

THE EFFECTS OF TEACHERS' AND LEARNERS'  
EDUCATIONAL AND CULTURAL EXPECTATIONS  
ON INNOVATING WITHIN THE  
LANGUAGE LEARNING PROCESS

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## ABSTRACT

The purpose of this study was to find out the effects of teachers' and learners' educational and cultural expectations on innovating within the language learning process.

To achieve this aim, first, specially prepared materials which were considered suitable for interactive learning were taught by the researcher himself and by 16 other teachers from 4 government schools, for a period of 6 weeks. During this time the researcher observed the teachers teaching a number of the lessons and also carried out self-observation during his own teaching. Subsequently 11 of the teachers who had taught the interactive lessons and 60 of the students from the researcher's own class completed questionnaires aimed at assessing the feasibility, acceptability and relevance of interactive learning in the light of teachers' and learners' cultural and educational expectations. The researcher also interviewed 20 of the students and 6 of the 11 teachers who had completed questionnaires. At the end, the data was analyzed.

The results indicated that:

- (1) A significant degree of modification of perceptions and behaviour, is feasible and acceptable in a fairly short period of time and with relatively little need for persuasion which suggests that, while overall cultural parameters obviously have a bearing on what happens in the classroom, to some extent what happens there is due to habit, prior experience, lack of exposure to more appropriate procedures etc.
- (2) It was possible to persuade most teachers fairly easily of the relevance and value for learners of a more interactive learning process. However in the classroom, teachers found it very difficult to adjust their teaching style over the 6 week period. On the other hand, students

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were very enthusiastic in the classroom about the interactive learning approach but found it difficult to reconcile how they liked to learn with how they felt they ought to be learning, based on their prior cultural and educational perceptions of who does what in the classroom.

- (3) The issue of who exercises control and authority in the classroom and the relationship between boys and girls in carrying out group work were both found to be influenced strongly by cultural expectations. Both issues would certainly have a strong bearing on the success of any innovation.
- (4) Overall it was concluded that it is possible that we can implement at least to a degree an interactive learning approach in our high schools.

On the basis of the study it is recommended that:

- (a) Materials that encourage interactive learning of English should be developed for high schools.
- (b) Materials developers be fully aware of the cultural and educational expectations of teachers and learners and should take these into account in whatever they prepare.
- (c) Teachers be reoriented cautiously and systematically on the rational behind the benefits of learning-based approaches. Discussions should be encouraged on cultural issues that may inhibit change.
- (d) In particular the impact of traditional cultural attitudes in certain areas that may have a bearing on the success of initiatives to implement change eg. boy-girl relationships and the question of control in the classroom should be discussed.

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## CHAPTER ONE

### INTRODUCTION

#### BACKGROUND

A quick review of the English curriculum and the textbooks based on it reflect that Ethiopian schools perpetuate the more traditional pattern of foreign language study.

As the experience and observation of the writer of this paper go, students are generally expected to learn new vocabulary items with little regard to their main context. Language forms are learned by being manipulated generally as discrete items, usually unnaturally and again without any attention to contextual meaning. Furthermore the importance of learning rules about the language is most of the time confused with learning the language itself.

This being so, at a time when, "teachers of the English language in diverse settings have found a new excitement and confidence in adopting interactive-oriented approaches", Deckert (1987), Ethiopian teachers of English should by no means remain exceptional. Thus, the need to catch up with the current trends regarding language teaching/learning and to apply relevant findings in the field of ELT in Ethiopia is very clear.

In spite of the fact that in-service training courses in Ethiopia are not freely available, the numerous published materials from the outside world can help us take hold of the rationale behind and the appropriate implementation of a more interaction oriented approach. As professionals, we need to up-to-date our knowledge of the field and should engage ourselves in consistent innovation within this field. To sum up, in order to get good results, we need to employ a host of new techniques.

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However, before any attempt is made to put this idea into practice, the need to take account of the readiness of participants in this case 'implementers' and 'clients' ie. teachers and students, (Kennedy's terms) to accept these new ways is extremely important. This is because in introducing interaction - oriented approaches to students/teachers who have previously studied foreign languages in a traditional fashion, we are likely to encounter student/teacher reservations and resistance.

### 1.1. Statement of the problem

The purpose of this study is to find out the effects of teachers' and learners' educational and cultural expectations on innovating within the language learning process. This study therefore attempts to answer the following questions:

1. To what extent do the educational and cultural expectations of teachers and learners have a bearing on managing the introduction of a more interactive approach to high schools in Ethiopia?
2. To what extent is it feasible for more interactive learning modes like pair/group work to be implemented in high school classes in Ethiopia?
3. Do students accept the roles and responsibilities implied by a more democratic and interactive classroom process more easily than teachers? why?
4. To what extent is it possible to persuade teachers of the relevance and value for learners and for themselves of a more interactive learning process?

### 1.2. Importance of the study

English is introduced at Grade three as a subject and it is the medium of instruction from grade seven. It is a compulsory and highly regarded subject on the curriculum. In spite of all these facts, the English proficiency of the vast majority of Ethiopian students at all levels seems inadequate. In this regard, Haile Getachew (1984), Alamirew (1992) and Stoddart (1986) observe that Ethiopian students spend a great deal of time in studying English, but their English proficiency is not satisfactory in comparison with the time spent on teaching the language.

This may be partly because of the teaching method used, which is, as mentioned earlier, the traditional grammatical approach. The general reality in many classes is that English is taught as a dead language, something for the teacher to analyze in front of the students with grammar rules and specific vocabulary to be mastered for the examinations at the end of the semester. English is simply another content area to be memorized rather than a skill to be acquired and used.

Therefore, to overcome this problem it is relevant to consider the possibility of introducing some of the recent methodological insights into high school teaching. Recent discussion of second - and foreign language learning in the classroom setting emphasizes the importance of target language interaction among students for developing communicative skills in the second language. (Long and Porter, 1985)

However, before introducing any change in the method, it is very important to investigate whether such changes are feasible and/or acceptable to the participants in the teaching - learning process in the light of constraints on the situation. In this study, I am particularly concerned with constraints presented by cultural and educational expectations - attitudes, perceptions, values etc - that teachers and learners bring to the learning process. I am concerned to find out to what extent change can be introduced in the light of these expectations.

### 1.3. The scope of the study

This study has been limited to data obtained from:

1. Students of one grade 10 class at Bole Senior Secondary School where the researcher is working. Grade 10 students were selected because at this level students are under no pressure of ESLCE exam

preparation and as a result it was expected that they would take the research project more seriously.

2. The teacher (myself) of these students.
3. Sixteen teachers from four government schools where the research activities are also carried out.

1.4. Limitations of the study

Inclusion of more sections and a greater number of teachers would have provided a more ideal sample for the study from which to generalize. However, such an undertaking would have called for more funds and would have involved more time and personnel to carry out the project. The writer of this thesis has, therefore, taken the sample from one Grade 10 section of one high school and sixteen teachers from four government schools.

## CHAPTER TWO

### Review of Related Literature and of the Ethiopian Context

#### 2.0. Introduction

In this chapter a review of the research literature concerning teachers' and learners' educational and cultural expectations will be given. Since the topic of the current research is to try to assess the effects of teachers' and learners' cultural and educational expectations on implementing change in the form of <sup>a</sup>more interactive learning approach, I will then give a brief analysis and comparison between the more traditional transmission-of-learning approach common in Ethiopia and more recent interactive learning approaches, together with teacher and learner roles implicit in these approaches. This will be followed by a review of research concerning the main issues to be considered when innovating within the language learning process and the constraints and needs to be addressed when introducing change in the direction of more recent ELT methods.

#### 2.1. Teachers' and Learners' Educational and Cultural Expectations

In any teaching and learning situations including EFL learning situations teachers and learners have expectations mainly about the content they are to learn, the roles they are expected to play and the methodology that is most appropriate.

There will also be expectations about what language is, how it is best learned, how it should be used etc. These expectations may be articulated explicitly by teachers to learners or may simply be implicit. Woods and Hammersley, 1977 (quoted in Cortazzi, 1990) describe the perceptions and expectations of British teachers and pupils as "a matrix of assumptions by which one makes sense of the world." These assumptions are seen as being constructed through social interaction in terms given by culture, ie" culture

serves as a framework for the perception of others and guides the interpretation of classroom interaction and more broadly, the construction of meaning in the classroom. "(Cortazzi, 1990:55)

Cortazzi (1990) argues that:

"These expectations derive primarily from often hidden assumptions embedded in participants cultural backgrounds and/or stem from general orientations towards learning resulting from previous educational experience."

Cortazzi further explains that both cultural and educational expectations are derived from socialization patterns in childhood and during key stages in education.

#### 2.1.1. Culture and Cultural Expectations

"Culture embraces all aspects of the patterns of life and the achievements of a national grouping." /Cunringswerth (1984)  
/Culture both in itself and as it impinges on the language classroom can be seen as many faceted.

Valette (1986) defines culture as being composed of two major components:

1. Anthropological/Sociological culture: attitudes, customary belief, patterns of behavior, daily activities of people, their way of thinking, concepts, values forms of organization. Since language is a direct manifestation of this aspect of culture, a society cannot be understood without the knowledge of its language?
2. The other component of culture is the history of a society's civilization-geography, history, achievements in sciences, social sciences, arts, ie. its heritage.

Hughes (1986:162) further subdivides the first aspect of culture into what can be described at individual level and what can be described at institutional level. In other words, he holds the view that we can consider

an individual's motives, intentions, desires or we can consider the same motives on the institutional/societal level.

Valdes (1990:20) asserts the inevitability of learning culture in the language classroom as follows:

"Whatever approach, method or technique is used greetings are usually first on the agenda. How can any teacher fail to see the cultural nature of the way people greet each other in any stage in any language? ... Every language lesson from repetition drills, to filling in the blanks to sophisticated compositions in advanced classes must be about something and almost invariable that something will be cultural no matter what guise it travels under"

As far as learning culture is concerned, Valette (1986) contends that while there are dangers in extreme monoculturalism, there are also dangers in extreme acceptance or attempts to accept and implant the traditions and values of a second language culture and in not adequately understanding the gap between the L<sub>1</sub> culture and the local culture. This is a point of relevance to the current research that will be taken up again later.

As mentioned at the beginning of this chapter, teachers and learners have expectations of various types. These expectations emanate from socialization patterns in early childhood as well as during later key stages in education.

By socialization, Wentworth (1980) quoted in Cortazzi (1990), means the process of acquiring adult roles, internalizing the cultural beliefs and values of society. Thus parents and other adults or older peers display in interaction with children the expected ways of thinking, feeling and acting required by society.

As Cortazzi points out, socialization is clearly linked to cultural transmission. It takes place through the medium of language, but children are also socialized into ways of using language which is in itself an important part of culture. Thus adults use of first language in interaction is thus a major if not the most important means of transmitting cultural knowledge and is a powerful means of socialization. Vygotsky (1962) and Bruner (1983), (Quoted in Cortazzi, 1990) even argue that language is a by-product of cultural transmission. Thus as a result of early socialization in the family and in particular language socialization, i.e. experience of language as spoken with adults in the first language speech community, learners bring with them to the classroom particular beliefs, attitudes and expectations of language behavior, language learning and language use.

#### 2.1.2. Educational Expectations

The expectations that result from socialization in the family and first language community are subsequently "overlaid with further expectations of language learning and language in general derived from the educational system itself." (Cortazzi, 1990:57)

Classroom interaction may in fact be regarded as "a culturally transmitted source of instruction about rights, rules, roles and unspoken assumptions about how to learn and what is worth learning. "(Willes (1983), (referred to in Cortazzi (1990)). Thus by educational expectations we are referring to the effects of teachers' and learners' expectations of learning on the learning process. What counts as teaching and learning? How are knowledge and learning jointly constructed in the classroom? etc. The point is that learners are socialized into such patterns and are prepared for particular roles in pre-school

experience with adults and, through classroom interaction, they become a deeply embedded part of learning expectations about what a normal classroom is.

2.1.3. Some examples of differing Cultural and Educational Expectations

One area in which Western cultural and educational expectations differ from those of other cultures is in attitudes to ways of thinking particularly in relation to reading and writing. Cultural and educational expectations of Western Education include: (1) Knowing and understanding different points of view; (2) critical evaluation of alternatives (3) arriving at balanced judgements and (4) presenting clear lines of argument (Cortazzi, 1990). This is because Western Culture implies a questioning mind and certain ways of thinking and certain kinds of thought patterns.

In this regard, developing an argument in English typically involves examining, analyzing comparing and contrasting and applying. It thus requires succinct logical patterns and this may not be admired or immediately acceptable in societies that value elaborate expression and circuitousness. (Valdes, 1990)

Cortazzi gives, as an example of how the perceived nature of language and learners' cultural and educational experience of it can influence their expectations of Second language learning, the example of Chinese. A young Chinese learner learning to read and write Chinese needs to do a lot of copying and memorization of characters. Chinese first language learners are thus likely to perceive reading skills as involving the need to know vocabulary by memorizing words and reading slowly word by word. This is a view of learning that has many similarities with the experience of an Ethiopian child learning Amharic, but contrasts greatly with recent Western approaches involving

interactive learning, and a communicative approach to reading involving guessing, prediction, reading with different speeds according to purpose, etc. In such approaches the need to memorize is de-emphasized. Unless there is a steady and careful approach to implementing innovation in such a context, the approach might be seen as inappropriate or bad teaching.

Cortazzi gives a broader and more systematic comparison between educational and cultural expectations of Japanese people and Americans. The table he uses is reproduced below. (Cortazzi 1990:62)

Figure 1

Japan	USA
CULTURE: homogenous	heterogenous
hierarchical	egalitarian
group harmony	individuality
consensus	independence
group dependence	self-confidence
avoid confrontation	confrontation acceptable
emphasize empathy	stress verbal
non-verbal elements	communication
EDUCATION; repetition, memory,	understanding
persistence, respect	
authority	develop critical ideas
exams are crucial	exams less important
fear of failure	less fear of failure
accept group consensus	debate ideas

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LANGUAGE: Complex scripts	one simple script
strong word orientation	meaning orientation
prefer hints, ambiguity	prefer explicitness, being
indirectness	straight forward
listener interprets	speaker makes clear
use of intuition	verbal clarity
avoid disagreement	disagreement acceptable
avoid direct questions	many direct questions
distrust speech	speech shows confidence
prefer formal regulated	prefer informal
situations	spontaneous
reluctance for verbal	willingness for verbal
intimacy	intimacy

It is evident to the researcher that while there may be difference of emphasis, many of the non-Western expectations outlined above - the cultural expectations (eg. hierarchical, homogenous, desire for group harmony and consensus) educational expectations (focus on repetition, memory; learning comes from persistent application; respect for authority; extreme value placed on examination achievement; fear of failure and losing face; accepting group behaviour patterns) and language expectation (language is used to hint at meaning, rather than present meaning explicitly; the role of the listener or reader is to interpret etc.) are very similar to the cultural and educational and language expectations that Ethiopian learners bring with them to the classroom. And it is the intention of this research to try to identify to what extent such expectations influence the possibility of implementing change through a more interactive teaching - learning process.

2.2. Transmission-Oriented Learning Vs. Interaction  
Oriented Learning

Different assumptions about language and language learning held by different cultures reflect different views about what should be taught and the dynamics of the learning process. If we take Cortazzi's (1990:58) argument and ask questions about many classrooms throughout the world, such as:

- Who speaks most of the time?
- Who asks most of the questions?
- Who evaluates the answers to questions?
- Who has the right to interrupt others?
- Who says whether, when and how others may speak?
- Who controls the language of interaction?
- Who says what has been learnt, how well and why?

The answer would be: the teacher. The reason as he also maintains is that there exists a certain set of expectations that create a transmission teacher - dominated view of learning. This is a culture bound view, typical of cultures "stressing continuity, suspicious of change, emphasizing stability and group identity". It is also typical of the situation in Ethiopia. It can be contrasted with the more innovative view that learners collectively build up knowledge and ideas through activity, interaction and increasing confidence in verbal expression. Barnes 1976, (cited in Cortazzi 1990).

The transmission-oriented and interaction-oriented or more communicative approaches will now be briefly compared in order to provide a framework for discussing teacher and learner roles in more detail.

The transmission-oriented view of language learning holds that language teaching is concerned with developing students' mastery of rules governing the idealized language learning as a process of developing a capability to operate in situations of 'language use'. (Murdoch 1989)

In the transmission-oriented view discrete items and single sentences are the central focus of attention while in the interaction-oriented view language is regarded as a "meaningful discourse which can be examined with reference to the contextual features of the real-life situation in which it is used." (Murdoch 1989)

The methodologies associated with the former view tend to be highly teacher - centered, where the teacher is seen as responsible for explaining the rule or meaning, providing exemplifications of it and giving the student practice in applying it while the latter view emphasizes the active nature of the learner in the process bringing meaning to the written and spoken word.

In recent years, we have observed the emergence of some degree of consensus in ELT methodological texts, course books etc. emanating particularly from Britain, <sup>the</sup> United States, Canada and other Western societies regarding teaching and learning goals and the methods where by these goals can be best achieved. Wright (1987) describes the most effective of the recent methods as those emphasizing learning as an interactive negotiation process where learners build up knowledge and skills cooperatively and where the teacher's role is to manage and facilitate the learning process.

Calderon, (cited in Christison 1990) defines cooperative learning as follows:

"... a strategy for the classroom that is used to increase motivation and retention, to help students develop a positive image of self and others, to provide a vehicle for critical thinking and problem - solving, and to encourage collaborative social skills."

Long and Porter (1985) also discuss the value of group work and mention the following pedagogic reasons for using it:

- to increase the number of opportunities for language practice
- to improve the quality of student talk. (not merely responding but initiating as well)
- to individualize instruction
- to create a positive affective climate in the classroom.
- to increase student motivation

In other words, group work, which is one of the most important activities in the currently popular interactive /communicative approach, allows students to use language in a particular way. If the students realize that the language they are learning is of some value to them, they will use it and when they use it, they communicate. Through group work students participate actively in discussions, sharing opinions, agreeing and disagreeing with each other.

From the discussions above the following reasons regarding the usefulness and effectiveness of group work can be noted:

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- (1) The aim is for students to become independent from the teacher. The teacher is seen not as the only learning center and the students are expected to take an active role in the learning process, using the language as a means of communication.
- (2) There will be more social interaction and effective learning is likely to be increased.
- (3) Students will exploit their language resources to the utmost.
- (4) Students will remember much better the things that they do and learn on their own.

However, the question of how and to what extent we can apply these insights in Ethiopian high school situations bearing in mind the educational and cultural expectations of teachers and learners is not so easy to pronounce upon. It is the purpose of this research to study this issue further. To adopt a relatively 'strong' version of interaction-oriented language teaching/learning is clearly not feasible or relevant, nor is it likely to be acceptable in Ethiopia. I am also aware that any 'strong' or 'weak' version of CLT is itself an approach based on a fairly academic-based Western view of language teaching/learning, which is probably implemented fully in a relatively small proportion of classes in Western countries. My aim is therefore to find out to what extent certain aspects of interactive learning/communicative language teaching may be considered sufficiently and acceptable to implement in Ethiopian high schools.

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2.3. Teacher and Learner Roles in Interaction Oriented and Transmission Oriented Learning.

2.3.1. Interaction-Oriented Teacher and Learner Roles

Harmer (1983), Breen and Candlin (1980) and Wright (1987) assign a variety of roles to teachers during the teaching - learning process. It must be borne in mind again that those scholars are of course looking at those roles from Western cultural perspective mentioned at the end of the previous section.

Wright (1987:51-52) identifies two major roles for teachers in the classroom: (1) to create the conditions under which learning can take place - the social side of teaching. (2) to impart, by a variety of means, knowledge to their learners - the task - oriented side of teaching.

He argues that the teacher's primary role when setting up learning activities is creating a variety of appropriate conditions under which effective learning can take place. The function of such a management role is to motivate learners who are demotivated and to nurture those who are already well motivated to the task of learning the language.

Secondly, he argues that teachers also control the social and learning behavior of their learners through the choice of activities and ways in which they organize the learning group to perform activities. Each of the ways of organizing entails different types of social relationships between teacher and learners. Each will imply different social relationships between learners too, and will also entail different types, products and contributions from the learners. Consequently, these relationships are accompanied by expectations of one over the other.

As regards interaction - oriented learner roles Breen and Candlin 1980 (cited in Richards and Rogers, 1986:77) describe the learner's role within the Communicative Language Teaching in the following terms:

"The role of learner as negotiator -between the self, the learning process and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way:

Thus the overall aim is for the learner to work towards autonomy and the developing of a learning style that enable him to operate as an independent learner.

### 2.3.2. Transmission - Oriented Teacher and Learner Roles

To begin with, let us consider the following characterization of the teacher's role by Dykstra (cited in Wright 1987:49)

".... near automatons who stand up, call roll, talk a lot, give cues, ask simple content questions, check for comprehension, check for recall, keep records, discipline students, bestow grades and generally carry on with clerical tasks far below what their own level of ability might be!"

We can see that such characterization is fairly typical of a traditional teacher role where she/he dominates all work in the classroom.

Similarly, McGreal (1989:19) asserts that in the traditional classroom, the teacher has taken on the role of the great leader, imparter of knowledge and has generally been the center of all activity. Murdoch (1990:15) also maintains that the teacher's role was seen mainly in terms of providing input in the form of models and explanations of the language system and then closely controlling practice of these models.

In the same way, transmission - oriented roles are assumed for students. In such views learners are required simply to listen to what the teacher says. They are not encouraged to initiate interaction. Where there is interaction, students normally converse with the teacher in generally predictable "Teacher-talk".

Students are also expected to memorize essential patterns and structures, ie, the focus is mainly on accuracy and this results in giving extreme emphasis to correctness which leads students to fear/losing face by speaking out and making errors.

Generally, students play a passive role. There is lack of student involvement in activities and in most cases students are willing to contribute only relatively controlled responses.

#### 2.4. Innovating Within the Language Learning Process

White (1987) describes innovation as "planned and deliberate change intended to bring about improvement. It is fundamental in nature and it is perceived as new by all involved with it."

Kennedy (1988) also claims that innovating involves behavioral change and underlying any behaviour are deep-seated attitudes and beliefs. So, to produce any significant change people need to act differently and may be required to change the way they think about certain issues. Change, according to Kennedy, takes place in an environment which consists of a hierarchy of interrelating systems, the most generalized of which is the cultural system. The figure below is taken from Kennedy (1988:332) and illustrates the hierarchy of interrelating systems he proposes.

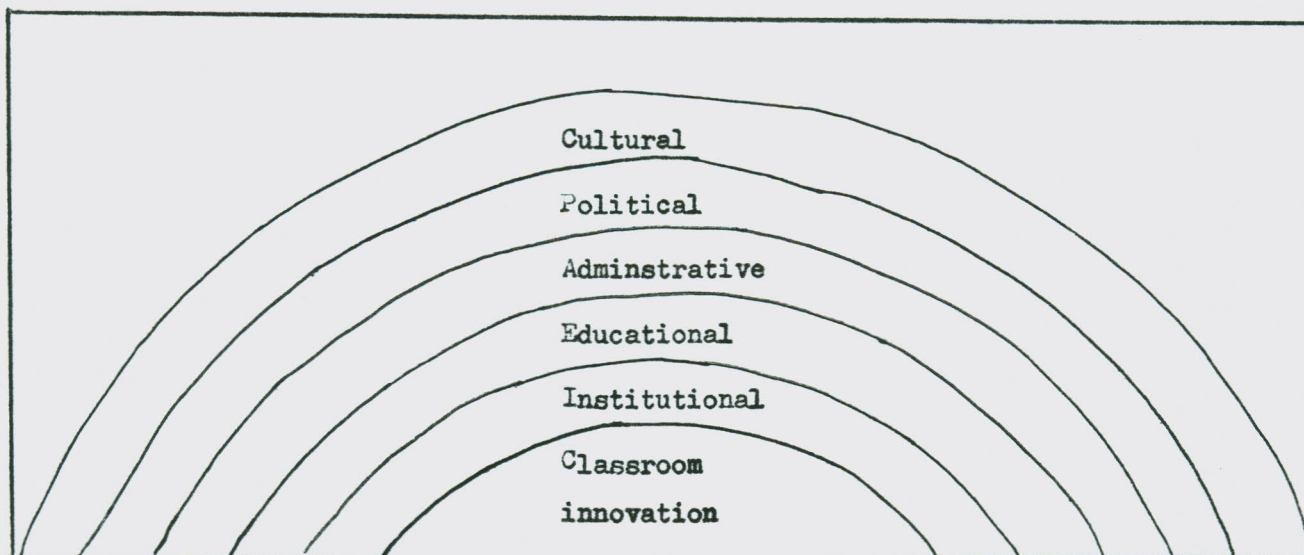


Fig. 2 The hierarchy of interrelating subsystems in which an innovation has to operate.

Kennedy argues that in the change process all the participants need to be involved and consulted. Lambright and Flynn (cited in Kennedy, 1988) have distinguished five roles for participants in the change process: those of adopters, implementers, clients, suppliers and entrepreneurs. Here the discussion focusses on implementers and clients who, in the case of ELT, are teachers and students respectively.

Kelly (cited in Kennedy, 1988) suggests that for an innovation to be viewed favourably there must be initial dissatisfaction with the existing state of affairs. The greater the dissatisfaction the more willing the participants will be to actively seek new solutions to their problem.

Concentrating on the teachers or implementers, Kennedy also mentions the need for initial dissatisfaction to be high and that then there must follow a matching process between the teachers working context and the nature of the innovation. Kennedy (1988:337) identifies three areas in which the matching process occurs and suggests that for the innovation to be accepted the matching must be 'high' in all three. He mentions the three areas as follows:

- (1) Feasibility - given the resources and the organization within which the teachers are working, do the teachers believe the innovation can be implemented? An innovation involving group work may be rejected if resources do not permit the small classes which teachers may feel necessary for this kind of methodology.
- (2) Acceptability: Teachers match their teaching style and philosophy and their expectations against that presented by the innovation. If there is a high degree of matching, the innovation is likely to be adopted. Thus a transmission centered teacher is more likely to welcome materials deriving from this style of teaching than those deriving from interpretive teaching style.
- (3) Relevance: The innovation is more likely to be accepted if it appears to match the needs of the students as perceived by the teachers.

Of these areas, the second - acceptability is of most concern to me though I will also, in the course of my research, be considering feasibility and relevance as the three are clearly interrelated.

#### 2.5. Changing Teacher and Learner Perceptions/Expectations

The main aim of this paper is to assess the feasibility, relevance and acceptability of introducing a degree of change in the direction of interaction-oriented teacher and learner roles, in a situation where there are strong cultural and educational expectations regarding the roles teachers and learners should play. Implementing such change is not likely to be an easy task for the participants need to modify their perceptions as well as, there being major constraints imposed by lack of resources, rigid administration, large classes etc.

### 2.5.1. Changing Teachers' Perceptions and Expectations

With regard to the implementation of a more interactive communicative approach, teachers will not only need to change their teaching techniques but also will need to modify their perceptions of what constitutes teaching and learning. Hyland (1991) states that, "if we wish to take the idea of communicative teaching seriously and allow our students to become active participants in their learning, we have to relinquish our traditional teacher roles."

It is very likely to be difficult for teachers to relinquish their traditional roles over-night, possibly more difficult than for students to acquire new roles. In other words, it is difficult to wipe out the impacts and attitudes of the traditional methods of teaching the language.

Introducing interactive techniques such as pair/group work means we are expecting teachers to encourage learners to gradually assume greater responsibility for their learning as interaction is no longer entirely mediated by the teacher. This role, which results in a greater degree of learner independence may not always be comfortable for teachers at first although it is possible that students may adapt to <sup>it</sup> more readily. This discomfort emanates from different educational and cultural perceptions and expectations of the learning process.

Teachers who are accustomed to transmission - oriented roles, who like to dominate all work in the classroom, and who are then exposed to the classroom dynamics and techniques that the more interactive oriented approaches involve may "view these ideas not as a positive development but as a double - edged threat: a threat to their classroom persona and a threat to their

inherited techniques" (Murdoch 1990). In other words, teachers may feel that relinquishing teacher control for interactive learning will cause them to lose face.

Discussing teacher training based on the need to teach students how to deal with language in context involving them in cognitive activities that arouse their interest, Murdoch (1990) asserts that teachers with previous experience in TEFL pose difficult problems. He says:

"The very fact that they are 'experienced teachers' means that they have established patterns of behavior in the classroom setting. And these patterns of behavior and related ideas of the nature of language teaching may cause interference, confusion, or resistance when they receive the course input."

He further points out that for teachers who are used to employing transmission-oriented techniques, it may be difficult for them to accept input on interactive-oriented techniques at all. Alternatively, they may be convinced of the case for the need for new approaches and techniques but may find it impossible to integrate them with their established behaviour, i.e. it may be difficult for them to reconcile new ideas with their previously acquired teaching skills. One factor in this difficulty mentioned by Murdoch, is the influence of the methods by which they themselves were taught languages.

A further problem is the method expected by the students. In the Ethiopian context, generally students are typically required to consider only one point of view and accept information without questioning. They are seldom encouraged to hypothesize, critically evaluate and they have little experience of developing clear lines of argument. Their expectations of the learning process are based ultimately on receiving and memorizing.

Their primary role in learning English is thus to know words and sentences, or master grammatical rules for recall and use on written examinations rather than working out their own arguments and expressing them clearly and logically. Students thus perceive the language learning process in the classroom primarily as an occasion for a teacher's guidance through a textbook or for examination on their own mastery of a textbook. In other words, attending class is perceived as mainly exposure to a body of materials that will inevitably reappear in part or in full in the final examination. Thus the method which students are accustomed to will be a barrier to teachers seeking to implement change.

Abbott (1987:48) notes other sources of resistance to new teaching methods. Within a transmission - oriented situations, students, parents and the school administration with their attitudes have some effect on teachers and may prevent them from trying out new ways of teaching. Thus he warns us:

"Trying to push teachers into making what they see as radical changes in the way they run their lessons is frequently counter - productive, the more you push the stiffer the resistance; and apparent successes are sometimes actually failures, the teacher reverting to former practices when the trainer is no longer present."

Therefore, for any degree<sup>of</sup>/innovation to be successful, teachers will have to modify their expectations. In fact, what Murdoch argues, as already mentioned, is from the point of view of formal teacher training programmes. Similarly Wallace (1991) argues that the need for giving teachers a well - planned re-orientation which encourages them to reflect on their attitudes, and beliefs/perceptions of language and language learning on customary behavior in language teaching. In this way we may to some degree be able to modify their perceptions and actual classroom behaviors over a period of time, ie.

It may thus be possible to implement a modest degree of change in attitude to this behavior. Hence, from the teachers' point of view trying to introduce a different methodological approach needs caution.

#### 2.5.2. Changing Students' Perception and Expectations

Nolasco and Arthur (1986) note that in introducing new methods learners' expectations must always be taken into account and change should be introduced gradually.

Abbott (1987), Cortazzi (1990) and Nolasco and Arthur (1988) agree that organizing lessons differently from what the students are used to will inevitably provoke a reaction from the students because students come to lessons with expectations as to what is normal classroom organization and behavior. Christison (1990) observes that students typically come to EFL classes expecting the traditional classroom arrangement with the teacher in front of the class and the students in straight rows watching the teacher. As a result, they will be confused and hesitant when these expectations are not met. In such conditions, Christison stresses that the students need to understand why it is that they are doing things differently and how it will help them reach their goals.

As regards students expectations, Byrne (1987:34) also observes the following:

"In some countries, students (parents) expect the teacher to stand in front of the class ---- and 'teach'. That is, to control and instruct the students. In this case, they will probably expect other things too - lots of drills and no language games for example."

Similarly, Nolasco and Arthur (1988:38) discuss that students in large classes know how lessons are usually structured and they know what type of

Questions the teacher will ask as well as how they are expected to answer them. They roughly know not only what the average teacher will and will not accept but also they will have their own particular perceptions of "the good teacher "and" the good lesson".

Girard 1977 describes<sup>es</sup> the qualities of a good language teacher and mentions the following: as part of a much longer list of qualities. A good language teacher is one who,

- makes students participate
- insists on the spoken language
- makes pupils work
- speaks good English
- teaches good pronunciation

By and large, Ethiopian students may be expected to evaluate/appreciate a teacher as a "good language teacher" on the basis of rather different qualities. For example, they may perceive a good language teacher to be one who:

- lectures and explains everything
- insists on silence and is good at keeping control
- gives notes for everything and makes them copy
- has good hand - writing and frequently uses L<sub>1</sub> to help them understand language items
- teaches grammar rules well

This matches with O'Brien's (1986:84) claim that "in any given teaching situation there is some sort of generally perceived, if not always explicitly specified, model of the 'good teacher'."

Accordingly, to practice interactive techniques such as pair/group work in a transmission oriented learning situation may clash with educational and broader cultural expectations of learners. Cortazzi (1990:59) points out likely student reactions as follows:

"Why are we being asked to talk to each other and ask each other questions? The teacher should ask the questions and listen to the answers and correct them. If we are all talking in pairs together, how can the teacher correct us?"

The reactions mentioned above show what students in traditional classrooms expect the norm to be. As a result, a teacher who attempts to introduce a more interactive approach may face difficulties unless learners are encouraged to modify their perceptions. Failure to take account of the need for this may lead to the diminution of his status and perceived competence in learners' eyes as he is not behaving in ways learners have come to expect good teachers to behave.

During such situations, Deckert (1987:17) insists on the need for student re-orientation. For example, students need to know that the classroom is a place to use the foreign language and not essentially a place to learn right answers.

In the same way, Ilola et al (1989:16), discussing classroom management for structuring students' interaction to promote learning, draws attention to the following:

"(a major) consideration that must be taken into account is the students' cultural and social values, their expectation about classroom learning, and their personal learning styles. Values and expectations vary from country to country .... It may be that for some cultures or individual students group work will not be as successful or will need more practice because of cultural values or past experiences -----"

Ellis and Sinclair (1989) also agree that learners bring into the classroom their own expectations about language learning, their teacher's role and their own roles and they point out that these expectations are often the result of past learning experience and cultural background. Accordingly, they recommend learner training so that students can understand what is happening in the classroom and why.

Thus to produce a significant change in learner behavior, learners and teachers will be required to modify their perceptions about what teachers' and learners' roles and expectations should be. At the same time we need to be aware of how students are likely to respond to high student involvement learning methods and thus bear in mind what degree of change is likely to be feasible, and acceptable.

#### 2.6. Introducing a Degree of Interaction in ELT Methods in Ethiopian High Schools

Stoddart (1986) and Alamirew (1992) have argued that English language teaching in Ethiopia is based on a structural - grammatical approach and state that the teaching - learning is mainly teacher - centred with little or no active student participation.

Besides, from the observations and experiences of the writer of this paper, it seems that in Ethiopian high schools teachers and learners typically accept as given a teacher-centered mode of classroom organization and a traditional grammatical approach to second language learning. Further, a quick review of ENE textbooks reveals that the reading materials and learning activities are somewhat contrived, and cannot be easily modified, except by really innovative teachers, for genuine interactive learning.

Thus, cooperative, interactive learning, learner responsibility and the developing of learning strategies in English receive scant attention because teachers/learners are either not aware of them as effective ways of facilitating language learning or are not convinced of their value.

However, Sara (1989) studied a number of elementary school classes to see if employing communicative games and activities would result in more effective learning than the existing method does. Her research thus focussed on one aspect of interactive learning in CLT and she arrived at a number of conclusions relevant to the present study:

- Games can be used in large classes
- Teachers can cope with teaching games and activities in Ethiopian government elementary schools.

She recommended that a study be conducted as to how to integrate language games and activities more extensively within the current purely structural syllabus. She also recommended to change the syllabus as a whole and to retrain teachers on how to teach students in a more interactive way.

The present research is therefore related to the aforementioned study except that it is wider in its scope, i.e. takes a range of techniques appropriate to CLT and is concerned with a particular focus: to what extent expectations influence the feasibility, acceptability and relevance of change; and it is aimed at high school situations.

Similarly, Alamirew (1992) carried out research on the application of group work in learning English in high schools. He reported that teachers seemed very happy with the use of group work in the belief that the method would help students develop their English proficiency. He further found out that teachers didn't have any difficulty during the group activity lessons except shortage of time.

Therefore it is expected by the current researcher that certain aspects<sup>of</sup> interactive methods can be introduced in our high schools although probably only gradually and cautiously because of the need to take account of and modify 'teachers' and learners' expectations. In particular it is expected that:

- (1) Students will need to see the purpose and benefits of learning-based approaches if they are to be accepted. They may reject the new ideas as counter to widely accepted cultural and educational norms or complain that the teacher is not teaching if the security and sense of order found in the familiar classroom routines are suddenly 'violated' by something new.
- (2) Teachers will also need to see the purpose and benefits both to them and to learners of learning based approaches. They may view these approaches as a 'threat to their classroom persona and inherited techniques'. They may regard the innovation as not feasible - given the resources and over-all context they are working within. They may find the change in teaching style and philosophy required by the innovation to be culturally unacceptable.
- (3) Teachers will need to be more sensitive to how students learn both in terms of implementing new methods and in the time needed to integrate new learning. They will need to be made aware of how students respond to high-student-involvement learning methods. Generally speaking learners from Western cultures are more likely to be able to adapt quickly to reflection self analysis and risk-taking since these behaviours are familiar to them already from real life experience. However, students in Ethiopia are likely to need a much longer period of adjustment to become truly involved.

Generally, among other issues the following questions need to be considered and answered.

- (1) To what extent do the educational and cultural expectations of teachers and learners have a bearing on managing the introduction of a more interactive approach using communicative techniques to high schools in Ethiopia?
- (2) To what extent is it feasible for pair/group work to be implemented in high school classes in Ethiopia - given the resources large class size, system of organization etc. in which teachers and learners work.
- (3) Do students accept the roles and responsibilities implied by a more democratic and interactive classroom process more easily than teachers? Why?
- (4) To what extent is it possible to persuade teachers of the relevance and value for learners and for themselves of a more interactive learning process?

It is mainly with these questions in mind that this research has been carried out.

## CHAPTER THREE

### PROCEDURE

#### 3.1. Sampling Schools, Students and Teachers

##### 3.1.1. Sampling of Schools

For this study four government schools in Addis Ababa, Misrak Comprehensive, Kokebe Tsibah Senior Secondary, Wondirad Senior Secondary and Bole Senior Secondary were sampled. I selected these Schools after taking into account the transportation and other problems that I might have faced if I had chosen more distant schools. The first three were chosen for their proximity and the last as it is the school where I work. An additional reason for selecting the latter is that I believed I could get adequate cooperation from the administration as well as from the teachers and the students. A total of four schools were sampled in order to maximize the data that could be obtained.

Besides, as all government high schools in this country use the same textbooks and have an equal number of periods for English and more or less equally qualified teachers, these schools can be said to approximately represent Grade 10 students and teachers of government schools elsewhere in the country.

##### 3.1.2. Sampling of Student Population

From eight~~te~~ afternoon shift Grade 10 sections at Bole Senior Secondary School one section was selected by lot. Grade 10 was selected because at this level students are under no pressure from ESICE exam preparation and compared to students of other grades it was assumed that students at this level (grade) would give more attention to the research project.

### 3.1.3. Sampling of Teacher Population

Sixteen grade 10 teachers' of English, that is, four teachers from each school were sampled by means of lot. In addition I was personally involved as I taught the Grade 10 class at Bole High School.

## 3.2. Preparation and Application of Teaching Materials

### 3.2.1. Preparation of Tasks

Tasks were adapted and prepared based on the guidelines recommended by Littlewood (1981:17-18) in that they should provide "whole-task" practice, improve motivation, allow natural learning and create a context that supports learning. Thus, interactive tasks of guessing games, information transfer and information gap activities, problem-solving tasks, ranking exercises, values clarification techniques etc. were developed.

Moreover, the main emphasis of the activities was on meanings to be communicated and less emphasis was given to forms and ~~structures~~ to be learned. For developing the tasks and activities, I adapted materials from the works of the following writers: Harmer, (1983); Klippel, (1983); Ur, (1988) and Doff, (1988).

The materials were prepared in such a way that they required interaction and cooperation while at the same time were suitable for group work. Other factors that were considered were as follows:

- The activities should retain a degree of relevance to the content of the ENE Course ie. in terms of level and language content.
- They should be relatively simple to administer and for students to carry out.

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- They should be relevant to students experience and interests.
- They should be manageable in terms of time available.
- They should be graded: from controlled to less controlled and to freer activities.

### 3.2.2. Orienting Teachers

The researcher oriented teachers on how to present and manage the tasks for the research. First, they were provided with the specially prepared materials, the ones mentioned above, which included task sheets and teacher notes. Furthermore the teachers were given a specific orientation which focussed on the following main points:

- Teachers were given careful orientation on how they could get the students to carry out the tasks. Specifically, as the researcher did himself when introducing materials to his own students, teachers were given advice to do the following:
  - to set up a routine so that students could gradually accept and get used to the idea of working in pairs/groups and know exactly what to do.
  - to give clear instructions (even using Amharic when they thought it was necessary) about when to start, what to do and when to stop.
  - to demonstrate the activities by getting pairs of students to ask and answer in front of the class.
  - to get students familiarized with pair/group work by giving them very short, simple tasks to perform initially and after the students had got used to the idea of working in pairs/groups, to extend the range of activities offered.

- to form groups of 6-8 students (which were at the same time convenient for pair work) and to make them elect their leader/secretary.
- to assist each group when doing the tasks.
- to note down errors and give corrections after the activity is over.

The researcher himself taught one section of Grade 10 trying out specially prepared materials (see appendix A) which were considered suitable for interactive work in pairs/groups. These were taught along with normal ENE (English for New Ethiopia) materials for six weeks. The sixteen teachers similarly taught the materials over a six week period for two 40 minute session per week in their own schools.

### 3.3 Construction and Distribution of the Questionnaire

Two questionnaires were constructed for the purpose of helping teachers and students to reflect on their attitudes to the interactive learning tasks and to help the researcher identify to what extent teachers and learners were able to accept the innovation, to what extent not and for what reasons.

#### 3.3.1. Students' Questionnaire

The students' questionnaire was designed in Amharic to assist students with answering. It contained 17 items. The questionnaires were distributed to 65 students who participated in the six weeks of interactive lessons at Bole Secondary School. Students were briefed on the purpose of the questionnaire. Apart from this, the researcher clarified the questions item by item to avoid the possibility that students might misinterpret. Students kept the questionnaires with them for one week and the researcher was available

even after regular classes to give students a chance of clarification. At the end, 60 students returned the questionnaire and these were analyzed.

### 3.3.2. Teachers' Questionnaire

This questionnaire contained 20 items (see appendix B). The questionnaires were distributed during the fourth week to the sixteen teachers who taught the specially prepared materials for six weeks. The researcher, together with the teachers, went through the questionnaire items in order to clarify any technical concepts which he felt would create misunderstanding. The teachers kept the questionnaires with them for two weeks. Finally, eleven teachers returned the filled questionnaires and these were analyzed.

### 3.4. Preparation and Administration of Interviews

#### 3.4.1. Students' Interviews

As a complementary tool to the questionnaires, mother tongue interviews (see appendix C) were conducted with a random sample of students. The purpose of having the interview in Amharic was to assist students in reflecting on their feelings and attitudes more thoroughly and naturally since their English capability would not enable them to express themselves clearly and they would anyway naturally express feelings and emotions more comfortably in Amharic.

The interview consisted of 5 items. A total of 20 students (10 boys and 10 girls) were interviewed and recorded. The interview was conducted by a colleague from the school's Guidance and Counseling section after being oriented on how to handle the activity by the researcher. The aim was to minimize interviewees' inhibitions. In other words, I felt that students would feel freer with him than with me. Then, recorded interviews were analyzed.

### 3.4.2. Teachers' Interview

The interview consisted of 9 major items. A total of 6 teachers selected randomly were interviewed and recorded. The interview was conducted by the researcher himself and the interviewees were allowed to use either Amharic or English or both in order to elicit whatever feeling or thoughts they had. Finally these were analyzed.

### 3.5. Self-Observation

This was used in order to supplement the findings of the questionnaires and the interviews and to effect a degree of triangulation.

During the six weeks of group activity lessons, the researcher recorded in a note both what he observed about what happened in each of his own lessons and his own feelings and thoughts about those lessons.

### 3.6. Observation of other Teachers

Similarly, observations were made by the researcher during lessons taught by the sixteen teachers based on the points indicated under 3.2.2 and more specifically in relation to classroom organization, implementation of the tasks, overall teaching - learning performances, etc. I also considered other issues from the teachers' questionnaire.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1. Analysis and discussion of Questionnaires

##### 4.1.1. Teachers' Questionnaire

This questionnaire was administered to 16 teachers who taught the specially prepared materials for six weeks. There were 20 items in the questionnaire. The questions or statements were grouped as follows:

- (1) Questions dealing with teacher roles, attitudes, feelings etc. as perceived by teachers.
- (2) Questions dealing with student roles as perceived by teachers.
- (3) Questions dealing with the benefits of pair/group work, ie. interactive learning as perceived by teachers.
- (4) Questions dealing with the lesson overall as perceived by teachers.

The questionnaire can be referred to in full in Appendix B

First the results from the questionnaire sections dealing with teacher roles as perceived by teachers will be discussed.

In item "7" teachers were asked to select four statements which they felt explained how they taught English well and to rank them from 1-4. Among the eight statements given for respondents to choose from, four referred to broadly transmission-oriented teacher roles and the other four broadly to roles appropriate to interactive learning. The aim was to find out which teacher roles (transmission-oriented or interaction-oriented) teachers preferred with the aim of providing an indication as to what extent teachers might be ready to accept modified teacher - roles related to interactive learning.

From the figures (see Table 1) it would appear that inherited transmission - driven expectations of teachers' roles had been dramatically modified ie. the

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number of choices made reflecting positive attitudes to interactive teacher roles was very high.

I feel I teach well when I

	R		A		N		K	
	1		2		3		4	
	No. of Teachers	%	No. of Teacher	%	No. of Teacher	%	No. of Teachers	%
Transmission-oriented T. roles	-	-	-	-	1	9.1 %	2	18.2 %
Interaction-oriented T. roles	11	100%	11	100%	10	90.9 %	9	81.8 %
Total	11	100%	11	100 %	11	100 %	11	100%

Table 1

Among the choices from the list, the following were the most popular:

"I feel I teach well when I -----"

- organize activities for students to do,
- help learners develop confidence in using English.

More detailed information can be obtained by referring to table 1a in Appendix F.

It can be argued on the basis of this evidence that teachers' Cultural and educational perceptions regarding their traditional teacher roles had been surprisingly, successfully modified. If true this might imply that if teachers are given proper re-orientation, they could within a relatively short period of time be encouraged to modify not only their perceptions and expectations but also their behaviour. It would therefore be important to see from subsequent data whether this reflected a genuine attitudinal change or whether it was an intellectual response only; eg. because teachers had worked out what the researcher wanted them to say.

In item "8" teachers were asked to explain how they felt about their role during those interactive lessons, to respond whether they felt happy or not and state their reasons. The majority of them as with item "7" reported (see Table<sup>2</sup> below ) that they felt happy in their modified roles.

Were you happy with your role during those task based lessons?

RESPONSES	No. of Teachers	%
Yes	9	81.8 %
No	2	18.2 %
Total	11	100.0 %

Table 2

Their justifications have been summarized below:

"I felt happy because -----"

- I assumed the role of facilitator not actor myself.
- I observed my students responding in English and that is surprising for me.
- I was able to distinguish between slow learners and fast learners.
- I acted only as a guide.

Very few teachers responded that they felt unhappy. The main reason they gave was that during such activities the teacher is somewhat 'idle' and is not supposed to interfere; eg. to tell students whatever he thinks is wrong. The sources of these kinds of feelings seem to be the misconception that the teacher in such activities is 'relieved' of his role. In fact, the role required of a teacher in a more communicative classroom is more demanding than the role required of a teacher in transmission-oriented activities.

From the results we can conclude that teachers seemed to generally accept the idea of the teacher adopting a facilitating role as opposed to a controlling role and this corresponds with the responses to item "7" (see Table 1).

Item "16" was related to item "8". It asked teachers to what extent it was acceptable to them to use these kinds of task and adopt interaction-oriented teacher roles. The responses to this question are similar in view to responses to item "8" and "7" in the sense that almost all of the teachers responded positively. Thus it would appear that teachers believed they were genuinely adopting facilitator roles and were approving of the change. However from my observation, their responses were not entirely realistic. Thus, though, to a certain degree supportive and accepting teacher behaviors were reflected by a good number of the subjects, the following behaviors were frequently noted.

Some teachers:

- were rather authoritarian or even classroom tyrants.
- assumed superiority over their students.
- picked on the students when they made mistakes.
- were aloof.

Thus there was a disparity between their actual behavior and the changes in behavior, classroom atmosphere, etc, they believed they were making.

In item "9" it was intended to find out indirectly which roles teachers preferred by asking them to what extent they wanted the lessons to be under their control. The interesting thing is that from the figures (see Table 3) we can observe that teachers' answers to this question were not entirely but at least broadly consistent with their opinions as expressed in the items discussed so far.

To what extent would you want the lesson to be under your (teacher's) control?

RESPONSES	No. of Teachers	%
A 100 %	-	-
B About 75%	4	36.4%
C " 50%	3	27.2%
D " 25%	4	36.4%
E 0	-	-
Total	11	100%

Table 3

While some teachers indicated a preference for continuing to control a high percentage of lesson activities (75%), others suggested they would be willing to adopt more of a background role. It seems reasonable that teachers took these positions because, on the one hand, they had claimed that they were comfortable with facilitating teacher roles, while on the other hand they still retained a strong culturally/educationally determined belief that the teacher should dominate many aspects of the lesson. This need to control the lesson was actually observed clearly by the researcher during observation of the actual teaching of many of the task-based lessons.

In item "19", teachers were asked to evaluate to what extent they felt they were fulfilling their role as a teacher in those kinds of activities. From the figures (see Table 4), we can see that most of them believed they were accomplishing their roles more successfully as teachers.

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Do you think you are fulfilling your  
role as a teacher in these kinds of activities?

RESPONSES	No. of Teacher	%
more sucessfully?	6	54.5%
as sucessfully?	4	36.4%
less sucessfully?	1	9.1%
Total	11	100.0%

Table 4

However, as pointed out above, my observation suggested that the impulse to control was so great for many of the teachers that whatever change was introduced was relatively small and that some teachers in fact hardly carried out facilitating roles at all.

Next we should turn to the results from the questionnaire questions dealing with learner roles as perceived by teachers.

Regarding this point, item "1" asked teachers to select and rank four statements which in their view best described the behaviors of a good learner of English given a balance of eight possible transmission-and interaction-oriented student behaviors.

The results show us (see Table 5) that most of the teachers identified good learners in terms of students who adopted interactive-oriented student behaviors.

.../

A good learner of English is one who -----

	R		A		N		K	
	1		2		3		4	
	No. of <del>Teachers</del> %	%	No. of <del>Teacher</del>	%	No. of <del>Teacher</del>	%	No. of <del>Teacher</del>	%
Transmission-oriented <del>student</del> behaviours	3	27.3	1	9.1	4	36.4	3	27.3
Interaction-oriented <del>student</del> behaviours	8	72.7	10	91.9	7	63.6	8	72.7
Total	11	100 %	11	100 %	11	100 %	11	100 %

Table 5

The following were the most commonly selected choices:

" A good learner of English is one who -----"

- likes to practise English with his/her classmates.
- listens to what others say.

More detailed information can be obtained by referring to Table 5 a in Appendix F.

It seems that teachers realized that the students should take an active part in the teaching - learning process. However, this contradicts the data from the observation I made. In most of the sessions I observed, the teachers, though they claimed they were encouraging interactive learner roles, were actually expecting students to speak and react strictly according to the teacher's instructions. Sometimes, some teachers even gave commands in such a way that students were terrorized. Thus it can be argued that teachers were prepared to believe as an intellectual response, in the value of more learner centered roles, but in reality still felt threatened by the change

in personal and in teaching techniques, this implied. The implication is that, for teachers, the cultural and educational expectations about what they felt ought to happen conflicted with what they wanted to see, but were frightened of allowing <sup>it</sup> to happen.

Next the results dealing with the benefits of pair/group work as perceived by teachers will be analysed.

In item "11" teachers were asked to state what they thought the benefits of using pair/group work were in comparison with their previous ways teaching English. In their responses they reported that it had the following advantages:

"Group work -----"

- encourages students to practise English.
- enhances students speaking ability.
- helps students to get a chance to participate in activities.
- enables students to develop interest.

In item "12" teachers were asked to what extent they would feel happy teaching English in this way, i.e. in pairs/groups in the future).

To what extent would you feel happy

teaching English in this way (in groups) in the future?

RESPONSES	No. of Teachers	%
A. 100 %	-	-
B. about 75 %	6	54.5%
C. about 50 %	5	45.5%
d. about 25 %	-	-
e. 0	-	-
Total	11	100 %

Table 6

As the results show (see Table 6) teachers seemed to have realized the benefits of group work but still their past exposure to a transmission - oriented view of teaching was reflected. The fact that none of them chose either of the extremes implies a kind of perplexity was being experienced.

Item "13" was designed to complement item 14. In the first item teachers were required to respond whether they were satisfied or dissatisfied with the existing situation regarding the teaching of English. Nearly all of them said that they were dissatisfied. Some of the reasons they mentioned mainly focused on lack of student motivation, ~~unsuitable~~ teaching materials, etc. Their responses thus supported the argument stated by Kelly (cited in Kennedy, 1988) that for an innovation to be viewed favourably there must be initial dissatisfaction with the existing state of affairs. So, there are grounds to suggest that teachers might accept a degree of innovation.

Item "14" then asked teachers whether the interactive approach to learning and teaching might in their view help to solve some of the problems of teaching and learning English in Ethiopia. Nearly all of them agreed it would and even suggested the approach be implemented from lower grades. In their responses they claimed that they had a professional obligation and desire to enable students to communicate more freely in English.

Finally we should note one important point. In all the responses to questions 11 - 14 regarding the benefits of group work, teachers identified benefits from the students part only. While group work also benefits the teacher, none of them realized this. This may have been due to the fact that the change of attitude and behaviour required of them were ~~sub~~consciously perceived as too much of a threat to their cultural and educational expectations, of what constitutes learning and teaching, how it should be carried out, etc.

Teachers were happy with the idea of students engaging in group work but reluctant to accept the reality of a change in the power relationship between students and themselves.

Next the results of questionnaire items related to the lesson as perceived by the teachers will be discussed.

Item "18" asked teachers whether they had tried such kinds of activity-based learning in pairs or groups before. The intention was to find out if teachers had attempted any kind of innovation within the language learning/teaching process. None of them reported that they had tried it. This is not surprising as teachers are rigidly dependent on work schedules based on the textbook and the teaching method which is implied by the book as well as what is expected by the school administration.

In item "10" they were asked to decide whether the new group activity lessons were like their 'normal' lessons or not. As the results show (see Table 7) the majority of teachers agreed that they were not like the 'normal' lessons.

Were the new group activity lessons like your "Normal" lessons?

RESPONCES	No. of Teachers	%
Yes	4	36.4 %
No	7	63.6 %
Total	11	100.0 %

Table 7

However, the fact that 4 teachers suggested that they were like their normal lessons seems to confirm that those teachers at least perceived themselves as continuing to dominate during the group lessons.

In Item "6" teachers were asked to report what problems (if any) they had during the group activity lessons. They mentioned problems such as: (1) large class size (2) lack of teacher's experience in managing group work (3) shortage of time (4) lack of student motivation, (5) students' lack of language proficiency. None of them reported any hindrance to interaction which might be attributed directly to cultural or educational perceptions.

Item "3" asked teachers to report whether they thought students learned more working in a group than in a whole class. From the figures (see Table 8) most of the teachers reported that they felt students had learned more working in groups.

Do you think that your students  
learned more working in a group  
than in a whole class?

RESPONSES	No. of Teachers	%
Yes	9	81.8%
No	2	18.2%
Total	11	100.0%

Table 8

In item "4" teachers were asked to mention what they thought students had learned and they suggested the following:

.../

"students learned to -----"

- practise English with their classmates.
- solve problems in English.
- discuss freely:
- correct their own as well as others errors.
- share ideas and experiences.
- guide themselves.
- do things by themselves.
- participate in learning activities.

In the same way in item "5" teachers were asked to say whether students had cooperated well in the group activities or not. As the figures (see Table 9) show the majority of them reported positively and gave the following reasons:

"Students cooperated well in the lessons because -----"

- most of the tasks were prepared in a simple way so students liked them.
- they found it fun and game-like.
- they didn't worry to make mistakes.
- there was a group competition, etc.

Those who reported negatively came up with the following justifications:

"Students didn't cooperate well because -----"

- students have no attention.
- the lessons are a bit complex, etc.

Did you think your students  
cooperated well in the lessons?

Responses	No. of Teachers	%
Yes	8	72.7 %
No	3	27.3 %
Total	11	100.0 %

Table 9

In item "15" teachers were asked to reflect their opinions on the feasibility of such activities. Except some of them who said, it is difficult to implement since the overall situation in the school doesn't permit, the rest said that it was feasible. Similarly item "17" asked whether teachers thought this approach meets the learning needs of students. As the figures indicate (see Table 10) many teachers responded that it meets the students learning needs successfully. However, I have certain reservations about whether they fully understood the implications of their answers, particularly regarding its acceptability in terms of changes they would have to make in their own perceptions, style, classroom roles, etc, in order to implement.

Do you think this approach meets the learning needs of your students?

Respondents	No. of Teachers	%
more successfully	7	63.6%
less successfully	4	36.4%
unsuccessfully	-	-
Total	11	100 %

Table 10

And finally, in item "20" teachers were asked whether they had had enough time to adjust to accommodate the changes or not. Almost all of them reported that they hadn't had enough time to adjust to the changes. This relates to the responses to item "6". This is most certainly true and was confirmed by my own observations.

.../

#### 4.1.2. Students' Questionnaire

This questionnaire was administered to students who were taught by the researcher himself. It had been intended to administer the questionnaire to a sample of students from the four schools where other teachers had taught the sample lessons but this plan had to be abandoned because of lack of time for administering and analysing all the questionnaires. However the student responses obtained do, it is believed, offer the best possible data that could have been obtained as they were obtained from the students taught by the researcher who may thus be expected to have been exposed to the approach in the most authentic way.

There were 17 questions in this questionnaire. The questions or statements were grouped as follows:

- (1) Questions (1,2,3,4,5,6,7,8) dealt with students' roles, feelings, attitudes etc.
- (2) Questions (9,10,11,12) related to teacher roles as perceived by students.
- (3) Questions (13,15,16) dealt with the lesson as perceived by students.
- (4) Questions (14,17) dealt with the benefits of interactive learning perceived by students.

The results of the questionnaire dealing with student roles, feelings and attitudes will now be discussed.

Item "1" asked students to select four statements out of eight which they felt explained how they learned English well and to rank them from 1-4. This was intended to enable the researcher to discover which learner roles and behaviors. (transmission-oriented or interaction-oriented) students

liked and through them to evaluate to what degree they were ready to accept new learner roles and behaviors related to interactive learning. It would also enable a comparison to be made with how teachers thought learners learned well. Among the eight statements given four referred to transmission-oriented student roles and behaviors and the other four to roles and behaviors appropriate to interactive learning.

The figures (see Table 11) indicate that preferences for traditional transmission - oriented modes of learning remained strong, but a very significant number of choices reflecting positive attitudes to cooperative learning were also made, particularly throughout 2<sup>nd</sup> 3<sup>rd</sup> and 4<sup>th</sup>.

I learn English well when I -----

RESPONSES	R		A		N		K	
	1		2		3		4	
	No. of Students	%	No. of students	%	No. of students	%	No. of students	%
Transmission-oriented teacher behaviours	45	75%	26	43.3%	20	33.3%	26	43.3%
Interaction-oriented teacher behaviours	15	25%	34	56.7%	40	66.7%	34	56.7%
Total	60	100%	60	100%	60	100%	60	100%

Table 11

The following were the major popular choices regarding transmission - oriented behaviours.

.../

"I learn English well when I -----"

- am corrected whenever I make a mistake.
- absorb knowledge about English from my teacher.

The most popular choices regarding interaction-oriented behaviours were:

"I learn English well when I -----"

- practise with my classmates.
- participate in group discussion.

More detailed information can be obtained by referring to Table 11 a in Appendix G.

From Table 11 it seems that these students' perceptions regarding transmission-oriented learner roles and behavior had been partially modified, which implies that if learners could be oriented and trained properly, they could even within a relatively short period of time (this research lasted only 6 weeks) be encouraged to modify their perceptions to a certain extent in spite of their traditional cultural and educational expectations. Interestingly, by comparison with student responses, teachers had indicated that for them learning English well implied more strongly participatory behaviors. (compare Table 1)

Item "2" was designed to assess the attitudes of students towards the new approach introduced to them. As shown in Table 12, the majority of students responded that they had enjoyed the interactive activity lessons. However, a small but significant number of respondents reported that they had not enjoyed working in groups.

.../

Did you enjoy working in a group?

RESPONSES	No. of Student	%
Yes	48	80%
No	12	20%
Total	60	100%

Table 12

Item "3" was designed for the purpose of cross-checking students' feelings towards the newly introduced approach. The responses (see Table 13) confirm the view expressed in responses to item 3 that in spite of their being accustomed to a teacher-dominated classroom, nearly all of the students enjoyed and were in favour of the newly introduced approach.

Do you think that you learned more working in a group than a whole class?

RESPONSES	No. of Students	%
Yes	49	81.7%
No	11	18.3%
Total	60	100 %

Table 13

In item "4" those who said yes to item "3" above mentioned almost similar points to those given to the questions about the benefits of group work. Those who opposed complained they were not followed up by the teacher about their achievements and reported disturbances among group members.

.../

In item "6" students were asked whether they thought they learned well in the lessons or not. From the results nearly all of them agreed and reported that they had learned the following:

"I learned to -----"

- practise English.
- participate in group discussions.
- correct others.
- identify my mistakes, etc.

However, a few of them disagreed and reported the following reasons:

- It is a waste of time.
- we were simply discussing and joking.
- students were mocking and I don't think I have learned anything.

On balance, it can be said that for the majority of students the benefits of interactive group - based learning were very clear though there were suggestions that students did not want to relinquish the traditional learning modes and behaviors which they perceived to be major factors in helping them to learn well.

In item "8" students were asked whether they would prefer to work in a mixed sex group or in a single sex group. As the figures indicate (see Table 14) most of the students said they preferred to work in mixed groups.

In which group would you prefer to work?

RESPONSES	No. of students	%
mixed	39	65%
single	21	35%
Total	60	100%

Table 14

Their response are analyzed below:

First, the justifications of those who opted for working in mixed groups are summarized. Then the justifications of those who opted in favour of working in single sex groups are given.

(1) "I prefer to work in a mixed sex group because -----"

Boys' responses

- what females think will not be the same as we males.

Girls' responses

- If we girls are all in one group we tend to talk about other issues.
- If we girls are all in one group and I make mistakes, it is common that other girls mock me.

(2) "I prefer to work in a single sex group because -----"

Boys' responses

- I am shy with girls so I want to work only with boys.
- Girls are shy so they cannot do well in English.
- when we work with girls, others misinterpret it .
- I can freely interact with boys.
- If a girl, for instance, knows something about what we are discussing , I don't ask her to explain it for me. Being a male how can I ask a female?

Girls' responses

- Boys always dominate and always like to talk . So, I want to work with girls.
- If we work in one group, we'll have common interests and so we work well.

.../

From the above justifications and from my observation we may conclude the following:

Firstly, there appears <sup>to be</sup> a fairly strongly chauvinistic outlook towards the girls on the part of the boys. This can be related to the overall socio-cultural attitude towards women, which assumes females to be subordinate to males. As a result, such an attitude may have a negative effect on the possibility of effectively implementing an interactive approach since this approach implies a more democratic, less gender-conscious classroom process.

Secondly, in traditional Ethiopian culture, girls are not allowed to establish relations with the opposite sex without their parents' knowledge and permission. Concern for this code of conduct seems to be reflected at least by some students. Such belief and attitudes would probably reduce certain learners' participation during mixed group interactive learning and this would need to be respected if a class of students was to be expected to participate successfully in interactive learning activities at all.

Thirdly, there is a strong fear of failure. For example, it appears that girls may fear being mocked <sup>at</sup> for making mistakes in front of other girls more than in front of boys. This fear of losing face and of failure generally is a culturally determined attitude and one that would need sensitive handling when trying to implement change on a larger national scale.

Now questionnaire responses dealing with teacher roles as perceived by students will be discussed.

.../

In item "9" students were asked to select and rank four statements which in their view best described the roles and behaviour of a good English teacher from a list of possible teacher roles and behaviour (ie. both transmission- and interaction-oriented teacher roles) As the results show (see Table 15), 50% of the first choices were still given to traditional roles but students were also able to see the positive value of facilitating and monitoring as opposed to controlling roles and behaviour. This can be seen by the large number of second, third and fourth interaction-oriented choices. Popular choices from the transmission-oriented roles and behaviors were the following:

"A good English teacher is one who -----"

- likes to control all the lesson.
- believes his job is to give knowledge about English to pupils.

Popular choices from the interaction-oriented roles were:

"A good English teacher is one who -----"

- organizes interesting activities for students to do.
- likes to make students talk in English.

A good English teacher is one who -----

RESPONSES	R		A		N		K	
	1		2		3		4	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%
Transmission - oriented T. roles	30	50 %	12	20 %	8	13.7%	22	36.7%
Interaction - oriented T. roles	30	50 %	48	80 %	52	86.7%	38	63.7%
Total	60	100 %	60	100 %	60	100 %	60	100 %

Table 15

.../

More detailed information can be obtained by referring to Table 15 a in Appendix G

Item "11" was designed to reveal which teacher roles students preferred. Students were to select and rank 2 out of 4 given statements. This was intended in an indirect way to evaluate whether students approved of the changes they had experienced. As the figures indicate (see Table 16), it seems that most of the student were often surely still in favour of transmission-oriented teacher roles. The responses to this item are more the extreme and seem to contradict to a degree to responses to item "9" (see Table 15). This implies that there is a sort of ambivalence in students' minds.

I Like the teacher to

RESPONSES	R A N K			
	1		2	
	No. of Students	%	No. of Students	%
A. explain everything to us.	14	23.3%	11	18.3%
B. give us problems to work on our selves.	18	30 %	11	18.3%
C. help me to talk about my interests.	7	11.7%	14	23.3%
D. tell me all my mistakes.	21	35 %	24	40 %
Total	60	100%	60	100%
Transmission-oriented teacher roles	35	58.3%	35	58.3%
Interaction-oriented Teacher roles	25	41.7%	25	41.7%
Total	60	100%	60	100%

Table 16

Furthermore, in item "10" students were asked to indicate to what extent they would in future prefer the lesson to be under the teachers' control. The results (see Table 17) show that the majority of the students would still prefer the teacher to control all aspects of the lesson. This seems to contradict to some extent the responses given to item "9" where students selected a majority of interactive - oriented roles as their first two choices. It also compares sharply with the responses of teachers to the same question. No teacher indicated that they wished the lesson to be 100% under their control.

To what extent would you  
want the lesson to be under  
the teacher's control?

RESPONSES	No. of Students	%
A 100 %	26	43.3 %
B About 75 %	21	35 %
C About 50 %	10	16.7 %
D About 25 %	3	5 %
E 0	-	-
Total	60	100 %

Table 17

From the students' responses as well as from the teachers' responses (refer to Table 3) we can observe that the question of power in the classroom, of who should be in control, is a major factor in teachers' and learners' perceptions of how teaching and learning should be conducted. This is directly related to the cultural and educational expectations of Ethiopians. The expectations are typically that responsibility in society and the school should be hierarchical rather than egalitarian and that there must be an absolute respect for authority rather than open-minded debate of ideas.

The answers to those two questions above therefore show a strong degree of ambivalence towards the changes being discussed and a reluctance to accept the value of more democratic learner - centered learning.

In item "12" students were asked to evaluate to what extent they felt the teacher was fulfilling his role as a teacher in this kind of activity. As the results indicate (see Table 18) the majority of students reported that they believed the teacher was fulfilling his role more successfully.

Do you consider the teacher is  
fulfilling his role as a teacher  
in these kind of activities

RESPONSES	No. of students	%
A more successfully	54	91.5 %
B less successfully	5	8.5 %
C not at all	-	-
Total	59	100 %

# 1 no responses

Table 18

This response corresponds with the response given to item "9". In other words, students approved of the change in methodology, but wanted the security of the teacher in command of the class to continue. Both teachers and, even more strongly students, felt that control and power should still be vested strongly in the teacher, a perception clearly determined by cultural/educational expectations about normal classroom behaviours.

The results from the questionnaire dealing with the lesson as perceived by the students will be analyzed next.

Item "13" asked students to respond whether the interactive lessons were like their normal lessons or not. Most of the students responded that they were not like the 'normal' lessons. (see Table 19)

Were the new group activity lessons like your "normal" lessons?

RESPONSES	No. of students	%
Yes	17	28.3 %
No	43	71.7 %
Total	60	100 %

Table 19

Item "16" was related in intention to item "13". Here students were required to select and rank two statements out of four which described the modes of organization which they preferred to be used when they learned English. The statements referred to modes of organization typical of the two approaches.

When we analyze the responses (see Table 20) we observe that the majority of students identified/preferred modes of classroom organization more typical of transmission - oriented learning - whole class and individual work, though 40% selected pair and group work modes.

I Like to learn English -----

	R A N K			
	No. of Ss	%	No. of Ss	%
Transmission-oriented modes	36	60 %	37	61.7 %
Interaction-oriented modes	24	40 %	23	38.3 %
Total	60	100 %	60	100 %

Table 20

More detailed information can be obtained by referring to Table 20 a in Appendix G.

Item "15" was designed to find out to what extent students would like to learn English in groups in the future. The results show (see Table 21) that the majority of students reported that they would like to learn in this way. However this is contradictory to the response to item "16"

To what extent would you like  
to learn English in this way  
(in groups) in the future?

RESPONSES	No. of students	%
A 100 %	33	55 %
B About 75 %	10	16.7 %
C About 50 %	8	13.3 %
D About 25 %	3	5 %
E 0	6	10 %
Total	60	100 %

Table 21

Thus as was true with other items, there appears to be a kind of inner conflict between what students say they appreciate (reflecting their own individual awareness of the benefits of the teaching they experienced using an interaction approach) and how they feel they ought to be learning (as determined by more traditional cultural and educational beliefs).

Finally the questionnaire results dealing with the benefits of group work as perceived by students will be analyzed.

.../

In item "17" students were asked to select and rank eight out of seventeen statements which they thought best described how they felt about the benefits of group activity lessons. The figures show (see Table 22) that most of the students realized the value of group work which may be related to their earlier indication that they also like group work activity lessons.

When we work in groups -----

RESPONSES	R		A		N		K		6		7		8			
	No. of S.	%	No. of S.	%	No. of S.	%	No. of S.	%	No. of S.	%	No. of S.	%	No. of S.	%		
Benefits	48	80%	42	70%	40	66.7	48	80%	44	73.3%	51	85%	52	86.7	46	76.7
Distractors	12	20%	18	30%	20	33.3	12	20%	16	26.7%	9	15%	8	13.3	14	23.3
Total	60	100	60	100	60	100	60	100	60	100	60	100	60	100	60	100

Table 22

The most popular choices regarding the benefits of group work were:

"When we work in groups -----"

- we can discuss things with our classmates.
- we get more chance to practise using English.

Some students also made haphazard choices such as:

"When we work in groups -----"

- we learn more about spelling rules.
- we learn more grammar.

More detailed information can be obtained by referring to Table 22 a in Appendix G.

In item "3" students were required to list whether they thought they learned more working in a group than in a whole class. As the results show (see Table 23) the majority of students agreed that they did.

Do you think that you learned more working in a group than in a whole class?

RESPONSES response	No. of students	%
Yes	49	81.7%
No	11	18.3%
Total	60	100 %

Table 23

In item "14" students were asked to compare their previous way of learning English with the new way of learning in pairs/groups. Their responses to this item have been summarized as follows:

"When working in a group, I learned to -----"

- say whatever I like .
- practise speaking English .
- ask and answer freely .
- speak in front of my classmates .
- share knowledge and abilities among classmates .
- not to worry about mistakes .
- help others .
- participate in discussions in solving problems .
- make good student-teacher and student-student relationships .
- compete on behalf of my group, etc.

From the students' responses overall we can conclude that students liked group work for they realized its benefits but after six weeks they still retained deep-rooted perceptions about how they felt they ought to learn.

In other words, on the one hand, they enjoyed the group work activity method which appealed to their interests and to their perceptions that they were really learning English. On the other hand, their past exposure to the transmission-oriented approach to learning made them worry about how they ought to be learning. There appeared to be a kind of contradiction between their likes/preferences and their educational expectations.

#### 4.2. Analysis and Discussion of Interviews

##### 4.2.1. Teachers' Interview

This structured interview consisted of a number of related questions. A total of 6 teachers were interviewed out of the 11 teachers who taught the six weeks of interaction-oriented lessons.

Teachers were first asked whether the approach was different from what most teachers would expect concerning how students learn language best and what language is. They were also asked whether the approach was different from what children expect based on what they learn about how language is used. Teachers found it difficult to answer these questions as conceptually they seemed not to be aware of other theories of what language is and ways of describing language learning.

For the first question three teachers however reported that it was different, one teacher misunderstood the question and two teachers reported it was basically the same. For the second question, most of the responses were misdirected except that a few of the respondents said that the approach was out of the students' orientation.

When the teachers were asked how they felt about taking on the role of facilitator, almost all of them reported that they felt happy for similar reasons to those given in the teachers' questionnaire.

Asked whether they were behaving as the students expected them to behave or not, almost all of them reported that they could see they were not at all behaving as the students expected them to behave. One teacher reported the following:

"----Students' expectation for such a long time is to see their teacher doing everything and being very gentle ----- and for the time being students were really puzzled because they were not expecting teachers to act with them and participate in certain activities -----"

Another teacher reported the following: "----- in fact students expect us to play the whole role in the class -----"

From the discussion above we may confirm the following finding from the questionnaire.

- (1) In the usual classroom, students expect the teacher to control all or almost all aspects of the lesson.
- (2) Teachers seemed to have somehow appreciated the role of facilitating which, to a relative degree, they played during those interactive-oriented activities.

In a further question teachers were asked whether they felt students were really learning English. All of them responded positively which would imply that teachers realized the benefits of the approach in that it might lead to more effective learning.

In another question teachers were asked whether the students felt the teacher's status as well as their perception of his competence were reduced. Regarding the teachers' status, most teachers reported that they felt it was true at the beginning. They said that students felt surprised and amazed when the teacher encouraged a closer rapport with them, which was not a common practise during their usual classroom activities. However, eventually the teacher felt that students realized that the teacher was not losing his status by getting closer to the students. Regarding the possibility that students might feel teachers' competence was reduced, none of them reported that students felt anything like this.

Teachers were asked to report whether they had any worries about class control, noise etc. Many of them reported that they felt really worried because of the noise made by the group members during discussions. They further reported that it even created a certain problem with the school management which expected silence in the classroom during class hours. This was clearly a matter of concern to the teachers who felt they were not conforming to the expectations of the school management concerning how teaching and learning should be conducted.

When teachers were asked whether they would feel comfortable using this approach in future or not, regularly, or occasionally or never, all of them agreed that they would be happy to use it, but to different degrees. This corresponds to the responses of questionnaire item "12" (see Table 6). So it seems that the teachers were at least partially convinced of the benefits of interactive learning and seemed at least to some extent ready for implementing it. As far as my observation is concerned, even if some teachers had a positive attitude towards the research and the approach implied by it, they would still all need to undergo some kind of re-orientation/ re-training programme.

When I asked teachers whether this kind of teaching would be culturally acceptable to them or no -these teachers said it was acceptable, two reported that it was not acceptable to them and one responded in a confused way. Some of the justifications given by those who said it was not acceptable were/follows:

- speaking English to one another among students is considered something laughable.
- As this kind of approach is liberal, during activities students may be required to discuss things frankly and honestly. In this case students may hide things because their culture restricts them from doing so. For example: Let us say a student is a smoker or he passed the night outside yesterday. If he is given a questionnaire task saying, "What did you do yesterday? he/she would not say, "Yesterday I smoked.", or "I passed the night outside. "If he/she dares to say this he/she will be ridiculed because such things are culturally unacceptable.

Such attitudes and perceptions are deep-rooted in our society and we have no 'automatic right' to change them. Therefore, while we may aim to implement interactive learning it is clear that there will be certain aspects which will be in contradiction with the local culture and thus caution will be needed and modification and dilution will be inevitable.

Finally, teachers were asked to give a general evaluation of the lessons they participated in and the approach in general. They reported a variety of opinions including the following:

- It is advisable for language teachers to use different methods such as this one.
- It is nice and appreciable.
- The standard of the students doesn't allow us to use this approach, etc.

It would appear therefore that teachers generally genuinely do approve of this approach and that a degree of change towards interactive learning could be implemented given time, in spite of whatever cultural and educational constraints there may be.

#### 4.2.2. Students' Interviews

During this interview, a total of 5 questions were presented. Twenty students (10 boys and 10 girls) out of the class I had taught for 6 weeks were interviewed. The interview was conducted by a neutral person in Amharic, in order to encourage students to talk freely.

The first question was designed to elicit whether the students felt more relaxed when working in their respective groups than in a whole class situation. Almost all of the students agreed they did feel more relaxed and their explanations emphasized the learning benefits of group work and the improved overall classroom atmosphere. Their justifications were more or less similar to the justifications given in response to the related question in the questionnaire.

Secondly, students were asked whether they preferred to work in a mixed sex group or in a single sex group. Their responses differed from the responses given to the related questionnaire question. Of the total respondents, 75% said they would prefer to work in a mixed sex group while 25% said they would prefer to work in a single sex group. The justifications given for working in a mixed group referred to the advantages of working together, while those selecting single sexed grouping mentioned shyness and fear of ridicule as reasons. There is thus a major difference between the responses to the same item in the questionnaire and in the interview. The reason for this will be discussed below.

Thirdly, students were asked to say whether they felt they could learn other subjects in a similar way or whether it was an approach that was relevant only for English. Out of the 20 students asked, 18 responded by agreeing that other subjects could be learned in this way. This implies that students realized the general educational benefits of interactive learning.

Finally, students were asked whether or not they believed their cultural perceptions, traditions, etc. had had any effect on their attitudes towards the interactive learning activities. The majority of respondents reported that they had not had any effect. However, from my teaching experience, as well as from the observations I made in other classes during the six weeks of lessons, I experienced and noted several difficulties with students which I attribute to their cultural and educational perceptions, and I believe these perceptions might have had some impact on their learning performances. In fact, students do not like to appear 'old-fashioned' by admitting that cultural factors influenced their responses to the interactive learning sessions. In other words, students are embarrassed to admit to the importance of cultural norms in front of an interviewer. Generally speaking, in my opinion, most of the students come from families where traditions are valued. Thus, all in all, there was a kind of observable contradiction between what students said they accepted and what they believed they ought to accept in actual practice. Ironically, they denied the influence of cultural perceptions in determining their feelings about interactive activities because they themselves are influenced by the typical young person's reluctance to appear 'old-fashioned' in front of an adult or their friends.

Had it not been that this was a face-to-face dialogue, they would have answered otherwise. This can be seen from their responses to the question that asked them which group they would prefer to work in. There was a noticeable difference between the results of the responses to the same item in the questionnaire and in the interview. Proportionally, more students opted for single sex group in the questionnaire than in the interview. This, I think, is because in the former instrument students were relatively free to write what they felt but in the latter, the fact that there was the interviewer observing them somehow inhibited them. This in itself is evidence of cultural influence, regarding what constitutes an acceptable code of behavior.

To sum up, from the students' interviews it was clear that students cultural and educational perceptions definitely had some effect on their attitudes towards interactive learning sessions.

#### 4.3. Analysis and discussion of Observations

##### 4.3.1. Self - Observation

During the six weeks of group activity lessons I recorded my own feelings and thoughts and what I observed about what happened in each lesson. The following is a brief summary of this self-observation.

At the initial stages students were confused about working on the tasks in which case I was often tempted to intervene. However, I resisted the temptation and this helped to encourage students to be more independent as time went on.

.../

Students were surprised to see the teacher participating in group activities. They expected me to take my 'position' in front of the class and to lecture as usual. They were in a way puzzled by the noise made in the classroom during group discussion. Some were looking at me with expectant eyes waiting for me to control the class so that silence was kept.

Initially, most of them were reluctant to talk let alone participate in activities. Some of them felt shy. It seemed to me that the reason behind was that students didn't like to appear foolish in front of their friends, because making errors is traditionally perceived as a sign of weakness and will be scorned. Thus, generally, people prefer to keep quiet rather than speak out. Especially boys didn't like to make mistakes in front of girls, or girls in front of other girls. For example, while I was conducting a feedback session on the task "Going to Dire Dawa" and a girl from one group was reporting on behalf of the group, a girl from a different group said "That is false!" and responded somewhat emotionally. The former girl in a rage shouted at the latter and gave her a bad name in Amharic. As a result the whole class was disorganized. After class, we discussed the matter in Amharic and I found out that the cause for such an emotional situation developing was because the correction was made by a girl to another girl.

However, eventually the whole class improved noticeably in confidence, cooperative spirit and fluency. Here is the summary of the conclusions I came to as a result of the observations I recorded during the six weeks lessons. By the end of the six weeks' lessons

.../

- Most students were better able to cope by themselves with the tasks set for them.
- Many students had become relatively more independent and resourceful.
- Many students were able to think through a task and were more willing to ask questions for clarification.
- The number of students reluctant to participate had been reduced.
- From the discussions we had after class some students told me that they were now trying to use English outside the school compound.
- Most students had grown relatively more confident.
- Most students were happy to participate in demonstrating the task with the teacher in the preparation for pair/group work.
- Students had become more cooperative within their groups and showed eagerness to learn.
- I had developed a better teacher-student relationship with the class. I felt I had worked to the best of my abilities and by the end they were showing me better cooperation.
- Initially students were using too much Amharic during group discussion but gradually it was reduced. At times, I was pleasantly surprised when some of them tried to employ different communication strategies in English. (eg. circumlocution code switching, etc.)
- By the end, however, quite a few of the girls still showed reluctance in participation.

Although this summary seems very positive, it is not my intention to suggest that traditional norms were discarded, but rather to suggest that as far as the students were concerned they were relatively enthusiastic about the change of approach and would support such an approach in future as they could see the benefits of it to themselves.

.../

#### 4.3.2. Observation of other Teachers' teaching

As mentioned in Chapter 3 (3.6), I made a number of observations during lessons taught by other teachers. This observation was taken as a kind of triangulation for the data collected through questionnaires and interviews, and my own self-observation study. I was looking specifically at classroom organization, the degree of success teachers had in <sup>the</sup> implementation of tasks and overall teaching-learning performances.

Here is the summary of the observations I recorded regarding other teachers. Observations relevant only to the main issues have been presented.

- In general terms, six teachers performed approximately according to the orientations/instructions given to them. The rest, even if they tolerated and agreed to carry out the tasks, showed some kind of reluctance. I felt that the source of the reluctance of these teachers may have been (1) because of their lack of confidence and in using the communicative aspects of English themselves/(2) because of some dissatisfaction in teaching itself.
- Almost all of the teachers were tempted to stop students who made mistakes and tried to correct them. It seems that they felt they were not doing their job properly unless they corrected their students.
- Those teachers who in my judgement performed the tasks more effectively showed genuine interest in the activities and gave encouragement to students so that students could acquire language skills. They showed a kind of devotion to enable learners to use whatever language resources they had. In my opinion, there were teachers who believed in teaching for its own sake.
- Almost all teachers still seemed to demand "perfect" English most of the time. They tended to explain everything. They also gravitated to the blackboard in most cases. Though they claimed they were

creating a closer relationship with the students, in actual fact they were still far apart, and taking their usual positions in front from where they dictated the activities.

- Except in some rare cases, most of the teachers organized students successfully in groups. Though there was often a very large number of students within a group, the groups tended to consist, of 6 - 10 students and 7-9 groups in each of the classes.
- Some teachers showed a tendency of over-using Amharic. Though they were advised to use it only as a final resort when other methods didn't work, I found they were time and again using Amharic. We can easily guess how much worse the situation in their actual classes would be. I am afraid many teachers are accustomed to teaching English through Amharic. It is clear that since teachers use Amharic frequently to communicate with students in English lessons, students may think that only Amharic can be used for communication and may treat English as an academic subject rather than as a means of communications.

I can conclude from my observation that teachers did try to implement the new approach with varying degrees of enthusiasm and varying degrees of success. It was clear that teachers again in varying degrees, saw the innovation as a threat to their classroom status and to their repertoire of familiar teaching techniques. It was difficult for them to move aside from their traditional role as source of authority and knowledge. Thus, while they may have seen the purpose of the approach and the benefits to the students, they themselves in varying degrees were suspicious of the changes it demanded. The implication is that they found the changes in teaching

not  
style/~~entirely~~culturally acceptable. They would obviously need to become more sensitive to how learners learn and would need time to integrate the new teaching/learning procedures with ~~their~~ own teaching styles and perceptions. The implication is that changes like this would have to be introduced to teachers cautiously and with thorough teacher orientation to help teachers understand what is happening in the class and why.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The main purpose of this study was to find out the effects of cultural and educational expectations of teachers and learners on innovating within the language learning process.

In order to achieve this the following questions were asked:

- (1) To what extent do the educational and cultural expectations of teachers and learners have a bearing on managing the introduction of a more interactive approach using communicative techniques to high schools in Ethiopia?
- (2) To what extent is it feasible for pair/group work to be implemented in high school classes in Ethiopia - given the existing resources, large class size, system of organization, etc. in which teachers and learners work ?
- (3) Do students accept the roles and responsibilities implied by a more democratic and interactive classroom process more easily than teachers?
- (4) To what extent is it possible to persuade teachers of the relevance and value for learners and for themselves of a more interactive learning process?

A number of questionnaires, interviews and observations were used as instruments of investigation. From the results of these investigations we may infer the following:

5.1.1 It is often not easy to separate effects of cultural expectations from effects of educational expectations. Those behaviours which were apparently most easily amenable to change were likely to be more strongly based on habit, prior learning experience than primarily on cultural

expectations. Two aspects of classroom interaction on which cultural expectations had a very strong bearing were:

- control, power, authority and respect in the classroom
- relationship between boys and girls in carrying out group work.

5.1.2. Most of the students who participated in the research appreciated the benefits to them and accepted the roles and responsibilities implied by a more democratic and interactive classroom process relatively readily in terms of how they behaved in the classroom. They were enthusiastic about pair and group work, participated well, enjoyed the freedom and responsibility and felt they were learning more. It appeared that at least some of the typical transmission-driven behaviors such as passive listening, accepting without questioning, etc. were possible to modify quite easily and without injuring sensitivities. These behaviors appear to be only partly culture-bound but rather based on their experiences of how things have always been done in the classroom, i.e. partly habit-based. This implies that some of their educational expectations are more the results of habit, lack of exposure to other approaches, etc. rather than attributable to cultural norms. However, in their questionnaire and interview responses students indicated that they still wanted lessons to be more or less completely under the teacher's control. This ambivalence on the question of power/control in the classroom seemed to be more determined by their cultural expectations.

5.1.3. Although it would certainly take more time and effort than was available for this research, it appeared it was possible to persuade teachers of the relevance and value for learners of a more interactive learning process.

.../

Compared to students, it seems that teachers may need little time to see the value of such an approach but would need more time to adjust their teaching style to accommodate the new approach because both the way they were taught language and the method they are accustomed to using when teaching would make them resistant to changes. They seem capable of accepting a more interaction oriented perspective on a rational level but not on the affective level at which cultural and educational expectations operate. In their questionnaire answers teachers accepted the possibility of less teacher-dominated teaching. However, in their teaching they showed, their instinct was strongly for control to remain in their hands. This need to control seems to be determined by deep-rooted cultural expectations about power and authority which would take time to adjust.

5.1.4. There appear to be strong cultural expectations regarding the roles of boys in relation to girls in the classroom and these would need to be respected if changes are to be introduced. Haregewoin (1993) found out that students preferred single sex grouping in classroom activities. This supports my own findings too. As a result, I believe it would be then best to allow students to choose whether they would prefer to work in a mixed group or in a single sex group. Some students would thus opt for a mixed sex group while others might opt for a single sex group. This would be determined by individual students sensitivity to traditional cultural perceptions about relations between boys and girls.

5.1.5. It seems it is possible that we can implement at least to a degree an interactive learning approach in our high school classes-given the existing constraints, class size, system of organization, etc. Change is not

an easy thing to implement. However, if teachers are convinced of the value of a more communicative approach and are familiar with a range of suitable techniques, it should be possible to introduce communicative activities reasonably systematically and a degree of change can be implemented. We should note what Nolasco and Arthur (1986:6) state, "Confidence and conviction are vital ingredients for the successful introduction of change." This means that teachers need to develop more confidence in their ability to implement change and conviction in themselves as being capable of identifying what level of change is appropriate. They need to see that change in their own role does not mean a loss of status. And they need to understand that they need to care first at all times about how learners can be encouraged to learn most effectively.

On the students' part, students need a greater awareness of how learners learn well and a confidence that taking some responsibility for their own learning well result in better learning. They also need to believe that if teachers do not 'control' everything, students are in fact likely to learn more.

## 5.2. Recommendations

On the basis of the study, the following recommendation are given:

- (1) Teachers should be re-oriented on the rationale behind the benefits of learning-based approaches and as to how they can teach English in this way. To this end, seminars and workshops should be organized to help teachers to reflect on their attitudes to language, how learners learn language well and how teachers teach languages. These seminars should aim to re-orient teachers on how to implement interactive approaches and how to provide more opportunities for learner to learn more independently.

Equally importantly, discussions on cultural issues that will have an effect on the implementation of such approaches should be part of this in-service training.

- (2) The English panel in the Department of Curriculum should be developing materials that encourage interactive learning (preferably starting from the lower grades) for learners and teachers are at least partially ready to accept these current approaches. Apart from this, the need for consciousness raising among materials writers concerning the cultural issues involved is vital.
- (3) Materials writers should take into account the impact of traditional cultural attitudes in certain areas that may affect the success of initiatives to implement change. Group work activities may be more sensitively handled in single sex groups to avoid embarrassment due to cultural norms about boy-girl relationships being upset.
- (4) Teachers' books should contain awareness raising material regarding attitudes to language and language learning, while students' books should include exercises which promote interaction and develop learning strategies.

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TEACHER'S NOTES

Dear Teacher: /

Here are specially prepared materials which are considered suitable for interactive work in pairs/ groups. These activities retain a degree of relevance to the content of ISEE course (Grade 10). Each of the activities is followed by procedures to be followed.

Apart from the discussion /orientation we will have, please pay attention to the following points;

- . Make students form groups of 6 - 8 students and elect their group secretary.  
( Not necessarily permanent)
- . Elaborate instructions and / or activities; even in Amharic.
- . assist each group when doing the tasks.
- . note down errors and give corrections only after the activity is over.
- . keep a record of your observations and feelings.

Thank you /

TASK 1Guessing Games

## A. Guess the picture

1. For this you need a pile of cards for Task 1
2. Choose one Card from the set of flash cards with simple pictures.
3. Do not show the Card to the class.
4. Make students guess what it is by asking Questions

eg. Teacher: Yesterday I went to \_\_\_\_\_. I want you to guess how I went there. You can ask Questions like this.

Students: Did you go by camel?

Did you go by car?

Did you go by bus?

Did you walk?

## B. 1. Teacher nominates two students and calls them to the front.

2. Teacher gives them clear instructions. One student holds the picture, the other student guesses by asking the rest of the class

eg. S<sub>1</sub>: Guess how I went to .....

S<sub>2</sub>: Did he go by .....

Class: No, he didn't.

The rest of the class respond in chorus.

3. Teacher stands aside and lets the students take over the activity.

## C. Guess the Sentence.

1. Teacher writes a sentence on a piece of paper

eg. I went to the market to buy vegetables.

I went to the stadium to watch a football match.

I went to school to learn English.

2. Teacher does not show the sentence, but writes the basic structure on the board.

I went (somewhere) to (do something)

Did you (go to Debre Zeit) to (see your sister).

3. Students guess the exact sentence by asking questions.

eg. Did you go to the park to see the leopard?

4. Follow the procedures mentioned under exercise "B".

## D. MIME

1. Introduce the concept of miming.
2. Nominate a student and call him to the front and secretly give him a sentence written on a piece of paper which describes a simple activity.
3. Tell students that in this mime game one student mimes an action; the others in groups have to guess what it is. The student who guesses correctly gets a point for his group. At the end of the game, the group with the most points wins.
4. Help students to try to guess the situation.

eg.

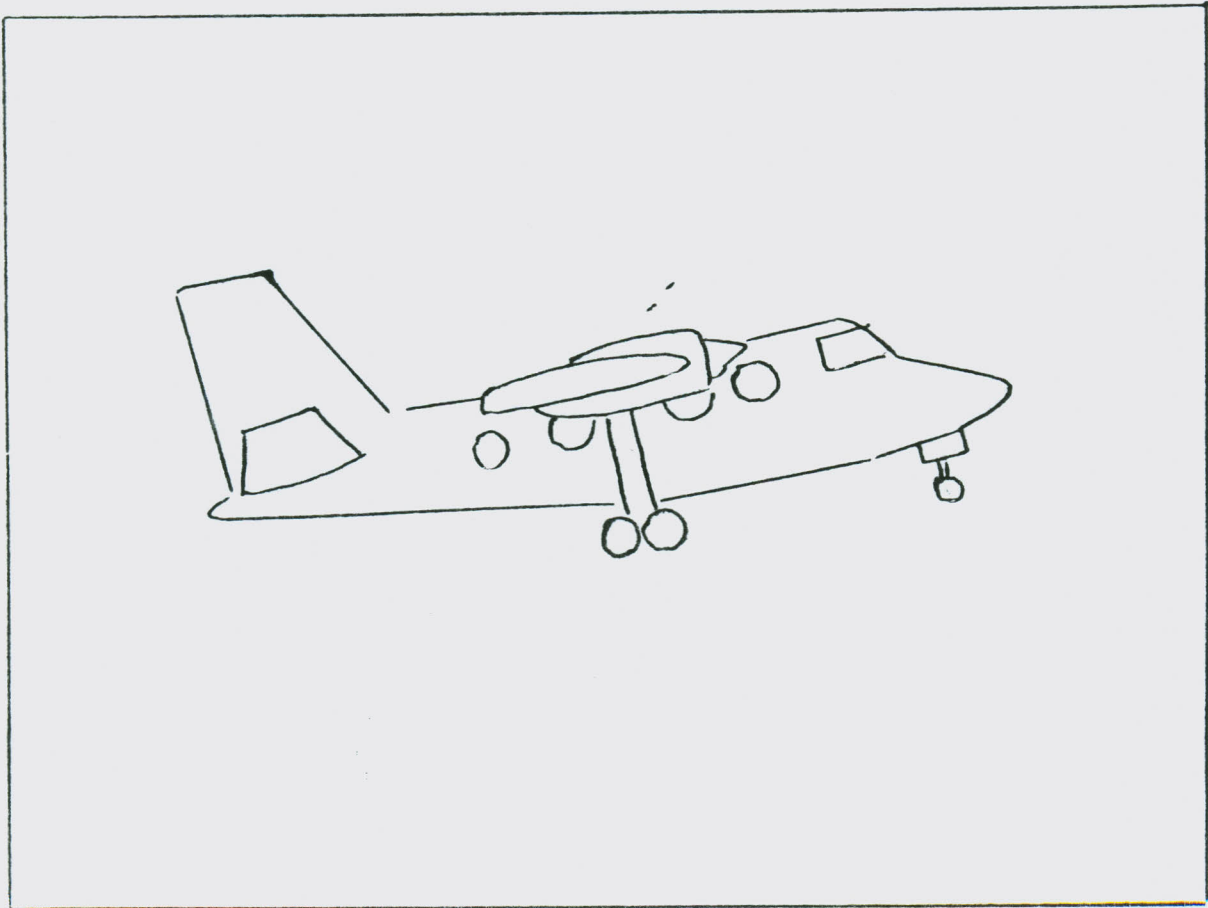
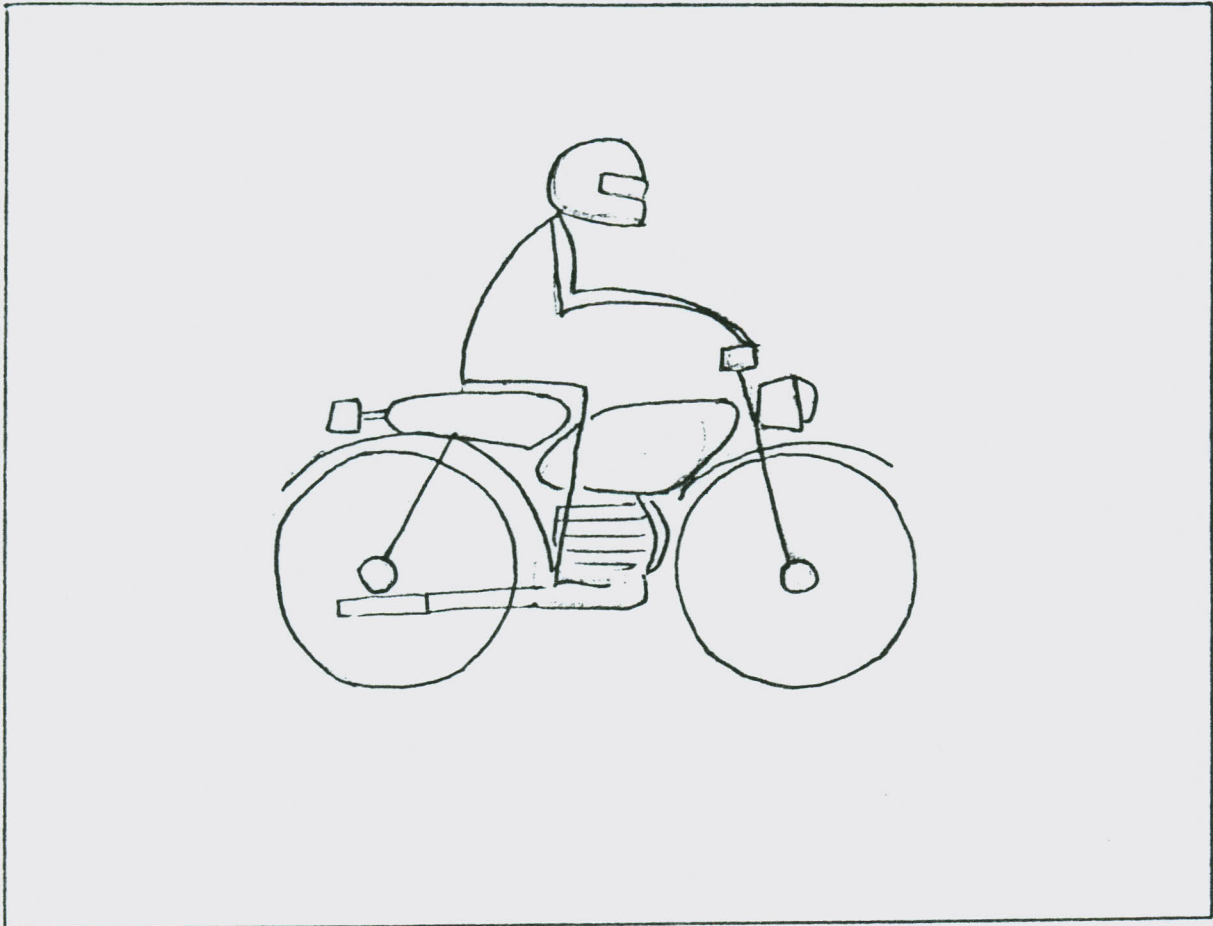
You are changing a light bulb.

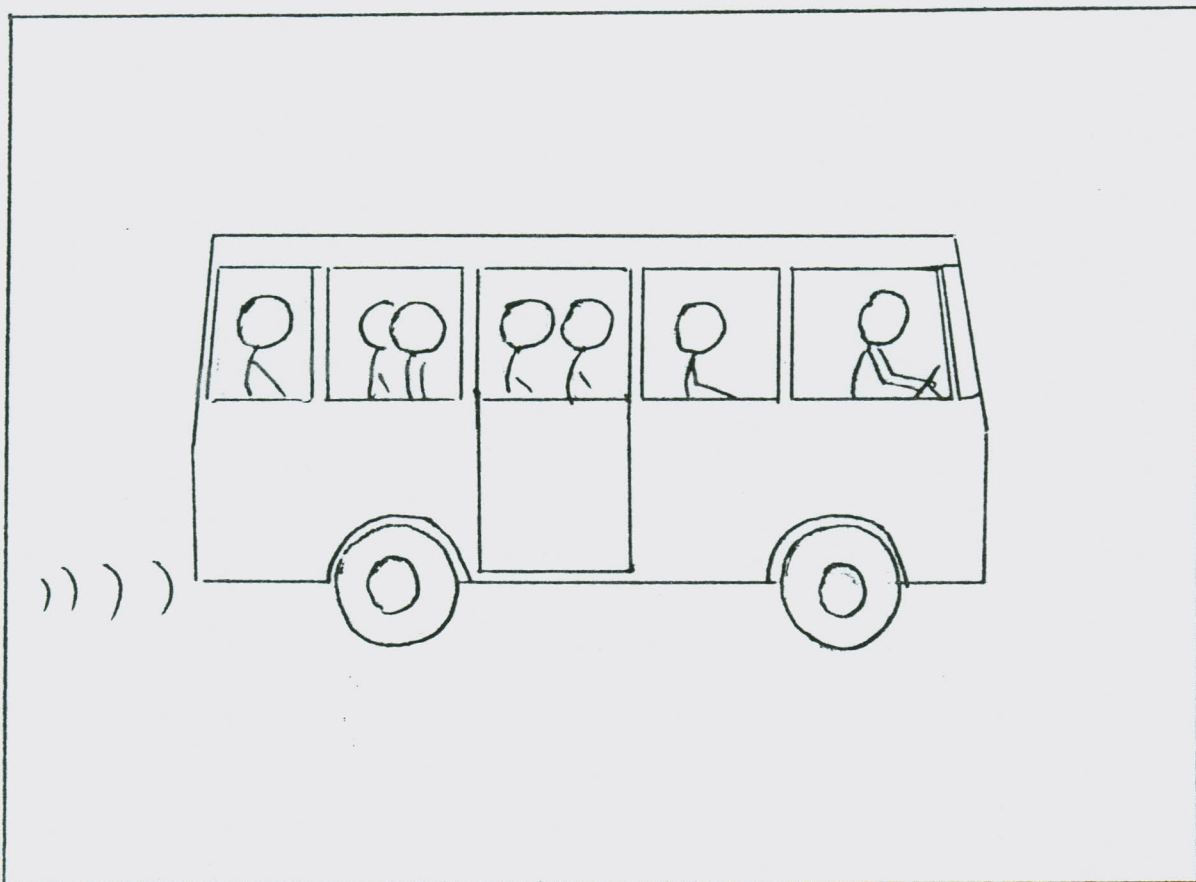
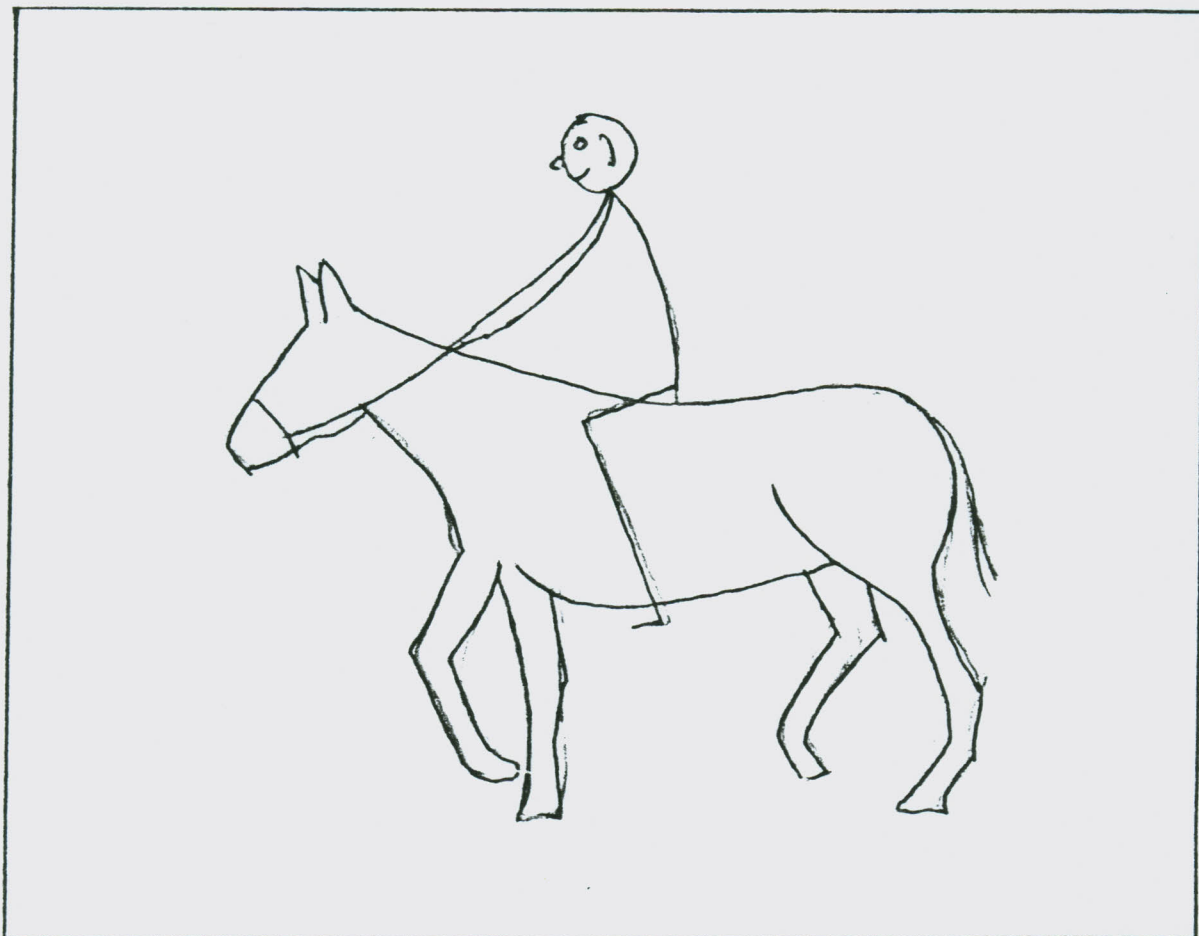
You are mending your clothes.

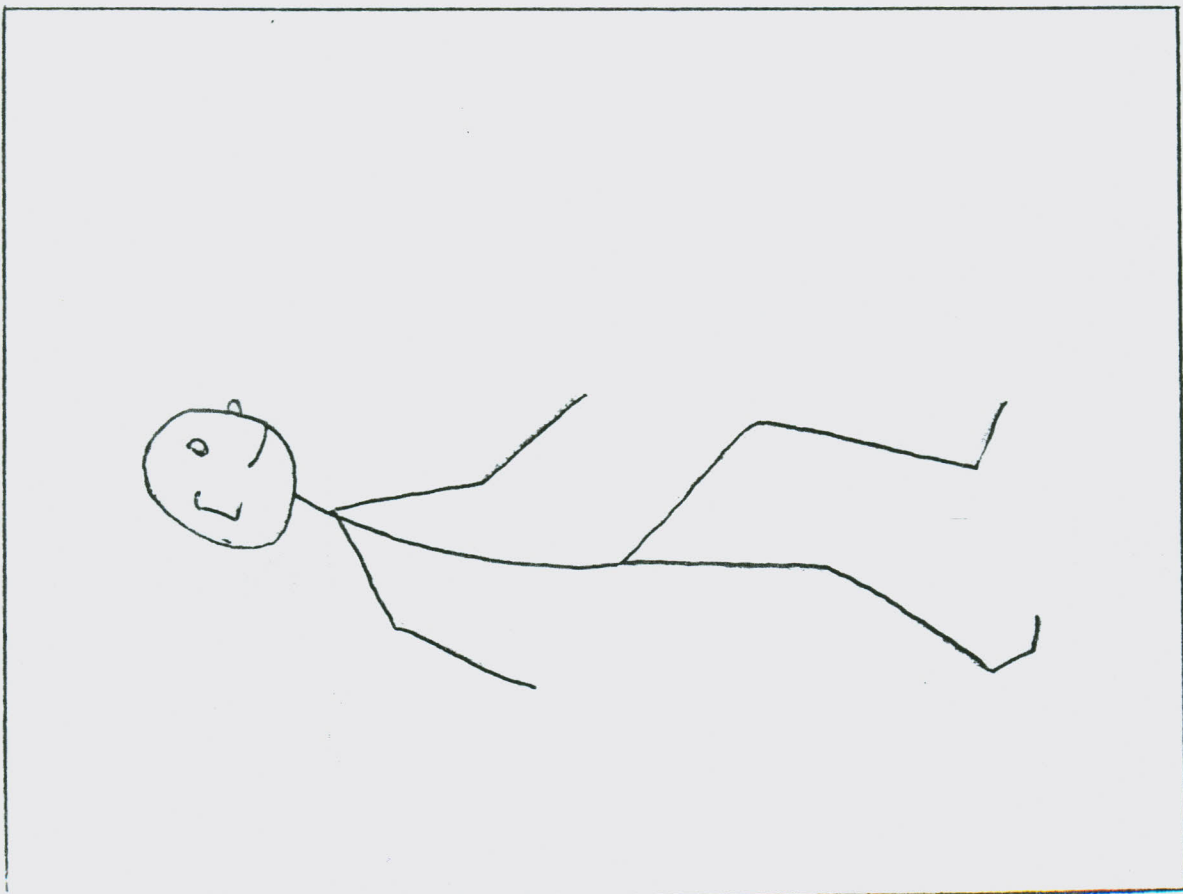
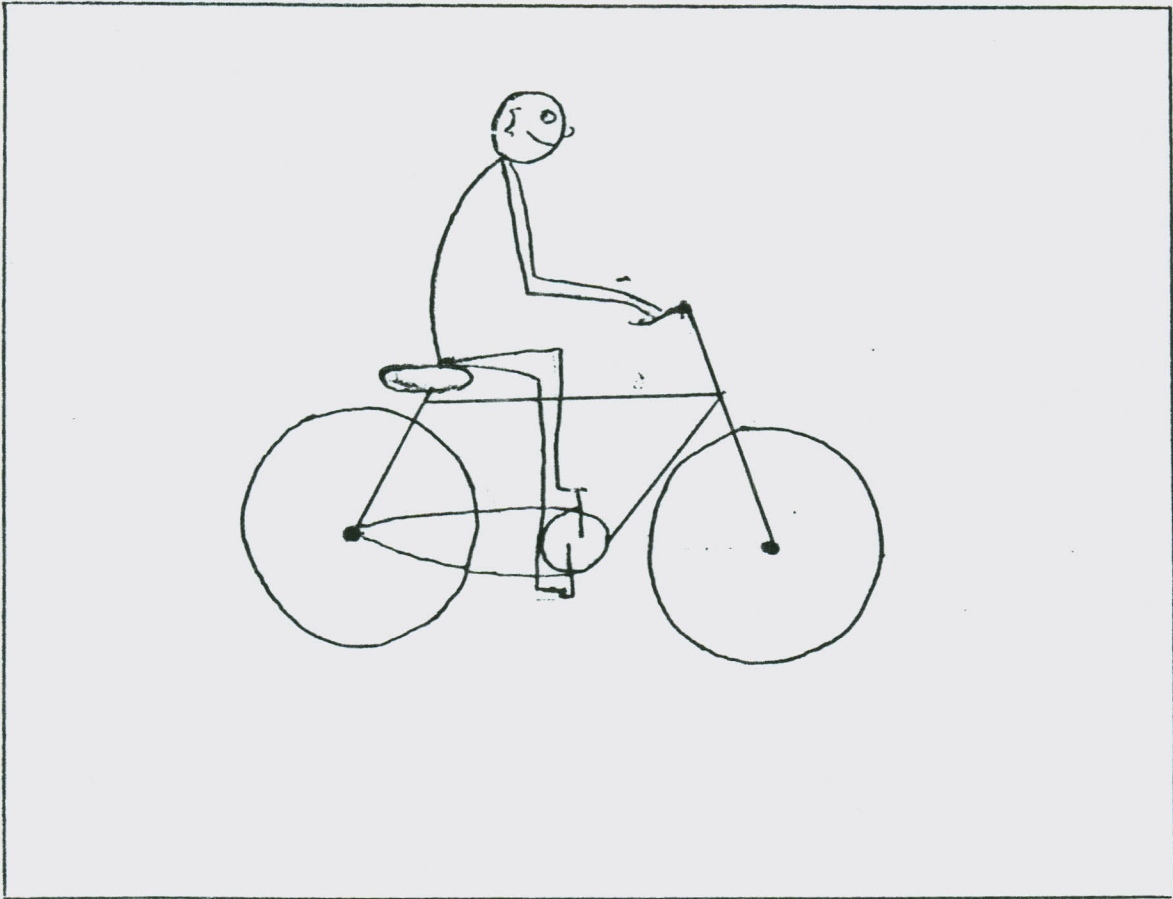
You are chopping an onion.

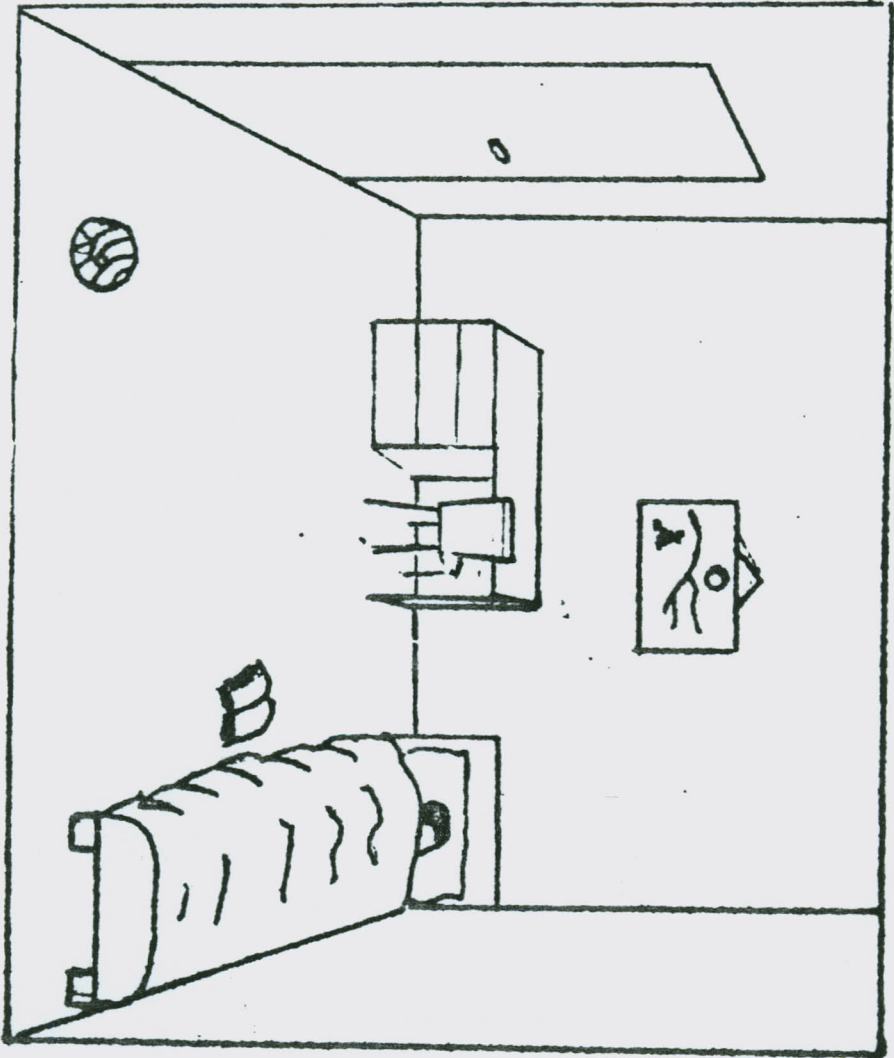
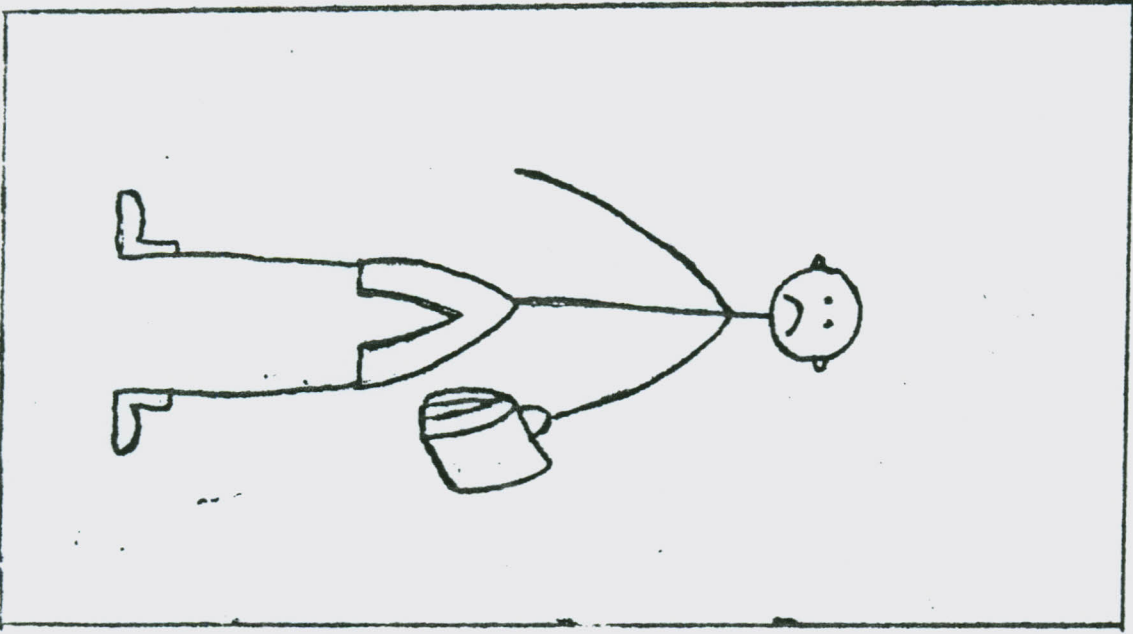
You are peeling potatoes.

You are frying an egg.

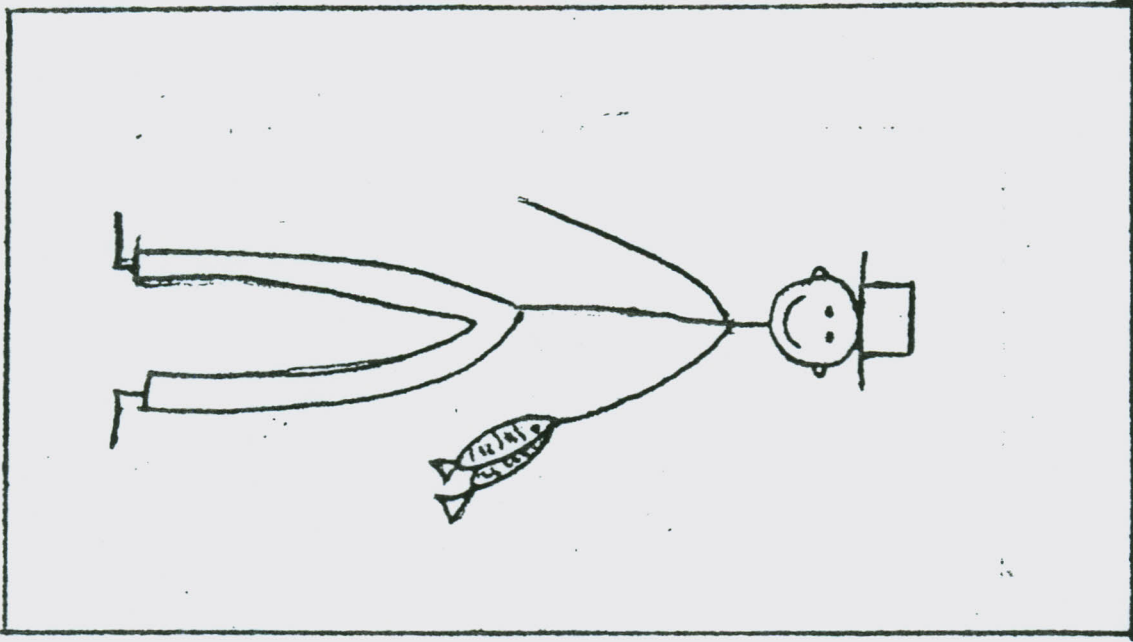




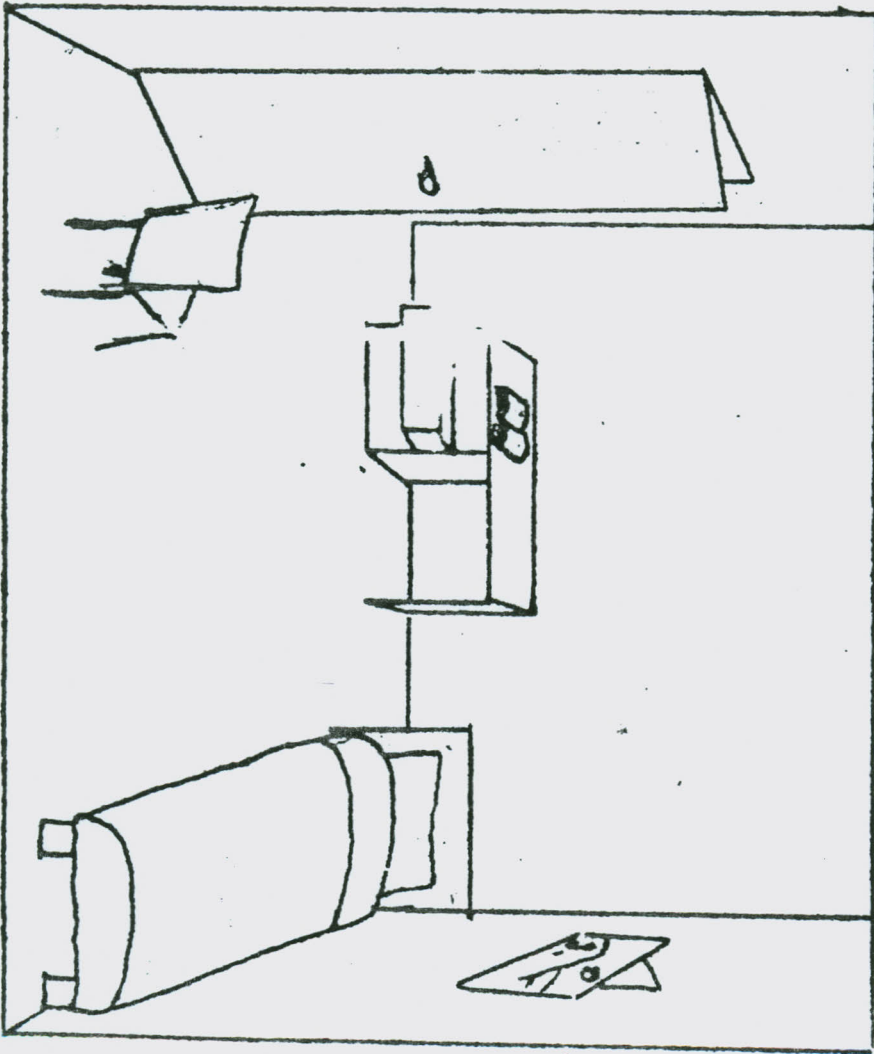




1b



2b



TASK 2

## A. The Store inventory

<p>Ask:</p> <p>How much .....is there?</p> <p>How many ..... are there?</p> <p>Write down the missing information</p>	<p>Ask:</p> <p>How much .....is there</p> <p>How many .....are there?</p> <p>Write down the missing information.</p>																																								
<table border="1"> <thead> <tr> <th colspan="2">Store Inventory A</th> </tr> </thead> <tbody> <tr> <td>Apples</td> <td>15 kilos</td> </tr> <tr> <td>Bananas</td> <td>_____</td> </tr> <tr> <td>Potatoes</td> <td>10 kilos</td> </tr> <tr> <td>Cheese</td> <td>_____</td> </tr> <tr> <td>Coffee</td> <td>12 kilos</td> </tr> <tr> <td>Oranges</td> <td>_____</td> </tr> <tr> <td>Butter</td> <td>4 kilos</td> </tr> <tr> <td>rice</td> <td>_____</td> </tr> <tr> <td>Carrots</td> <td>6 kilos</td> </tr> </tbody> </table>	Store Inventory A		Apples	15 kilos	Bananas	_____	Potatoes	10 kilos	Cheese	_____	Coffee	12 kilos	Oranges	_____	Butter	4 kilos	rice	_____	Carrots	6 kilos	<table border="1"> <thead> <tr> <th colspan="2">Store Inventory B</th> </tr> </thead> <tbody> <tr> <td>Apples</td> <td>_____</td> </tr> <tr> <td>bananas</td> <td>5 kilos</td> </tr> <tr> <td>Potatoes</td> <td>_____</td> </tr> <tr> <td>Cheese</td> <td>3 kilos</td> </tr> <tr> <td>Coffee</td> <td>_____</td> </tr> <tr> <td>Oranges</td> <td>15 kilos</td> </tr> <tr> <td>Butter</td> <td>_____</td> </tr> <tr> <td>rice</td> <td>20 kilos</td> </tr> <tr> <td>Carrots</td> <td>_____</td> </tr> </tbody> </table>	Store Inventory B		Apples	_____	bananas	5 kilos	Potatoes	_____	Cheese	3 kilos	Coffee	_____	Oranges	15 kilos	Butter	_____	rice	20 kilos	Carrots	_____
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Procedure

1. Give out store inventory Card A and Card B to Students A and Students B respectively.
2. Tell S's not to show their cards to their partners.
3. Tell S's to ask questions using 'How much/ How many' and to write down the missing information on their cards.
4. Help them with some useful language for questions and answers and give a short demonstration. They might work like this:
 

A: How many bananas are there?

B: 5 kilos ('A' writes 5 kilos on his list) .....How much butter is there?

A: 4 kilos ..... etc.
5. Let the students carry out the task. Go around and monitor.

B. Picture Differences

Display the pictures, and ask students to find and define differences between them, using negative sentences; that is they must define what is not so in one picture (contrasted with what is so in another.) Give out pictures 1a, 2a and 1b, 2b to student A and student B respectively. Let students discover as many differences as possible.

TASK 3: The same as me.

Aim: For each student to find at least one person in the class who was born in the same month as he/she was, at least one person who has the same number of brothers, etc.

## TASK SHEET 3

Find someone who .....

was born in the same month as you.

has the same number of brothers as you.

has the same numbers of sisters as you.

has the same favourite colour as you.

got up at the same time as you did this morning.

Write the answers you got on this table:

	Me	My friends
Month of birth		
Number of brothers		
Number of sisters		
Favourite colour		
Time of getting up		

## Procedure

- Write the task on the blackboard. Tell s's to copy the table.
- Explain what students have to do. e.g. S's have to ask their friends questions to find as many s's as they can who are the same as them in some way. S's can walk round the room and ask questions, or, if this is difficult, they can work in groups of 6-8. Tell s's they have to complete the table during the task, with the answers they got.  
Tell them how much time they have.
- Discuss possible questions/answers. Get students to try first e.g.  
When were you born? / In which month were you born? / I was born in...  
How many brothers / sisters have you? / I have .....  
What is your favourite colour? / My favourite colour is ....  
What time did you get up this morning? / I got up at ....
- Demonstrate, if necessary, with a clever student.
- Check all students know what to do. Remind them to write down what they find out. They can write more than one name for each answer.

6. Let students carry out the task. Go round and monitor  
 7. Feedback: Get some students to tell you what they have found out.  
 Some blackboard work may help eg:

..... and I were born in (month) .  
 ..... and I have (number) brothers.  
 ..... and I have (number) sisters.  
 ..... and I like the same colour, (colour).  
 ..... got up at (time), the same time as I did this morning.

NB Alemu and I.../ Alemu, Hirut and I...

OR I found no-one who was born.../has...../ likes...../got up.....

8. Optional follow-up activity: S's write sentences, eg. completing the sentences above, to describe what they have found out.

#### TASK 4 Emotional match.

Aim: To get s's to talk about their fears.

Time: about 20-25 minutes.

#### TASK SHEET 4

Answer each of the following questions by putting a circle round Yes or No.

Are you afraid of insects?	Yes	No
Are you afraid of the dark?	Yes	No
Are you afraid of death?	Yes	No
Are you afraid of strange dogs?	Yes	No
Are you afraid of ghosts?	Yes	No
Are you afraid of travelling in a taxi?	Yes	No
Do you become very nervous when you take exams?	Yes	No

Now join your group and compare your answers to the questions.

Is there anything you are all afraid of?

Is there anything nobody is afraid of?

Find out why people are afraid and help them if you can.

#### Procedure

1. Tell s's that they are going to answer a questionnaire to see what they are afraid of.
2. Give out the task sheet and allow them about 5 minutes to complete the task individually.
3. Set up the group work and allow s's about 10 minutes to discuss their answers.
4. Get feedback from each group.

TASK 5 Describing experiences and plans

Aim: To get s's to compare information about two people discussing their life experiences and plans, and then to talk about each others' experiences and plans.

Time: 20 minutes

TASK SHEET 5

The Ethiopian Herald readers' column asked readers from all over the country to send in details of their lives, to help them make a survey of their readers' experiences and hopes for the future.

1. Below are some of the things two of the readers said. Read what they said. Then complete the following chart, using information from the articles.

Survey of readers' experiences and plans

	Fatuma	Addis Alen
Town		
School		
Interests		
Rules and regulations		
Future plans		

Fatuma is 20 years old.

I'm an only child and I live with my parents in Dire Dawa. They are both teachers in the local junior secondary school. In Dire Dawa there is only one comprehensive high school and I attend the commercial section there. I'm in Grade 11..... Life in Dire Dawa is quite expensive. Even then, I get 20 birr every weekend from my parents and I go to the Cinema. My main hobby is reading books, but I also enjoy writing letters..... I have quite a good relationship with my parents and they let me do almost anything I choose, though I have to be home by 8 pm on week-days..... When I leave home, I would like to join the Junior College of Commerce in Addis Ababa.

Addis Alen is 19 years old.

I'm the first daughter of my family. My parents are divorced and I live with my mother, who is a typist/secretary in the Bahr Dar Textile Factory here..... I go to the Tana Senior Secondary School. After I finish my secondary education, I plan to work in Addis Ababa ....I don't go out much during the weekends because there is nothing to do in this small town. Girls are not allowed into bars here. I sometimes go to my friends, but I have to be back by 8 pm. I enjoy reading novels in Amharic.

2. Which of the two girls do you think has a better life?
3. Where would you prefer to live - Dire Dawa or Bahr Dar? Why?
4. Interview another student about his/her experiences (home life, school, etc), interests and plans. Make notes on the information using the following headings.

Home	
School	
Interests	
Rules and regulations	
Future plans	

#### Procedure

1. Tell the class they are going to read two articles in which young people describe their interests, their relationships with their parents and their plans. Ask some pre-questions to elicit ideas about what they would expect the young people to say.
2. Give out the task sheets. Tell s's to read the articles and complete the chart. Show them how to do it if necessary. They can answer qu.2-3 also.
3. S's discuss answers to qu. 1-3 in pairs, then with the teacher.
4. Prepare s's for qu.4. They will need to think about which questions to ask as well as true answers.
5. S's work in pairs to complete the task in 4. Remind them to write in what they find out on the chart.
6. Follow-up. S's can write a brief summary of what they have found out. A simple framework could be given for weak s's. (Better s's can improvise.) og

og

.....lives in ..... He/She attends .....  
 School and is in Grade ..... His/Her interests include .....  
 ..... and ..... His/Her parents do not allow  
 him/her to .....but he/she is allowed to  
 ..... When he/she finishes secondary  
 school, he/she plans to .....

### Task 6 Family life

Aim: To get s's to share opinions in groups

Time: 30-40 minutes.

#### TASK SHEET 6

Read the following statements carefully. Decide which ones you agree with and which you disagree with. Discuss your opinions with the other members of your group. Try to modify any statements you disagree with so that they represent the opinions of your group. Be ready to report your discussion to your teacher.

1. Children should only leave home after they are married.
2. People should not have more than 2 children.
3. Children should always obey their parents.
4. Sons and daughters should always ask their parents for permission to marry.

#### Procedure

1. Give out a task sheet to each group.
2. Tell s's to write their opinion about each statement. (eg 1. Agree
2. Disagree 2. Agree to some extent etc) They should do this silently and individually.
3. Tell s's they are now going to discuss their opinions in groups. Help them with some useful language for expressing opinions. eg

I strongly agree with this because .....

I agree to some extent, but I think.....

I disagree because .....

In my opinion .....

4. Divide s's into groups of 6-7. Tell them to discuss their answers.
5. After about 20 minutes, conduct a feedback session. Encourage s's to report on the extent to which there was agreement or disagreement in their groups and how they changed the statements.

Task 7 Visiting the doctor

**Aim:** To give s's practice in listening to a dialogue, first for gist, then for more specific information.

**Time:** 20 minutes

**Procedure**

1. Introduce the topic by discussing why people go to the doctor, what we can say in English when we go to the doctor, what the doctor does etc. (Activating prior knowledge will help s's to make predictions about what they are going to listen to.)
2. Tell s's they are going to listen to a conversation between a doctor and a patient. Write the following two guiding questions on the blackboard and tell s's to try to answer them as they listen.

What is wrong with Bolay's throat?  
What does the doctor do?

( These questions help them to listen for the main points/ gist.)

3. Read the passage once for s's to answer the gist questions. Discuss answers with the s's.
4. Read the first part (Bolay's explanation of what is wrong with him) again and ask s's to answer this question. (This question focuses on more detailed understanding.)

What exactly is wrong with Bolay?

5. Read the second part (the doctor's remarks) again and ask s's to answer the following question:

What exactly does the doctor tell Bolay to do?

6. Discuss s's answers to both questions. Give out the text for s's to study and help with the answers.

## LISTENING TEXT FOR TASK 7

Doctor: Now then, what seems to be the matter?

Belay: Well, I've got a sore throat. I've had it for three days now. It's really sore - it hurts when I try to swallow, and it's very painful if I try to eat anything hard, like bread or anything like that. And I feel a bit cold and shivery all the time.

Doctor: Open your mouth and let's have a look. Well, you've got a throat infection, but it's nothing serious. Here you are - take this to a pharmacy and they'll give you some tablets to take. That should clear it up. If it isn't better in two or three days, come and see me again.

TASK 8

Going to Dire Dawa

Imagine that you are going on holiday to Dire Dawa for a week

1. Write down five items you would choose to have in your luggage.
2. Compare your list of items with your partner and write a new list of items which both of you agree to.
3. Join your group and list a final list of five items which all the group members agree to.
4. One member of the group explains and justifies your choices.

## Procedure

1. Give out a task sheet to each student.
2. Tell S's to imagine that they are going on holiday to Dire Dawa for a week. Tell them to write down the items mentioned in the task sheet according to all the procedures.
3. Tell s's they are going to discuss their choice. Help them with some useful language for justifying giving opinions etc.
  - I would take .... because ....
  - I think we had better take .... because
  - In my opinion we should take .....
  - I agree with ..... because
4. Get feedback from each group.

Appendix B

TEACHERS' QUESTIONNAIRE

Dear Teacher!

This questionnaire will be filled in by teachers who taught the group activity English lessons for six weeks.

The purpose of the questionnaire is to collect some background information on the attitudes of students/teachers concerning methods of teaching/learning English. It is intended to investigate what type of teaching /learning processes students/ teachers are interested in. Thus, there are no Right or Wrong answers. However, the value of this questionnaire directly relies upon the subject's genuine responses to each item. Therefore, please answer them as truthfully as you can.

Thank You!

- 1 Please choose four statements which explain how you think students learn English well. Rank them in order of importance for you, ie give "1" to the most important statement, "2" to the next most important statement, and so on.

A good learner of English is one who \_\_\_\_\_.

- (a) likes to be corrected whenever he/she makes mistakes \_\_\_\_\_
- (b) likes to practise English with his/her classmates \_\_\_\_\_
- (c) worries about making mistakes. \_\_\_\_\_
- (d) thinks about and tries to solve problems \_\_\_\_\_
- (e) memorizes grammar rules well \_\_\_\_\_
- (f) likes to participate in group discussions \_\_\_\_\_
- (g) listens to what others say. \_\_\_\_\_
- (h) absorbs knowledge about English from his teacher \_\_\_\_\_

2. Did your students enjoy working in a group?

Yes  No

3. Do you think that your students learned more working in a group than in a whole class?

Yes  No

4. If your answer to question No "3" is "Yes", What do you think they learned ?

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5. Do you think your students cooperated well in the lessons?

Yes  No

Why?/why not? \_\_\_\_\_  
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6. What problems did you have teaching the new group activity lessons?

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7. Please choose four statements which explain how you think you teach well.

I feel I teach well when I

- (a) control most aspects of the lesson \_\_\_\_\_  
 (b) talk a lot \_\_\_\_\_  
 (c) organize activities for students to do \_\_\_\_\_  
 (d) use a variety of teaching techniques. \_\_\_\_\_  
 (e) insist on silence in the lesson. \_\_\_\_\_  
 (f) help learners develop confidence in using English \_\_\_\_\_  
 (g) give learners the opportunity to talk in English  
 whenever possible \_\_\_\_\_  
 (h) give knowledge about English to pupils \_\_\_\_\_

8. How did you feel about your role as a teacher during those task-based lessons? (Were you happy with your role?) Why?

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9. To what extent would you want the lesson to be under your (teacher's) control? circle your choice.

- (a) 100% (b) about 75% (c) about 50% (d) about 25% (e) 0

10. Were the new group activity lessons like the 'normal' lessons?

Yes

No

Why?/Why not? \_\_\_\_\_

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11. Compared to your previous way of teaching English, what do you think are the benefits of pair/group work?

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12. To what extent would you feel happy teaching English in this way (in pairs/groups) in the future?

(a) 100% (b) about 75% (c) about 50% (d) about 25% (e) 0

Why?

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13. To what extent are you satisfied /dissatisfied with the existing situation regarding the teaching of English?

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14. Do you believe that this kind of approach to learning and teaching might help to solve some of the problems of teaching and learning English in Ethiopia?

Why?/Why not?

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15. To what extent do you think that the kind of activities you have taught in the past six weeks are suited to the conditions you teach in? (i.e. are feasible given the resources and organization in which you are working)

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16. To what extent is it acceptable to you to use those kind of tasks and adopt the role of teacher as facilitator from now on?  
(Did you feel threatened by the approach or the new teacher role in any way? Why/Why not?)

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17. Do you think this approach meets the learning needs of your students?  
(Circle your choice)  
(a) More successfully. (b) less successfully (c) unsuccessfully

18. Have you ever tried this kind of activity-based learning in pairs or groups before?  
Why?/Why not?

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19. Do you think you are fulfilling your role as a teacher in this kind of activity?  
(a) more successfully (b) as successfully (c) less successfully  
Why?

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20. Do you think you had enough time to adjust to accommodate to the changes?

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Appendix C

STUDENT QUESTIONNAIRE

This questionnaire will be filled in by Students who attended the six weeks of group activity English Lessons.

The purpose of the Questionnaire is to collect some background information on the attitudes of students concerning methods of teaching learning English. This is not an examination. We want to know what type of teaching-learning processes you are interested in. Thus, there are no Right or Wrong answers. However, the value of this questionnaire directly relies upon your genuine responses to each item. Therefore, please answer them as truthfully as you can.

Thank You!

QUESTION 1 - LEARNING ABOUT LEARNING

- 1) Please choose four statements which explain how you think you learn English well. Rank them in order of importance for you, i.e. give "1" to the most important statement, "2" to the next most important statement, and so on.

I learn English well when I \_\_\_\_\_.

- (a) am corrected whenever I make a mistake. \_\_\_\_\_
- (b) practice with my classmates. \_\_\_\_\_
- (c) worry about making mistakes. \_\_\_\_\_
- (d) think about and try to solve problems. \_\_\_\_\_
- (e) memorize grammar rules. \_\_\_\_\_
- (f) participate in group discussion. \_\_\_\_\_
- (g) listen to what others say. \_\_\_\_\_
- (h) absorb knowledge about English from my teacher. \_\_\_\_\_

- 2) Did you enjoy working in a group? Tick one.

Yes

No

- 3) Do you think that you learned more working in a group than in a whole class?

Tick one. Yes

No

- 4) If your answer to Question number 3 is YES,

What do you think you learned?

\_\_\_\_\_

\_\_\_\_\_

- 5) If your answer to Question number 3 is NO, What are your reasons?

\_\_\_\_\_

\_\_\_\_\_

- 6) Do you think you worked well in the lessons?

Yes

No

Why?

\_\_\_\_\_

\_\_\_\_\_

Why not?

\_\_\_\_\_

\_\_\_\_\_

- 7) What problems, if any, did you have working with others?

\_\_\_\_\_

\_\_\_\_\_

- 8) In which group would you prefer to work?

In a mixed group (boys and girls)

In a single sex group

Why?

\_\_\_\_\_

\_\_\_\_\_

STAGE 2 - TEACHERS' ATTITUDES AND BELIEFS

- (9) Choose four statements which you think describe a good teacher of English. Rank them in order of importance for you, i.e. give "1" to the most important statement, "2" to the next most important statement, and so on.

A good English teacher is one who .....

- (a) likes to control all the lesson \_\_\_\_\_
- (b) talks a lot \_\_\_\_\_
- (c) believes his job is to give knowledge about English to pupils. \_\_\_\_\_
- (d) likes to make students talk in English \_\_\_\_\_
- (e) is good at keeping control \_\_\_\_\_
- (f) organizes interesting activities for students to do. \_\_\_\_\_
- (g) helps learners develop confidence in using English \_\_\_\_\_
- (h) uses a variety of teaching techniques. \_\_\_\_\_
- (i) insists on silence in the lesson. \_\_\_\_\_
- (j) threatens misbehaving learners with punishment. \_\_\_\_\_

- (10) To what extent would you want the lesson to be under the teacher's control?  
/Circle your choice/

(a) 100%      (b) About 75%      (c) About 50%      (d) About 25%      (e) 0

- (11) Please choose two statements which explain how you like to learn English best. Rank them in order of importance for you, i.e. give "1" to the most important statement, "2" to the next most important statement.

I like the teacher to \_\_\_\_\_.

- (a) explain everything to us. \_\_\_\_\_
- (b) give us problems to work on ourselves. \_\_\_\_\_
- (c) help us to talk about my interests \_\_\_\_\_
- (d) tell us all my mistakes. \_\_\_\_\_

- (12) Do you consider the teacher is fulfilling his role as a teacher in these kind of activities (circle your choice)

- (a) very successfully?
- (b) less successfully?
- (c) not at all?

STATEMENT 3 - EXPERIENCED LEARNER WITH LESSON

(13) Were the new group activity lessons like your 'normal' lessons? Tick one

Yes  No

Why? \_\_\_\_\_  
\_\_\_\_\_

Why not? \_\_\_\_\_  
\_\_\_\_\_

(14) Compared to your previous way of learning English, what do you think are the benefits of pair/group work?

\_\_\_\_\_

(15) To what extent would you like to learn English in this way ( in groups) in the future?

(a) 100% (b) about 75% (c) about 50% (d) about 25% (e) 0

Why? \_\_\_\_\_  
\_\_\_\_\_

(16) Please choose the statements which explain how you like to learn English. Rank them in order of importance for you, ie, give "1" to the most important statement, "2" to the next most important statement, and so on.

I like to learn English .....

- (a) in small groups \_\_\_\_\_
- (b) by myself (alone). \_\_\_\_\_
- (c) by talking in pairs. \_\_\_\_\_
- (d) by listening to the teacher \_\_\_\_\_

STATEMENT 4 - EXPERIENCED LEARNER WITH PAIR OR GROUP WORK

(17) Choose the statements which you think best describe how you feel about the value of group activity lessons. Rank them in order of importance for you, ie, give "1" to the most important statement, "2" to the next most important statement, and so on.

- (a) We can discuss things with our classmates. \_\_\_\_\_
- (b) We learn more about spelling rules. \_\_\_\_\_
- (c) We learn more grammar. \_\_\_\_\_
- (d) We learn more English. \_\_\_\_\_
- (e) We get a chance to be a teacher. \_\_\_\_\_
- (f) We have more fun than we do in regular lessons. \_\_\_\_\_
- (g) We can help each other when we don't really understand. \_\_\_\_\_

- (h) We can talk in English without worrying about making mistakes
- (i) We are uncertain what the teacher wants.
- (j) We can ask more questions.
- (k) We are too shy to speak.
- (l) We have to really think to solve problems.
- (m) We are confused and don't know what to do.
- (n) We get more chance to practice using English.
- (o) We learn to respect different ideas and opinions.
- (p) We learn social skills for getting along with others.
- (q) We find it a waste of time.

...///....

Appendix c Students' Questionnaire  
(Amharic Version)

የተግራዎች ወጠይቅ

በቡድን ሥራ ላይ በተከሩና ለሰዓሳት ሰጠንታት በተከሩ የአገልግሎት  
ክፍሎች ክፍሎች ገዛዳት በተከሩ ተግራዎች የሚሰጡ ወጠይቅ፡፡

ይህ ወጠይቅ በአገልግሎት ወጣር ግሰተዋር ሂደት የተግራዎችን ፍላጎትና  
አስተዳደር አሰጣጥ ሀሳብ ለመሰጠት የተዘጋጀ ነው፡፡

ጥያቄዎቹ አገልግሎት ወጣር የሰጠው ስላሁን ክፍሎች ወይም ስህተት  
የሆኑ ወጠይቆች አይኖሩ ነገር ገን በወጠይቅ ለየረቡ ጥያቄዎች የሚሰጡ አገልግሎት  
ጋላሽ ለታለው ተገባር ወሰኑት በጣም አስፈላጊ ነው፡፡ ስለዚህ ወጠይቅ ሰጪ ተግራዎች  
ክፍሎችን ጋላሽ ወሰኑት ይጠበቅባቸዋል፡፡



6. በቡድን ሥራ ከፍለ ጊዜያት ይህና ሠርቻሌሁ ብለህ ታስባለህ?

አዎ /            / ሳለም /            /

ለምን? ታስታይህን ዘርዘር

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7. በቡድን ስነጥር ደጋጠሙ ችግር ከሌላ ገለጽ

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8. በየኛው ቡድን ውስጥ ጠቅላላ ሥራ / ገደብ ስህተት? የቆይታ ልዩነት አካባቢ  
ሀ. ወገኖች ሰባት ተግባራት ስህተት ለይ ባሉበት ቡድን

ለ. ወገኖች ተግባራት ስህተት ሰባት ተግባራት ስህተት ባሉበት ቡድን

ለምን? ታስታይህን ዘርዘር

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ከፍለ ሁለት

ወይንም በቅጽ

9. አንድ ጥሩ የአገልግሎት ወይንም ተገባር የሚገልጹ ሀረጎች ተሰጥተዋል::

አስረላጊ የምትሉትን አራት ባህሪያት ከሚከተሉት በኋላ በቅጹ ተክቶ አስቅጥቶ::

ይኸውም በጠቃሚ አስረላጊ ለሆነው "1" ፣ የጥሩ አስረላጊ ለሆነው "2" ወዘተ..

በውስጡ በሀረጎች አቅጣጫ በተሰጠው ክፍት በታሰቡት አስቅጥ::

አንድ ጥሩ የአገልግሎት ወይንም ..... ወይንም አለበት::

ሀ / ከፍለ ጊዜያት በሌላ በጥጥሩ ሥር ማድረግ የግዕድ \_\_\_\_\_

ለ / በዙ ማሳካት \_\_\_\_\_

ሐ / ሥራዎ ስለአገልግሎት ደንብ ለተግባራት ዕውቀት \_\_\_\_\_

መጠን ስር ብሎ የሚያገኝ \_\_\_\_\_

ሠ / የተግባራት በአገልግሎት አገልግሎት የሚሰጠው \_\_\_\_\_

ረ / ሥነ ሥርዓት ማስጠበቅ የሚችል \_\_\_\_\_

ረ / በተግባራት ስህተት ለይ የተሰጠው ወይንም \_\_\_\_\_

የሚሰጠው ማድረግ \_\_\_\_\_





- በ / በዙ ቅዳዳች ለመጠየቅ አገኛለሁ
- ተ / ለሙሉ ገዢ በጣም አናፍራለሁ
- ቸ / የተሰጠን ሥራ ለማራት ችግሮችን ለመቆታት በጥፋት አ  
ናሰባለሁ
- ነ / ገራ ከመጋባታችን የተነሣ የጠላታዎችን አናጋጥም
- ኘ / አገልግሎት ለመስጠት በረዕይ ስሜን አናገኛለሁ
- አ / የተለያዩ ሀሳቦችንና አስተያየቶችን ጥብቅና መጠቀስ  
አገጣጥራለሁ
- ከ / ከሰዎች ጋር መገባባት የሚያስችለን ዕውቀት አገገብደለሁ
- ሸ / ጊዜያዊን በከፍተኛ አገልግሎት አገረዳለሁ ::

Teacher Interview Questions

- (1) Do you think this approach is different from what:
  - (a) most teachers expect of how students learn language best?
  - (b) most teachers expect what language is?
- (2) Do you think this approach is different from what children expect based on what they learned about how language is used?
- (3) How did you feel about your role?
- (4) Do you think you were behaving as students expected you to behave?
- (5) Did you feel students were really learning English?
- (6) Do you think they felt
  - a) your status was reduced?
  - b) your competence was reduced?
- (7) Did you have any worries about class control, noise etc?
- (8) Would you feel comfortable using this approach in future? Regularly or occasionally or never?
- (9) Overall, do you think this kind of teaching and learning is culturally acceptable?
- (10) What general comments/evaluations do you have regarding the lessons you participated in?

## Appendix B

## Student Interview questions

- (1) Did you feel relaxed when working in your group?
- (2) Would you like to work in a mixed (boys/girls) group? Or in a single sex group?
- (3) If your choice to question No. 2 is the second choice, why? Is it because -----
  - you don't like boys/girls?
  - of your religious?
  - it is culturally unacceptable?
- (4) Do you think you could learn other subjects in this interactive way? Or is it something that is relevant only for English?
- (5) Do you think your culture has any effect on the way you participate in these kinds of activities.

Appendix E: Students' Interview Questions

(Amharic Version)

የተጻፉት ያለ መጠይቅ

1. በቡድን ውስጥ ያለውን ጭንቀት ተዘናገጥህ (relaxed) ጭረህ / ጭረህን ይመስልሃል? ይመስልሽል?  
ወይስ
2. በየትኛው ውስጥ መሥራት ለሚገባህ / ለሚገባህ / ለሚገባህ?  
ሀ. ሌሎች ወገኖች ተጻፎች በገደብ ላይ በሌሎች ቡድን ውስጥ  
ለ. ሌሎች ተጻፎች ለገደብ ወገኖች ተጻፎች ለገደብ ሆነው በሚሠሩት ቡድን  
ለመርጫ ማሰራጨት ስጡ / ስጭ
3. መርጫ "ለ" ከሆነ መከገጻቸው  
• ሌሎች ስለሚገኙት ወገኖች ስለሚገኙት  
• በመከተል ለመከተል አዎንት / ለመጻፍት / የተነሣ  
• ከባህሪ ጭንቀት በመሆኑ
4. ሌሎችን ትምህርቶች ለመሰብሰብ ህገብ፣ በዓላማ ማሰራጨት ወዘተ. በቡድን (interactive way) መጻፍ የምትችል ይመስልሃል / ይመስልሽል?  
ወይስ  
ይህ ዘዴ አስፈላጊነት ለአገልግሎት ገቢ ነው?
5. በዚህ ዓይነት ትምህርት ለማግኘት በቡድን / ለመከፈል ባህሪ ሆኖ የሚፈጠር ይመስልሃል / ይመስልሽል?

I feel I teach well when I .....

Table 1a

RESPONSES	R		A		N		K	
	1		2		3		4	
	No of Teachers	%	No of Teachers	%	No of Teachers	%	No of Teachers	%
A. control most aspects of the lesson.	—	—	—	—	1	9.1%	—	—
B. talk a lot.	—	—	—	—	—	—	—	—
C. organize activities for students to do.	5	45.5%	2	18.2%	3	27.3%	1	9.1%
D. use a variety of teaching techniques.	1	9.1%	4	36.4%	3	27.3%	2	18.2%
E. insist on silence in the lesson.	—	—	—	—	—	—	1	9.1%
F. help learners develop confidence in using English.	3	27.3%	4	36.4%	3	27.3%	—	—
G. give learners the opportunity to talk in English when ever possible.	2	18.2%	1	9.1%	1	9.1%	5	45.5%
H. Give knowledge about English to pupils	—	—	—	—	—	—	1	9.1%
Total	11	100%	11	100%	11	100%	11	100%
Transmission oriented Teacher roles	—	—	—	—	1	9.1%	2	18.2%

A good learner of English is one who.....

Table 5a

RESPONSES	B		A		F		I	
	1		2		3		4	
	No of Teachers	%	No of Teachers	%	No of Teachers	%	No of Teachers	%
A. likes to be corrected when ever he/she makes mistakes.	1	9.1%	1	9.1%	3	27.3%	1	9.1%
B. likes to practise English with his/her class mates.	5	45.5%	2	18.2%	2	18.2%	1	9.1%
C. worries about making mistakes.	-	-	-	-	-	-	1	9.1%
D. thinks about and tries to solve problems.	1	9.1%	-	-	1	9.1%	2	18.2%
E. memorizes grammar rules well.	-	-	-	-	-	-	-	-
F. likes to participate in group discussions.	-	-	6	54.5%	2	18.2%	3	27.3%
G. listens to what others say.	3	27.3%	2	18.2%	2	18.2%	1	9.1%
H. absorbs knowledge about English from his teacher.	1	9.1%	-	-	1	9.1%	1	9.1%
<b>TOTAL</b>	<b>11</b>	<b>100%</b>	<b>11</b>	<b>100%</b>	<b>11</b>	<b>100%</b>	<b>11</b>	<b>100%</b>

Transmission oriented learner behaviours	2	18.2%	1	9.1%	4	36.4%	3	27.3%
Interaction oriented learner behaviours	9	81.8%	10	90.9%	7	63.6%	8	72.7%

I learn English well when I .....

Table 3.11a

RESPONSES	R A N K							
	1		2		3		4	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%
A. am corrected whenever I make a mistake.	9	15%	10	16.7%	6	10%	13	21.7%
B. practise with my classmates.	5	8.3%	11	18.3%	11	18.3%	6	10%
C. worry about making mistakes.	2	3.3%	-	-	3	5	1	1.7%
D. think about and try to solve problems.	3	5	5	8.3%	8	13.3%	12	20%
E. memorize grammar rules.	6	10	10	16.7%	5	8.3%	6	10%
F. participate in group discussion.	2	3.3%	10	16.7%	12	20%	11	18.3%
G. listen to what others say.	5	8.3%	8	13.3%	9	15%	5	8.3%
H. absorb knowledge about English from my teacher.	28	46.8%	6	10%	6	10%	6	10%
<b>TOTAL</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>60</b>	<b>100%</b>

Transmission-oriented student behaviours	45	75%	26	43.3%	20	33.3%	26	43.3%
Interactive-oriented student behaviours	15	25%	34	56.7%	40	66.7%	34	56.7%

A good English teacher is one who

Table 15a

RESPONSES	R		A		N		K	
	1		2		3		4	
	No of Students	%	No of Students	%	No of Students	%	No of Students	%
A. likes to control all the lessons.	11	18.3%	5	8.3%	1	1.7%	3	5
B. talks a lot	-	-	-	-	-	-	2	3.3%
C. believes his job is to give knowledge about English to pupils.	11	18.3%	5	8.3%	3	5	9	15%
D. Likes to make students to talk in English.	8	13.3%	17	28.4%	11	18.3%	10	16.6%
E. Is good at keeping control.	5	8.3%	1	1.7%	3	5%	4	6.7%
F. organizes interesting activities for students to do.	17	28.4%	11	18.3%	9	15%	6	10%
G. helps learners develop confidence in using English.	3	5%	12	20%	20	33.3%	7	11.7%
H. uses a variety of teaching techniques.	2	3.3%	7	11.7%	12	20%	15	25%
I. Insists on silence in the lesson.	2	3.3%	2	3.3%	1	1.7%	4	6.7%
J. Threatens misbehaving learners with punishment.	1	1.7%	-	-	-	-	-	-
TOTAL	60	100%	60	100%	60	100%	60	100%
Transmission oriented Teacher Roles	30	50%	12	20%	8	13.3%	22	36.7%
Interactive oriented Teacher Roles	30	50%	48	80%	52	86.7%	38	63.3%
TOTAL	60	100%	60	100%	60	100%	60	100%

I like to learn English

RESPONSES	RANK			
	No. of Student	%	No. of Stud-ents	%
A In small group .	22	36.7%	19	31.7%
B by myself (alone ) .	2	3.3%	4	6.7%
C by talking in pairs.	10	16.7%	18	30
D by listening to the teacher	26	43.3%	19	31.4%
Total	60	100%	60	100%

Transmission oriented view	36	60%	37	61.7%
Interaction oriented view	24	40%	23	38.3%
Total	60	100%	60	100%

Table 20a



DECLARATION

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

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Signature: 

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Date of Submission: June 7, 1993