the communicative classroom, the role of the teacher as an assessor is concerned with 'organizing feedback.' To accommodate the issue of accuracy and fluency in the process of language teaching, both 'content feedback' and 'form feedback' are necessary. The former "concerns an assessment of how well the students performed the activity as an activity rather than as a language exercise" (Harmer, 1991). According to Harmer (1991), content feedback should be the main focus of every first feedback session so that the students believe in the importance of tasks in the process of oral production. "If the teacher merely concentrates on the correctness of the students' language, then they will conclude that the task itself was unimportant" (p. 238).

Form feedback "does tell the students how well they have performed linguistically, how accurate they have been" (Ibid) when they have been involved in communicative tasks. The teacher's role in this situation is recording the errors that students have made by using (a) pen and paper, (b) tape recorder, or (c) video, to bring them to the students' attention after content feedback session (ibid.).

Fifth, errors are no longer regarded as signs of learning failure, but they have been accepted as a natural phenomenon integral to the process of learning a second or a foreign language.

George (1972: 89) states that "at the beginning of the sixties the word 'error' was associated with correction, and at the end with learning". Associating 'error' with 'learning' means that learners' errors need not be seen as signs of failure. On the contrary, "second language learners could be viewed as actively constructing rules from the [language] data they encounter and gradually adapting these rules in the direction of the target-language system" (Littlewood, 1984: 22). Thus, instead of using the word 'error' with the emphasis on correction, four terms have been coined to describe the language of second language learners in its own right. These terms refer to the same phenomenon, but emphasize different aspects. They are (a) transitional competence (Corder, 1967), (b) idiosyncratic dialect (Corder, 1971), (c) approximative system (Nemser, 1971) and interlanguage (Selinker, 1972).

Transitional competence describes the system of rules that a learner has developed at a particular stage (his/her 'competence') and emphasizes its temporary nature as the learner progresses.

Idiosyncratic dialect emphasizes that at any given time, the learner operates a self-contained variety (dialect). Nevertheless, compared with the dialect of normal speech communities, many more aspects of this language will be unique ('idiosyncratic') to the individual learner speaker.

Approximative system draws attention to structural aspects of the learner's language which 'approximates' more or less closely to the full second language system.

Interlanguage which is often abbreviated to IL (Selinker, 1972) is the term which has been

used most frequently of all. This term draws attention to the fact that the learner's language system is neither that of the mother tongue, nor that of the second language, but contains elements from both. In other words, interlanguage is a kind of 'hybrid language' which the learner produces as a result of mixing his/her knowledge of L1 with that of L2 at any given time in the process of learning the L2.

In addition to the terms above, more neutral terms like 'learner English', 'learner French' etc. or 'language learner language' have been used to refer to the same phenomenon.

All the views mentioned above have contributed to a shift in pedagogical focus from preventing second/foreign language learners from making errors to helping them learn from their errors. That is, second/foreign language teaching has become more humanistic and less mechanistic. This attitudinal change has encouraged second/foreign language teachers to respond to their students' needs by implementing innovative language teaching methods, and language teaching materials that foster creative self-expression and by not insisting on error-free communication, which is unrealistic. Currently, therefore, the focus of foreign language teaching-learning objectives, teaching materials, and pedagogic strategies is the creation of an atmosphere in which the students want to communicate intelligibly with a reasonable degree of confidence rather than the ability to produce error-free speech. This view needs to be adopted by English language teachers in Ethiopia where English is taught for academic purposes, and the motivation for learning the language is basically instrumental.

The discussion so far is not to suggest that teachers must do away with correcting their students' errors in the process of language teaching. But it is to emphasise that the method of

correction must be given careful consideration in view of learners' affective reactions to negative evaluation, particularly when students are engaged in communicative tasks intended for the development of oral competence.

2.3. From Language-centred Approach to the Communicative Approach

Students at the College of Social Sciences need the opportunity to activate their existing linguistic resources within a less threatening communication-centred language classroom before they are able to move to the more rigorous oral language using situation--their oral academic presentations and seminars. In order to activate their existing linguistic resources effectively, they must be encouraged to move systematically from the relatively passive role of listener and note-taker to the active role of speaker-listener-respondent. However, as Eckard and Kearny (1981) have pointed out, students who are accustomed to the traditional passive role find it difficult and at times frustrating to adjust to such an active role. Thus, the transition from the passive role of listener and note-taker and answering with predetermined responses as in a pattern drill (language-centred approach), to the active role of speaker-listener-respondent (the communicative approach) creates what Phillips (1991) calls "classroom dilemma." She writes:

The dilemma associated with the emphasis on oral ability arises because two important goals--making language learning an enjoyable experience and developing the students' communicative competence -- are often at odds with each other. More practice in speaking, intended to facilitate oral competence, can also engender anxiety, which in turn reduces any enjoyment associated with the language learning experience (p.1).

Helping students reduce their communication anxiety is an integral part of the present study.

Therefore, the next section will examine foreign language anxiety in relation to the development of oral competence.

2.4. The Problem of Anxiety

For many teachers, foreign language anxiety is an everyday reality confronted in the classroom. Certain symptoms are usually manifested by some students who "often sit in the back of the room, attempt to hide in their seats, never volunteer to speak, and when called upon respond in barely audible whisper, if at all" (Philips, 1991: 1). Horwitz et al. (1986) also report similar symptoms observed in their foreign language classrooms.

There is also implicit reference to the problem of foreign/second language anxiety in the teaching methods of the 1970s (e.g., "Counseling Learning" -- Curran, 1976; "The Silent Way" -- Gattengo, 1972; "Total Physical Response" -- Asher, 1977; "Suggestopedia" -- Lozanov, 1979; "The Natural Approach" -- Krashen and Terrell, 1983) in that helping language learners to relax is a common theme. In addition, Krashen (1982) has posited an "affective filter" which must be lowered if successful unconscious second language development is to take place.

The research on anxiety (e.g., MacIntyre and Gardner, 1991c, as cited by Brown 1994) distinguishes between 'trait anxiety' and 'state anxiety.' The former is a more permanent predisposition to be anxious about many things. This kind of anxiety is common among some people. The latter is experienced in relation to some particular activity or event. Trait anxiety has not proved to be useful in predicting second language achievement because of its global

and somewhat ambiguously defined nature (Brown, 1994).

Nevertheless, recent research which focuses more specifically on state anxiety (e.g., Horwitz et al., 1986; MacIntyre and Gardner, 1988, 1989, 1991a, 1991b, 1991c; Young, 1991; Phillips, 1992, as cited by Brown 1994: 142) has identified three components of foreign language anxiety: (1) communication apprehension, (2) fear of negative social evaluation, and (3) test anxiety. The first two are directly relevant to the present study. All the above studies conclude that foreign language anxiety can be distinguished from other types of anxiety and that it can have a negative effect on the language learning process (MacIntyre and Gardner, 1991C: 112, cited by Brown, 1994: 142). The negative effects of foreign language anxiety on the development of oral competence is said to be more pronounced, since "the oral skill is the one in which the language ego appears most vulnerable" (Phillips, 1991: 3).

Communication apprehension arises from learners' inability to express their ideas adequately (e.g., Horwitz et al, 1986; MacIntyre and Gardner, 1988, 1989, 1991a, 1991b, 1991c; Young, 1991, Phillips, 1992 in Brown, 1994). Adult language learners are used to expressing mature thoughts and ideas in their own language. When they find that they cannot do the same in their target language, they are frustrated because they feel that their self-esteem is at the risk of negative social evaluation. Thus, they develop low self-esteem and lack of confidence to communicate orally. Price (1991) reports that her French language students noted the "frustration" of not being able to express themselves in what they considered an appropriate manner, admitting that they sometimes felt "stupid" and "like a babbling baby". Moreover, Price (1991) interviewed "ten highly anxious ex-foreign language students" who indicated that all of them felt that speaking the language in the class was "the greatest cause of anxiety".

They feared "being laughed at", "making a fool of themselves", and "being ridiculed" (p. 105).

Still further evidence of speech-related foreign language anxiety comes from the study by Horwitz et al. (1986) who invited 225 university students studying foreign language to attend special sessions aimed at reducing foreign language anxiety through group support. Of these 78 students (35%) were anxious enough about their foreign language class, and expressed their willingness to join such a group. Horwitz et al. (1986) also found that the students were highly concerned about their oral competence as evidenced by their responses to the questionnaire used to survey students' views on foreign language classroom anxiety. A good percentage of the respondents agreed with statements such as "I start to panic when I have to speak without preparation in a language class", and "I feel very self-conscious about speaking the foreign language in front of other students" (pp. 128-31).

Fear of negative social evaluation emanates from general irrational beliefs and a distorted view of language learning that learners bring with them to foreign language classrooms. (e.g, Foss and Reitzel 1988; Horwitz et al. 1986; Horwitz, 1988; Phillips, 1991). Beliefs like "I'll make mistakes and people will laugh at me" and "My accent is awful", for example, may come from unwarranted suppositions such as (1) "One is not worthy unless one is thoroughly competent and adequate in all aspects of life". (2) "One must be approved by every person one encounters". (3) "There is one correct way to handle a particular situation" (Foss and Reitzel, 1988: 446). Suppositions like these are not necessarily related to language learning. But they are expressions of low self-esteem and lack of creativity. Hence, they may influence negatively any human activity including language learning.

Many students' fears are also based on a distorted view of the nature and process of language learning. Horwitz (1988), for example, found the belief among some students that they should not say anything in the target language which they could not say perfectly; that language learning means simply memorizing vocabulary lists and verb paradigms, or that they should be fairly fluent after a few months study. It is no wonder that foreign language learners with such views about language learning become even more anxious when the

techniques they use and the assumptions under which they operate fail to produce the expected results.

The discussion of the problems of foreign language speech-related anxiety so far, however, is not to suggest that anxiety should be avoided at all costs in the process of developing oral competence. In fact, some kind of anxiety is said to be necessary for the accomplishment of any task. Accordingly, Scovel (1991) makes the distinction between 'facilitating' and 'debilitating' anxiety. The former is said to be desirable and a positive factor for task achievement. It is showing some concern about the task to be accomplished. "Otherwise, a learner might be inclined to be 'wishy-washy', lacking the facilitative tension that keeps one poised, alert, and just slightly unbalanced to the point one cannot relax entirely" (Brown, 1994: 142). The latter is considered undesirable because it is an impediment to the accomplishment of any task. In other words, facilitative anxiety arises from a sense of competitiveness, whereas debilitating anxiety emanates from total inability to compete.

In Scovel's (1991: 22) words:

Facilitating anxiety motivates the learner to "fight" the new

learning tasks; it gears the learner emotionally for approach behaviour. Debilitating anxiety, in contrast, motivates the learner to flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behavior.

Oxford (1990), as cited by Crookall and Oxford (1991), states the adverse effects of debilitating anxiety on the development of foreign language oral competence:

It lowers students' situational (classroom-related) self-esteem, reduces their confidence in themselves as language learners, strengthens inhibition, lessens willingness to take risks (an essential for learning to communicate in a new language) and decreases the probability of achieving high degree of language proficiency (p. 141).

All available evidence (see Chapter One) shows that most students in the College of Social Sciences, the subjects of the present study, lack the confidence to use oral English in academic contexts. In fact, they have developed avoidance behaviour as can be seen from the anonymous quotes (see Chapter One). Their academic talk-related anxiety appears to be the debilitating type (see Chapter One, pp. 9-12). Thus, it is reasonable to believe that students in the College of Social Sciences need to reduce the level of their anxiety. This should be done before they can enter into the highly competitive academic oral discourse where they are expected to function with a mild degree of anxiety.

2.4.1. Reducing Speech-related Anxiety

Reducing speech-related anxiety involves equipping students with proper learning strategies so that they can manage the adverse effects of debilitating anxiety on their oral production. The literature on foreign language anxiety covers various ways of anxiety management. The

discussion in this section, however, will mainly focus on common strategies that any foreign language teacher can use to train his/her students in order to make the process of attaining oral competence less stressful. Common strategies for reducing foreign language classroom anxiety in the communicative classroom are (1) metacognitive strategies, and (2) pedagogic strategies.

2.4.1.1. Metacognitive Strategies

In the communicative classroom, the role of the learners as active participants in the communicative process is partly facilitated if learners are guided to develop the awareness of metacognitive strategies, and how they are used effectively. This can be done by combining training in the use of strategies with regular language learning activities.

According to Oxford et al. (1989), metacognitive strategies are those strategies which the learner uses to consciously plan, self-evaluate, and self-monitor his or her progress in the process of language learning. They suggest that good language learners "manage" language learning through the use of these strategies, and such learners are said to be less vulnerable to foreign language anxiety. These writers, therefore, recommend explicit training in the use of metacognitive strategies as part and parcel of the foreign language teaching-learning process:

Strategy training must be presented so that learners explicitly understand why particular strategies are important, how these strategies can be used, how to evaluate their usefulness, and how to transfer them to new situations and tasks. As part of the training, honest discussions of feelings are needed to address the frequently poor attitudes that language learners exhibit about language learning in general, as well as the resistance they often show towards taking responsibility for their own learning (p. 36, author's emphasis).

As Carrell (1989) makes it clear, there are two important aspects of metacognition: "knowledge of cognition" and "regulation of cognition". In other words, the learners must first be aware of their "cognitive resources" and of their limitations as well as the limitations of the learning task. Then they can utilize their confidence (e.g., ability to reason, plan, evaluate in order to control anxiety-provoking situations.

Foss and Reitzel (1988) discuss metacognitive strategies that especially emphasize the development of rational criteria for self-evaluation. They believe that discussing learners' fears about foreign language learning indicates to them that they are not alone in their anxiety: that the teacher understands their apprehension. According to these authors, one important role of a foreign language teacher is, to begin a semester by confronting the issue of anxiety directly. This in itself is said to encourage learners to relax in their efforts to speak the target language. Moreover, the discussion is expected to help the learners understand that many of their fears are groundless. Accordingly, Foss and Reitzel (1988) recommend the implementation of (a) "rational emotive therapy", and (b) the use of an "anxiety graph" as the basis for discussing anxiety explicitly to help foreign language learners arrive at rational criteria for self-evaluation.

"Rational emotive therapy is based on the assumption that irrational beliefs are the source of much anxiety when anticipating a communication situation such as conversing in a second language" (p. 45). "The implementation of this therapy involves presenting [to the students] the idea that we all operate to some extent, from individual irrational belief systems" (Ibid).

Language teachers should elicit students' anxiety related input, and list on the board common

fears about language learning. Students are then asked to discuss a series of questions in a small group to help them in a realistic assessment of their beliefs. A sample of questions and answers (Foss and Reitzel, 1988: 446) is reproduced below. This sample has been adapted and used in the teaching materials prepared for the present study (see Appendix D, Lesson Two).

1. Q. What irrational belief do I want to dispute?
 A. That I must speak the language perfectly in order to be liked by those with whom I converse.
2. Q. What evidence exists of the falseness of this belief?
 A. a. No proof exists that people will not like me if I cannot speak their language perfectly. Who knows? They may appreciate my efforts to try to speak the language and will end up liking me just as much as if I spoke fluently.
 A. b. If someone I like rejects me for not speaking the language perfectly that will be unfortunate, but I will not die.
 A. c. No law of the universe says I must be liked by everyone.
 A. d. If I am not liked by one person, I can still be liked by others.

 A. e. In the past, I have done things imperfectly and people have still liked me.
 A. f. I might speak the language perfectly, and people could still not like me.
3. Q. Does evidence exist of the truth of this belief?
 A. No, not really. I can't think of a situation in which I know for a fact that a person didn't like me because I couldn't speak the language perfectly. Even if

my greatest fears are realized, and no one in my host country likes me because I cannot speak their language well, I can still cope. I know there are people in the world who like me, who appreciate my efforts to learn a second language, and with whom I can have meaningful relationship.

The use of anxiety graph in the foreign language classroom is another way of helping students to confront anxiety in a communication situation. (see Appendix D, Lesson Eight). The anxiety graph (devised by Brownell and Katula, 1984 for managing anxiety in public speaking situations) operates on the principle that anxiety is not a constant phenomenon throughout a communication interaction. The attraction for the use of the anxiety graph in the foreign language classroom emanates from this view. If language learners are not aware of this view, they will always "contemplate a communication event in its totality, evaluate it negatively, and end up with inaccurate perception of the amount of anxiety actually experienced" (Foss and Reitzel, 1988: 447).

The technique of the anxiety graph has been adapted by Foss and Reitzel (1988) for use in the second/foreign language classroom "to point out to students that not every phase of an oral interaction is equally anxiety producing for every student" and to help students gain an accurate understanding of the nature of their anxiety, to pinpoint when anxiety is highest in a given interaction, and to approach the situation more realistically" (p. 447).

There are three ways in which the anxiety graph can be used to manage foreign language classroom anxiety:

- a. Each student can chart his/her anxiety about a conversational encounter immediately after it occurs. Then, students can share their graphs in order to see how similar their levels of anxiety are.
- b. An individual learner can chart his/her anxiety about a conversational encounter immediately after it occurs. This can be repeated throughout the course to graph individual's anxiety overtime.
- c. A teacher may use the graph in individual conference, discussing with each student how best to cope with the anxiety experienced most frequently.

The purpose is to help students internalize (a) that all foreign language learners encounter some degree of anxiety, and (b) "that speaking a foreign language is not a uniform process that is consistently difficult and anxiety producing" (Ibid). The internalization of these two ideas may enable foreign language learners to perceive interaction in a foreign language realistically. Realistic perception of the situation in itself is said to reduce anxiety. In the present study, the anxiety graph has been adapted and used to help the experimental group cope with anxiety during the training sessions (see Chapter Four, Lesson Eight).

2.4.1.2. Pedagogic Strategies

Several pedagogic strategies can be initiated by foreign language teachers to reduce foreign language classroom anxiety and provide learners with "psychologically comfortable" and "safe" classroom environment and experience. For the purpose of the present research, three

of these strategies will be discussed below. They are (1) changed approach to error treatment (2) the provision of less threatening teaching materials, and (3) personal contact among students.

In the language-centred approach to the teaching of a foreign language (see 2.2.), the provision of feedback in the classroom has always been very formal focusing solely on formal linguistic elements. This is because the accuracy of the language produced has been the major criteria contributing to the judgment of a learner's success or lack of success. Hence error correction has been less controversial.

In the communicative approach to language teaching, however, the provision of feedback in the classroom can be viewed as a 'procedural device' (Ellis, 1988). The teacher can provide feedback by requesting for clarification, requesting for confirmation, pointing out substantive inaccuracies and suggesting alternatives within a framework of discourse negotiation through such processes as repetition, prodding, and modelling (Gaies, 1977). Here the teacher draws students' attention to a breakdown in communication but not to formal errors. The provision of feedback in the classroom emphasizes learners' ability to communicate effectively in their foreign language despite some formal inaccuracies. Effective communication is a result of developed communicative competence which involves not only grammatical competence, but also discourse norms and strategies for ensuring that a communication is understood. Thus, error correction has been a very controversial issue, since the inception of the communicative approach.

Hendrickson (1978: 389) raises five fundamental questions which address the controversy

pertaining to error correction:

1. Should learner errors be corrected?
2. If so, when should learner errors be corrected?
3. Which learner errors should be corrected?
4. How should learner errors be corrected?
5. Who should correct learner errors?

To answer these questions, Hendrickson (1978) reviewed the literature on error correction beginning from the second half of the 1960s upto 1977. His overall conclusion is that "the literature on the correction of second language errors is quite speculative and relatively scant" (p. 396). However, he has drawn the following general and specific implications from them and these implications directly respond to the five questions above.

1. It appears that correcting oral and written errors produced by second language learners improves their proficiency in a foreign language more so than if their errors would remain uncorrected.
2. There appears to be no general consensus among language methodologists or teachers on when to correct student errors. Many language educators recognize, however, that correcting every error is counter-productive to learning a foreign language.
3. The question of when to correct student errors is closely related to which errors to correct. Many educators propose that some errors have higher priorities for correction than other errors, such as errors that seriously impair communication, errors that have stigmatizing effects upon the listener or reader,

and errors that students produce frequently.

4. The literature reveals a wide variety of techniques that teachers use to correct their students' oral and written errors. Although there is no experimental evidence to substantiate whether any of these methods reduces student errors significantly, some empirical research indicates that direct types of corrective procedures have proven to be ineffective.
5. Although teacher correction of learner errors is helpful to many students, it may not necessarily be an effective instructional strategy for every student or in all language classrooms. Peer correction or self-correction with teacher guidance may be a more worthwhile investment of time and effort for some teachers and learners (Ibid).

Relatively more current sources also provide suggestions which respond to the questions concerning whether, when, which, how and by whom the student errors should be corrected in the process of teaching and learning a second or foreign language.

Second/foreign language learners need to obtain correction and feedback even in the most learner-centred approach to language teaching in order to differentiate between acceptable and unacceptable target language use (Crookes and Chaudron, 1991). Nevertheless, the type of correction and feedback depends on the level of the learners, and the kind of language learning activities to which the students are exposed.

Learners at elementary level are usually engaged in 'pre-communicative' activities which aim at helping them internalize new linguistic forms. Such activities may emphasise the links between forms and meanings. Nonetheless, the main criterion for success is whether the learner produces acceptable language. At this stage, learners' errors are most likely due to a faulty knowledge of the rule or form of the pattern. That is, they produce 'competence errors.' Thus, formal correction by the teacher becomes necessary, since they must learn correct forms (Littlewood, 1981; Byrne 1986).

Advanced students need to be engaged in 'communicative' activities which aim at helping the learners activate and integrate their pre-communicative knowledge and skills in order to use them for the communication of meanings. The criterion for success is whether the meaning is conveyed effectively. At this level, most of the students' mistakes are more likely to be 'performance errors' -- that is, they know the rule but they misspeak (Ibid). In this case, the emphasis shifts from the provision of formal correction by the teacher to getting learners to self-correct or having other learners assist in corrections -- peer correction (Littlewood, 1981; Crookes and Chandron, 1991). Here, the teacher should serve primarily as a resource person, helping the students when they get stuck and turn to him or her for help. Mistakes should be treated with 'gentle correction' (Harmer, 1991) as quickly and unobtrusively as possible by supplying the correct feedback (Ibid).

When students are engaged in communicative tasks, the teacher should avoid overt correction. Being interrupted and corrected inhibits the learners, makes them hesitant, insecure, and discourages them from taking part in oral interaction activities designed to help them develop

their oral competence (Klippel, 1984; Pattison, 1987). Studies on how native speakers react in communication with foreign speakers or on how adults speak with young children are relevant: they give communication effectiveness priority over formal accuracy. That is, they usually ignore formal errors which do not affect comprehensibility, or echo the message using preferred forms. This provides correct input without putting stress on the speaker. They concentrate on querying errors of content or anything else that makes the message hard to follow (Littlewood, 1984; Pattison, 1987). Foreign language teachers can respond in similar ways to make the process of oral interaction less threatening for their students. This approach also has the potential advantage of indirectly forcing students to use various communication strategies essential for effective communication in a supportive classroom environment (Ibid).

To minimize students' speech-related anxiety that arises as a result of overt correction, different writers (e.g., Klippel, 1984; Pattison, 1987; Phillips, 1991) express the view that language teachers need to depersonalize error treatment in communicative situations. This approach to error treatment is usually referred to as 'depersonalized correction'. It involves: (a) modelling -- the use of reformulation and expansion, and (b) keeping regular personal notes by the teacher to note errors frequently committed by the students during communicative activities, and presenting a brief review of the difficulties at the end of the session or at some other time without attributing the errors to anybody in the class.

In the Ethiopian school context, error correction and feedback are characterized as follows: Teachers put "stringent demands on grammatical accuracy and pronunciation" (Wondwosen, 1992: 88). The provision of feedback resembles what Hicks (1983: 245), as cited by Wondwosen (1992: 89), has found about Tanzanian teachers:

They [the teachers] are simply putting pressure on the class to give an answer by using silence, repetition of the question, urging or renominating, or as a final sign of the failure of elicitation process telling them what to say.

It can be observed from the quotations above that the teachers are mainly concerned with helping their students develop linguistic skills at the expense of communication skills. Their mode of providing feedback is inadequate and rigid. Such an approach does not encourage the development of communicative ability. These shortcomings may be due to insufficient exposure to the principles and practice of language teaching as well as to inadequate communicative ability on the part of the teachers.

One study on the attitudes of AAU English language instructors (i.e., Indians, Ethiopians and native speakers of English) towards error gravities in English showed that the three groups "clearly lean more towards the laying of emphasis on accuracy" (Teshome, 1985: 53). Nevertheless, a mixed tendency was observed: The Indians were found to be the most intolerant of inaccurate linguistic forms, while the Ethiopians were more intolerant than the native speakers of English (Ibid).

Teaching materials for oral activities that are familiar to the learners are said to have the potential for reducing anxiety because the students have something readily available to contribute which will stimulate discussions among themselves (Klippel, 1984; Pattison, 1987; Phillips, 1991). In other words, such materials are said to be less threatening to the learners, since the burden of 'what to say' is facilitated by their very nature.

As Kilppel (1984) points out, speaking a foreign language becomes almost impossible if the atmosphere in the group lacks cohesiveness and if the members of the group are concerned about being ridiculed. Consequently, in a foreign language classroom, "when using communicative activities, it is important to strive for a classroom in which students feel comfortable and confident, feel free to take risks, and have sufficient opportunities to speak" (Riggenbach and Lazarton, 1991: 126).

Several writers on personal contacts among students (e.g., Rivers, 1981; Klippel, 1984; Crookes and Chaudron, 1991) explicitly or implicitly indicate that such a classroom appears to be relatively smaller in size in which matters are arranged in such a way that students' relationship is cohesive.

In the Ethiopian schools, class size is estimated at an average of 70 students per class (Dejenie, 1990: 15). This has always been one of the dilemmas of the English classroom. Unfortunately, the figure above is more likely to increase with the current 3% annual birth rate.

According to Little and Sanders (1989), providing students with the opportunity to get to know one another early in the semester helps them develop the sense of community. This sense of community in a foreign language classroom is hoped to minimize foreign language classroom anxiety. As a result, fertile ground is created for oral interaction where students are less embarrassed by their mistakes, and are even more inclined to cooperate with each other in the learning process.

Phillips (1991) suggests two ways of creating a sense of "camaraderie" within a classroom which encourage better acquaintance among peers, and the consequent oral interaction: (a) interview with classmates and group discussion, and (b) activities such as polling fellow students concerning their opinions on a given topic.

Young (1984), as cited by Phillips (1991), found that foreign language learners are more likely to volunteer to speak when asked to express a personal opinion.

2.5. Topics and Activities for Activating Oral Competence

It is not possible to provide a comprehensive list of topics that can be employed everywhere. Nevertheless, many writers (e.g., Stern, 1993; Kippel, 1984; Pattison, 1987; Krashen and Terrell, 1983) suggest that 'topics arising from and relevant to the learner's personal life' are likely to motivate oral interaction in the communicative classroom.

The most common sub-topics related to learners' personal lives on which they provide information about themselves, and inquire information about others are the following (Stern, 1993: 191-192):

Self, personal background, and daily life: name and address, home town/village, country or place of origin, personal status, occupation.

Daily life: normal routines, the main events of the year (festivals, special days), one's personal calendar.

Schooling: factual information about school and attitudes to it. The students own status, interests, and aspirations. Comparison with the interlocutor's experience.

Family: in the case of young students, talk is likely to be about parents, grandparents brothers and sisters. In the case of older students, it would also include talk about one's marital status or children.

Personal interests and activities: artistic, musical, literacy, dramatic; sports and games, hobbies and leisure interest...

Professional activities: job, place of work, professional training, vocational skills, major interests, and aspirations.

Personal beliefs: opinions, values, convictions, and philosophy, including political and religious interests and activities.

College English Volume 1, Unit 1 (the first part of the course materials for the present Freshman English) has a section on speaking relating to learners' personal lives. This is an encouraging trend towards making teaching materials more accessible to students so that the process of oral communication is less stressful for them. If the process of oral communication is less stressful, students are more likely to volunteer to use the language for communication.

Some social issues are very closely related to learners' personal lives. In the Ethiopian context, for example, education-related problems, job opportunity for university graduates, helping the people to meet their basic needs can create heated discussion and debate in the language classroom.

Topics related to students' subject area of study are also likely to generate classroom interaction among students because of their content familiarity and educational value.

The literature on learners' foreign language oral skill development abounds with various activities or techniques. Eight such activities have been selected and used to develop the teaching materials for the present study (see Appendix D). They are:

- i. question-and-answer,
- ii. class discussion,
- iii. role-play,
- iv. interview,
- v. problem-solving/decision making,
- vi. debate,
- vii. reading aloud,
- viii. oral report

These activities have been chosen to help fluency training. When students are engaged in such activities, they will be 'pushed' indirectly to integrate their separate linguistic sub-skills for communicating meanings. Besides, some of the activities themselves are directly relevant to the kind of academic tasks for which the students need oral competence.

i. Question-and-answer

These tasks provide English language learners with the opportunity to exchange genuine personal information. Students at Addis Ababa University, for example, can be engaged in asking and answering questions about themselves (e.g., Do you live on campus?).

They can also ask one another for genuine general information, and answer these questions (e.g., Which buses go to Marcato from the University?).

Such tasks give the students the opportunity to practise the target language for the use of real language, listening and speaking, for genuine communicative purpose in the context of normal classroom interaction. Moreover, the students are provided with the opportunity to practise English in a meaningful context with which they can easily identify themselves. This identification itself is a motivating factor for improved confidence and the resultant better oral fluency in the process of foreign language learning (Klippel, 1984).

Furthermore, Crookes and Chaudron (1991) suggest that question-and-answer tasks such as finding out personal information about fellow students at the beginning of oral interaction class have 'ice-breaking' value. A task in ice-breaking is a vital prerequisite to set the stage for a course on oral skill development, especially for students used to a passive classroom role. In addition, when students are engaged in an activity of this nature, they are provided with the chance of creating personal contact among themselves, and the consequent group cohesiveness necessary for oral language development (Little and Sanders, 1989).

ii. Class discussion

Class discussions can encourage foreign/second language learners to talk about familiar topics suggested by the teacher (Riggenbach and Lazaraton, 1991), or to introduce topics of their personal choice depending on their level of language proficiency (Hatch, 1978). In both cases, such tasks create a chain of speaker-listener-respondent in the classroom thereby providing the students with the opportunity for improving their communication skills.

The success of class discussions, and the consequent attainment of oral competence by students, however, depends on careful planning and proper guidance by the teacher. Folland and Robertson (1978) suggest five steps for the teacher who wants to stimulate a successful class discussion:

1. Arrange the chairs to facilitate conversation (preferably in a circle or a semicircle).

2. Introduce a topic and an outline. Teachers of beginning or intermediate students may find that introducing the topic and a few leading questions before the class period so that students have a chance to think about the topic will result in more fruitful discussions.
3. Nominate the first student to introduce the problem or issue.
4. Guide the group in keeping the discussion going.
5. Ensure that all students participate (pp. 283-6).

As can be observed from these five steps, the teacher plans and initiates the class discussion. Nevertheless, the actual talking must be done by the students themselves without direct interference by the teacher. In the final analysis, students' cooperation and full participation are essential for the success of classroom discussion. In other words, both the teacher and the students must play their proper roles to make these tasks fruitful for the development of students' oral skill.

iii. Role-play

Attempts to find various techniques of creating the opportunity for oral interaction in the classroom have led foreign language teachers to the field of simulation, especially role-playing (Littlewood, 1981).

"Role-play is a type of skit in which learners assume the identity of individual characters in a given situation and engage in a conversation that reflects the personalities, needs, and desires of the characters they are asked to portray" (Eckard and Kearny, 1981: 20).

Paulston and Bruder (1976), and Eckard and Kearny (1981) suggest that the format of a role-play consists of two basic parts:

- a) the situation, and b) the roles

The situation explains and describes the task to be accomplished, that is, it sets the scene and the plot. The role section lists the characters, and assigns roles to each character.

By their very nature, role-plays are likely to involve some acting. In the foreign language classroom, however, this is not the objective. As Eckard and Kearny (1981) point out, the emphasis should be on the oral interaction rather than on the actions. According to Paulston and Bruder (1976), the tendency for "clever acting" can be minimized by not giving too elaborate role descriptions.

Paulston and Bruder (1976) further suggest the occasional inclusion of "useful expressions" in the role-play format for learners with low-level proficiency, as well as an additional section on "background knowledge" for advanced students if it is felt that they do not have enough information on the subject matter to do the role-play.

iv. Interviews

Olsen and Gosak (1978), as cited in Eckard and Kearny (1981), suggest two ways of conducting interviews.

- a. One student is questioned in front of the whole class by classmates about genuine personal information relating to oneself, family, friends and opinions on a particular issue. Interviews relating to very personal information, however, could be inappropriate or embarrassing. To avoid this, "the teacher should say that anyone may refuse to answer a personal question without having to give any reason or explanation" (Klippel, 1984: 8). "The class has to accept this refusal without discussion or comment" (Ibid).

Another way of helping students refrain from asking inappropriate or embarrassing questions is to establish two procedural rules which must be observed by all the students: Firstly, "don't ask any questions that you would not want to answer yourself" (Eckard and Kearny, 1981: 35). Secondly, "the interviewee may give any answer he or she wishes, true or false, but must make some answers appropriate to the question" (Ibid).

- b. Students are divided into pairs, and each pair is simultaneously involved in an

interview by switching roles about a particular topic.

Dobson (1987) also mentions two additional ways of conducting interviews: a) having two students question each other on any topic of their interest in front of the whole class. At the end of their presentation, the two students may be questioned by their classmates on the content of their conversation; b) dividing the students into groups of three, interviewer, interviewee, and a "scribe" to write down the conversation which may be reported to the class at the end of the group activity session.

Interviews are useful for the development of learners' foreign language oral skill for the following reasons (Eckard and Kearny, 1981; Klippel, 1984; Dobson, 1987; Pattison, 1987).

- a. They force students to listen to each other carefully.
 - b. They are versatile in their subject matter.
 - c. Students can be engaged in them as soon as they have acquired a basic set of question structures and vocabulary (e.g., Can you swim? Have you got a pen?).
 - d. If everyone interviews his/her neighbour, student talking time and the practice in the use of the target language are increased.
 - e. In the warming-up phase of an oral interaction, interviews could concentrate on genuine personal information which helps learners to know each other and the consequent relaxed classroom atmosphere which in turn leads to the cooperation and the willingness to talk freely with each other. Students also learn expressing personal opinions, likes and dislikes.
-
- f. At an advance phase, language functions like insisting and asking for confirmation (e.g., Do you really think that ...? Did you mean that ...? Did you say ...? But you said earlier that ...); hesitating (Well, let me see ...), and interrupting, challenging (hold on a minute ... Can I just butt in here) can be practised during interviews.
 - g. When students report back to the class the interviews they have done, they learn how to use grammatical structures such as the third person singular and reported speech.
 - h. Interviews could have greater capacity for generating discussion in the foreign language classroom because what starts out as a question-and-answer between two students may

end up as a class discussion.

- i. They are motivating language learning tasks, since real life situations relevant to the lives of the students can be brought to the classroom through role playing-interviews.

For instance, students at AAU can play the role of a journalist, and one of the university officials; the journalist interviewing the official about the acute shortage of books in the university libraries. Alternatively, the students can role play job interview which is pertinent to their future careers.

In the final analysis, the success of interviews for the teaching of oral interaction in the foreign language classroom, largely depends on the topic familiarity and level of interest to the students.

v. **Problem-solving/decision making**

Group-based problem-solving/decision making technique is widely used for teaching oral fluency in the foreign/second language classroom. The technique arises from the recognition that fluency in the use of the target language requires opportunities for speaking and listening in communicative situations. The two main features of this technique are:

- a. the emphasis is on the role of the group, and
- b. the focus is on problem solving rather than on linguistic accuracy.

With regard to the role of the group, Carver and Fotinos (1977) emphasize the importance of self-directed learning: "The teacher's goal should be to move the focus of the class away from herself or himself as the traditional head of the class, and toward the group as the primary sources of knowledge and the basis for individualized information sharing" (p. ix). The principle underlying the focus on problem solving rather than on linguistic accuracy is that communication is part of the learning process, and therefore language is a means to an end not an end in itself.

Knowles and Saaki (1980) have designed materials on the technique of problem-solving. Their

working assumption is that "a language is best learned in the process of using it--not that a language is first learned and then used ... By using a language we mean the communication of meaning accurately and comfortable, not just the correct manipulation of linguistic forms and sounds" (p.ix). A similar view is maintained by Sandberg and Steinmetz (1980): "Meaning should precede form, or more exactly, the desire to express or extract meaning should precede and prepare the presentation and practice of structures... This sequence departs from the view that much practice with the manipulation of form must precede attempts to use English in a meaningful or communicative way" (p.x). Furthermore, Byrd and Clement-Cabetas (1980) have combined problem-solving techniques with that of values clarification to generate classroom discussion. Klippel (1984) and Pattison (1987) have also used this technique for the same purpose.

vi. Debates

Discussion activities like debates are an important part of language lessons for classroom oral interaction, especially at college or university level where the students have relatively adequate vocabulary and grammatical structures to participate in communicative tasks (Harmer, 1991). Furthermore, through debates, students are encouraged to use their available linguistic resources for genuine communicative purpose as the two individuals or groups engaged in debating have (a) adequate shared knowledge about the issue, and (b) different opinions or interests to defend (Littlewood, 1981). Encouraging the use of language for genuine communicative purpose is likely to enhance effective language learning.

Besides, people tend to talk more when they disagree or have different interests to defend. Talking more in the foreign language builds learners' confidence in handling the language which may result in better fluency.

Debates are also fertile ground for exposing students to language functions such as agreement, disagreement, criticism, persuasion and protest (Black and Butzkamm, 1978).

The success of debates as a technique of foreign language teaching for the development of oral skill largely depends on the main reason for debating and proper organization of debates for

which the teacher is mainly responsible (Dobson, 1987; Harmer, 1991).

As Dobson (1987) points out, the main purpose of debates in the English classroom should be practice in speaking the language not polishing debating skills. When debates focus on improving one's debating skills, "we sometimes act as a spokesman on the 'pro' side of an issue, whereas our true feelings are on the 'con' side and vice versa" (p. 64). This is counter productive, since students "will speak more fluently during a debate if they can represent their true feelings on an issue" (Ibid). Hence students need to be encouraged to defend their true feelings.

The teacher plays a significant role in the proper organization of debates for language development. To this effect, Dobson (1987: 64-65) enumerates the following:

1. Describe the debate topic. Ask which students would like to be "pro" and which "con".
2. Select an equal number of students to speak on each of the two debate "teams". (Two to four people on each team usually work out the best).
3. Allow the students sufficient time to prepare their arguments. They can speak from notes but they should not read their presentation.
4. Have the two teams sit in front of the class so that everyone can see them.
5. Appoint one member on each team as the "captain". The captain will give his presentation first and summarize the team's views at the end.
6. Set a three-minute time limit for each presentation. Alternate a presentation by a team I member with one by a team II member.
7. After every one has given his presentation and the captains have summed up team views, class members in the audience can question people on either team.

You may also want to direct questions to team members.

8. End the debate when the subject is exhausted or if the students get involved in heated argument.

vii. Reading aloud

Texts for oral reading can be selected from any source (e.g., newspapers, magazines, etc.) provided that they are short -- 1000 words or less, appropriate to the level and age of the students, clearly written and interesting to them (Dobson, 1987).

Reading aloud properly selected texts in the oral English classroom provides students with new fund of information that can be used as a basis and departure for classroom oral interaction (Ibid.).

Practice in oral reading also helps target language learners in the attainment of intelligible production of connected speech (Madsen, 1983). This skill is essential in the College of Social Sciences where students in the second year and above are not only required to present their term papers and reports in English, but also to defend their senior essay topics and proposals as well as their final senior essay with clarity. As Shaw (1988) points out "many people need the support of the written word to be able to give a clear presentation to a group" (p.42). Partly, a clear presentation appears to be a function of what is involved in reading aloud which Rees (1980) presents thus:

What we are looking for is the expression of meaning by reading aloud intelligently, that is by paying attention to correct pausing, whether indicated by punctuation or not; by reading complete phrases, and not word for word; by adopting an appropriate speed and rhythm, and not distorting pitch, stress, and intonation; and reading in a relaxed manner ... (p. 119).

Exposing students to oral reading, therefore, gives them the opportunity to practise speech features like appropriate speed, rhythm, stress and intonation which can affect intelligibility.

Moreover, the teacher gets the chance of knowing students' weaknesses in relation to these speech features as well as how much they have mastered the sound-symbol relationship in English. This knowledge is beneficial to the teacher in order to organise accuracy-fluency feedback for better intelligibility.

viii. Oral reports

Class reports are usually considered only as monologues. Nevertheless, this is not necessarily true. They can provide speaking and listening opportunities in the language classroom. The reporting student practises speaking, while the rest of the class is engaged in listening which could lead to reaction and the consequent interaction within the classroom.

Farid (1978: 27-29) shows how short oral reports before the class can provide the opportunity for classroom interaction by following a four-step process: (1) Let each student select an article from the daily English newspaper for a report. The element of choice is important for student motivation. Newspaper articles contain recent issues of general interest. (2) Students present reports orally without using notes, except perhaps to refer to proper names, dates, and figures.

The teacher has a copy of the article and may prompt the reporting student from time to time. The other students, meanwhile, listen carefully and jot down names, numbers and brief facts to be used in questions later. (3) At the end of the report, the members of the class may ask the reporting student to clarify details or to restate elements of the news story they did not understand. (4) Several students put question concerning the news story to any other members of the class. The reporting student decides whether or not each answer is correct. If the reporting student is uncertain about any answer, the teacher can assist.

If the students' questions are all of the who, what, when, where variety, the teacher may ask a few questions that require the answering student to give an opinion. About an international conference, for example, the teacher may ask, "Are conferences like this really useful?" Or about a murder, the teacher may want to know, "Is murder always wrong?" These kinds of questions and their answers contain some of the flavour of real-life interaction. After a few reports, the students soon learn to ask opinion questions themselves, thus gradually limiting the teacher's participation, while at the same time increasing the amount of meaningful interaction among themselves.

Students who join the College of Social Sciences need such a training in the language classroom before they are required to give academic oral presentations lasting from ten to fifteen minutes as part of their mainstream courses which they find too demanding.

2.6. Summary

The main purpose of teaching English in the Ethiopian system of education is to help students attain communicative language ability for academic purposes.

Nevertheless, English language teaching in the Ethiopia schools is language-centred, focusing primarily on the learners' ability to comprehend and/or produce only accurate linguistic forms.

This approach is also very much teacher-centred. Students' language production is always controlled by the teacher. There appears to be two implicit assumptions underlying the language-centred approach. First, language comprehension and production are assumed to be

the same. This is not necessarily true. Hence students need to be trained both in language comprehension and in language production.

Second, it is assumed that communication skills will arise out of linguistic skills alone. The study of communicative competence suggests that communicative language ability involves not only linguistic knowledge but also the capacity for using this knowledge.

The subjects of this study (i.e., second year students in the College of Social Sciences) have rarely had the freedom to express themselves in English in order to try out new structures and vocabulary in the language classroom. This is due to the nature of the English lessons in the schools, and the university English language course to which this group has been exposed. As a result, the students have not developed the capacity for using their linguistic knowledge even after they have had eleven years of accuracy-based English lessons. This is evident in the students' oral performance for academic purposes (see Chapter One).

To help these students develop their oral competence, fluency activating methods and techniques have been extracted and adopted from generally accepted communicative approaches. The transition from accuracy-based second/foreign language lessons to focus on fluency is said to induce foreign language anxiety. The nature of this anxiety, and various strategies for managing it have been discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents a brief description of the research data, and the overall procedure of the research.

3.1. Data Sources

The sources of the data for the present research are (1) questionnaires, (2) observations of lectures, (3) informal discussions with students and instructors, (4) oral presentations by students, (5) the new teaching materials and teaching methods, and (6) students' first year cumulative grade point average.

3.1.1. Questionnaires

To take account of the students' current level of oral performance, to collect other background information relevant to the research, and to obtain the views of the students in the experimental group concerning the new teaching materials, and the teaching methods, four different questionnaires (see Appendix A) have been designed and used. Three of them are directed towards the students, one is aimed at the instructors.

The medium of the students' questionnaires is Amharic, the official language of Ethiopia, in which almost all the students are more proficient than they are in English. This is to avoid the problem of language barrier which can obscure the obtainability of accurate information.

Prior to administering them, all the four questionnaires were piloted on a small group of individuals representing the population relevant to the study. After the piloting was completed, the questionnaires were revised as deemed necessary and were finally administered.

3.1.1.1. Students' Questionnaire 1

This is a survey questionnaire distributed to 90 third and fourth year students in the departments of Geography, History, Sociology and Social Administration (SOSA). The distribution of the questionnaire was done by the students' main subject instructors, and the 90 students were picked randomly from a total of 152. The questionnaire was filled in during class-hours in the second semester of 1992/93, the academic year before the actual commencement of the present research. The return of the questionnaire was 100%. The sample in the survey is 59.2%, and it adequately represents the target population. The three departments were chosen for the survey because they were easily accessible.

The survey questionnaire was felt necessary to obtain cross-sectional views of the students in the College of Social Sciences on the needs for oral competence, and how pressing these needs were.

The purposes of the survey are to collect information on (a) whether the students have ever presented academic papers in class; (b) their initial year of presentation within the university; (c) their first experience in doing the task; (d) instructors' expectations versus students' performance during paper presentation; (e) students' assessment of their own level of confidence in expressing themselves in English; (f) their views regarding speaking competence and academic achievement; (g) their opinions concerning the need for training in spoken English prior to mainstream course paper presentation.

3.1.1.2. Students' Questionnaire 2

This questionnaire was administered to the target population for the present study: 141 second year students in the four departments in the College of Social Sciences -- Geography, History, Political Science and International Relations (PSIR), Sociology and Social Administration (SOSA).

Its administration took place at the beginning of the first semester of the 1993/94 academic year. It was distributed to the 141 students above, who were taking Sophomore English. The distribution of the questionnaire was done by Sophomore English instructors, to be filled in by the students in their leisure time, and handed in to their respective instructor. Of the 141 papers, 128 (90.7%) of them were received after one week.

The objectives of this questionnaire are to seek students' opinions on (a) the most difficult English language skill for them; (b) the assessment of their own spoken English competence for them to meet the demands of their mainstream courses; (c) their own informal exposure to

the English language.

3.1.1.3. Students' Questionnaire 3

This questionnaire was administered at the end of the second semester in the 1993/94 academic year. Of the target population for the present study (see Section 3.1.1.2. above), the student population involved in the study was reduced to 105 (52 experimental and 53 control) because 36 students were unable to attend classes on Saturdays as originally planned. Students' Questionnaire 3 was distributed to these students by their instructors, and filled in during class-hours. 102 papers were returned after one week.

The questionnaire investigates (a) the extent to which the students find university English courses (Freshman English 101A and 101B, and Sophomore English, see Chapter One) helpful for the study of other subjects, (b) whether the three semester university English courses can help them function adequately in the four skills of listening, speaking, reading and writing for academic purposes; (c) the need for extra English course(s) from the student' viewpoint; (d) the emphasis and the duration of the extra courses according to the students; (e) the experimental group's assessment of the teaching materials for the present study.

3.1.1.4. Instructors' Questionnaire

It was administered at the end of the first semester in the 1993/94 academic year. The respondents were 14 instructors who were teaching second year students, the subjects of this study, during the same semester. Of these instructors 11 taught major area courses in the four

departments of the College of Social Sciences. The other 3 were teaching general or supportive courses. All the instructors returned the questionnaire.

The purposes of this questionnaire are to find out instructors' views on (a) the English language skills actually required of the students in the College of Social Sciences for their subject studies; (b) second year students' observable English language abilities in the four macro-skills for academic purpose; (c) the most difficult English language skill for the students to use for academic purposes; (d) the relationship between students' oral competence, academic performance and future careers; and (e) the need for the development of students' speaking skill.

3.2. Results of the Questionnaires and Discussions

This section deals with the contents of the four questionnaires above, summary of the results and discussions pertaining to them.

3.2.1. Summary of Students' Questionnaire 1

The results of this questionnaire are summarised in the next table.

Table 3.1. Questions in Students' Questionnaire 1, Options and Number of Respondents.

No.	Questions	Options	No. of Respondents (N = 90)	%
1	Have you ever presented an academic paper?	a. Yes	89	98.9
		b. No	1	1.1
		Total	90	100
2	If your response to question 1 is 'a', when did your present your first paper?	a. I year	1	1.2
		b. II year	54	63.5
		c. III year	14	16.5
		d. IV year	16	18.8
		Total	85	100
3	What do students feel when they present papers in class for the first time?	a. Fear	86	96.6
		b. Nothing special	3	3.4
		Total	89	100
4	If they feel frightened, why do you think so?	a. Lack of experience to face an audience	12	13.6
		b. Lack of confidence to express oneself in English	2	2.3
		c. Shyness	1	1.1
		d. 'a' and 'b' are the main reasons	73	83.0
		Total	88	100
5	How confident do you think students are to express themselves orally in English?	a. Very confident	2	2.2
		b. Confident	10	11.1
		c. Not confident	43	47.7
		d. Undecided	35	39.0
		Total	90	100
6	Do you think prior training in spoken English would have improved students' paper presentation?	a. Yes	74	82.2
		b. No	5	5.6
		c. Undecided	11	12.2
		Total	90	100
11	Do you think students' competence to speak English has influence on their academic achievement?	a. Yes	61	68.5
		b. No	-	-
		c. Depends on the teacher	8	9.0
		d. Depends on the course	20	22.5
		Total	89	100
15	Which of the following is expected of students when they present their papers?	a. Reading aloud from the beginning to the end	5	5.6
		b. Summarising the		

		main points orally, and reading aloud facts and figures when necessary	85	94.4
		Total	90	100
16	Which of the two options under question 15, do the majority of the students follow?	a. Option `a'	55	61.1
		b. Option `b'	35	38.9
		Total	90	100

The following observations can be made from Table 3.1: Of the students surveyed, 98.9% have presented academic papers, and the majority of them (63.5%) gave their first presentations when they were in the second year. This clearly shows that academic oral presentation of papers is a requirement for courses offered in the College of Social Sciences, and that the task begins from the second year for the majority of the students.

Nevertheless, this academic activity is fearful or full of anxiety for the students as can be seen from 96.6% of the responses to question 3. The students' responses to question 4 (83%) reveal that the main reasons for this state of affairs are lack of experience to face an audience, and lack of confidence to express oneself in English. That the majority of the students surveyed lack confidence for using oral English can also be observed from their responses to question 5 (47.7% Not confident and 39% Undecided).

Thus, it appears that the school level English courses and the service English courses at the university have not adequately prepared the students for academic oral presentation of papers, indicating a gap between the teaching of English as a subject and what students are expected to do with their language skills at university level.

The responses to question 6 depict that 82.2% of the students think prior training in spoken English would have improved their paper presentation which implies better academic performance. The responses to question 11 support this idea, since 68.5% of the respondents think competence in spoken English has an influence on academic achievement.

That the students know what is expected of them for effective academic oral presentation which implies better academic performance is evident from the responses to question 15. However, 61.1% of the respondents to question 16 resort to reading aloud from the beginning to the end of their presentations due to lack of any other alternatives in the absence of training in the productive skill of speaking.

3.2.2. Summary of Students' Questionnaire 2

The summary of the results is given in Table 3.2.

Table 3.2: Questions in Students' Questionnaire 2, Options and Number of Respondents

No.	Questions	Options	No. of Respondents (N = 128)	%
1	Of the four English language skills, which one do you think is the most difficult for you?	a. Listening b. Speaking c. Reading d. Writing	7 102 3 16	5.5 79.7 2.3 12.5
		Total	128	100
4	What do you think of your spoken English from the view of asking questions, making comments and suggestions in class?	a. Very good b. Good c. Fair d. Unsatisfactory	4 23 39 57	3.3 18.7 31.7 46.3
		Total	123	100
7	What do you think of your spoken English for the purposes of presenting seminar papers, and leading academic discussions?	a. Very good b. Good c. Fair d. Unsatisfactory	4 23 39 57	3.3 18.7 31.7 46.3
		Total	123	100
15	Have you ever made efforts to improve your English <u>outside the classroom</u> ?	a. Yes b. No	104 12	87.7 10.3
		Total	116	100
16	If you have replied 'yes' to question 15, which skill did you want to improve <u>in particular</u> ?	a. Speaking b. Listening c. Reading	85 10 7	80.0 9.4 6.6

		d. Writing	4	4.0
		Total	106	100
19	How is your parents' level of education?	a. Basic literacy	86	71.1
		b. Secondary school complete	17	14.0
		c. Diploma first degree	18	14.9
		d. Second degree - PhD	-	-
		Total	121	100
20	If books are available at your home, in what languages are they?	a. Amharic	67	55.8
		b. English	23	19.2
		c. Others	16	13.3
		d. No books	14	11.7
		Total	120	100
27	How were your chances of using English <u>outside the classroom</u> ?	a. Very high	3	2.4
		b. High	4	3.2
		c. Average	30	24.2
		d. Low	62	50.0
		e. No chance	25	20.2
		Total	124	100
31	How do you rate the idea of offering spoken English courses to university students from academic point of view?	a. Excellent	101	80.2
		b. Very useful	18	14.3
		c. Useful	7	5.5
		d. Not useful	-	-
		Total	126	100

Cognizant of their weakness in the use of English, the students have made efforts individually outside the classroom to improve their English language ability as can be seen from the responses to question 15. Their responses to question 16 reveal that 80% of them were particularly interested in improving their speaking ability, and their individual efforts were geared to achieve this. Nevertheless, it appears that their attempts have been frustrated by the lack of a conducive general linguistic environment. This can be gathered from the responses to questions 19, 20 and 27. Accordingly, the subjects of this study have positive attitudes towards a course in spoken English, and their motivation seems to be high. The basis for this motivation is mainly academic as can be clearly seen from the responses to questions 31 and 32.

3.2.3. Summary of Students' Questionnaire 3

The table below presents summary of the responses.

Table 3.3: Questions in Students' Questionnaire 3, Options and Number of Respondents

No	Questions	Options	No. of Respondents (N=102)	%
1	To what extent did you find university English courses helpful to study first and second year courses?	a. Extremely helpful b. Very helpful c. Helpful d. Not helpful	9 22 64 7	8.8 21.6 62.7 6.9
		Total	102	100
2	Would you have found it difficult to study university courses without learning English at the university?	a. Yes b. No	56 46	55.0 45.0
		Total	102	100
6	To what extent do you think it is true that the three-semester university English courses can help you perform adequately in the four skills of listening, speaking, reading and writing for academic purposes?	a. Very true b. True c. Not true	1 10 80	1.1 10.9 88.0
		Total	91	100
7	If your answer to question 6 is 'c', suggest the number of semesters likely to be adequate. Please write your answers	a. 4 semesters* b. 6 semesters* c. 8 semesters*	30 25 25	38.0 31.0 31.0
		Total	80	100
8	If university English courses are to continue for more than three semesters, what should they mainly focus on?	a. Listening b. Speaking c. Reading d. Writing	2 65 24 9	2.0 65.0 24.0 9.0
		Total	100	100

* The options are the answers suggested by the respondents.

Questions 12 and 13 are open-ended, and so they are presented separately:

Question 12. If you have been attending the Saturday and Tuesday classes for spoken English, do you think it is useful? Please write your answer.

Of the 52 students who have been attending the new course for spoken English, 43 (82.7%) of them answered this question. All of them responded positively. These statements are typical examples of the responses:

1. "It is useful."
2. "It is very useful."
3. "It is extremely useful."
4. "It surely is."

Question 13. If you think it is useful, please say why it is useful. Write your answer.

Question 13 was answered by all the 43 students who answered question 12. Overall, the respondents gave similar reasons said in different words. The most frequent responses are that the lessons:

- . provide the opportunity for talking in English,
- . reduce the fear (anxiety) of speaking English and facing an audience at the same time,
- . develop the speaking and the listening skills,
- . develop the ability to communicate with instructors.

Table 3.3 reveals the following:

1. Of the subjects of this study, 93.1% (the sum of percentages for options a, b, c of question 1) claimed that they found the university English courses (reading and

grammar-based) helpful to study first and second year courses at the university. This seems to suggest that their ten years English lessons in the schools were inadequate for university level education.

2. The responses to question 2 appear to confirm the claim above, since the majority (55%) of the respondents have indicated that they would have found it difficult to study the university courses without the benefit of learning English courses at the university. However, 45% of the respondents to the same question said that they would not have found it difficult to study the university courses in the absence of English courses at this level. As 45% is a substantial figure, it seems to contradict the claim made in response to question 1. Nevertheless, the 45% who responded the way they did, may be implying that the university English courses they have had were not adequate in terms of the language skills taught, duration and their focus in light of the students academic needs. This can be clearly seen from the responses to questions 6, 7 and 8.

The usefulness of the new course materials and the teaching methods as well as the reasons for their usefulness have been established by the responses to questions 12 and 13.

3.2.4. Summary of Instructors' Questionnaire

The summary of the responses to this questionnaire is given in Table 3.4a and Table 3.4b.

Table 3.4a: Questions in Instructors' Questionnaire, Options (Strongly Agree -- SA; Agree-- A; Have No Opinion -- HNO; Disagree -- D; Strongly Disagree -- SD), and number of respondents.

No.	Questions	Options and No. of Respondents (N=14)				
		SA	A	HNO	D	SD
1	Lectures and other instructional activities in the CSS require from the students all the four English language skills.	12	2	-	-	-
3	The majority of second year students did not have enough opportunity for the development of conversational skills.	7	4	3	-	-
4	Students whose spoken English is very good are also quite competent in their major subjects.	2	7	1	4	-
5	Most of the students entering the CSS should be encouraged and given the opportunity to speak English.	12	2	-	-	-
6	The conversational skill of most of the second year students is very low because they did not have enough speech practice.	5	7	1	1	-
11	Oral reports on selected topics and mini-seminars are course requirements for the students who join the CSS.	5	7	2	-	-
12	Oral presentations in the second year need coaxing and sometimes forcing the students.	6	6	1	1	-
13	Students who voluntarily participate in class discussions tend to achieve better academically.	5	7	2	-	-
14	In most cases, students whose English is good are the most					

	motivated to learn.	2	9	2	1	-
16	Most second year students tend to be more of information receivers than discussion generators, and this is mainly due to their lack of confidence to express their ideas in English.	6	6	1	1	-
17	Successful academic achievement, and professional competence in social sciences involve both fluency and accuracy in the use of English.	7	7	-	-	-

Question 19. Please rate your second year students' ability to use the English language for academic purposes on the basis of the most observable tendency. Underline your answers.

1. Listening
 - a. Very good
 - b. Good
 - c. Average
 - d. Below average

2. Speaking
 - a. Very good
 - b. Good
 - c. Average
 - d. Below average

3. Reading
 - a. Very good
 - b. Good
 - c. Average
 - d. Below average

4. Writing
- a. Very good
 - b. Good
 - c. Average
 - d. Below average

Question 19 is of a different nature from those in Table 3.4 above, and thus it has created the necessity for a separate summary table. Table 3.4.1. provides the summary of the responses.

Table 3.4b: Subject Instructors' Rating of their Second Year Students' Observable Ability to Use the English Language for Academic Purposes

Skills	No. of Respondents (N=14)	Very good	Good	Average	Below average	Total
		%	%	%	%	
Listening	14	-	28.6	57.1	14.3	100
Speaking	14	-	-	28.6	71.4	100
Reading	14	-	42.9	57.1	-	100
Writing	14	-	21.4	42.9	35.7	100

On the basis of the majority of the responses to the 12 questions, Tables 3.4a and 3.4b reveal the following:

The students in the College of Social Sciences need the four skills of listening, speaking, reading and writing for effective academic performance. As can be seen from the responses of 12 instructors (85.7%) to question 11, a higher level of speaking skill for oral presentation on selected topic and academic seminars are mainstream course requirements. However, second year students (the subjects of this study) are inadequate users of spoken English in academic contexts as the responses to questions 3, 6, 16 and 19 show. And yet, they must do academic oral presentations as the responses to question 12 indicate. A possible consequence of this state of affairs is that the students find oral presentations frustrating and full of anxiety. This may result in being underrated academically, creating the problem of motivation for competing for better academic achievement as the responses to questions 4, 13, 14 and 17 suggest. Thus, there is 100% agreement between the instructors who responded to question 5 on the idea that students entering the College of Social Sciences should be encouraged, and be given the opportunity to speak English.

3.2.5. Summary of All the Questionnaires

The analyses of the three students' questionnaires and that of the instructors show that: academic oral presentations and seminars are course requirements in the College of Social Sciences as from second year; students in the second year are not adequately able to handle these academic tasks because speaking is the most difficult English language skill for them; the students have not been provided with adequate opportunity for speaking English during their English lessons, and hence they lack the confidence to express themselves in academic contexts; this is likely to have undesirable consequences on the academic achievement of the students as well as on the teaching-learning process; there is a dire need to introduce spoken

English course to help second year students in the college cope with their major area courses as effectively as possible.

3.3. Observations of Lectures

The purpose of the observations was to find out the type of lecture classroom interaction preferred by the instructors in the College of Social Sciences. This should be the target of any training that attempts to develop learners' oral competence for academic purposes.

To obtain the required information, lectures of fourteen classes (from second to fourth year) were observed in the first and second semesters of the 1993/94 academic year. The classes were chosen on the basis of the willingness of the instructors of the courses. The lectures of each course were observed for two lecture-hours due to time constraint. The researcher sat in each class and made notes on what happened during each of the lectures. The following table shows the courses of which the lectures were observed.

Table 3.5: Lectures Observed by Course Number, Title, Department and Year.

Course No	Course Title	Department	Year
Geog 211	Cultural Geography	Geography	2
Hist 201	Ancient Ethiopia to 1270	History	2
Hist 202	Ethiopia from 1270 to 1527	History	2
PSIR 201	Principles of Government	PSIR	2
SOSA 242	Introduction to Social Administration	SOSA	2
Hist 322	Africa Since World War I to 1960	History	3
PSIR 301	African Political Systems	PSIR	3
PSIR 311	Principles and Patterns of Local Government	PSIR	3
PSIR 312	Local Government in Ethiopia	PSIR	3
SOSA 322	Methods of Social Action	SOSA	3
Hist 402	Ethiopia and the Horn from 1941 to 1947	History	4
Hist 421	Africa from 1960 to the Present	History	4
PSIR 402	Ethiopian Foreign Relations	PSIR	4
SOSA 451	Rehabilitation Services	SOSA	4

3.3.1. Summary of the Observations

Almost all of the instructors deliver their lectures in the 'reading style': they either read their lectures or deliver them as if they were reading them. This activity occupies about three-fourth of each lecture-hour. The rest of the time is devoted to discussions.

The students are expected to ask questions, make comments and suggestions concerning the

lectures. But they sit passively and rarely discuss the lectures. As a result, instructors keep on asking questions until the lecture-hour is over.

Considerable efforts are made by the instructors to make oral participation of students an integral part of their lectures. Accordingly, 'report-and-discuss' mode of lecture classroom interaction is encouraged: the instructors initiate topics for small groups or individuals to study and present for discussion in the class. The instructors frame the issues and intervene only when appropriate to ensure that all the important issues are raised.

The small groups' discussions are dominated by few extroverts, while most of the members are only passive listeners. Instructors do a great deal of prodding to get the silent majority involved in the discussions. However, the students shy away, and they seem to enjoy the security of silence. The individual talk (oral presentation) is expected to last between ten and fifteen minutes. Nevertheless, the vast majority of the students talk for a maximum of five minutes only. Instructors' efforts to make oral participation of students an integral part of their lectures is thus characterized by perpetual frustration.

3.4. Informal Discussions with Students and Instructors

Two series of informal discussions were conducted with students and instructors to take further account of the students' level of oral performance to back up the questionnaires, and the observations of lectures.

The first series of discussions was with a small group of students (i.e., ten from each of the

four departments) representing the subjects of this study. The selection was made on voluntary basis. The discussions were held to investigate (1) students' experiences with and attitudes to communicating orally in their subject classes; (2) what goes wrong when they try to have discussions and give presentations in their subject areas, and why?

The students have given their views on these issues, and these views have been presented and analyzed (see Chapter One, 1.3.1 and 1.3.2.1).

The second series of discussions was with nine instructors, a representative sample of subject instructors teaching the students mentioned above. The instructors were chosen on voluntary basis. The discussions were held to find out instructors' experiences and reactions to the issues raised with the students. Instructors' experiences and reactions have been presented and analyzed (see Chapter One, 1.3.2 and 1.3.2.2),

3.5. Oral Presentations by Students

The assessment of whether or not the main objective of the present research - improving students' oral intelligibility by reducing their anxiety and raising their level of confidence (see Chapter One, Research Objectives) - has been achieved, was done in the context of simulated academic oral presentations by students.

To obtain oral intelligibility data for the research, the subjects of the study gave two oral presentations: Oral Presentation 1 was given before the new training and Oral Presentation 2, after the training.

3.5.1. Oral Presentation 1 -- Pre-training

I selected 175 short articles (texts) from different sources to be used for the oral presentations by second year students in the four departments (Geography, History, Political Science and International Relations - PSIR, Sociology and Social Administration - SOSA). The criteria for selection were (a) relevance to the students' subject area of interest and (b) the appropriateness of the language of the texts for the level of the students. In order to reduce the subjectivity of the criteria, help was sought from subject instructors from the four departments above to read the texts and comment on them. Such help was obtained only from one senior member of the Department of History. I rechecked the contents of the texts in light of his comments. As a result, 25 of the articles were discarded either because they were considered somewhat remote from the students' subject area of interest, or because of their relative linguistic difficulty.

The rest 150 articles were classified into the four disciplines (Geog. 40, Hist. 30, PSIR 40, and SOSA 40). The classification was done according to the focus of the contents of the articles. In some cases, the contents of the articles did not lend themselves to a clear demarcation between two disciplines. This was particularly true for Political Science and Sociology. Such articles were categorized by proximity to one of the disciplines. The articles, along with 'Directions for Oral presentation' (see Appendix B) were distributed to 141 second year students during class hours by their Sophomore English teachers at the beginning of 1993/94 academic year.

The written directions provided to the students require each presenter to read his or her

article, make notes on its contents, and give an oral presentation (a talk) in class, lasting between five and ten minutes. During the presentation, the speaker was allowed to refer to notes, but reading was strongly discouraged. The use of the blackboard, maps and diagrams was allowed if necessary.

All the participants were told to see the researcher before the presentation in case they did not like any of the articles, or if they had questions pertaining to the procedure of presentation. A few students had questions on the presentation procedure. But none had any questions or complaints about the difficulty of their articles.

Oral Presentation 1 took place one week after the students had received the articles and the instructions on the presentation procedure. Live assessment of the students' oral presentations was not possible for various reasons of which time was the most limiting factor. The presentations were therefore recorded on video tapes.

Speeches that are recorded on video tapes are easier to assess because they allow the assessors the convenience of time and place. Moreover, in contrast with audio-recording, on video, assessors can observe and witness confident presenters and those who are not so confident or anxious. Both of these are important issues for the present study.

All the presentations were video taped by a qualified cameraman. The camera was on a stand away from the presenters to minimize nervousness. The filming was done in the

presence of the researcher. His own observations of the filming process and the discussion he had with some of the students (the presenters) afterwards, showed that the students took facing the video camera as an amusement and a sign of being important rather than as an uncomfortable encounter. Nevertheless, a few students had to be prompted to speak loudly which is usually the case even in the classroom. At the end of Oral Presentation 1, the articles were collected with students' names, identification numbers and departments written on them, since the same articles were also to be used for Oral Presentation 2, which comes at the end of the proposed training.

3.5.1.1. Assessment

The assessment of intelligibility in the present study involves only non-native speakers of English. In other words, both the assessors and the assessed are Ethiopians. The purpose of the assessment is limited to gauging the student's communicative performance, that is the ability to get meaning across in the target language within the Ethiopian academic contexts.

A rating scale has been necessary to gauge the students' oral intelligibility. The 9-band proficiency rating scale for International English Language Testing Service (IELTS) used by

The British Council was found to be inappropriate for the following reasons:

- i. It presupposes native speaker assessor(s);
- ii. The native speaker is taken as a norm against which language proficiency is gauged;
- iii. It tends to assess not only communicative performance but also a wide range of communicative competencies;

- iv. The scale is lengthy and the descriptions are elaborate, and thus it appeared difficult for assessors to remember them without frequent recourse to the items. Therefore, a relatively easier rating scale was sought for the purpose of the present study.

In connection with assessing oral production, Madsen (1983) mentions the usability of scales with five and six levels as examples for a holistic scoring method. Underhill (1987) also discusses a five-level scale as one possible way of assessing learners' overall performance, like the ability to communicate where assessors award marks without picking any special language features or counting linguistic formal errors. In his words:

The fewer levels you have, the easier it is to assess, and the higher the reliability will be. Keep it as simple as possible. A rating scale will only work well if the assessor can hold it in her mind while listening or talking to the learner, and do not have to keep referring to a large manual to tell her what to look for (p. 100).

Accordingly, a 5-point scale used by Teshome (1995) was adapted. Here is the rating scale:

a.	Very comprehensible, very clear and fluent	5
b.	Comprehensible, good clarity and fluency	4
c.	Reasonably comprehensible, fairly clear and fluent	3
d.	Partially comprehensible, poor in clarity and fluency	2
e.	Incomprehensible, very poor in clarity and fluency	1

Some of the terms in the rating scale were defined in order to assist the assessors:

- Comprehensible:* *able to communicate effectively. Includes the mastery of grammar, vocabulary and the ability to pronounce words reasonably correctly.*
- Fluent:* *able to express oneself, reasonably accurately and without too much hesitation.*
- Clear:* *voice quality-high/low, distinct/indistinct.*

Sixteen instructors (all Ethiopians) were selected to evaluate the students' oral intelligibility from video tapes. Eight of these instructors were from the students' subject department (two each from the four departments, and the other eight were English teachers from the Department of Foreign Languages and Literature. In other words, students in each department were assessed by two subject teachers and two English language instructors who were different for each department.

The idea of having one student assessed by four instructors emanates from the need to reduce the subjectivity inevitable in the evaluation of spoken language. In this kind of evaluation, combining scores given to a student by two or more assessors is likely to produce a more reliable score than that of a single assessor (Underhill, 1987: 89).

Subject instructors were chosen from students' own departments, since both may share common interest and background knowledge in the contents of the articles which could help the instructors to comprehend their students better.

Combining subject instructors with language instructors to do the evaluation was felt necessary

to minimize a possible tendency for the former to bring content bias (focus on the knowledge of the subject) into their evaluation. The average results obtained from the two categories of instructors could, therefore, be a fair representation of students' level of oral intelligibility.

All the sixteen instructors were chosen on the basis of the following criteria:

- i. Familiarity with assessing students' classroom oral presentations and/or senior essay oral examination (see Chapter One);
- ii. Being available the whole academic year to complete the evaluation process as some staff members may go on leave (study or sabbatical);
- iii. Willingness to accept orientation on matters pertaining to the evaluation process;
- iv. Willingness to do the evaluation only in the language laboratory.

Regarding the last criterion, some instructors wanted to take the video tapes home to do the assessment in the evenings and over weekends. This was discouraged on the ground that distractions at home may affect their assessments.

Prior to the evaluation, a letter containing the rating scale was delivered to each evaluating instructor (see Appendix C). Then there was an orientation session for all the evaluators. At the orientation, the rating scale was distributed again to all the participants, and its

contents were thoroughly discussed with them. The assessors were also requested to put more emphasis on the students' ability to get meanings across rather than focusing on how accurate they were linguistically. The results are presented in Chapter Five.

3.6. The New Teaching Materials

This section presents only the background to these materials. The full descriptions of the materials are presented in Chapter Four.

To investigate the main objective of the present study (see Chapter One), new oral English teaching materials were prepared. Their preparation was informed by current teaching approaches, methods and techniques that are said to be effective for developing speaking skill (see Chapter Two). It was also guided by the researchers' practical experience as a career English language teacher and the insight gained from this experience.

It took about six months to prepare and trial the new course materials. The lessons were trailed with second year evening students in the College of Social Sciences. Accordingly, any tasks that were found to be less effective in terms of their potential for generating classroom discussion and listening text that were considered a bit long were replaced.

The lessons were trailed with evening students because all the regular second year students were targeted for the study. The English language ability of the two groups was similar. According to AAU Registrar's Admission Office, a large number of the 1993/94 academic year extension students were those who could not join the College of Social Sciences

through the regular programme. This was due to the stringent admission criteria (i.e., grade point average 3.2 in the Ethiopian School Leaving Certificate Examination - ESLCE) between 1991/92. During the same period, the admission criteria for the extension division of the college were ESLCE grade point average 2.0 for Geography and History; 2.8 for PSIR and SOSA. These relatively low points have attracted young school leavers to join the extension programme.

3.6.1. Teaching the Materials

The target population for the training in oral English was 141 second year students of the College of Social Sciences (regular) who took part in Oral Presentation 1 (see Section 3.5.1 above). All of them were willing to be involved in the study and/or learn the new course. But at the beginning, the course had to be taught on Saturdays as finding commonly convenient hours on week days was impossible. As a result, 36 students were unable to attend Saturday classes. Thus, the number of students involved in the study was reduced to 105.

These students came from four departments: Geography - 24, History -25, Political Science and International Relations (PSIR) - 26, and Sociology and Social Administration (SOSA) - 30. The students from each department were divided into two groups to form an experimental and a control group. This was necessary for the investigation of the specific objectives of the research, numbers iv and v (see Chapter One). Each of the above students' identification number was written on a piece of paper; all the pieces of papers were rolled; these were put in a cap; 12 rolled pieces were randomly drawn for Geography; 12 rolled

pieces were randomly drawn for History; 13 rolled pieces were randomly drawn for PSIR; and 15 rolled pieces were randomly drawn for SOSA, producing a total of 52 students. The undrawn pieces of papers were those of 53 students.

A coin was tossed to decide which of the above groups constitute the experimental group and the control group. On the basis of the result of the toss, the 52 students were assigned to form the experimental group. The remaining 53 students constitute the control group which were not involved in the training, but were used to contrast the effect of the special training on the oral presentations of the experimental group. The summary of the number of students in the experimental group and the control group is shown in Table 3.1.

Table 3.6: Number of Students by Department and Type

Department	Experimental Group	Control Group	Total
Geography	12	12	24
History	12	13	25
PSIR	13	13	26
SOSA	15	15	30
Total	52	53	105

First year cumulative grade point averages (CGPAs) of the experimental and the control group were collected, and the mean cumulative GPAs were computed for each group to find out whether or not the CGPAs of the two groups were similar (see Appendix H). This was

important because if the CGPAs of the two groups were similar, then both groups were similar in their general English language ability, since there is a link between general intelligence ('IQ'), academic performance and second/foreign language learning ability (Gardner and Lambert, 1972; Pimsleur, 1968) as cited in Littlewood, 1984: 62). The summary of the computations is shown in Table 3.2.

Table 3.7: Mean Cumulative GPA by Department and Type

Department	Type of Student	
	Experimental	Control
Geography	2.50	2.47
History	2.24	2.10
PSIR	2.63	2.65
SOSA	2.43	2.49

Table 3.2. shows that the experimental group and the control group are similar in their Mean Cumulative GPA.

Prior to the commencement of the training in oral skills development, the above similarity was confirmed by carrying out a 't-test' to check whether or not there was significant difference between the Mean Cumulative GPA of the experimental group and the control group for all the students as well as department-wise. In all cases, there was no significant difference between the experimental group and the control group at 5% level of significance as can be seen from the next summary table.

Table 3.8. Mean Comparison of First Year Cumulative Grade Point Average for All Students and Department-wise.

Department	Type	No. of Students	Mean	SD	P-Value
All	Experimental	52	2.4525	.419	0.805
	Control	53	2.4306	.487	
Geography	Experimental	12	2.5000	.369	0.869
	Control	12	2.4750	.365	
History	Experimental	12	2.2417	.574	0.541
	Control	13	2.1023	.548	
PSIR	Experimental	13	2.6331	.322	0.879
	Control	13	2.6538	.362	
SOSA	Experimental	15	2.4267	.337	0.708
	Control	15	2.4860	.505	

3.6.2. Assigning Students to a Class and Group Formation within each Class

The students in the experimental group were divided into two groups. Group 1 consisted of 25 students: Geography-6, History-6, PSIR-6, and SOSA-7. Group 2 was composed of 27 students: Geography -6, History-6, PSIR-7, and SOSA-8.

The grouping was necessary for the following reasons:

- i. In a relatively smaller class, students can get more speaking time.
- ii. The heterogeneous nature of each group could allow the students to share

information across the four academic disciplines in order for them to generate class discussion. This is important as some of the lessons in the new materials have been designed with this in mind.

For example, Lesson Eleven: "Advantages and Disadvantages of Being a Married Student" (see Appendix D) is more relevant to sociology in terms of academic discipline. Therefore, sociology students could raise more issues on this topic for classroom interaction. Geography students have a lot to contribute to class discussions on Lesson Thirteen: "A Military Map". Lesson Fourteen: "Unrest in Asia", and Lesson Sixteen: "Problems of Industrial Development in Peru" seem to involve all the four disciplines.

As most of the tasks in the new materials involve group work, there was a need for a few basic considerations regarding group formation within each class in order to make group work as effective as possible. The considerations involved answering these questions as carefully as possible:

1. How big should a group be?
2. How should the students be grouped? The talkative ones in one group, and the quiet ones in another, or a mixture?
3. Should groups be 'fluid' or permanent?

Group size was considered to be reasonable at 4 students so that each of the four departments could be represented within a group, and at the same time allowing an individual student relatively more talking time. This group size is also convenient for both pair and group work.

It was felt that a mixed group was preferable, since those who show a tendency to talk more, or the relatively more risk-takers could act as ice-breakers' and group leaders, with the teacher checking that they would not dominate the talk. But this kind of grouping required the teachers' knowledge of the students. Accordingly, the identification of the students' talking behaviour was done during the introductory lessons (lessons one and two, Appendix D) through teachers' close observations.

Having permanent groups throughout the training was thought more effective because of the tendency that it lends itself to competition among group members in a friendly environment. It also saves time.

The new course was taught to the students in the experimental group for 60 hours. The approximate number of hours required to cover each lesson is given in the materials (see Appendix D). Helping students obtain oral proficiency in a foreign language is a lengthy process. Phillips (1991: 7) reports that "240 hours" were required by the Foreign Service Institute to produce an intermediate level speaker under "ideal" circumstances (e.g. motivated learners, intensive courses, small class"). When viewed from this angle, the 60 hours training could offer the students only a limited exposure, especially in light of oral academic work where students are judged on the basis of how articulate and coherent their presentations are.

However, circumstances did not permit the extension of the training beyond 60 hours. And yet, given the motivation of the present trainees (see Table 3.2 question 31 above), the class size for the training (two classes of 25 and 27 students, see p. 152), and the key help the

trainees need (i.e., to activate their already developed underlying linguistic competence, see p. 64) it appears that within 60 hours, some degree of awareness and improvement towards the development of the students' oral skill should be possible.

3.6.3. Selection of Teachers and General Teaching Approach

This section gives an account of matters related to the selection of teachers and the general approach to the teaching of the new materials. More explanation of the training methods will be presented in Chapter Four, along with the description of the new materials.

Among the members of the Department of Foreign Languages and Literature, two English language teachers were chosen to teach the new materials with the researcher. The two teachers were selected on the basis of these criteria:

- i. MA in TEFL or Applied Linguistics. These teachers have the theoretical background necessary for teaching the new materials with minimum orientation and some guidelines.
- ii. Willingness to take orientations regarding the new teaching materials, the teaching approach to be adopted, and the role of the teacher in the process of the course.
- iii. Willingness to teach on weekends.
- iv. Willingness to attend a weekly meeting of the three teachers (the researcher is one of them).

The two colleagues were given detailed orientation on issues and approaches related to the

development of oral competence (see Chapter Two). The main topic for the orientation was "helping students to reduce their speech related anxiety so that they can improve their oral competence". The points raised under this topic were:

- i. The use of pair and group work in foreign language learning,
- ii. Approaches to error correction,
- iii. Teachers' roles in the process of collaborative language learning.

To relate these ideas to the new materials, Lessons One to Six were presented for demonstration and discussion.

To implement the above while teaching the new course materials, the two colleagues were provided with written guidelines gleaned from the literature review (Chapter Two). The guidelines state - all teachers must:

1. step aside, and resist the temptation to dominate any of the classroom discussions;
2. adopt encouraging attitudes and approaches to the correction of errors;
3. check that all the students do talk and talk only in English;
4. help each group to make discussions open and free-flowing to every member;
5. take attendance periodically, and encourage regular presence for the lessons;
6. observe any sign of flagging interest in oral communication and try to revive it.

The lessons in the new materials consist of tasks for individuals, pairs, groups and the whole class. Accordingly, the teaching approach to the course was that of student-centred, and the

teachers were facilitators of the learning process in line with the orientation and the written guidelines they had received.

Throughout the training period, students' errors were dealt with in two ways.

- a) It was left to the students to resolve errors themselves through peer correction. Errors which they found difficult to handle, or uncertain about, were to be jotted down for discussion during the review session with the teachers.
- b) Teachers made unobtrusive notes of errors they heard.

During a review session, which was usually at the end of each lesson (see Appendix D), teachers put their collection of errors on the blackboard. Students were also encouraged to do the same or pass them to the teacher so that he could add them to the list on the board without attributing them to anybody.

Thus, errors were corrected in a depersonalized manner in the joint session of the teacher and the different groups in the classroom. In other words, correction of errors was a whole-class collaborative learning project in a way less likely to raise speech anxiety.

Besides, this approach to the correction of errors has had the advantage that we used them as resource for further teaching and practice.

There was a regular meeting of the three teachers every Friday afternoon to share experience, discuss problems and seek solutions in order to improve the teaching-learning

situations in each class. We (the three teachers) always reminded one another that our main job was facilitating oral interaction in the target language among the students; and this could be possible provided that we adhered to the role of the teacher as a facilitator in the communicative language teaching classroom. At the end of each meeting, lesson handouts were collected for the next class.

The new course was taught over a period of two semesters, that is, from the first semester of 1993/94 academic year to the end of the second semester of the same academic year. During the first semester, the course was conducted on Saturdays. In the second semester, it was taught twice a week because all the course participants were available Tuesday afternoons. Each class session lasted two and half hours. The Saturday classes were taught by the two colleagues, and the roles of the researcher were coordinating--opening rooms a quarter of an hour before classes began, as these rooms were not used for regular teaching purposes; making tape recorders and cassettes available for listening lessons, collecting these at the end of each class, observing as well as acting as a substitute teacher. In addition to these roles, the researcher taught one of the Tuesday afternoon classes because one colleague was engaged in teaching his regular classes on this day.

3.7. Oral Presentation 2 -- Post-training

Oral Presentation 2 was conducted at the end of the 60-hour training in oral skill development for the experimental group. The articles which were collected and stored at the end of Oral Presentation 1 (see Oral Presentation 1, above) were distributed again to their original presenters along with the same directions as for Oral Presentation 1 (see Appendix

F) one week before this final presentation. The students gave their presentations following the prescribed procedure (see Oral Presentation 1 Section 3.5.1. above). Each presenter was video taped by the cameraman who filmed Oral Presentation 1, using the same video camera, following the same procedure. The researcher was present throughout the filming process. According to his observations, the students did not manifest any unusual behaviour that could be attributed to their facing the video camera. But a few students needed occasional prompting to speak up, and this was one of the usual practices during the training. Both the experimental and control groups took part in this presentation. However, the number of students was reduced from 105 (52 experimental, and 53 control) to 88. 17 students were missing for the following reasons which were arrived at in a follow-up as to their whereabouts:

- a) Academic dismissal -- 8 students were dismissed from the university at the end of the first semester in their second year (College of Social Sciences, Students' Record Office).
- b) Withdrawal -- 3 students left the university for personal reasons (Ibid).
- c) Absentees -- 5 students did not turn up for the presentation.
- d) Taping defect-1 student was disregarded because of taping defect.

3.7.1. Assessment

The 16 instructors who assessed the oral intelligibility of the study groups on Oral Presentation 1 were requested again by a letter (see Appendix G) to assess the video taped Oral Presentation 2 of the 88 students (48 experimental and 40 control) for their oral

intelligibility. The rating scale and the place used to do the assessment were the same as those for Oral Presentation 1 (see Section 3.5.1.1 above). In the letter mentioned above, the assessors were also requested to indicate those students who showed relatively better confidence than others in getting their messages across, confidence building being a part of the overall objective of the research (see Chapter One).

The criteria for judging the students as confident were (a) effective use of notes (i.e., referring to notes only occasionally), (b) not talking hurriedly so as to come to the end of the talk abruptly (avoiding memorization) and (c) not uttering indistinctly (avoiding whispers and mumbles).

The assessment of Oral Presentation 2 produced the intelligibility scores of the study groups for the second time and their confidence in carrying out the task. The results are given in Chapter Five.

3.8. Comparing the Study Groups in terms of Intelligibility Scores and Confidence

A detailed analyses of this comparison is given in Chapter Five. This section presents only the highlights.

As has already been mentioned, Oral Presentation 1 and Oral Presentation 2 were assessed by 16 instructors - four instructors for each of the four departments. Each student's level of oral intelligibility was considered as the average of the scores awarded by the four assessors. The average score for each student was computed to the nearest full number. The mean

comparison of the intelligibility scores of the experimental group, and the control group was done for Oral Presentation 1 which was conducted before the experimental group was given the new training. The same was done for Oral Presentation 2 which was carried out after the new training was over.

The statistical analyses of the intelligibility scores show that there is no significant difference between the mean scores of the experimental group and the control group during Oral Presentation 1 at 5% level of significance. But there is a significant difference between the mean scores of the two groups during Oral Presentation 2, indicating better performance on the part of the experimental group.

The intelligibility scores obtained on Oral Presentation 1 and Oral Presentation 2 by the experimental group and the control group were examined for 'inter-rater reliability' to gauge the degree of consistency with which the assessors used the given rating scale (see Section 3.5.1.1). This was done by computing the correlation coefficient between the sum of the intelligibility scores given to each study group by subject instructors and English language instructors. The correlation between the scores given by the two groups of raters is 0.807 in the case Oral Presentation 1; and 0.844 in the case of Oral Presentation 2 (see Appendix H, Table 5). Each correlation figure indicates a very strong correlation between the two groups of raters showing that the rating scale has been used with a reasonable degree of consistency, and the tendency that the intelligibility scores awarded to the students are reliable.

Taking the accounts of the students' oral English background into consideration, both the

experimental group and the control group were assumed to have a low level of confidence in getting their messages across during Oral Presentation 1. Therefore, no observation was made concerning their level of confidence at that point. However, the assessors, made observations about the presenters' level of confidence during Oral Presentation 2, without being told which students belonged to which group. The results of these observations reveal that the number of confident students is greater in the experimental group than in the control group as agreed by the majority of the assessors.

3.9. Summary

Questionnaires, observations of lectures and informal discussion with the students and their instructors were used to take account of the students' current level of oral performance. The questionnaires were also instrumental for the collection of other background information relevant to the research as well as for the obtainment of the views of the students in the experimental group with regard to the new teaching materials and the teaching methods.

To investigate the main objective of the study, the literature on teaching approaches and issues relevant to the development of oral competence were reviewed in Chapter Two. In light of these, new teaching materials were developed, and 'new' methods were employed to use the materials with an experimental group of students. The effects of the new course materials and methods on the experimental group's oral performance and confidence in accomplishing simulated academic oral presentations were evaluated by contrasting the performance of the experimental group with that of the control group. The analyses of all

the results are given in Chapter Five.

CHAPTER FOUR

THE NEW TEACHING MATERIALS AND TEACHING METHODS

In the previous chapter a brief reference has been made to the teaching materials used in the research project as one of the data sources for the research. This chapter presents a relatively detailed description of the materials and the teaching methods.

4.1. An Overview of all the Lessons

The new teaching materials are task-based (see Appendix D). The literature on task-based language learning materials deals with the concept of task, the extent to which it is necessary to focus on linguistic form and factors that determine task complexity.

In turning to the concept of task, the term has been defined in a variety of ways as the following definitions show.

[a task is] a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between.

(Long 1985: 89)

The above definition is a non-technical and non-linguistic one in that it describes the sorts of things that non-linguists would tell if they were to be asked what they do.

Another definition of 'task' is by Richards, Platt and Weber (1986: 289):

an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative ... since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

The definition above views 'task' from a pedagogic perspective in that tasks are defined in terms of what the learner does in the language classroom rather than in the outside world.

The next definition is by Breen (1987: 23):

...any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning - from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making.

Nunan (1989: 10) also defines task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form."

The definitions we have seen so far have one thing in common: they all suggest that tasks involve communicative language use in which the user's attention is focused on meaning rather than linguistic code. In other words, task achievement requires interaction, and it is through interaction that foreign language learners can crack the linguistic code.

The extent to which it is necessary to focus on linguistic form in designing communicative language tasks has been controversial. For instance, Prabhu (1987) believes that it is not necessary to provide tasks which focus on individual linguistic components as a preliminary to engagement in communicative tasks. He argues that involvement in communicative tasks is all that is necessary to develop competence in the target language. Prabhu's basic assumption of the use of tasks for language teaching is that "form is best learnt when the learner's attention is on meaning" (Prabhu, 1982: 2, in Brumfit, 1984: 102). Accordingly, the language teaching materials used for the Bangalore Project were not based on any overt language syllabus. They were without any linguistic pre-selection and also without any explicitly language-focused activity. Instead, the materials exploited:

- i) the learner's natural desire to meet a challenge (i.e. to solve a problem to prove that he can do so),

- ii) the preoccupation with meaning or thinking which such problem - solving necessary brings about and
 - iii) the incidental struggle with language-use which such activity engenders.
- (Prabhu, 1982 in Brumfit, 1984: 102).

However, Rutherford (1987) believes that a linguistic focus in the form of grammatical consciousness-raising activities should be incorporated into task design.

In relation to the factors that determine task complexity, experience on the Bangalore Project suggested that the following factors were the most significant ones in determining difficulty:

1. Information provided
The amount and type of information handled will affect difficulty.
2. Reasoning needed
The number of steps or cognitive operations (e.g., deduction reference or calculation) will affect difficulty.
3. Precision needed
Difficulty increases with the degree of precision called for.
4. Familiarity with constraints learners' knowledge of the world and familiarity with purposes and constraints will affect difficulty.
5. Degree of abstractness
Working with concepts is more difficult than working with the names of objects or actions.

(Prabhu 1987: 87-88)

The criteria that have been used to design the tasks for the new teaching materials have been extracted from Candlin's (1987) list of "Criteria for 'Good' Language Learning Tasks". According to Candlin (1987: 9-10), good language learning tasks, among other things, should:

- draw objectives from the communicative needs of learners;
- define a problem to be worked through by learners, centred on the learners but guided by the teacher;
- provide opportunities for language practice;
- promote attention to meaning, purpose, negotiation;
- involve learner contributions, attitudes and affects;
- be challenging but not threatening to promote risk-taking;
- require input from all learners in terms of knowledge, skills, participation;
- involve language use in the solving of the tasks.

The above criteria are in line with the main objective of the present study: to help second year students in the College of Social Sciences activate the linguistic resources in their existing repertoire of communication in such a way that their speech--related anxiety is reduced so that they can build their confidence for academic oral discourse. With the help of language learning materials based on the above criteria, the students can develop their oral competence in a relatively short time. This should be possible because they have had eleven years of English lessons in reading comprehension, vocabulary and grammar. They have also had seven years of English-medium education. Thus, they have already developed an underlying competence in the language. What they lack is the opportunity for activating their already acquired underlying competence so that it can be brought up to the level of oral performance.

The new teaching materials encourage students to control the topics of the discourse. It is often claimed that fluency work in the classroom (i.e., tasks designed to allow the learners to use their existing linguistic resources in natural communication) is enhanced by handing topic control over to the learner (Ellis, 1986). Ellis (1990) also claims that "a learner would benefit from a topic initiated by another student to a much greater extent than from a topic initiated by the teacher" (p. 124). The support for this claim comes from Slimani's (1987: 321) study that shows "whatever is topicalized by the learners, rather than the teacher, has a better chance of being claimed to have been learned" (cited in Ellis, 1990: 124).

The materials consists of twenty lessons. There is also a cassette for the listening texts. The lessons can be categorized under three broad headings: introductory lessons, listening-based lessons and miscellaneous lessons.

Lessons One and Two are the introductory lessons. Lesson One has been designed to encourage students to take a personal interest in one another, and to bring real-life situations into the classroom for discussion. This is necessary to put the students at ease from the very beginning of the new course. If students are relaxed about the idea of speaking English, they will be willing to cooperate to speak as has often been suggested by SL pedagogy (e.g., Bailey and Celce-Murcia, 1979; Crookes and Chaudron 1991).

The main objective of Lesson Two is to help students reduce their speech-related anxiety through group therapy (see Chapter Two, 2.4.1.1.). This is important for the success of the whole training. Once the idea of rationally examining irrational beliefs about language learning has been illustrated to and practised by the students, they need only be reminded from

time to time that much of their speech-related anxiety is based on fears that are groundless.

Lessons 3-6, and 9-17 are listening-based. The main purpose of the listening-based lessons is not to teach listening comprehension as such. In the present study, the interest in listening emanates from the nature of listening and speaking as reciprocally interdependent language skills. That is, the process of oral interaction consists of speaker-listener-respondent. This chain of oral interaction shows that listening is not a passive language skill, and this view is also well acknowledged in literature on this topic. Thus, listening can form the basis for communicative classroom tasks, and the information in the listening texts can be used as a departure point for activities like question-and-answer, class discussion, interview, role-play, oral report, debate, problem-solving/decision making (see Appendix D).

Byrne (1986) calls this function of listening in the foreign language classroom, "listening as stimulus to other activities" which stimulate discussion among the learners. "Listening as stimulus to other activities" consists of tasks which are usually presented at three stages (a) pre-listening, (b) while-listening, and (c) post-listening (Dunkel, 1986).

Pre-listening tasks engage students in pair and/or group work in order to predict or anticipate the contents of the foreign language message. Such tasks set genuine communicative purpose for the learners. They also facilitate understanding the message of the listening text through group collaboration and effort (Ibid.).

While-listening tasks allow each member of the class to listen attentively to the message of the text to monitor for discrepancies in the message received, and to select relevant information

and ignore irrelevant details (Ibid.). These tasks also provide the listeners with linguistic and information input which can be used as an output during post-listening and extended tasks.

Post-listening tasks are cooperative learning activities which engage learners as a group in oral interaction to examine the accuracy and task achievement at the pre-listening stage as well as the accuracy of individuals comprehension task achievement at while - listening stage by comparing their answers (Dunkel, 1991).

The listening part of lessons 3 to 6, and 9 to 15 were recorded from the texts which I selected. They were all taken from McCall (1983). The texts are samples of short essays which can be used as models by high school or college students for writing expository essays (McCall, 1983: 5). In this study, however, the sample texts are used for listening and speaking (see below for Selection Criteria). All the texts have topics, and those topics that are considered unclear to the students have been adapted to provide the learners with contextual support. However, no modifications or alternations were made to the texts (see Appendix E).

Input from listening is more likely to be understood and to stimulate discussions if the learners have some background knowledge (topic and content familiarity) of what they listen to, and if they are not put off by 'input factors'. 'Input factors' refer to factors in listening or reading tasks that are thought to affect the difficulty of information processing (Nunan, 1989). They are:

- linguistic complexity of the text (grammatical elements, the amount of unfamiliar vocabulary and the discourse structure),

- the explicitness of the information,
- the length and conceptual difficulty of the text (Ibid.)

A listening text written in complex grammatical structure, containing large number of unfamiliar vocabulary, or complicated discourse structure is likely to be too demanding for the learner. The same is true for long and conceptually difficulty text as well as a text in which the main idea is buried away in the jungle of words. Therefore, it was necessary to use some criteria for selecting the listening texts for lessons 3 to 6, and 9 to 15. This was important to make the information in the texts accessible to the learners as much as possible. Accordingly, the following criteria were used:

- topic and content familiarity,
- the expository nature of the texts and the clarity with which the ideas are expressed,
- familiarity of the discourse pattern,
- the length of each text in terms of the number of words (reasonably short),
- linguistic simplicity, including grammar and vocabulary (see Appendix E for the texts).

Before recording the texts, copies of the scripts were distributed to a group of second year students to seek their views on the above criteria. No difficulty was reported except for few words and phrases that were unfamiliar to the students which they were able to figure out either from the context or by referring to a dictionary. Moreover, at university level, students need to describe certain processes, present opinions, explain ideas for or against something or

someone, define concepts, compare and contrast things or ideas, classify concepts or things, discuss cause and effect relationship, etc. The contents of these listening texts are relevant to these needs (e.g., Lesson 3 is description; Lesson 5 deals with opinions; Lesson 10 is argumentative, Lesson 11 is compare and contrast, Lesson 13 deals with definition, Lesson 14 treats cause and effect, and Lesson 15 gives analogy).

The readers of the listening texts for lessons 3-6, and 9-15 were five Ethiopian instructors at AAU. -- four English teachers, and one historian whose English is fluent. As much as possible, the reading was done at lecture speed. The reading of each listening text was recorded in the Institute of Languages Studies (ILS) Language Laboratory - Room 401. The recording was done by a professional Language Lab Technician to ensure the clarity of the utterances. The instructors were chosen among other Ethiopians of the same level of qualification, because of their willingness to do the job.

In addition, both in the Department of Foreign Languages and Literature and in the College of Social Sciences, the vast majority of the instructors are Ethiopians. For example, the 1993 teaching staff list of the Department of Foreign Languages and Literature shows a total of 34 instructors. Of these, 30 (88%) are Ethiopians; and the other 4 (12%) are expatriates. Only 2 (6%) of the latter are native speakers of English who usually teach major are courses in English at undergraduate as well as postgraduate levels.

According to the current academic staff list, there are 73 instructors in the four departments (i.e., Geography, History, Political Science and International Relations, Sociology and Social Administration) of the College of Social Sciences. Of the above instructors, 56 (77%) are

Ethiopians, while 17 (23%) are expatriates. Only 2 of the latter are native speakers of English. Thus, students at AAU. are mostly exposed to educated Ethiopians' English pronunciation. This kind of English pronunciation must, therefore, be more accessible and less stressful for the students to listen to and understand in order to generate discussions during the training sessions.

The last two listening-based lessons are 16 and 17. The listening parts for these lessons were copied from a cassette accompanying Freshman English for Colleges Book 1 and Book 2 by Oliver Hunt, prepared for junior colleges outside AAU. Both the listening texts deal with problems of industrial development in two developing countries -- Peru and Ethiopia. The speakers on the cassette are native speakers of English. The two texts were chosen for the following reasons:

- their contents are familiar to the students;
- the talks are relatively short;
- the voice are clear and the accents are comprehensible;
- the speed of the utterances is reasonably slow, lecture speed.

Moreover, these lessons provide the learners with an added benefit of familiarizing themselves with the accents of the native speakers of English to some extent.

All the tasks in lessons 3-6, and 9-15 were designed by the researcher. But the tasks in lessons 16 and 17 were partly adopted and partly adapted from Freshman English for Colleges by Oliver Hunt.

The listening-based lessons were sequenced on the basis of (a) the type or 'genre' of the listening text, and (b) the number of speakers involved in voicing the text. Concerning the 'genre' of a text, Brown and Yule (1983) suggest that it is less demanding for learners to process information from descriptive texts than from other kind of texts. Accordingly, descriptive texts were placed before texts dealing with abstract discussions which involve the expression of opinions and arguments. However, this criteria has not been used consistently as some of the texts belong to more than one 'genre'. In such cases, texts which are relatively more familiar to the students were made to precede those which are relatively less familiar.

Listening to two speakers is more demanding than listening to a single speaker (Nunan, 1989).

Thus, listening lessons in which two speakers are involved in voicing the texts are placed after the ones with a single speaker.

Lessons 7,8 and 18-20 are miscellaneous. The first two (i.e., 7 and 8) are the kind of academic oral work in which the students in the College of Social Sciences are usually engaged, and for which they need actual practice as well as practical experience. Moreover, the use of an 'anxiety graph' in Lesson 8 should help the students reduce their 'debilitating anxiety' relating to oral presentations of academic papers (see Chapter One, 1.3.1). The other three lessons (i.e., 18-20) deal with social problems in Ethiopia that are often discussed in and out of social science classes. Such familiar topics are relatively easier for the students to talk about, with the likely consequence that their speech - related anxiety will be lessened, and their confidence to interact orally will also be boosted.

There are one hundred and fifteen short tasks in the twenty lessons. These do not include the

last task in every lesson which is a 'review session'. Each review session lasts fifteen minutes. The purpose of this session is to provide the students and the teacher a common forum for further questions, comments, suggestions and feedback. This common forum is also advantageous for two reasons. a) It helps the teacher to know his students even better. (b) It enhances the students' knowledge about each other beyond their own groups. In the communicative language teaching classroom, (a) and (b) are important elements for fostering oral language (Crookes and Chaudron, 1991).

To make the language in which the tasks have been written accessible to the learners, simple words, short and simple sentences are used. As much as possible, attempts have been made to make the tasks motivating by relating them closely to the immediate academic needs of the students.

The number of the tasks varies from one lesson to the other. For example, Lesson Four has eleven tasks, while the tasks in Lesson Five are eight. This variation is the result of the researcher's capability to create tasks that are related to the topic of each lesson, and the need for breaking them down into manageable parts for reasons pertaining to the learners' confidence and motivation. Moreover, to sustain the learners' confidence and motivation, most of the tasks have been designed in such a way that preceding tasks lead to the discussions of the subsequent ones so that the latter can be done by recycling the information that the students are already familiar with.

Four categories are used to show students' involvement in the tasks:

Individual (i.e., each student works on his or her own).

Pair (i.e., two students work together).

Group (i.e., a small group of students work together).

Class (i.e., the whole class is involved in asking questions, answering questions, making comments and suggestions).

Tasks for individuals are designed in such a way that they can lead to pair and group work as well as to whole class activity.

The tasks in the materials are generally of three levels: (i) controlled, (ii) semi-controlled, and (iii) free (see Appendix D).

In (i), most of what the learner needs to say has been provided for him/her, leaving him or her with only few decisions to make.

In (ii), adequate basic information has been given in such a way that learners have a number of choices to make concerning vocabulary, structure and content.

In (iii), only few instructions have been provided. Students are encouraged mainly to express their own ideas about a topic. Levels (i) and (ii) above, have been introduced for two reasons:

(a) To reduce for the learners the problems of 'what to say' (ideas), and 'how to say them' (language). This is important if the learners are to be motivated in order to react orally from the very beginning of the course. (b) To encourage the learners to produce coherent ideas and grammatically acceptable utterances from the onset of the lessons to help them avoid talking

only in phrases as well as the accumulation of fossilized errors in their interlanguage system. In other words, the materials initially provide enough support in terms of ideas and language to enable students to talk. The amount of support is reduced gradually to encourage them to say something of their own in their own ways. Thus, the tasks have been structured to match the proficiency level of the learners with their relative progress in mind.

There is much precedent for such a progression in the traditional language teaching literature, and it has been applied to all skills. (For instance, see Pincas. 1982. Teaching English Writing in relation to the teaching of writing skills). The progression mode of teaching is not always supported by the proponents of 'pure' communicative language teaching methods. However, it does have support from Littlewood (1981:85) who makes a distinction between 'pre-communicative' and 'communicative' language learning activities in his discussion of methodological framework for communicative language teaching.

At the beginning of the project, there was a fear that students would resort to Amharic (the common local language) so often when discussing the tasks because they were not used to speaking in English. Therefore, in lessons one to six, they are enjoined to speak only in English. In these lessons, students are also required to speak loudly. This is to encourage each student to fight the symptoms of speech-related anxiety like 'whisper' and 'inaudible' voice in order to develop the confidence to speak up. Similar instructions are not provided for subsequent lessons. But there was a regular check by the teachers to make sure that the learners talked only in English, and talked loudly.

To approximate the kind of academic activities in the College of Social Sciences, the lessons

encourage not only seated group interaction but also facing the class as an audience. Such tasks are found here and there starting from Lesson Two, Task 2 (see Appendix D).

In some of the early lessons (see Lessons 2-6), the issue of anxiety is taken care of in three ways: (a) Speaking in front of a class is totally student-controlled. That is, the speaking student is nominated by his/her group. (b) He/she reports what has been discussed by his/her group from already available notes. (c) The reporting time is relatively shorter (i.e., 3-5 minutes).

4.2. Methodological Framework

The new materials provide each learner with the opportunity to speak and to listen. Hence, every learner is an interactant. Therefore, the methodology of the course material is communicative. In his discussion of language teaching materials based on communicative methodology, Littlewood (1981: 85-6) makes a distinction between 'pre-communicative', and 'communicative' activities. In the former, the learner deals with the acquisition of basic language elements; whereas in the latter, the learner is involved in activating and integrating his/her pre-communicative linguistic knowledge in order to use it for the communication of meanings.

As has been mentioned earlier, second year students in the College of Social Sciences have a lot of learned English at the pre-communicative level. What they need is training at the communicative level--activating their pre-communicative linguistic knowledge. The focus of the new teaching materials is, therefore, to offer systematic and intensive training at the level

of communication by placing the learners in situations where they must perform tasks by communicating with each other as best as they can, with their already acquired linguistic resources.

4.3. Descriptions of all the Lessons in the New Materials

Section 4.1 has presented an overview of all the lessons in the new materials. This section gives more detailed accounts of the contents of each lesson, the measures taken to make them accessible to the learners, and the rationale for sequencing the lessons.

Of the 135 tasks in the twenty lessons (see Section 4.1. above), 20 are 'review sessions'. These are not discussed any longer, since enough has been said about them under section 4.1. Thus, the discussion of tasks hereafter is confined to the 115 tasks.

4.3.1. The Introductory Lessons

Lesson One: "Talking About Oneself"

In this lesson, learners work in pairs enquiring and providing information about their personal lives. A pair is a less threatening 'audience' to begin with, and the 'self' is the easiest to talk about. The primary purpose of this lesson is to get students to know each other in order to create a "psychologically comfortable" and "safe" classroom environment for oral interaction to take place. As Stern (1993: 201) points out "communicative activities are likely to be more difficult to engage in for a second language learner under conditions of stress, discomfort,

fatigue, physical danger, emotional distress, or hostility than in a calm and positively toned situation". Thus, managing students' speech-related anxiety (see Chapter Two) from the very beginning of the lessons has been necessary. In other words, Lesson One is to lay the foundation for a cohesive class for cooperative language learning because such a class is considered as a prerequisite for communication (Little and Sanders, 1989).

There are two main tasks in Lesson One. In Task 1, both the topic and the language are controlled except in question number 13 which links back to number 12 (see Appendix D). The task provides the students with 'what to say' and 'how to say it' -- to ask questions, students do not need to worry about forming their own sentences. The sentences are provided for them. Moreover, all the questions are in short turns. In their analyses of conversational English, Brown and Yule (1983a: 16) make a distinction between short turns' and 'long turns': "A short turn consists of only one or two utterances; a long turn consists of a string of utterances which may last as long as an hour's lecture." It is obvious that long turns are more demanding both in language production and comprehension. This suggests that in the early stage of oral production, preference should be given to tasks involving short turns to put the students at ease so that they can volunteer to speak.

The questions and answers in Task 1, are not meant to encourage the students to practise a dialogue in the sense of mechanical drills. They have a communicative purpose, since the course participants (i.e., the students) are from four different departments, and most of them are probably meeting so closely for the first time. Besides, students at Addis Ababa University come from different parts of Ethiopia, with different economic, social and cultural backgrounds. They have a lot of new information to be shared.

Task 2 is an extension of Task 1. A pair of students interview one another on the same topic as in Task 1. The topic is controlled. Nevertheless, students are not provided with questions as in Task 1. They need to use their own vocabulary and grammatical structures to find out more about each other. Hence, the task is semi-controlled.

In both Task 1 and Task 2, the pair of students is directed to give each other enough time for answering questions. This is to set the tone of normal conversation between two persons as in everyday life, rather than a hurried question and answer that occur between a teacher and a student like in the language-centred classroom (see Chapter Two). In Task 2, students are instructed to relate their questions to the past, present or future so that they can practise the uses of different verb forms or tenses in communicative situations.

Lesson Two:

The topic of this lesson is "Rational Emotive Therapy" (see Chapter Two, 2.4.1.1). Its main purpose is to help students directly confront foreign language classroom anxiety. That students reduce their speech-related anxiety at the early stage of the lessons is a necessary step for the success of the whole training.

Lesson Two contains two tasks. Task 1 provides seven 'suppositions'. Suppositions 1-3 are about people's general beliefs, whereas 4-7 are what people think about language learning. Students are required to discuss the suppositions in English in small groups in order to arrive at a consensus as to whether or not the suppositions are 'rational' or 'irrational'. One member from each group acts as a recording secretary so that the same information can be

used later for whole class discussion.

Task 1 is semi-controlled in the sense that the learners are provided with ready-made suppositions and some language functions. But students need to use their own linguistic resources like vocabulary and grammatical structures to discuss the suppositions. The discussion is to encourage learners to 'think aloud' and share experience in order to arrive at rational criteria for self-evaluation in communicative situations (see Chapter Two, 2.4.1.1). This is important for the students to build the confidence to speak.

Task 2 is an extension of Task 1. Each group nominates one of its members to report to the whole class the consensus arrived at by his/her group while discussing Task 1. The suggested reporting time is 3-5 minutes. This activity provides every reporting student with the opportunity to face an 'audience' in a less threatening classroom environment. This classroom environment is less stressful because the reporting student has at least the confidence of the group that has nominated him/her. The activity also provides other members of the class with the opportunity to ask questions, make comments and suggestions.

At the end of Lesson Two, students are expected to see through their irrational beliefs about foreign language learning, and this is likely to help them reduce their inhibition about talking in the target language, creating a fertile ground for collaborative language learning and the consequent oral language development.

4.3.2. The Listening-based Lessons: Common Features

These lessons (3-6 and 9-17) have the following common features:

1. The number of words in all the listening texts is less than 850 (i.e., the number of words ranges from 312 to 848).
2. The listening tapes last a maximum of five minutes (i.e., the number of minutes ranges from 3 to 5).
3. With the exception of lessons 16 and 17, the listening texts are recorded as lectures (i.e., spoken by one person) to keep listening within the experience and the need of the students -- listening to lectures. This is an important consideration for reducing the learners' anxiety and promoting their confidence and motivation (see Chapter One, Research Objectives). In addition, the main purpose of the information the students obtain by listening to the taped texts is to help them form the basis for generating discussions. As Nunan (1989) suggests, it appears that listening to a single speaker is relatively easier to keep the train of ideas and use these ideas for discussions than listening to two or more speakers.
4. Under normal circumstances, the students are allowed to listen twice. But to resolve any strong disagreement during post-listening activities, they can listen one more time, if it has been felt that the cause of the disagreement is inadequate listening and/or lapse of memory.
5. The lesson topics are familiar to the students: They are either within the students experience and background knowledge or within their immediate social and/or academic environment (see Appendix E).

6. The tasks in each lesson are organized under three headings:

i. Pre-listening tasks

These tasks are a mixture in terms of the number of students involved in performing them -- pairs, small groups as well as individuals. Most of the tasks focus on the formation of expectation; that is, predicting some of the messages of the listening text from the topic of the lesson. To accomplish these tasks, the students need to activate their background knowledge about the topic of the lesson.

ii. While-listening tasks

These are exclusively individual, regarding students' involvement in the tasks. The tasks deal with listening comprehension activities like true/false, fill in the blanks, answering questions by writing short notes and making notes. Most of the tasks are of the same format. This is necessary for helping the students build their confidence in that if one accepts the view that content familiarity boosts learners' confidence (e.g., Crookes and Chaudron, 1991); one also tends to believe that task familiarity may have the same or similar positive effect. Moreover, each while-listening task instructs the students to read through the tasks before they start listening. This is to set the purpose for listening so that they can listen with expectations which induce some sense of achievement necessary for reducing learners' anxiety about the tasks.

iii. Post-listening tasks

By and large, the post-listening tasks are for small group discussions and whole-class interactions. Whole-class interactions are initiated by the presentations which the delegated members of each group make and individual oral reports as in Lesson Eight (see Appendix D). At the end of such a presentation, the whole class is encouraged to make comments, suggestions and/or ask questions. Any member of the class can react to the comments and suggestions, and/or answer the questions. This appears to be important for two reasons: (a) It avoids the possible tendency that the reporting student may be overwhelmed by questions to the extent that he/she may experience a sense of being interrogated and embarrassment which result in heightened anxiety (an undesirable element in the communicative language teaching classroom). (b) It also offers the chance of talking in English to several students. To give as many students as possible the opportunity to face an audience, groups are discouraged from delegating one of their members more than once to speak in front of the class until every group member has had the chance to do so. The tasks have been framed in such a way that the students talk about the tasks that they are already familiar with (i.e., their pre-listening and while-listening tasks which they have done individually, in pairs or in small groups for the pre-listening tasks or individually for the while-listening tasks). Such task designing procedure seems advantageous for reducing learners' speech-related anxiety and for increasing their willingness to talk in English and develop their oral competence.

The post-listening tasks also contain extended talking activities like individual oral presentation

and pair role-play and/or small group role-play which the learners ought to manage after they have gained some degree of confidence and the consequent motivation to talk. Furthermore, the post-listening tasks provide the students with lots of opportunities for preparing and rehearsing what they are going to say during role-play and interviews (e.g., see Appendix D, Lesson 6, Task 8; Lesson 9, Task 6; Lesson 11, Task 6; Lesson 14, Task 6; Lesson 16, Task 4; Lesson 17, Task 5). These ought to enable the learners to express their ideas with more confidence and accuracy.

4.3.2.1. Lesson by Lesson Descriptions of the Listening-based Lessons

This section gives brief descriptions of lessons 3 to 6, 9 to 15 and (16 to 17) (see Appendix D for details). Some of the descriptions duplicate the details of the materials themselves. This was found to be unavoidable because the pre-listening, while-listening and post-listening tasks are interdependent in many of the lessons. There was a fear that their interdependence may not be portrayed effectively in a more general description. In addition, providing only a more general description was felt somewhat cumbersome for readers in that it may necessitate frequent recourse to the appendix. As mentioned earlier, the listening texts for lessons 3 to 6 and 9 to 15 are from McCall (1983). The rest are from Hunt (1990).

Lesson Three: "Childhood Adventure"

The listening text for this lesson is entitled 'Childhood Adventure'. The speaker describes his and his friends' childhood adventure in their neighbourhood. Adventure of this nature is more or less universal. To discuss this topic, students do not need to acquire new knowledge and

information. But they need to activate their background knowledge to generate discussions. Moreover, the topic ought to invite discussions, since it is neither serious nor abstract. Childhood adventures are also full of fun from adults' view point. In Ethiopia, the general tendency is that young people talk more voluntarily about their childhood adventures and experiences than they do about things pertaining to their adulthood. Thus, the topic has been chosen purposefully to make use of this opportunity.

Lesson Three --'Childhood Adventure'-- comes immediately after the two introductory lessons. This sequencing seems appropriate for several reasons (see Section 4.1.). Another reason worth mentioning in relation to the above point is that classroom oral interaction should involve fun at least at the beginning of the training for the development of oral competence. Otherwise, the training itself can be counter-productive in that it may aggravate learners' speech related-anxiety.

The whole lesson consists of eight major tasks. Task 1 is on prediction. The students are instructed to work in a group of four to discuss three questions. In question 1, the learners are required to actively contribute what they expect to hear in the talk entitled "Childhood Adventure" by way of general information. In questions 2 and 3, they are required to contribute their linguistic knowledge in relation to what they expect to hear. The purpose of the three questions is to help the students develop an attitude of anticipation of what they are going to listen to from the given lesson topic. They are adults with memories about their childhood adventure. What they need is activating their background knowledge about the subject in order to generate ideas for group discussion.

Tasks 2 and 3 are to be done individually. They are performed as the students are listening to the talk. Task 2 has five statements. The students are required to say whether these statements are 'True' or 'False' on the basis of what they have heard. Task 3 also consists of five statements, but each with missing words. A student's task is to fill the blank spaces as meaningfully as possible according to what has been heard. Before they start listening, the students are instructed to read through both tasks so that they are aware of the purpose(s) for listening. This is important because it seems that one of the situations in which people listen best is when they know that they have to immediately do something with the information they receive (Wilkinson et al. 1974).

In Task 4, the students discuss their answers to Task 2 and Task 3 in a group of four. They should convince each other why some of their answers are right, while others are not.

Task 5 is writing short notes on five questions based on the talk -- 'Childhood Adventure.' The writing should be done individually. Task 6 is an extension of Task 5. In Task 6, students read their short notes to their groups. The notes by each student are discussed from the view of 'factual accuracy', 'flow of ideas' and 'grammatical acceptability' (essential elements for academic purposes). Students are recommended to consult their teacher if they are not sure, or in case of serious disagreement.

In Task 7 students are engaged in asking and answering questions about the talk- 'Childhood Adventure'. To help the learners start the task with some degree of confidence, they have been provided with words that they can use to begin their questions.

Task 8 is on 'free talk'. A student's task is to tell his/her group, his/her childhood adventure following the talk 'Childhood Adventure' as a model. Finally, each group decides on the most exciting adventure it has heard, and the most adventurous student from each of the groups is nominated to present his/her childhood adventure to the class. The other members of the class may make comments, suggestions and/or ask questions.

Lesson Four: "Home Town: U.S.A."

The title for this lesson comes from the listening text entitled "Home Town: U.S.A." The speaker on the tape quotes his sociology teacher as saying that one person out of ten will move this year, and that accordingly, the United States is rapidly becoming a nation of rootless people.

The speaker is one of the victims of this rootlessness beginning from his early school days. His rootlessness is caused by the nature of his father's work. His father is a "trouble shooter" for a management consultant firm with headquarters in Chicago. He works chiefly with big corporations, state highway departments and the like, so that he only spends a year or two on one job. The speaker moves with his father from one town to the other. He has lived in so many towns in the U.S.A. and has gone to so many schools that they are all becoming a blur in his mind. As a result, he feels that his "home town" is where he happens to be now.

The students can easily generate discussions on this topic because 'home town' is a common theme regardless of where people live.

Lesson Four contains 11 tasks. Task 1 is on predicting the message of the talk-"Home Town: U.S.A." The students are advised to work individually. They are instructed to look at the topic of the listening text, and write five points which they expect to hear in the talk.

In Task 2, the learner discusses his/her answers to Task 1 with the group. The discussions include pointing out differences in expectations, as well as suggesting who is probably right, and who is not. The task provides the students with the following expressions which they might want to use in their conversations:

I agree, I disagree, I agree/disagree with (you, him, her, Tesfaye ..), I think so, I don't think so, In my opinion ...

Task 3 is on pronunciation of some words appearing in the listening text. They are. blur, firm, miles, junior sociology, tournament.

From experience, students mispronounce such words. The task requires the learners to make sure they know how these words are said prior to listening to the talk -- 'Home Town: U.S.A'

The practice is done in two stages: First, every student rehearses individually. This involves talking to oneself silently (inner talk) and loudly. Second, students join their groups and each student says the words aloud to his/her group. The students are advised to consult their teacher in case of any doubt.

In Task 4, each student needs to write down words and phrases that he/she does not understand while listening to the talk.

Task 5 is on getting facts and details as one listens. The task has two major parts. In the first part, five statements are given. The students should write individually whether the statements are 'True' or 'False'. The second part of the task contains another five statements with blank spaces in them. These blank spaces must be filled with appropriate words from the talk.

Task 6 is writing brief notes individually to answer six questions set on the topic of the lesson (Home Town: U.S.A.).

In Task 7, students discuss their answers to Task 4 in groups: the list of words and phrases (see Task 4 above). They are encouraged to ask their teacher if the need arises.

Task 8 deals with the discussion of Task 5 and 6. Individual answers to these tasks are discussed in groups. While discussing Task 6 (see above), students need to consider: factual accuracy, flow of ideas and grammatical acceptability. They may seek the help of their teacher if they want to.

In Task 9, learners relate some of the ideas in the talk to their own lives. This involves group members telling each other their experiences concerning changing home towns, going to different schools, their experiences at AAU and the possibility of them going to different places for work after graduation and their feelings about this.

Task 10 also requires the students to relate the lesson topic to their own experiences. Each student in a group talks about two places: his/her home town or the city where one lives now;

or any two cities/towns one knows. What to talk about and some vocabulary items as well as some expressions which the learner might want to use have been provided as follows.

Talk about:

1. the streets/roads: quiet, safe, clean/muddy/dusty, wide/narrow, busy, etc.
2. the weather: cold, warm/hot, rainy/dry
3. the people: friendly/unfriendly, polite/impolite, honest/dishonest, busy/lazy, happy/unhappy, hospitable/inhospitable, talkative/quiet, wealthy/poor.
4. other features
of the city/town: large/small, lively /boring, expensive/cheap...

The task also provides the learners with expressions for agreeing or disagreeing (see Task 2 above) which they may want to use.

In Task 11, each student moves from talking to a group to talking to the whole class. The talk is on one's place of birth. Every talk should include: name of the place, location, distance from Addis Ababa, total number of population, nationalities, languages, religions, types of crops and animals, social services (schools, hospitals, banks, water supply, electricity); communication (roads, transport, telephone, postal service, etc.); and the speaker's likes and dislikes about the place.

Lesson Five: "My Impressions of College"

The talk is about a college student who goes home on weekends. Many of his friends who are still in high school constantly ask him how he likes college. He narrates his impressions of college to them. The eight tasks in this lesson are based on the talk.

Task 1 consists of three activities to be done by students in a group of four, before they listen to the talk. The activities are (1) discussing their impressions of AAU before they joined the university; (2) discussing the gaps between their impressions, and what they have encountered after their arrival at the university; (3) saying aloud the following words to each other:

still/steel	students	haven't
fill/feel	honest	huge
rods/roads	human beings	buildings
row/raw	won't	find
hear/here/her	I'm	streets

Most of these words are from the listening text. A few of them have been produced for contrast. The words in the list above have been selected for practice because most of our students do not say them properly.

Task 2, 3 and 4 deal with comprehension questions - true/false (Task 2), filling in the blanks (Task 3), and writing short notes (Task 4). These are while - listening tasks and are done individually.

In Task 5, students read to each other their answers to the above tasks, and discuss them in small groups. The notes on Task 4 are discussed in light of factual accuracy (on the basis of what they have heard), flow of ideas and grammatical acceptability. The learners can consult their teacher if they need help.

Task 6:

A pair of students ask each other questions about the talk-"My Impressions of College" using these words:

Is	Does	Why
Are	How	When
Do	Where	

They are advised to give each other enough time to answer the questions. Different question words have been provided to encourage students to use varied grammatical patterns and proper verb-subject agreement.

Task 7 contains two activities. In activity 1, each student talks to his/her group about the secondary school he/she came from. The talk includes the location of the school, teaching-learning facilities, teachers, student population, school type, student-teacher relationship, etc.

Activity 2 is an extension of activity 1. Here, each group decides on the best secondary school, and delegates one member of its group (preferably the student of that same secondary school), to give a talk about it to the whole class.

journalist, and the other, the role of the chairman of the new educational policy designers for Ethiopia. The journalist prepares ten questions, and interviews the chairman at the first press release conference to be held the next day. The questions include: disadvantages of the present system of education, purposes of the new policy and effective date of the policy. Each pair rehearses its presentation, and finally the interview takes place before the whole class.

Task 9 is also a role-play similar to Task 8 above. But it is more extended than Task 8 in terms of students' involvement, task preparation, and performance. It has two parts.

In part 1, the students work in small groups. Each group plays the role of A Representative of the Commission for Higher Education -- Ethiopia, and prepares a speech to be presented at The Council of Representatives (Ethiopia's Present Parliament) meeting to be held soon to discuss budget allocation for different sectors for development, including college education. The speech should be persuasive and convincing in order to obtain a fair share of the country's budget for college education. To achieve this, the speech must include the necessity of education for development, the need for college education in particular, the kind of colleges presently available, their strengths and weaknesses, other colleges the country needs, and why they are needed. In part 2, the students rehearse as a group the speech they have prepared in part 1. Then, each group delegates one of its members to present the speech to the class. The rest of the class can act as members of The Council of Representatives, asking questions, making comments and suggestions. Questions can be answered by any member of the class.

Lesson Nine: "My Classification of Books"

The general theme of the talk is that books may be classified in many different ways. With this background, the speaker expresses his own personal feelings as to how books are grouped. The rest of the talk develops this point.

The tasks in Lesson Nine are designed by drawing on the ideas in the talk. But they are framed in such a way that they are relevant to the students' immediate environment and background knowledge to facilitate oral interactions among the learners.

Task 1 has two parts. In part 1, the students discuss in small groups the process they pass through when they borrow books from the Main Library (Kennedy Library) at AAU. The discussion takes place before they listen to the talk. In part 2, they are provided with a pair of words which they should say loudly to their groups. Some of these words appear in the talk, while others are given for contrast. The learners are required to notice the difference in the pronunciation of each pair of words:

feelings/fillings

feet/fit

these/this

sailing/selling

This part of the task aims at creating awareness about vowel quality which is one area of difficulty for our students.

In Task 2, the students write short notes individually as they listen to the talk to answer these questions:

1. How many categories of books have been mentioned in the talk?
2. What kind of books do we find in each category?
3. What do college students complain about?
4. The speaker mentions 'forced reading' and 'light reading'; what are they?

Task 3 deals with the discussion of Task 2 above in small groups. In their discussions the groups consider each student's task achievement in terms of factual accuracy, flow of ideas and grammatical acceptability.

Task 4 requires the learners to list down individually ten books (both Amharic and English) that each one of them has read over the last two years, and classify them into (1) books read for pleasure, (2) books read for knowledge, and (3) books read both for pleasure and knowledge.

Task 5 is an extension of Task 4 above. In this task, every student selects one book from the list of books he/she has read for pleasure, and tells the whole class orally about the people in the story (characters), the place of the story (setting), the main events in the story, and his/her reactions to the story. At the end of each report the other members of the class may make comments, suggestions, and/or ask questions.

Task 6 is an interview involving individual and pair work. Every student assumes that he/she is going to write a term paper entitled "A Survey of the Reading Interests of Second Year Students at AAU, and writes ten questions. Then the questions are rehearsed. Finally, the students are paired to interview one another concerning their reading interests. The interview

questions involve whether one reads for pleasure, how often, language(s) in which reading is done, kind of materials often read, place(s) where individuals like to read, source(s) for obtaining reading materials, and if the person being interviewed likes discussing with his/her friends what he/she has read.

Lesson Ten: "Which Side Is the Student Council Taking?"

The talk is about the Student Council in a university in the USA. The speaker argues that many students at this university feel that the Student Council seems to be siding with the Administration, not with the students. He discusses three recent actions by the Council which have convinced him that the Council is not the voice of the student body.

"The Student Council" is the kind of topic that students at AAU can discuss comfortably. The tasks in this lesson are designed with this in mind.

In Task 1, each student tries to reflect on the Student Council, and writes five points individually about it before listening to the talk. Then every student explains his/her points to his/her group.

Task 2 deals with five comprehension questions set on the talk. The students write brief notes to the questions as they listen.

Task 3 is an extension of Task 2 above. The students read their answers to Task 2 to their groups one by one, and their answers are discussed from the view of factual accuracy, flow of

the tasks in this lesson.

In Task 1, the students do two things individually before they listen to the talk: First, they write three advantages of being a married student which they expect to hear in the talk. Second, they mention three disadvantages of being a married student which they expect to hear in the same talk.

In Task 2, the learners discuss their points on Task 1 in small groups before listening to the talk.

Task 3 instructs the students to write short notes on the following while listening to the talk:

1. Some of the advantages of being a married student
2. The disadvantages of being a married student
3. Why married students are more determined to succeed than the unmarried ones

Task 4 is an extension of Task 3. It requires the learners to read their notes on Task 3 one by one to their groups, and discuss them in their groups considering each students factual accuracy, flow of ideas and grammatical acceptability. They can ask their teacher if they are not sure about any of the points above.

Task 5 deals with questions and answers about the talk on the cassette. The students form pairs, and the members of each pair take turn in asking and answering questions concerning the talk they have heard. While doing this, they are obliged to begin their questions with these words whenever possible:

How	Where	Is	Are
Why	When	Does	Which
What	Who	Do	

Task 6 is a role-play which enjoins every student to assume the role of a social worker interested in surveying second year AAU students' opinions about marriage. To do this, each role player prepares ten questions that can be used in the interview for gathering information concerning the views of the subjects of the survey. The task provides the role players with some model questions.

Task 7 is also a role-play which extends the individual role-play activity in Task 6 to pair in a role-playing interview. The task requires the learners to rehearse in pairs the ten questions each one of them has prepared in Task 6, and then use them to interview one another in front of the class.

Lesson Twelve: "Rules for Proper Conduct"

The talk is on proper conduct for a gentleman. The speaker sets out to define this topic. To do this, he draws on the famous passage in Hamlet where Polonius gives his son, Laertes, some advice prior to Leartes' return to France. The speaker provides his interpretation of Polonius' remarks by putting Shakespeare's poetry into prose. The talk forms the basis for the design of the tasks in Lesson Twelve.

Task 1: Before listening to the talk entitled "Rules for Proper Conduct", the students work individually. Every student lists down some examples of proper conduct at his place of birth.

In Task 2, each student explains to his/her group, his/her points to Task 1 above.

Task 3 is on listening comprehension. The students answer five questions on the talk briefly in writing on individual basis as they listen to the talk.

In Task 4, the students read one by one to their groups the answers they have written in response to the five questions in Task 3. The groups discuss each students answers considering their factual accuracy, flow of ideas and grammatical acceptability. The students may seek the help of their teacher if they are not sure about any of the points.

Task 5 instructs the learners to discuss what people consider as proper conducts in the regions they come from, rules for proper conducts at AAU differences between the rules for proper

conducts in their regions and the rules for proper conducts at AAU, and the rules for proper conducts at AAU which they do not like.

Lesson Thirteen: "A Military Map"

The speaker first defines what a military map is, and what it shows. Second, he says that there are three types of military maps which are used most often. Then, he discusses them one by one. The tasks in Lesson Thirteen have been designed by drawing on the information in the talk.

Task 1 requires the learners to work in small groups to mention the different kinds of maps they know, discuss what each map includes and the kind of people who use maps.

In Task 2, the students answer these questions in writing on individual basis as they listen to talk:

1. List the names of military maps mentioned in the talk, and say what each of them includes.
2. Which maps are not used by the common soldiers?
3. Which map is usually printed in black and white?
4. Colours show terrain features. For example, black shows man-made objects.

Now you complete the rest:

blue shows _____

green shows _____

brown shows _____

red shows _____

Task 3 obliges the students to work in pairs in order to take turn in asking and answering questions about the talk -- "Military Map". They can use these words to begin their questions whenever appropriate:

Why	How	Where
Do	When	Are
Where	Does	

In Task 4, the learners work in small groups to write down the advantages and disadvantages of national military service for Ethiopia. These points are discussed in Task 5 where each group tries to reach an agreement. Then every group delegates one of its members to report the consensus of his/her group to the whole class. Groups outside that of the reporting student can ask questions and/or give suggestions. The questions can be answered by any member of the class.

Task 6 requires the students to discuss in their groups the different kinds of maps mentioned in the talk -- "A Military Map". Then, every group nominates one of its members to present to the class a map of common interest. The other members of the class should be ready to comment on each presentation and/or ask questions. Questions can be answered by any member of the class.

Lesson Fourteen: "Unrest in Asia"

The theme of the talk is that Asia is becoming "one of the smouldering trouble spots of the world." The speaker is of the opinion that there are several factors for this mass restlessness.

His talk focuses on four of these factors. The ideas in the talk have been instrumental for setting the tasks in Lesson Fourteen.

Tasks 1 and 2:

Before listening to the talk - "Unrest in Asia", the students work in small groups, and write down some factors that they think can cause unrest in any society. The causes of these factors are discussed by each group in Task 2.

Task 3:

While listening to the talk, the learners answer these questions individually:

1. What did the speaker learn in the sociology classes?
2. What is the impact of the contact with the West on Asians?
3. Mention two things the Asians are no longer satisfied with, and why?
4. What is a "smouldering trouble spot"?

Task 4:

Every student reads to his/her group his/her answers to the four questions in Task 3 above, and the answers are discussed in groups in terms of their factual accuracy, flow of ideas and grammatical acceptability. The students can refer to their teacher for any help.

Task 5:

The students discuss in their groups the following questions set on the talk -- "Unrest in Asia"

1. Does the talk include some of the points you have raised during the pre-listening discussions in Tasks 1 and 2?
2. How are the situations in Asia similar to the situations in Ethiopia?
3. How are they different?
4. Where would you rather live? Why?

Task 6:

All the students assume that they want to write their senior essays on "Unrest in Ethiopia in the Last 30 years". These 30 years' history need to be divided into the period of Emperor Haileselesie, The Derge Regime (The Military Government), and The New Transitional Government. Every student writes seven questions to have an interview with a professor of Ethiopian History at the Department of History -- AAU. The students work in pairs, and the members of each pair should be ready to play two roles, interviewer and interviewee. Both roles must be rehearsed by the two partners. Then, the final interview is conducted in front of the class. At the end of each pair's interview, the other members of the class should ask questions and/or make comments.

Lesson Fifteen: "How Knowledge and Atomic Energy Are Alike"

The speaker begins his talk by stating that knowledge and atomic energy are alike in that both can be used for either creative or destructive purposes. And that both knowledge and atomic energy can exist as latent or active. The rest of the talk is the development of these ideas. The theme of the talk has been helpful for the framing of the tasks in Lesson Fifteen.

Task 1:

The students look at the topic of the listening text and do these individually before listening to the talk -- "How Knowledge and Atomic Energy Are Alike":

1. They list five words or phrases that they think are used in the talk to show similarities.

2. They write down five words or phrases that they think are used to express differences.
3. They make sentences with the words from both lists (1 and 2 above).

In Task 2, the students work in pairs to discuss the sentences they have composed for Task 1, number 3. These are the points to be discussed:

1. Are the sentences grammatically acceptable?
2. Do the sentences show similarities?
3. Do they show differences?

Task 3:

The students answer these questions in writing on individual basis as they listen to the talk:

1. When is knowledge considered latent?
2. What is the purpose of the Atomic Energy Commission?
3. Write two similarities between knowledge and atomic energy.
4. Write two differences between knowledge and atomic energy
5. What does the phrase 'naked eye' refer to in the talk?

Task 4:

Each student reads to his/her group, his/her answers to Task 3 above, and the answers are discussed in view of their factual accuracy, flow of ideas and grammatical acceptability. The teacher can be invited to help with any problem.

Task 5:

The students work in pairs to ask and answer questions about the talk -- "How Knowledge and Atomic Energy Are Alike." They can begin their questions with these words when possible:

Do	How	Why	Does
when	Did	Are	Where

Task 6:

It is a small group talk on how the following pairs are alike and/or not alike:

1. An expository essay and a term paper
2. Freshman Library and The Main Library (Kennedy Library)
3. AAU Regular and Extension Programmes
4. A Mission School and A Government School

Lesson Sixteen: "Problems of Industrial Development in Peru"

The speakers are an interviewer and an expert on industrial development. The interviewer first provides some background information about Peru, and then asks the expert seven questions concerning the problems Peru is facing in its attempt to industrialize. The tasks in Lesson Sixteen are based on the talk.

Task 1:

Before listening to the talk -- "Problems of Industrial Development in Peru", the students work

in small groups to answer the following questions:

1. Do you know where Peru is?
2. What is the capital city of Peru?
3. Look at the topic of the listening text, and mention at least three factors that you think the talk may discuss as hindering industrial development in Peru.

Task 2:

As they listen to the interview, the students complete detailed notes on the main problem Peru is facing in its attempt to industrialize, a possible solution, why the solution is not easy to achieve, what Peru did to overcome these problems, the policies of the Common Market and the obstacles to the success of these policies.

Task 3:

The students work in small groups to compare their notes on Task 2. This involves each student reading his/her notes to his/her group to check that he/she has completed them in a factually accurate manner. If his/her notes are not complete and/or factually inaccurate, he/she completes them with the help of his/her group. He/she also tries to find out the strategies or techniques that have been used by those group members who have relatively more complete notes.

Task 4:

The students are paired, and every member of a pair plays two roles: an expert in the field of industrial development in Ethiopia and a journalist working for The Ethiopian Herald. The

journalist prepares ten questions related to the level of industrial development, problems faced in the area, possible solutions, etc. The pairs rehearse the questions and answers. Finally, the interview takes place before the class. The other members of the class are encouraged to make comments and/or ask questions. The questions can be answered by any member of the class.

Task 5:

The similarities and differences between problems of industrial development in Peru and Ethiopia are discussed in small groups.

Task 6:

This task provides the learners with the list of five things, among other things, that are indispensable for establishing a successful industry. These are:

energy (mainly electric power)

capital

markets

transport

a skilled labour force

The students are required to work in small groups to resolve the following and reach a consensus:

1. In Ethiopia, which of the things mentioned above is the most difficult to obtain?
2. Which is relatively easier or less difficult to obtain?

3. List the things in order of priority starting with the most difficulty to obtain and ending with the relatively less difficult to obtain.
4. How can you improve or increase these things in Ethiopia?

Task 7:

One student is to be delegated from each group of students to report to the class the decisions that have been made on the four points in Task 6 above. The other members of the class should be ready to comment, suggest and/or ask questions. Questions can be answered by any member of the class.

Task 8:

The students work in small groups to play the role of CORDIPLAN: a special planning agency which was set up by the Government of Venezuela in South America to help develop the poor regions of the country, and at the same time expand industry and increase the wealth of Venezuela. After a great deal of research, four possible sites (i.e., W,X,Y,Z; see Appendix D, Lesson 16, Task 8, Fig. 1) have been selected for a large new town to include a giant complex of steel works, chemical works and smaller manufacturing industries. The task of each student group is to decide on the most suitable site by taking into account the following factors with the help of Figure 1-Venezuela's resources and major cities (from Hunt, 1990).

FACTORS	SITES			
	W	X	Y	Z
Local supplies of oil				
Rivers for hydro electric power				
Local sources of iron ore				
Easy exporting location				
Nearness to large cities for selling goods				
Fresh water supplies				
Other local raw material				
Suitability for helping poor regions of the country				
TOTAL				

The selection of the site should be done as follows:

1. Take each factor in turn
2. Give every site a ranking score from 1-4 according to how well each site satisfies each factor. For example, if you think the site 'W' is the best for oil supplies, give it a score of 4. If site 'Z' is the worst for oil supplies, give it a score of 1.
3. When you have finished the scoring, add up the total for each site.
4. The site with the highest score will be the most suitable for the new development.

Task 9:

The discussion of Task 8 continues. Each group of students tries to give enough justifications

for the scores it has given to each site in Task 8. Then, one student is delegated from every group to report the consensus of his/her group to the class. The other members of the class are involved in making comments, suggestions, and asking questions. Questions can be answered by any member of the class.

Lesson Seventeen: "The Candy Factory"

The talk is about a small factory in Ethiopia called the Candy Factory. This topic is discussed by two speakers. The first speaker presents the historical background and description of the factory, as well as one major problem it has encountered in the process of its expansion. He/She also provides a possible solution as to how the problem can be managed, and the disadvantages of this solution.

The second speaker elaborates on the major problem, and suggests some ways of avoiding the disadvantages of the solution forwarded by the first speaker.

Task 1:

Before listening to the talk -- "The Candy Factory", the students work in small groups and write down five kinds of factories they know in Ethiopia; they discuss where these factories are located and what they produce.

Task 2:

While listening to the speakers, the students complete the notes on the description of the firm (name, location, annual sales, raw materials, number of employees), the main problem, a

possible solution, disadvantages of this solution and suggested solutions to avoid the disadvantages.

Task 3:

The students read their notes on Task 2 above to their groups one by one to check that every student has complete notes. Incomplete notes are discussed and completed with the help of the group. In the mean time, the students with the incomplete notes talk to those group members who have relatively more complete notes to find out the strategies they have used. Then, each group uses its notes to answer the following questions to produce a summary of the listening text:

1. Where is the Candy Factory located?
2. What does it produce?
3. What are its annual sales?
4. Which raw material is obtained locally?
5. Which raw materials are imported?
6. How many people does the firm employ?
7. What is the main problem the firm is facing?
8. How might this problem be solved?
9. Describe the disadvantages of the solution.
10. In order to avoid these disadvantages, what else might be done?

Task 4:

The present manager of the Candy Factory has failed to solve the problem the firm has been facing. A new manager with college education in management is to replace him. The students work in pairs. Each pair plays the role of the new manager. Its tasks are to (1) discuss how the problem could be solved, (2) prepare a speech that will be made at the first meeting to be held by the workers of the firm.

The speech must include:

- the interest of the workers
- the interest of the factory
- the policy of urban planning
- the interest of the customers

Task 5:

The speech prepared in Task 4 is rehearsed by the partners. Then, the partners agree on one person who presents the speech to the class. At the end of each talk, the rest of the class are involved in making comments and/or asking questions. Questions can be answered by any member of the class.

Task 6:

Small groups of students discuss the following topics:

1. War
 - possible causes
 - effects of war

- possible solutions
- 2. Diseases
 - possible causes
 - effects of diseases
 - possible solutions
- 3. Famine
 - possible causes
 - effects of famine
 - possible solutions

Task 7:

Three students are delegated by every group, and each student reports to the class on one of the topics (i.e., War, Diseases and Famine) discussed in Task 6. The rest of the class participates in making comments and/or asking questions. The questions can be answered by any member of the class.

4.3.3. The Miscellaneous Lessons

This section presents the descriptions of the five miscellaneous lessons (see, Section 4.1.). These lessons have been adapted from different sources (see Appendix D).

Lesson Seven: "Reading Aloud"

This lesson consists of two tasks and reading aloud procedure.

Task 1:

It is pre-oral reading activity. Each student is required to (1) read through the article or text to get a general idea of what it is about, (2) look up unfamiliar words in a dictionary and decide how he/she is going to pronounce it and stick to one's decision.

Task 2 is on while reading aloud. It contains the following four instructions aimed at every student reading aloud:

1. Look as far ahead as you can to grasp the meaning of the sentence; your eyes must be ahead of your voice.
2. Group the words together so that they make sense.
3. Be aware of the fact that you may have to stress certain words in the sentence and your voice may have to rise and fall, depending on the meaning of what you are reading.
4. Pay attention to the punctuation. It can act as a guide to the meaning.

Reading Aloud Procedure:

This has three steps.

Step 1: Assigning the reading

Each student chooses an article of his/her choice from a large collection of LAB 111a RATE BUILDER (SRA) which are all about 100 words in length.

Step 2: The reading

Each student stands in front of the class, and reads his/her selection. Meanwhile, the other students

listen carefully, and jot down question material to be used in questions later.

Step 3: Clarification questions

At the end of each reading, the members of the class may ask the reading student questions on the article, including to read it again if necessary.

Step 4: Questions and Answers

Some students put questions about the contents of the article to any member of the class. The reading student decides whether or not the answers are correct. The teacher asks the class further discussion questions.

Lesson Eight: "Oral Report" (Prepared out of class)

Task 1 is on a suggested procedure for helping students develop the listening and speaking skills (Farid, 1978). The procedure involves a four-step process:

Step 1: Assigning the reports

Each student selects an article of his/her interest from The Ethiopian Herald, the daily English newspaper, for a report. The teacher must prevent duplication of choice by making numerous issues of the newspaper available to the students.

Step 2: Making the report

Students present reports orally without reading from notes, except to refer to proper names dates and figures. The teacher has a copy of the article, and if the

reporting student omits an essential part of his news story, the teacher can remind him in a word or two. The reporting student must begin his/her report with greetings (e.g., Good morning/Good afternoon my instructor and classmates) and preface his/her report with a statement like, "Today I am going to tell you about an international conference on food shortage in Nairobi." or "My report this morning is about a murder in Addis". The reporting student must also give his/her personal reactions to the news story as concluding remarks. The other students, meanwhile, listen carefully and jot down names, numbers and brief facts to be used in questions later.

Step 3: Clarification questions

At the end of each report, the members of the class may ask the reporting student to clarify details or restate elements of the news story they have not understood. If there is mutual misunderstanding, the teacher may tactfully mediate and clear up a problem with one or two words.

Step 4: Questions and answers

Several students put questions concerning the news story to any other member of the class. The reporting student decides whether or not each answer is correct. If the questions are all the who, what, when, where, variety, the teacher can make this step more interesting by asking one or two questions about each report which requires the answering student to give an opinion. About an international conference in Nairobi, for example, the teacher may ask, "Are conferences like this really useful?" "Can you imagine yourself attending

the conference as your country's representative?" or about a murder in Addis, the teacher may want to know, "Is murder always wrong?" etc.

Task 2:

Immediately after finishing his or her report, each student is provided with an anxiety graph form (see, below) to plot the level of his/her anxiety during the oral report on a seven point scale (the vertical axis) with the corresponding horizontal axis (the stages pertaining to the oral report).

Task 3:

At the end of every oral reporting session, the students work in small groups. The members of each group compare their completed anxiety graphs, and the following questions are discussed by the groups to reach an agreement on them:

1. Which of the six stages on the horizontal axis is the most frightening?
2. Which stage is the least frightening?
3. Is "fear" more or less common to your group during the oral report?

Task 4:

One group joins another group to tell the consensus of its group concerning questions 1-3 in Task 3.

An Anxiety Graph (Sample)

Very High	7
High	6
Moderately High	5
Moderate	4
Moderately Low	3
Low	2
No Anxiety	1

Immediately before
the oral report

Greetings/opening the
oral report

Actual process of the
oral report

Concluding
remarks/closing the
oral report

Responding to
others' questions and
comments

Immediately after
the oral
report

Key: Vertical axis = Anxiety Level
Horizontal axis = Stages of Oral Presentation

Lesson Eighteen: "Unemployment: A Growing Social Problem in Ethiopia"**Task 1:**

By drawing on what they know and what they think, the students discuss the following topics in small groups:

1. Unemployment in Ethiopia
 - a) causes
 - b) effects
 - c) solutions
2. Advantages and Disadvantages of Living in a City
3. Ways and means of minimizing the Disadvantages of Living in a City

Task 2:

These questions are discussed by small groups, and each group is expected to reach an agreement to resolve the questions: Where would you rather live? In a city or in the country? Why?

Task 3:

One student is delegated from each group to report to the class the decision of his/her group concerning Task 2. The rest of the class are involved in making comments and/or asking questions. Questions can be answered by any member of the class.

Lesson Nineteen: "Basic Human Necessities"

Task 1:

The students discuss these questions in small groups by drawing on their immediate environments and experiences:

1. How easy or difficult is it to obtain the following in Ethiopia?
 - food
 - clothing
 - shelter
 2. Who are the people who can obtain their basic necessities without much difficulty?
Why?
 3. Who are the most vulnerable (easily exposed) to disease and starvation? And why?
 4. Suggest short-term and long-term solutions to alleviate (ease) the problems related to the poor and hungry in urban and rural areas in Ethiopia.
-

Task 2:

Each group reports to the class what it has discussed in Task 1 by delegating one student to present one of the questions so that all the four questions are presented by four students one by one. The other members of the class are involved in making comments and/or asking questions. The questions can be answered by any member of the class.

Lesson Twenty: "Creating Healthy Leisure Time Activities for the Youth"

Task 1:

The students work in small groups. Each group plays the role of a self-help committee responsible for setting up a youth club in the area where the group members live. The committee has been allocated a small amount of money by the Town Council to help keep teenagers of the street in summer vacation to reduce juvenile delinquency and vandalism which have been on the increase. The Youth Club will be open four days a week.

The task of each group is to plan the kind of activities that the group thinks would be most likely to attract teenagers to the club. The following leisure time activities have been provided as examples:

1. Reading books (apart from school work or homework)
2. Playing outdoor games and sports
3. Swimming
4. Playing indoor games and sports
5. Watching television
6. Voluntary work to help others

Task 2:

Each of the groups that has discussed Task 1, decides on the four leisure time activities that the

group thinks will be most successful. Every group should explain and justify its choice of the activities. Then, one student is delegated from each group to report to the class the consensus of his/her group. The rest of the class need to participate in making comments and/or asking questions.

The questions can be answered by any member of the class.

4.4. Summary

The new teaching materials contain twenty lessons. The lessons are divided into three categories:

1. The introductory lessons (Lessons 1 and 2).
2. The listening-based lessons (Lessons 3-6, and 9-17).
3. The miscellaneous lessons (Lessons 7-8, and 18-20).

The tasks in the introductory lessons have been especially designed on the basis of the literature on learners' affective variables that should be taken care of as a prerequisite for the training in oral language development in the context of foreign language learning.

The information provided by the talks on the lesson topics has been instrumental in the design of the tasks in the listening-based lessons. These tasks are of three types: pre-listening, while-listening and post-listening. On the whole, the pre-listening and while-listening tasks have

been framed in such a way that what the students have done at these stages lead to groups and whole class interactions. This procedure allows the learners the advantage of using recycled information which may have the effect of boosting their confidence and the consequent motivation to talk.

The tasks in Lessons 7 and 8 of the miscellaneous lessons are the kind of academic oral work in which the students in the College of Social Sciences are usually engaged, and for which they need actual practice as well as practical experience.

The rest of the tasks in the other three lessons (i.e., 18-20) are based on social problems in Ethiopia that are often discussed in and out of social science classes.

The tasks in the new materials are generally of three levels: (i) controlled, (ii) semi-controlled and (iii) free. There is much precedent for such a progression in the traditional language teaching literature, and it has been applied to all skills. The progression mode of teaching is not always supported by the proponents of 'pure' communicative language teaching methods. However, it does have support from Littlewood (1981). Moreover, if all the tasks are totally uncontrolled there is the possibility that they may be so unstructured that they merely provide occasions for students to exchange jumbled ideas, full of ungrammatical constructions. This may be acceptable in situations where the English language is learnt as a supplementary communication skill for general purposes. In Ethiopia, however, the English language is primarily learnt for academic purposes. This necessarily entails being articulate which includes, among other things, the ability to produce grammatically acceptable utterances.

In the new materials, four categories are used to show students' involvement in the tasks:

Individual (each student works on his/her own).

Pair (two students work together).

Group (a small group of students work together).

Class (the whole class is involved in asking and answering questions, making comments and suggestions).

The new materials provide each learner with plenty of opportunities to speak. Thus, every learner is an interactant. Therefore, the methodology of the course material is communicative.

CHAPTER FIVE

SUMMARY, RESULTS, CONCLUSIONS AND RECOMMENDATIONS

This chapter outlines briefly what the research has attempted to investigate, what has been accomplished to attain the objectives of the study (see Chapter Three), the results of the research data, the conclusions that can be drawn from them, and some recommendations that can be made on the basis of the findings.

5.1. Summary

The present research set out to investigate methods of training for developing students' skills for academic oral work. As mentioned in Chapter One, the study focuses on second year students in the College of Social Sciences at AAU, where academic oral communication is a pressing need, since subject-matter instructors actually require this skill of their students (see Chapter One, 1.2, 1.3.2 and Chapter Three, 3.3.1).

However, students find oral academic work stressful and full of heightened anxiety even after having had English lessons for eleven years (see Chapter One, 1.3.1 - 1.3.2). This state of affairs is the result of students' weak background in the use of oral English (see Chapter One, 1.3, and Chapter Three, Students' Questionnaires). These students, therefore, need help at the university level to develop their speaking skills. The key help which they need is to activate the linguistic resources in their existing repertoire of communication in such a way that their

speech-related anxiety is reduced. This should lead to confidence building for them to improve the level of their oral performance in academic contexts.

To accomplish the above, the researcher prepared new course materials based on the current practice of teaching oral communication in light of the academic needs of the students in the College of Social Sciences. These materials were used with an experimental group of students (see Chapters Three and Four).

In order to gauge the effects of the training, the experimental group was contrasted with the control group. The effects of the training on the experimental group were evaluated by making use of the students' reactions to the training, two simulated academic oral presentations: Oral Presentation 1 (pre-training), Oral Presentation 2 (post-training), and the assessment of the confidence demonstrated by the students (see Chapter Three). The results are presented in the next sections.

5.2. Results

5.2.1 Reactions to the New Training

Questions 12 and 13 in Students Questionnaire 3 (see Chapter 3, 3.2.3) were designed with the aim of finding out the reactions of the 52 students (experimental group) who had received the new training.

Question 12 sought to established whether or not the students found the new training in oral English useful. The respondents were 43 students (82.7%), and all of them reacted positively.

The following statements are typical examples of the responses:

1. "It is useful."
2. "It is very useful."
3. "It is extremely useful."
4. "It surely is."

Question 13 sought to establish why the lessons were useful. All the 43 students responded. Overall, the respondents gave similar reasons said in different words. The most frequent responses are that the lessons:

- provide the opportunity for talking in English,
- reduce the fear (anxiety) of speaking English and facing an audience at the same time,
- develop the speaking and the listening skills,
- develop the ability to communicate with instructors.

5.2.2. Results of Oral Presentation 1

The results are summarised below.

Table 5.1: Type of Students, Number of Students and Average Scores Given by All Assessors

Type	No. of Students	Mean	SD
Experimental	52	10.6346	2.884
Control	53	10.1321	3.241

A 't-test' was used to compare the average scores of the two groups. The result shows that there is no significant difference between the average scores of the experimental group and the control group at 5% level of significance.

A second investigation was made to check the consistency of the results above, department-wise. Table 5.2 presents the summary.

Table 5.2: Department, Type of Students, Number of Students and Average Scores Given by All Assessors

Department	Type	No. of Students	Mean	SD
Geography	Experimental	12	11.0000	3.790
	Control	12	9.0833	3.118
History	Experimental	12	10.0833	2.843
	Control	13	11.6154	3.595
PSIR	Experimental	13	10.2308	2.651
	Control	13	10.4615	3.550
SOSA	Experimental	15	11.1333	2.416
	Control	15	9.4000	2.414

The 't-test' for the comparison of average scores shows again that there is no significant difference between the average scores of the experimental group and the control group at 5% level of significance.

5.2.3. Results of Oral Presentation 2

The results are summarised in the next table.

Table 5.3: Type of Students, Number of Students and Average Scores Given by All Assessors

Type	No of Students	Mcan	SD
Experimental	48	13.2083	2.721
Control	40	10.1750	3.493

A 't-test' was used to compare the average scores shown in Table 5.3 above. The result reveals that there is a significant difference between the average scores of the experimental group, and the control group at 5% level of significance for students of all departments. That is, the experimental group has gained in its average score over the control group.

The consistency of the result above was further examined by focusing only on the experimental group and the control group within the same department. The results are summarised below.

Table 5.4: Department, Type of Students, Number of Students and Average Scores
Given by All Assessors

Department	Type	No of Students	Mean	SD
Geography	Experimental	11	13.6364	2.767
	Control	9	9.7778	3.801
History	Experimental	9	13.3333	2.693
	Control	4	13.0000	1.826
PSIR	Experimental	13	13.0000	2.769
	Control	12	10.7500	3.888
SOSA	Experimental	15	13.0000	2.903
	Control	15	9.2000	3.075

The results of the 't-test' for the comparison of the average scores in Table 4.4 indicate the following:

1. There is a significant difference between the experimental and control groups of students from the Geography Department at 5% level of significance. That is the experimental group has shown improved average score over the control group.
2. There is no significant difference between the experimental group and the control group

from the History Department at 5% level of significance.

3. There is no significant difference between the experimental group and the control group from the PSIR Department at 5% level of significance.
4. There is a significant difference between the experimental group and the control group from the Department of SOSA at the above level of significance. The gain in average score is in favour of the experimental group.

5.2.4. Results of Confidence Assessment

As can be observed from the objectives of the present study, the main purpose of introducing systematic training in the productive skill of speaking is to help the students in the experimental group build the confidence for improving their communicative performance in order to convey their messages in English (see Chapter One 1.6).

The assessment of the confidence demonstrated by the study groups (both experimental and control) was done during Oral Presentation 2. The 16 instructors who rated the oral intelligibility of the study groups were requested to indicate those students whom they considered confident in using the English language to convey their messages in the context of oral presentation (see Chapter Three, 3.7.1 for assessment criteria). This was done by all the assessors without them being aware of the study group to which the students belonged.

The results of the confidence rating reveals that every student who scored 4 and above on the

5-point intelligibility rating scale (see Chapter Three, 3.5.1.1) was marked confident by the four instructors who assessed the students in each department. But some of the assessors rated those students who obtained 3 out of 5 as confident in some cases, while this was not true in other cases. Such assessors were contacted for explanations, and the reasons given were that they had observed rote memorization and heavy dependence on notes in the latter cases. Although what these students were saying was comprehensible and thus they were awarded 3 out of 5 on this ground, their assessors believed that they did not demonstrate enough sign of creativity to be called confident in using the target language in this particular context. The students whose scores were below 3 were not marked confident by any of the raters.

Thus, of the 88 student (48 experimental, and 40 control) who gave Oral Presentation 2, 48 students were rated as confident in putting their messages across in English. The table below shows the summary of the results.

Table 5.5: Distribution of Confident Students by Department, Type of Student, and Number of Assessors Agreed

Department	Type	No of Students	No of Assessors Agreed
Geography	Experimental	3	4
		3	3
		1	2
		1	1
	Control	1	4
		1	3
		2	2
History	Experimental	2	4
		2	3
		1	2
		1	1
	Control	2	4
		1	2
PSIR	Experimental	2	4
		1	3
		4	2
		1	1
	Control	2	4
		1	3
		1	1
SOSA	Experiment	4	4
		6	3
		2	2
	Control	1	4
		1	3
		1	1
Total		48	

Table 5.5 shows that of the 48 students rated as confident, 34 (70.8%) are in the experimental group, while only 14 (29.2%) are in the control group. However, it appears that the judgement of four or three raters is likely to be more reliable than that of one or two raters. Accordingly, the 16 students (see Table 5.5 above) who were judged as confident by one or two raters were found to be dubious cases, and these were disregarded. The number of reliably confident students was, therefore, reduced to 32. Of these 32 students (71.9%) are those in the experimental group, whereas only 9 (28.1%) are from the control group.

5.3. Conclusions

Various approaches were used to investigate methods of training for helping second year students in the College of Social Sciences develop the productive skill of speaking for academic oral work. This was done in an attempt to fill the gap between the students' weak background in the use of oral English, and their obligation to meet course requirements in their main subject areas.

In line with the objectives of the present research (see Chapter One), the new course materials and the teaching methods were evaluated by the students who used them. Moreover, the effects of the new training on the experimental group's oral performance, and confidence in accomplishing simulated academic oral presentations were gauged by 16 instructors, and the results were contrasted with those of the control group.

The new course materials and the teaching methods were evaluated as useful by 82.7% of the students who were exposed to the training (see 5.2.1 above). Furthermore, the statements they have made in response to why the lessons are useful (see 5.2.1 above) are possible indications that the students have found the training motivating both intrinsically and extrinsically. Thus, the training must have had some positive contributions towards the development of their oral English.

The 't-test' for the comparison of the average scores earned by the experimental group and the control group during Oral Presentation 1 (pre-training), has shown that there is no significant difference between the average scores of the former and the latter at 5% level of significance (see 5.2.2 above). It can be said, therefore, that both the study groups were performing at the same level of oral intelligibility prior to the new training.

However, the 't-test' for the comparison of the average scores obtained by the experimental group and the control group from all the four departments during Oral Presentation 2 (post-training) has revealed that the experimental group has shown a significant difference over the control group (see 5.2.3). A possible conclusion that can be drawn from this result is that the former has manifested some relative improvements in its oral intelligibility, and these improvements can be attributed to the positive effects of the new training.

As mentioned in Chapter One, the experimental group and the control group learned university English courses (Freshman English and Sophomore English) for 144 hours. But the students in the experimental group had the advantage of 60 hours of learning the target language (the new course) over the control group at the university.

One may reasonably argue, therefore, that the former has benefited more in terms of time input. However, according to the information obtained from The Institute for Curriculum Development and Research (a branch of the Ethiopian Ministry of Education), university entrants of the 1991/92 academic year, to which the subjects of this study belong, have had 1240 hours of English lessons at school level. In spite of this amount of time, they still manifested weakness in the use of English for academic oral work at the university. Thus, time input alone appears ineffective for the development of oral language.

The review of the literature on the development of oral competence (see Chapter Two) reveals that training foreign/second language learners for the development of oral language necessarily involves the following:

1. Communication focused and student-centred teaching approach. Within this methodological framework, the emphasis of language teaching is on the development of communicative skills. To achieve this, learners are encouraged to work in small groups to carry out various tasks which have communicative purposes and which require communicative language use. In a very general term, the teacher is a facilitator of the learning process.

2. Course material based on communicative methodology. Language learning activities should be selected in light of their potential for generating oral interactions among students, and the tasks need to be framed in such a way that their contents are familiar to the learners. This is important to help learners build the confidence to use the target language by reducing their foreign language speech - related anxiety.
3. Speech-related anxiety is inevitable in the process of foreign language learning in the case of adults. But learners can be taught how to control and manage their anxiety about speaking. To attain this goal, course materials must include explicit training in metacognitive strategies, and these should be emphasized from the outset of the lessons. The course materials also need to reflect motivating pedagogic strategies, and these strategies should be employed when the materials are taught.

The contents of the new course materials for this study and the teaching methods are in line with the points above. Accordingly, the 60 hours difference between the two study groups is unlikely to be a strong variable that can account for the difference in oral intelligibility between the experimental group and the control group at the final stage of the research.

An overall possible conclusion that can be made on the basis of the results of Oral Presentations 1 and 2 is that it is the nature of the new training that has positively influenced the oral intelligibility of the experimental group, since this is the only strong variable, as far

as formal training in oral language is concerned. That is, it must have contributed to the difference in performance between the two study groups during Oral Presentation 2.

Nevertheless, it is to be remembered that the 't-test' for comparison of the average scores of the experimental group and the control obtained on Oral Presentation 2 at departmental level was not consistent with the 't-test' result for all departments (see Table 5.4). In other words, a significant difference has not been observed between the two study groups from the History Department and the PSIR Department. This does not, however, negate the positive contribution of the training for the following reasons:

1. The number of students in the History Department markedly decreased, especially in the case of the control group (see Section 5.4., Table 5.4). Statisticians suggest that when a sample is markedly decreased, the result obtained from such a sample tends to be unreliable.
2. In the case of the students from the PSIR Department, it was reported at the teachers' weekly meeting (see Chapter Three, 3.6.3) that some students had shown irregularity in attending the new course during the second half of the second semester. Such students were immediately contacted by the researcher to find out their reasons. They reported that virtually all their mainstream instructors set them assignments which required a lot of reading and reporting to the class on what they had read. Consequently, they were hard-pressed in terms of time, and had to give deserving priority to their assignments. However, they took the initiative to attend the new course as regularly as possible because they held the view that their exposure to the training for the development of their oral skills had

already gained them appreciable degree of confidence in carrying out their class presentation for their main courses.

The irregularity in attendance mentioned above, can be a possible contributory factor as to why the experimental group has not shown a significant improvement in their oral intelligibility over the control group from the same department. Nevertheless, the fact that the students in the experimental group from the PSIR Department took the initiative to attend the class for the new course as regularly as possible even under time pressure, and the view they held about the course is an additional confirmation of the strength of the training.

The final result of the assessment of the confidence demonstrated by the two study groups during Oral Presentation 2 revealed that 71.9% of the students in the experimental group were judged as confident, while only 28.1% of those in the experimental group were judged so (see 5.2.4). Furthermore, the students' confidence in handling Oral Presentation 2 and their intelligibility scores on this presentation seem to be interdependent. This is evident from the raters' judgement (see 5.2.4).

On the basis of all the evidence cited above (i.e., the results of the students' evaluation of the new training, the 't-test' results of Oral Presentations 1 and 2, the result of the assessment of the confidence demonstrated by the two study groups when they gave Oral Presentation 2 and the affiliation between the students' confidence in handling this presentation as well as their intelligibility scores on the same presentation), a conclusion can be made that the new training has been instrumental in activating the linguistic resources in the students existing repertoire of communication. This has helped the experimental group of students reduce their speech-related anxiety (see Chapter Two 2.4.1.1 - 2.4.1.2). Hence, they have demonstrated better confidence and better oral intelligibility in the context of Oral Presentation 2, which is a simulated academic oral presentation. Accordingly, the research has on the whole achieved its objectives (see Chapter One, Research Objectives).

The subjects of the present research come from schools in different parts of Ethiopia with similar low-level background in the use of English for academic oral work at the university.

One can, therefore, safely conclude that the findings and the results of the study are generalizable to all future students who will join the College of Social Sciences until significant improvements are made in the teaching of English at school level. Such improvements are expected from the new educational policy by the current Government of Ethiopia, and the contributions of all educators to make the new policy a success. Success may not be attained in a short period of time, as bringing about significant changes in the Ethiopian school system demands a large amount of educational budget, comprehensive research from time to time, careful educational planning on the basis of research findings as well as the necessary manpower and educational facilities to implement the plan.

5.4. Recommendations

In spite of being a foreign language, English plays decisive academic and professional roles in Ethiopia. Addis Ababa University students, therefore, need to demonstrate effective communication in English for their academic studies while in the university and professional competence after graduation.

Thus, based on the results of this study and the findings, specific recommendations are offered regarding the teaching of English for effective academic oral performance.

Mainstream courses in the College of Social Sciences require of the students academic oral work (see Chapter Three, 3.2.1, 3.2.4. and 3.3.1). Nonetheless, it has been indicated in Chapter One and Chapter Two (2.1) that second year students in the college have not developed adequate command of spoken English after having had English lessons for ten years at the level of schools and for two semesters at the university. They have also used English as the medium of instruction for seven years.

Recently, attempts have been made to make the teaching of Freshman English courses communication-centred and academic focused (see Chapter One, 1.4.4). Nevertheless, the level and the nature of spoken English skills demanded by the College of Social Sciences are more rigorous than what the teaching of the present Freshman English courses can offer, given the limited time, large class size (see Chapter One, 1.4.4.1) and students' weak

background in the use of oral English for academic purposes.

Therefore, spoken English should be specifically targeted and taught to second year students in the college to help them attain better oral performance for academic purposes. The offering of spoken English courses only to the students in the College of Social Sciences can be justified on the following grounds.

1. By and large, the students who join the CSS are of weak English language background in comparison with those who enter the Faculty of Science, the Faculty of Business and Economics and the Faculty of Technology. Accordingly, Haile Michael (1993) pointed out that social science students need more attention regarding their language skills for academic purposes.
2. The general tendency is that social science students need to talk more in their subject classes than the students in the Faculty of Science, Faculty of Business and Economics and Faculty of Technology.
3. The speech-related anxiety exhibited by the students in the CSS (see Chapter One, 1.3.1) is due to the lack of training in the use of oral language for academic purposes.

The spoken English courses for social science students should emphasize the development of oral fluency in the contexts of oral academic work (e.g., see Appendix D Lessons 7 and 8).

The courses should also comprise training in proper oral language learning strategies (see Chapter Two, 2.4.1.1) so that students can gain awareness of how to control and manage their anxiety about speaking the target language.

For psychological reasons, large class size is considered inconducive to the effective learning of oral language (see Chapter Two, 2.4.1.2). Moreover, it severely limits students' talking time, the facilitating role of the teacher and the provision of feedback. Hence, the number of students in the proposed spoken English class should not be more than twenty.

Pragmatic factors such as full timetable on the part of the College of Social Sciences (CSS), the provision of spoken English course materials and the need for a few additional teaching staff on the part of the Department of Foreign Languages and Literature appear possible obstacles to the implementation of the above. However, these are not insurmountable problems. Currently, courses which have been offered at all levels in all the faculties in AAU are being reviewed with the aim of making the courses more relevant to students' academic needs and future employment opportunities. As indicated by the students and the instructors in the College of Social Sciences (see Chapter Three, 3.2.1 - 3.2.4), there is a dire need for spoken English from academic point of view. And yet, the need has not been met (see Chapter One, 1.3). Thus, the current course review for social sciences should consider the inclusion of spoken English into the course package for second year students. This will take care of the problem relating to timetable. Scheduling the course (spoken English) for the four departments in the college also will not be difficult as course timetable are prepared by only one office -- the Office of the Assistant Dean of the College.

The review of the courses presently offered by the Department of Foreign Languages and Literature (DFLL) should also take into account the provision of academic focused spoken English to the students mentioned above. The course materials used for this study (see Appendix D) can be used to introduce the new course, and the DFLL has enough experts to improve on them. The course can be taught without a language laboratory. Simple tape recorders may be used as teaching aids, and these are already available. The employment of a few additional teaching staff need to be managed by the university, since any attempt to bring about a positive change necessarily involves some cost.

The teaching of the present Freshman English courses focuses on the development of communicative skills for academic purposes as the course materials are task-based, and the four skills of listening, speaking, reading and writing are taught in an integrated manner (see Chapter One, 1.4.4). This approach is commendable. But it lacks continuity in that the Sophomore English course materials do not follow similar approach. They exclusively focus on formal academic writing in a very prescriptive way by excluding speaking and listening (see Chapter One, 1.4.2). Thus, collaborative language learning in communicative contexts appears with Freshman English and disappears with Sophomore English at the very stage where the need for productive language use is acutely felt.

Therefore, the existing materials for Sophomore English should be replaced by communication-based course materials similar to those for Freshman English. This is necessary to help students increase their oral language input from as many courses as possible. Moreover, communication-based language teaching aims at the development of communicative skills which inevitably involve the development of linguistic skills (see Chapter Two, 2.1).

As mentioned in Chapter One (see 1.4.2.2), the teaching of Freshman English courses and that of the Sophomore English course has always been confined to the course materials. This is mainly due to the severe scarcity of books and other printed materials as well as the discarding of old teaching materials so that students do not have access to them for good. As a consequence, students do little reading on their own (see Chapter One, 1.4.2.2). Thus, their language learning experience is limited only to the classroom.

In foreign language learning contexts, extensive reading is relevant to the development of oral competence (the focus of this study) in that it could enhance the development of a wide range of vocabulary, collocations, idiomatic expressions and content words. Extensive reading may also be instrumental in reinforcing the vocabulary and grammatical structures students have learnt in the language class. Furthermore, it could contribute to the acquisition of new grammatical patterns. All these are necessary inputs to enable foreign language learners to communicate orally in the target language, and thus it may be argued that students with the above stock of skills are less likely to be anxious in communicative situations. Therefore, reading outside the class should be required of the students doing

Freshman and Sophomore English courses.

With regard to the severe shortage of books, for seventeen years (from 1974-1991), the university was not obtaining books from the West either through donations or by purchasing them, because of the military government's fanatical approach to communist ideology. Moreover, books which were obtained before 1974 were discarded ruthlessly as antitheses of this new ideology. The period from 1992 to the present must have been the period of rehabilitation for the university like any other sectors in Ethiopia. But the present researcher is not aware of any recovery plan of actions on the part of AAU by way of procuring books pertaining to English language development at undergraduate level. The university, therefore, needs a recovery plan of actions for the procurement of such books, with the conviction that investing in books is one of the major duties and responsibilities of an educational institution. To implement the plan, the university should reorganise its existing budget allocation so that the purchasing of books comes among its priorities. Approaching the government for additional budget is also one possibility until such a time when the university can find its own ways and means of managing the problem.

Concerning the discarded old textbooks, from about 1970 to 1993, eight different textbooks were used for the teaching of Freshman English courses. The fact that they are no longer used for classroom teaching is a matter of adopting current methodological framework for language teaching. But this does not mean that the books are obsolete in terms of their contents. From experience, the reading sections are informative and entertaining. The books are also rich in contextualized vocabulary exercises and structural items. These

materials have been deposited in the University Central Book Store, and nobody uses them. This is a paradox of poverty in the middle of some usable resources. The books can supplement language learning no matter what their pedagogical orientation is. The Department of Foreign Languages and Literature should take the initiative to retrieve the books and put them in the Freshman Library so that students can use them for personal study. The same thing applies to old materials for Sophomore English.

The discussions on the teaching of English at the level of schools (Chapter One, 1.4.4.2 - 1.4.4.3.1 and Chapter Two, 2.1) indicate that language classroom talk is invariably dominated by the teacher to the extent of reducing the learners to the level of passive listeners. The teaching approach is language-centred with heavy emphasis on linguistic accuracy. English language teaching is specifically targeted at drilling students to pass objective type examinations. These rarely contribute to the development of students' oral language competence even for general communication let alone academic oral work in the CSS. Accordingly, there is a need for reorganizing the teaching and the testing of English at the level of schools in order to encourage the development of communicative skills as early as possible so that students who join the CSS will find academic oral work less difficult in the future. This may also have the advantage of minimizing the need for investing in spoken English courses at the university level.

Among other things, effective reorganization of the teaching of English at the level of schools requires creating a strong bond between the Department of Foreign Languages and Literature (AAU) and English teachers in the schools throughout the country. One way of

creating such a link is the formation of English language teachers' association to co-ordinate and organize workshops and seminars country-wide. The association can also initiate the publication of an English language teaching journal (also recommended by Haile Michael, 1993) that can be used for the dissemination of current methodological theories and issues relating to the teaching of communication-based and academic focused English. Moreover, teachers could use the journal as a medium for sharing classroom practical teaching-learning experiences. It is unfortunate that research outputs from the local MA TEFL Programme, and the Joint PhD Programme between AAU and universities in the UK have not been accessible to a large number of English language teachers in Ethiopian. Thus, the proposed journal can also be instrumental in the transmission of available research findings which teachers may find enlightening and useful for the betterment of their career.

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APPENDICES

APPENDIX A: Questionnaires

1. Students' Questionnaires 1-3.
2. Instructors' Questionnaire.

መጠይቅ 1

ይህ መጠይቅ ለምርመራ ነው፡፡ የምርመራ ዓላማ የአዲስ አበባ ዩኒቨርሲቲ ተማሪዎች እንግሊዘኛን የመናገር ችሎታቸውን የሚያሻሽሉበትን መንገድ ለመቀየስ ነው፡፡

ለሚደረግልን ትብብር በቅድሚያ እናመሰግናለን፡፡

የትምህርት ክፍል (Department)

ዓመት /2 3 4/

ጾታ /ወ ሴ/

ዕድሜ

የትውልድ ሥፍራ

የመጣህበት 2ኛ ደረጃ ት/ቤት

የመጀመሪያ ቃንቃህ

1. ክፍል ውስጥ ለኮርስ ወረቀት አቅርቦህ ታውቃለህ?

ሀ\ አዎ ለ\ አላውቅም

2. ለ1ኛው ጥያቄ መልስህ 'ሀ' ከሆነ፡ ለመጀመሪያ ጊዜ ወረቀት ያቀረብከው መቼ ነበር?

ሀ\ 1ኛ ዓመት ለ\ 2ኛ ዓመት ሐ\ 3ኛ ዓመት መ\ 4ኛ ዓመት

3. ተማሪዎች ለመጀመሪያ ጊዜ ወረቀት ሲያቀርቡ ምን ይሰማቸዋል?

ሀ\ ፍሬቻ ለ\ ምንም አይሰማቸውም

4. ፍሬቻ የሚሰማቸው ከሆነ፡ ከምን የተነሳ ይመስልሃል?

ሀ\ ሰው ፊት የመናገር ልምድ ከማጣት

ለ\ በእንግሊዘኛ ቃንቃ ችሎታ ባለመተማመን

ሐ\ በተፈጥሮ ሰው ፊት መናገርን አለመውደድ

መ 'ሀ' ና 'ለ' ዋና ምክንያቶች ናቸው

5. ተማሪዎች በእንግሊዘኛ ቋንቋ፡ ሃሳባቸውን በንግግር የመግለጽ ችሎታቸውን ምን ያህል ይተማመኑበታል?

ሀ፤	በጣም ይተማመኑበታል	ለ፤	አይተማመኑበትም
ሐ፤	ይተማመኑበታል	መ፤	እርግጠኛ አይደለሁም

6. ተማሪዎች የእንግሊዘኛ ቋንቋ ንግግር (Spoken English) ቀደም ብለው ቢማሩ ኖሮ፡ የወረቀት አቀራረባቸው የተሻለ ይሆን ነበር?

ሀ፤	አዎ	ለ፤	ለውጥ አያመጣም	ሐ፤	እርግጠኛ አይደለሁም
----	----	----	-----------	----	--------------

7. "Note" አወሳሰድና ወረቀት ማቅረብ፡ ምን ምን እንደሚያስፈልግ ተምረህ ታውቃለህ?

ሀ፤	አዎ	ለ፤	አልተማርኩም
----	----	----	---------

8. ለ7ኛው ጥያቄ መልስ 'ለ' ከሆነ፡ ትምህርቱ አስፈላጊ ይመስልሃል?

ሀ፤	አዎ	ለ፤	አይመስለኝም
----	----	----	---------

9. ሃሳብን በእንግሊዘኛ ንግግር የመግለጽ ችሎታ በትምህርት እንደሚገኝ ታምናለህ?

ሀ፤	አዎ	ለ፤	አላምንም
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10. የእንግሊዘኛ ቋንቋ ንግግር (Spoken English) ከFreshman እና ከSophomore English ጋር ቢሰጥ ምን ይመስልሃል?

ሀ፤	እግጅ በጣም ጥሩ	ለ፤	በጣም ጥሩ	ሐ፤	ጥሩ
መ፤	አያስፈልግም				

11. ተማሪዎች እንግሊዘኛን የመናገር ችሎታቸው በትምህርት ውጤታቸው ላይ ተጽዕኖ (influence) ያለው ይመስልሃል?

ሀ፤	አዎ	ለ፤	የለውም	ሐ፤	እንደመምህሩ ነው
መ፤	እንደኮርሱ ዓይነት ነው				

12. Freshman እና Sophomore English ሌሎች ትምህርቶችን ለመከታተል ምን ያህል ይረዳሉ?

ሀ፤	በጣም ይረዳሉ	ለ፤	ይረዳሉ	ሐ፤	አይረዳም
መ፤	እርግጠኛ አይደለሁም				

13. ክፍል ውስጥ ጥያቄ መጠየቅና አስተያየት መስጠት አስፈሪ ይመስልሃል?

ሀ፤	አዎ	ለ፤	አይመስለኝም
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14. ለ13ኛ ጥያቄ መልስህ 'ሀ' ከሆነ፡ ለምን ይመስልሃል?

- ሀ\ በእንግሊዘኛ ቃንቃ ችሎታ ባለመተማመን
- ለ\ የመናገር ልምድ ከማጣት
- ሐ\ መምህርን መተቸት ያልተለመደ በመሆኑ
- መ\ በአማርኛ መጠየቅ ስለማይቻል

15. ተማሪዎች ወረቀት ሲያቀርቡ የሚጠበቅባቸው የትኛው ነው?

- ሀ\ ከመጀመሪያ እስከ መጨረሻ ማንበብ
- ለ\ በንግግር ፍሬ ነገሩን ማቅረብና በንባብ አስፈላጊ መረጃዎችን መጥቀስ

16. በ15ኛ ጥያቄ ሥር ከተጠቀሱት ውስጥ አብዛኛው ተማሪ የሚከተለው የትኛውን ነው?

- ሀ\ 'ሀ'ን ለ\ 'ለ'ን

17. ለ16ኛ ጥያቄ መልስህ 'ሀ' ከሆነ፡ ለምን ይመስልሃል? አስተያየትህን ባጭሩ ጻፍልን፡፡

መጠይቅ 2

ውድ ተማሪ:

ይህ መጠይቅ ለምርምር ነው። የምርምሩ ዓላማ፡ የአዲስ አበባ ዩኒቨርሲቲ ተማሪዎች እንግሊዝኛን የመናገር ችሎታ ገምግሞ፡ የሚሻሻልበትን መንገድ ለመጠቀምና፡ በጥቆማው መሠረት፡ የንግግር ማሻሻያ ኮርሶች የሚዘጋጁበትን ጎዳና ለመቀየስ ነው።

መመሪያ፡

ስም መጻፈ አያስፈልግም። ወደ መጀመሪያ ላይ ያሉ ባዶ ቦታዎች በጥንቃቄ ይሞሉ። ቀጥሎም ባለህ ልምድና እምነት መሠረት፡ ጥያቄዎቹን ከአማራጮች ፊደል ሥር በማስመር መልስ፡፡

የሁለተኛ ደረጃ ትምህርትን በሚመለከት

የት/ቤቱ ስም፡ _____
የት/ቤቱ ዓይነት፡ /የመንግሥት፡ የውጭ ኮሚኒቲ፡ የሚሲዮን/
ክፍለ ሀገር፡ _____

የኮሌጅ ትምህርትን በሚመለከት

ዕድሜ፡ _____
ጾታ፡ _____
ኮሌጁ/ፋክልቲ _____
ዲፓርትመንት፡ _____
ዓመት፡ /2ኛ፡ 3ኛ፡ 4ኛ/

1. ከእንግሊዝኛ ቋንቋ ትምህርት የትኛው የበለጠ የሚያስቸግርህ ይመስልሃል?

ሀ\ መ\	መስማት መጻፍ	ለ\ መናገር	ሐ\ ማንበብ
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2. በአዲስ አበባ ዩኒቨርሲቲ የሚሰጡትን ልዩ ልዩ ትምህርቶች በደንብ ለመከታተል፡ እንግሊዝኛን የመስማት ችሎታህ እንዴት ነው?

ሀ\ መ\	በጣም ጥሩ አነስተኛ	ለ\ ጥሩ	ሐ\ ደህና
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3. ክፍል ውስጥ ያልገባህን ከመጠየቅ አንፃር፡ የእንግሊዝኛ የንግግር ችሎታህ እንዴት ነው?

ሀ\	በጣም ጥሩ	ለ\	ጥሩ	ሐ\	ደህና
መ\	አነስተኛ				

4. ክፍል ውስጥ መምህራን ወይም ሌሎች ተማሪዎች በሰነድ ሃሳብ ላይ ጥያቄ ከመጠየቅና አስተያየት ከመስጠት አንፃር፡ የእንግሊዝኛ የንግግር ችሎታህ ምን ይመስላል?

ሀ\	በጣም ጥሩ	ለ\	ጥሩ	ሐ\	ደህና
መ\	አነስተኛ				

5. ለፋኛው ጥያቄና መልስህ "ወ" ከሆነ ለምን?

ሀ\	በእንግሊዝኛ ቋንቋ ሃሳብን ለመግለጽ ስለሚያስቸግረኝ
ለ\	እንዳንድ ጊዜ የትምህርቱ ወይም የውይይቱ ይዘት ግልጽ ስለማይሆንልኝ
ሐ\	ውይይት የማድረግ ልምድ ስለሌለኝ
መ\	ሌላ

7. የሴምናር ወረቀት ከማቅረብና ውይይት ከመምራት አንፃር፡ የእንግሊዝኛ የንግግር ችሎታህ እንዴት ነው?

ሀ\	በጣም ጥሩ	ለ\	ጥሩ	ሐ\	ደህና
መ\	አነስተኛ				

8. የራስህን የእንግሊዝኛ ቋንቋ ችሎታ፡ ትምህርትህን በደንብ ከመከታተል አንፃር፡ ከሚከተሉት ውስጥ በቅደም ተከተል በቁጥር አመልክት፡፡

ሀ\	መስማት _____	ለ\	መናገር _____
ሐ\	ማብብብ _____	መ\	መጻፍ _____

9. የዩኒቨርሲቲን ትምህርት በሚገባ ለመከታተል ካለው ጠቀሜታ አንፃር፡ ከሚከተሉት ውስጥ በቅደም ተከተል በቁጥር አሳይ፡፡

ሀ\	መስማት _____	ለ\	መናገር _____
ሐ\	ማንበብ _____	መ\	መጻፍ _____

10. ክፍል ውስጥ ተማሪዎችና መምህር ፊት ቆመህ ተናግረህ ታውቃለህ?

ሀ\	አዎ	ለ\	አላውቅም
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11. ለ10ኛው ጥያቄ መልስህ ላይ ከሆነ፡ መቼ?

ሀ\ 2ኛ ደረጃ ት/ቤት
ለ\ ዩኒቨርሲቲ 1ኛ ዓመት
ሐ\ ዩኒቨርሲቲ 2ኛ ዓመት
መ\ ሌላ

12. ተግባራትና መምህር ፊት፡ ክፍል ውስጥ ተናግረህ ከሆነ፡ ለመጀመሪያ ጊዜ ምን ተሰማህ?

ν ፍርሐት λ ምንም አልተሰማኝም

13. ለ12ኛው ጥያቄ መልስህ "ሀ" ከሆነ፡ ለምን ይመስልሃል?

ሀ\ ሰው ፊት የመናገር ልምድ ማጣት
ለ\ በእንግሊዝኛ ቃንቃ ችሎታ ባለመተማመን
ሐ\ "ሀ" እና "ለ"
መ\ ሌላ

14. ከክፍል ውጪ ያነበብከውን ነገር ወይም ትምህርት፡ ክፍል ውስጥ ተማሪዎችና መምህር ፊት ቆመህ በቃል ለማስረዳት የእንግሊዘኛ ቃንቃ ችሎታህን ምን ያህል ትተማመንበታለህ?

ሀፊ	አልተማመንበትም	ለፊ	አተማመንበታለሁ
ቀፊ	በጣም አተማመንበታለሁ	መፊ	ሌላ

15. ከክፍል ውጪ፡ እንግሊዘኛን ለማሻሻል ጥረት አድርገህ ታውቃለህ?

ሀፊ አዎ ለፊ አካውቅም

16. ለ15ኛ ትያቄ መልስህ "ሀ" ከሆነ፡ በተለይ ለማሻሻል የፈለግኸው ምን ነበር?

ሀ፤ ንግግር ለ፤ መስማት ሐ፤ ማንበብ
መ፤ መጻፍ

17. ለ16ኛ ጥያቄ መልስህ "ሀ" ከሆነ ለምን?

ሀ/ የእንግሊዘኛ ቋንቋ ንግግር /Spoken English/ ክፍል ውስጥ ስለማይሰጥ
ለ/ በት/ቤት ውስጥ እንግሊዘኛ ቋንቋ ለመነጋገር አመቺ ሁኔታ ባለመፈጠሩ
ሐ/ በህብረተሰቡ ውስጥ እንግሊዘኛ ቋንቋ የመናገር ልምድ ባለመኖሩ
መ/ ሌላ

18. ለ15ኛ ጥያቄ መልስህ "ሀ" ከሆነ" ያደረግኸው ጥረት ምን ነበር?

ሀ፤ በእንግሊዝኛ የሚተላለፉትን ዜናዎች መስማት
ለ፤ እንግሊዝኛን በግል ት/ቤት መማር

ሐ/ ፊልሞችን ማየት
መ/ በትርፍ ጊዜ ብዙ ማንበብ

19. የወላጆችህ የትምህርት ደረጃ እንዴት ነው?

ሀ\ መሠረተ ትምህርት
ለ\ ሁለተኛ ደረጃን ያጠናቀቁ
ሐ\ ከዲፕሎም - መጀመሪያ ዲግሪ
መ\ ከ2ኛ ዲግሪ - ዶክተሬት

20. እቤትህ መጻህፍት ካሉ፡ በምን ቃንቃ የተጻፉ ናቸው?

ሀፊ በአማርኛ ለፊ በአንግሊዝኛ ሐፊ ሌላ መፊ መጸሐፍት የሉም

21. ቤተሰቦችህ በትርፍ ጊዜያቸው መጸህፍት ያነቡ ነበር?

ሀፊ አዎ ለፊ አያነቡም

22. የሚያነቡ ከሆነ፡ እንደነሱ ታነብ ነበር?

ሀፊ አዎ ለፊ አላነብም

23. በትርፍ ጊዜህ መጸሀፍት የምታነብ ከሆነ፡ አብዛኛውን ጊዜ በምን ቋንቋ ነው?

ሀ፡	በአማርኛ	ለ፡	በአንግሊዝኛ
ሐ፡	በሌላ	መ፡	በትርፍ ጊዜዬ የማንበብ ልምድ የለኝም

24. በትርፍ ጊዜህ የምታነብ ከሆነ፣ የምታነበው መጻሕፍት ምን ዓይነት ናቸው?

ሀ	ለትምህርት የሚያገለግሉ	ለ	ልብ-ወለድ /Fiction/
ሐ	መጽሐፍና ጋዜጣ	መ	ከላይ የተዘረዘሩትን በሙሉ

25. በትርፍ ጊዜህ ማንበብ፡ ለቋንቋ እድገር አስተዋጽኦ /Contribution/ እንዳለው ከቤተሰብ ያገኘህው ማበረታቻ ቃላት/ቃላቶች?

υ! λρ λ! ρλρ

26. በትርፍ ጊዜህ ማንበብ፡ ለቋንቋ እድገት አስተዋጽኦ እንዳለው ከመምህራን ያገኘሽው ማበረታቻ ነበር?

$\nu!$ $\lambda \rho$ $\lambda!$ $\rho \lambda \rho$

27. እንግሊዘኛን ከክፍል ውጪ፡ የመጠቀምህ አጋጣሚዎች እንዴት ነበሩ?

ሀ\	በጣም ከፍተኛ	ለ\	ከፍተኛ	ሠ\	አልነበረም
ሐ\	መካከለኛ	መ\	ዝቅተኛ		

28. ሲኒማ ቤት የምትሄድ ከሆነ፡ አብዛኛውን ጊዜ የፊልሞች ቋንቋ ምንድን ነው?

ሀ\	እንግሊዘኛ	ለ\	ፈረንሳይኛ	ሐ\	አረብኛ
መ\	ጣሊያንኛ	ሠ\	ራሺያኛ	ረ\	ሲኒማ ቤት ሄጄ አላውቅም

29. በእንግሊዝኛ ቋንቋ የተዘጋጀ ፊልም ከሆነ ታሪኩ ለአንተ

ሀ\	በጣም ግልጽ ነው	ለ\	ግልጽ ነው
ሐ\	ግልጽ አይደለም		

30. ለ29ኛው ጥያቄ መልስህ "ሐ" ከሆነ ምክንያቱ ምን ይመስልሃል?

ሀ\	የእንግሊዘኛን ቃንቃ በደምብ ባለመቻል
ለ\	ፊልሙ ሲታይ በሚያጋጥመው የቴክኒክ /ድምፅ/ ችግር
ሐ\	ሌላ

31. እንግሊዘኛን በደንብ የመስማትና የመናገር ትምህርት /Spoken English Course/ በዩኒቨርሲቲ ውስጥ ቢሰጥ ሌሎች ትምህርቶችን ለመከታተል የሚሰጠው ጠቀሜታ ምን ያህል ይመስልሃል?

ሀ\	እጅግ በጣም ይጠቅማል
ለ\	በጣም ይጠቅማል
ሐ\	ይጠቅማል
መ\	አይጠቅምም

32. ጠቃሚነቱን ካመንክበት፡ ለምን ያህል ጊዜ ቢሰጥ ይሻላል?

ሀ\	ለ1 ዓመት	ለ\	ለ2 ዓመት
ሐ\	ለ3 ዓመት	መ\	ለ4 ዓመት

" ላደረግህልን ትብብር በጣም እናመሰግናለን "

መጠይቅ 3

ውድ ተማሪ:

ይህ መጠይቅ ለምርምር ነው። የምርምሩ ዓላማ፡ የሶሻል ሳይንስ ኮሌጅ ተማሪዎች የእንግሊዘኛ ቋንቋ ችሎታቸውን የሚያሻሽሉበትን መንገድ ለመፈለግ ነው።

መመሪያ:

ወደ መጀመሪያ ላይ ያሉ ባዶ ቦታዎች በጥንቃቄ ይሞሉ። ቀጥሎም ባለ ልምድና እምነት መሠረት ጥያቄዎቹን መልስ።

የሁለተኛ ደረጃ ትምህርትን በሚመለከት

የት/ቤቱ ስም: _____
የት/ቤቱ ዓይነት: የመንግሥት: የውጭ ኮሚኒቲ: የሚሲዮን/ _____
ክፍለ ሀገር: _____

የኮሌጅ ትምህርትን በሚመለከት

ዕድሜ: _____
ጾታ: _____
ኮሌጁ/ፋክልቲ _____
ዲፓርትመንት: _____
ዓመት: /2ኛ: 3ኛ: 4ኛ/

1. ዩኒቨርሲቲ ከገባህ ጊዜ ጀምሮ እስካሁን የተማርካቸው የእንግሊዘኛ ቋንቋ ኮርሶች: ሌሎች የ1ኛና የ2ኛ ዓመት ትምህርቶችን ለመከታተል ምን ያህል የረዱህ ይመስልሃል?

ሀ\	እጅግ በጣም ረድተውኛል	ለ\	በጣም ረድተውኛል
ሐ\	ረድተውኛል	መ\	ምንም አልረዱኝም

2. Freshman English እና Sophomore English ባትማር ኖሮ ሌሎች ትምህርቶችን በሚገባ ለመከታተል ትችገር ኖሮዋል?

ሀ\ አዎ ለ\ አልችገርም

3. Freshman English እና Sophomore English: credit courses ባይሆኑ ኖሮ፡ እንግሊዘኛህን ለማሻሻል ብቻ ትማራቸው ነበር?

ሀ\ አዎ ለ\ አልማርም

4. hFLEN 101A, FLEN 101B (Freshman English) FLEN 201 (Sophomore English) ሁለቱን ብቻ መርጦ መማር ቢፈቃድ፡ የትኞቹን ትመርጣለህ?

ምርጫህን እዚህ ጻፍ _____

5. ሁለቱን ለምን እንደመረጥህ ባጭሩ ግለጽ፡- _____

6. Sophomore English አሁን አበቃ፡፡ ከዚህ በኋላ፡ የዩኒቨርሲቲ ትምህርትህን እስክትጨርስ፡ ሌላ የእንግሊዝኛ ቋንቋ ኮርስ የለም፡፡ ይህም የሆነበት ምክንያት፡ በዩኒቨርሲቲው በኩል ያለው አስተሳሰብ፡ ተማሪዎች ካሁን ጀምሮ፡ እንግሊዘኛን ሰምቶ ለመረዳት፡ እንብቦ ለመረዳትና ሃሳባቸውን በንግግርም ሆነ፡ በጽሑፍ በሚገባ መግለጽ ይችላሉ የሚል ይመስላል፡፡ ይህ ባንተ አስተሳሰብ ምን ያህል እውነት ነው?

ሀ\ በጣም እውነት ለ\ እውነት ሐ\ የተሳሳተ ነው

7. ለ6ኛው ጥያቄህ መልስህ "ሐ" ከሆነ፡ የእንግሊዘኛ ቋንቋ ኮርስ ከዚህ በኋላ ለምን ያህል ጊዜ መቀጠል አለበት?

መልስህን እዚህ ጻፍ፡- _____

8. የእንግሊዘኛ ቋንቋ ኮርስ ከእንግዲህ መቀጠል ካለበት፡ ትኩረት ምን ላይ መሆን ያለበት ይመስልሃል?

ሀ\ መስማት ለ\ መናገር ሐ\ ማንበብ
 መ\ መጻፍ

9. ባሁኑ Semester የተሰጠው Sophomore English፡ ከክፍል ውጭ ያነበብከውን ለክፍል ጋደኞችህ በቃል የማስረዳት መልመጃ ነበረው፡፡ ይህም መልመጃ በVideo ተቀርጾል፡፡ ከክፍል ውጭ ያነበብከውን ጽሑፍ በክፍል ውስጥ በተማሪዎች ፊት ቆመህ የማስረዳት ችሎታህን እንዴት ትገመግመዋለህ?

ሀ\ በጣም ጥሩ ለ\ ጥሩ ሐ\ ጥሩ አይደለም

10. ለ9ኛው ጥያቄ መልስህ "ሐ" ከሆነ ለምን?

ሀ! በእንግሊዘኛ የመናገር ችሎታዬን ስለማልተማመን

ለ! በእንግሊዘኛ ቃንቃ ክፍል ውስጥ ተማሪዎች ፊት ቆሜ ተናግሮ ስለማላውቅ

ሐ! በVideo መቀረጽ ስለአስፈራኝ

11. የክፍል ጋደኞችህን በመልመጃው ጊዜ እንዳየኃቸው፡ አብዛኛው ተማሪ ያነበበውን በንግግር የመግለጽ ችሎታ እንዴት ትገመግመዋለህ?

ሀ! በጣም ጥሩ

ለ! ጥሩ

ሐ! ጥሩ አይደለም

12. ቅዳሜና፡ ማክሰኞ የሚሰጠውን የእንግሊዘኛ ቋንቋ ትምህርት ተከታትለህ ከሆነ፡ ጠቃሚ ይመስልሃል?

መልስህን እዚህ ጻፍ:-

13. አዲሱ ኮርስ ጠቃሚ ከመሰለህ፡ ለምን የሚጠቅም ይመስልሃል፡

መልስህን እዚህ ጻፍ:-

ለተደረገልን ትብብር እናመሠግናለን!!

Instructors' Questionnaire

Dear Instructor,

This questionnaire is for research. The purpose of the research is to find out to what extent students' spoken English ability matches with the instructional activities they are expected to carry out through the spoken medium in the College of Social Sciences.

The data will be used as a means of very closely relating instructional activities and students' spoken English skills, in order to make both teaching and learning more enjoyable and fruitful. So your cooperation in filling in this questionnaire is indispensable, and it will be extremely appreciated.

Age _____
Sex _____
Educational qualification _____
Academic rank _____
Years of teaching in A.A.U. _____
Subject and Courses taught _____
Levels taught _____
Total teaching experience in years
(Please include teaching outside the A.A.U.) _____
Nationality _____

Part A

Directions: For each of the following statements, please decide whether you STRONGLY AGREE (1), AGREE (2), HAVE NO OPINION (3), DISAGREE (4), or STRONGLY DISAGREE (5).

Write only the numbers at the end of each statement.

1. Lectures and other instructional activities in the College of Social Sciences require from the students all the four English language skills.
2. Lectures and other instructional assignments can best be understood if the students have a good command of the four English language skills.
3. The majority of Second Years Students did not have enough opportunity for the development of conversational skills.
4. Students whose spoken English ability is very good are also quite competent in their major subjects.

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Subject and Courses taught _____
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Total teaching experience in years _____
(Please include teaching outside the A.A.U.) _____
Nationality _____

Part A

Directions: For each of the following statements, please decide whether you **STRONGLY AGREE** (1), **AGREE** (2), **HAVE NO OPINION** (3), **DISAGREE** (4), or **STRONGLY DISAGREE** (5).

Write only the numbers at the end of each statement.

1. Lectures and other instructional activities in the College of Social Sciences require from the students all the four English language skills.
2. Lectures and other instructional assignments can best be understood if the students have a good command of the four English language skills.
3. The majority of Second Years Students did not have enough opportunity for the development of conversational skills.
4. Students whose spoken English ability is very good are also quite competent in the major subjects.

5. Most of the students entering the College of Social Sciences should be encouraged and given the opportunity to speak English.
6. The conversational skills of most of the Second Year Students is very low because they did not have enough speech practice.
7. Before they join the College of Social Sciences, students should be given enough opportunity to develop their skill in Spoken English.
8. When students begin their major courses, instructors accommodate students' weaknesses in English, through very slow lecture speed, a lot of rephrasing, a lot repetitions, much simplification in vocabulary, and sentence structure.
9. Instructors should accommodate their Second Year Students' weaknesses in English through various techniques such as vocabulary simplification, very slow lecture delivery, continual recapitulation and rephrasing.
10. Of the four major English language skills: listening, speaking, reading and writing, most Second Year Students are weak in speaking and writing.
11. Oral reports on selected topics and mini-seminars are course requirements for the students who join the College of Social Sciences.
12. Oral presentations in the Second Year, need coaxing and sometimes forcing the students.
13. Students who voluntarily participate in class discussions tend to achieve better academically.
14. In most cases, students whose English is good are the most motivated to learn.
15. A class where the students behave as the sole recipients of information from the instructor is demotivating for teaching and learning.
16. Most Second Year Students tend to be more of information receivers than discussion generators, and this is mainly due to their lack of confidence to express their ideas in English.
17. Successful academic achievement, and professional competence in social sciences involve both fluency and accuracy in the use of English.
18. The Teaching of listening and speaking should precede reading and writing.
19. Please rate your Second Year students' ability to use the English language for

academic purposes on the basis of the most observable tendency. Underline your answers.

- | | | | |
|----|-----------|----|---------------|
| 1. | Listening | a. | Very good |
| | | b. | Good |
| | | c. | Average |
| | | d. | Below average |
| 2. | Speaking | a. | Very good |
| | | b. | Good |
| | | c. | Average |
| | | d. | Below average |
| 3. | Reading | a. | Very good |
| | | b. | Good |
| | | c. | Average |
| | | d. | Below average |
| 4. | Writing | a. | Very good |
| | | b. | Good |
| | | c. | Average |
| | | d. | Below average |

APPENDIX B: Directions to the Students who Gave Oral Presentation 1

Dear Student,

Please read the article (text) you have been given at home. Take notes on the article, but do not try to memorize its contents. Present the summary of what you have read in class in seven days. While presenting the summary, you are allowed to refer to your notes. But reading every word from your notes is not allowed. You may use the blackboard, charts or diagrams to illustrate your points. The Maximum time allowed for your presentation is 10 minutes.

N.B. Please see Mekonnen Disasa if you have any question concerning the above.

Thank you very much
Mekonnen Disasa

APPENDIX C: A Letter to the Instructors who Assessed Oral Presentation 1

Dear Instructor,

Please assess the students' talk on the video type you will receive using the video machine and the TV set in Room 401-ILS, Building, on the basis of the following rating scale with the help of the notes.

Rating Scale

a.	Very comprehensible, very clear and fluent	5
b.	Comprehensible, good clarity and fluency	4
c.	Reasonably comprehensible, fairly clear and fluent	3
d.	Partially comprehensible, poor in clarity and fluency	2
e.	Incomprehensible, very poor in clarity and fluency	1

Notes

Comprehensible: able to communicate effectively. Includes the mastery of grammar, vocabulary and the ability to pronounce words reasonably correctly.

Fluent: able to express oneself comprehensible reasonably accurately and without too much hesitation.

Clear: voice quality - high/low, distinct/indistinct.

Thank your very much
Mekonnen Disasa

APPENDIX D: The Teaching Materials

LESSON ONE

(Time: 1 hour)

TALKING ABOUT ONESELF: QUESTION-AND-ANSWER ACTIVITIES

Task 1. Pair work - Controlled

Work in pairs. Ask your partner the following questions, and give him/her time to answer you. Be prepared to answer these same questions which your partner will ask you. Speak loudly. Speak only in English.

1. What is your name?
2. How old are you?
3. Where were you born?
4. What language(s) do you speak?
5. How many brothers/sisters do you have?
6. Where did you complete secondary school?
7. Is it a good school?
8. What do you think of Addis Ababa University?
9. Which year are you?
10. What is your department?
11. Why did you join the department?
12. What do you do in your free time?
13. How long have you had _____ as your hobby?
14. Do you like speaking English?

Task 2. Pair work - Semicontrolled

Now ask your partner some 10 questions of your own to find out more about him/her. Give your partner enough time to answer. Your partner will do the same. Your questions may relate to the past, present or future.

Example: What are you going to do after you graduate from the university?

Task 3 Review Session (15 minutes)

LESSON TWO

(Time: 1 1/2 hours)

"RATIONAL EMOTIVE THERAPY"-CLASS DISCUSSIONS

Task 1. Group work - Controlled

In a group of four, discuss and try to reach an agreement whether or not the following suppositions are rational or irrational. You need a secretary to record what you have agreed on. Speak only in English, and speak loudly.

*Suppositions

1. "One is not good unless one is perfectly competent in all aspects of life."
2. "One must be liked by every person one meets."
3. "There is only one correct way to handle a particular situation, if I don't do it correctly, the outcome will be disastrous."
4. "I must speak English perfectly in order to be liked by my instructors and classmates."
5. "I should not say anything in English which I cannot say perfectly."
6. "Language learning simply means memorizing vocabulary lists and verb tenses."
7. "I should be fluent English speaker after I have studied it for 10 years."

In your conversation, you might want to use some of these expressions:

1. I agree
2. I disagree
3. I agree/disagree with (you, him, her, Tesfaye...)
4. I think so.
5. I don't think so
6. In my opinion...

*Adapted from "A Relational Model for Managing Second Language Anxiety", by Karen A. Foss and Armeda C. Reitzel. TESOL Quarterly, Vol 22, No. 3, 1988.

Task 2. Group and the Whole Class - Semi-Controlled and Free

Delegate one member of your group to report to the class what your group has agreed on while discussing Task 1 above. (Reporting time: 3-5 minutes)

Other members of the class may ask questions, make comments and suggestions.

Task 3: Review Session (15 minutes)

LESSON THREE

(Time: 2 hours)

LISTENING TEXT: CHILDHOOD ADVENTURE

PRE-LISTENING ACTIVITY

Task 1. Group work - Prediction

In a group of four, discuss the following. Talk in English, and talk loudly.

1. What do you expect to hear in the talk entitled "Childhood Adventure"?
2. Write five verbs related to the topic that you think may appear in the talk.
3. List down five nouns related to the topic that you think may occur in the talk.

While - Listening Activity

Task 2. Individual - Getting facts.

Before you start listening, read task 2 and task 3 Listen twice.

As you listen, say whether these statements are True or False

- _____ 1. The speaker has his adventure in African forests.
- _____ 2. The children had enough time to do all the things they wanted.
- _____ 3. The real adventure was in the places the children went.
- _____ 4. The children were rarely disturbed by traffic.
- _____ 5. The boys were afraid of snakes.

Task 3. Individual - Getting details

Complete the following blank spaces with suitable words from the talk

1. We children regarded the area as our _____.
2. Nothing was more fun than _____ from home.
3. The Big Oak was on our list of _____ places.
4. _____ is an example of the most exciting adventurous place.
5. The place down the road from the Big Oak was forbidden territory because of the _____.

Post - Listening Activity

Task 4. Group work - Discussion

Discuss your answers to Task 2 and Task 3 above in a group of four, and try to convince each other. In case of serious disagreement, you can listen to the talk again.

Task 5. Individual - Writing

Write short notes on the following

1. Give three reasons why the speaker's neighbourhood was high adventure.
2. Mention the games children played during summer.
3. Why is summer a good season for these games?
4. List the games they played in the winter.
5. What happened finally to the high adventure place?

Task 6. Group work - Reading and Discussion

Read your answers to Task 5 to your group one by one and discuss the following points.

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Note: In case of any doubt, ask your teacher.

Task 7. Pair work - Question-and-Answer Activity - Semicontrolled.

Work in pairs. Ask each other questions about the talk entitled "Childhood Adventure." Begin your questions with these words:

Why	When	How	Were
Did	Was	What	Where

Task 8. Group work - Free talk/conversation

Tell your group, your childhood adventure similar to the one you have listened to. In your group, decide on the most exciting adventure, and let the most adventurous student present his childhood adventure to the class. The other members of the class may make comments, suggestions and/or ask questions. (Reporting time: 3-5 minutes)

Task 9: Review Session (15 minutes)

LESSON FOUR

(Time: 2 hours)

Listening Text: Home Town: U.S.A.

Pre-listening Activity

Task 1. Individual-Prediction

Look at the topic of the listening text, and write five points you expect to hear in the talk.

Task 2. Group work

Discuss your points to Task 1 with your group. Talk only in English. Talk loudly.

1. Are there differences between your points and your friends points?
2. Discuss as to who is probably right, and who is not.

In your conversation, you might want to use some of these expressions:

1. I agree
2. I disagree
3. I agree/disagree with
(you, him, her, Tesfaye ...)
4. I think so
5. I don't think so
6. In my opinion ...

Task 3. Individual and Group work

Make sure you know how these words are said. Say them aloud to your group. Note: In case of any doubt, ask your teacher.

blur	firm	miles
junior	sociology	consultant
neighbourhood	suburb	tournament

While - Listening Activity

Task 4. Individual - writing

While listening to the cassette, write down words and phrases you don't understand from the

talk.

Task 5. Individual - Getting facts and details - writing

Before you start listening, read the whole of Task 5 and Task 6.

1. As you listen to the cassette, react to statements 1-5. Write only True or False.

- _____ 1. The United States is a nation of rootless people.
- _____ 2. In the United States, one person out of ten moves from one town to the next.
- _____ 3. The speaker first went to Chicago.
- _____ 4. The speaker moved from Chicago to Illinois.
- _____ 5. At the end of his talk, the speaker is in Chicago.

2. As you listen, complete the blank spaces with the correct word from the task.

- 1. The rootlessness is caused by _____.
- 2. My 'home town' is where I happen to be at the _____.
- 3. My tenth year of school was spent in _____, _____.
- 4. My teacher said that the United States is becoming a nation of _____.
- 5. My father is a _____ for a management consultant firm.

Task 6. Individual - Writing

Answer these questions briefly:

- 1. Where is the speaker's home?
- 2. Why does the speaker think he is rootless?
- 3. What is the cause for his rootlessness?
- 4. Is rootlessness peculiar only to him?
- 5. How do you summarize the talk?
- 6. Do you have anything to learn from the talk?

Post - Listening Activity

Task 7. Group Work - Discussion

Discuss your list of words and phrases (Task 4) with your group. If you have any doubt, ask your teacher.

Task 8. Group work - Discussion

In your group discuss your answers to Task 5. Read your answers to your group, and discuss them. Consider these points:

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Note: Consult your teacher if you have questions.

Task 9. Group work - Discussion

Discuss these question in a group:

1. Did you change your home town and school before joining Addis Ababa University? If you did, tell your group the reasons, and what you felt as the result of moving to a new place.
2. Did you feel different when you came to A.A.U.?
3. After completing your university education, you may be required to work at a place different from your place of birth. Do you think this kind of movement will give you the feeling of rootlessness?

Task 10. Group work - Semi-Controlled Discussion

In your group, talk about two places: your home town or the city where you live now (Addis Ababa), or any cities/towns you know.

Talk about:

1. the streets/roads : quiet, safe, clean/muddy/dusty, wide/narrow, busy, ...
 2. the weather : cold, warm/hot, rainy/dry ...
 3. the people : friendly/unfriendly, polite/impolite, honest/dishonest, busy/lazy, happy/unhappy, hospitable/inhospitable, talkative/quiet, wealthy/poor ...
-
4. Other features of the city/town : large/small, lively/boring, expensive/cheap ...

In your talk, you might want to use some of these expressions:

1. I agree
2. I disagree
3. I agree/disagree with
(you, him, her, Tesfaye ...).

4. I think so.
5. I don't think so.
6. In my opinion ...

Task 11. Semicontrolled talk - Talking to an audience

Talk to your class about your place of birth. Include these points in your talk:

- name of the place
- _ location in Ethiopia
- _ distance from Addis Ababa
- _ total number of population
- _ various nationalities
- _ languages spoken in the area
- _ religions
- _ types of crops and animals
- _ social services : schools, hospitals, banks, water supply, electricity, etc.
- _____ communication - roads, transport, telephone, postal service ...
- _____ what you like about the place
- _____ what you don't like about the place ...

Task 12. Review Session (15 minutes)

LESSON FIVE

(Time: 2 1/2 hours)

Listening Text: My Impressions of College

Pre-listening Activity

Task 1. Group work - Discussion

You are going to listen to a talk entitled "My Impressions of College". Before listening to the talk, discuss the following in a group of four. Talk only in English, and talk loudly.

1. Your impressions of A.A.U. before you joined the university.
2. The gaps between your impressions and what you have encountered after your arrival at the university.
3. You will hear some of these words in the talk. Before you hear them, say them to your group:

still/steel	students	haven't
fill/feel	honest	huge
roads/roads	human beings	buildings
row/raw	won't	find
hear/here/her	I'm	streets

Note: Ask your teacher, if you are not sure how the words are said.

While - listening Activity (Listen twice)

Task 2. Individual - Getting facts - writing

Before you start listening, read Tasks 2, 3 and 4.

As you listen to the cassette, answer these questions. Write True or False.

- _____ 1. The speaker is still in high school.
- _____ 2. The town distrusts all students.
- _____ 3. The speaker meets his friends on weekends.
- _____ 4. The speaker is happy with his teachers.
- _____ 5. It's possible to cash a check in town.

Task 3. Individual - Getting details - Writing

Complete the following from the talk

1. I'm constantly asked how I like _____.
2. To the Registrar, I'm nothing but a _____.
3. One of our teachers has put our _____ on our papers instead of our names.
4. My dormitory is _____ minutes away from Old Main.
5. The teacher's attitude is very _____.

Task 4. Individual - Writing

Answer these questions briefly:

1. What is the speaker?
2. Why does he say "the school is too big"?
3. What three things did he tell his friends?
4. Why does the speaker complain about learning history?
5. What are the speaker's reasons for not liking college?

Post - listening Activity

Task 5. Group work - Reading and Discussion

Read your answers to Task 2 to Task 4 and discuss them with you group. When discussing Task 4, consider these points:

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Note: Consult your teacher if you need help.

Task 6. Pair work - Question-and-Answer - Semicontrolled

Work in pairs. Ask each other questions about the talk - "My Impressions of College." Give your partner enough time to answer your questions. Begin your questions with these words:

Is	Does	Why
Are	How	When
Do	Where	

Task 7. Group work and the Whole Class - Talking to a Group - Semicontrolled

1. Introduce the secondary school you came from to your group. Include the following points:

location	student population
facilities	school type
teachers	student - teacher relationship, etc.

2. From the talks you have heard (Task 7.1), decide on the best secondary school, and delegate one member of your group (preferably the student of that same secondary school), to give a talk about it (i.e., the secondary school) to the whole class.

Task 8. Group work - Discussion - Semicontrolled

In your group, discuss what you like and what you don't like about A.A.U. in terms of:

- courses
- teaching methods (approaches)
- exams
- libraries and library service
- dormitory
- cafeteria
- student - instructor relationship
- rules and regulations
- facilities in general

Task 9: Review Session (15 minutes)

LESSON SIX

(Time: 4 hours)

Listening Text: Is College Necessary?

Pre-listening Activity

Task 1. Group work - Discussion

You are going to listen to a talk entitled "Is college Necessary?" Before listening to the talk, discuss the following in a group of four. Talk only in English, and talk loudly.

1. Mention as many points as possible that you expect to hear in the talk whether college is necessary or not.
2. Discuss three main reasons that make college necessary in Ethiopia.

While - listening Activity (Listen Twice)

Task 2. Individual - Getting facts - writing

Listen and answer. Write True or False. Before you start listening, read through Tasks 2 to 4.

- _____ 1. The speaker gave three reasons why college education is necessary.
- _____ 2. His last reason includes making friends.
- _____ 3. Study after study has proved that one learns valuable lessons in college.
- _____ 4. Intellectual and spiritual growth contribute to the making of a better person.
- _____ 5. The speaker needs only money.

Task 3. Individual - Getting details - writing

Fill in the blank spaces as you listen.

1. In my opinion, college is very _____ in today's society.
2. I can make more _____ with a college degree.
3. I will be a better person with a _____.
4. In our society achievement is measured by _____.
5. Experience will aid me in my _____ and spiritual growth.

Task 4. Individual - Writing

Answer these questions briefly:

1. Who has the speaker always admired?
2. How many reasons did the speaker give for going to college?
3. What does "birds of the same feather flock together" mean to you?
4. What is a "self-made" success in your opinion?
5. What is a person with a "one-track mind" as used in the talk?

Post Listening Activity

Task 5. Group work - Reading and Discussion

Read your answers to Task 2 to Task 4 to your group, and discuss them in your group. When discussing Task 4, consider:

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Task 6. Pair work - Question - and - Answer Activity

Work in pairs. Ask each other questions about the talk - "Is college Necessary?" Give your partner enough time to answer your questions. You may use these words to begin your questions:

Is	Do	When	Are
How	Where	Does	Why

Task 7. Individual and Group work - Writing and Speaking.

1. Individually, list down the similarities and the differences between the secondary school you came from, and the College of Social Sciences (A.A.U.) in terms of:

 facilities
 learning and teaching system
 subjects taught
 examinations
 students' behaviour, etc.

2. Develop your points (Task 7.1) into coherent notes and explain them orally to the class. (3-5 minutes).

Task 8. Pair work and the Whole Class - Role - play

Work in pairs on your presentation before you deliver it to the class.

Characters: A journalist and the chairman of the board of the new educational policy designers for Ethiopia.

Situation: The journalist prepares ten questions and asks the chairman at the first press release conference to be held tomorrow.

The questions should include:

- disadvantages of the present system of education
- purposes of the new policy
- effective date of the policy

Task 9. Group work and the Whole Class - Role-play and Discussion

Character: A representative of Commission for Higher Education - Ethiopia.

Situation: A meeting of the Council of Representatives is to be held to discuss budget allocation to different sectors for development, including college education. The Representative of The Commission needs to persuade the Council to get a fair share of the country's budget.

1. In a group, prepare a persuasive speech on behalf of the representative in order to obtain a fair share of the country's budget for college education. In your speech include:
 - the necessity of education for development
 - the need for college education in particular
 - the kind of colleges presently available in Ethiopia
 - their strengths and weaknesses
 - other colleges the country needs, and why they are needed
2. As a group, rehearse the speech you have prepared in Task 9.1. Then, delegate one member of your group to present the speech to the class (3-5 minutes). The rest of the class can act as The Council of Representatives, and make comments, suggestions and/or ask questions. Questions can be answered by any member of the class.

Task 10. Review Session. (15 minutes)

LESSON SEVEN

(Time: 2 1/2 hours)

Reading Aloud

Pre-oral reading Activity

Task 1:

1. Read through the article silently to get a general idea of what it is about.
2. Look up unfamiliar word(s) in a dictionary and decide how you are going to pronounce it/them, and stick to your decision.

While reading Aloud

Task 2:

1. Look as far ahead as you can to grasp the meaning of the sentence; your eyes must be ahead of your voice.
2. Group the words together so that they make sense.
3. Be aware of the fact that you may have to stress certain words in the sentence and your voice may have to rise and fall, depending on the meaning of what you are reading.
4. Pay attention to the punctuation. It can act as a guide to the meaning.
5. Do not rush. Your reading aloud speed should be slightly slower than your normal speaking voice.

Reading Aloud Procedure

-
- | | |
|----------------|---|
| Step 1: | Assigning the reading
Each student chooses an article of his choice from a large collection of LAB IIIa RATE BUILDER (S.R.A) which are all about 100 words in length. |
| Step 2: | The reading
Each student stands in front of the class, and reads his/her selection. Meanwhile, the other students listen carefully, and jot down question material to be used in questions later. |

Step 3: Clarification questions

At the end of each reading, the members of the class may ask the reading student questions on the article, including to read it again if necessary.

Step 4: Questions and Answers

Some students put questions about the contents of the article to any member of the class. The reading student decides whether or not the answers are correct. To do this he can ask the help of the teacher or other members of the class. Next, the teacher asks the reading students why he is interested in the article he has read. Finally, the teacher puts further discussion questions to the class.

Lesson Seven is adapted from:

1. Alwyn Cox, and others (1976). English Examined. London: Thomas Nelson and Sons Ltd.
2. Julia M. Dobson (1987). Effective Techniques for English Conversation Groups. Washington, D.C.: U.S.A. Information Agency.

Sample Article for Oral Reading

Today's map makers leave unknown areas blank or write "Unexplored" across them. But five hundred years ago, map makers used their imaginations. Around the fringes of maps they drew dragons and monsters. They showed trees that would rain death upon any person foolish enough to seek their shade. They might mark areas of open sea with the warning "Loadstone Mountain." A loadstone is magnetic, and people thought that there were mountains of loadstones that pulled the nails out of a ship, causing it to fall to pieces and sink.

Actually there were enough real dangers without inventing more. Ships did fall apart and sink, not because of loadstones but because of shipworms. These ate through the toughest oak planking until a ship that looked seaworthy might really be nothing but a shell. With these real and imagined perils, it is not surprising that sailors of that time felt safer only in known waters.

LESSON EIGHT

(Time: 7 hours)

Oral Report (Prepared out of class)

Task 1. Procedure: a four - step process - Listening and Speaking -
Individual, Group and the Whole
Class.

Procedure: a four - step process

Step 1: Assigning the reports

Each student selects an article of his/her interest from The Ethiopian Herald, the daily English newspaper, for a report. The teacher must prevent duplication of choice by making numerous issues of the newspaper available to the students.

Step 2: Making the report (5-10 minutes)

Students present reports orally without using notes, except to refer to proper names, dates and figures. The teacher has a copy of the article, and if the reporting student omits an essential part of his news story, the teacher can remind him with a word or two. The reporting student must begin his/her report with greetings (e.g., Good morning/Good afternoon my instructor and classmates), and preface his/her report with a statement like "Today I'm going to tell you about an international conference on food shortage in Nairobi." or "my report this morning is about a murder in Addis." The reporting student must also give his/her own personal reactions to the news story as concluding remarks. The other students, meanwhile, listen carefully and jot down names, numbers and brief facts to be used in questions later.

Step 3: Clarification questions

At the end of each report, the members of the class may ask the reporting student to clarify details or restate elements of the news story they did not understand. If there is mutual misunderstanding, the teacher may tactfully mediate and clear up a problem with one or two words.

Step 4: Questions and answers

Several students put questions concerning the news story to any other members of the class. The reporting student decides whether or not each answer is correct. If the questions are all the who, what, when, where variety, the teacher can make this step more interesting by asking one or two questions about each report which requires the answering student to give an

opinion. About an international conference in Nairobi, for example, the teacher may ask, "Are conferences like this really useful?" "Can you imagine yourself attending the conference as your country's representative?" or about a murder in Addis, the teacher may want to know, "Is murder always wrong?" etc.

Adapted from Anne Farid (1978). "The Listening and Speaking Skills: A suggested Procedure," ELT, Vol. xxxiii, No. 1, pp. 27-30.

Task 2. Individual - Self-evaluation in terms of ones' Anxiety level during Oral report.

Immediately after finishing his/her report, each student is provided with an anxiety graph form. The student's tasks are: (1) to write his/her I.D.No., (2) to indicate the level of his/her anxiety on a seven - point scale (the vertical axis) with the corresponding horizontal axis (the process pertaining to oral report).

Task 3. Group work - Comparing and Discussing the Completed Anxiety Graph Forms.

In a group of four, compare your anxiety graph forms, discuss the following questions and try to reach an agreement in each case.

1. Which of the six stages on the horizontal axis is the most frightening?
2. Which stage is the least frightening?
3. Is "fear" more or less common to your group during the oral report?

Task 4. Group work - One Group with Another Group

As a group join another group and tell its members what your group has agreed on concerning questions 1-3 (Task 3). And also find out their views.

An Anxiety Graph Form

Very High 7
High 6

Moderately
high 5

Moderate 4

Moderately
low 3

Low 2

No anxiety	1	Immediately before the oral report	Greetings/ opening the oral report	Actual process of oral report	Concluding remarks/ closing the report	Responding to others' questions	Immediately after the report
------------	---	--	---	--	---	---------------------------------------	------------------------------------

Adapted from "The Communication Anxiety Graph: A Classroom Tool for Managing Speech Anxiety" by W.W. Brownell and R.A. Katula (1984), quoted by Karen A. Foss and Armeda C. Reitzel (1988), in "A Relational Model for Managing Second Language Anxiety." TESOL Quarterly, Vol. 22, No. 3, p. 448.

LESSON NINE

(Time: 4 hours)

Listening Text. My Classification of Books

Pre-listening Activity

Task 1. Group work

1. In a group of four, discuss the process you pass through when you borrow books from the Main Library - Addis Ababa University.
2. Some of these words appear in the talk - My "Classification of Books." Say them loudly to your group. Do you notice the difference in the pronunciation of each pair of words?

feelings/fillings

feet/fit

these/this

sailing/selling

While - listening Activity

Before you start listening, read Task 2.

Task 2. Individual - Writing

Answer these questions briefly as you listen to the talk.

1. How many categories of books have been mentioned in the talk?
2. What kinds of books do we find in each category?
3. What do college students complain about?
4. The speaker mentions 'forced reading' and 'light reading' what are they?

Post-listening

Task 3. Group work - Discussion

Discuss your answers to Task 2 in your group. While discussing, consider:

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Note: Ask your teacher if you are not sure about any of the above.

Task 4. Individual - Writing

List down 10 books you have read in any language during the last 2 years and classify them into:

Books read
for pleasure

Books read
for knowledge

Books read
for pleasure & knowledge

Task 5. Individual and the Whole Class - Book report (5-10 minutes)

Select one book from the list of books you have read for pleasure (Task 4) and tell the class orally about:

the people in the story (characters)
the place of the story (setting)
the main events in the story
your reactions to the story

Listeners may make comments, suggestions, and/or ask questions.

Task 6. Individual and Pair work - Interview

You are planning to write a term paper. The topic of your paper is "A Survey of the Reading Interests of Second Year Students at A.A.U." Write 10 questions each and rehearse them individually. Then interview your partner about his/her reading interests. Include these ideas in your questions:

1. whether he/she reads for pleasure
2. frequency (how often he/she reads)
3. language(s) in which the reading is done

4. kind of materials often read
5. place(s) at which your partner likes to read
6. source(s) for obtaining reading materials
7. if your partner likes to discuss with friends what he/she has read

In your conversation, use these expressions:

- | | |
|---------------------------------|---|
| - Did you mean that ...? | |
| - Do you really think that ...? | |
| - Do you say ...? | When you insist and ask for confirmation |
| - But you said earlier that ... | |
| - Well let me see ... | When you hesitate |
| - Hold on a minute ... | |
| - Can I just butt in here? | When you want to contradict and interrupt |

LESSON TEN

(Time: 4 hours)

Listening Text: Which Side Is the Student Council Taking?

Pre-listening Activity

Task 1. Individual and Group work

1. Before you hear the talk, write down individually five points you know about the Student Council.
2. Take turn and explain your points to your group.

While - listening Activity

Before you start listening, read Task 2.

Task 2. Individual - Writing

Answer these questions briefly.

1. How old is the speaker?
2. Who can't have a car on campus as a result of the automobile ban?
3. What could the speaker see for thirty dollars?
4. Is the speaker against the Administration and the Council working together?
5. Mention three things that show the Student Council is siding with the Administration.

Post - listening Activity

Task 3. Group work - Discussion

Read your answers to Task 2 your group, and discuss them.

Consider:

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Note: Ask your teacher if you are not sure.

Task 4. Pair work - Question - and - Answer Activity

Work in pairs. Ask your partner some questions about the talk (Which Side Is the Student Council Taking) and your partner will also ask you. Begin your questions with these words whenever possible.

Do	Who	Why
Does	How	Where
Are	What	When
Is		

Task 5. Group work - Discussion

In your group, discuss the following:

1. Does the talk you listened to include some of the points you discussed during the pre-listening (Task 1)?
2. In the opinions of your group, what are the functions of the Student Council?
3. Suggest the kind of relationship that should exist between the Administration and the Student Council.
4. When do you say the Student Council is good?
5. When is it bad?

Task 6. Individual, Pair work and the Whole Class - Debate.

1. Individually, list down the advantages and disadvantages of having the Student Council at A.A.U.
2. Choose the side you support and develop your argument in favour of it.
3. Debate against your partner who does not support your side.

Task 7. Group work - Debatable Issues.

In a group, discuss these questions:

1. Do you think men and women are equal?
Why or why not?
2. Here is a list of jobs. Which can men do?
Which can women do?

doctor	journalist
secretary	bank teller
nurse	engineer
bus driver	dressmaker
chef	pilot

3. Which jobs can both men and women do?

Task 8. Group work - Discussion

In a group, discuss this question:

"Should women work outside the home?" List some of the `pros' and `cons' of the issue:

The PROS

The CONS

Task 9. Group work - Decision making/problem-solving Activity

Dr. Berhanu, The External Relation Officer of Addis Ababa University, wants to employ a new secretary. The secretary must have the following qualifications:

- . good typing and shorthand skills
- . pleasant manner with people
- . proficient knowledge of Amharic and English
- . knowledge of other languages helpful

The table below shows the profile of four candidates who can qualify for the job according to the advertisement. In your group, discuss the data in the table to select the best candidate.

	AZEB TSEGAY	CHALLA TUFFA	FOZIA ALI	MARTHA BIRRU
TYPING SHORTHAND	60 wpm 120 wpm	80 wpm 120 wpm	90 wpm 80 wpm	50 wpm 80 wpm
OTHER SKILLS	Operates: Calculator electric typewriter dictating machine	operates: electric typewriter dictating machine	operates: calculator electric typewriter dictating machine	operates: calculator electric typewriter
LANGUAGES	Tigrinya, Amharic and English	Oromo, Amharic and English	Arabic, Amharic and English	Amharic, English and French
APPEARANCE	neatly and simply dressed	well-dressed; well-groomed	well-groomed; natural with no makeup	sexy; wears a lot of makeup
MANNER	mature and businesslike telephone manner; liberated and independent; desk always clean, keeps nothing on it	pleasant telephone voice; makes a lot of personal telephone calls; desk always spotless	helpful telephone manner but high voice; moody; cluttered desk	warm and helpful telephone manner; spends a lot of time talking to other workers; desk not very neat
COMMENTS	did not get along with coworkers	did not know many of his coworkers but always polite	had some difficulty with female coworkers	always caught the eye of the men in the office
AGE	24	29	41	32
MARITAL STATUS	single	single	divorced; one child	single

Adapted from:

Byrd and Clemente - Cabetas (1980). React interact: Situations for communication. New York. Regents.

Now answer these questions as a group on the basis of your discussions of the table above.

1. Which candidate do you think is the best qualified for the job? Why?
2. Which candidate would you employ if you were Dr. Berhanu? Why?

Task 10. Group work - Discussion **Work in a group.**

Do you agree or disagree with the following statements? Explain your reasons to your group.

- a) A secretary should be a woman.
- b) A secretary should be sexy and attractive.
- c) A secretary should be young and enthusiastic
- d) A secretary should be mature and experienced.
- e) A secretary should be independent and make decisions on his or her own.
- f) A secretary should always ask for his or her boss's permission before acting.
- g) A secretary should be loyal to his or her boss.

LESSON ELEVEN

(Time: 4 hours)

Listening Text: Advantages and Disadvantages of Being a Married Student

Pre-listening Activity

Task 1. Individual - Prediction

1. Write down 3 advantages you expect to hear in the talk.
2. Mention 3 disadvantages you expect to hear in the talk.

Task 2. Group work - Discussion

Discuss your points to Task 1 with members of your group.

While - listening Activity

Before you start listening, read Task 3.

Task 3. Individual - Writing

While listening to the talk, write short notes on the following:

1. Some of the advantages of being a married student
2. The disadvantages of being a married student
3. Why married students are more determined to succeed than the unmarried ones

Post-listening Activity

Task 4. Group work - Discussion

Read your notes on Task 3 to your group, and discuss them. While discussing, consider these points:

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Note: Ask your teacher if you are not sure.

Task 5. Pair work - Questions and answers

Work in pairs. Ask your partner some questions about the talk on the cassette. Your partner will also ask you some questions. Begin your questions with these words whenever possible:

How
Why
What

Where
When
Who

Is
Does
Do

Are
Which

Task 6. Individual, Pair and Group - Role - play - Preparing Interview Questions

You are a social worker interested in surveying AAU second year students' opinions about marriage. Write 10 questions you can use in the interview to gather their opinions. You may use some of these questions:

1. Are you married?
2. Can you describe to me your future partner:
 - appearance - personality
 - dress - character, etc.
3. In your opinion, what is the right age for marriage?
4. Do you want to have children? How many?
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Task 7. Pair work and the Whole Class - Interview (Role-play)

Work in pairs. Now rehearse your questions (Task 6), and then use them to interview your partner in front of the class. Take turn to ask and answer the questions.

LESSON TWELVE

(Time: 2 1/2 hours)

Listening Text: Rules for Proper Conduct

Task 1. Individual - Writing

Before listening to the talk entitled "Rules for Proper Conduct", list down some examples of proper conduct at your birth place.

Task 2. Group work - Talking

Explain the points in your list (Task 1) to your group.

While - listening Activity

Before you start listening, read Task 3.

Task 3. Individual - Writing

As you listen to the talk, answer the following briefly.

1. List the main rules of conduct mentioned in the talk in the order you have heard them.
2. How does a person lose a friend?
3. Why is to borrow or to lend money undesirable?
4. Where did the speaker get the rules?
5. What does "to be true to oneself" mean? And what is good about it?

Post listening Activity

Task 4. Group work - Discussion

Read your answers to Task 3 to your group and discuss them. Consider these points.

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Note: Consult your teacher in case of any doubt.

Task 5. Group work - Discussion

Discuss the following in your group.

1. What people generally consider as proper conduct in the regions you come from
2. Rules of proper conducts at A.A.U.
3. Differences between the rules of proper conducts in your regions, and the rules of proper conducts at A.A.U.
4. The rules of proper conducts you like at A.A.U.
5. The rules of proper conducts you don't like at A.A.U.

LESSON THIRTEEN

(Time: 2 1/2 hours)

Listening Text: A Military Map

Pre-listening Activity

Task 1. Group work - Discussion

Before listening to the talk - "A Military Map", do the following in your group.

1. Mention the different kinds of maps you know.
2. Discuss what each map includes.
3. Discuss the kind of people who use them.

While - listening Activity

Before you start listening, read Task 2.

Task 2. Individual - Writing

As you listen, do the following

1. List the names of military maps mentioned in the talk, and say what each of them includes.

Name of the Map

What it includes

2. Which maps are not used by the common soldiers?
3. Which map is usually printed in black and white?
4. Colours show terrain features. For example,
black shows man-made objects. Now you complete the rest.
blue shows _____
green shows _____
brown shows _____
red shows _____

Post - listening Activity

Task 3. Pair work - Questions and answers

Work in pairs. Take turn with your partner to ask and answer questions about the talk - "Military Map". Use these words whenever appropriate:

Why	How	What
Do	When	Are
Where	Does	

Task 4. Group work and the Whole Class - Writing and Discussion

As a group, write down the advantages and disadvantages of national military service in Ethiopia.

Task 5. Group work - Discussion

In your group, discuss:

1. your points to Task 4.
2. delegate one member of your group to report what you have agreed on to the whole class. Groups outside that of the reporting student can ask questions and/or give suggestions. The questions can be answered by any member of the class.

Task 6. Group work and the Whole Class - Discussion

Discuss the different kinds of maps mentioned in the talk. Let one student from your group present to the class a map of common interest. Other members of the class should be ready to comment, suggest and/or ask questions. Questions can be answered by any member of the class.

LESSON FOURTEEN

(Time: 4 hours)

Listening Text: Unrest in Asia

Pre - listening Activity

Task 1. Group work - Writing - Prediction

Before listening to the talk - "Unrest in Asia", write down some factors that you as a group think can cause unrest in a society.

Task 2. Group work - Discussion

As a group, discuss the causes of the factors you have written down (Task 1).

While - listening Activity

Before you start listening, read Task 3.

Task 3. Individual - Writing

As you listen to the cassette, answer the following briefly.

1. What did the speaker learn in the sociology classes?
2. What is the impact of the contact with the West on Asians?
3. Mention two things the Asians are no longer satisfied with, and why?
4. What is "smouldering trouble spot" according to the context?

Post - listening Activity

Read four answers to Task 3, and discuss them. Consider:

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Task 4. Group work - Discussion

Discuss your answers to Task 3 in a group.

Task 5. Group work - Discussion

In a group, discuss these questions.

1. Does the talk include some of the points you have raised during the pre-listening discussion (Tasks 1 and 2)?

2. How are the situations in Asia similar to the situations in Ethiopia?
3. How are they different?
4. Where would you rather live? Why?

Task 6. Pair work and the Whole Class - Role - Play

You want to write your senior essay on "Unrest in Ethiopia in the Last 30 Years." Divide these 30 years' history, into the period of Emperor Haileselassie, The Derge Regime (the Military Government), and The New Transitional Government. Write 7 questions for each period and have an interview with a professor of Ethiopian History at the Department of History - A.A.U. You should be ready to play the role of an interviewer, and that of an interviewee. Rehearse both the roles with a partner. Then, take turn with your partner to ask and answer questions in front of the class. At the end of each pair's interview, the other members of the class need to ask questions and/or make comments.

In your conversation, use some of these expressions:

- Did you mean that ...?
- Do you really think that ...?
- But you said earlier that ...?

- Well let me see.

- Hold on a minute ...
- Can I just butt in here?

LESSON FIFTEEN

(Time: 3 hours)

Listening Text: How Knowledge and Atomic Energy Are Alike

Pre - listening Activity

Task 1. Individual - Writing

Look at the topic of the listening text, and:

1. List 5 words or phrases that you think are used in the talk to show similarities.
2. Write down 5 words or phrases that you think are used to express differences.
3. Make sentences with words from both lists (1 and 2 above).

Task 2. Pair work - Discussion

Now discuss your sentences (Task 1.3) with your neighbour. Consider these questions when discussing:

1. Are the sentences grammatically acceptable?
2. Do the sentences show similarities?
3. Do they show differences?

While listening Activity

Before you start listening, read Task 3.

Task 3. Individual - Writing

Answer the following briefly.

1. When is knowledge considered latent?
2. What is the purpose of Atomic Energy Commission?
3. Write two similarities between knowledge and atomic energy.
4. Write two differences between knowledge and atomic energy.
5. What does the phrase "naked eye" refer to in the talk?

Post - listening Activity

Task 4. Group work - Discussion

Read your answers to Task 3 to your group, and discuss them. Consider:

1. factual accuracy
2. flow of ideas
3. grammatical acceptability

Task 5. Pair work - Questions and answers

Work in pairs, and take turn with your partner to ask and answer questions about the talk - "How Knowledge and Atomic Energy Are Alike". Begin your questions with these words when possible:

Do	How	Why	Does
When	Did	Are	Where

Task 6. Group work and the Whole Class - Discussion

Work in a group of four. In your group, talk how the following pairs are alike and/or not alike. At the end of your talk, delegate one student to report the results of your discussion to the class.

1. An expository essay and a term paper
2. Freshman Library and The Main Library (Kennedy Library)
3. A.A.U. Regular and Extension Programmes
4. A Mission School and a Government School

Source for Listening Texts: LESSON THREE-FIFTEEN
John McCall, (1983). How to Write Themes and Essays.
New York: Monarch Press.

LESSON SIXTEEN

(Time: 3 1/2 hours)

Listening Text: Problems of Industrial Development in Peru

Pre - listening Activity

Task 1. Group work - Talking

Work in a group.

1. Do you know where Peru is?
2. What is the capital city of Peru?
3. Look at the topic of the listening text, and mention at least three factors that you think the talk may discuss as hindering industrial development in Peru.

While - listening Activity

Before you start listening, read Task 2.

Task 2. Individual - Writing

As you listen to the interview, complete the notes below.

1. Main problem:
a) _____
2. Possible solution
a) _____
3. This solution is not easy to achieve because:
a) _____
b) _____
c) _____
4. Peru attempted to overcome these problems by:
a) _____
5. The policies of the Common Market were:
a) _____
b) _____
c) _____
d) _____
6. Obstacles to the success of the Common Market were:
a) _____
b) _____

Post - listening Activity

Task 3. Group work - Comparing Notes

Read your notes on Task 2 to your group to check that you have completed them in factually accurate manner. If your notes are not complete and/or factually inaccurate, discuss in your group to complete them, and try to find out the strategies or techniques used by those group members who have relatively more complete notes.

Task 4. Pair work and the Whole Class - role-play

Work in pairs. Student A should imagine he/she is an expert in the field of industrial development in Ethiopia. Student B is a journalist working for The Ethiopian Herald. The journalist prepares ten questions related to the level of industrial development, problems faced in the area, possible solutions, etc. The pairs rehearse the questions and answers. Then they hold an interview before the class by exchanging roles. The other members of the class should be ready to make comments and/or ask questions. The questions can be answered by any member of the class.

Task 5. Group work - Discussion

Discuss the similarities and differences between problems of industrial development in Peru and Ethiopia.

Task 6. Group work - Talking

At least five things are needed to establish a successful industry. These are:

- energy (mainly electric power)
- capital
- markets
- transport
- a skilled labour force

It is your group's task to discuss and resolve the following and reach a consensus.

1. In Ethiopia, which of the things mentioned above is the most difficult to obtain?
2. Which is relatively easier or less difficult to obtain?
3. List the things in order of priority, starting with the most difficult to obtain and ending with the relatively less difficult to obtain.
4. How can you improve or increase these things in Ethiopia.

Task 7. Group work and the Whole Class - Reporting

Delegate one student from your group to report the result of your discussion of Task 6 to the class. Attempts should be made to convince each other before reporting. The other members of the class should be ready to comment, suggest and/or ask questions. Questions can be answered by any member of the class.

Task 8. Group work - Problem-Solving Activity

Some years ago, the government of Venezuela in South America set up a special

planning agency called CORDIPLAN. The purpose of this agency was to help develop the poor regions of the country and at the same time expand industry and increase the wealth of Venezuela. Imagine that you are a member of CORDIPLAN. After a great deal of research, four possible sites have been selected for a large new town to include a giant complex of steel works, chemical works and smaller manufacturing industries. The sites are shown on the map below (Fig. 1) with the letters W, X, Y, and Z. Discuss in a group of four in order to decide on the most suitable site. The factors which you must take into account when making your decision are given below the map.

This should be done as follows:

1. Take each factor in turn
2. Give every site a ranking score from 1-4 according to how well each site satisfies each factor. For example, if you think that site W is the best for oil supplies, give it a score of 4. If site Z is the worst for oil supplies, give it a score of 1.
3. When you have finished the scoring, add up the total for each site.
4. The site with the highest score will be the most suitable for the new development.

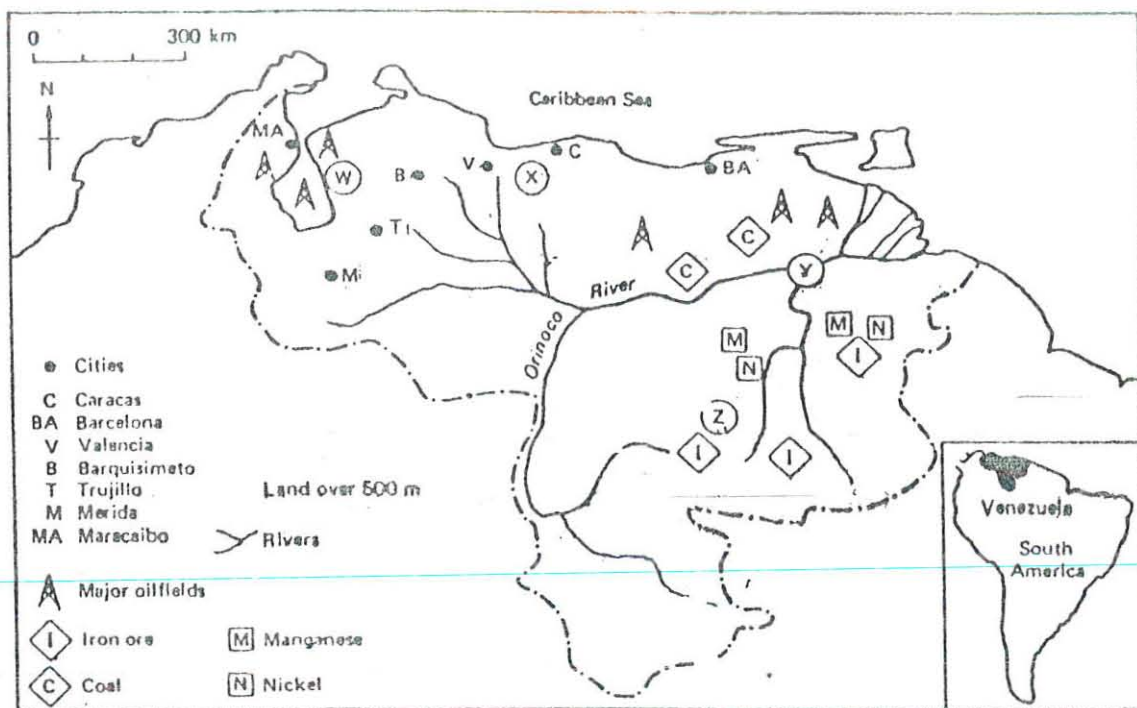


Fig. 1 Venezuela - resources and major cities

FACTORS

Local supplies of oil

Rivers for hydro-electric power

Local sources of iron ore

Easy exporting location

Nearness to large cities for selling goods

Fresh water supplies

Other local raw material

Suitability for helping poor regions of the country

SITES

	W	X	Y	Z
TOTAL				

Task 9. Group work and the Whole Class - Reporting

As a group try to give enough justifications for the scores you have given to each site (Task 8). Delegate one member of your group to report the consensus of your group to the class. The rest of the class should be ready to make comments, suggestions, and to ask questions. Questions can be answered by any member of the class (Reporting time: 5-10 minutes).

LESSON SEVENTEEN

(Time: 4 hours)

Listening Text: The Candy Factory

Pre - listening Activity

Task 1. Group work - Discussion and Writing

Before you listen to the cassette, do the following as a group.

1. Write down 5 kinds of factories that you know in Ethiopia.
2. Where are they located?
3. What do they produce?

While - listening Activity

Before you start listening, read Task 2.

Task 2. Individual - Writing

As you listen to the speakers, complete the notes below.

A. Situation

Name of firm: _____
Location : _____
Annual sales: _____
Locally obtained raw material : _____
Imported raw materials: _____
Number of employees: _____

B. Problems and possible solutions

Main problem : _____
Possible solution : _____
Disadvantages of this solution :
1. _____
2. _____
3. _____

C. Suggested solutions to avoid these disadvantages

1. _____
2. _____

Post - listening Activity

Task 3. Group work - Discuss and Summarize

Read your notes on Task 2 to your group to check that they are complete. If your notes are not complete, discuss in your group to complete them, and try to find out the strategies or techniques used by those group members who have relatively more complete notes. Then use your notes to answer the following questions. By writing full answers to each question, you will have written a summary of the listening text. So write out each answer one after the other in paragraph form. If necessary, add words like and, but, however, also, finally, etc.

1. Where is the Candy Factory located?
2. What does it produce?
3. What are its annual sales?
4. Which raw material is obtained locally?
5. Which raw materials are imported?
6. How many people does the firm employ?
7. What is the main problem the firm is facing?
8. How might this problem be solved?
9. Describe the disadvantages of the solution.
10. In order to avoid these disadvantages, what else might be done?

Task 4. Pair work - Role - Play

Work in pairs. The present manager of the Candy Factory has failed to solve the problem and you are assigned to take his place. As a manager with college education in management:

1. How would you solve the problem?
2. Prepare a speech you are going to make at the first meeting to be held by the workers of the firm. Include these ideas in your speech:
 - the interest of the workers
 - the interest of the factory
 - the policy of urban planning
 - the interest of the customers

Task 5. Individual and the Whole Class - Speech - Addressing an audience

First, rehearse with your partner the speech you have prepared in Task 4. Second, let one member of a pair present the speech to the class. The rest of the class should be ready to comment, suggest and/or ask questions. Questions can be answered by any member of the class. (Reporting time: 5-10 minutes).

Task 6. Group work - Speaking

Discuss the following in your group.

1. **War:**
 - Possible causes
 - Effects of war
 - Possible solutions

2. **Diseases**
 - Possible causes
 - Effects of diseases
 - Possible solutions

3. **Famine**
 - Possible causes
 - Effects of famine
 - Possible solutions

Task 7. Group work and the Whole Class - Speaking

Delegate one student from your group for each topic to report to the class what you had discussed. The rest of the class should be ready to put questions to the reporting student.

Any member of the class can answer the questions, and/or make comments and suggestions. (Reporting time: 5-10 minutes).

Source

1. Listening Texts - Lessons 16-17.

Oliver Hunt, (1990). Freshman English for Colleges. Addis Ababa:
Ministry of Education.

2. Exercises - Lessons 16-17 adapted from the same source.

LESSON EIGHTEEN

(Time: 2 1/2 hours)

Unemployment

Task 1. Group work - Speaking

Discuss in a group of four.

1. Unemployment: A Growing Social Problem in Ethiopia.

- a) causes
- b) effects
- c) solutions

2. Advantages and Disadvantages of Living in a City.

Advantages

Disadvantages

3. Suggest ways and means of minimizing the disadvantages.

Task 2. Group work - Extended Speaking Activity

Where would you rather live? In a city, or in the country? Discuss in a group and try to reach an agreement.

Task 3. Group work and the Whole Class - Speaking.

Delegate one student to report to the class the decision of your group (Task 2). The rest of the class should be ready to make comments, suggestions, and to ask questions. Questions can be answered by any member of the class. (Reporting time: 5-10 minutes).

LESSON NINETEEN

(Time: 2 hours)

Basic Human Necessities

Speaking Activities

Task 1.

Discuss in a group of four.

1. How easy or difficult is it to obtain the following in Ethiopia?
 - food
 - clothing
 - shelter
2. Who are the people who can obtain their basic necessities without much difficulty? And why?
3. Who are the most vulnerable (easily exposed) to disease and starvation? And why?
4. Suggest short term and long term solutions to alleviate (ease) the problems related to the poor and hungry in urban and rural areas in Ethiopia.

Task 2.

Report to the class what you have discussed in Task 1 by delegating one student to present one of the questions, so that all the four questions are presented by four students one by one. The other members of the class should be ready to comment and/or ask questions. The questions can be answered by any member of the class. (Reporting time: 5-10 minutes).

LESSON TWENTY

(Time: 2 1/2 hours)

Creating Healthy Leisure Time Activities for the Youth

Task 1. Group work and the Whole Class - Role - Play - Problem - Solving

Imagine you are responsible for setting up a youth club in your area. You have been allocated a relatively small amount of money by the Town Council to help keep teenagers off the streets in summer vacation and to reduce juvenile delinquency and vandalism which have been on the increase. The Youth Club will be open four days a week.

Work in a group of four, and plan the kind of activities you think would be most likely to attract teenagers to your club. The following leisure time activities can help you as examples.

1. Reading books (apart from school work or homework)
2. Playing outdoor games and sports
3. Swimming
4. Playing indoor games and sports
5. Watching television
6. Voluntary work to help others

Task 2. Group work and the Whole Class

Decide in your group on the four activities (under Task 1) you think will be most successful. Explain and justify your choice of the activities, and delegate a member of your group to report your agreement to the class. The rest of the class should be ready to make comments, suggestions and/or ask questions. Questions can be answered by any member of the class. (Reporting time: 5-10 minutes).

Lesson Twenty is adapted from -

Alan Mathews, and Carol Read (1982). Themes: An integrated Skills Courses for Late Intermediate and Advanced Students. London : Scotprint, Musselburg.

APPENDIX E: The Listening Texts (Lessons 3-6, 9-17)

Lesson Three:

Childhood Adventure

My neighborhood was high adventure when I was a child. It was the challenge of a hike into the deep, black African forest or the excitement of a long voyage across an ocean. It was adventure because it was on the edge of town where only a few streets had cut through the pastures and only a few houses had broken the fields of knee-high grass. It was adventure because there were forests of weeds that were taller than a child, and because there was an ocean, or at least a pond that seemed like an ocean to me. This neighborhood always gave us something to do.

We never had to worry about what game to play next or what we would do tomorrow. In fact, we never had time to do all of the things we wanted to do. We never had enough time to play all the games, climb all the trees, ride all the horses, or build all the tree houses and hide-outs that we would have liked to. Summer went by rapidly, so rapidly that the time between Memorial Day and Labor Day was just a blur. And in the winter we never found enough time after school to do all of the ice skating, build all the snowmen, track all the wild rabbits, or play all the games in the snow that we wanted to.

The real adventure was in the places we went. The most exciting of these was Crow Creek, just down the gravel road around the curve, where a rickety old bridge spanned a creek about four feet wide, just where willowy trees cast their shade. Days would go by without any traffic on the road, and we children regarded the area as our private property. Nothing was more fun than sneaking away from home--our mothers were afraid of the snakes--cutting across the fields, and wading in the creek, fishing for minnows, skipping stones, and capturing frogs.

Next on our list of adventurous places was the Big Oak. It was in a field of high weeds far away from home and out of sight of the road. There we had our picnics, built our tree houses, hid our secret things, and played our games. Moreover, just down the road from the oak was our secret blackberry patch. It, too, was forbidden territory because of the snakes, but no child in our area missed the ripe berries, and no mother could be fooled when she saw the berry-stained lips and hands of the children.

And then it all came to an end! One day, bulldozers and trucks and men and all the other noise and dust of progress came. Sewer and water lines, electric and telephone wires, carpenters and plumbers and bricklayers--soon our rural retreat became another subdivision. There isn't much left now to remember, except the names of the streets, fanciful names like Indianwood, Sunset, and Oak Lane. The latter street goes right by the only thing left once the bulldozers finished--our Big Oak tree.

Lesson Four: Home Town: USA

My sociology teacher remarked in class the other day that one person out of ten will

move this year, and that accordingly, the United States is rapidly becoming a nation of rootless people. I know what he means, for I have lived in so many towns and have gone to so many schools that they are all beginning to become a blur in my mind. I would have to say that I am almost as rootless as a hobo. My "home town" is where I happen to be at the moment.

This rootlessness is caused by my father's work: he's a "trouble shooter" for a management consultant firm with headquarters in Chicago. He works chiefly with big corporations, state highway departments, and the like, so that he frequently spends a year or two on one job. Since I am an only child and since we rent homes, Mother and I have moved frequently with Father.

I grew up in Chicago and attended my first six years of school there. What childhood friends I have would be in Chicago, but since we have lived in three different areas, it becomes three different towns in my mind. I can remember only a few of the names of my childhood friends. I can't remember the name of one of the schools I attended.

For the next two years we lived in Peoria, Illinois. During that time I finished seventh grade in one school, and then I went for one year to junior high school. I made one friend that year, with whom I still correspond.

The following year found us in Springfield, Illinois. My memory of that year is centered chiefly around the basketball team which went to the state tournament. There are two students here at college who were in my class, but I don't recall them, and they don't remember me.

My tenth year of school was spent in Milwaukee, Wisconsin. Again, the school and the town are a blur in my mind. I remember a few more teachers and a few more of the students' names, but Milwaukee rapidly became only a name. I'm sure that I would feel like a stranger there if I should return to my old neighborhood.

My last two years were spent back in Chicago, but it was a suburb on the far south side, miles away from the neighborhoods in which I lived as a child. For my school records, that's my present "home town," but since my father is now in Toledo, Ohio, my mother will probably join him.

I intend to stay here in college until I graduate. I already have more friends here at college than I have had in all the time before coming to college. I am growing tired of moving and want to take roots for a while. Who knows, perhaps in the future I will look back to this college town as being my "home town."

Lesson Five: My Impressions of College

I am constantly being asked how I like college. When I go home on weekends, many of my friends still in high school want to talk about college. Here is what I tell them. The school is too big; the teachers seem to feel that students are in the way; and the town distrusts all students.

What do I mean by saying that the school is too big? Well, the punched cards seem to be more important than the human beings they represent. To the Registrar I am nothing but a number. One of my teachers has us put our I.D. numbers on our papers instead of our names. He says that it is more objective, that he won't know who is who until he averages up the final grade. The class is too huge. How can I learn history when I'm the sixth person in the twentieth row? Then, too, we have only eight minutes between classes. It is impossible to get from my class in the Agriculture Building to the third floor of Old Main in less than twelve minutes. My dormitory is sixteen minutes away from Old Main. And Fraternity Row is even farther away from Old Main. Use a bicycle? There are so many bicycles crowding the roads and the bicycle racks that little time is saved in getting from place to place.

Secondly, the teachers' attitude is very cold. We are supposed to have a top-rated faculty, but I haven't seen any in my classes. One of my teachers will see student only before or after class, never in his office. He as much as told us that he is bored with us, that students are of secondary importance on campus. I have gone to see my mathematics teacher twice, but he is never in his office. If some of our "top-rated" faculty could hear what is said about them, they would start selling shoes.

And last, the town exists to prey on the students. It is impossible to cash a check in town. The police seem to live on the streets around the campus, writing tickets as fast as they can. All the new parking meters way out here are strictly a way to get money. Making the students who live in town buy a sticker is another graft. And the rooming-house owners have all gotten together to charge ten dollars a week for a room, no matter how many live in the room.

So, because of the size of the school, the attitude of the teachers, and the way the town treats us, I have to be honest whenever anyone asks me what I think of the school. I tell them that I don't like it. I am going to transfer to a smaller, friendlier school next year and finish my education there.

Lesson Six: Is College Necessary?

In my opinion, college is very essential in today's society. Many reasons can be given for making such a statement, but to me the reasons are these: I can make more money with a college degree. I will be a better person with a college degree. When I receive a college degree, I will get to know people whom I have always admired.

The salaries earned by college graduates are better than the salaries earned by non-college people. Study after study has proved this point. In our society where achievement rightly or wrongly is measured by wealth, the ambitious person is faced with the choice of making himself a self-made success--this type of individual is becoming rare--or he can prepare himself for a career which rewards him with a high salary. The handwriting is on the wall: prepare or perish. I do not wish to perish.

My second reason is that I will be a better person with a college degree. I do not seek money alone. I seek experience that will aid in my intellectual and spiritual growth. I seek a diversity of experiences, of opportunities, of all those things one can find in

college. In short, I will specialize in my field because of my interest and because it will afford me a good job, but I will also diversify as much as possible so that I do not become a person with a one-track mind.

My last reason, to get to know people whom I admire, is just as important to me as the other two reasons. While attending college a person makes friends and learns valuable lessons. He learns that "birds of a feather flock together" - that interesting, successful, and intelligent people attract one another in college and out of college. I have always admired my father and his friends--lawyers, judges, business and professional men. I want to be like them and to be with them. Thus, preparing myself for a career in business will one day assure me that I will be a businessman.

In brief, money, experiences, and friends are the three words that have sent me to college and are the three words which will keep me here until I graduate.

Lesson Nine: My Classification of Books

Books may be classified in many different ways, and most people would classify specific books in more than one category. In this paper I will attempt only to show my personal feelings as to how most books are grouped.

First, there are those books that are read because of their past literary importance and because of their value to those people interested in improvement or in enjoyment. Most of these books are important enough for a person to be considered not really well educated unless he has read them. Many of them contain information that applies to modern times as well as to the past. The Greek and Latin writers, Shakespeare, and various other books are examples of this first group.

The second group includes books that are important because of their technical or their special information. Textbooks, books pertaining to specialized occupations, and reference books fit into this group. These books are generally read less than those in the first group, but they are studied more carefully when they are read.

The third group of books includes those that are read partly for pleasure and partly for knowledge. This group might include better novels, semi-technical books, and many books which are labelled "light reading". These are the books which are read when enjoyment is the main objective.

The fourth and last group is made up of those books that contain very little information of any value. Their main topic is usually based on sensationalism, on scandal, on sex, and the like, and their selling point is loudly shouted. Such books do more harm than good.

Each person must choose the type of book which he likes and enjoys. Classification is usually an individual matter. But it must be obvious that the type of books one regularly reads is indicative of his personality. Thus, we college students may frequently complain about forced reading, but only in this way will many of us learn that we have too long contented ourselves with books included in the fourth group.

Lesson Ten: Which Side Is the Student Council Taking?

Many of us students feel that the Student Council seems to be siding with the Administration, not with the students. In this paper, I intend to discuss three recent actions by the Council which have convinced me that it is not the voice of the student body.

First of all, the Council sided with the Administration in banning automobiles for freshman and sophomores. I cannot argue with a rule banning cars. It is obvious that there just isn't enough parking space on the campus to handle all the faculty and student cars. But it seems to me that if some exceptions are to be made, the Council should have as much say as the Administration. For instance, Fraternity Row just happens to have enough parking space, and so cars are permitted. Do I have to join a fraternity to have a car? I am twenty-one years old, but I am a freshman. As the rule now stands, a nineteen-year-old junior can have a car, but a freshman or sophomore, no matter what age, no matter what the conditions, cannot have a car. The Council should insist that special cases--and there are many--should be considered.

Next, the Council "recommended" that the proposal to increase activity fees to ten dollars a quarter is a good thing. With about ten thousand students on campus, at thirty dollars each for the school year, the figure comes to three hundred thousand dollars! For my thirty dollars, I will get to see four home football games, one out of three basketball games, and tennis, baseball, and track. I also get the school paper. If the Administration or the Council would show me how the three hundred thousand dollars is to be spent, I would be much happier. I know that education is expensive. But if the school needs the extra money, why not be honest about it and increase our tuition, not beat around the bush with increased activity fees?

And finally, our school paper should represent the students as much as it represents the Administration. The Council, however, meekly accepts whoever is recommended by the Administration to be the "adviser" for the paper. "Censor" is the better word, for nothing of a controversial or critical nature is ever printed. I personally know of three or four letters to the paper which have never been printed. As I mentioned earlier, our student fees pay for the paper; should it not then be as much a voice of the students as it obviously is of the Administration?

I realize that the Administration and the Council should work together. I do feel, however, that if we are to have a Council, it should consider that it is the voice and the safeguard of the students. If it neglects us, who will speak for us?

Lesson Eleven: Advantages and Disadvantages of Being a Married Student

Marriage seems to give many people in college a determination to succeed that is quite often not found in the unmarried student. Perhaps the responsibility of having another person to consider besides himself motivates the married student to work harder. Many times married students must depend upon themselves for at least part of their livelihood.

This helps them to realize the expense of college education, and also how important it is to have this education.

Statistics do prove that fewer married students meet with failure in college. However, it might be important at this point to consider the type of person who will continue college after marriage. Most married students live in semipoverty. These same students could provide their families with at least a few luxuries if they were willing to accept any sort of available position. Instead, they are willing to wait and sacrifice in order to have a fuller life.

It is also noticeable that married students receive support and encouragement from friends and from teachers. The school also provides organizations and activities which furnish social outlets for the married students and their wives. In addition, many colleges make some sort of low-cost housing available for married students.

The above reasons, of course, are not all the advantages. But to me they are major advantages. Let us now look at some of the disadvantages of being married.

First of all, college is centered on the unmarried student. More of the activities, the meetings, the stress placed upon being well-rounded is directed at the single student. Accordingly, the married student frequently finds himself left out of many of these experiences. The Rah-Rah aspect is thus very often not a part of a married student's experience. the Big Game, the Homecoming, the Big Dance of the year frequently find the married student absent.

Why is the married student frequently left out? The answer, of course, reveals one of the major disadvantages of being married while still in college--the financial hardship. Very often the married student must make drastic financial adjustments. Both he and his wife find themselves giving up almost all the luxuries they once took for granted. Social life is drastically curtailed, entertainment is minimal, clothing is worn long after it should have been discarded, and living quarters are frequently inferior. And if a third member of the family should come along, even further adjustments must be made.

Another disadvantage is that a person's interests change, and he finds himself no longer having anything in common with his old friends. Of course, new friends are made, but most of these new friendships are only temporary; the saying that "Misery loves company" expresses why such friendships are sought.

So I must conclude that being a married college student has its ups and downs. Gone for awhile are the good times and the carefree fun. But in their place come an increased maturity, an increased desire to succeed, and increased motivation to graduate. Whether the advantages outweigh the disadvantages is a question that each individual must decide for himself.

Lesson Twelve: Rules for Proper Conduct

When I was in high school, I memorized the famous passage in Hamlet where Polonius gives his son, Laertes, some advice prior to Laertes' returning to France. The advice is

concerned with how a man, or perhaps better, a gentleman, should conduct himself. Here is my interpretation of Polonius' remarks.

First of all, a man should not speak until he has given due thought to the consequences, nor should he act impulsively. In short, think before acting and consider your words well before speaking.

Next, choose your friends wisely. Respect all men, but do not regard that all men are alike. Don't make friends with just everyone and anyone. But once you have made friends, be true to them and expect that they will be true to you.

Keep out of quarrels, but do not run away from a quarrel of honor. And, once in an argument, conduct yourself honourably and in such a manner that your opponent will not take you too lightly. Along with this precept, be willing to listen to everyone's opinion. Be careful, however, to whom you express your opinions.

In the matter of clothing, buy the kind of clothes that you can afford, but don't wear fantastic or gaudy clothing. Note what the men of rank and stature are wearing and follow their practice. Remember that the type of clothing often tells what the wearer is like.

One's financial status is important. Accordingly, do not borrow money. Neither should you lend money. To borrow or to lend is to lose friends. Also, he who borrows shows a lack of common sense in personal economy.

Finally, lacking any person after whom one can model oneself, the best advice is to follow your own upbringing, lessons learned, and character. In other words, if you are true to yourself, you will then treat other men as you wish to be treated.

Lesson Thirteen: A Military Map

A military map is a graphic representation of the earth's surface drawn to scale and used by the Department of the Defense. A military map shows features which we find on ordinary road maps (such as those handed out by service stations), and it also includes other information of a specialized nature. There are three types of military maps which are used the most often.

The first type of military map is the planimetric map, which is very much like the service station map. This map shows only the horizontal or flat position of the terrain. It includes manmade objects such as towns and roads, and natural features such as rivers, lakes, and streams.

The second type of military map is the topographic map, which not only shows planimetric features but also shows relief or variations in the earth's surface. The topographic map has grid lines and a sheet number so that a soldier will be able to know the exact location of himself or others. This type of map shows terrain features by various colors, such as black for manmade objects, blue for water, green for vegetation,

brown for relief features, red for roads, and other colors for special information.

The third type of military map is the photomap, which is a reproduction of a photograph or photomosaic. This map also has grid lines and a sheet number, but it is usually printed in black and white. Colored maps, of course, can also be used.

Military maps do not include aeronautical or hydrographic charts. These charts are used by special forces of the armed services and not by the common soldier. These specialized maps also refer to air current or to areas of water as much as they do to land features.

Lesson Fourteen: Unrest in Asia

There is a rising tide of unrest in Asia which is causing that vast continent to become one of the smoldering trouble spots of the world. It seems to me that several factors account for this mass restlessness. Some of the causes are apparent, and in this paper I shall discuss four of them.

Most of us would agree that the main cause for Asia's unrest is her over-population. This over-population is the result of complex causes, some of which are scientific and medical: the death rate has been reduced, but little has been done to curtail the birth rate. The overcrowded and unfavourable living conditions brought on by this rapid population increase have produced a restlessness that will not be easily remedied.

The second cause for Asia's unrest is her diminishing food supply. In our sociology classes we learned that with a population of more than ten people per square mile, Asia's arable land will not produce enough food. Consequently, a large percentage of the people never get enough to eat. When large numbers of people go to bed hungry, deep unrest and dissatisfaction are inevitable.

A third reason for Asia's unrest is her contact with the West. To the Asians, the West represents a much higher standard of living than Asia can provide. This contact has caused them to want some of the material possessions that the West enjoys. The Asians are no longer satisfied with our surplus food and used clothing. They want a better way of life. It is understandable how this envy, coupled with unfulfilled desires, can cause such unrest as Asia is experiencing.

The fourth reason for this restlessness is Asia's mass illiteracy. The Asians are now beginning to realize that to have the standard of living they crave, their illiteracy must be reduced. So they are crying for education. But, here again, they are frustrated in this desire--another vacuum of need with little chance of fulfillment.

And so for the reasons I have mentioned--over population, not enough food, envy of the West, and illiteracy--Asia is restless. Each of these problems is monumental, each is being attacked, and each will cause restlessness for many years to come. Neither Asia nor the West, however, can throw up its hands in despair. The problems must be faced and dealt with, or they will most certainly lead to even greater ones.

Lesson Fifteen: How Knowledge and Atomic Energy Are Alike

Knowledge and atomic energy are alike in that both can be used for either creative or destructive purposes. Both knowledge and atomic energy exist as latent or active.

Let us go back to the sources of knowledge and atomic energy. Knowledge begins as an idea, tiny and invisible in the human mind; atomic energy begins as an atom, invisible to the naked eye. Yet both the idea and the atom possess the potential for tremendous power. However, as long as they remain in the latent stage, neither the idea nor the atom can become constructive or destructive. Knowledge requires a reaction to ideas in the human mind before it can develop into the explosive power that is creative or destructive. As long as knowledge remains latent in stockpiles of books, it has no power of its own. So must the atom be activated by certain processes before it can become the explosive power that can be used for creative or destructive purposes.

Many constructive uses are now being found for atomic energy. One example of a good use is to generate electricity. The Atomic Energy Commission is working on projects whereby atomic energy will be used to alleviate much of man's work, to provide the huge sources of power he will need, to be a servant to man in countless ways. But we all know the terrible destructive power of atomic energy which was demonstrated in Japan in 1945. And we all in some degree are living under the peril of sudden annihilation by even more advanced atomic bombs.

Similarly, knowledge has been activated and utilized by mankind. It has been put to countless constructive uses. It has produced inventions which have improved man's living conditions. It has been passed on from generation to generation in innumerable ways to keep mankind constantly advancing. In short, it is knowledge which has brought mankind so far. But we must confess that knowledge has also been used for destructive purposes. It has been used for warfare, for mass killings, for poisoning man's mind with evil ideologies, for arousing man's hatreds in a thousand ways.

So we may conclude that neither atomic energy nor knowledge has power within itself to become constructive or destructive. The way in which mankind uses each of them makes all the difference.

Lesson Sixteen: Problems of Industrial Development in Peru

(I = Interviewer; E = Expert)

I: Peru is a developing country in South America. Like many other developing countries, Peru is trying to industrialise by building factories in order to produce manufactured goods that it would otherwise have to import. I talked to an expert on industrial development and I asked him about some of the problems Peru is facing in its attempt to industrialise.

I: First of all, can you tell us what the main problem for Peruvian industry is? Why does the Peruvian government think it is necessary for Peru to industrialise?

E: Well, Peru's main problem is that of many developing countries. Its principal exports consist of raw materials such as copper and iron ore, and agricultural products like sugar. The price of these products can fluctuate dramatically on world markets depending on supply and demand, and Peru has to import most of the manufactured goods it needs from the industrialised countries. These manufactured goods can be very expensive. The price of manufactured goods tends to rise steadily year by year rather than fall.

I: So it's obviously important for Peru to develop its industrial sector?

E: That's right. As part of Peru's development, it is important for Peru to build up its own industries in order to produce the things it needs.

I: Is Peru trying to do this?

E: Yes it is. But it is not at all easy. Firstly, Peru is a poor country and industries are very expensive to set up. Secondly, there may not be enough people in Peru itself who can afford or who want the product that is made. In other words, the market within Peru may be too small to justify manufacturing the product locally rather than importing it. Thirdly, if the market is small, a factory may not be able to use mass production methods and if mass production methods are not used, the product becomes more expensive to make. So you see, there are a number of factors that can make industrialisation difficult.

I: Is there any way that Peru can overcome these problems?

E: In theory, yes. You see, these problems are shared by other South American countries, who also have common language and history. It is therefore an obvious step for them to form their own common market to try to overcome these problems. For example, in 1969 Peru formed its first common market with four of its neighbours - Venezuela, Columbia, Ecuador and Bolivia.

I: What were the agreed policies of this common market?

E: Well, it was agreed that there would be no taxes or customs barriers to trade between the member countries. Secondly, all countries would try to have more control over the activities of foreign firms in their countries. Thirdly, new industries would be planned to serve all the member countries. For example, Peru would develop a chemical industry that would supply all five member countries; none of the other countries would develop chemicals--each would have its own specialty. And finally, transportation and communication links would be improved. This of course was to improve trade between member nations.

I: You said earlier that in theory Peru could overcome the problems of the cost of building expensive factories, the small potential market within one country, and so on, by forming a common market. Peru did this in 1969. What happened in practice?

E: Well, unfortunately, it wasn't altogether a great success.

I: Why not?

E: There were a number of obstacles, two of which are particularly important. Transport links were simply not good enough. The borders between many of the member countries are very mountainous. This difficult border environment makes the building of good roads extremely difficult. But perhaps the greatest obstacle has been the disputes among members. For example, the serious border dispute between Peru and Ecuador has shaken some members' faith in the common market.

Lesson Seventeen: The Candy Factory

First speaker:

I'm going to talk to you today about a small factory in Ethiopia called the Candy Factory. The Candy Factory, as the name suggests, produces candy, or sweets. When it was first set up thirty years ago, it was located in the Mercato, a densely populated area of Addis Ababa. At that time its annual sales were about 10,000 birr and it employed twenty-five people. Today its annual sales of the various kinds and flavours of sweets amounts to 830,000 birr and it is still on the same site in the Mercato. The original owner retired and the factory was taken over by the government in 1978.

Sugar, which is the major raw material for candy production, is obtained from the local market, while chemicals, which account for 17% of the total costs are imported from abroad. The firm now employs 27 women and 23 men. The women are engaged mainly in wrapping the final product.

The factory building is old and cramped and this causes some inconvenience. The machines and workers are crowded in small rooms, while the raw materials and the candies in stock are piled up in every space that can be found.

The building cannot be enlarged because there is no space for expansion. Therefore the management is thinking of moving to an industrial zone on the outskirts of the city. However, there are a number of disadvantages to this solution. Firstly, constructing a new factory involves a substantial amount of expense. Since some of the raw materials are imported from abroad and these may take months to arrive, the management needs to set aside a fairly large amount of money to order these materials in bulk. They therefore do not have the capital to build a new factory.

Secondly, moving to the outskirts of the city would result in additional costs because the factory in its present position serves as both a production and sales centre. It will not be possible to sell from the new site and the management would have to open a sales office in the market area. Otherwise, their customers would probably change to a nearer supplier in the city centre. Opening a sales office in the market area would involve extra transport costs, rent for the sales office and payment for additional staff to work in the

sales office.

Thirdly, the employment situation complicates the problem further. The workers who now live near the factory will either demand higher wages to cover transport costs or they will ask for a free transport service. They may even consider changing their jobs. Therefore the management will have to pay higher wages to keep them.

The management could avoid the new costs if they stay at the present place. But the problem of space is a serious one; the imported items come in large quantities and have to be stored for a long time, and the final products are stocked in some volume until they are sold, and the working environment is not pleasant. All these factors point to the need for more space.

Second speaker:

This situation illustrates problems which face an enterprise as it expands. Most small business start with manufacturing and selling on the same site, carried out by the same people. In developing countries, channels of distribution and other supporting infrastructure may be expensive and poorly developed. The employees, however much they need employment, cannot easily travel to a new location, and to change from direct selling to selling through intermediaries involves additional costs.

The city authorities may want to encourage the business to move out of the congested city centre, but a quick move, without management which can deal with the changes involved, may destroy the business.

It may be wise, in the medium term, for the company to seek advice on improving its use of storage space, and to look for additional warehouse facilities elsewhere rather than a completely new factory. This might provide a breathing space during which management can plan an orderly transfer and development of marketing channels without being under daily pressure to move in order to continue operating at all.

APPENDIX F: Directions to the Students who Gave Oral Presentation 2

Dear students,

Please read the article (text) your have been given at home. Take notes on the article, but do not try to memorize its contents. Present the summary of what you have read in class in seven days. While presenting the summary, you are allowed to refer to your notes. But reading every word from your notes is not allowed. You may use the blackboard, charts or diagrams to illustrate your points. The maximum time allowed for your presentation is 10 minutes.

N.B. Please see Mekonnen Disasa if you have any question concerning the above.

Thank you very much
Mekonnen Disasa

**APPENDIX G: A Letter to the Instructors who Assessed Oral Presentation 2
and judged the confidence of the presenters**

Dear Instructor,

Please assess the students' talk on the video tape you will receive using the video machine and the TV set in Room 401-ILS, Building, on the basis of the following rating scale with the help of the notes.

Rating Scale

a.	Very comprehensible, very clear and fluent	5
b.	Comprehensible, good clarity and fluency	4
c.	Reasonably comprehensible, fairly clear and fluent	3
d.	Partially comprehensible, poor in clarity and fluency	2
e.	Incomprehensible, very poor in clarity and fluency	1

Notes

Comprehensible: able to communicate effectively. Includes the mastery of grammar, vocabulary and the ability to pronounce words reasonably correctly.

Fluent: able to express oneself comprehensibly reasonably accurately and without too much hesitation.

Clear: voice quality - high/low, distinct/indistinct.

In addition, please use these criteria to judge presenters as confident:

- a. Effective use of notes (i.e., referring to notes only occasionally),
- b. Not talking hurriedly so as to come to the end of the talk abruptly (i.e., avoiding memorization),
- c. Not uttering indistinctly (i.e., avoiding whispers and mumbles).

Thank you very much
Mekonnen Disassa

APPENDIX H: The Data, Statistical Tables and Results

Table 1:	The Data Used for Analyses.
Table 2:	Classification of Students by Department and Type.
Table 3:	Mean Cumulative GPA by Department and Type.
Table 4:	Mean Total Score on Oral Presentation 1 by Department and Type.
Table 5:	Mean Total Score on Oral Presentation 2 by Department and Type.

Table 1:- The Data Used for Analyses.

	stu_code	dept	type	cum_gpa	score1pr	score2pr	score3pr	score4pr	score1po	score2po	score3po	score4po
1	1	1	1	2.00	3	3	3	3	4	3	3	4
2	2	1	1	3.00	4	4	3	4	4	4	4	4
3	3	1	1	2.30	3	3	2	3	4	4	4	4
4	4	1	1	2.10	2	1	2	2	3	1	2	3
5	5	1	1	2.30	3	3	2	3	3	2	3	4
6	6	1	1	3.20	4	3	3	4	4	3	4	4
7	7	1	1	2.80	2	1	1	2	4	3	3	3
8	8	1	1	2.20	1	1	2	2	2	2	2	3
9	9	1	1	2.50	4	4	3	4	4	3	3	3
10	10	1	1	2.70	4	3	3	4	4	4	4	4
11	11	1	1	2.30	4	4	3	4	4	4	4	4
12	12	1	1	2.60	1	2	1	2	.	.	.	.
13	13	1	2	2.80	2	2	2	3	1	2	2	2
14	14	1	2	2.20	3	2	2	3	.	.	.	.
15	15	1	2	2.10	1	1	1	1	2	1	2	2
16	16	1	2	2.30	3	3	3	3	3	3	4	3
17	17	1	2	2.60	3	3	2	3	4	4	4	4
18	18	1	2	2.40	3	3	2	3	1	2	1	2
19	19	1	2	2.30	3	2	2	3	.	.	.	.
20	20	1	2	2.00	2	2	2	2	.	.	.	.
21	21	1	2	2.20	1	1	1	2	2	2	2	2
22	22	1	2	2.70	2	2	2	2	2	2	2	2

	stu_code	dept	type	cum_gpa	score1pr	score2pr	score3pr	score4pr	score1po	score2po	score3po	score4po
23	23	1	2	3.20	4	4	3	4	3	4	4	4
24	24	1	2	2.90	1	1	2	2	2	2	2	2
25	25	2	1	1.50	2	2	2	3	.	.	.	.
26	26	2	1	1.70	2	2	1	1	.	.	.	.
27	27	2	1	1.60	2	3	2	2	3	3	2	2
28	28	2	1	2.00	2	1	1	2	3	3	2	2
29	29	2	1	2.20	3	3	2	3	3	3	3	3
30	30	2	1	2.00	2	2	1	2	3	3	2	3
31	31	2	1	1.80	3	2	3	3	.	.	.	.
32	32	2	1	3.00	4	4	3	3	4	4	4	4
33	33	2	1	3.10	3	4	3	3	4	4	4	4
34	34	2	1	2.80	2	3	2	2	3	4	3	3
35	35	2	1	2.30	3	4	3	3	4	4	4	4
36	36	2	1	2.90	3	4	3	3	4	4	4	4
37	37	2	2	2.13	3	3	3	4	4	3	3	4
38	38	2	2	1.60	2	2	2	2	.	.	.	.
39	39	2	2	2.50	3	3	3	4	3	2	3	3
40	40	2	2	3.20	4	4	4	4	.	.	.	.
41	41	2	2	2.70	4	4	4	4	4	3	4	4
42	42	2	2	1.70	2	2	1	2	.	.	.	.
43	43	2	2	1.50	2	3	2	3	.	.	.	.
44	44	2	2	1.60	3	4	3	4	.	.	.	.

	stu_code	dept	type	cum_gpa	score1pr	score2pr	score3pr	score4pr	score1po	score2po	score3po	score4po
45	45	2	2	1.90	3	4	4	4	.	.	.	.
46	46	2	2	1.90	1	1	1	1	.	.	.	.
47	47	2	2	1.90	3	2	3	3	.	.	.	.
48	48	2	2	2.90	3	3	3	3	.	.	.	.
49	49	2	2	1.80	3	3	3	3	3	3	3	3
50	50	3	1	3.00	2	3	2	2	4	3	3	3
51	51	3	1	2.40	2	3	3	3	3	3	3	4
52	52	3	1	3.10	3	4	4	4	5	4	5	5
53	53	3	1	2.10	1	1	2	2	3	2	2	2
54	54	3	1	2.70	3	3	4	4	4	4	4	3
55	55	3	1	2.80	2	2	2	1	3	3	3	2
56	56	3	1	2.60	2	3	3	2	4	3	3	3
57	57	3	1	3.10	3	3	4	3	4	3	4	3
58	58	3	1	2.20	2	3	3	3	4	4	3	3
59	59	3	1	2.30	2	3	2	2	3	3	3	3
60	60	3	1	2.63	2	3	2	2	3	3	3	2
61	61	3	1	2.70	3	2	3	3	4	4	4	4
62	62	3	1	2.60	2	2	2	2	3	2	2	2
63	63	3	2	2.70	3	3	4	3	3	3	3	3
64	64	3	2	2.40	2	2	2	1	2	2	2	2
65	65	3	2	2.20	2	3	2	2	2	3	2	2
66	66	3	2	2.80	2	3	3	2	2	2	2	2

	stu_code	dept	type	cum_gpa	score1pr	score2pr	score3pr	score4pr	score1po	score2po	score3po	score4po
67	67	3	2	2.20	1	1	2	2	2	2	2	2
68	68	3	2	3.10	4	4	5	4	4	4	5	4
69	69	3	2	3.20	4	4	5	4	5	5	5	4
70	70	3	2	2.40	3	3	4	3	3	4	4	3
71	71	3	2	2.90	2	2	2	1	2	3	2	2
72	72	3	2	2.30	2	3	2	2	2	2	2	2
73	73	3	2	2.60	2	2	3	2	2	3	2	2
74	74	3	2	2.50	2	2	2	3	2	2	2	2
75	75	3	2	3.20	2	3	3	2	.	.	.	.
76	76	4	1	2.20	2	2	2	1	2	2	2	2
77	77	4	1	2.80	4	3	3	3	3	3	4	3
78	78	4	1	2.00	3	3	3	2	3	3	3	4
79	79	4	1	2.60	3	2	2	2	3	2	3	3
80	80	4	1	2.20	2	2	2	2	3	3	4	4
81	81	4	1	2.70	4	4	4	3	4	4	4	5
82	82	4	1	2.00	3	3	2	2	3	3	3	4
83	83	4	1	2.50	3	3	3	3	3	3	3	4
84	84	4	1	2.90	3	3	3	2	2	2	3	3
85	85	4	1	3.10	3	3	3	3	3	2	3	3
86	86	4	1	2.50	3	3	2	3	3	3	4	4
87	87	4	1	2.20	3	3	2	2	3	3	4	4
88	88	4	1	2.30	4	4	3	4	4	4	5	5

	stu_code	dept	type	cum_gpa	score1pr	score2pr	score3pr	score4pr	score1po	score2po	score3po	score4po
89	89	4	1	2.30	4	4	3	3	4	4	4	5
90	90	4	1	2.10	2	2	3	2	2	2	3	2
91	91	4	2	3.13	3	2	2	2	2	2	3	3
92	92	4	2	2.70	4	4	3	3	4	3	4	4
93	93	4	2	2.10	3	2	3	3	2	2	2	3
94	94	4	2	2.00	3	2	2	2	3	2	2	2
95	95	4	2	2.60	3	3	3	2	3	2	2	3
96	96	4	2	2.10	2	2	2	2	2	1	1	2
97	97	4	2	2.20	3	2	2	2	3	2	2	2
98	98	4	2	2.70	1	2	1	1	1	2	2	2
99	99	4	2	2.33	3	2	2	2	2	3	2	2
100	100	4	2	2.50	3	2	3	2	1	1	2	2
101	101	4	2	2.00	2	2	1	2	1	2	2	2
102	102	4	2	2.00	1	2	1	2	1	1	2	1
103	103	4	2	2.25	2	3	2	2	2	2	2	2
104	104	4	2	3.80	3	3	3	4	3	4	4	4
105	105	4	2	2.88	3	3	2	3	3	3	3	4

	pre_scor	pst_scor	subtrpre	subtrpst	lngtrpre	lngtrpst
1	12	14	6	7	6	7
2	15	16	8	8	7	8
3	11	16	6	8	5	8
4	7	9	3	4	4	5
5	11	12	6	5	5	7
6	14	15	7	7	7	8
7	6	13	3	7	3	6
8	6	9	2	4	4	5
9	15	13	8	7	7	6
10	14	16	7	8	7	8
11	15	17	8	9	7	8
12	6	.	3	.	3	.
13	9	7	4	3	5	4
14	10	.	5	.	5	.
15	4	7	2	3	2	4
16	12	13	6	6	6	7
17	11	16	6	8	5	8
18	11	6	6	3	5	3
19	10	.	5	.	5	.
20	8	.	4	.	4	.
21	5	8	2	4	3	4
22	8	8	4	4	4	4

	pre_scor	pst_scor	subtrpre	subtrpst	Ingtrpre	Ingtrpst
23	15	15	8	7	7	8
24	6	8	2	4	4	4
25	9	.	4	.	5	.
26	6	.	4	.	2	.
27	9	10	5	6	4	4
28	6	10	3	6	3	4
29	11	12	6	6	5	6
30	7	11	4	6	3	5
31	11	.	5	.	6	.
32	14	16	8	8	6	8
33	13	16	7	8	6	8
34	9	13	5	7	4	6
35	13	16	7	8	6	8
36	13	16	7	8	6	8
37	13	14	6	7	7	7
38	8	.	4	.	4	.
39	13	11	6	5	7	6
40	16	.	8	.	8	.
41	16	15	8	7	8	8
42	7	.	4	.	3	.
43	10	.	5	.	5	.
44	14	.	7	.	7	.

	pre_scor	pst_scor	subtrpre	subtrpst	Ingtrpre	Ingtrpst
45	15	.	7	.	8	.
46	4	.	2	.	2	.
47	11	.	5	.	6	.
48	12	.	6	.	6	.
49	12	12	6	6	6	6
50	9	13	5	7	4	6
51	11	13	5	6	6	7
52	15	19	7	9	8	10
53	6	9	2	5	4	4
54	14	15	6	8	8	7
55	7	11	4	6	3	5
56	10	13	5	7	5	6
57	13	14	6	7	7	7
58	11	14	5	8	6	6
59	9	12	5	6	4	6
60	9	11	5	6	4	5
61	11	16	5	8	6	8
62	8	9	4	5	4	4
63	13	12	6	6	7	6
64	7	8	4	4	3	4
65	9	9	5	5	4	4
66	10	8	5	4	5	4

	pre_scor	pst_scor	subtrpre	subtrpst	lngtrpre	lngtrpst
67	6	8	2	4	4	4
68	17	17	8	8	9	9
69	17	19	8	10	9	9
70	13	14	6	7	7	7
71	7	9	4	5	3	4
72	9	8	5	4	4	4
73	9	9	4	5	5	4
74	9	8	4	4	5	4
75	10	.	5	.	5	.
76	7	8	4	4	3	4
77	13	13	7	6	6	7
78	11	13	6	6	5	7
79	9	11	5	5	4	6
80	8	14	4	6	4	8
81	15	17	8	8	7	9
82	10	13	6	6	4	7
83	12	13	6	6	6	7
84	11	10	6	4	5	6
85	12	11	6	5	6	6
86	11	14	6	6	5	8
87	10	14	6	6	4	8
88	15	18	8	8	7	10

	pre_scor	pst_scor	subtrpre	subtrpst	Ingtrpre	Ingtrpst
89	14	17	8	8	6	9
90	9	9	4	4	5	5
91	9	10	5	4	4	6
92	14	15	8	7	6	8
93	11	9	5	4	6	5
94	9	9	5	5	4	4
95	11	10	6	5	5	5
96	8	6	4	3	4	3
97	9	9	5	5	4	4
98	5	7	3	3	2	4
99	9	9	5	5	4	4
100	10	6	5	2	5	4
101	7	7	4	3	3	4
102	6	5	3	2	3	3
103	9	8	5	4	4	4
104	13	15	6	7	7	8
105	11	13	6	6	5	7

Table 2:- Classification of Students by Department & Type.

Department	Type of Student		Total
	Experimental	Control	
Geography	12	12	24
History	12	13	25
Political Science	13	13	26
Sociology	15	15	30
Total	52	53	105

Table 3:- Mean Cumulative GPA by Department & Type.

Department	Type of Student	
	Experimental	Control
Geography	2.50	2.47
History	2.24	2.10
Political Science	2.63	2.65
Sociology	2.43	2.49

t-tests for independent samples of TYPE Type of Student

All Students:-

Variable	Number of Cases	Mean	SD	SE of Mean
CUM_GPA Cumulative GPA				
Experimental	52	2.4525	.419	.058
Control	53	2.4306	.487	.067

Mean Difference = .0219

Levene's Test for Equality of Variances: F= .759 P= .386

t-test for Equality of Means				95%	
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.25	103	.805	.089	(-.154; .198)
Unequal	.25	101.30	.805	.089	(-.154; .198)

Geography Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
CUM_GPA Cumulative GPA				
Experimental	12	2.5000	.369	.107
Control	12	2.4750	.365	.105

Mean Difference = .0250

Levene's Test for Equality of Variances: F= .003 P= .957

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.17	22	.869	.150	(-.286; .336)
Unequal	.17	22.00	.869	.150	(-.286; .336)

History Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
CUM_GPA Cumulative GPA				
Experimental	12	2.2417	.574	.166
Control	13	2.1023	.548	.152

Mean Difference = .1394

Levene's Test for Equality of Variances: F= .086 P= .773

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.62	23	.541	.224	(-.325; .604)
Unequal	.62	22.61	.542	.225	(-.326; .605)

Political Science Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
CUM_GPA Cumulative GPA				
Experimental	13	2.6331	.322	.089
Control	13	2.6538	.362	.100

Mean Difference = -.0208

Levene's Test for Equality of Variances: F= .629 P= .436

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	-.15	24	.879	.134	(-.298; .257)
Unequal	-.15	23.68	.879	.134	(-.298; .257)

Biology Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
CUM_GPA Cumulative GPA				
Experimental	15	2.4267	.337	.087
Control	15	2.4860	.505	.130

Mean Difference = -.0593

Levene's Test for Equality of Variances: F= 1.376 P= .251

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	-.38	28	.708	.157	(-.380; .262)
Unequal	-.38	24.40	.708	.157	(-.383; .264)

Table 4:- Mean Total Score in Pre- test by Department & Type.

Department	Type of Student	
	Experimental	Control
Geography	11	9
History	10	12
Political Science	10	10
Sociology	11	9

-tests for independent samples of TYPE Type of Student

11 Students:-

Variable	Number of Cases	Mean	SD	SE of Mean
PRE_SCOR Total Score Given by All Assessors - Pre				
Experimental	52	10.6346	2.884	.400
Control	53	10.1321	3.241	.445

Mean Difference = .5025

Levene's Test for Equality of Variances: F= .223 P= .638

t-test for Equality of Means				95%	
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.84	103	.403	.599	(-.686; 1.691)
Unequal	.84	102.04	.403	.598	(-.685; 1.690)

Geography Students:-

-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
PRE_SCOR Total Score Given by All Assessors - Pre				
Experimental	12	11.0000	3.790	1.094
Control	12	9.0833	3.118	.900

Mean Difference = 1.9167

Levene's Test for Equality of Variances: F= .997 P= .329

t-test for Equality of Means				95%	
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	1.35	22	.190	1.417	(-1.022; 4.855)
Unequal	1.35	21.21	.190	1.417	(-1.030; 4.863)

History Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
PRE_SCOR Total Score Given by All Assessors - Pre				
Experimental	12	10.0833	2.843	.821
Control	13	11.6154	3.595	.997

Mean Difference = -1.5321

Levene's Test for Equality of Variances: F= .260 P= .615

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	-1.18	23	.252	1.304	(-4.230; 1.166)
Unequal	-1.19	22.50	.248	1.291	(-4.204; 1.140)

Political Science Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
PRE_SCOR Total Score Given by All Assessors - Pre				
Experimental	13	10.2308	2.651	.735
Control	13	10.4615	3.550	.985

Mean Difference = -.2308

Levene's Test for Equality of Variances: F= .986 P= .331

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	-.19	24	.853	1.229	(-2.767; 2.306)
Unequal	-.19	22.21	.853	1.229	(-2.780; 2.318)

Sociology Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
PRE_SCOR Total Score Given by All Assessors - Pre				
Experimental	15	11.1333	2.416	.624
Control	15	9.4000	2.414	.623

Mean Difference = 1.7333

Levene's Test for Equality of Variances: F= .022 P= .882

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	1.97	28	.059	.882	(-.074; 3.540)
Unequal	1.97	28.00	.059	.882	(-.074; 3.540)

History Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
PST_SCOR Total Score Given by All Assessors - Pos				
Experimental	9	13.3333	2.693	.898
Control	4	13.0000	1.826	.913

Mean Difference = .3333

Levene's Test for Equality of Variances: F= 2.737 P= .126

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.22	11	.828	1.494	(-2.956; 3.623)
Unequal	.26	8.59	.801	1.280	(-2.563; 3.230)

Political Science Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
PST_SCOR Total Score Given by All Assessors - Pos				
Experimental	13	13.0000	2.769	.768
Control	12	10.7500	3.888	1.122

Mean Difference = 2.2500

Levene's Test for Equality of Variances: F= 2.274 P= .145

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	1.68	23	.107	1.341	(-.526; 5.026)
Unequal	1.65	19.74	.114	1.360	(-.587; 5.087)

Sociology Students:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
PST_SCOR Total Score Given by All Assessors - Pos				
Experimental	15	13.0000	2.903	.750
Control	15	9.2000	3.075	.794

Mean Difference = 3.8000

Levene's Test for Equality of Variances: F= .036 P= .852

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	3.48	28	.002	1.092	(1.563; 6.037)
Unequal	3.48	27.91	.002	1.092	(1.563; 6.037)

LL STUDENTS:-

-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
SUBTRPST				
Experimental	48	6.5208	1.384	.200
Control	40	4.9500	1.782	.282

Mean Difference = 1.5708

Levene's Test for Equality of Variances: F= 1.485 P= .226

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	4.65	86	.000	.338	(.900; 2.242)
Unequal	4.55	72.78	.000	.345	(.882; 2.259)

GEOGRAPHY:-

-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
SUBTRPST				
Experimental	11	6.7273	1.679	.506
Control	9	4.6667	1.871	.624

Mean Difference = 2.0606

Levene's Test for Equality of Variances: F= .355 P= .559

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	2.59	18	.018	.794	(.392; 3.729)
Unequal	2.57	16.34	.020	.803	(.358; 3.764)

HISTORY:-

-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
SUBTRPST				
Experimental	9	7.0000	1.000	.333
Control	4	6.2500	.957	.479

Mean Difference = .7500

Levene's Test for Equality of Variances: F= .423 P= .529

t-test for Equality of Means

Variances	t-value	df	2-Tail Sig	SE of Diff	95% CI for Diff
Equal	1.26	11	.233	.594	(-.558; 2.058)
Unequal	1.29	6.08	.245	.583	(-.678; 2.178)

POLITICAL SCIENCE:-

-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
SUBTRPST				
Experimental	13	6.7692	1.235	.343
Control	12	5.5000	1.931	.557

Mean Difference = 1.2692

Levene's Test for Equality of Variances: F= 1.771 P= .196

t-test for Equality of Means

Variances	t-value	df	2-Tail Sig	SE of Diff	95% CI for Diff
Equal	1.97	23	.060	.643	(-.061; 2.599)
Unequal	1.94	18.47	.068	.654	(-.106; 2.644)

OSA:-

-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
SUBTRPST				
Experimental	15	5.8667	1.356	.350
Control	15	4.3333	1.589	.410

Mean Difference = 1.5333

Levene's Test for Equality of Variances: F= .932 P= .343

t-test for Equality of Means

Variances	t-value	df	2-Tail Sig	SE of Diff	95% CI for Diff
Equal	2.84	28	.008	.539	(.428; 2.638)
Unequal	2.84	27.32	.008	.539	(.427; 2.640)

ALL STUDENTS:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
SUBTRPRE				
Experimental	52	5.5000	1.615	.224
Control	53	5.0755	1.627	.224

Mean Difference = .4245

Levene's Test for Equality of Variances: F= .277 P= .600

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	1.34	103	.183	.316	(-.203; 1.052)
Unequal	1.34	102.99	.183	.316	(-.203; 1.052)

GEOGRAPHY:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
SUBTRPRE				
Experimental	12	5.5833	2.234	.645
Control	12	4.5000	1.883	.544

Mean Difference = 1.0833

Levene's Test for Equality of Variances: F= .828 P= .373

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	1.28	22	.212	.843	(-.666; 2.833)
Unequal	1.28	21.39	.213	.843	(-.671; 2.838)

HISTORY:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean	
SUBTRPRE					
Experimental	12	5.4167	1.564	.452	
Control	13	5.6923	1.702	.472	
Mean Difference = -.2756					
Levene's Test for Equality of Variances: F= .002 P= .961					
t-test for Equality of Means					
Variances	t-value	df	2-Tail Sig	SE of Diff	95% CI for Diff
Equal	-.42	23	.678	.656	(-1.632; 1.081)
Unequal	-.42	23.00	.677	.653	(-1.627; 1.076)

POLITICAL SCIENCE:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean	
SUBTRPRE					
Experimental	13	4.9231	1.188	.329	
Control	13	5.0769	1.656	.459	
Mean Difference = -.1538					
Levene's Test for Equality of Variances: F= 1.280 P= .269					
t-test for Equality of Means					
Variances	t-value	df	2-Tail Sig	SE of Diff	95% CI for Diff
Equal	-.27	24	.788	.565	(-1.321; 1.013)
Unequal	-.27	21.76	.788	.565	(-1.326; 1.019)

OSA:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean	
SUBTRPRE					
Experimental	15	6.0000	1.363	.352	
Control	15	5.0000	1.254	.324	
Mean Difference = 1.0000					
Levene's Test for Equality of Variances: F= .147 P= .704					
t-test for Equality of Means					
Variances	t-value	df	2-Tail Sig	SE of Diff	95% CI for Diff
Equal	2.09	.28	.046	.478	(.020; 1.980)
Unequal	2.09	27.81	.046	.478	(.020; 1.980)

ALL STUDENTS:-

t-tests for independent samples of TYPE Type of Student

Variable	Number of Cases	Mean	SD	SE of Mean
LNGTRPRE				
Experimental	52	5.1346	1.456	.202
Control	53	5.0566	1.737	.239

Mean Difference = .0780

Levene's Test for Equality of Variances: F= .520 P= .473

t-test for Equality of Means				95%	
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	.25	103	.804	.313	(-.543; .699)
Unequal	.25	100.56	.803	.312	(-.542; .698)

Variable	Cases	Mean	Std Dev
LNGTRPRE	105	5.0952	1.5964
SUBTRPRE	105	5.2857	1.6274

- - Correlation Coefficients - -

	LNGTRPRE	SUBTRPRE
LNGTRPRE	1.0000 (105) P= .	.8074 (105) P= .000
SUBTRPRE	.8074 (105) P= .000	1.0000 (105) P= .

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

Variable	Cases	Mean	Std Dev
LNGTRPST	88	6.0227	1.8193
SUBTRPST	88	5.8068	1.7542

	LNGTRPST	SUBTRPST
LNGTRPST	1.0000 (88) P= .	.8442 (88) P= .000
SUBTRPST	.8442 (88) P= .000	1.0000 (88) P= .

(Coefficient / (Cases) / 2-tailed Significance)

" . " is printed if a coefficient cannot be computed

DECLARATION

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

Name: Mekonnen Disasa

Signature:



Place:

Institute of Language Studies, Addis Ababa University

Date of Submission:

May 14, 1998