

**CLASSROOM INTERACTION AND ITS INFLUENCE  
ON THE DEVELOPMENT OF STUDENTS'  
SPEAKING SKILL IN ENGLISH  
AT GRADE 11 LEVEL IN  
GOVERNMENT SCHOOLS.**

**BY  
SISSAY ASEFFIE TESSEMA**



**Addis Ababa  
June, 1999**

**CLASSROOM INTERACTION AND ITS INFLUENCE  
ON THE DEVELOPMENT OF STUDENTS'  
SPEAKING SKILL IN ENGLISH  
AT GRADE 11 LEVEL IN  
GOVERNMENT SCHOOLS.**

**BY**

**SISSAY ASEFFIE TESSEMA**

**A THESIS SUBMITTED TO  
THE SCHOOL OF GRADUATE STUDIES OF  
ADDIS ABABA UNIVERSITY**



**IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR DEGREE OF MASTER OF ARTS IN  
TEACHING ENGLISH AS A FOREIGN LANGUAGE.**

**Addis Ababa  
June, 1999**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**CLASSROOM INTERACTION AND ITS INFLUENCE ON  
THE DEVELOPMENT OF STUDENTS' SPEAKING SKILL IN  
ENGLISH AT GRADE 11 LEVEL IN  
GOVERNMENT SCHOOLS.**

**BY  
SISSAY ASEFFIE TESSEMA**

**Approved by:**

Mekonnen Disasa  
Adviser (Name)

MA  
Signature

Geremew Lemu  
Examiner (Name)

[Handwritten Signature]  
Signature

SEIME KEBEDE  
Examiner (Name)

Seime Kebede.  
Signature

## ACKNOWLEDGEMENTS

I am very grateful to my advisor Dr. Mekonnen Disasa who helped me to organise and improve my research work. It is due to his wholeheartedly effort that I gained a good insight in how to organise such a research work and without his help it would have been difficult to complete the work in the way it is now, nevertheless any problem that may appear in this study will be my own responsibility.

I would like also to thank Dr. Taddele Adamu who helped me in improving this research at the proposal level.

My appreciation as well goes to the following instructors who always encouraged and advised me to work hard. To name a few of them, Dr. Akalu Getaneh, Dr. Gebremedhin Simon, Ato Takele Taddese and Ato Yonas Adaye.

The school administrators, department heads, teachers and students of Bole S.S. School (for the pilot study), Tikur Anbessa, Higher -12 and Ethiopia Tikdem Senior Secondary Schools (for this research) have to be appreciated for the contributions they made.

Finally I would like to express my gratitude to my families for their encouragement especially my brothers Ato Alemayehu Aseffa and Ato Alemayehu Takele for their morale and financial support.

# TABLE OF CONTENTS

TITLE	PAGE
<b>CHAPTER ONE - INTRODUCTION</b> .....	1
1.1. The Research Issue .....	1
1.2. The Objectives of the Research.....	4
1.3. Importance of the Study .....	5
1.4. Limitations of the Study .....	5
1.5. Definition of Terms .....	6
<b>CHAPTER TWO - REVIEW OF RELATED LITERATURE</b> .....	7
2.1. The General Approach to the Teaching of the Speaking Skill .....	7
2.2. What is Classroom Interaction? .....	8
2.2.1. Definition.....	8
2.2.2. Different Views about Classroom Interaction Analysis .....	9
2.2.3. Different Activities for Classroom Interaction .....	11
2.3. Variables That Influence the Development of Students' Speaking Skill .....	13
2.3.1. Method of Teaching .....	13
2.3.1.1. Presentation of the Lesson.....	14
2.3.1.2. Classroom Organization .....	16
2.3.1.3. Error Treatment .....	18
2.3.1.4. Teacher Authority Versus Learner Autonomy .....	18
2.3.2. Classroom Interpersonal Relations.....	20
2.3.2.1. Teacher-Student Relation .....	21
2.3.2.2. Student-Student Relation .....	22
2.3.2.3. Discipline .....	23
2.3.3. Affective Elements .....	24
2.3.3.1. Environmental Factors .....	25
2.3.3.2. Emotional Factors .....	25
2.3.3.2.1. Motivation and Attitude .....	26
2.3.3.2.2. Anxiety .....	27

	<b>Page</b>
<b>CHAPTER THREE - METHODOLOGY</b> .....	30
3.1. General Procedure .....	30
3.2. Data Collection .....	31
3.3. Subjects.....	32
3.4. Instruments.....	33
<b>CHAPTER FOUR - FINDINGS AND DISCUSSIONS</b> .....	39
4.1. Method of Teaching.....	39
4.2. Interpersonal Relations.....	54
4.3. Affective Elements.....	56
4.4. The General Picture of the Classroom Interaction .....	66
<b>CHAPTER FIVE - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b> .....	75
<b>BIBLIOGRAPHY</b> .....	81
<b>APPENDICES</b> .....	84

## List of Tables

		Page
Table 2.1:	Summary of Classroom Activities .....	13
Table 3.1	Number of students who were sources of the data .....	32
Table 3.2	Number of teachers who were sources of the data .....	33
Table 4.1	Whether Classroom organisation is teacher fronted or student centered approach during interaction for School A .....	39
Table 4.2.	Whether Classroom organisation is teacher fronted or student-centered approach during interaction for School B .....	40
Table 4.3.	Whether Classroom organisation is teacher fronted or student-centered approach during interaction for School C .....	40
Table 4.4.	Whether Classroom organisation is teacher fronted or student-centered approach during interaction for Schools ABC.....	41
Table 4.5.	Classroom interaction analysis for Class A based on the FLint system .....	43
Table 4.6.	Classroom interaction analysis for Class B based on the FLint system .....	43
Table 4.7.	Classroom interaction analysis for Class C based on the FLint system .....	44
Table 4.8.	Classroom interaction analysis for Classes ABC based on the Flint system.....	45
Table 4.9.	Students' reactions to the kind of interaction approach .....	46
Table 4.10	How teachers form groups for speaking activities .....	47
Table 4.11	Teachers view about error treatment.....	51
Table 4.12	Teachers' belief about fluency activities .....	53
Table 4.13	About friendly approach and humorous character of the Teacher.....	54
Table 4.14	Teacher's preparation and its influence on teacher-student relation.....	56
Table 4.15.	How teachers feel about the opportunities of student's participation.....	57

Table 4.16.	How students feel about opportunities in classroom participation .....	59
Table 4.17.	The reactions of students based on statement 4.....	65
Table 4.18.	The general picture of the classroom interaction Class A.....	67
Table 4.19.	The general picture of the classroom interaction Class B.....	68
Table 4.20.	The general picture of the classroom interaction Class C .....	69
Table 4.21.	The general picture of the classroom interaction Classes ABC.....	70

## List of Figures

	<b>Page</b>
Figure 4.1. Participation of students in group discussions for Class A .....	48
Figure 4.2. Participation of students in group discussions for Class B .....	49
Figure 4.3. Participation of students in group discussions for Class C .....	49
Figure 4.4. Students' view about error treatment.....	52
Figure 4.5. How teachers feel about the opportunities for student participation .....	58
Figure 4.6. Teacher-student interaction in Class A.....	61
Figure 4.7. Teacher-student interaction in Class B.....	62
Figure 4.8. Teacher-student interaction in Class C .....	63
Figure 4.9. Student-student interaction in Class C .....	64

## LIST OF APPENDICES

<b>Appendix A Questionnaires</b> .....	84
Appendix A-1 Teachers' Questionnaire .....	84
Appendix A-2 Students' questionnaire (translation of the Amharic Version).....	86
Appendix A-2-1 Students' questionnaire in Amharic.....	88
<b>Appendix B Interview</b> .....	90
Appendix B-1 Teachers' interview questions .....	90
Appendix B-2 Students' interview questions (translation of The Amharic version) .....	91
Appendix B-2.1 Students' interview questions in Amharic.....	92
Appendix B-3 Teachers' interview responses.....	93
Appendix B-3-1 Tikur Anbessa teacher's interview responses .....	93
Appendix B-3-2 Higher-12 teacher's interview responses .....	95
Appendix B-3-3 Ethiopia Tikdem teacher's interview responses ...	97
Appendix B-4 Students' interview responses .....	100
Appendix B-4-1 Tikur Anbessa students interview responses in Amharic.....	100
Appendix B-4-2 Higher 12 students' interview responses in Amharic.....	102
Appendix B-4-3 Ethiopia Tikdem students' interview responses in Amharic .....	104
<b>Appendix C Transcription of Classroom Events</b> .....	107
Appendix C-1 Tikur Anbessa S.S.School section 11-07 transcription of classroom events.....	107
Appendix C-2 Higher - 12 Comprehensive S.School section 11-06 transcription of classroom events. ....	113
Appendix C-3 Ethiopia Tikdem S.S. School section 11-F transcription of classroom events.....	129
<b>Appendix D Classroom Interaction Analysis Categories</b> .....	143
Appendix D-1 Flanders interaction analysis categories (EIAC) .	143
Appendix D-2 Foreign Language interaction analysis (Flint) System .....	144
Appendix D-3 Model for tallying classroom interaction analysis by an observer .....	145

Appendix D-4	Observation tally marks in the three schools Tikur Anbessa, Higher -12 and Ethiopia Tikdem Grade 11 Sections 07, 06 and F respectively .....	146
Appendix E-1	Data Tabulation of the questionnaires overall total response of teachers in the three schools and students in the three sections of Tikur Anbessa, Higher-12 and Ethiopia Tikdem .....	147

## Abstract

The purpose of this study was to find out the factors that affect the development of students' speaking skill in classroom interaction. To do this, Methods of Teaching, Interpersonal Relations and Affective Elements were the variables selected.

To obtain the aim, three different instruments i.e. classroom observation, questionnaires and interview methods were used.

Three different Grade 11 sections from different schools were observed. Grade 11 English teachers in those schools were asked to give their opinion for the questionnaires. The English teachers of the observed sections and 5 students from each observed section were interviewed.

The results of the study show:

- Teachers did not balance accuracy and fluency work in classroom interaction. They focused more on accuracy work.
- Two teachers were more direct than indirect in their influence in the classroom. One was found more indirect.
- 71.67% and 71.1% of the classroom talk was done by two teachers whereas one teacher did 48.33% of the talk.
- Organising group work has not become practical by the majority of the teachers yet.
- There was an awareness by both teachers and students that lack of preparation from the teacher's side can lead to unfavourable teacher-student relation.
- Asking few students only has been found discouraging for the majority.
- 66.67% of the students who were interviewed responded that they have been deprived of getting the opportunity to exercise oral activities in English in their school years up to now.

- What the three interviewed teachers believe about speaking activities theoretically and what is seen in the two classrooms practically was contradicting.
- The teacher who graduated recently has relatively shown a better communicative approach which helped students to use the language in oral activities.

Based on the findings conclusions have been reached and recommendations are given to minimize the problem and develop students' skill that requires to communicate orally.

# CHAPTER ONE

## INTRODUCTION

This chapter presents the research issue, the objectives of the research, the importance of the study, limitations of the study, and definition of terms.

### 1.1. The Research Issue

My long teaching experience in government schools and the different studies done on similar issue have convinced me that secondary school students' oral communication problem in English is still a problem that needs to be studied further.

As can be seen from related studies, there can be many factors that influence the development of students' speaking skill. Studies which are done outside Ethiopia and in Ethiopia indicate problems related to the spoken language in different aspects.

From the studies outside Ethiopia for instance, Wilkins (1972:5) associates the problem with the traditional approach stating that "Traditionally, in the description of language a much higher status was accorded to the written than to the spoken." Widdowson (1981:49) says "students...with the experience of six or more years of instruction in English in the secondary schools, have considerable difficulty in coping with language in its normal communication use."

At home the problem of Ethiopian students with regard to speaking skill in English is studied by different researchers. Taddelle (1990:34) raised the problem saying that

Teachers, education officials and employers ...frequently point out that students generally have various...difficulties and their comprehension of Spoken English is inadequate. Extremely... very low speaking ability is also a problem which is frequently mentioned as being characteristics of the proficiency of quite a lot of students.

Other studies particularly related to secondary schools are also conducted. Among these for example, Abdulkadir (1983), studied student-teacher interaction in English classes at Grade 12 level. His thesis basically sought to find out the kind of frequency of verbal and non-verbal behaviour. His findings show that most of the talk was done by teachers and nearly all teachers were direct than indirect in their influence. Another study by Tsigeweni (1987) focused on why secondary school students lack confidence to speak in English both inside and outside the classroom. Her findings show that relationship among students is discouraging and because of this students are not courageous to speak English in and outside class room. Mesfin (1988) also looked at the major problems that restrain students from using English in speech emphasising the problem related to grammatical items that were taught at Grade 11 level. According to his findings many teachers and learners obviously focus on the structural aspect, and this he says is due to the textbooks which are highly concentrated on the grammatical aspect.

In Ethiopia, English has a major role in Education. It is taught as a subject from grade one up to the second year of tertiary education. It is also a medium of instruction starting from grade seven. Even though schools in the country have such a programme as a whole, there are problems in using the language for oral communication.

We can see this problem in relation to senior secondary school particularly to that of Grade 11.

After learning the subject starting from elementary school and after using it as a medium of instruction from grade seven, students in senior secondary school are expected among other things, to ask and answer questions, to give suggestions and discuss with their friends in the classroom, at their level. Since Grade 11 is the third year in senior secondary level (according to the present 9-12) secondary school education classification in Ethiopia) and one year before completing secondary education, at this level one expects practical activities like the ones mentioned above.

If there are not such practices at senior secondary level, then this problem will be reflected at the next higher level. As mentioned by Mekonnen (1984:2) for instance, it is observed that 'constructing a single correct sentence...in speech... is a real ordeal for most freshmen.'

And from my teaching experience in freshman classes, what Mekonnen mentioned regarding speaking is still a problem for most freshman students. Except those who have had a better background either in special private schools or at home, most freshman students tell that they had no such an opportunity at school.

On the other hand teachers who teach at senior secondary level are assumed as trained professionals who are expected among other things to show their students friendly approach, to create a conducive atmosphere in the classroom and to adopt suitable method of teaching. The question is then, Have we really found both our students and teachers as we have expected them?

The problem can be attributed to the traditional approach and other specific reasons related to the method and technique of teaching the spoken language, the classroom interpersonal relations and affective elements.

Therefore feeling that the problem is not addressed well in relation to classroom interaction, this researcher is interested in investigating the factors that influence the development of students' speaking skill under certain variables.

## **1.2. The Objectives of the Research**

The main objective of this study is to find out how classroom interaction influences the development of students' speaking skill at senior secondary level particularly at Grade 11 level.

Thus the study tries to find out the problems under the variables: Method of Teaching, Classroom Interpersonal Relations and Affective Elements which are indicated as some of the major factors by different studies.

After the findings and analysis, the study attempts to come up with recommendations based on the conclusions of the findings which I hope can help minimize the problem. Along with pointing out problems this study has also the objective to recommend strong points from the findings to be used and strengthened by others.

### **1.3. Importance of the study**

This study tries to fill the gap that was not seen by others either by grade level or by research perspective. For example, Abdulkadir (1983) studied student-teacher interaction at Grade 12 level mainly the teacher's behaviour. Mesfin (1988) studied Grade 11 and his central point was to look at "The major problems that restrain students from using English in speech".

But this study differs basically in the variables selected where these were not mentioned by other researchers in the way I tried to look at them and the study will give the possibility to investigate the factors that influence the development of students speaking skill under the variables mentioned in the objectives of the research.

Since the contribution of this study is hoped to have effect not only on the specific grade level focused on the study, but also both on the lower and the higher levels, I feel it has importance in minimizing the problem and in suggesting solutions for the development of students' speaking skill in English if recommendations are likely to be implemented.

### **1.4. Limitations of the study**

This study is limited to three senior secondary schools because of time and financial constraints. The sample study is also limited to three Grade 11 sections taking one section from each school where the teachers were willing to be video recorded.

## 1.5. Definition of Terms

**Classroom Interaction** is the patterns of verbal and nonverbal communication and the types of social relationships which occur within classrooms (Richards and Platt 1992:52).

**Interaction Analysis** is any of several procedures for measuring and describing the behaviour of students and teachers in classrooms.

a) in order to describe what happens during a lesson b) to evaluate teaching  
c) to study the relationship between teaching and learning....(Richards and Platt 1992:185).

In interaction analysis, classroom behaviour is observed and the different types of student and teacher activity are classified using a classification scheme (Ibid).

**High school or senior secondary school** refers to the schools which have the level of grade 9-12 according to the present classification of Ethiopian education. But both terms mean the same thing (World Education Encyclopaedia 1988).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

Under this chapter the variables which this research work tries to study will be discussed by looking at the different views of some researchers whose studies are related to the problem.

#### **2.1. The general approach to the teaching of the speaking skill**

Traditionally, the written language had the primacy than the spoken. Regarding this Wilkins (1972) says 'Grammars have always been grammars of the written language.'

Citing the Bullock Report (1975), and the Munn and Dunning Reports in Scotland (1977) Brown and Anderson (1984) state that in these reports, it is suggested that the spoken language be both explicitly taught and assessed.

There can be different reasons why the written language has been given the attention than the spoken language. One of the reasons as mentioned by Rivers (1981) Brown and Yule (1983) is, spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language for the teacher to help students with practical problems and the teaching of the speaking skill is more demanding.

This approach could not continue as it is. Wilkins (1972:9) tells us the contribution of linguistics in redefining the goals that has led to the increase in the teaching of spoken language.

The teaching of the speaking skill should be considered as one of the valid goals and should be implemented in the classroom. The question is Are there people who actually believe that language teaching does not only mean teaching the written language but it is also teaching the spoken language? According to Wilkins (1972) the literary culture which says Grammars have usually been Grammars of the written language is widely held by both the more and the less educated.

Rivers (1989) suggests that 'we must not feel that interaction is some how wasting time where there is so much to learn'. She further suggests:

Unless this adventurous spirit is given time to establish itself as a constant attitude, most of what is learned will be stored unused, and we will produce learned individuals who are inhibited and fearful in situations requiring language use... when utterances are not generated to attain communicative goals, they can hardly be rewarded by the attainment of such goals, and language learning is deprived of its true meaning (Rivers1989:48-49).

## **2.2 What is Classroom Interaction?**

### **2.2.1 Definition**

Different researchers have defined classroom interaction in different ways; but their central idea remains the same.

Richards and Platt (1992) define classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. In addition to this, these authors define classroom interaction in relation to interaction analysis by saying that it is any of several procedures for measuring and describing the behaviour of students and teachers in classrooms. They further state that ' In interaction analysis, classroom behaviour is observed and the different types of student and teacher activity are classified, using a classification scheme' (p.185).

Flanders (1970:1) describes 'Teaching behavior, by its nature exists in a context of social interaction. The acts of teaching lead to reciprocal contacts between the teacher and the pupils, and the interchange itself is called teaching.'

In relation to this Malamah- Thomas (1987:VII) states: 'whatever pedagogic approach is taken, it is the interaction of the classroom, the assumption and assignment of different kinds of participant role, which mediates between teaching and learning.'

### **2.2.2. Different views about classroom interaction analysis**

Flanders' (1970) categories of description for classroom verbal behavior is the basis of interaction analysis tradition. Malamah - Thomas (1987) expresses this tradition as 'categories of description which is meant to look at classroom language to see what it can reveal about teaching and learning processes'. In this process according to Malamah -Thomas, use of language is highly observable, where as learning is not.

Flanders elaborates the purpose of the nature of his category system. He says that the major feature of his category lies in the analysis of initiative and response which is a characteristic of interaction between two or more individuals. (For detail description of each category see appendix D-1)

Malamah-Thomas (1987) states the many hundreds of classroom observation instruments that exist and says that all of them are essentially adaptations, extensions, or simplifications of Flanders' original categories.'

As mentioned above Flanders' Interaction Analysis category system was adapted or extended by those who are interested in doing classroom research. For instance Moskowitz's (1971) FLINT (Foreign Language Interaction), took Flanders' original categories, but with several adaptations and additions to make them more relevant to practice in the language classroom. A good example of the FLINT extension cited by Malamah-Thomas is that of Flanders' two pupil talk categories Response and Initiation. (For detail see Appendix D-2)

Different studies about classroom interaction have taken place. Legutke and Thomas (1991) tell us that in the 1970, Black and Butzkam (1977a, 1977b) conducted an extensive study of classroom interaction in early high school language learning in West Germany, which the findings led to distinguish between language related and information-related interaction.

Black and Butzkam propose that, in the interest of developing communicative competence, the area of information-related interaction should be extended. This exactly indicates the point this study focuses on.

Allwright (1988) mentions different perspectives on classroom interaction which were labelled as the first alternatives to Flanders; The 'Bellack perspective'(1966); The 'Barness perspective' (1969) and The 'Conversational analysis perspective.'

Although different perspectives on classroom interaction are mentioned, Flanders' adapted version (by Moskowitz 1971) view is found appropriate for this research objective.

### **2.2..3. Different activities for classroom interaction**

As Lier (1988) states one of the most important assumptions about interaction is that it presupposes participation, personal involvement, and the taking of initiative in some way.

There are different activities in the classroom that take place during interaction. These activities can be categorized under two areas, accuracy and fluency. Lewis and Hill (1985) give clear pictures of different practices of accuracy and fluency: 'Teachers should make clear to their students that in a practice which concentrated on accuracy all important mistakes will be corrected.' Moreover they say that 'accuracy practices are essentially classroom activities which play the emphasis on language learning' (p.36).

As stated by Lewis and Hill in fluency practices teachers must not correct every mistake, and indeed must positively encourage students to use all means at their disposal to get their message across. There is a tendency for teachers to believe beginners require only accuracy practices and more advanced students only fluency practices. They say this is not true and the best language teaching, offers both kinds of practice at all levels.

Regarding this Byrne (1987:12) mentions the division of time between accuracy and fluency work, saying that at an elementary level one will probably want to spend more time on accuracy work, in order to build up the learners' knowledge of grammar and vocabulary as quickly as possible. In this case, the classwork focus will be more on accuracy work than fluency work. At an intermediate or advanced level, Byrne says the teacher will be able to spend much more time on fluency work than accuracy work.

In the practice of classroom interaction there are two approaches described by Byrne (1987:8). These are:

<b>A</b>	<b>B</b>
Whole class	Pairs and groups
Teacher controlled	Learner directed
Accuracy activities	Fluency activities

In Byrne's view 'these key points do not always go together in this way, to form a kind of approach to teaching; and advises that one can use pair work for accuracy activities.'

On the whole, according to Byrne, teachers often favour one approach or the other in their classwork. Callahan and Clark (1988) also share the same view. But Byrne (1987) says 'there should be a balanced approach.' and this can take place as Byrne suggests, through a combination of classwork, pair work and group work.

There are many different activities for classroom interaction that help develop students' speaking skill. For example Callahan and Clark mention the following list as participatory activities:

Discussion	Forums	Role playing
Panels	Committees	Simulation
Symposia	Small groups	Brainstorming
Debates	Sociodrama	Fishbowl
Round tables	Buzz sessions	Jury trial

(Callahan and Clark 1988:210)

For a brief understanding Byrne (1987) puts summary of activities under accuracy and fluency by showing a model of classroom interaction as follows

**Table 2.1: Summary of Classroom Activities as Presented by Byrne (1987:106)**

<b>TEACHER CONTROLLED</b>					
<b>A C C U R A C Y</b>	<b>WHOLE CLASS ACTIVITIES</b>			<b>F L U E N C Y</b>	
	a.	Drills Games Controlled conversation Listening	C.		Conversation Simulation Games Story-telling Listening
	B.	Exercises Controlled conversation Role play Games Questionnaires Listening	D.		Discussion Games Role play Project work Listening
	<b>Pair work</b>		←		<b>Group work</b>
<b>LEARNER DIRECTED</b>					

The familiarity of these activities according to Callahan and Clark and Byrne as well, depends on the level, task or interest of each class.

### **2.3. The Variables of Classroom Interaction that Influence the Development of Students' Speaking Skill**

There can be different variables, but for the main purpose of this study the following are the major ones which are focused on.

#### **2.3.1. Method of teaching**

Different researchers in the field of teaching in general, language teaching in particular, argue that the teacher's skill-full teaching method plays a great role in

creating a suitable classroom climate, For example Allwright (1988) says 'In a foreign language class, inhibition and fear of participation may be experience unless the teacher is highly skilful and sensitive to his own teaching behaviours.'

This idea is supported by Rivers:

Teacher-directed and dominated classrooms cannot, by their nature, be interactive classrooms, & this is what language teachers need to learn. Interaction can be two-way, three way, or four-way, but never one way (Rivers 1987:9)

These general ideas lead us to some of the variables of classroom Interaction that influence the development of the speaking skill under method of teaching.

#### **2.3.1.1. Presentation of the Lesson**

How does the teacher present the lesson? Does he take much of the talk share? How does he behave when he teaches? These and other related ideas can be mentioned briefly.

Allwright and Bailey (1994) state a good teacher. '...Being a good classroom teacher is-being alive to what goes on in the classroom, alive to the problems of sorting out what matters, moment by moment, from what does not.' (Allwright and Bialely 1994:XVI Preface).

This implies a teacher should always be alive in what goes on in the classroom and adjust his teaching accordingly in presenting the lesson. As Rivers (1987:6) says 'teachers should not be looking for the one best method for teaching languages (or helping students learn languages),' but rather she advises to look at the most appropriate approach, in a particular case.

Discussing the ultimate goal of language learning, Widdowson (1978) states that 'it will be generally acknowledged that the ultimate aim in language learning is to acquire communicative competence.'

If we want classroom interaction develop students' speaking skill, in presenting the lesson as indicated by Howe, oracy should be seen not as instead of other activities, but as one of the number of ways of helping pupils to make and communicate meaning. To do this Howe (1994), Tudor (1996) suggest that teachers will need to be flexible to allow talk for individual, pair, small-group and whole class activities. This flexibility as to these researchers, would be both to plan for such activities and adapt what they are doing when the occasion arises.

The aim of presenting the lesson in a flexible way has to be clear that it is not to create perfect English speakers. But as Harmer (1983) expresses, it is to use the tool of the English language to communicate.'

Of course at an early stage of the learning process, as stated by Harmer, students will have only a limited amount of English at their command. It is at this point Harmer emphasises that 'It will be the job of the teacher to make sure that students can communicate with this limited amount of English.'

Holliday (1994:161) argues that achieving an appropriate methodology depends on learning what happens between people in the classroom. This has similarity with what Harmer says also:

The teacher needs to know and recognize different teaching techniques & stages. He needs to know the difference between accurate reproduction and communicative activities so that he does not, for example act as a controller in both cases (Harmer 1983:223).

Designing communicative tasks will help students to get the opportunity to participate and then develop their speaking skill. It would be appropriate to conclude this section by citing what Legutke and Thomas describe about communicative tasks: 'First and foremost, communicative tasks are under the control and initiative of the teacher who selects them, sets the aims of the activity, states them, and moderates their effects and outcomes'(Legutike & Thomas 1991:54).

### **2.3.1.2. Classroom Organisation**

In order to facilitate the development of students' speaking skill classroom interaction activities have to be run under effective classroom organisation.

Harmer (1983), discussing the importance of classroom management states that 'the well-prepared teacher will have good classroom management skills.' As to Harmer this kind of teacher will have the ability to adopt a number of different roles, and will also have the ability to use different student groupings, which will enable him to maintain good discipline (p.233).

Different researchers teach that the effective way to make students use the language is to organise them in groups. Among these are for example (Broughton and Brumfit 1980 Harmer 1983; Rivers 1987; Challahan and Clark 1988 and Nunan and Lumb 1996)..

Philips who first proposed the concept participation structure (1972) as quoted by Lier (1988: 168) demonstrated a good example how organising students in group motivates participation.

Although it is repeatedly said that in classroom organisation, organising group work is effective for a free participation, there are different views regarding the number and composition of group members.

Byrne (1987:75) says 'There is no magic number for groups, but four to eight students in each is a good general guide.

Harmer (1983) has similar view with Byrne but he says this is not always the case and a lot depends on the activity being performed.

According to Legutke and Thomas (1991) researchers agree in general that the composition of the small group has a decisive impact on its effectiveness as a framework for learning. But these authors say that only Nuhn (1982) and Neuman-Zockler (1980) comment on this issue in greater detail by revealing their criteria for grouping. Both Nuhn and Neuman-Zockier accept the heterogenous group deriving from careful analysis of the teacher.

Regarding group formation Callahan and Clark (1988) state the following:

Under most circumstances, the results of group work will be more productive if students can participate in groups of their own selection. However there will be times when you will wish to assign students on the basis of some criterion. A student's self selection over many months may not have included a certain kind of group process of project.

(Callahan and Clark 1988:225)

For the purpose of this study the interest is whether the teacher uses group work or not and to see how he organises.

### **2.3.1.3. Error Treatment**

In the teaching and learning process it is expected that errors can occur. One can learn from his mistake and improve his knowledge. But as expressed by Littlewood (1984), 'Errors have traditionally been regarded as signs of failure on the part of both the teacher and the learner. Because of this, making errors has led to a sense of demoralisation'. Now, however, as Littlewood further states 'we realise more clearly that they represent the normal stages in the development of communicative skills' (1984:95).

Nunan and Lamb (1996:68) strengthen this idea indicating that 'more recently, the view has emerged that making mistakes is a healthy part of the learning process.'

Correcting a student before giving him enough time makes a student lack an opportunity to correct himself and the teacher's intervene would undermine the communicative purpose. Regarding this point common view is shared by (Rivers 1978, 1981' Harmer 1983 and Lier 1988).

That means during real interaction in the classroom the teacher has to accept all kinds of opinion, and be tolerant of errors the student makes while attempting to communicate.

### **2.3.1.4. Teacher authority Versus learner autonomy**

When we mention teacher authority versus learner autonomy it directly or indirectly can be related to the teacher and learner roles. Nunan and Lamb (1996) show this implication as follows:

The roles which teachers and learners choose to adapt, or have forced upon them by institutional constraints, curricular exigencies, or classroom material and tasks, will have a critical bearing on

classroom atmosphere, patterns of interaction, and ultimately student learning (134).

Different authors can use the term 'autonomy' in different interpretations. For example, Holec (quoted by Tudor) (1996) describes this term as 'it refers to various forms of independent or self directed learning involving limited teacher intervention, generally outside a traditional classroom setting.' Holec says also 'In a qualitative sense, autonomy relates to notions of awareness of learning goals, participation in decision making, and personal assumption of responsibility' (1996:17-18).

Since this study focuses on the development of students' speaking skill the first meaning will be the concern. Thus when we say learner autonomy, in Tudor's expression, it is 'for helping learners to interact with their language study in self-directive manner.'

In the classroom interaction as pointed by Flanders (1970) how the teacher uses his authority influences a pupil's independence and his feelings about trying to become more independent. Comeau (1987) says that 'The instructor-to-student relationship, unlike the student-to student one, is based on superior knowledge and authority'.

Teacher authority versus learner autonomy, as one of the problems that is likely to appear in the classroom and which may affect interaction, is also discussed by Widdowson as follows:

The dual functioning of the classroom encounter has a bearing on two related issues which are permanent in present debate in our profession. One of this is teacher authority. The other is learner autonomy. It is important to realize that the exercise of authority in interaction is different from the exercise of authority in transaction.  
(1990:187-8)

As to Widdowson, 'In interaction, the teacher as a 'professor' claims a superior and dominant position by virtue of a role which has been socially ascribed to him or her.' He further expresses that the teacher as enseignant exercises authority in transaction by virtue of the achieved role of expert.'

As oppose to teacher's authority, Widdowson argues that learner autonomy has its interactional and transactional aspects. 'In the transaction of language, learner autonomy is really only exercised within the limits set by teacher authority; therefore it is necessarily restricted' and in the interactional autonomy that needs a careful handling he mentions group work as an example.

According to his study and evaluation, there are obvious dangers in allowing groups to exercise a genuine interactional autonomy, but argues on the other hand that 'This should not be taken as a recommendation that all interactional autonomy should be suppressed, but only that it should be subject to careful consideration' (P.188).

Learner autonomy in group-oriented activity is also viewed by authors like Legute and Thomas (1991). According to these authors 'teacher guidance and learner autonomy are two inseparable components of a task-based language classroom' But they express also that '...Indeed, the communicative classroom is by nature a group-oriented entity in that it focuses on how individuals can express themselves.'(1991:246).

### **2.3.2. Classroom Interpersonal Relations**

In describing a classroom picture, Widdowson (1990) says that 'The

classroom should not just be perceived as physical surroundings only; but also conceived as social space.' He calls the nature of teacher and learner role the sociology of the classroom.

Broughton and Brumfit (1980:22) discussing the nature of social interaction taking place in the classroom ask the following questions; 'what is the general atmosphere of the class? What is the relationship between the pupils and the teacher? Between pupil and pupil? Is the interaction teacher dominated?' These questions help us know the nature of social interaction taking place in the classroom.

#### **2.3.2.1. Teacher-Student Relation**

What a teacher does in a classroom has an influence on his relation with the students. Since the study is about secondary school teaching, it would be appropriate to mention what Clark and Starr (1967) wrote about 'Teacher personality and classroom Atmosphere' in secondary school. They say that the personality of the teacher does much to create the atmosphere of the class. In their expression, 'Teachers who rub pupils the wrong way, who don't like adolescents, who are inconsiderate, unhappy, and lack sense of humour are likely to have disturbances in their classes' (1967:79).

On the other side the teacher who can create a feeling of rapport with his pupils, these authors say, usually has little difficulty.

Rivers (1981,1989) comments that 'For natural use of any authenticity, the old, time honoured authority structure of teacher and student relations has to be broken down, and a relation of acceptance and equality established for which many

teachers are not emotionally ready'. She emphasises that 'There must exist a relationship of acceptance and equality between student and teacher and between student and student if any genuine interaction is to take place.' She says 'Trust and confidence are the key words' (1981:52).

What Rivers emphasises 'Trust and confidence' is also given a significant place by Clark and Starr. (1967). They express that 'since secondary school pupils are not children, although their actions will sometimes be child like, the teacher has to show them that he has confidence in them. They further state that 'The teacher should also try to make the classroom a friendly place by his actions, rather than by his words' (1967:81).

In order to help students during fluency work in classroom interaction Byrne(1987) suggests how a teacher must behave with his students:

You can interact with the students, ...talk to the students...listen and respond to their ideas. You can tell them jokes and stories, and get them to do the same.... on these occasions you mustn't behave like a teacher-otherwise the students won't want to talk to you or to talk to one another while you are there (1987:54).

### **2.3.2.2. Student-Student relation**

The interpersonal relation in the classroom is not only teacher-student relation. As described by Comeau (1987) there are two major types of classroom interaction student-to-student and instructor-to-student and further states that; 'Student-to-student interaction is based on peer relationships; and this allows the maximum degree of communication.'

Malamah-Thomas (1987) has the same view indicating when and in what condition people communicate easily. As she suggests 'when people have little in

common with each other, they communicate only with difficulty.’ Students can then communicate with less or no difficulty when they have good intimacy among themselves.’ From Malamah-Thomas’ idea it can be understood that the relation within the students themselves can be a factor that may influence interaction in the classroom.

### **2.3.2.3. Discipline**

There is a particularly difficult problem in teacher-pupil relations at secondary school. This problem as to Clark and Starr(1967) is, the pupils who develop a crush on the teacher. They advice that ‘It is needless to say the teacher should avoid emotional involvement with any pupil.’

Adolescents as described by Harmer (1983) ‘are perhaps the most exciting students to teach, but they can also present the teacher with more problems than any other group’ (p.7).In Harmer’s words adolescents are often brittle. According to him ‘The teacher should never forget that adolescent needs to be seen in a good light by his peers’ (Ibid). Similarly Clark and Starr(1967:76) also say that any threat to a pupil’s security may lead to undesirable behaviour.

Nunan and Lamb (1996) in their discussion about dealing with behaviour problems state that the first thing that needs to be said on the matter of student behaviour is that prevention is better than cure. ’

Harmer (1983) sees three possible reasons for discipline problems: the teacher, the students and the institution. According to Harmer among the three reasons that he mentions, the behaviour and attitude of the teacher is perhaps the single most important factor in a classroom, and this can have a major effect on

discipline. Therefore Harmer suggests that teachers should not probably do the following if they want to avoid problems: 1. Not to go to class unprepared, 2. Not to issue threats and 3. Not to give boring classes (1983:210-11). These points help teachers to ease discipline problems. If discipline problems are avoided, the classroom climate can be suitable for interaction. From the different views, mentioned above Harmer's suggestion, are more appropriate points for this study.

### **2.3.3. Affective Elements**

Factors that affect classroom interaction and influence the development of students' speaking skill have to be taken into consideration for a better learning outcome.

Stern (1983) says that affective and personality factors have received much less attention. But he stresses that 'any language teacher-and for that matter, any learner-can testify that language learning involves strong positive and negative emotions' (1983:375).

Understanding the problem of affective elements, Rivers (1989) expresses that 'sensitive teachers have always recognized the very important role tension, anxiety, and emotion play in communicating in a second language' (1989:22).

Rivers further states, 'unless students feel at ease with their teacher and their fellow students, and relaxed within themselves, they withdraw from expressing what they really think in an other language as they would in their own' (Ibid).

### **2.3.3.1. Environmental Factors**

Environmental factors, be it at home or at school have direct or indirect influences on learning. This is true of classroom interaction in influencing the development of students' speaking skill. As Malamah-Thomas (1987) expresses let alone the nearest environmental area, even 'a country's climatic and economic status has an important effect on what goes on in the individual classroom.'

Describing the influence of environmental factors Stern (1983) states:

...the home influences motivation and there by indirectly affects achievement; 'Children with parents in higher status occupations receive greater parental support when they approach new learning experiences than do those with parents in lower status occupations.' This pattern of results is accentuated as students proceed through the educational system (1983:270).

Allwright and Bailey (1994:180) quoting Hines (1967) state three possible sources of emotional information which result in different roles that an individual may take, two of them being the 'parent'-those memories, rules and values learned in one's childhood and associated with authority figures; and the 'child'-the memories and feelings associated with childhood dependency; in which these environmental factors can influence the classroom interaction.

### **2.3.3.2. Emotional Factors**

Emotional factors like motivation, attitude and anxiety have influence on classroom interaction where this influence can also be reflected in developing students' speaking skill. Since attitude and motivation directly or indirectly relate to each other it has been tried here to see them together.

### **2.3.3.2.1. Motivation and Attitude**

Harmer (1983) describes motivation as some kind of internal drive that encourages somebody to pursue a course of action. According to Harmer motivation is of two types extrinsic motivation, which is concerned with factors outside the classroom, and intrinsic motivation which is concerned with what takes place in the classroom.

Nunan and Lamb (1996:209) stating the high correlation of most studies report between motivation and achievement tell us that this correlation is taken as evidence that a highly motivated student will do well in school. But they argue that the relation may be in the opposite direction from that which is commonly assumed.

As mentioned by Nunan and Lamb,(1996) Gardner and Lambert (1972) state that there are two types of motivation, instrumental and integrative motivation.

It seems that Gardner and Lambert have reached a conclusion that integratively motivated learners will do better than instrumentally motivated learners. Littlewood (1984:53) argues the primacy motive for learning a language is that it provides a means of communication. He further states 'A person is...most likely to be drawn towards learning a second language if he perceives a clear communicative need for it' (Ibid).

Nunan and Lamb(1996) say 'Attitudes toward the target language will also be coloured by the environment in which the learning takes place. Citing an important example they further discuss 'Foreign language teachers working in high schools often complain about the difficulty of motivating their students because the students have no immediate need to use the language' (1996:216). Thus Nunan and

Lamb conclude that negative attitudes develop because the students see the subject as irrelevant.

With regard to the teaching method of communicative efficiency, motivation plays a great role. This fact is stated by Harmer (1983) as follows:

....And the fact that communicative value is being taught does not necessarily make the methodology communicative if there is an emphasis on controlled accuracy work... The method by which students are taught must have some effect on their motivation. If they find it deadly boring they will probably become de-motivated whereas if they have confidence in the method they will find it motivating (1983:5).

Adding to what has been discussed so far Allwright and Bailey (1994) also show that motivation matters in the classrooms. As to them the most motivated learners are likely to be the most receptive ones, at least as long as the teaching meets their needs. From the objective of this study, how students are motivated in the classroom will be the main focus as indicated by Harmer (1983) and by Allwright and Bailey (1994).

#### **2.3.3.2.2. Anxiety**

The term anxiety itself may not create a good feeling when one comes across it. People may associate it with things that have negative effects. Allwright and Bailey (1994:172) understanding this say that ‘...despite the unpleasant association we may have with it, it is not necessarily a bad thing in itself’ They put the different

types of anxiety that researchers have distinguished by labelling them as 'debilitating anxiety' which gets in the way, facilitating anxiety' which actually helps people do better than they might otherwise. Debilitating anxiety they describe, 'can create a state of fear .... being reluctant to participate in classroom activities'(Ibid).

In relation to this, Allwright and Bailey state that 'as one might expect, the more anxious learners are, the less likely they are to do well at speech skills.' Moreover as one factor of anxiety in the classroom they comment that the teaching method itself may lead to learner anxiety. Supporting this Tudor (1996) says 'It is generally accepted that certain aspects of language learning can generate anxiety.' Quoting Scovel, Tudor writes that 'Anxiety is one of the more complex and elusive affective variables in L2 learning' (1996:106). Gardner quoted by Rivers (1989:109) speaks of anxiety in the language class as one of the hindrances to motivation and achievement.

Up to a point, says Scovel quoted by Spolsky (1989:113-114) 'an anxious learner tries harder; beyond this level, anxiety prevents performance.' This idea is also confirmed by Littlewood (1984) expressing that 'If anxiety rises above a certain level, it is an obstacle to the learning process.'

Littlewood describing the typical language classroom states that 'learners are often asked to perform in a state of ignorance and dependence which may engender feelings of helplessness.' He further comments this ...'Most of them do not possess the linguistic tools to express their own individuality. In any case, there is usually little opportunity for this since the interaction is dominated by the teacher' (1984:58). In relation to this Allwright and Bailey say 'If a learner is particularly shy or anxious, teachers may have to work towards a generally more relaxed atmosphere before they can expect the learner to be willing to speak in public' (1994:20).

# **CHAPTER THREE**

## **METHODOLOGY**

In this chapter the research instruments and how they were administered, the sources of the data and how they were selected and the procedures followed to collect the data will be shown.

### **3.1. General Procedure**

The following were the procedures followed:

#### **3.1.1. Selection of instruments**

#### **3.1.2. Conducting a pilot study**

#### **3.1.3. Evaluation of the instruments**

#### **3.1.4. Conducting a survey of the main study**

Using the instruments classroom observation, questionnaires and interview, a pilot study was conducted. The piloting helped to improve some of the questions set for this purpose. This improvement has facilitated to conduct a survey of the main study.

Using these three instruments (i.e. classroom observation, questionnaires and interview) was important:

- a) They will give the researcher a better picture by supporting each other
- b) A result may be obtained in one method in which it may be lacked in another.

### **3.2. Data Collection**

In order to facilitate the data collection, schools were selected based on the willingness of the school administration and the teachers.

From the government schools I contacted, three teachers from the following schools were willing to be video recorded.

The Schools are:

1. Ethiopia Tikdem Senior Secondary School
2. Higher-12 comprehensive secondary school
3. Tikur Anbessa Senior Secondary School

From the statistics of Region 14 Education Bureau, it is discovered that there are 25 senior secondary schools. From this total number these schools cover 12%.

In order to see how their experience in relation to current knowledge of teaching methodology can influence classroom interaction in their respective classes the classes observed were selected on the basis of the teachers' year of university graduation.

### 3.3 Subjects

The subjects were 204 students and 10 teachers. There was less number of students than mentioned above when questionnaire was administered.

The distribution for each school and is as follows:

**Table 3.1:- Number of students who were sources of the data**

No	Name of the school	Number of Sections	Sections observed	Number of students during observation	Number of Students during question-naire	Inter-viewees	Remark
1	Ethiopia Tikdem	7	11-F	75	68	5	
2	Higher -12	12	11-06	52	45	5	The students in this section are all girls
3	Tikur Anbessa	7	11-07	77	73	5	

**Table 3.2- Number of teachers who were sources of the data**

No	Name of the school	Number of Grade 11 teachers	Sections Observed	Teachers Observed	Inter-viewees	Year of University graduation	Remarks
1	Ethiopia Tikdem	4	11-F	1	1	1992	
2	Higher-12	3	11-06	1	1	1997	
3	Tikur Anbessa	3	11-07	1	1	1982	Only 1 year left for pension

### **3.4. Instruments**

#### **Classroom Observation**

A two-round visit was done to each class to be observed before the final observation to create familiarity with the students and the teacher in each class.

The observation was video and audio recorded in the actual teaching-learning process and was analysed based on the FLINT (Foreign Languages and Interaction) Classification scheme which is adapted from FIAC (Flanders interaction Analysis) by Moskowitz (1971).

There are different matrices to analyse classroom interaction. Nevertheless, as Flanders (1970:77) expressed... 'anyone method of tabulation will not be equally appropriate to all problems.

I found Table 2-2 Tallying Hash Marks by categories from Flanders (1970:38) (see Appendix D-3) and the categories from Moskowitz's (1971) FLint system which is adapted from FIAC (Flanders interaction Analysis) (see Appendix D-2) appropriate models that suit my purpose. Whenever I felt it is appropriate, I have tried to show the teacher-student and student-student interaction with a different figure which I hope can give a clear picture of the classroom interaction. The average time for coding every classroom event was three seconds.

### **Questionnaires**

Two sets of questionnaires 1 for students and 1 for teachers were designed in terms of the nature of the research.

The set of questionnaire designed for students was written in Amharic in order to avoid communication barriers. The teachers' questionnaire was written in English. The language used in both cases was plain.

Since the purpose of constructing questionnaire is to translate the objectives of investigation, care has been taken as much as possible in designing the questionnaires.

Lesson gained from the pilot study has helped to select the type of questionnaire to be administered. Based on the indications of the result of the pilot study, the Likert scale has been found a motivating technique for measuring the respondents' reactions to the main study.

The questionnaires were administered to all Grade 11 English teachers and to students in the observed sections in the schools where the research took place. But as mentioned in 3.3. the number of students in each class was less than the number of students in the observation time.

### **Interview**

In order to give the interviewees a degree of power and control over the course of the interview, and to give the interviewer a great deal of flexibility as stated by Nunan (1992), semi-structured interview type has been preferred in designing the questions. There were 3 questions for students and 5 questions for teachers.

The teachers selected for the interview were those who were observed, because the interview would give the researcher the chance to raise questions from the classroom observation.

In selecting students' interviewees from each selected section that was observed, a ranking system or in Moser and Kalton's (1971) term hierarchy of sampling was used. Roughly high, average and low category was used to select students for this purpose. Thus representatives from each section were as follows:

From the section of 45 students

High ranks            1 - 10 = 2 students

Average ranks        13 - 33 = 2 students

Low ranks             34 - 45 = 1 student

5 students were representatives of this section.

From the section of 68 students

High ranks            1 - 10 = 2 students

Average ranks        24 - 44 = 2 students

Low ranks             45 - 68 = 1 student

5 students were the representatives of this section

From the section of 73 students

High ranks	1 - 10 = 2 students
Average ranks	27 - 47 = 2 students
Low ranks	48- 73 = <u>1</u> student

5 students were the representatives  
of this section

The reason for using the ranking system is to have a fair distribution of representation. But within the category of the ranked groups, anyone from the members who raised their hands was selected randomly.

The interview with the students was held in Amharic.

In general to collect the data for this study

9 statements for teachers' questionnaire

9 statements for students' questionnaire

3 questions (Semi-structured) for students' interview

5 questions (Semi-structured) for teachers' interview

20 interaction categories for classroom observation were used to elicit responses and reactions from students and teachers.

**Note :-** For a better sequential comparison in the analysis, codes are given to the schools or classes that were studied as follows:

School A or Class A means Tikur Anbessa

School B or class B means Higher - 12

School C or class C means Ethiopia Tikdem.

# CHAPTER FOUR

## FINDINGS AND DISCUSSIONS

In this Chapter, the data under each variable and the discussions of the findings will be presented.

### 4.1. Method of Teaching

Grade 11 teachers from three high schools were asked to give their reactions to statements 6 and 7 in the questionnaire that were designed to investigate different interaction approaches.

**Statement 6 - Teaching the whole class together is a better approach for classroom interaction because it helps to teach grammar, vocabulary and pronunciation and also to correct students' errors.**

**Statement 7 - Organising a class in pairs or in groups for speaking activities is impossible because it is not convenient.**

The responses are shown in the following tables.

**Table 4.1: Whether classroom organisation is teacher fronted or student-centered approach during interaction for School A.**

Statement	Strongly Agree	Agree	Have no Idea	Disagree	Strongly Disagree	Total Number of Respondents
	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	
6		2		1		3
7		2		1		3

As it can be observed from the table it seems that for both statements two teachers prefer a whole class approach better than organising pair and group work and only one teacher seems to prefer the pair and group work approach.

**Table 4.2: Whether the classroom organization is teacher fronted or student-centred approach during interaction for School B.**

Statement	Strongly Agree	Agree	Have no idea	Disagree	Strongly Disagree	Total number of respondents
	<i>Number of respondents</i>	<i>Number of respondents</i>	<i>Number of respondents</i>	<i>Number of respondents</i>	<i>Number of respondents</i>	
6				3		3
7				1	2	3

The figures in table two seem to suggest that all the 3 respondents disagree with the whole class approach. If we lump both the disagree and the strongly disagree together none of them seem to be in favour of the teacher fronted approach.

**Table 4.3: Whether the classroom organisation is teacher fronted or student-centred approach during interaction for School C**

Statement	Strongly Agree	Agree	Have no idea	Disagree	Strongly Disagree	Total number of respondents
	<i>Number of respondents</i>	<i>Number of respondents</i>	<i>Number of respondents</i>	<i>Number of respondents</i>	<i>Number of respondents</i>	
6				2	2	4
7		1		1	2	4

Here the result suggests, except 1 teacher, the remaining 3 disagree with the whole class approach.

When we take the overall total response of the teachers in all the three schools the results are as follows:

Table 4.4: Whether the Classroom Organization is Teacher Fronted Or Student-centred Approach During Interaction for Schools A, B and C.

Statement	Strongly Agree	Agree	Have no idea	Disagree	Strongly Disagree	Total number of respondents
	<i>Number of respondents</i>	<i>Number of respondents</i>	<i>Number of respondents</i>	<i>Number of respondents</i>	<i>Number of respondents</i>	
6		2		6	2	10
7		3		3	4	10

Table 4.4 shows that the majority of the respondents do not prefer the whole class approach.

In relation to this, in the interview 3 Grade 11 teachers were asked about the language activities they use to help students use English orally in the classroom (see question number 2 in Appendix B-1).

1 teacher from school A said there is no practical activity that enables the students to get the opportunity to speak in the classroom. Another teacher from school B said debating, story telling and group discussions are used. The remaining teacher from school C said story telling, reporting about the weekends and role plays are employed.

On the other hand, five students were interviewed from each school to confirm how they practise speaking activities in English in the classroom.

Out of the 15 respondents 9 of them said by question and answer, 1 said by talking to each other and to the teacher, and the rest 5, all of them from the same school (School C) said through conversation and drama. These responses seem to suggest that classroom activities are dominated by the teacher where students are restricted to questions and answers only.

To strengthen this evidence it was felt appropriate to mention what a student in one of the three schools suggested when he was interviewed. In the interview one of the questions was 'Why do you fear to speak in English in the classroom? And another question was 'In your opinion, what are the students' problems to speak in English in the classroom?' So as mentioned above one of the respondents gave the same answer for both questions which is related to the interaction approach. According to the student the main reason is lack of balance of teaching i.e. both grammar and conversation should be practised. If a student does not get the chance of practising conversation and learns grammar only, he will fear to speak in front of the class'. (see Appendix. B-4-3 answer for question number 2).

Practical activities in three different sections from three different schools were observed. Regarding interaction activities the following data were gathered which will help us to know whether the class was mostly teacher controlled or learner-centered.

Table 4.5: Classroom Interaction Analysis for Class A Based on the FLint System.

	Categories	Total Tallies	Percentage
Teacher talk	4. Asks questions	12	11.32
	8. Student response specific	28	26.41
Student talk	8a Students response choral	1	0.94
	9. Students response open-ended initiated	0	0

As table 4.5 indicates, most of the activities were done in question and answer between the teacher and the student. From 28 tallies under student's response specific, 20 of them were used student-to-student, but it is not open-ended or initiated. It is a reading aloud (reading a dialogue) which is controlled by the teacher. No initiated talk has been observed in this classroom.

Table 4.6: Classroom Interaction Analysis for Class B

	Categories	Total Tallies	Percentage
Teacher talk	4. Asks questions	111	23.97
	8. Student response specific	55	11.88
Student talk	8a Students response choral	45	9.72
	9. Students response open-ended/ initiated	0	0

The figures in table 4.6 show that there were a lot of question and answer activities which were very short as seen in the classroom. From the overall tallied classroom interaction activities (see Appendix c-2) students share were only 21.58%.

Of this 21.58% there was no student response open-ended or initiated. This suggests the interaction was dominated by the teacher.

To compare and contrast students' open-ended or initiated responses with classes A and B table 4.7 shows us the result of the classroom interaction analysis in Class C

**Table 4.7. Classroom interaction analysis for Class C**

	Categories	Total Tallies	Percentage
Teacher talk	4. Asks questions	98	18.14
Student talk	8. Student response specific	8	1.48
	8a. Students response choral	10	1.85
	9. Students response open-ended/ initiated	189	35

The interaction in Class C shows that there were students' initiated responses were not seen in classes A and B. From the total tally of the classroom interaction in this class this takes 35%. Another different thing in Class C is that from 189 tallies of students' open-ended and initiated responses 67 tallies were student - to - student interaction which means 12.40% of the total tallies in Class C classroom interaction. Compared with the other two classes this suggests there was a better conducive atmosphere for classroom interaction. There were only 8 specific and 10 choral responses in this class.

The general picture of the three different classes regarding asking questions and students responses is given in table 4.8.

Of this 21.58% there was no student response open-ended or initiated. This suggests the interaction was dominated by the teacher.

To compare and contrast students' open-ended or initiated responses with classes A and B table 4.7 shows us the result of the classroom interaction analysis in Class C

**Table 4.7. Classroom interaction analysis for Class C**

	Categories	Total Tallies	Percentage
Teacher talk	4. Asks questions	98	18.14
Student talk	8. Student response specific	8	1.48
	8a. Students response choral	10	1.85
	9. Students response open-ended/ initiated	189	35

The interaction in Class C shows that there were students' initiated responses were not seen in classes A and B. From the total tally of the classroom interaction in this class this takes 35%. Another different thing in Class C is that from 189 tallies of students' open-ended and initiated responses 67 tallies were student - to - student interaction which means 12.40% of the total tallies in Class C classroom interaction. Compared with the other two classes this suggests there was a better conducive atmosphere for classroom interaction. There were only 8 specific and 10 choral responses in this class.

The general picture of the three different classes regarding asking questions and students responses is given in table 4.8.

**Table 4.8: Classroom Interaction Analysis for Classes A,B,C.**

	<b>Categories</b>	<b>Total Tallies</b>	<b>Percentage</b>
Teachers talk	4. Asks questions	221	19.92
	8. Student response specific	91	8.20
Students talk	8a. Students response choral	56	5.04
	9. Students response open-ended/ initiated	189	7.04

As can be observed from table 4.8, except category 9 which was the exercise of one class as mentioned in table 4.7, the rest of the students' responses in the other two classes were mainly teacher controlled with no single student-open-ended and initiated responses.

From the classroom observations that were done in Classes ABC (see Appendix C-1, C-2, C-3)) the students in Class C were able to use open-ended and initiated responses and to participate freely. This was because of the activities that helped students to get the opportunity to speak (there was language game and role play) and the teacher's non-authoritarian approach which was based on motivating his students.

The responses to student questionnaire based on statement 6 are indicated in table 4.9.

**Statement 6** I like an English teacher who encourages me to speak in English in the classroom, better than the teacher who most of the time gives me grammar exercises.

**Table 4.9: Students' Reactions to the Kind of Interaction Approach**

Answer	No of Respondents	%	Total No of Respondents 186
Strongly Agree	112	60.22	
Agree	47	25.27	
Have No Idea	7	3.76	
Disagree	15	8.06	
Strongly Disagree	5	2.69	

By adding the strongly agree and the agree columns the figures in table 4.9 show 85.49% preferred to have speaking activities in the classroom whereas 10.75% preferred the grammar exercise and the remaining 3.76% said have no idea. From the data it seems the majority of the students are interested to get opportunities for speaking activities rather than spending most of the classroom lesson by doing grammar exercises only. This suggests that learner-centered activities seem more acceptable than teacher controlled activities in classroom interaction.

As discussed in the literature review (see Chapter Two 2.3.1.2.) group work enables the students to produce fluency activities and effective group formation contributes to a successful interaction among the students.

With regard to the way how teachers form groups, the responses are shown in table 4.10 as follows:

**Statement 8.** Forming groups for speaking activities by mixing clever and weak students is a better way than forming randomly or weak students in one group and clever students in another group.

**Table 4.10: How teachers form groups for speaking activities in relation to statement 8 above.**

<b>Answers</b>	<b>School A</b>	<b>School B</b>	<b>School C</b>
	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>
Strongly Agree	1	1	3
Agree	1	1	-
Have No Idea	-	-	1
Disagree	1	1	-
Strongly Disagree	-	-	-

Out of the 10 respondents, 5 of them have strongly agreed, 2 of them have agreed, 2 disagreed and 1 had no idea. This result reflects that many teachers believe that heterogenous group formation is a better way of engaging students in speaking activities.

Students were also asked to give their opinions in relation to group participation.

**Statement 8: I participate more in group discussions with my classmates than in answering the teacher's question.**

The following figures show the responses of the classes ABC.

**Figure 4.1: Participation of Students in group discussions based on the idea of statement 8 for Class A N=73**

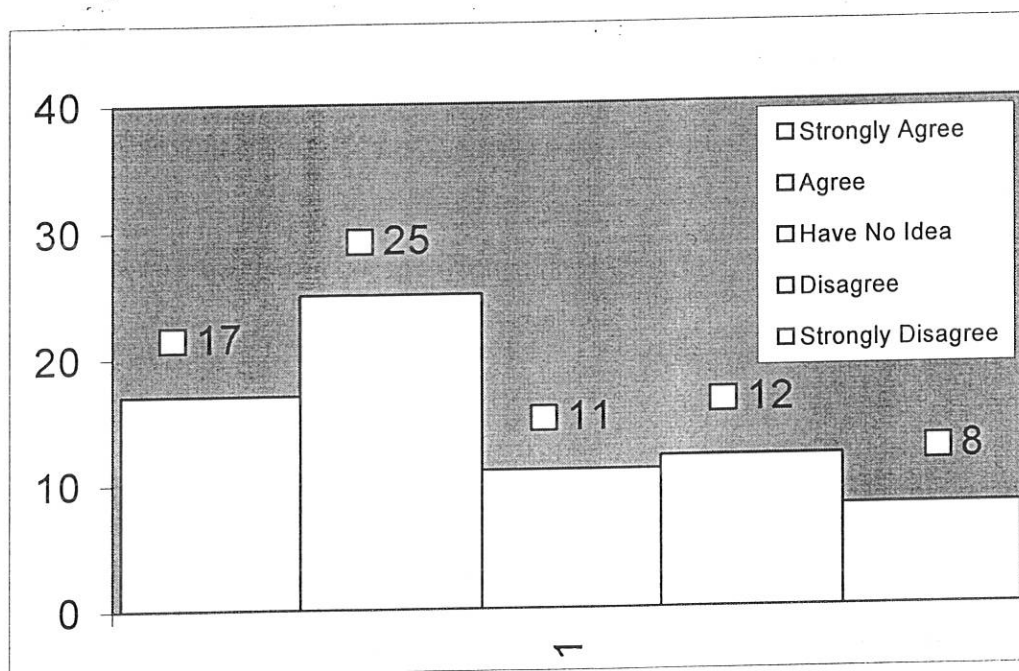


Figure 4.2: Participation of students in group discussions based on the idea of statement 8 for Class B. N=45

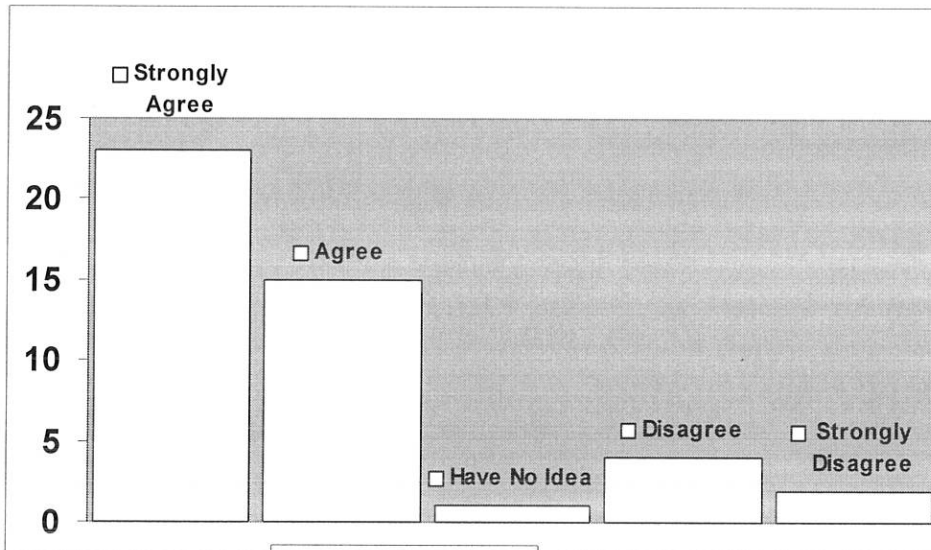
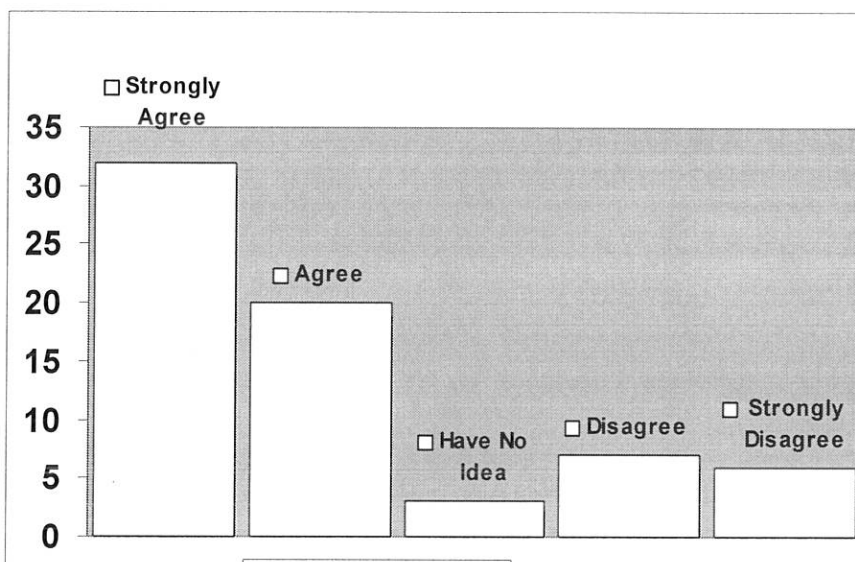


Figure 4.3: Participation of students in group discussions based on the idea of statement 8 for Class C. N= 68



When the three classes are compared, the majority of students responded either strongly agree or agree. For example, from Class 'A' 57.54% of the respondents have said strongly agree and agree; 84.44% of the respondents from Class 'B' have said strongly agree and agree and 76.47% of the respondents from Class 'C' have said strongly agree and agree.

From the overall result of statement 8, students want to discuss with their classmates better than answering the teacher's question. The classroom observations that I did in schools ABC have shown me that students are free when they talk with their friends than with their teachers. (see Appendix D-4 Category 9)

For Example, in Class 'C' where students were given a better opportunity to interact with their fellow students, they had better chance to speak without fear focusing only on the activity they were doing. In Class 'B' as mentioned above, the teacher replied that group work is one of his methods in using oral activities, but the students responses to the interview indicated they participate only in question and answer.

On the other hand, the teacher in class 'A' though he suggested different activities for oral ideas in the classroom, (see Appendix B-3-1) he has confessed that there is no any practical activity done so far in his class. But as it can be seen from figure 4.1, 42 respondents have said strongly agree and agree which is 57.54% of the total respondents in the class. In my opinion this may have two implications:

1. It reflects their interest.
2. It may show the activities they had before the present class.

Error treatment is an integrated part of a teaching method and it can influence classroom interaction. In relation to this, teachers were asked to give their reactions.

**Statement 4 :**        **Even if students make errors, it is not good to interrupt while they are speaking in English.**

The teachers' responses can be seen in the following table.

**Table 4.11: Teachers' views about error treatment**

Schools	Strongly Agree	Agree	Have No Idea	Disagree	Strongly Disagree
	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>
A	1	1	-	-	1
B	3	-	-	-	-
C	2	2	-	-	-
<b>Total</b>	6	3	-	-	1

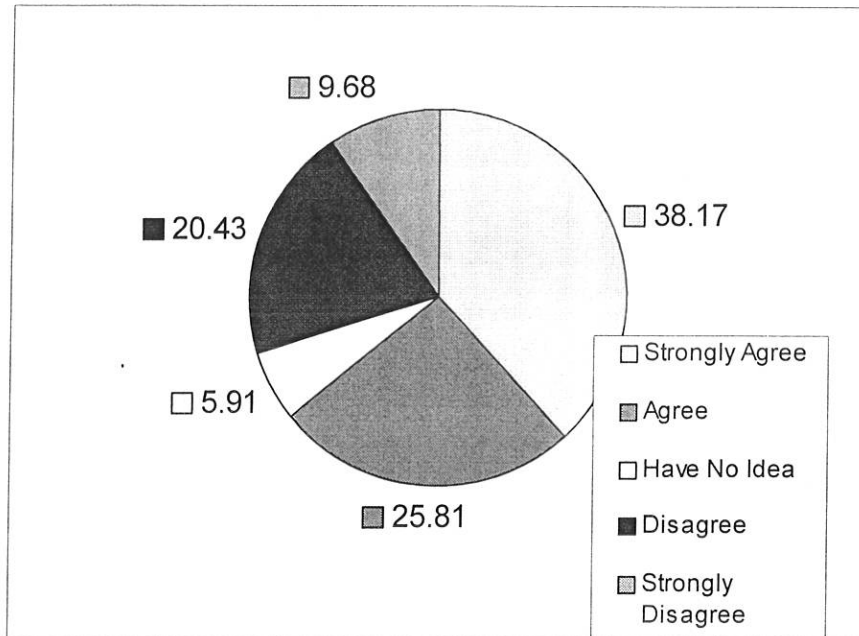
In replying to statement 4, out of the 10 respondents 6 have said strongly agree, 3 agree and 1 strongly disagree. By lumping together strongly agree and agree, it can be observed that 9 out of the ten respondents believe students should not be interrupted even if they make errors while they speak in English. 1 respondent said he strongly disagrees. This response came from School A where there was no any opportunity for oral activities from the observed class, though I am not sure whether or not the teacher who was observed said this.

To study students feeling regarding error treatment they were asked to give their opinions.

**Statement 7 : Even if I make errors, interrupting me while I am speaking in English discourages me.**

Students reactions are given in the following pie chart.

Figure 4.4: Students' Views about error treatment



The results in figure 4.4 show that 63.98% of the respondents strongly agree and agree. These results imply that careful error treatment helps students to get a better opportunity to finish their speech and to develop their speaking skill.

In the interview held with students regarding the reason why they fear to speak in English in the classroom, 8 students attributed their reasons to the fear of making mistakes. Citing examples, some of these students said that they were stopped by their teacher and also interrupted by their friends' laugh because of the mistakes they did while speaking in English in the classroom.

The results obtained from figure 4.4 and from the interview indicate that there are possibilities for students to participate in oral activities if they are not interrupted while speaking in English even if they make mistakes.

To find out whether or not teachers believe in engaging students in fluency activities the following statement was given in the questionnaire.

**Table 4.12: Teachers' belief about fluency activities**

Statement	Strongly Agree			Agree			Have on Idea			Disagree			Strongly Disagree		
	Schools			Schools			Schools			Schools			Schools		
	No. of Respondents			No. of Respondents			No. of Respondents			No. of Respondents			No. of Respondents		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
9. Focusing on fluency activities is expected from colleges and universities not from schools	-	-	-	-	1	-	-	-	-	1	1	2	2	1	2

Table 4.12 shows 1 respondent said agree, 4 respondents said disagree and 5 said strongly disagree. It seems the teachers are aware of the need for fluency activities in schools. Although the teachers' responses show 9 out of 10 respondents agree that there should be a focus on fluency activities in schools, their responses seem contradictory to what have been practically observed in the classrooms. From the three different sections observed, it was only in one section that fluency activities were tried to be employed. (see also Appendix D-4 category 9). On the other hand, since all the 10 respondents were not observed it may not be possible to conclude as contradictory responses to all of them.

The problem is the difference between what some teachers believe theoretically, and what is practically observed in the classroom. This coincides with what Wilkins (1972) says; about the traditional attitudes in which "Traditionally in the language description a much higher status was accorded to the written than to the spoken." As to Wilkins, these attitudes still exist and 'They are perpetuated by much school teaching and they are widely held by both the more and the less educated.'

(P.5)

## 4.2. Interpersonal Relations

To discover how interpersonal relations influence the development of students' speaking skill in classroom interaction the following statements were given to teachers to show their reactions.

**Table 4.13: About friendly approach and humorous character of the teacher**

Statement	Strongly Agree			Agree			Hav on Idea			Disagree			Strongly Disagree		
	Schools			Schools			Schools			Schools			Schools		
	No. of Respondents			No. of Respondents			No. of Respondents			No. of Respondents			No. of Respondents		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
1. A friendly relation with students facilitates communicative activities in the classroom.	2	2	3	1	1	1	-	-	-	-	-	-	-	-	-
2. A humorous teacher can help students participation in the classroom.	2	2	3	1	1	1	-	-	-	-	-	-	-	-	-

The results in table 4.13 indicate that being friendly and humorous facilitates communication in the classroom.

To confirm this, further students were also asked to give their reactions on the same ideas. (see Appendix A-2 statement 3). Out of the 186 respondents from the three different classes, 52.15% of them said strongly agree, 29.57% agree, 8.60% have no idea, 6.45 % disagree and 3.23% strongly disagree. When the results of strongly agree and agree are lumped together it will be 81.72% which shows the highest number of respondents accept the ideas stated in statement 3 of the students' questionnaire. In the classroom observation from the three different classes there was an attempt of humour in Class C.

When we compare the three classes regarding category 2a (see Appendix D-4 category 2a) Class C students had a relaxing atmosphere in their classroom where the teacher's friendly approach and creating joke had its contribution.

In relation to teacher's approach, teachers were also interviewed about teacher's authority versus learner's autonomy (see Appendix B-1 question number 3. And Appendix B-3-1, B-3-2, B-3-3 for detail answers).

In their reactions to question number 3 all the three interviewees believed that if the teacher does not approach his students, they will be inhibited from participation and that they have to be given an opportunity to do everything by the guide of their teacher in order to improve their language. Moreover one of the interviewees said the teacher must not consider himself as a man who knows everything and has to leave most of the activities to his students.

From the interviewees responses it seems that they are criticizing the traditional approach which asserts the teacher's authority only.

But the practical observation reflected from the three teachers, the two were observed showing authoritarian approach (see Appendix D-4 category 6).

Both teachers and students were also asked to give their opinions whether the teacher's preparation can influence the teacher-student relation in relation to disciplinary cases. The responses show the following results.

Table 4.14: - Teacher's preparation and its influence on teacher- student relation.

Statement	T e a c h e r s					
	Strongly Agree	Agree	Have No Idea	Disagree	Strongly Disagree	Total Number of Respondents
	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	
3. One of the major problems affecting teacher-student relation in the classroom is the teacher's lack of preparation	7	1	-	1	1	10
S T U D E N T S						
Statement	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Number of Respondents</i>	<i>Total Number of Respondents</i>
9. If the teacher is not prepared well, students may feel bored and pay no attention to the lesson and this may create discipline problem in the classroom	137	34	5	1	9	186

The results in table 4.14 show both the respondents believe that lack of preparation can cause discipline problems which may lead to poor teacher-student relation. From these results, it can be inferred that the more the teacher gets prepared, the more acceptance he will have among his students.

### 4.3. Affective Elements

As mentioned in chapter two, in classroom interaction, it is believed that motivation helps students participate actively. To investigate the view of teachers and students, statements related to the idea of encouraging students were included in the questionnaires.

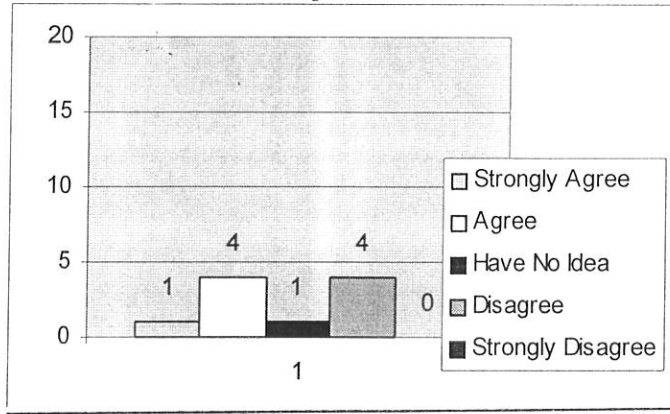
**Statement 5 - It is always good to give a chance to those students who raise their hands to answer questions in order to encourage them.**

**Table 4.15: How teachers feel about the opportunities of student's participation**

<b>Teachers' Responses</b>	<b>Answers</b>	<b>Number of Respondents</b>
<b>School A-</b>	Strongly Agree	0
	Agree	2
	Have no idea	0
	Disagree	1
	Strongly Disagree	0
<b>School B-</b>	Strongly Agree	0
	Agree	1
	Have no idea	1
	Disagree	1
	Strongly Disagree	0
<b>School C-</b>	Strongly Agree	1
	Agree	1
	Have no idea	0
	Disagree	2
	Strongly Disagree	0

The responses added together are put in the following figure.

Figure 4.5: How Teachers Feel About the Opportunities of Student's Participation



As the results in figures 4.5 indicate there are 5 teachers who favoured strongly agree and agree, 1 said have no idea and 4 said disagree. According to these results still a considerable number of the respondents believe that only those who raise their hands have to get the opportunity to participate. It can also be observed there are teachers who do not agree with this view and a teacher who has no idea.

These results indicate the teachers' views. The following statements will help us see what students feel in real classroom situation.

**Table4.16: How students feel about opportunities in classroom participation**

Statements	Strongly Agree		Agree		Have No Idea		Disagree		StronglyDisagree	
	Respon dents	%	Respo ndents	%	Respon dents	%	Respondents	%	Respondents	%
1. Whenever the teacher encourages me, I would like to participate actively	157	84.41	25	13.44	4	2.15	-	-	-	-
5. If a teacher always asks few students only, then I feel as if I am not competent and cannot be motivated to participate	96	51.61	46	24.73	7	3.77	21	11.29	16	8.60

For statement 1 except 4, almost all the respondents said strongly agree and agree. As can be seen from the table in responding to statement 5, from the total respondents the majority of them have said strongly agree. By lumping strongly agree and agree together (the responses to statement 5.) in order to compare and contrast with those of the teachers' responses, 76.34% of the students' respondents said that they feel as if they were in competent and are not motivated to participate if the teacher always asks few students only. But we have seen in figure 4.5 the teachers' responses that 5 out of 10 respondents have the interest to ask only those who raise their hands.

In relation to this in the practical classroom observation (see Appendix D-4 category 2).

In classroom A- 3.77%

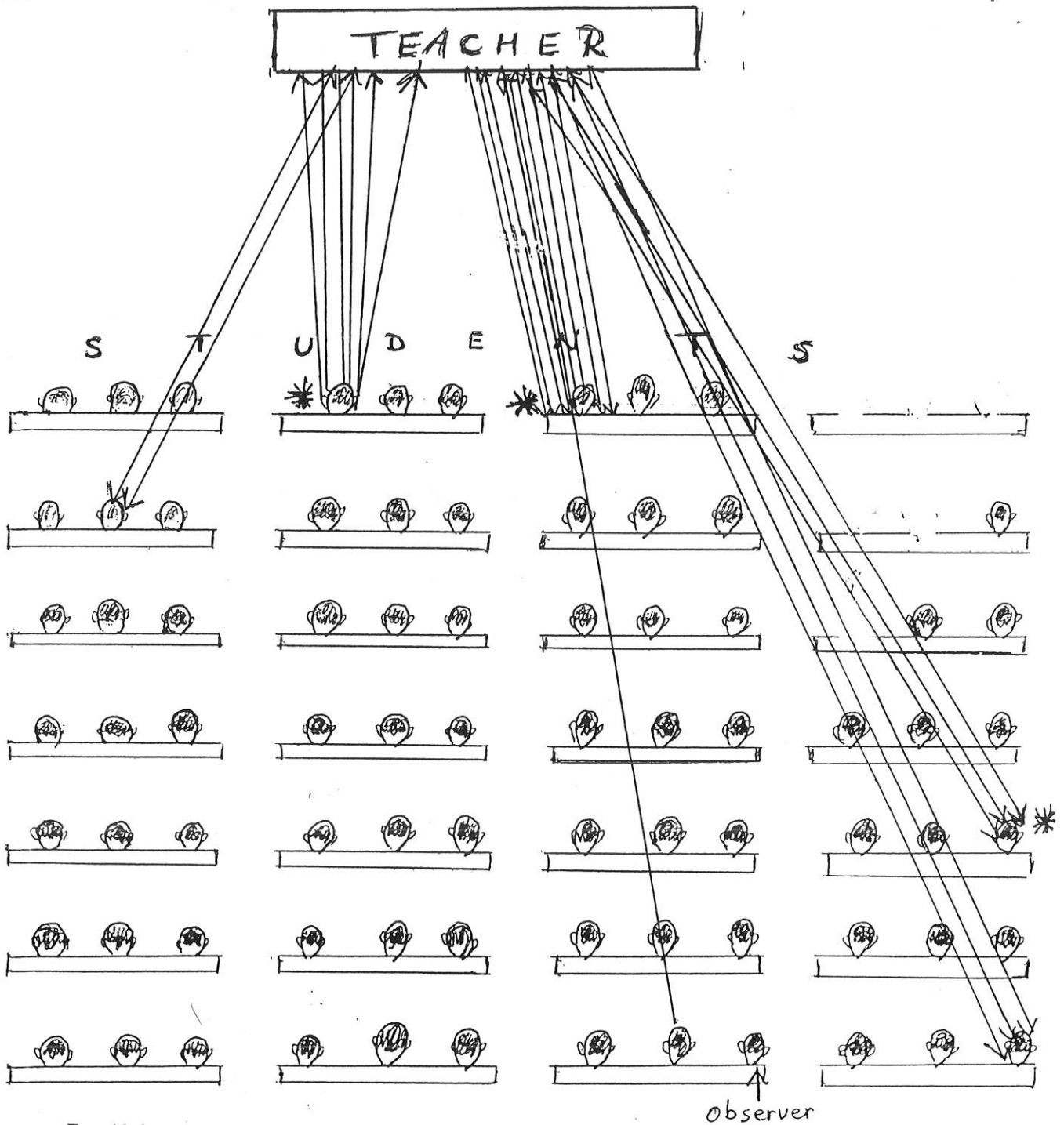
In classroom B- 1.51%

In classroom C- 9.07% of the total interaction in the classroom shows the teachers' behaviour of praising or encouraging students.

The classroom event which shows praising or encouraging had two different approaches. The two teachers' praising or encouraging behaviour was limited to those students who raised their hands and in most cases the opportunity was given only for such students. The other teacher's praising or encouraging behaviour was addressing those who raised their hands as well as initiating others.

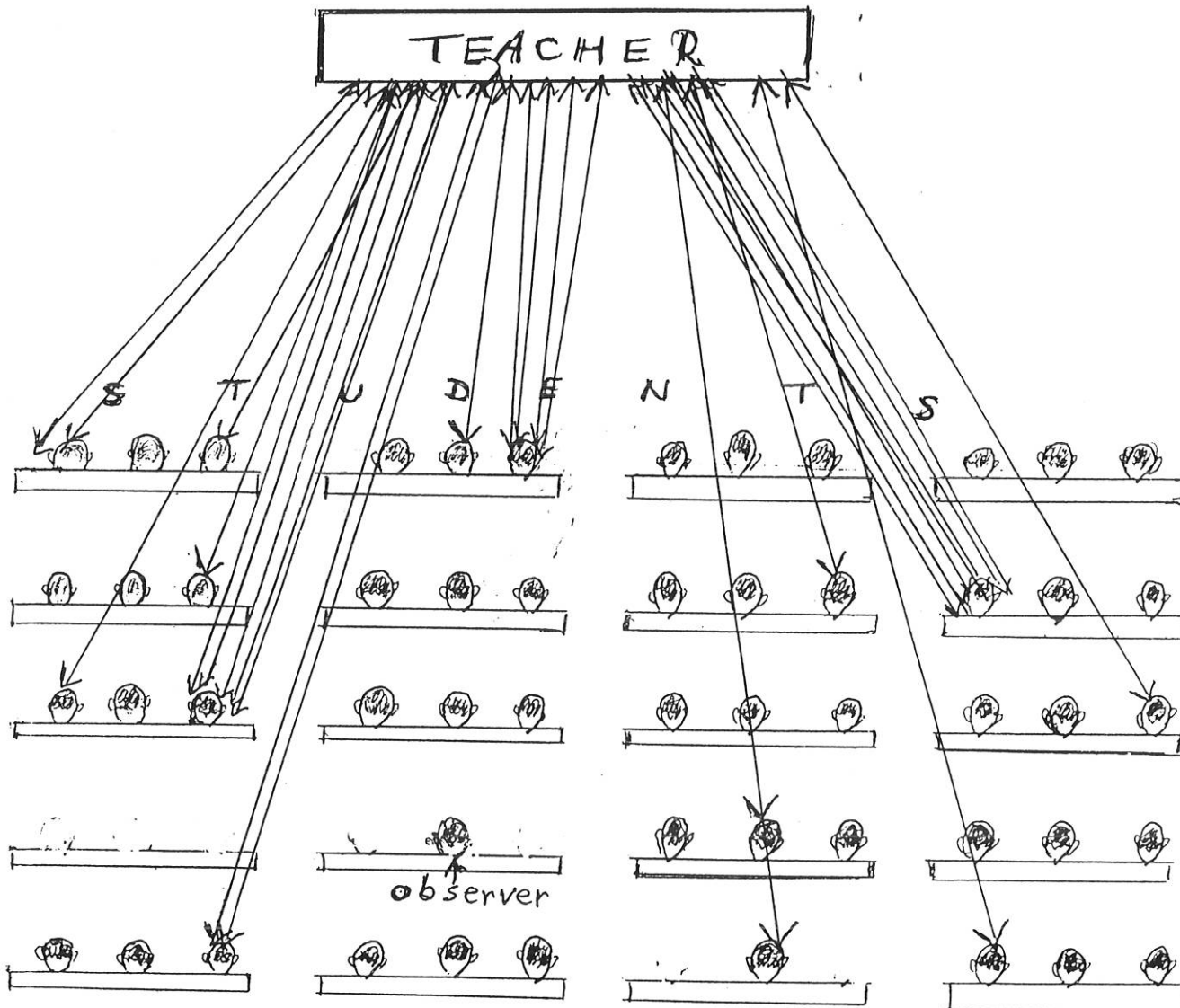
For a clearer picture of the classroom event it might be helpful to look at the following classroom interaction in each class. (see figures 4.6 -4.9 and the description under each figure on the following pages).

Figure 4.6: Teacher-student interaction in Class A



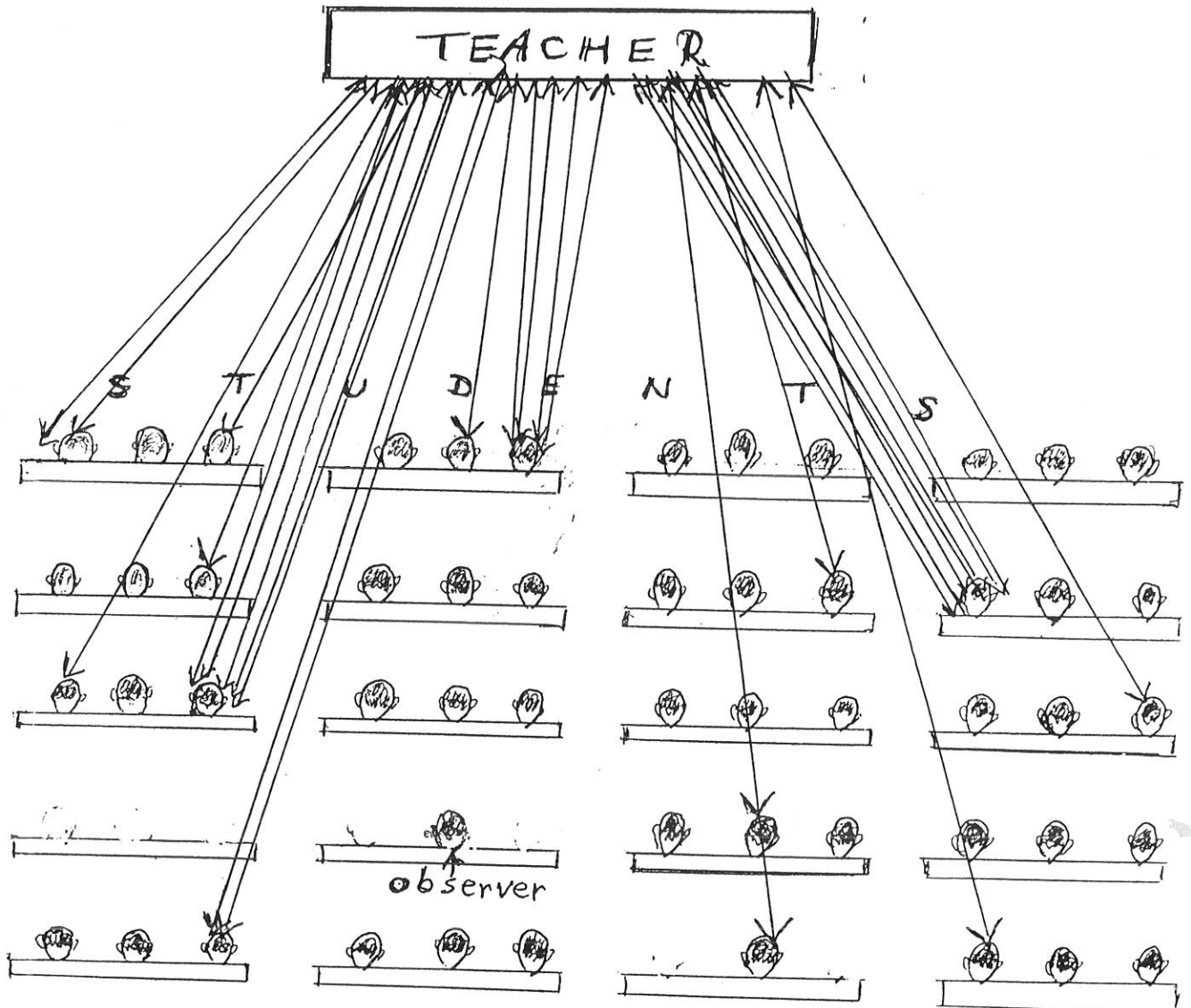
In this class students participated by question and answer. \* shows students who were asked to read a dialogue. The participants are those who raised their hands except one student who was asked to readsimply because she sat very near to the teacher. Out of the 77 students in the class, only 6 of them participated. This is 7.79% of the attendants.

Figure 4.7: Teacher-student interaction in Class B



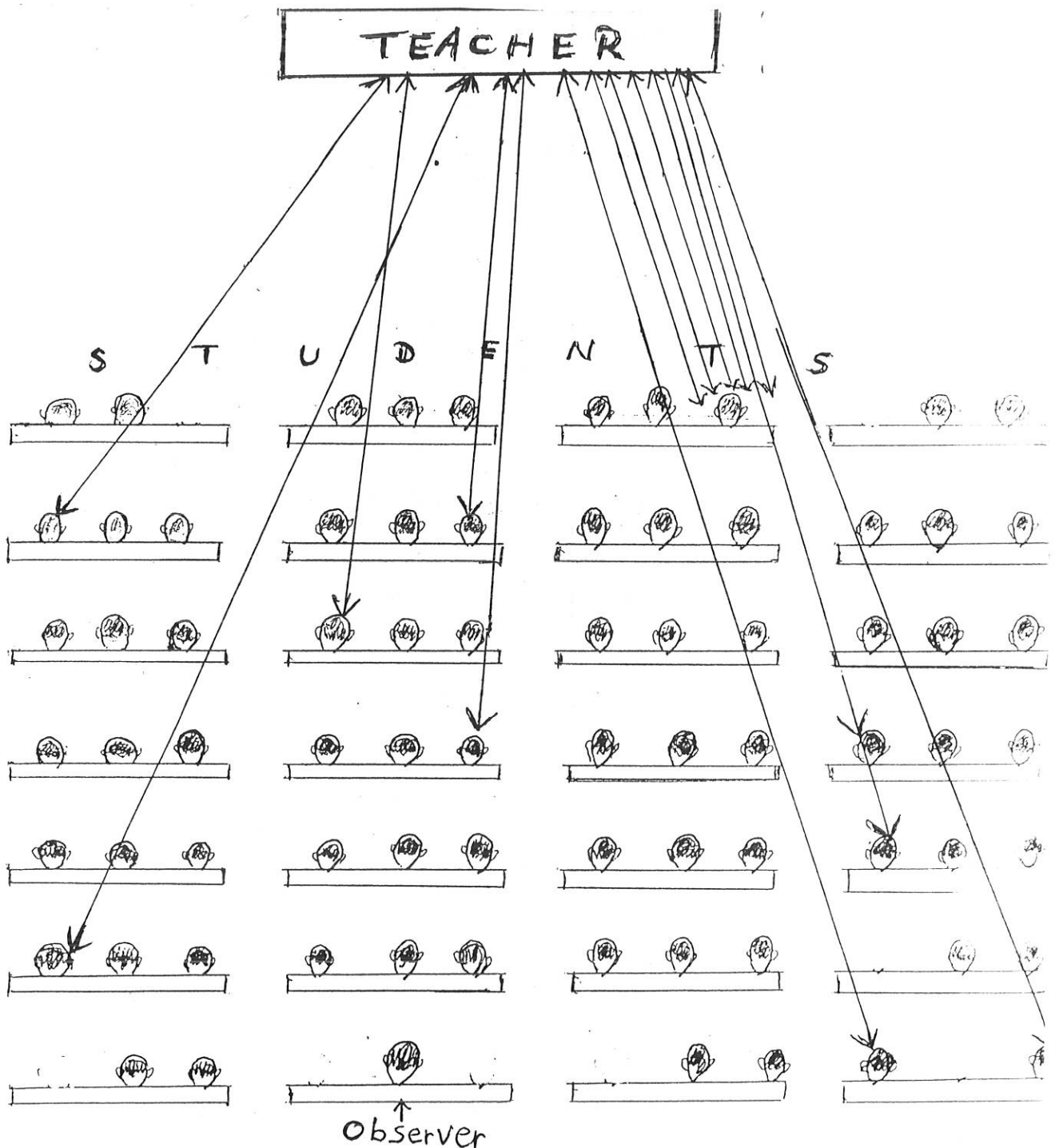
In this class almost all the interaction was short questions and answers. As can be seen in figure 4.7 three students have taken much of the share. Those who participated are those who raised their hands. Out of the 52 students who were attending the class, 14 of them have participated. This is 26.92% of the attendants.

Figure 4.7: Teacher-student interaction in Class B



In this class almost all the interaction was short questions and answers. As can be seen in figure 4.7 three students have taken much of the share. Those who participated are those who raised their hands. Out of the 52 students who were attending the class, 14 of them have participated. This is 26.92% of the attendants.

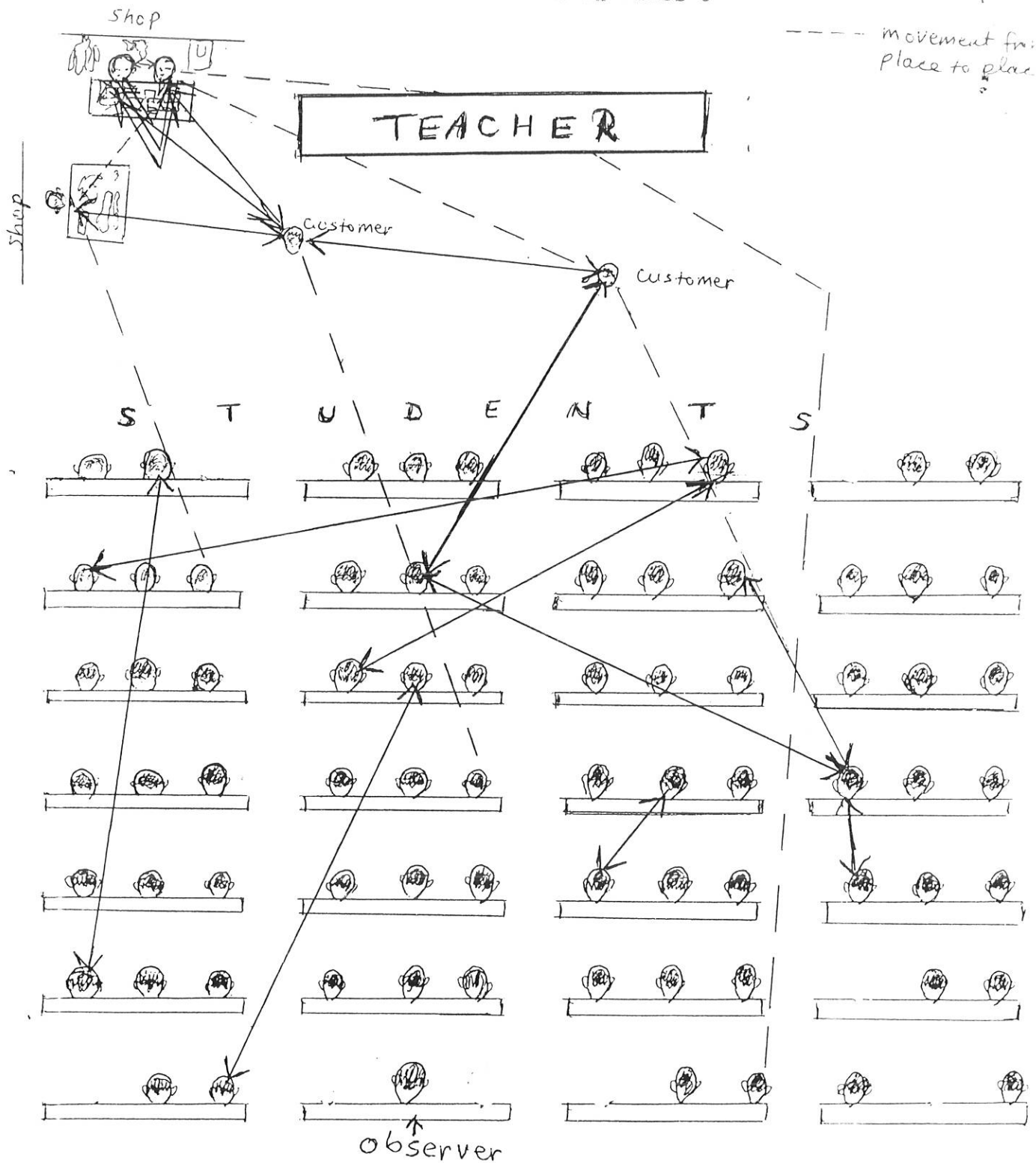
Figure 4.8: Teacher-student interaction in Class C



In this class students participated in a different way than the two classes. They were using language game. At the beginning students who participated were those who raised their hands. But later on the teacher asked other students. After this the activity changed to a role play and shifted to student-student interaction as can be seen in figure 4.9 on the next page.

Figure 4.9: Student-student interaction in Class C

Key  $\longleftrightarrow$  interacting



In this class there was student-student interaction in which students were able to discuss with their friends using the role play activity as a bridge. Totally in the teacher-student and student-student interaction in this class 28 students have participated. This is 37.33% of the 75 students.

Students were also asked to respond regarding environmental factors.

**Statement 4-        The way I grew up has a major effect on my relation with my teacher because I was not allowed to talk in front of elderly people.**

**Table 4.17: The reactions of students based on statement 4 above.**

<b>Class</b>	<b>Answers</b>	<b>Number of Respondents</b>
<b>Class A</b>	Strongly Agree	8
	Agree	16
	Have no idea	21
	Disagree	10
	Strongly Disagree	18
<b>Class B</b>	Strongly Agree	17
	Agree	12
	Have no idea	6
	Disagree	6
	Strongly Disagree	4
<b>Class C</b>	Strongly Agree	21
	Agree	15
	Have no idea	14
	Disagree	9
	Strongly Disagree	9

The general data in the three classes reveal that from the 186 respondents

46 said strongly agree

43 “ agree

41 “ have no idea

25 “ disagree

31 “ strongly disagree

Lumping the responses that go together shows the following results:

47.85% said strongly agree and agree

30.11 % said disagree and strongly disagree

22.04 % said have no idea

The overall result suggests that the upbringing of the majority of the respondents still has the effect on their classroom participation which may lead students to be shy, afraid or anxious. This confirms Flanders' idea 'The attitudes of most pupils are greatly influenced by earlier experiences with parents,... and so on' (1970:379).

From the interview held with students, for question number 3 which asks their opinion about students problems to speak in English in the classroom, 2 students expressed that it can be because of the culture in the society as well as their upbringing at home in the family.

One of the teachers also gave his opinion in relation to this idea mentioning shyness as one of the factors that inhibits students from participation in discussions during English lessons. This strengthens what has been found from the students' questionnaire and Flanders' idea mentioned above.

#### **4.4. The general picture of the classroom interaction**

The three different classes from different schools have three different pictures of classroom interaction. Whether the interaction was teacher dominated or student-centered it can be seen in tables 4.18-4.21

**Table 4.18 Class A: The general picture of the classroom interaction based on the FLint System**

		Categories	Total Tallies	Percentage	Overall Total in %
<b>Teacher Talk</b>	<b>Indirect Influence</b>	1	1	0.94	<b>21.68%</b>
		2	4	3.77	
		2a	0	0	
		3	1	0.94	
		3a	5	4.71	
		4	12	11.32	
	<b>Direct Influence</b>	5	13	12.26	<b>49.99%</b>
		5a	0	0	
		6	36	33.96	
		6a	0	0	
		7	0	0	
		7a	4	3.77	
<b>Student Talk</b>		8	28	26.42	<b>27.36%</b>
		8a	1	0.94	
		9	0	0	

In Class A the teacher was observed influencing the students more directly than indirectly. In addition, from the total talk in the class 71.67 % was done by the teacher which shows the interaction was dominated by him.

**Table 4.19. Class B: The General picture of the classroom interaction based on the FLint system**

		Categories	Total Tallies	Percentage	Overall Total in %
<b>Teacher Talk</b>	<b>Indirect Influence</b>	1	0	0	<b>29.37%</b>
		2	7	1.51	
		2a	0	0	
		3	3	0.65	
		3a	15	3.24	
		4	111	23.97	
	<b>Direct Influence</b>	5	102	22.03	<b>47.73%</b>
		5a	0	0	
		6	112	24.19	
		6a	0	0	
		7	0	0	
		7a	15	1.51	
<b>Student Talk</b>		8	55	11.88	<b>21.6%</b>
		8a	45	9.72	
		9	0	0	

Even though there are percentage differences in Class B when compared with Class A, the teacher was more direct than indirect like the teacher in Class A, and from all the classroom talk the teacher covered 77.1%.

**Table 4.20. Class C: The General Picture of the Classroom Interaction Based on the FLint System**

		Categories	Total Tallies	Percentage	Overall Total in %
<b>Teacher Talk</b>	<b>Indirect Influence</b>	1	6	1.11	<b>31.29%</b>
		2	49	9.07	
		2a	6	1.11	
		3	4	0.74	
		3a	6	1.11	
		4	98	18.15	
	<b>Direct Influence</b>	5	29	5.37	<b>17.04%</b>
		5a	1	0.19	
		6	59	10.92	
		6a	0	0	
		7	1	0.19	
		7a	2	0.37	
<b>Student Talk</b>		8	8	1.48	<b>38.33%</b>
		8a	10	1.85	
		9	189	35	

A different picture is perceived here. The teacher's influence was more indirect than direct. The total percentage of the teacher's talk was 48.33%. Compared with the other two classes, this one seems students had more opportunities to talk. Other percentages are indicated in the silence and confusion categories.

The general picture of the classroom interaction in the three classes is shown in table 4.21.

**Table 4.21: The general picture of the classroom interaction in classes ABC**

		Categories	Total Tallies	Percent	Overall Total in %
<b>Teacher Talk</b>	<b>Indirect Influence</b>	1	7	0.63	<b>29.57%</b>
		2	60	5.41	
		2a	6	0.54	
		3	8	0.72	
		3a	26	2.34	
		4	221	19.93	
	<b>Direct Influence</b>	5	144	12.98	<b>33%</b>
		5a	1	0.09	
		6	207	18.67	
		6a	0	0	
		7	1	0.09	
		7a	13	1.17	
<b>Student Talk</b>		8	91	8.21	<b>30.3%</b>
		8a	56	5.05	
		9	189	17.04	

In the three classes taken together the direct influence of the teachers was more than the indirect influence. The teachers' talk was 62.57%, whereas the 30.3% was left for students. Other percentages are indicated in the silence and confusion categories. (see Appendix D-4)

What was observed in Classes A and B confirms Flanders' statement '...it is true that teachers talk more than all the pupils combined, from kindergarten to graduate school,...' (Flanders 1970:13).

On the other hand Flanders foresaw the recent trend of research results:

The recent trend of research results, i.e. the shifting of classroom interaction toward more consideration of pupil ideas, more pupil initiation and more flexible behaviour on the part of the teacher will have positive attitude toward the teacher,... and the subject (Flanders 1970:14).

What Flanders said above was seen relatively in Class C where the teacher was more indirect than direct in his influence in which the class was free for students' opinion. The following extract from the transcribed data can be an example.

T... Very good. That is nice.

What else do we have?

You have I think to ask.

Yes

S<sub>1</sub> - Let me ask yourself.

T - Myself!

S<sub>1</sub> - Yes.

T - You are welcome

S<sub>1</sub> - I assume you don't know me

T - Okay.

S<sub>1</sub> - I don't know you.

T - 'I don't know you'. Good. I assume that?

S<sub>1</sub> - Ya.

T - Okay.

S<sub>1</sub> - I am finding a hair dressing.

T - Aha.

S<sub>1</sub> - Or I am finding a beauty salon  
T - Aha.  
S<sub>1</sub> - So, I am going to ask you.  
T - you are going to ask me.  
S<sub>1</sub> - Yes.  
T - To tell you which one is the best in Addis?  
S<sub>1</sub> - Yes.  
T - You are welcome.  
S<sub>1</sub> - It is not the best in Addis.  
T - Uhm.  
S<sub>1</sub> - It is the best in your environment.  
T - Aha. Okay. Okay  
S<sub>1</sub> - Because I am found in the environment  
T - Uhm - Uhm.  
S<sub>1</sub> - Excuse me.  
T - Yes  
S<sub>1</sub> - Will you tell me the best beauty salon in your environment?  
T - Certainly! Certainly!  
I can tell you.  
Now, take a bus number 3, and then when you arrive at Mexico, you  
can find one of the best beauty salon there.  
S<sub>1</sub> - Thank you very much.  
T - You are welcome.  
(Now another student came in by his own initiation)  
S<sub>2</sub> - But there is one thing you know.  
T - Yes, what is that?

S<sub>2</sub> - He has not a lady or woman.

T - O! He is not. You mean he is not a lady.

S<sub>2</sub> - Yes. How can he ask this question?

T - Hair dressing?

S<sub>2</sub> - Ya! It is better to say - May be they asked lady or woman is better.

T - Well, it doesn't matter. If he wants that area, that salon for his sister?

S<sub>2</sub> - But your sister - his sister

T - His sister a ha -

S<sub>2</sub> - It says he ask seems like this, it is better.

T - You mean she has to find herself?

S<sub>2</sub> - Ya

T - What is the problem if you help your sister; mother, your friends, girl friends? What is the problem?

S<sub>2</sub> - You can help

T - Yes.

S<sub>2</sub> - But.

T - Ya.

S<sub>2</sub> - That is better more than this.

T - I see. Do you agree Hailemariam?

S<sub>1</sub> - I understand his opinion.

T - Aha.

S<sub>1</sub> - Boys ask the girls.

T - Do you agree with that idea?

S<sub>2</sub> - No! No! I don't want to compare two peoples you know!

S<sub>1</sub> - I mean, boys cannot go to beauty salon.

- T - Ya.
- S<sub>1</sub> - For that not the place they can get what they need.
- T - Ya. That is what you say.
- S<sub>1</sub> - Yes. But if I want to know the place that they to my sisters.
- T - Your sisters
- S<sub>1</sub> - I can go to the place and ask the price and the best of the beauty salon.
- S<sub>2</sub> - Okay. I understand. Thank you.
- T - Now you agree?
- S<sub>2</sub> - eh - ya. Ya. That is it.

This transcription shows that the teacher in Class C considered pupils' ideas, in spite of the mistakes the pupils made he was tolerant and invited more pupil initiation and showed more flexible behaviour on his part as oppose to teachers observed in Classes A and B. It was this teacher who graduated 1997 i.e. two years ago and who had also speaking activities in his lesson plan.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

It may be difficult to find out all the problems related to the activities of classroom interaction within such limited research work. But by limiting the scope of the study it can be possible to look at some of the variables. In this study what has been tried so far is to look at classroom interaction and its influence on the development of students speaking skill where the variables mainly are Method of Teaching, Interpersonal Relations and The Affective Elements. To summarise the findings the following can be mentioned.

#### **5.1. Summary**

##### **5.1. Method of Teaching**

It has been perceived from the data that the teachers' way of presentation and responses to the questionnaire show contradictory results. Most teachers do not agree with the whole class approach but in the classroom it was practically observed that 2 of them followed teacher control whole class approach whereas 1 followed both whole class and student-centered approach. The effective method in this respect is to follow the balanced approach.

In using different language activities it was found that most of the activities were short questions and answers in which students were not able to get opportunities to speak freely. It was only in one section that students were able to practice fluency activities using language game practices and role play where they had better opportunities to speak by their own initiation. Since it gave them a better chance, students' interest to participate in group work with their peers was also found high. But this was practised only in one section.

It was discovered from the findings that error treatment should be handled carefully and corrected systematically without interrupting students during fluency activities. This was found out to be both teachers' and students' belief.

### **5.1.2. Interpersonal Relations**

From the findings, it was confirmed that teacher-student friendly relation and a humorous teacher can facilitate communication in the classroom. This has been observed from the highest percentage of both teachers and students responses. And it was this kind of approach in one of the sections, which resulted in a better teacher-student and student-student interaction along with other activities.

This friendly relation was also related to teacher's authority versus learner's autonomy. When the teacher's approach was authoritarian in the interaction, students were not able to talk freely, but when the teacher's approach was not authoritarian, students were free to talk.

Another point that was considered as one of the major obstacles for teacher-student relation was the teacher's way of lesson preparation. It was found from the data that lack of well preparation from the teacher's side may create poor student discipline which can result in poor teacher-student relation.

### **5.1.3. Affective Elements**

Encouraging always those students who raise their hands and neglecting those who do not, has been discovered that the belief of 5 teachers from the 10 respondents. This kind of inclination was seen in the classroom observation where the 2 teachers kept on asking only the students who raised their hands whereas the other teacher tried to motivate those who did not as well. With regard to the

students' feeling on the same idea, 76.34% of the respondents did not accept the teachers' belief which tries to give attention only for those who raise their hands.

It was also found from the responses that many students are still affected by environmental factors. The way they were brought up has left a negative effect on their behaviour when they want to participate in the classroom.

## **5.2. Conclusions**

From the findings we can conclude the following:

- 5.2.1. Teachers' unbalanced approach between accuracy and fluency work can affect classroom interaction and this has its influence on the development of students' speaking skill.  
Thus giving emphasis only to grammar exercises focusing always on accuracy work and teacher controlled method, inhibit students from developing their speaking skill.
- 5.2.2. Only short question and answer activities did not enable students to speak freely. Therefore not organising students in groups and not designing different tasks when appropriate, has been observed as a problem for students participation, and the reverse has been found true.
- 5.2.2. Not interrupting for correction of error while speaking and handling it carefully by being tolerant was found encouraging for students to speak freely.

- 5.2.4. It is the belief of both the majority of students and teachers to create a friendly teacher student-relation and to use humour whenever appropriate in order to make the classroom interaction lively and to avoid tension.
- 5.2.5. It is accepted by both teachers and students that lack of preparation from the teacher's side can cause discipline problems.
- 5.2.6. The teacher's relation only with few clever or active students can on the contrary discourage those shy and weak students. This problem has been indicated strongly by students who responded to the questionnaire.
- 5.2.7. From the practical teaching-learning process, it was understood that the teacher's indirect influence helps students to participate more than the direct influence.
- 5.2.8. The teacher who graduated recently has relatively shown a better communicative approach which helped students to participate actively.

### **5.3. Recommendations**

From the problems discussed and the conclusions reached, I recommend the following ideas which I hope can help develop students' speaking skill during classroom interaction.

- 5.3.1. Teachers must not limit themselves to short question and answer activities.

- 5.3.2. It is good to balance both accuracy and fluency work. Focusing only on accuracy work deprives students the chance to develop their speaking skill.
- 5.3.3. It is advantageous to organise students in to different groups based on a given task.  
This will give them a better opportunity to participate with their fellow friends compared to that of a limited and very rare chance in the whole class.
- 5.3.4. To be well prepared before class helps a teacher to create a good relation with students and avoids discipline problem too.
- 5.3.5. It is not advisable to interrupt students when they are practising fluency work; correction can take place systematically after they finish either individually with the student or with the whole class.
- 5.3.6. Designing different activities based on the students level helps develop the speaking skill.
- 5.3.7. It is good to be aware that a friendly approach and being a humorous teacher play a great role in easing tension so that students will be encouraged to participate in a relaxed atmosphere.
- 5.3.8. When asking question in the class, it is advisable to initiate those who are shy and weak as well by asking their opinions even if they do not raise their hands. This will make them feel that they are members of the class.

5.3.9. It is very essential to organise workshops and seminars for teachers in order to refresh their knowledge with recent teaching method development.

## BIBLIOGRAPHY

- Abdulkadir Ali - 'Student-Teacher Interactions in English Classes.' (M.A. Thesis) A.A.University. 1983.
- Allwright, Dick. **Observation in the Language Classroom.** London: Longman. 1988.
- Allwright, Dick, and Kathleen; M.Bailey. **Focus on the Language Classroom.** Cambridge: Cambridge University Press. 1994.
- Broughton, Geoffrey et al. **Teaching English As a Foreign Language.** London: Routledge. 1980.
- Brown, Gillian and George Yule. **Teaching the Spoken Language.** Cambridge: Cambridge University Press. 1983.
- Brown, Gillian, et al. **Teaching Talk.** Cambridge: Cambridge University Press. 1984.
- Brumfit, Christopher. **Communicative Methodology in Language Teaching: The roles of fluency and accuracy.** Cambridge: Cambridge University press. 1984.
- Byrne, Donn. **Techniques for Classroom Interaction.** London: Longman. 1987.
- Callahan, Joseph, and Leonard H. Clark. **Teaching in the Middle and Secondary Schools.** London: Collier Macmillan Publishers. 1988.
- Clark, Leonard, and Irving S.Starr. **Secondary School Teaching Method.** London: Collier - Macmillan Limited. 1967.
- Comeau, Rymond, 'Interactive Oral Grammar in Rivers.' **Interactive Language Teaching.** (Ed).Cambridge: Cambridge University Press. 1987. pp 57-69.
- Ethiopia World Education Encyclopaedia.** 1988.
- Flanders, N.A. **Analysing Teaching Behaviour.** Reading, Mass: Addison-Wesley. 1970.
- Harmer, Jeremy. **The Practice of English Language Teaching:** London: Longman. 1983.
- Holliday, Adrian. **Appropriate Methodology and Social Context.** Cambridge: Cambridge University Press. 1994.

- Howe, Alan. 'Getting the climate right for talk.' **Teaching English** Ed. Susan Brindley. London: Routledge. 1994. P.51.
- Legutke, Michael, and Howard Thomas. **Process and Experience in the Language Classroom**. London: Longman. 1991.
- Lewis, Michael, and Jimmie Hill. **Practical Techniques for Language Teaching**. England: Language Teaching Publications. 1985.
- Lier, Leo. **The Classroom and the Language Learner**. London: Longman. 1988.
- Littlewood, William. **Foreign and Second Language Learning**. Cambridge: Cambridge University Press. 1984.
- Malamah-Thomas, Ann. **Classroom Interaction**. Oxford: Oxford University Press. 1987.
- Mekonnen Disasa. 'The Determination of the English Language Proficiency of Freshmen.' (M.A. Thesis) A.A. University. 1984.
- Mesfin Tesfaye. 'The Major Problems that Restrain students from using English in speech: (B.A. Senior Essay) A.A. University. 1988.
- Moser, Sir Claus and Graham Kalton. **Survey Methods in Social Investigation**. London: Heineman Educational Books. 1971.
- Nunan, David. **Research Methods in Language Learning**. U.S.A.: Cambridge University Press. 1992.
- Nunan, David., and Clarice Lamb. **The Self-Directed Teacher**. Cambridge: Cambridge University Press. 1996.
- Richards, Jack C., John Platt and Heidi Platt. **Dictionary of Language Teaching and Applied Linguistics**. UK: Longman. 1992.
- Rivers, Wilga M. And Mery, S.Temperley. **A Practical Guide to the Teaching of English**. New York: Oxford University Press. 1978.
- Rivers, Wilga M. **Teaching Foreign Language Skills**. Chicago: The University of Chicago Press. 1981.
- Rivers, Wilga M. (Ed.) **Interactive Language Teaching**. Cambridge: Cambridge University Press. 1987.
- Rivers, Wilga M. **Communicating Naturally in a Second Language**. Cambridge: Cambridge University Press. 1989.

- Spolsky, Bernard. **Conditions for Second Language Teaching**. Oxford: Oxford University Press. 1989.
- Stern, H.M. **Fundamental Concepts of Language Learning**. Oxford: Oxford University Press. 1983.
- Taddele Adamu. 'Individual Differences in Second Language Learning in Formal Contexts.' (Ph.D.Thesis) A.A.University. 1990.
- Tsigeweini Tsadik. 'Why Secondary Students Lack confidence to Speak in English Both Inside and Outside the Classroom. (B.A. Senior Essay) A.A.University. 1987.
- Tudor, Ian. **Learner-Centredness as Language Education**. Cambridge: Cambridge University Press. 1996.
- Widdowson, H.G. **Teaching Language as Communication**. Hong Kong: Oxford University Press. 1978.
- Widdowson, H.G. "The Teaching of English as communication in Brumfit and Johnson." **The communicative Approach to Language Teaching**.(Eds). Oxford: Oxford University Press. 1981. pp. 118-122
- Widowson, H.G. **Aspects of Language Teaching**. Oxford: Oxford University Pres. 1990.
- Wilkins, D.A. **Linguistics in Language Teaching**. Edward Arnold. 1972.

## **Appendix A Questionnaires**

### **Appendix A-1**

#### **Teachers' Questionnaire**

#### **Questionnaire**

Dear Teacher

This Questionnaire is designed to conduct research on classroom Interaction and Its influence on the Development. Of students' Speaking Skill in English at Grade 11 level. Your genuine responses to the questions will help the researcher to obtain the necessary information. This will contribute to the improvement of the teaching-learning process. Please give it your full attention.

There is no need for you to write your name on the questionnaire.

Thank you very much.

For each of the following statements, please decide whether you STRONGLY AGREE, AGREE, HAVE NO IDEA, DISAGREE, or STRONGLY DISAGREE. Indicate your answers by putting “ _ ” under the appropriate column on the right side	Strongly Agree	Agree	Have No Idea	Disagree	Strongly Disagree
1. A friendly relation with students facilitates communicative activities in the classroom.					
2. A humorous teacher can help Students' participation in the Classroom.					
3. One of the major problems affecting teacher student relation in the classroom is the teacher's lack of preparation.					
4. Even if they make errors, it is not good to interrupt students while they are speaking in English.					
5. It is always good to give a chance to those students who raise their hands to answer questions in order to encourage them.					
6. Teaching the whole class together is a better approach for classroom interaction because it helps to teach grammar, vocabulary and pronunciation and also to correct students' errors.					
7. Organising a class in pairs or in groups for speaking activities is impossible because it is not convenient.					
8. Forming groups for speaking activities by mixing clever and weak students is a better way than forming randomly or weak students in one group and clever students in another group.					
9. Focusing on fluency activities is expected from colleges and universities not from schools.					

**Appendix A-2**  
**Students' Questionnaire Translation of the Amharic**  
**Version**  
**Questionnaire**

Dear Students

This questionnaire is designed to conduct research on classroom Interaction and Its influence on the Development of students speaking skill in English at Grade 11 level. Your genuine responses to the questions will help the researcher to obtain the necessary information. This will contribute to the improvement of the teaching-learning process. Please give it your full attention.

There is no need for you to write your name on the questionnaire.

Thank you very much.

<p>For each of the following statements, please decide whether you STRONGLY AGREE, AGREE, HAVE NO IDEA, DISAGREE, or STRONGLY DISAGREE. Indicate your answers by putting “_” under the appropriate column on the right side</p>	Strongly Agree	Agree	Have No Idea	Disagree	Strongly Disagree
1. Whenever the teacher encourages me, I would like to participate actively.					
2. A friendly relation with my teacher helps me to speak in English without fear.					
3. A humorous teacher can help students to participate in the classroom.					
4. The way I grew up has a major effect on my relation with my teacher because I was not allowed to talk in front of elderly people.					
5. If a teacher always asks few students only, then I feel as if I am not competent and cannot be motivated to participate.					
6. I like an English teacher who encourages me to speak in English in the classroom, better than the teacher who most of the time gives me grammar exercises.					
7. Even if I make errors, interrupting me while I am speaking in English discourages me.					
8. I participate more in group discussions with my classmates than in answering the teacher's questions.					
9. If the teacher is not prepared well, students may feel bored and pay no attention to the lesson and this may create discipline problem in the classroom.					



<p>ከዚህ በታች ላሉት ሃሳቦች ለአያንዳንዳቸው በጣም አስማማለሁ፣ ለሃሳብ የለኝም፣ አልሰማማም ወይም በፍጹም አልሰማማም የሚለውን ከወሰንህ በኋላ መልስህን በመረጥከው ሰንጠረዥ ስር / በስተቀኝ በኩል የተሰመረው / <input checked="" type="checkbox"/> ምልክት በማድረግ አመልክት ::</p>	<p>በጣም አስማማለሁ</p>	<p>አስማማለሁ</p>	<p>ሃሳብ የለኝም</p>	<p>አልሰማማም</p>	<p>በፍጹም አልሰማማም</p>
<p>1 መምህሩ በአበይ ታታኝ ቀጥሮ በንቃት ለመሳተፍ አፈልጋለሁ ::</p>					
<p>2 ከመምህሩ ጋር የገደኛ ፃይነት ገንጥነት ያለ ፍርሃት በእንግሊዘኛ እንድናገር ይረዳኛል ::</p>					
<p>3 ቀለይ ዓዋቂ መምህር ተማሪዎች በክፍል ውስጥ እንዳሳተፉ ይረዳል ::</p>					
<p>4 አስተዳደግ ከመምህሩ ጋር ባለኝ ገንጥነት ላይ ከፍተኛ ተፅዕኖ አለው ምክንያቱም ከተለቀ ሰዎች ፊት መናገር አይፈቀድልኝም ነበር ::</p>					
<p>5 መምህሩ ሁልጊዜ ጥቂት ተማሪዎችን ብቻ የሚጠይቅ ከሆነ እኔ ብቻ እንዳልሆንኩ ስለሚሰማኝ ለመሳተፍ ፍላጎት ማሳየት አልቻልኩም ::</p>					
<p>6 በዘውን ጊዜ የሰዋሰው / Grammar ምልዕዳዎችን አዘውተር ከሚሰጠኝ የእንግሊዘኛ መምህር ይልቅ በክፍል ውስጥ በእንግሊዘኛ እንድናገር የሚያበረታታኝን መምህር የተሻለ እውቃለሁ ::</p>					
<p>7 ስህተት ብሰራ እንኳን በእንግሊዘኛ በምናገርበት ወቅት ባደናቀሩን ተስፋ እንድቀርጥ ያደርገኛል ::</p>					
<p>8 የመምህሩን ጥያቄ በመመለስ ከምሳተፈው ይልቅ ከክፍል ጋደኞች ጋር በቡድን ውይይት ወቅት በበለጠ ሁኔታ እሳተፋለሁ ::</p>					
<p>9 መምህሩ ለማስተማር በደንብ ባልተዘጋጀ፣ ተማሪዎች ሊሰለጩ ለትምህርቱ ትኩረት ሊሰጡ ስለማይችሉ በክፍል ውስጥ የሰነ ስርዓት ችግር ሊፈጠር ይችላል ::</p>					

## **Appendix B- Interview**

### **Appendix B-1. Teachers' Interview Questions Interview**

1. From your experience, what are the factors that inhibit students from participating in discussions during English lesson?
2. What activities do you use to help students use English orally in the classroom?
3. Though not all teachers, some may be seen as authoritarians in the eyes of students; does this have any influence on students' participation in the classes taught by such teachers?
4. How do you motivate your students in order to get them participate in the classroom?
5. What do you suggest in order to make students participate actively in English classes?

Appendix B-2 .

**Students' Interview Questions Translation of the Amharic Version Interview**

1. How do you practise speaking activities in English in the classroom.
2. Why do you fear to speak in English in the classroom?
3. In your opinion, what are students' problems to speak in English in the classroom?

Appendix B-2-1  
Students' interview  
Questions in Amharic

ቃል መጠይቅ

1. በአንገሊዝኛ የመናገርን በክፍል ውስጥ እንዳት ተለጭዎ ዳሳችሁ?
2. በክፍል ውስጥ በአንገሊዝኛ ለመናገር ለዎን ተፈራላህ? / ተፈሪ ያለሽ?
3. በአንተ ለስተያየት/በአንቺ ለስተያየት መሠረተ ተጻሪዎች በክፍል ውስጥ በአንገሊዝኛ እንዳይናገሩ ፕገርቻቸው ምንድን ናቸው?

Appendix B-3  
Teachers' Interview Responses

Appendix B- 3.1

**Tikur Anbessa Teacher's Interview Responses.**

**Tikur Anbessa Teacher's Interview**

Ato Mamo, first of all I would like to thank you for your cooperation for this interview.

1. My first question will be, from your experience what are the factors that inhibit students from participating in discussions during English lesson?

-Well, most of the time students spend their English lesson by listening and again they use translation method, and again they simply involve themselves by reading and again writing. In addition to that they use what-their vernacular. In addition to that they are not using their textbook and all these are the hindrance for the students. Well, the textbook itself is not up to date, and again it is not according to the standard of the students.

2. The second question is-What activities do you use to help students use English orally in the classroom?

-In the class - Well, this will be in the form of a dialogue by giving them. Which is related to their own situation, then they can make-they prepare a dialogue and again they can speak in the classroom may be by-group-by group work and so on. This will be like short drama form. This is what I suggest that can help students to improve their oral work.

\*They are using this in the classroom...

-Well, not all of them but those who are interested again they may try to apply this in extra-curricular activities like English drama club and so on. Although there is no debating in our school that may help students at least to improve their English language. This is the idea.

3. Though not all teachers, some may be seen as authoritarians in the eyes of students. Does this have any influence on students participation in the classes taught by such teachers in your opinion?

-Well, according to my opinion the relation is-no-the approach itself is still we are using teacher centred-so, again as seen we teachers are divided in to three. One-democrats, lezefaires and again authoritarian. Well, if we give students an opportunity let's say, to do everything by the guide of their teacher I think that will be a better way for the students at least to improve their second language.

4. How do you motivate you students in order to get them participate in the classroom?  
-In the classroom? Well, this may vary from topic to topic. Well, if I take let's if I am teaching reading passage, at least you know, I may ask my own students what they know about the background of that topic. This will be in the form of question and again answer. And again I may try-to use students especially as example to introduce some topic like may be grammar, may be... well, you know.... at least you know if I want to motivate my students the topic should be let's say related to their own situation. This will be one way.

\*Familiar to their culture.

-Yes, familiar to their culture, this is one of motivating students.

5. My last question will be what do you suggest in order to make students participate actively in English classes?

- In English classes-Good.

One - as I said the presentation of each lesson must be student centred. This will be one. And again most of the period must be used by students and again different kinds of activities they should be engaged this is to the student. Suppose let's say if it is reading-well, after reading you may ask students to brief let's say the main idea of that topic. This will be one. And again secondly in oral form well, they should involve themselves in all the period. That will be my own idea. And again the teacher should spend only ten minutes; the rest should be left to the students. And again well, in this case a lot of material must be prepared. And this should be provided from... I don't know from... the concerned person. That is the idea and again well these days the textbooks that we are using... they are not up to date and again it is not prepared with the relations of the teacher and again the student and again... well, you know again they prepare this text as they wish that is the question. And again they don't need, they don't ask any feedback from us... That is the idea. And again I think those who are preparing these textbooks they are living in their own island. That is the question and again may be in the long run- if they prepare... if they ask... let's say if they make a good relationship with the concerned one the learner again the teacher-well, this may help specially the learners to use their textbooks properly.

- Ya-because they can get the chance to deal with that kind of material which can fulfill their need.

-Exactly! Exactly! That is my own suggestion.

- Ato Mamo thank you very much.

## Appendix B-3-2

### Higher -12 Teacher's interview responses Teacher's Interview

Teacher Tesfaye first of all I would like to thank you for your cooperation for this interview.

1. My first question is from your experience. What are the factors that inhibit students from participating in discussions during English lesson?  
Um the factors that inhibit students from speaking in English in class , the most important point is inefficiency they are inefficient in their English. So, the shortage of vocabularies as well, and you see, they have no base at all. When they just reach this section, I mean grade 11 they don't have any foundation in English language so, because of that they are humiliated and they are inefficient. That is the only reason so far I have discovered.
2. What activities do you use to help students use English orally in the classroom?  
-Well, there are so many activities of course. Among those activities for example I use debating, debating and just telling stories, I will give them titles, and they just prepare themselves on that title and try to speak. The other is they choose their own title and then speak-what they know that means-any story. Sometimes, I just divide them in groups and then let them talk in English, that means I just divide the class into groups and I let them free to discuss. So, these are the methods so far I am using.
3. Alright-Though not all teachers, some may be seen as authoritarians in the eyes of students. Does this have any influence on students' participation in the classes taught by such teachers?  
-yes! A teacher should not be an authoritative. Even a teacher simply should be a guide-he has to be a guide. Everything should be done by students. If a teacher is showy or authoritative and students will be humiliated that even if they know some English at least to express their ideas, they will not do. They expect that "O", He is better than me!" I don't want to speak or I don't want to express my idea. They will be blocked or they will be prevented from speaking because of the teacher's authoritative. So, the teacher's authoritative should be cancelled a teacher should be friendly there, he has to encourage his students at least to say something to express their ideas than being an authoritative. This is my idea.
4. How do you motivate your student in order to get them participate in the class?  
-Well, I just-first of all I just brainwash that means I just try to prepare them to be free first of all-to be free whether they have made errors or not I just tell them not to be afraid of speaking. Basically a language student should feel free at least to improve his English. So I just tell them that and let them be free, when they speak and then.

I motivate them, sometimes I just tell them stories that are motivating, specially I just tell them orators who are speaking in English, and sometimes I tell them to watch T.C. when people are speaking in English to listen to radio and also programs in T.V. such like that. So, I motivate them in such a way.

5. What do you suggest in order to make students participate activity in English classes? -my suggestion? Well, first of all a teacher should be friendly with his students and then at least I encourage... a teacher should encourage his students to read, speak-to listen to radios, televisions, and follow some programs that are held in English, and so wherever they go, not only in the class, while they are walking along the road with their friends, they have to speak in English and when they are at home even they have to speak in English, at least they have to give time to speak in English with their colleagues and with their brothers, sisters at home and also while they are travelling by taxi, by bus, they have to at least practise to speak in English. Even I am just telling them in comparison with government school and private schools. That students speak in English even when they are travelling by taxi, still they speak in English. So they try to improve their English.

**Appendix B-3.3**  
**Ethiopia Tikdem Teacher's Interview Responses**

**Ethiopia Tikdem Teacher's Interview**

Teacher Tesfaye first of all I would like to thank you for being cooperative for this interview.

1. My first question will be from your experience, what are the factors that inhibit students from participating in discussions during English lessons?  
-Well, thank you-a-there are various factors of course and some of them are some students are very shy to speak in front of their friends, their colleagues, and if student is shy, he cannot express his idea in English. I think that is one problem.  
And the other problem is the knowledge a student has. If for instance a student has less knowledge of English well, he cannot express himself you know. So, and the third one may be, I am not quite sure about this maybe the approach of the teacher himself some teachers do not know how to manage their students in the classroom.
  
2. What activities do you use to help students use English orally in the classroom?  
-Well, it is divided in to two parts.  
During the first semester, we had a weekend report. And every student tells what he had during the weekend time during Saturday and Sunday. And the other was telling his life story. Now, at this time we have got different activities like for instance drama, shopping, a... I try to divide students in different groups, then the groups will prepare what they want to prepare and they participate, in the classroom they present it and other students in the classroom participate, for instance they can ask questions, different questions and every children in the classroom participate.  
You mean-when you say drama and shopping that means students are doing the activities of a role play.  
-Yes role play
  
3. Though not all teachers, some may be seen as authoritarians in the eyes of students. Does this have any influence on students participation in the classes taught by such teachers?  
-Well, I think so. Ya. This is not good in general, A...student must be free to express himself and to express his environment whatever it is, in English. Then the teacher has to know how to approach. He must not be you know-he must not consider himself as a man who knows everything. And he has to leave most of the activities to his

students. So I think students must be treated properly in the classroom in order to master the language.

4. How do you motivate your students in order to get them participate in the classroom?

-Well, most of the time, I always study my students before I start teaching them. And if they are dizzy I have to change my way of teaching. Sometimes I tell jokes sometimes I tell them stories. Very short stories. Which may take ten or five minutes. And some times I make them laugh by asking them to stand and sit and whatever it is. So when I see when I observe that my students are free-are not dizzy, then I start teaching. So that is the way I use.

\* You are flexible according to the situation.

\* Yes! According to the -Yes-to condition. You know if you study the life history of our students, they are from different areas, from different families so you have to study that and you have to approach them properly, you know-other wise they cannot learn properly.

5. What do you suggest in order to make students participate actively in English classes in general... from your experience

-Well, the best way is to encourage or assess students according to their need-alright, so, if students are encouraged then they can use it. They can learn it and the teacher must be very active. And he has to present it according to the standard of the students. As I told you before, English is not our mother's tounge. So, we have to take care and lesson plan is very important, different form and methodology is also very important.

A teacher must know how to present his subject matter, and this may help students to learn the language better. The teacher must be ready always. He has to study first the lesson and he has to initiate or assess his students so that they can learn easily without any problem.

\*Sorry for interrupting you here... you said that a teacher has to prepare a good lesson plan-you said like that, so-do you mean that he has also to include what-he has to teach in the classroom that means like speaking skill for example what we are concerned about...

-Yes! The new textbook consists of the four skills...and speech is one. Unless and otherwise a student does not practice or is not encouraged to practice this speech program, then he cannot use it you know-outside the school compound. So, I include of course in my lesson plan, the speech program. We have got oral speech once a week. This is included in my lesson plan. The teacher must be prepared. You know and not only for one period, even he has to divide the forty minutes in to ten, five, or fifteen minutes according to the subject matter he presents to his students. And speech is of course very important. Whenever students are encouraged to speak or to use the language in public, they can improve it. They can use in their future life so-yes I encourage my students and I include it in my lesson plan. I use it.

\*Alright. Do you have any suggestion?

-Well, I don't have. I think it is all we have discussed I think A... what I want to say is briefly- the way every teacher presents his subject matter. I mean the lesson plan... seems different from one teacher to another. Even here in our school. Well, there are various reasons why we do that, some are well trained, some are not and the way we present the subject matter in the classroom may bring some problem.

\*When you say some are trained or you mean... there are some teachers who are not trained or you mean in the trend of the modern approach of language teaching. What do you mean?

\* Yes. That is what I want to say you now. There are teachers for instance who were trained before twenty or twenty five years back. There are other teachers who are trained in recent time. So the way these two groups, three or four groups present the subject matter in the classroom differs from one to another.

\* I understand. Thank you very much.

- You are well come sir.

Appendix B-4-1  
Tijur Anbessa Students'  
Interview Responses in Amharic  
ጥቁር አንበሳ የተማሪዎች ቃለመጠይቅ

እሽ ተማሪዎች በቅድሚያ ለዚህ ቃለመጠይቅ ስለተባበሩትሁ ከልብ አመሠግናለሁ።

1. የመጀመሪያ ጥያቄዬ በእንግሊዘኛ መናገርን በክፍል ውስጥ እንዴት ትለማመዳላችሁ ከእንተ ብጅምር?  
- እሽ አመሠግናለሁ መጀመሪያ ስለጋበዙኝ ክፍል ውስጥ እንግሊዘኛ መናገር የምንለው ወይም የምንለማመደው አስተማሪዎችን በሚያደርጉልን ድጋፍ ነው። ለምሳሌ የቤት ሥራ ሲሰጡን ያንን መልሱን እንድንናገር ሲጋብዙን ሲረዱንና ተማሪዎች ራሳቸው ተሳትፎ እንዲያደርጉ ከጋበዙ ተማሪው ይሳተፋል ማለት ነው።  
• እስካሁን እንቺ ለምሳሌ በተጨማሪም ሁኔታ እንዴት ነው ንግግር የምታደርገው በእንግሊዘኛ የምትናገረው በምን በምን ሁኔታ ነው። ወንድሜ አሁን በጥያቄና መልስ ብሏል ሌላ የምትጨምረው ያው ጥያቄና መልስ በሚጠይቁበት ጊዜ ተማሪው ይመልሳል ማለት ነው።  
• እሽ አንቺስ ?  
- ማለት ሲጠይቁን እሳቸው ራሳቸው በእንግሊዘኛ ሁል ጊዜ በእንግሊዘኛ እንድናወራ ሲገፋፋን የሚጠይቁበት ራሱ በእንግሊዘኛ ሲሆን እኛም በእንግሊዘኛ እንድንመልስላቸው ይጠይቁናል ማለት ነው።  
• እሽ አንተስ ?  
- ያው የእኔ እንኳን ከእነሱ የተለየ አይደለም። አስተማሪው በሚጠይቅበት ጊዜ በእንግሊዘኛ ሲጠይቅ ተማሪው በእንግሊዘኛ እንዲመልስ መገፋፈትና ያ ተማሪ በእንግሊዘኛ የመልሰው መልስ ከተሳሳተ እየሚናገረውን ነገር ከጨረሰ በኋላ ስህተቱን ቢነግሩት ጥሩ ይመስለኛል።

እክፍል ውስጥ እንግሊዘኛ መምህር ሲጠይቁን በእንግሊዘኛ እንመልሳለን። ጥያቄዎች በእንግሊዘኛ እንመልሳለን።

- አንተስ?  
- እሽ በመጀመሪያ አመሠግናለሁ ያው ሁሉንም እነሱ ገልጸውታል ግን የተለየ ነገር ቢኖር ምንድን ነው በክላስ ውስጥ የተለያዩ ኮምፕዩተሮችን አስተማሪ አዛ በምንሠራበት ጊዜ በዚያ ኮምፕዩተሮች ላይ ተማሪዎች ቢሳተፉ ያው ለመናገር ብቁ ይሆናሉ ማለት ነው።  
• እንዲያነበው በማድረግ በጽሁፍ ውጥተው በተማሪ ፊት እንዲያነበው ደረግ ያው ለመናገር ይችላሉ በደንብ አንደገና ድራማ እርስ በርስ ቢሠራ  
• ይሠራል አሁን ድራማ ወይም አንዳንድ ነገሮች ትሞክራላችሁ ?  
• በቡድን ውይይት እንደዚህ እንደዚህ ወይስ ቀድሞ ከጓደኞችህ እንዳሉት በጥያቄና መልስ ነው አብዛኛው የመሳተፍ ዕድል ያለው?  
አይ እስካሁን ለነገሩ በጥያቄና መልስ ነው። እስካሁን በድራማ የሆነ ነገር የለም ግን ቢሆን በድራማ መልክ ተማሪው ፍራጅውን ትተ ወዲያው መናገር ይታላል በእንግሊዘኛ ማለት ነው።

- 2 በክፍል ውስጥ በእንግሊዘኛ መናገር ትፈራለህ?  
- እኔ አሁን በእኔ በኩል አልፈራም። ግን አንዳንድ ተማሪዎች የሚፈሩ አሉ። እፈራበት ምክንያት ደግ የየራሳቸው ምክንያት አላቸው። ለምሳሌ በእንግሊዘኛ ደህና እውቀት የሌላቸው ወይም ደህና ቃላት የሌላቸው በቃላት ቢካቡ ስራ ላይ ማለት ነው እንዲህ ዓይነት ልጆች ቃላቱን ስለሚያጥረን ብለው መናገር ይፈራሉ።  
- እሽ እሷ ደግሞ እንግዲህ የተለየ ምክንያት ካላት እንሰማለን። ትፈራለሽ በእንግሊዘኛ እክፍል ውስጥ ስትናገሩ ?  
- አዎ እፈራለሁ።  
- ምክንያቱም ምንድን ነው ?  
- ማለት ብዙ ተማሪ ሲኖር አንድ ተማሪ ያ ተማሪ ይሰማኛል እሳሳታለሁ የል አንትን ስላለው እፈራለሁ። እኔ እንኳን ያው እነሱ እንዳሉት ነው ግን አንዱ ደግሞ ያለው አሁን ለምሳሌ እኔ በእንግሊዘኛ ባወራ ለጉራ ምናምን ሊመስላቸው ይችላል። ተማሪዎች እና መተረብ ምናምን አለ አይደል ? ይደብረኛል ። ማለት ... አለ አይደል? ሌላ ልዩ ነገር...

- እሽ አንተስ በእንግሊዘኛ እክፍል ውስጥ መናገር ትፈራለህ?  
- አይ እኔ አልፈራም ግን የሚፈሩ ተማሪዎች አሁን እሱ እንዳለው አለ እኔ እንደሚመስለኝ እንደዛ እንግሊዘኛ ሲናገሩ ቢሳሳቱ የሳቅባቸዋል፤ ወይም ደግ አስተማሪው መጥፎ ስድብ እክፍል ውስጥ ይሳደባል። በዚህ ምናምን ይመስለኛል።

አንተስ ትፈራለህ?  
- እኔ እንኳን ለመናገር አልፈራም ግን ተማሪዎቼን በምናይበት ጊዜ በሁለት ብንከፍላቸው አንዳንዶቹ ተማሪዎች እንግሊዘኛ መናገር በደንበ አይችሉም። ግን ለመናገር ይጥራሉ እንደዚያ በሚጥሩበት ሰዓት ከብላስ ውስጥ እሱ እንደጠቀሰው መሳሳት ይኖራል አንዳንዶ አስተማሪዎቹም ከመሳልቸትም አንጻር በቃ ወይ እንዲቀመጥ ስለሚያዙት ይሄ ይሄ ተፅዕኖ ሲሰጣቸው አንዳን ከመናገር ይቆጠባሉ። እንደገና

ደግሞ አንዳንዶቹ ሳይችሉ ለመናገር እየፈለጉ ግን ክላስ ውስጥ ስለሚሳቅባቸውም የአስተማሪውንም ተፅዕኖ በማየት ለመናገር አይችሉም።

3. በአንተ አስተያየት ተማሪዎች በክፍል ውስጥ በአንግሊዝኛ እንዲያናገሩ ችግሮቻቸው ምንድን ናቸው ትላለህ? ምናልባት ከጠቀሳችኋቸው ሌላ የምታስቧቸው ነገሮች ከላችሁ እስቲ ካንተ ልጅም። በክፍል ውስጥ ያው ተማሪዎች እንዳይናገሩቸው ከሚያደርጓቸው ሦስት ምክንያቶች አለ- 1ኛው አስተማሪው ነው 2ኛው በክፍል ውስጥ ያለው ተማሪ 3ኛው ራሱ ተማሪው ነው።

አስተማሪው ሞራሉን የሚገልጽበት ከሆነ የተማሪውን ተማሪዎቹ ደግሞ ልጁ ላይ የሚሰቁበት ከሆነ ልጁ ሞራሉ ይሞታል። በሦስተኛው ደረጃ ራሱ ተማሪው ከዚያ በኋላ ለመናገር ፍላጎቱም አይኖረውም። ባለው ተገደቦ በቃ።

አንቺስ ችግሮቻቸው ምንድን ናቸው ትያለሽ? ወይስ ችግሮቻችን ምንድን ናቸው ትያለሽ? ችግራቸው እንግዲህ ያው ብዙ ተማሪ እንትን ሲል ያ ተማሪ ለመናገር ሲቆም ማለት ነው። ስለሚሰቁበት ደግሞ አንድ ሰው ሲናገር ሞራሉን የሚሰብሩ ከሆነ እሱ እንዳለው ያ ተማሪ ሞራሉ ይወድቃል ማለት ነው። እና ሌሎችም ችግሮች ሊኖሩ ይችላሉ።

እነዚያ ችግሮች ምንድን ናቸው? ሊኖሩ ይችላሉ ብለሽ በህሊናሽ ውስጥ ያሉ ካሉ እነሱን ብታወጧቸው ጥሩ ነው ምክንያቱም ይህ ነው መድረኩ ማውጫው።

ያው ፍርሀት ማለት ነው። ፍርሃት ካላቸው በዚያ ምክንያት ላይናገሩ ይችላሉ። ምንም-ችግር የለም ነው የምትደው? ወይስ ችግሩን ለመናገር ምንድን ነው... እንዴ... ችግር ይኖራል አይደለም እንዴ? እክፍል ውስጥ ለመናገር ከአንቺ ብንጀምር ለምግሌ እክፍል ውስጥ ለመናገር ሁልጊዜ ትደፍራለሽ? ትችያለሽ?

አልደፍርም  
ምክንያቱ ምንድን ነው?  
እኔ እንጃ  
እሽ አንተስ?

እኔ እንትን ይመስለኛል ባህል ይመስለኛል። በህብረተሰብን ውስጥ ስላልተለመደ በቤተሰብም እቤት ውስጥም እንግሊዝኛ በቤተሰብ የሚናገር ካለ እራሱ ቋንቋውን ሳይናገር የእንግሊዝኛውን ቋንቋ በቃ ይሄ ነው።

ያው እሱ ገልጸታል ያው በሁለት ቢመደቡ አንደኛው ተፈጥሮ ነው። በተፈጥሮአቸው የሚፈሩ ተማሪዎች ካሉ በተጠጥሮአቸው የሚፈሩ ከሆነ እንኳን ተነስቶ ለመናገር በተማሪዎች ፊት እቤታቸው ውስጥም የማይናገሩ ተማሪዎች አሉ።

በተፈጥሮ ስትል በአስተዳደራቸው ማለትህ ነው?  
አስተዳደራቸው ነው። አይ አንዳንዶም ግን አስተዳደራቸውን ካየን የቤተሰብ ተፅዕኖ ሊኖር ይችላል። በተጨማሪም የሚኒስትር ኦፍ ኢድዩኬሽን ካሪኩለም ሙሉ በሙሉ ባይቀርም ግን ከተማሪው ዓይነት ፍላጎት ቢሆን ለተማሪው አድቫንስቲቺየስ ነው የሚሆነው አስተማሪዎችም ይህንን የተማሪዎችን ችግር አይተው በተለያዩ መንገድ ቢያንስ ኮሚዩኒኬት እንዲያደርጉ ከትምህርት ውጭ እንዲጋብዟቸው ነው የእኔ አስተያየት።

በጣም አመሠግናለሁ።

**Appedix B-4-2 Higher -12**  
**Students' Response for Interview**  
**in Amharic**  
**ከፍተኛ 12 የተማሪዎች ቃለመጠይቅ**

እሽ ተማሪዎች በቅድሚያ ለቃለመጠይቅ ለመተባበር ስለመጣችሁ በጣም አመሠግናለሁ።

1. የመጀመሪያው ጥያቄዬ እንግሊዝኛ ጅምርና ገር በክፍል ውስጥ እንግሊዝኛ መናገርን በክፍል ውስጥ እንዴት ትለማመዳላችሁ?

- አስተማሪው፣ ከተማሪው
- በክፍል ውስጥ እንግሊዝኛን ለመናገር የምንለማመደው እርስ በርሳችን በመነጋገርና በተረፈም ደግሞ አስተማሪው የሚሰጠንን የቤት ሥራ በመሥራት።

- በእንግሊዝኛ እየተነጋገራችሁ ነው የምትሠሩት?
- አዎ በእንግሊዝኛ እየተነጋገርን በምሥራት
- እሽ እንግሊዝኛ ለመናገር በመጀመሪያ አስተማሪው በመጀመሪያ አስተማሪው ከፍተኛ የራሱ የሆነ ጥረት ማድረግ አለበት ይህም ተማሪው በሚናገርበት ሰዓት፣ በሚሳሳትበት ሰዓት ምንም ነገር እንዳይሰማው ማስተካከል አለበት እና ከፍል ውስጥ ደግሞ አንዳንድ ነገር ሲሰጠን በግሩኝ በመሆን አንድ ላይ በመሥራት በመነጋገር እንግሊዝኛችንን ልናዳብር እንችላለን።

እሽ እንግሊዝኛ ለመናገር በምንችልበት ጊዜ አስተማሪዎችንም ሆነ ተማሪዎች ክፍል ውስጥ በመረዳዳትና አስተማሪዎችንም እንግሊዝኛ በሚያስተምረን ጊዜ ምንም አትሳቀቁና ቢሳሳትም ይሳሳት እና ያው በልምድ ትለምዳላችሁ እንግሊዝኛ እያለን እንደዛ ነው የምንረዳዳው ከፍል ውስጥ በክፍል ውስጥ እንግሊዝኛ ለመናገር ትፈራይለሽ ?

መፍራት ሳይሆን ተማሪዎች አሁን አንዳንድ ቃላት ስንሳሳት ሲሰቁብን እንደናገጣለን። ስለዚህ አስተማሪ ደግሞ እንዳንፈራ ብንሳሳት እንዳልተሳሳትን ሆኖ ይረዳናል። በዚያ ምክንያት ፍርሃትን አስወግደን ድፍረትን እንወስዳለን ማለት ነው።

እንግሊዝኛ ቋንቋ በምንነጋገርበት ጊዜ ክፍል ውስጥ ብዙውን ጊዜ አንዳንድ ጊዜ የተለምዶ ቋንቋዎችን ስላልሆነ ልንሳሳት አንችላለን።

- ስለዚህ ስትናገሩ አንቺ አትፈራም ማለት ነው።
- አልፈራም ብሳሳትም አልፈራም ብሳሳትም አልፈራም ለማለት ነው።
- አንቺስ ትፈራይለሽ ወይስ አትፈራም ? ከፈራሽ ለምን?
- የምፈራውም አሁን ለምሳሌ አንዳንድ ጊዜ እኛ... የመጀመሪያ ቋንቋችን አማርኛ ነው እንግሊዝኛን አንችልም ። እና በዚያ ሰዓት በምንመልስበት ሰዓት... ልንሳሳት አንችላለን።

1ኛ ነገር ተማሪዎቹ ይስቃሉ አስተማሪውም ደግሞ አንቺ ደደብ ምናምን እያለ ሊሳደብ ይችላል። ስለዚህ እኔ አሁን እፈራለሁ። አንዳንዴ ግን በቃ እሱ ካበረታታኝ ካልሳቁ አልፈራም።

- አንቺስ ?
- እኔ እንግሊዝኛ በክፍል ውስጥ በምመልስበትና በመናገር እፈራለሁ ምክንያቱም ጁ በምናገርበት መልሱን በምመልስበትም ሆነ ጊዜ በምናገርበት ጊዜ ተማሪዎች ይስቁበቻል የማለትና ከተሳሳትኩም ደግሞ በቃ እርስ በርሳቸው የሚያሸጧቸውን ይመስለኛል። እና አስተማሪም ደግሞ ያው ለማበረታታት ያውአትፍሩ እንግሊዝኛ ቋንቋችሁን ለማዳበር ይረዳችኋል በማለት ይመክሩናል።

እኔ አልፈራም። ዋናው ችሎታው ካለኝ አልፈራም። የማልፈራበት ምክንያት ደግሞ ቢስቁ የሚስቁት የማያውቁት ናቸው። ቢያውቁ ግን አይስቁም። አስተማሪው ደግሞ አንድን ቃላት በምሳሳትበት ሰዓት በቃ እንደዚህ አይዘኝ በርቺ የማለት ችሎታ ስላለው በዚያ የተነሳ ላልፈራ እችላለሁ። ግን ተማሪው ቢስቅ የሚስቀው የማያውቅ ነው አንቺ የሚያውቅ ግን አይስቅም።

3 እኔ በእናንተ አስተያየት እመረጠኩ በእናንተ አስተያየት መሠረት ተማሪዎች በክፍል ውስጥ በእንግሊዝኛ እንዳይናገሩ የሚያደርጋቸው ዋናዎቹ ችግሮች ምንድን ናቸው ብላችሁ ታስባላችሁ? ከአንቺ ብጀመር

እሽ እኔ ዋናዎቹ ችግሮች ናቸው ብዬ የምገምተው የእርስ በርስ መጎሻሻምና የእርስ በርስ መፎታት ነው። ምክንያቱም አንዱ ሲናገር አንዱን በፎተተው እኔም ስናገር ይፎትተኛል በማለት ያ ሰውየ እያወቀው ሊናገር አይችልም። በዚህ ምክንያት ነው።

እና አንቺስ በአንቺ አስተያየት መሠረት ተማሪዎች በክፍል ውስጥ እንዳይናገሩ ዋና ዋና ችግሮቻቸው ምንድን ናቸው ብለሽ ታስቢያለሽ?

ያው እሷ ዓይኖቿ እንደተናገረችው ነው

- አንቺስ? የተለየ ነው ወይስ ተመሳሳይ ሃሳብ አለሽ?
- እኔ -አ- በክፍል ውስጥ እንግሊዝኛ ቋንቋ ሊዳብር የማይችለው ተማሪዎች በብዛት በቃ እንዴት ነው... እራሳቸውን ደካማ አድርገው ይቆጥራሉ። ይህም እኔ አሁን እንግሊዝኛ ብናገር የት ልትደርስ ነው? እና ይህን ነገር በጣም በቃ በተጨማሪው ጭንቅላት ውስጥ ያለው ይሄ ነው። እና ይሄ ነው የእኔ አስተያየት።
- ይሄ የአንዱ ችግር ነው ብለሽ ትገምቻለሽ?
- አዎ
- ይሄ ራሱ ብዙ ችሎታቸውን እንዳያዳብሩ ያግዳል ተሰፋ ይቆርጣሉ ማለት ነው?
- የእኔ አስተያየት ከእነሱ አይለይም ምንድን ነው ተማሪዎችን እንግሊዝኛ ለመናገር የሚስቸግረው የሚሰጠውን የቤት ሥራ በትክክል አይሠሩም አይሠሩም እርማትም በሚሰጥበት ጊዜ አይርሙም እና ... ይህንንም
- በእኔ ግምት እንግዲያ አንድ ሲናገር አንድ የሚሸፍንና ያው እነሱ እንዳሉት ነው። እንደሚመስለኝ።
- አንቺስ?
- ያው በቃ ተማሪው በሚናገርበት ሰዓት ተማሪው በሚናገርበት ሰዓት ይስቃል። አንዱ ሲሳሳት ደግሞ የተሳሳተውን ለማረም እንዳይችል በቃ ሲወጣም ሲገባም በቃ አንደዚህ ብላ ተናገረች የማለት እንትን ስላለ ላንናገር እንችላለን።
- እሽ ሌላ የምትጨምሩ ሃሳብ ካለ?
- እሽ ለቃ ለመጠይቅ ተሳትፎ አችሁ ክልብ አመሠግናለሁ። የትምህርት ዘመናችሁም የተሳካና ውጤታማ እንዲሆን እመኛለሁ።
- እግዚር ይስጥልኝ

Appendix B-4-3  
Ethiopia Tikdem Students'  
Interview Responses in Amharic  
ኢትዮጵያ ትቅደም የተማሪዎች ቃለመጠይቅ

እሽ ተማሪዎች በቅድሚያ ለዚህ ቃለመጠይቅ በመምጣታችሁ ከልብ አመመግናለሁ።

1. የመጀመሪያ ጥያቄዬ የሚሆነው በእንግሊዝኛ መናገር በክፍል ውስጥ እንዴት ነው የምትለማመዱት? ከአንተ ብጀምር

አስተማሪው እንግሊዝኛ ሁለት ዓይነት የማስተማር ዘዴዎች አሉ፤ ማንኛውም አስተማሪ እንደሚቀው። አንዱ ከቴክኒክ ቡኩ ጋር የተያያዘ ሲሆን ሌላው ደግሞ ራሱ ያስተማራል። ሌላ የማስተማሪያ ዘዴ ማለት በክፍል ውስጥ አጫጭር ኮንሽርሲቭኖችን እንድንነጋገር ያደርጋል።

- አጫጭር ኮንሽርሲቭኖችን እና ወጥተን በእንግሊዝኛ አጫጭር ድራማዎች እና ሌሎችም ጽሁፎች ወጥተን በቃል እንድንነጋገር አስተማሪው ካደፋፈሩን እንግሊዝኛ የማንችልበት ምክንያት የለም።
- አሁን በተግባር በክፍል ውስጥ እያደረጋችሁት ያለው ይህንኑ ነው ?
- አዎ።
- አንተስ ?
- -አዎ እኛ እንግሊዝኛ እንግሊዝኛ መናገር ማለት የምንነጋገርበት በክፍል ውስጥ ነው። በክፍል ውስጥ ማለት አስተማሪ አንዳንድ ሌክቸሮችን ይሰጠናል ያንን ሌክቸር ተግባራዊ ለማድረግ በምንሠራበት ጊዜ እንግሊዝኛ እናዳብራለን። እንደገና ይህ ብቻ ሳይሆን አስተማሪን ጥያቄ ለመጠየቅም ሆነ ለመመለስ ስንል ቃላቶችን ኮንስትራት እያደረግን መናገራችንን እናዳብራለን ማለት ነው።
- እክፍል ውስጥ እንዴት ነው... እንግሊዝኛ ትናገራለህ እክፍል ውስጥ ውስጥ እዎ እንግሊዝኛ እሞክራለሁ።
- እንዳት በምን መልኩ ነው የምትሳተፈው ?
- ያው በጥያቄና መልስም ሆነ ወይም ደግሞ ድራማዎችን ወይም ደግሞ አጫጭር ኮንሽርሲቭኖች በምናዘጋጅበት ጊዜ በዚያ ላይ ነገራትን እያደረግን እንግሊዝኛ መናገር እናዳብራለን ማለት ነው።
- እሽ አንተስ ?
- አዎ እንግሊዝኛ በአብዛኛው እንግሊዝኛ እነሱ ብለውታል አንደኛ ነገር ነገራትን ማድረግ የፈለገ ነገር ቢሆን እንግሊዝኛ ቋንቋው ተበላሽ ወይም ተሳስቻለሁ ወይም ደግሞ የፈለገንገር ቢሆን እንዳመጣልን መናገር ብቻ ነው። እና እንዲያውም እንዲህ የሚል አባባል አለ። ነገራትን ማክስ ፔርፊክት ይላል። መቸም አንድ ሰው ጥረት ካላደረገ ምንም ነገር ሊያቅ አይችልም። ጥረት ከተደረገ ደግ ሁሉም ነገር ሊታወቅ ይችላል። እኔ እንዳውም ዘንድር ነው በጣም ታለንት ሆኖ እንግሊዝኛን መናገር መዳፋፈር የጀመርኩት። እሽ አሁን አንተ ራስህ በተግባር በተጨማሪ ሁኔታ በምን በምን መልክ ነው እንግሊዝኛ መናገርን እክፍል ውስጥ እያሳየህ ያለኸው?

እኔ አሁን እንደምርዳው እርስ በራሳችሁ አንዳንድ ነገር ግለጽ የሚባል ነገር አለ አጫጭር ታሪኮችን አቅርቦ የሚል ነገር አለ በእነዚህ እየተሳተፍክ ነው ማለት ነው።

- አዎ
- ክፍል ውስጥ አሁን በተጨማሪ አንተ ራስህ በተጨማሪ እያደረግህ ያለኸው ምንድን ነው ?
- አዎ ትልቁ ነገር 1ኛ ነገር በጥያቄና በመልስ ነው ቋንቋችንን ልናዳብር የምንችለው ሁለተኛ ነገር ደግሞ አጠገቢ ራሱ ከሚቀመጠው ልጅ ጋር በትንሽ ነገር አይደል? እስኪርቡቶ እባክህ ስጠኝ? እንደዚያ አድርገልኝ የማሳሰብት እነዚያን አጫጭር ኮንሽርሲቭኖች በምሥራት ቀስ በቀስ እየተባለ ነው ትልቅ ደረ የሚደረሰውና።
- ሌላውን ደግሞ እንግሊዝኛ እሷ ትሞክር ይመስለኛል ... አንተ ብዙ ስለተናገርክ ...
- እሽ የእንግሊዝኛ ቋንቋን መናገር ችሎታችንን ማዳበር የምንችለው በክፍል ውስጥ በምናደርገው ልምድ ነው ለምሳሌ አስተማሪው በሚጠይቀን ጊዜ እኛ በምንጠይቅበት ጊዜ እንግሊዝኛ በመናገር ልናዳብር እንችላለን። እና እክፍል ውስጥ የተለያዩ ድራማዎች ኮንሽርሲቭኖችን በምሥራት ማዳበር እንችላለን።

አንደኛ?

- እኔም ከእሷ የተለየ ሀሳብ የለኝም።
  - ሌላው አንድ ይህ ዘርፍ ነው። ሌላስ በምን ሁኔታ ድራማው ብቻ ነው ? ወይስ ሌላም የምትናገሩበት አጋጣሚ አለሽ እክፍል ውስጥ
  - እክፍል ውስጥ አዎ ጥያቄና መልስ በሚደረግበት ጊዜ ከአስተማሪው ጋር ጥያቄውን በመመለስና እንደዚሁ መልስ በመስጠት ልምድ እናደርጋለን።
- 2 እሽ ወደ ሚቀጥለው ጥያቄ ደግሞ ስንሄድ - በክፍል ውስጥ እንግሊዝኛ ለመናገር ትፈራላችሁ ? ወይስ አትፈሩም? እስኪ ከአንተ ልጅመር በክፍል ውስጥ እንግሊዝኛ ለመሀገር ትፈራለህ? ይህ እንካን ያው እንደ ተማሪው ባህል ሌላይ ይችላል።

- እንተ ራስህ በራስህ ተጨባጭ ሁኔታ እንዴት ነው?
- እሽ እኔ እራሴ እስከዛሬ ያጋጠሙኝ የእንግሊዝኛ መምህሮች አብዛኛውን የሚያተኩሩት ግራመር ፖርት ላይ ነው እና ይህ ለተማሪው በቂ አይደለም እንግሊዝኛ የእንግሊዝኛን ችሎታ ለማዳበር እና አንድ ሰው ስለኮንቨርሲቶችን ምንም የውቅ ከሆነ ግራመር ላይ ብቻ የሚተኩር ከሆነ ና ውጣና እንግሊዝኛ ተናገር ቢለው አስተማሪው ሊፈራና ሊጨነቅ ይችላል። እና...
- ልምድን ስላላገኘ ማለትህ ነው?
- ልምድን ስላላገኘ ማለት ነው። እና አስተማሪዎች እንግሊዝኛን ማስተማር ያለባቸው ግራመርና ኮንቨርሲቶችን አንድ ላይ በማዋህድ ነው።
- አንተስ?
- አዎ እኔ እንኳን ከዚህ በፊት እንግሊዝኛ ለመናገር በጣም እፈራ ነበር። ምክንያቱም ምንም ዓይነት አይዲያ ስለሌለኝ ያንን ነገር ወይ ይበላሽል ወይ ደግሞ አንድ ነገር ይሆናል፤ ወይ የሚያዳምጠኝ ሰው ምን ይለኛል በሚል እፈራ ነበር
- አንተስ ?
- የእኔ እንግሊዝኛ በአጠቃላይ ከእነሱ ብዙም የተለየ አሳብ የለኝም። ግን እንግሊዝኛን ማለት እንደአጀማመራችን ቢሆን ኖሮ በአሁኑ ሰዓት ፐርፌክት ተናጋሪ መሆን ነበረብን ብዬ አምናለሁ። ያም ምክንያቱም ምንድን ነው ብዙ መምህራን እስካሁን ድረስ ያለንባቸው ከ1ኛ ክፍል ጀምሮ እስከ 11ኛ ክፍል ድረስ ከቅርብ ጊዜ ወዲህ ነው እንጅ እንግሊዝኛ አንድንናገር እየተገፋፋን የመጣነው በፊት አንገፋፋም ነበር ዝም ብሎ ግራመር ብቻ ነበር የሚያስተምሩን ግራመር አገባቦችን መለት ነው እና ይህ የመነጋገሩ ነገር ምህልባት በጣም ውስን ነው ለማለት ነው እንጅ ሙሉ በሙሉ የለም መነጋገሩ ለማለት አይደለም።

የመናገሩ..

አንተ ራስህ አሁን እንግሊዝኛ እክፍል ውስጥ መናገር ትፈራለህ? የምትፈራስ ከሆነ ምክንያቱ ምንድን ነው? ወይስ እንግሊዝኛ በክፍል ውስጥ በምትናገርበት ጊዜ አትፈራም? ካልፈራህ ደግሞ የዚህን ምክንያት ብትገልጽልኝ ጥሩ ነው ።

- እኔ በእግርጥ ከቅርብ ጊዜ ወዲህ ነው አለመፍራትና መደፋፈር የመጣው -እንጂ እፈራ ነበር እፈራ ነበር። ምክንያቱም አንድ ተማሪ አንድ ጊዜ በተናገረ ቁጥር እንዴት ነው ብዙ የሚሰማው ነገሮች አሉ። ነገሮቹን ወደኃላው ላይ እንመለስባቸዋለን። እና—
- ለምንድን ነው ስትፈራ የነበረው ለምንድን ነው? ፊት ስትፈራ የነበረው ለምንድን ነው? አሁን የማትፈራው ለምንድን ነው? ይህን ለምን ግልጽና አጭር በሆነ መልክ አትገልጽልኝም?
- 1ኛ ነገር የልምድ ማነስ ነው። በአሁኑ ሰዓት ግን ትንሽም የሚያደፍረን ሰው -ካለ ትህግራለህ አይዞህ ዝምብለህ ተናገር የመሰለህን ይሰባበር- እናስተካክለዋለን እያለ ራህ ሲሰጡህ አንተ እራስህ ሞራል ይሰማህና ለምን አልናገርም የፈለገው ነገር ይምጣ ብለህ ትናገረዋለህ።
- ስለዚህ አሁን ቀደም የነበረህ ፍርሀት የዚህ ዓይነት እድል ስለነበረህ ነው። አሁን ፍርሃቱን ያስወገዳለህ መምህሩ ስለበረታታህ ነው ማለት ነው።
- ትልቁ ነጥብ እዙያ ላይ ነው።
- አንቺስ?
- እኔ እንኳን ከዚህ በፊት በሰው ፊት በተማሪዎች ፊት ወይም በአንዳንድ ሰዎች ፊት ወጥቶ በእንግሊዝኛ መናገር ልምድ የለኝምና ለራሴ እክፍል ውስጥ በምናገርበት ጊዜ ትንሽ ፍርሀት ይሰማኛል። ግን ከዚያ ቀደም ብሎ አስተማሪዎችን ቢያደፍሩና ተህገሩ ብለው ቢያደፍሩ ኖሮ በደንብ መናገር እንፈራም ነበር ማለት ነው።
- አንቺስ?
- እኔ ከዚህ በፊት እንግሊዝኛን ለመናገር በጣም ነበር የምፈራው -ማለት አስተማሪዎቻችን አይገፋፋንምና ዝም ነው የምንለው ብዙም አልናገርም። አሁን ግን አስተማሪው አሳይመንት ይሰጠናል ያን ለመሥራት ስንል የግዴታ እንናገራለን እና በዚህ በዚህ አሁን በጣም ለመጸለሁ አሁን ምንም አልፈራም።
- 3 እሽ ምናልባት በተማሪነት ቀይታችሁ እስካሁን ድረስ እንግሊዝኛን መናገር የፈራችሁበት ወይም አንዳንድ ሁኔታዎችን ታውቁታላችሁ። ስለዚህ በእናንተ አስተያየት ተማሪዎች በክፍል ውስጥ እንግሊዝኛ እንዳይናገሩ ዋናው ችግራቸው ምንድን ነው ብላችሁ ታስባላችሁ ? እስቲ አሁን ደግሞ ከሰበቱቹ ልጅምር —
- አዎ እንግሊዝኛ አሁን ብዙውንዜ እንደምመለከተው ብዙውን ጊዜ ክፍል ውስጥ ተማሪዎች በድፍረት የማይናገሩት እንግሊዝኛ ስለፈሩ ነው። በጣም ይፈራሉ እንግሊዝኛ አሁን እሳታለሁ ብለው ስለሚሰቡ ዝም ነው የሚሉት መልስም አይመልሱም ፀጥ ይላሉ። አስተማሪው ጫና አያደርግባቸውም እራሱ ዝም ይላልና ሌሎች ጉበዝ ልጆች ብቻ ይናገራሉ። በዚህ ወደ ኃላ ይቀራል።
- አዎ ተማሪዎች በእንግሊዝኛ በክፍል ውስጥ ለመናገር የፈሩበት ምክንያት የማይነጋገሩበት ማለት ዋናው ችግራቸው ፍርሀት ነው።
- እና ሁሉም ሳይሆን አንዳንዶቹ የሚፈሩት ምክንያቱም የእነሱ ከዚህ በፊት ልምድ ስለሌላቸው ነው። ከዚህ በፊት አንዳንድ አስተማሪዎች እንዲናገሩ ቢገፋፋቸው ኖሮ ፍርሀት አይኖርም ነበር ማለት ነው።
- እሽ ችግራቸው ምንድን ነው ትላለህ? ወይም ችግራቸው ምንድን ነው ትላለህ? የጓደኛ ችህንም ሆነ የአንተን አጠር አድርገህ።

የእኔም ሆነ የሁላችንም ችግር 1ኛ ነገር ፍርሀት ነው። እንዳልኩት 2ኛ ነገር ደግ በምንናገርበት ሰዓት ሰንናገር ያ ሀረተሰብ ወይም በክፍል ውስጥ ያለው ወይም ከክፍል ውጭም ቢሆን ሀረተሰቡ ልዩ ነገር ነው። የሚመስለው ምክንያቱም የውጭ ቋንቋ ስለተናገርን እና በቃ የሆነ አለ አይደል? የሌለ ተጽእኖ ለማድረግ እንትን ይላል በቋንቋው ላይ ማለት ነው።

- የፍርሃቱ ምንጭ ምንድን ነው ?
- የፍርሃቱ ምንጭ ምንድን ነው። ለለውያ ሰውየ መጀመሪ ፍላጎት ላይኖረው ይቻላል ወይም ደግ ፍላጎት ቢረውም ወይም ዕውቀቱንም ቢይዝ እንዴት ነው። በሀብረተሰቡ ዝንድ ያንን ያለውን ዕውቀት ወይም ኖውሊጅ በሀብረተሰቡ ዘንድ ቢገልፀው ተቀባይነት የለውም የሚቀበለው ሰው የለውም ስለዚህ ያንን ዕውቀት በግ ገልጽ ለሚሉት ሰዎች አብራርቱ ዕውቀቱን ካላካለና ተቀባይነት ካላገኝ የዚያ ሰውየ ሞራል ወይም የዚያ ተማሪ ሞራል ይወድቃል ይደክማል።  
እና ደግሞ ለተማሪዎችም ሆነ ለሌሎች ሰዎች የምመክረው እስከዛሬ እኛ ተማሪዎች እንደመሆናችን መጠን እስከዛሬ ድረስ አዳማጭ ነው። እንጅ ተናጋሪ ሆነን አናውቅም ። አሁን ግን እንግሊዝኛን ቋንቋ ለማሳደግም ሆነ በእንግሊዝኛ ቋንቋ ለመመራት የግዴታ መናገርና ነገራት ማድረግ መቻል አለብን። ይህ ነው ሀሳቤ እሽ የመጨረሻው ተናገሪስ ምን ትላለህ?
- እሽ እንድ ተማሪ እንግሊዝኛ ቻለ ስንል የምንትለው መናገር ቻለ የምንችለው ግራመሩንም ኮንቨርሲቭንም በመጀመሪያ ደረጃ በደንብ አድርጎ ሲያውቅ ነው።
- እሽ እንዳየናገር አሁኖ እክፍል ውስጥ ርሩ ምንድን ነው ብለህ ትገምታለህ?
- አዎ የዚያ የተማሪ በኮንቨርሲቭን ላይ ስለኮንቨርሲቭን ምንም የማያውቅ ከሆነ መምህሩ ወይተህ ተናገር በሚለው ሰዓት ወይ ተማሪዎች ይሰቁበኛል ወይ ይቀልዳብኛል በሚል ምክንያት ሊፈራ ይችላል።
- ከበሬቱ ልምድ ይዞ አለመምጣቱ ትልቁ ችግሩ ነው የሚል ይመስለኛል ያንተስ አገላለጽ?
- አዎ እ ና እንድ ተማሪ ከሁለቱም ጋር አብሮ መሄድ እንዳለበት ነው። በእኔ አስተያየት
- እሽ እግንዲህ ለዚህ ለመጠይቅ ስለተባበራችሁኝና የሚሰማችሁን ሀሳብ በመግለጻችሁ በጣም አመሠግናለሁ። ውይይታችንን በዚሁ እናጠቃልላለን።

**Appendix C**  
**Transcription of Classroom events**

**Appendix C-1.**  
**Tikur Anbessa Senior Secondary School Section 11-07 transcription of classroom events.**

School - Tikur Anbessa  
Grade - 11  
Section - 07  
Date - 16-03-1999  
Time - 8:40-9:20

Students shouting in the class...

T- entered and greeted them

Good morning class

SS- Goodmorning teacher

T- sit down

(Students sat down)

T- Well, let's try to open our textbook on page 159.

Well, Yesterday... after going over ... our homework

We were given ... let's say a dialogue based on the "Split"

We have how many characters? How many characters in this dialogue?

Yes, you? Ok. Who are they?

Who are they?

The first character? Ah!

S- father ...

T- father. That is Kibru ... Then?

S- mother.

T- mother-Matebua and again the third one is ...

S- daughter.

T- daughter.

now if you have read- if you need and see among the three which one is not educated?

Which one is not educated?

Which one is illiterate?

T- Yes ...

S- The mother.

T- Yes, the mother. This one is illiterate.

T- Ok ... So-let's go then to our reading.

This is the separation of the family, as you know.

What are the reasons, what are the causes of the breaking of the family.

What are some of the causes of the breaking of the family?

You! Stand up.

S- ... .

T- Um-causes! Causes!

S- Misunderstanding.

T- the misunderstanding between ...

S- Father and mother.

T- Between mother and again father. Shatelse

What are some of the causes?

What are negative factors

He said there is misunderstanding between the two.

Yes please.

S- She is not educated mother.

T- (Writing on the board) Ah.

S- He want to divorce her.

T- How did he treat her?

How did he treat her?

... .

Please- Um

S- He wanted to marry another.

T- He wanted to marry another.

So he practiced what

S- ...

T- Allright. Will you please try to read the introduction paragraph one only?

Stand up please.

Read the title and again read the introduction.

S- (Read... the introduction).

T- thank you- so we need now three characters. Three readers.

One-on-first we need Zertihun and again Kibru. So-who is going to act let's say like a daughter-and again who is going to act one lets say like Kibru. Be a father. Then we need from girls, be a daughter please.

Will you please.. open Zertihun okay?

Stand up! Stand up! Go ahead!

Read it ... Q! O'father.

S- I am going... ?

T- Yes, read it ... This is Zertihun.

S- O! father! Is that what you are going to be? I am ...

(She read as a character Zertihun)

S- Just wait a minute... my daughter Zertihun – you are an educated girl and listen quietly and understand every thing I am going to tell you. Now an ambassador especially a one like I am going to be who needs to have kind of wife who can meet (the official) performing with the official foreign governments. Your mother is not that kind of woman. She is not educated. (He read it like the character Kibru)

T- Go ahead please!

Read it.

S- so...

S- So I will not be able to take...

T- Unless...

S- Unless...

T- Where is the mother? Who is going to be a mother?

Please! Go ahead!

Go-ahead please!

S- .....

T- Go ahead please. Zertihun.

S- What?

T- What is that! What?

S- (Zertihun) Is that true father? You want ... I will not live without mother.

S- What ... I would like get to do is.

S- You know... (Zertihun)

S- ... The important thing. When your mother and I go... a respect.

S- (Zertihun) ... And you don't respect her any more? She can read and write. Well enough to an ambassador's wife.

S- (Kibru) – since I am going to ... and your mother is behind the ...

S- (Zertihun) your approach ... to the divorced mother?

S- (Kibru) Matebua! Leave!

S- (Matebua) ...

....

S- And you ... you speak like that Matebua.  
S- (Matebua). But I am not. I don't want to be divorced by you.  
S- (Kibru)  
S- (Zertihun)  
S- (Kibru-) V.good go ahead.  
S- Is it very bad to say.

You can if you want you can

S- (Kibru) Zertihun you... .  
You are making me very angry indeed.

S- Allright tell us who do you intend to marry?  
Who do you think could be an ambassador's wife?

S- (Kibru.) Do we have to talk about that now?

S- ....

S- ....

T- Thank you very much. So now lets come to our answer after... let's try to deduce from the speech of these speakers. We were given a .... From one upto number 10 and again this is going to be from page 163 upto page 164. So they are going to be well WH question so let's try to give an idea based on the three speakers of whom their own conversation.

Question number 1-Zertihun's father said,  
'Fine what did she want to say.'

Number 1-What is going to be the suggestion that is going to be  
for warded ..... please.

S- I am going...

T- Number 1. (Wrote on the board).

T- Question number 2. Kibru's

Who is going to .... Give us the word.

What did he want to say? What is the intention of let's say Kibru?

Where does it work?

What is his intention?

Please stand up!

S- Unless I will be able to divorce your wife.

T- I divorce her... (He wrote on the black board).

T- Three-question number three-please.

S- ...

T- (Started writing on the black board)

T- Zertihun! Could be asked and now who's to pay... any more?

So, what will be the next reply?

What do you understand from Kibru's answer?

Yes, please!

S- Things are forward but your mother is behind the time.

T- Very good. Your mother is behind the time. What she is (He wrote on the black board).

Then.... Who would.

Please.

S- None of them are regarded as point of.

T- Who? What is this. (wrote on the blackboard).

Um.

Well, three of them are the results of the society.

So, as you know he considered his-wife as interior and again continuing... as interior – As you know perhaps make chauvinism around him that he makes his idea. He under estimates them. Underestimating.

Now-finally number 6. The two.....

Yes.

S- .....

T- Very good. (Wrote the answer on the blackboard)

Well, for the remain-try to do-your completion let's say. Under.. review try.....

This will give you.. a kind of practice....

Conditional clause, probable, improbable and again possible based on those conversations.

This is from page 164.

Try to do this completion based on the conversation given from 1 upto number 5. That will be our assignment.

Go on the remaining section seven upto number 10.

This will be our today's assignment.

In addition to this will you please try to do the following .... This will be on page 161 and again 162 with completion Ok? Try to their meaning from the conversation that is read that you have already read then try to do three exercises.

Comprehension question completion- and again word making as well as .....on page 161 and again 162.

This is then the idea that you can do. Please in addition to that try to go to the essay in your textbook and again read and again try to answer comprehension questions and I think. Try. On page on page 1 upto page 5. This is a very important for you.

I think this is the end of our lesson.

## Appendix C -2

### Higher 12 Comprehensive S. School Section 11-06 Transcription of Classroom Events

School - Higher 12 C.S. School.

Grade - 11

Section - 06

Date - 15-03-1999

Time - 10:15-11:00

Special thing about the sector - All are girls ....

T - Ah ... The topic is Inventors and Invention.

Well .. first of all before we move to the passage, we have to know what is invention and what are inve-ah... inventors.

Allright now let me just put the two words:- discovery and invention. First of all just to make clear for you, discovery and invention.

Well, look at the board carefully -- (wrote the meaning on the board). ah- discovery means to find out something without lines upon or make known-- make known.

Allright invention is a noun form now-- the verb form is invent--what do we mean by invent-to make maybe it is...

Something--when things are...for you girls...

- Is there any one who wants to guess the word invent to invent something means...can you guess? to invent something mean invent--invent something new... for example, different thing kinds of machines, whatever.

S - to guess..

T - Ok invent is originate... (wrote on the blackboard...) to originate.

Ok. now, we have seen what is discovering and what is to invent. Therefore let's come to our title Inventors and Invention.

Well, here... what are we to do is scan-we are going to scan and find out.

- Can you tell me what scan is?

What is scanning? Any one?

We have seen skim and scanning.

Do you remember? Yes

SS - Yes!!

T - Yes? so can you tell? What is scanning?

Any one! Please guess please...speakout! speakout!

S - A rapid reading technique...

T - I can't hear it, say it louder.

- S - A rapid reading technique..
- T - Allright of course, skimming and scanning are rapid reading techniques. But the scanning is for what purpose? Can you tell me for what purpose?  
Ah....
- S - Specific
- T - Yes to find out a specific information. Yes? What is skimming--then--uh...
- S - An....
- T - Ok. It is also a rapid technique to find out... what?
- Ss - General infromation
- T - Speak up?
- Ss - General informtmation...
- T - Yes. to find out general ifnornation.
- Now we are going to scan; that means to find out specific information from unit 6 in the passage.
- Allright-I will give you question at least to scan look at the board. How - I mean read the question and scan through.
- The first thing will be, how many famous inventors are metnioned by name? So you are going to scan. How many - please becareful; how many famous inventors Inventors are the people. I said to invent means to orginate; for example--machines, it could be a spinning machine, it could be any machine-those who are originating and finding out a new scientific discovery. So to invent means to originate. So, how many of he people, how many people are there in that boomk?
- So what you are going to do is, Scan through the passage and find out the names of the inventors, the people.
- Ok? That is the first question.
- Ok? Then find out the name of the people. Who invented what? in group in groups? whenever you find the names count them and raise tell us--- comeown---in groups. How many famous inventors - or known inventors are mentioned in the passage? Their names-how many? It means the number - comeown - can--- Find out count the names ---raise your hand and tell us.
- (Students started to scan-some of them trying to discuss in pairs, most of them trying to scan by themselves...\_
- T - Have you understood the question? How many inventors, famous known inventors are there in that passage? So try to find out their names, by standing. Allright when you finish, we will come to our discussion.
- (Students continued scanning the teacher was rounding to check how they are doing...

T - Allright. Why don't you at least..share ideas-ideas...  
 Yes, try to share your ideas...  
 Allright, by the way have you found their names?

Ss - Yes!

T - All of you?

Ss - Yes!

T - Allright. Who wants to tell us then?  
 How many famous inventors at least tell me one.

S - Gun powder... (in a low voice)

T - Speak up! Speak up!

S - Gunpowder...

T - What do you mean what does it say only gunpowder?

S - Ai...

T - A?

S - ...

T - Allright. Is there any one? Anyother name! Any other name! Comeown!!  
 Ok. That is enough! That is enough!  
 Yes

S - ...

T - Speak up please! Say it louder.

S - Alexander.

T - Alexander who?

S - They made electric.

T - Electric. What? Tell us from the book. Don't worry.

S - ...

T - Allright. Is there any? Anyone! Anyone! Anyone!

S - ...

T - ...Who?

S - James watt...

T - James watt. What did he do? What did he invent?

S - Steam engine.

T - Steam engine. Is there anyone? Just have a look. Scan through the passage  
 and...  
 Yes--please.

S - ...

T - What does...Ok.

S - ...

T - His invention>

S - Printing press.

T - Printing... Printing press alright. Is there anyone.

S - ...

T - Speakup! Speakup!

S - ...

T - Invented b who?

S - Steam engine.

T - (By stressing the words....) steam engine invented by who?! the man!

S - James Watt.

T - James Watt..Ok. It is already said.

T - Yes...

S - ...

T - Ah...

S - ...

T - Ok. Frank... Is there any?

S - The jet

T - What

S - The jet...

T - Alright.. Is there any?

S - Um...

S - ...

T - Alright. Is there any?

T - L.....?

S - Ahm...

T - All-right! Now you have understood the inventors.  
 That means they are people who are originating and finding out ah-  
 machines...people instruments for the use of the people.  
 Yes?!

Allright. Listen to the second question. Now you are going to scan.  
 The second question is which paragraph-have a look at your book-which  
 paragraph discusses the important of the plough as an invention?  
 Alright. I will repeat. Now have a look at your paragraphs scan very quickly-ok.  
 Which paragraph discusses the important of the plough?  
 this one (pointing to the word that he has written on the blackboard) the plough  
 it is an instrument P-l-o-u-g-h (pointing to the word written on the blackboard  
 and saying each letter one by one...) plough..  
 Alright-which paragraph discusses the important of the plough as an  
 invention?

- S - .... (Not heard)
- T - Scan! where did you find this instrument in your paragraph and tell me. Which paragraph?  
Well, I will be back...Two three minutes...  
Comeown do it!  
... Scan! Which paragraph? Ok.  
You can count-paragraph 3, paragraph 4...  
Yes?
- S - Paragraph 4.
- T - Paragraph 4... Have you got?
- S - Yes.
- T - Well she said paragraph 4, what about you?
- S - Paragraph 3.
- T - Paragraph 3-Well, can you prove that it is paragraph 4? Ok. Can you read where you find...  
Speak - I mean - read aloud! Read aloud-
- S - The plough may seem-seem to be a very simple im-implement-Yet- Yet it is invention brought about a series of revolutionary change in the way people live... (she read the sentence from the paragraph..)
- T - Allright - what about you? you said paragraph 3. have you proved it?  
Let's listen to her reading - all of you.  
Ah?!  
Comeown...
- T - Ah>! Allright now is there any different idea  
You have them from paragraph 3 or paragraph 4? Different paragraphs, where a plough is an invention.  
Allright-Let's come to agreement. Let's come to agreement. Also I agree to that answer-paragraph 4. Let's have a look at paragraph 4. Let's read it paragraph 4.  
Allright-you just look at. Have a look at paragraph 4 and let me just read it for you it doesn't matter. Ok. (The teacher read paragraph 4..)
- The plough might seem-might seem to be a very important implement instrument-yet, its invention brought about a series of revolutionary changes in the way people live. etc. (He finished the reading and continued the talk)
- She has already read it. So when we come to our question-when we come to our question, it says, which paragraph discusses the important of the plough as an invention. Our answer is paragraph...

- Ss - 4
- T - Yes?!
- Ss - 4
- T - Nice of you!
- Now the next question. You are going to scan the next question is three.  
Which paragraph ... still... which paragraph discusses the importance of  
movable-movable-movable types as an invention-movable.. The word movable  
is derived from the word move!  
You know the word move-yes?
- Ss - Yes.
- T - Ok. What does it mean move? for example
- S - To go.
- T - Ok. To go to some direction or  
A?
- S - ....
- T - Ok. To go from one place to another...and move. so movable is the adjective  
so it says which paragraph discusses the importance of movable types as an  
invention? Can you tell us? Movable pipes. That means in any direction.
- S - .....
- T - Which paragraph? Ok... Take your time-Take your time. I will give you at least  
two minutes to scan. Allright-in groups-share ideas! share ideas!  
Try to find it!...  
Movable pipes! ... wait...  
I gave you two minutes.  
Allright every body read now. Which paragraph? (The teacher was (most  
students raised their hands rounding)  
Simply shall I call any number?
- Ss - Yes!
- T - Anyroll number?
- Ss - Yes!
- T - Number 6.  
Who is number 6?
- Ss - Absent.
- T - Ok. number 10.  
Number 10!
- Ss - He is absent (laughing)
- T - Sorry. Fifteen-one five-
- S -

- T - Yes.
- S - One of the most important...
- T - Which paragraph? Which paragraph?
- S - Paragraph 6
- T - Paragraph 6 nine.  
Ok. Read it! Read it.
- S - One of the most important invention of
- T - Read aloud! Read aloud!
- S - One of the most important invention of all is .....movable type of typing... This was invented by John Guternberg around 1440 in...Germany.
- T - Allright is it is it the only paragraph?
- Ss - Yes.
- T - Is it the only?
- Ss - Yes.
- T - Have we all found only paragraph 6?
- Ss - Yes.
- T - A;;right-why not we just try it-to find it movable trypes paragraph 7?  
Please scan again paragraph 7. Have a look at paragraph 7. It is not the only paragraph. Paragraph 7 for example. Well the question says movable type. In paragraph 7.....  
Ok. Have you found or not?  
Allright-why not paragraph 8?  
Read it paragraph 8 paragraph 8.  
About movable types.  
(students tried to scan in pair)  
Is there any idea in paragraph 7 and 8 or not?
- S - N
- T - Well, there is may be it is difficult for you  
In paragraph 7 for example, Gutter Burg's invention made it possible for the first time to..... more quickly and more.... separate piece of metal type on each letter of alphabet..... Well, whenever this expresses the also have one or more works ... may be you didn't find the word movable, but the process the way how it works. This all indicates.  
Allright! Any way let's come to the next question-the next question.-  
Who was the first person listen carefully, who was the 1st person comeown tellme! try to scan and find that name...  
Well, ... Yes.. (He saw students raising their hands,  
Ok. I will call number... Just at random-numbers...

The first person to invent steam engine. This answer will go to number 4.  
Who is number 4?

- S -
- T - Yes..can you tell us-who is the first person to invent the steam engine?
- S - (Showed a kind of uncertainty to answer the question...\_
- T - Yes?
- S - These are people.
- T - This is.....  
Now number 8 - number 8.. Yes..ah...
- S - These are people...
- T - Where did you find... Tell us the paragraph number the line number.
- S - Paragraph 1...
- T - Paragraph - please listen... paragraph 2.
- S - Paragraph 2.
- T - Paragraph 2 Which line?
- S - Line 2.
- T - Line 2. (In a kind of confirmation)  
Will you please follow what she says. Paragraph 2. Line 2.  
Allright-read it.
- S - These are people like John Guten Burge, James watt....
- T - Allright. Now the name of the person is...
- Ss - James.
- T - James....
- Ss - Watt.
- T - Yes. Allright now I go-I expect you have got idea about scanning. Still we haven't discussed it.  
Let's discuss...  
I am going to write a word... Look at the board!  
Look at the board.  
(He wrote-categories on the blackboard)-  
This word.. (Indicated to the word on the blackboard) Would you please read this?
- Ss - Categories.
- T - Categories. Say it again!
- Ss - Categories!
- T - What you find this... on line-line-1  
Allright, can you please then...words from the passage, Now...
- S - Yes

- T - Categories... What does that mean? .... From the passage.  
How is it used in the passage?...Ok. In your book line 1. What does it mean?  
Can you guess the meaning? Can you guess?....
- S - ....
- T - What?! Just guess! ... No~
- S - .....
- T - Another guess. Another guess.
- T - Guess-Yes-Please.
- S - ....
- T - ..what is there any?
- S - difference.
- T - Difference...  
Allright let's have.. ah..line 1.  
Inventions can be divided.....  
Ah..can be divided into two...Main groups or...?
- Ss - Categories.
- T - So as you guess categories are..  
(He stated writing on the blackboard...\_
1. As you guess... divisions..you have said divisions and class... or ....group.....  
This is what how it is used in this context.  
Allright... give another word...um...for example...It says: Line 17. Have a look at  
in line 17. What does this expression mean? Can you just...guess? can you  
guess? It says..Lost in the mists of time. How? Why? Line 17. From the same  
pages how do you...  
In that sentence...can you guess what this sentence mean. Just your own  
idea. Lost in the mists of time.  
What does that mean?  
Please read it...at least two-three times. And just get what does it mean?  
Can you?...lost in themists of time. Line 17.  
May be paragraph 3. Paragraph 3.  
Yes-speak up! Speakup. Just do whatever You like-the guess.
- S - Short time.
- T - Sort time-Lost in themists of time.  
This expression indicates what..  
She says--time. What about you?
- S - Long ago.
- T - Long ago? ... Lost in the mists of time... It is speaking about what? ... Please  
read paragraph 3 agrain

line 17...

Yes...

S - Last time.

T - Yes please?

S - Last time..

T - Is there any?

S - Short.

T - Shorttime?

Well, of course it is indicating time, but it is related to something else. ... It is related to something else.

It is not indicating particularly the time, but something another. what is that?

And you just said something from paragraph 3...um..?

Time plus something.

What is that something? can you guess?

Lost in the mists of time!..

by the way, do you know the word loosing?

Ss - Yes.

T - Yes! Yes?

Ss - Yes.

T - So this is the past when you see something lost..not found.. So, lost in themists of time.

this is expression. You know expression, yes?

The way how we say something is expression.

We have seen before. So, what does it mean?

Well, it is not only time.

Allright, it seems a bit difficult yes?

Ss - Yes. (in alow voice)

T - So, let's read it together.

A .. paragraph 3.

However many important inventions, machines for example, were made so long ago. Many many machines I mean. (Here he repeated machines because the first machine he pronounced as /ms ns/ the second as/ Well, the names of their inventors, the persons, those Who invent the machines...have been lost in time... in the mists of time. That means. They are forgotten.

Do you know the word forget?

Ss - Yes.

- T - So, forgotten. They invented the machine, but no one knows them, no one remembers them, forgotten! So, this expression is lost in the mists of time-forgotten.
- How correct the sentence used in there.
- Allright, let's come to another word-IMPLEMENT - line 22. Please, have a look at line 22. Implement. What does that mean? Line 22, (He wrote on the blackboard)
- Ok. Give the meaning from the passage.
- Just scan, find out-write.
- Well, I have told you the place for this-line 22. Implement. What do you mean?
- What do you mean by that?
- S - Instrument
- T - Instrument-Is there any? Implement. a-?
- S - Material.
- T - Yes?
- S - Material
- T - Material-aha..
- S - Machine (in a low voice)
- T - Machine
- Is there any?
- Well, all are synonyms
- Yes, instruments, they are materials, machines, tools, implements very good.
- Allright, let me just give you something another.
- Um...well..line 29. All of you - have a look at line 29 the word specialize-the word specialize. (He wrote on the blackboard)
- Allright, guess the meaning from the passage how you can use from the passage.
- Well, this word is driven from the word special.
- You know the word special, yes everybody.
- So, specialize is driven from that word-so, guess the meaning of specialize, what..does it mean?
- Have you found the word by the way?
- Ss - Yes.
- T - On line 29 ... Have you found it?
- Ss - Yes.
- T - Guess! What it means..
- Yes...

- S - Modern.
- T - Speak up=modern-allright is there any?
- S - Great
- T - Yes?
- S - Great.
- T - Great? .. a..
- S - Best..
- T - Best ... Allright.
- S - Can..
- T - Can.. Allright
- S - ...
- T - Very important/ Specialize..a..
- Alright, specialize. Well you can say.. a.. specialize in line 29 it means. Well known or skilled a..
- Specialization is skill-skill...
- Specialization is skill, or at least to have well known knowledge about a certain thing is specializing.
- Allright, that is it.
- Now let's come to the next one. Line 42, line 42. the word stirr up, comeown-try to find it overthere-Line 42 stirr up.. I will write it on the board. (He wrote the word on the blackboard)
- Allright, line 42.
- How do you understand?.....
- Allright, read and guess in your group
- Line 42. Stirr up.
- Read it understand it, and guess the meaning. What doe that mean?
- (Students tried to find the meaning?)
- Allright. Have you found the word stirrup.
- Ss - Yes.
- T - Line 42?
- Ss - Yes.
- T - Allright. How do you understand it then?
- How do you understand it?
- Can you just say something about that word?
- Guess, what does it mean? Stirrup.
- Allright, do you know a horse?
- Ss - Yes.
- T - Do you know a horse?

- Ss - Yes.
- T - Ok. Do you know a mule?
- Ss - Yes.
- T - Allright. People just sit on the horse back. Yes?
- Ss - Yes.
- T - When they sit, at least there is something they put inside their legs.  
Do you know that?
- Ss - Yes.
- T - They don't..... there is something. Do you imagine the picture. Imaginary picture..when they sit on a horse back.. they put something on their foot.  
Now the shoe, beet there is another instrument.  
What is that?  
Well, shall I just show the picture and can you just guess it in English?
- Ss - Yes.
- T - Well, for example.. (He drew a picture of  
For example, let's say this is the people who are sitting Well, there is something here. They put their legs...may be they put.....  
Do you know this thing? They just put inside.  
What is that thing? Can you guess it?  
Have you got the idea?
- SS - Yes.
- T - Have you got the idea from the picture?
- Ss - Yes.
- T - Yes? Ok. What is that? Stirr up in English. Can you guess it? Well, I know...  
Just say... Can you guess?  
Allright let me write it in English. I mean the meaning. A stirr up means..a.. a support (He wrote the meaning on the blackboard) a support ... that means a support on a rider's foot. It is clear now?

- Ss- yes
- T - Yes?
- Ss-
- T - They just put it and it supports their foot  
Have you got the idea?
- Ss- Yes.
- T- All of you?
- Ss- Yes
- T- Nive! Let's go to the next word may be a...

Bartering - line 46. Bartering (He wrote it on the blackboard in line 46.

What does it mean?

Come on - Have a look at line 46.

Read the sentence and try to know, understand how the word is used in the sentence. Bartering.

Line 46.

Well, have you found it?

What does it mean?

From that idea, how is it used in the sentence? Or from its context?

Come on! How is it used in the sentence?

Bartering. (Wrote on the blackboard).

In which it is exchanged one material with another material in the market. So, you can just have the meaning of bartering (He wrote on the blackboard)

Have a look at the board - a... you can say trading trading - by exchanging-e-x-ch-a-n-g-i-n-g exchanging goods. This is what you have said already.

Trading by exchanging goods.

Allright, now line 82. All of you...immediately you have to go there. Line 82. Exhausting! Exhausting.

What does it mean? Exhausting. (He wrote on the blackboard )

This word on line 82.

Exhaust is the root word, exhaustive is you know the adjective of it.

Yes? Come on. Please share ideas! Share ideas!

What does it mean?

.....

(The teacher was rounding and asking students what it means)

Have you got the answer?

Can you guess?

Exhaust. Exhaustive.

Any idea! Any guess!

Allright let me just put it in a simple way. For example, if you play volleyball let's say, for many hours, after playing for many hours, what happens to you, or what happens to your body or whatever?

So, you feel something. Yes?

You will be exhausted.

What is exhaustive then from my expression?

-Yes

S- Tired.

T- Very nice! Yes, feel tired, exhaustive.  
 You work for many hours, you play for many hours, exhausted, you walk for many hours, and then...? You will be so, exhaust means...what?

Ss- Tired.

T- Speak up!

Ss- Tired...

T- That is it.  
 So, line 82. Alright.  
 Nows, let's..... to the next one. Line 102  
 Electronics. Electronics (He wrote the word on the blackboard.  
 Electronics - line 102. What does the means?  
 Can you guess just some other words? Some other words.  
 Line one o...one zero two...the same thing.  
 Ok. Electronics, what does that mean?  
 Everybody knows this word.  
 Always you listen to that word or hear anywhere.  
 .....  
 Have you found it?

ss- yes

T- Can you guess?

S- Material (in a better voice than the first one)

T- Yes?... Material. Well, is there any?  
 Aha....

S- Power.

T- Power! Comeown! Any guess, it doesn't matter.  
 Come closer guess...  
 Yes?

S- .....

T- Electroni-c-s.

S- ....industrial.

T- Well, industrial...allright. It there any?  
 Well, let me just read for you.  
 Electronics - The science concerned with electronic devices.  
 Electric devices like, wires, bulbs, so are devices and surving with electronics.  
 Which concern or which is related to any materials which are used for electricity.

Is it clear?

Ss- Yes.

T- Just like wires, bulbs, switches and so on.

Ss- Yes

T- Allright now I hope you have got some idea about the passage inventors and...?

Ss- Inventions.

T- Invention is the process inventors are the people.  
Yes or not?!

Ss- yes.

T- Allright, now next time we will try to have some exercises - so let me just give you assignment.

Assignment on page 113.

There are questions on the passage... Yes?

Ss- Yes

Please try to read the passage I mean the questions and do your. Aha-do as your assignment question number 1, question number 2 3 upto 4. Question 1 up to 4 is your assignment or homework for the next period.

Understood?

Ss- Yes.

T- Allright

That's all.

**Appendix C-3**  
**Ethiopia Tikdem Senior Secondary School**  
**Section 11-F transcription of classroom events.**

School - Ethiopia Tikdem Senior Secondary School  
Grade - 11  
Section - F  
Date - 18-3-1999  
Time - 1:15-1:55

- T- (After greeting students- he wrote about the day's lesson- oral speech program)
- Allright students – to day- as usual we have got two kinds of program: One is asking and giving information, and the other is the group program. We are going to see one after the other.  
Ok. Now let us see the first one. (He wrote on the blackboard same examples of clues or key-points which can help for asking and giving information. The sentences were written as follows:

Oral Speech Program  
Asking and Giving Information  
Clues-(Key-points)

Example

Hair cut-barber.

I need a hair cut. Where do I find the best barber?

Well, you can find the best barber at Arat Kilo.

hair dressing- beauty salon.

Police department- criminal.

Fire and rescue dep-smoke.

Sanitation- a lot of trash.

Problem-discussion.

Best hotel-invite a friend.

Tranfic sign-road department

The teacher finished writing on the blackboard.

Allright-now let's start.

This is as I fold you before an oral speech program which we do it every week, once a week.

So I will try to give you some clues or points to use or to construct your own sentences.

This is asking and giving information.

What we are going to do is a student asks using these clues.

Ok.? One student. Another student will answer. It that clear?

Yes.

T- Now look at the example given there. This is the clue hair cut barber.

One student A-Z need a hair cut. Where do I find the best barber.

Now B is going to answer using his own sentences. It that clear?

Well, you can find the best barber at Arat Kilo. Or he can say wherever it is, but you have to know, you have to use how to ask questions and finally how to thank your friend for that service. Is that clear?

Ss- Yes.

T- Good. Who can use the clues, who can construct a sentence using this (pointing to the blackboard) hair dressing.

Yes.

S- I think this is for the lady.

T- It doesn't matter. Ok. Yes-Yes. That is a problem  
Have you heard what he said?

Ss- No

T- Ok. Speak loudly Tefera.

S- Well.

T- Which ones do you want to use? You can choose one.  
It doesn't matter. Don't worry about this one.

S- Ya, we can select, I can select....

T- One of those.

S- One of those.

T- Possible. Possible. Comeon.

S- Okay-let me.

T- You can use this no problem

S- May I ask somebody?

T- Ye-s. You can. One of your classmates.

S- Ya. I need the police department. Where I do find?

T- Good Teferra! Very good. Why do you need the police department?

Can you tell us why you need that department?

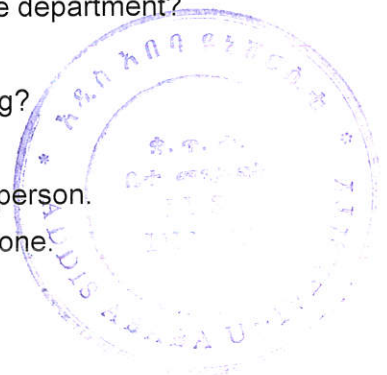
For what purpose? Have you seen-Yes-anything wrong?

What do you want to report?

S- To inform- to inform some information about the thief person.

T- O! Very good. That is nice! Ok. Now you can ask anyone.

S- For this or another?



T- No. no. Continue.

S- Okay. Is there a volunteer student here?

T- Is there a volunteer student who can answer this question?  
Who can help him? Anyone?  
It doesn't matter you can ask anyone.

S- Okay- Kalid.

T- Kalid- Good.

S- Please stand up!

T- Kalid-where is your question?

S- Excuse me friend where is the police department? Sorry, I need a  
police department. Where is that? Can you show me?

T- Can you tell me?

S<sub>1</sub>- Okay. Can you tell me the way of the police department?

S<sub>2</sub>- I think the police station is go this side and turn to the right.  
You can find it.

S<sub>1</sub>- Okay. Thank you very much.

S<sub>2</sub>- You are well come.

T- Okay. That is good any way. That is good.  
Now-let's try another one.  
You can choose one of this clues.  
Yes please.  
Yes, Solomon.

S- Excuse me... can I...

T- Speak! Loudly.  
Yes?

S- Excuse me- please stand up.

T- Speak loudly Solomon!

S- I see a lot of trash in there.

T- You saw... what?

S- I see....

T- A lot of trash. Okay.

S- Where... aha....

T- Which department of you want to report?

S- aha... .

T- (Indicating the clues on the black board)

S- To sanitation- (in a low voce)

T- Speak loudly.

S- ... . sanitation department.

- T- Ahm... so... that is right . Verygood.  
Any any other student?  
From the girls. Yes?!  
Come own! Yes!
- S1- Excuseme- I saw a trash  
T - Don't be afraid!  
S1- I saw a trash around the road-where can.  
T - What do you want? What do you want to ask?  
S1- ... a trash around the road-where can I call, .. I saw.  
T - What did you see?  
S1- I saw a trash around the road.  
T- Aha!  
S1- Where can I call?  
T- You want to report?  
S1- Yes.  
T- Yes, where? Can you tell her Fitsum?  
Yes, can you help her?  
Comeown! Don't be afraid.  
What is wrong today?!
- S2- San-sanitation department.  
T- So you have to use, you have to make full sentence.  
You can report – you can report to sanitation department. Thus you have constructed a full sentence.  
Yes. It is not a sentence. A word is not a sentence.  
Now sitdown.  
Okay! Yes! Ashenafi!
- First forward your sentence. Your question your problem.
- S1- My problem is.  
T- Speak loud!  
S1- My problem is regarding with best hotel.  
T- Aha.....  
S1- Sintayehu.  
T- Allright Sintahehu  
S1- Ok. Excuse me sintayehu, Where can I find a best hotel?  
I can find a best hotel.  
T- Yes?  
S1- Where can I find a best hotel?

- T - You need?
- S1- A best hotel.
- T - You need a best... you need- you want to invite your friend?
- S1- Ya.
- T - Okay now. Ashenafi wants to invite his friend.  
Where can he find the best hotel in Addis Ababa?  
Sintayehu, can you help him?
- S2- Yes.
- T - Where is it?
- S2- I think one of the best hotel is in Addis NORTH HOTEL.
- T - Which one is NORTH HOTEL?
- S2- Here in street to home.
- T - Is it the best hotel in Addis Ababa?
- S2- One of...
- T - One of... Okay, I accept. Okay – so... very good.  
It is good. Alright, let me ask you. Let me do it myself.  
Look at her!  
Look at her!  
A... Yes. She has got a problem in mathematics or in English. She want. She wants to discuss with the best student. Who can tell her that best student?  
Yes- who can tell her? Yes... can you tell her?
- S- Okay.
- T- Now she wants- she has got a problem in mathematics.  
She is weak in Mathematics well, I am sorry to say that. This is simply Alright now she wants to discuss with her friend, with a friend. Okay-from this class.  
Do you want to tell her?
- S- Aha- How is she-how does she avoid her mathematics problem?
- T- Yes! Problem she wants to discuss she wants to study. With one of the strong student here in this class. Do you want to tell her who that student is a girl or a boy?
- S- In this class?
- T- Yes!
- S- I will tell her.
- T- Yes.
- S- I think- in this class there are so many students who are better to deal.
- T- Can you tell us one?
- S- One is... Kalid and Mekonnen.
- T- So-tell her that Kalid is the best student.

S- In, this problem Kalid and Mekonnen are I think help you.

T- That they are much better than the rest of the class.

S- Yes.

T- In Mathematics?

S- Yes.

T- So she can discuss with them.

S- Yes.

T- That is very good. Very good. Allright....

A...whatelse did we have?

Now.. This –someone saw a smoke coming from an apartment. Okay?

Now, where does he report?

Who can tell us?

Someone saw a smoke coming from an apartment. Where does this man, this person report?

Can you tell us?

Yes, Biniam!

S- He can call a five brigade.

T- Yes, he can report or he can call to fire and rescue department.

Verygood. That is nice.

Whatelse do we have?

You have I think to ask.

Yes.

S1- Let me ask yourself.

T - Myself?!

S1- Yes.

T - You are welcome.

S1- I assume you don't know me.

T - Okay.

S1- I don't know you' good I assume that?

S1- Ya.

T - Okay.

S1- I am finding a hair dressing

T1- Aha...

S1- I am finding a beauty salon.

T1- Aha...

S1- So, I am going to ask you.

T- You are going to ask me.

S1- Yes.

T- To tell you which one is the best in Addis?

S1- Yes.

T- You are welcome.

S1- It is not the best in Addis.

T- Uhm...

S1- It is the best in your environment.

T- Aha, Okay-Okay.

S1- Because I am found as you know in the environment.

T- Uhm-Uhm.

S1- Excuse me.

T- Yes.

S1- Will you tell me the best beauty salon in your environment?

T- Certainly! Certainly!  
I can tell you.  
Now, take a bus number 3 and then when you arrive at Mexico  
You can find one of the best beauty salon there.

S1- Thank you very much.

T- You are welcome.

S2- But there is one thing you know..

T- yes, what is that?

S2- He has not a lady or woman.

T- O! He is not... you mean he is not a lady..

S2- Yes. How can he ask this question?

T- Hair dressing?

S2- Ya. It is better to say.. May be they asked lay or woman is better.

T- Well, it doesn't matter- If he wants that area that beauty salon for his sister?

S2- But your sister- his sister..

T- His sister.. aha..

S2- It says she ask seems like this, it is better.

T- You mean she has to find herself?

S2- Ya.

T- What is the problem if you help your sister, mother;  
You friends girl friends? What is the problem?

S2- You can help.

T- Yes.

S2- But.

T- Ya..

S2- That is better morethan this.

T- I see... Do you agree Hailemariam?

S1- I understand his opinion.

T- Aha...

S1- Boys ask the girls.

T- Do you agree with that idea?

S2- No. No I don't want to compare two peoples you know!

S1- I mean, boys cannot go to beauty salon.

T- Ya.

S1- For that is not the place they can get what they need.

T1- Ya. That is what you say.

S1- Yes. But if want to know the place that they... to my sisters.

T1- Your sisters.

S1- I can go to place and ask the price and the beauty salon.

S2- Okay. I understand. Thank you.

T1- Now you agree.

S2- A...Ya...Ya..that is it.

T - Okay, Now, which one do we use for both?  
I mean for men.

S2- Barbery or hair cut.

T - Which is cut- can you? Okay- who can construct that sentence?  
Who can construct?  
Yes?! Tewabech Yes.  
Now he has used the hair dressing, can you see a ... which one is that...the hair  
cut can you construct a sentence using that clue?  
Yes.

S1- .....I want a hair cut- so where can I find the place?

T1- Good. Now, who do you think can help you? Someone from your friends?

S1- May be ? will help me.

T- I beg you parden?

S1- ? , will help me.

T- O! Iskedar!

S1- ?

T- ? Okay. Can you help her?  
Can you tell her where she can find the best hair cut?

S2- Where

T- Where?

S2- Where she is living.

T- Where.

S2- At Arat Kilo.

T- Arat Kilo.

S2- Ya.

T1- Aha.. Okay is that- is that clear?

S1- Ya.

T- Allright. Very good. Now thank you very much.

We have to stop this. We have got another program and We have to jump.

Okay?

Now the second program will be presented by a group.

We have got different groups and the second group is going to present us what..

ya.. prepared. Okay. One group prepared.

Are you ready?

Ss- Yes.

T- Can you come out and ? us what you prepared?

Comeout!

(Students come out in a group of four members... and stood in front of the students to present what they have prepared).

T- Okay. For members comeout-comefore ward- please..

You can use this, (students started arranging a place for shopping)

Quick! Quick! Quick! We don't have time..

O! Where is it? ... Are you in this group?

Okay.

Now it is about shopping. Okay?

Now, which.. which... is that? Good.

Now let us.. O! Customers and the sellers.

Now the customer-is going to ask what he wants to buy from the seller, and the seller knows how to serve his customer. At this time this chance is not given to the group only, I mean the discussion or speech. You can also participate. Do you understand?

You can ask how much the person, the, the, the customer bought the material whatever it is. It could be a bag, it could be a shoe, or whatever they have. I don't know what they have.

Am I clear?

Ss- Yes.

T- So when he comes back you can ask him. So this is simply you are all of you can participate with this program, not only the group.

It that clear?

Ya...

T1- Ready?

Yes.

T1- Okay, now you can continue.

(Group leader of the role play participant)

first of all thank you for giving this chance.

T- Speak loud!

S- So our teacher has discussed.. and I am going to explain what we are doing now.

We are doing shopping about everything that we have.

When we go to in the market or something like that you can compare what we are doing now through dialogue you can construct a sentence in really things when you want to buy something.

S1- Good afternoon (Customer)

S2- Good afternoon (Seller)

S1- What can I give for you?

S1- I am looking for a jacket.

S2- What colour do you want and what size?

S1- I think, I want this- the blueblack one and the yellow.

S2- .....

S1- .....

S1- How much does is it?

S2- It is 350 birr. I think you are a new cusjtomer?

S1- Yes sir.

S2- Let it 250 birr.

S1- Can I pay you in a check?

S2- Ya. You can pay.

S1- Here it is.

S2- Okay.

Thank you very much.

S1- Okay. Thank you.

S3- Good afternoon (another shop-girl customer)

S4- Good afternoon (girl shopkeeper)

S3- Do you have a jacket please?

S4- Yes. What colour do you want?

S3- I want a .....(not heard)

T - .....(not heard)

S3- .....(not heard)

S3- How much does it cost?

- S4- It is 150 birr.
- S5- (a friend of the jacket buyer). It is a beautiful jacket.  
Where did you buy it?
- S3- I bought it thank you very much. I bought it from .....shop.
- S5- O! I like it very much. Where is.....shop?  
Please tell me.
- S3- It is down town.....
- S5- Thank you very much.
- S6- Actually there are different kinds dictionaries in our shop.  
Which one do you want to buy?
- S7- I want ..... Do you have. ....
- S6- Yes I have. Here it is.
- S7- How much it costs? How much is it costs?
- S6- 45 birr only. It is very cheap.
- S7- Yes, it is cheap in deed. ....Thank you.
- S6- You are welcome.
- T - Wait! Wait! Wait! Okay. Yohannes, why don't you ask him.  
Where he bought it? Why don't you participate all of you, the rest of you?  
Yes-Fitsum.  
Yes-now..a..who can ask him?  
Will you please come this way. They want-they to ask you.  
Wait! Wait! Wait.  
Who wants to participate?  
Yes?  
Who wants  
Who wants to ask you? Where you bought this dictionary?  
How much you bought it? And what it is?  
Yes.
- S8- Excuse me please. I think it looks like a nice dictionary.
- S7- Yes.
- S8- I want to buy it. Which one is the place?
- S7- You find it at the .....
- S8- O! I know it. By the way, how much did you buy, how much did you pay for this  
dictionary?
- S7- It is so cheap. It is 45 birr.
- S8- O! It is very quite cheap.
- S7- Yes.
- S8- Thank you.

T - Very good. What about the rest of you? Yes!

S9- I have a question.

T - Yes. Do you want to ask him?

S9- Ya.

T - You want.....

S9- Ya.

T - Will you please.....

S9- Excuse me friend. It is a nice jacket. Where did you buy it? How much is it?

S1- I bought it from Ashenafi's shop. And I bought it 250 dollars.

S9- Where is that? .... This Ashenafi's shop?

S1- It is too far from here. You can take a bus number 18.

S9- Number 18?

S1- Yes.

S9- Thank you very much indeed.

T - Kalid.

S2- Yes.

T- Excuse me. You bought 250 dollars?  
You paid in dollar?

S1- No, in check.

T - In check?

S1- Yes.

Aha... that is good.  
Good. Yes! Anyone who wants to buy something from the shop?  
Any customer you are welcome.  
Any customer-  
Bayu; do you want to buy something from the shop?  
We have got a very nice shop.

S10- No.

T - You don't want?

S10- Yes.

T - Why?

S10- I have a lot of cloth.

T - You do have what?

S10- I have a lot of cloth.

T - Ofcourse.. you have a lot of clothes but those are not they do have also another thing.  
What do you have? (He asked the shop keepers)

S1- We have bags,.....

There is a lot of thing.

T - I see now who wants sto buy a bag, a very nice bag?  
Now- lsubdink has got a very nice bag, Can you show them?  
Okay-show them!

S4- It is . . . . .

T - Uhm . . . . .

S4- and it is also a leather it is nice.

T - Uhm ...

T - Who wants to buy?  
Wait- no no another.  
We want a new customer.  
Who?.. Yes-comeown. Go and buy something.

S11- Can I buy a jacket..?

S2- You can buy.

S11- How much is it?

S2- It is 300 birr.

S11- It is cheap.

S2- Ya. It is cheap.  
Here it is the jacket.

S11- .....

T - Speak loudly.

SS- (laughed)...

T- Allright. Anyone who wants to buy from the shop?  
Another one-another student another student.  
A new customer-a new customer.  
Yes! What's wrong? You!  
Would you please go and buy something, at least Gebremedhin..

S12- I need a leather bag- would you....

S4- ... ..

S12- ... How much is it?

S4- It is 40 birr..

S12- It is a nice jacket.

S4- ...

T - Okay. Now Gebremedhin. What did you buy Gebrenmedhin?  
What did you buy?

S12- I buy a nice jacket.

T - You mean you bought what?

S12- I bought 200 birr.

T - It is a nice nice lady bag? Right?

S12- Ya.

S12- Yes, I like it.

T - To whom did you buy it?

S12- I buy...

T - I bought... you bought – you mean you bought...

S12- I bought this bag in the ...shop.

T - To whom...

S12- In the ...

T - I mean, is that your sister, or your girl friend, or your mother, to whom?

Yes, Comeown!

S12- This is... a... a...

T - Is that for yourself..?

S12- No.

T - To whom then?

S12- That is my sister.

T - To your sister.

S12- Yes.

T - Very good. I hope she will like it very much.

I think now it is time to stop.

S- Ya.

T- We shall stop here. That is going to be the end of our programme. I really thank you very much, but this is not, well, an inviting program today, I don't know what happened to you.

This was not as usual

So, I hope we shall-a-bring some progress next time.

And the most important point is the more you speak the language, the more you use the language a better you can use it. That is the-the-largest of the program or our major objective.

Is that clear?

Ss- Yes.

T - So, any time, any where, please try to discuss with your friends in English. After all it doesn't matter whether it is wrong or correct. Through time it can be improved.

Is that clear?

S- Ya.

Good, now thank you very much. That will do.

T- It is time.

# Appendix D Classroom Interaction Analysis Categories

## Appendix D-1

Flanders' Interaction Analysis Categories\* (FIAC)

Teacher Talk	Response	<p>1. <i>Accepts feeling.</i> Accepts and clarifies an attitude or the feeling tone of a pupil in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.</p> <p>2. <i>Praises or encourages.</i> Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "Um hm?" or "go on" are included.</p> <p>3. <i>Accepts or uses ideas of pupils.</i> Clarifying, building, or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.</p>
	Initiation	<p>4. <i>Asks questions.</i> Asking a question about content or procedure, based on teacher ideas, with the intent that a pupil will answer.</p>
		<p>5. <i>Lecturing.</i> Giving facts or opinions about content or procedures; expressing <i>his own</i> ideas, giving <i>his own</i> explanation, or citing an authority other than a pupil.</p> <p>6. <i>Giving directions.</i> Directions, commands, or orders to which a pupil is expected to comply.</p> <p>7. <i>Criticizing or justifying authority.</i> Statements intended to change pupil behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.</p>
Pupil Talk	Response	<p>8. <i>Pupil-talk—response.</i> Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.</p>
	Initiation	<p>9. <i>Pupil-talk—initiation.</i> Talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.</p>
Silence		<p>10. <i>Silence or confusion.</i> Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.</p>

\*There is *no* scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale.

Appendix D-2  
**Foreign Language interaction analysis (FLint) system**

TEACHER TALK

INDIRECT INFLUENCE	<ol style="list-style-type: none"> <li>1. <b>DEALS WITH FEELINGS:</b> In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.</li> <li>2. <b>PRAISES OR ENCOURAGES:</b> Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct.</li> <li>2a. <b>JOKES:</b> Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense. Unintentional humor is not included in this category.</li> <li>3. <b>USES IDEAS OF STUDENTS:</b> Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions.</li> <li>3a. <b>REPEATS STUDENT RESPONSE VERBATIM:</b> Repeating the exact words of students after they participate.</li> <li>4. <b>ASKS QUESTIONS:</b> Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category.</li> </ol>
DIRECT INFLUENCE	<ol style="list-style-type: none"> <li>5. <b>GIVES INFORMATION:</b> Giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions.</li> <li>5a. <b>CORRECTS WITHOUT REJECTION:</b> Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.</li> <li>6. <b>GIVES DIRECTIONS:</b> Giving directions, requests, or commands which students are expected to follow.</li> <li>6a. <b>DIRECTS PATTERN DRILLS:</b> Giving statements which students are expected to repeat exactly, to make substitutions in (i.e., substitution drills), or to change from one form to another (i.e., transformation drills).</li> <li>7. <b>CRITICIZES STUDENT BEHAVIOR:</b> Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.</li> <li>7a. <b>CRITICIZES STUDENT RESPONSE:</b> Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.</li> </ol>
	<ol style="list-style-type: none"> <li>8. <b>STUDENT RESPONSE, SPECIFIC:</b> Responding to the teacher within a specific and limited range of available or previously shaped answers. Reading aloud.</li> <li>8a. <b>STUDENT RESPONSE, CHORAL:</b> Choral response by the total class or part of the class.</li> <li>9. <b>STUDENT RESPONSE, OPEN-ENDED OR STUDENT-INITIATED:</b> Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.</li> </ol>
	<ol style="list-style-type: none"> <li>10. <b>SILENCE:</b> Pauses in the interaction. Periods of quiet during which there is no verbal interaction.</li> <li>10a. <b>SILENCE-AV:</b> Silence in the interaction during which a piece of audio-visual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.</li> <li>11. <b>CONFUSION, WORK-ORIENTED:</b> More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand.</li> <li>11a. <b>CONFUSION, NON-WORK-ORIENTED:</b> More than one person at a time talking, so the interaction cannot be recorded. Students out-of-order, not behaving as the teacher wishes, not concerned with the task at hand.</li> </ol>

STUDENT TALK

	<ol style="list-style-type: none"> <li>12. <b>LAUGHTER:</b> Laughing, giggling by the class, individuals, and/or the teacher.</li> <li>e. <b>USES ENGLISH:</b> Use of English (the native language) by the teacher or the students. This category is always combined with one of the 15 categories from 1 to 9.</li> <li>n. <b>NONVERBAL:</b> Nonverbal gestures or facial expressions by the teacher or the student which communicate without the use of words. This category is always combined with one of the categories of teacher or pupil behavior.</li> </ol>
--	---

(Moskowitz 1971:213)

Appendix D-2  
**Foreign Language interaction analysis (FLint) system**

TEACHER TALK

INDIRECT INFLUENCE	<ol style="list-style-type: none"> <li>1. <b>DEALS WITH FEELINGS:</b> In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.</li> <li>2. <b>PRAISES OR ENCOURAGES:</b> Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct.</li> <li>2a. <b>JOKES:</b> Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense. Unintentional humor is not included in this category.</li> <li>3. <b>USES IDEAS OF STUDENTS:</b> Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions.</li> <li>3a. <b>REPEATS STUDENT RESPONSE VERBATIM:</b> Repeating the exact words of students after they participate.</li> <li>4. <b>ASKS QUESTIONS:</b> Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category.</li> </ol>
DIRECT INFLUENCE	<ol style="list-style-type: none"> <li>5. <b>GIVES INFORMATION:</b> Giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions.</li> <li>5a. <b>CORRECTS WITHOUT REJECTION:</b> Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.</li> <li>6. <b>GIVES DIRECTIONS:</b> Giving directions, requests, or commands which students are expected to follow.</li> <li>6a. <b>DIRECTS PATTERN DRILLS:</b> Giving statements which students are expected to repeat exactly, to make substitutions in (i.e., substitution drills), or to change from one form to another (i.e., transformation drills).</li> <li>7. <b>CRITICIZES STUDENT BEHAVIOR:</b> Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.</li> <li>7a. <b>CRITICIZES STUDENT RESPONSE:</b> Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.</li> </ol>
	<ol style="list-style-type: none"> <li>8. <b>STUDENT RESPONSE, SPECIFIC:</b> Responding to the teacher within a specific and limited range of available or previously shaped answers. Reading aloud.</li> <li>8a. <b>STUDENT RESPONSE, CHORAL:</b> Choral response by the total class or part of the class.</li> <li>9. <b>STUDENT RESPONSE, OPEN-ENDED OR STUDENT-INITIATED:</b> Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.</li> </ol>
	<ol style="list-style-type: none"> <li>10. <b>SILENCE:</b> Pauses in the interaction. Periods of quiet during which there is no verbal interaction.</li> <li>10a. <b>SILENCE-AV:</b> Silence in the interaction during which a piece of audio-visual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.</li> <li>11. <b>CONFUSION, WORK-ORIENTED:</b> More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand.</li> <li>11a. <b>CONFUSION, NON-WORK-ORIENTED:</b> More than one person at a time talking, so the interaction cannot be recorded. Students out-of-order, not behaving as the teacher wishes, not concerned with the task at hand.</li> </ol>

STUDENT TALK

777

	<ol style="list-style-type: none"> <li>12. <b>LAUGHTER:</b> Laughing, giggling by the class, individuals, and/or the teacher.</li> <li>e. <b>USES ENGLISH:</b> Use of English (the native language) by the teacher or the students. This category is always combined with one of the 15 categories from 1 to 9.</li> <li>n. <b>NONVERBAL:</b> Nonverbal gestures or facial expressions by the teacher or the student which communicate without the use of words. This category is always combined with one of the categories of teacher or pupil behavior.</li> </ol>
--	---

(Moskowitz 1971:213)



**Foreign Language Interaction Analysis (FLint )System**  
**Appendix D-4**

**Observation Tally Marks in the Three Schools Tikur Anbessa, Higher -12 and Ethiopia Tikdem Grade 11 Sections, 07 , 06 and F Respectively.**

Categories	School Tikur Aznbessa		School Higher -12		School Ethiopia Tikdem	
	Tallies	Percent-age	Tallies	Percent-age	Tallies	Percent-age
1. Deals with feelings	1	0.94	0	0	6	1.11
2. Praises or encourages	4	3.77	7	1.51	49	9.07
2a. Jokes	0	0	0	0	6	1.11
3. Uses ideas of students	1	0.94	3	0.65	4	0.74
3a. Repeats student response verbatim	5	4.72	15	3.24	6	1.11
4. Asks questions	12	11.32	111	23.97	98	18.15
5. Gives information	13	12.26	102	22.0	29	5.37
5a. Corrects without rejection	0	0	0	0	1	0.18
6. Gives direction	36	33.96	112	24.19	59	10.92
6a. Directs pattern drills	0	0	0	0	0	0
7. Criticizes student Behavior	0	0	0	0	1	0.18
7a. Criticizes student response	4	3.77	7	1.51	2	0.37
8. Student response specific	28	26.42	55	11.88	8	1.48
8a. Student response, choral	1	0.94	45	9.72	10	1.85
9. Student response open ended/initiated	0	0	0	0	189	35
10. Silence	0	0	0	0	70	12.96
10a. Silence audio visual	0	0	0	0	0	0
11. Confusion work oriented	1	0.94	5	1.08	2	0.37
11a. confusion non-work oriented	0	0	0	0	0	0
12. Laughter	0	0	1	0.22	0	0
e. Uses English	0	0	0	0	0	0
n. Nonverbal	0	0	0	0	0	0
<b>Overall Total</b>	<b>106</b>	<b>100</b>	<b>463</b>	<b>100</b>	<b>540</b>	<b>100</b>

**Appendix E-1 Data Tabulation of the Questionnaires**

**Overall Total Response of Teachers in the Three Schools: Tikur Anbessa, Higher-12 and Ethiopia Tikdem Total Number of Respondents 10**

No	Strongly Agree	%	Agree	%	Have No Idea	%	Disagree	%	Strongly Disagree	%
1	7	70	3	30						
2	7	70	3	30						
3	7	70	1	10				10	1	10
4	7	70	3	30					1	10
5	1	10	4	40	1	10	4	40		
6			2	20			6	60	2	20
7			3	30			3	30	4	40
8	5	50	2	20	1	10	2	20		
9			1	10			4	40	5	50

**Overall Total Responses of Students in the Three Sections That Were Observed in Each School:**


**Tikur Anbessa, Higher -12 and Ethiopia Tikdem.  
Total Number of Respondents 186.**

No	Strongly Agree	%	Agree	%	Have No Idea	%	Disagree	%	Strongly Disagree	%
1	157	84.41	25	13.44	4	2.15				
2	91	48.92	55	29.56	26	13.97	14	7.52		
3	97	52.15	55	29.57	16	8.60	12	6.45	6	3.23
4	46	24.73	43	23.12	41	22.04	25	13.44	31	16.67
5	96	51.61	46	24.73	7	3.77	21	11.29	16	8.60
6	112	60.21	47	25.26	7	3.76	15	8.06	5	2.68
7	71	38.17	48	25.80	11	5.91	38	20.43	18	9.67
8	72	38.70	60	32.25	15	8.06	23	12.36	16	8.60
9	137	73.65	34	18.27	5	2.68	1	0.53	9	4.83

## DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources or material used for the thesis have been duly acknowledge.

Name: SISSAY ASEFFIE

Signature: 

Place: INSTITUTE OF LANGUAGE STUDIES,  
ADDIS ABABA UNIVERSITY

Date of Submission: June 1999