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THE ROLE OF SUBJECT MATTER TEACHERS  
IN  
PROMOTING ENGLISH LEARNING

A THESIS PRESENTED TO THE  
SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS  
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

By  
TIRUNEH SAHLU

May, 1997  
Addis Ababa

SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY

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BY  
TIRUNEH SAHLU

INSTITUTE OF LANGUAGE STUDIES

APPROVED BY BOARD OF EXAMINERS:

Dejenie Leta


Advisor



Signature

JOHN MERRISH

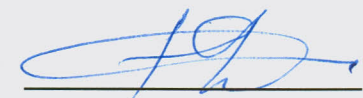
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Teshame Demisse

Examiner



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## ACKNOWLEDGEMENTS

My sincere and heartfelt thanks first of all go to my advisor, Dr. Dejenie Leta, who very kindly provided me intellectual assistance and encouragement any time and place I needed, without whose patience and guidance this work would have been incomplete.

I am also grateful to my friend Seime Kebede, who sparing his invaluable time not only supported me with constructive suggestions and comments, but also provided me with important materials.

My stay doing my studies was made easier by the support and understanding of my parents and my family, my mother Mulunesh Afework, My sister Laketch Sahlu, My wife Tsige, My children Fework and Mahlet.

My thanks also go to Daniel Arefaine, and my former students, Teslu Dube and Abebe Akalu, who helped me in various ways.

## ABSTRACT

This study explored eleventh grade students' difficulties in speaking and writing, and their subject teachers' concern in improving their student' deficiencies in these skills.

One hundred and sixty five students and sixteen teachers drawn from four high school in Addis Ababa were taken as subjects for the study.

Questionnaires were designed for both teachers and students in order to collect the necessary information on the subject under investigation. Moreover, test papers, examination papers and exercise books of students were also examined.

An analysis of the information thus collected seems to indicate that the students' ability in speaking and writing and the level expected of them in their content subject do not tally. Though subject teachers were aware of their students' deficiencies, they hardly showed effort to promoting their language skills.

Based on this finding, it was recommended that subject teachers need to be made aware of the additional responsibilities of promoting their students' language skills and, thus, work in collaboration with language teachers in this regard.

## TABLE OF CONTENTS

	Page
Acknowledgements	i
Abstract	i
<b>CHAPTER ONE</b>	
INTRODUCTION.....	1
1.1 Statement of the Problem.....	1
1.2 The Purpose of the Study.....	3
1.3 The Importance of the Study.....	4
1.4 Limitations of the Study.....	4
1.5 Organization of the paper.....	5
<b>CHAPTER TWO</b>	
REVIEW OF RELATED LITERATURE.....	6
2.1 The roles and Importance of English in Education.....	6
2.2 The Need for Cooperation Between Subject and Language Teachers.....	13
2.3 Identified Findings on High School Students' Proficiency in Speaking and Writing.....	19
<b>CHAPTER THREE</b>	
DESIGN AND PROCEDURES OF THE STUDY.....	28
3.1 Subjects and Site of the Study.....	28
3.2 Sampling of Subjects and Methods used .....	29
3.3 Procedures.....	33
<b>CHAPTER FOUR</b>	
ANALYSES AND RESULTS OF DATA COLLECTED.....	35

4.1	Introduction.....	35
4.2	Students' Difficulties in Speaking and Writing Skills.....	36
4.3	Subject Teachers' Concern for their Students' Deficiency in English.....	53
4.4	What Actually Subject Teachers Do.....	60
4.5	Subject Teachers' Language Teaching Potential and Responsibility.....	70

**CHAPTER FIVE**

	SUMMARY AND RECOMMENDATIONS.....	76
5.1	Summary.....	76
5.2	Recommendations.....	77

	BIBLIOGRAPHY	78
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	APPENDICES	82
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## LIST OF TABLES

Table	Page
1. Student Subjects By Sex and Stream .....	30
2. Teacher Subjects By Sex and the Subject they Teach.....	30
3. Teachers' Perception of Students' Difficulties in Speaking and/or Writing.....	37
4. Students' Perceptions of their own Difficulties in Speaking and/or Writing .....	38
5. Use of Amharic When Teaching By Teacher and Student Respondents .....	47
6. Subject Teachers' use of Amharic By Teacher and Student Respondents.....	48
7. Subject Teachers' Classroom Performance By Subject Respondents.....	61
8. Frequencies of Oral and Written Work Received by Students.....	63
9. Subject Teachers' Efforts in helping Students' Recognize Errors in Writing By Student Respondents.....	65
10. Subject Teachers' Opinions.....	71

## APPENDICIES

### Appendix

	Page
I. Questionnaire for Teachers.....	83
II. Questionnaire for students.....	89
III. Results of the Teachers' Responses for the Questionnaire.....	93
IV. Results of the Students' Responses for the Questionnaire.....	94
V. Biology Answer Sheet Showing Errors of Spelling and Grammar.....	95
VI. Sample Test Paper.....	96
VII. Sample English Examination Paper.....	97
VIII. Sample Paper Note From Biology Exercisebook.....	98

# CHAPTER ONE

## INTRODUCTION

### 1.1. Statement of the Problem

In Ethiopia, English is used as a medium of instruction in the junior and senior secondary as well as the tertiary levels of education. It is therefore a necessity both for teachers and students to learn and use the language. That is to say that, teachers are highly expected to be equipped with English in order to facilitate their teaching. Likewise, if students are to manage their learning, they need to be proficient in the language.

However, some teachers complain that for many students foreign language education is still a great hurdle to real learning and this complaint is compounded by students' claim that for many teachers using a foreign language is a barrier to effective teaching. While applauding those who succeed, we must look carefully at the difficulties faced by others.

Regarding high school students' proficiency in the language, Hailemichael Abera (1984:2) reported that "... the standard of English in the university as well as in the schools has been disturbingly low." More recently, Genenne Mekonnen (1994:6) also reported that "... most students in high schools are deficient in English".

Thus, it appears that the great majority of the students in the secondary schools in Ethiopia lack the basic language skills. This, in turn, has an adverse effect on the students' low performance in the content subjects such as Biology, History, Physics, a fact stressed by Williams (1984) as quoted by Tadesse Terefe (1990:24) states:

Some of the overseas students fail to survive academically not because of lack of potential in their specialist subject but simply as a result of language difficulties.

Many teachers in our secondary schools wonder why their students are unable to use the English language as effectively as required. Similarly, the majority of the students do not seem to realize why they are incapable of using the language efficiently. But, usually neither the teachers nor the students seem to have any clear idea of what actually went wrong, and so are unable to decide on the proper remedies.

As stated earlier, if students cannot understand the subject they are taught in English, it is inevitable that they would show poor academic performance. This situation, according to Seime Kebede (1989), will force subject teachers to translate everything into Amharic or other vernacular language in their efforts to make students' understand the subjects. This misguided attempt of many Ethiopian teachers will eventually reduce the students' opportunity to develop language and deny them the greatest tool to knowledge.

As teachers of English, our main instructional goal is to prepare our students for the academic tasks they encounter in schools, colleges or universities. It is therefore important that we make subject teachers aware of the role that languages play in the school curriculum. This is so because, as Widdowson (1978:54) puts it, "subject matter teachers who use English as a medium of instruction exert positive or negative impact on its acquisition". Hence, the purpose of the present study.

### **1.2. The Purpose of the Study**

The purpose of this study is to investigate the roles played by eleventh grade subject teachers in Addis Ababa secondary schools in promoting English language learning.

Accordingly, the study will seek answers to the following four basic questions:

1. What do students and teachers say of students' difficulties in speaking and writing skills?
2. Do subject teachers show any concern as to whether or not the students' English impede their understanding of their subjects?

3. What do subject matter teachers in our high schools do to help their students develop their English so as to promote effective learning across the curriculum?
4. Do subject teachers as school team have a common understanding of their language teaching potential and a common attitude that all subject teachers are also language teachers?

### **1.3. The Importance of the Study**

The present study is important and <sup>it is</sup> hoped that it will help gain some insights into the factors that affect the effective use of English in the classroom, and hence to find some possible solutions. Moreover, although the study appears to be a limited one, it is the belief of the researcher that it will add some meaningful insights to the existing literature. It is also believed that it will serve as a spring-board for further research.

### **1.4. Limitations of the Study**

It would have been better to extend the number of schools and subjects of the study. However, because of constraints of time and resources, the study was limited to few schools and a limited number of subjects in Addis Ababa.

### 1.5. Organization of the Paper

This paper is divided into five Chapters. The first chapter deals with the statement of the problem, the purpose of the study and its importance. Following, review of related literature is presented. The third chapter endeavours to state the design and procedures of the study. The analysis and results of data collected is presented in chapter four. The last chapter deals with summary and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 The Roles and Importance of English in Education

In countries like ours where English is not an official language, it may still have a significant role to play. It is an important school subject, and is also the medium of instruction at high schools, colleges and universities.

In a learning situation where English is used as the medium of instruction, the importance of having proficiency in English is of paramount importance. If the English a teacher uses is understandable, it is most likely that the students may be motivated and interested to follow their subjects. But, if this is not the case, students may probably form a negative attitude and this may have an adverse effect on their future academic career.

Thus, our students must learn to speak, understand, read, and write in English well enough to carry all of their learning activities in the language. But, if students in the high schools are not helped with their English, they will find it extremely difficult to carry out their academic

activities.

The need for helping students to master the language of instruction is strongly stressed by Ashworth (1985:44) as follows:

The speed and efficiency with which students master the target language will affect the speed and efficiency with which they will master the subject matter.

The role language plays in the educational development of students is felt not only in situation like ours where it is used as a means of instruction and is also taught as a subject, its effect thus being realized and given emphasis but also with native speakers as well. Regarding this, O'Donnell (1980) as quoted by Tadesse Terefe (1990:10) writes:

... The truth is that in English speaking communities success in education and in most other spheres depends heavily upon the ability to speak, read, and above all write, standard English.

What this means is that, the adequate knowledge of the language where it is used as the medium of instruction is absolutely essential for learning the other subjects. This issue was being realized as far back in the writings of

Allen (1965) as quoted by Taddesse Terefe (1990:10) stated that "... no matter what field you are in, you will not do your best until you know the language well."

Hence, if we are to lead our students into effective language, we must be concerned with what kind of language we use to explore our subjects, what kind of reading material we provide, and what kind of writing we expect from the students.

In line with this, a strong expression regarding school language is forwarded by Marland (1977:261) as follows:

The language we are working with in our schools is the language of the pupils' lives, and what we are helping them develop is a language that must serve for life. Indeed, it has jokingly but truly been said that if we fail we have imposed by neglect a life sentence.

From the outset, teachers must be made aware of the fact that having the appropriate knowledge and intention is one thing; communicating them effectively through language in the class is another. In addition, they should also be aware that although mastery of the English language will not guarantee scholastic success by itself, certainly inability in English, as noted by Bamgbose (1966), can easily lead to

failure. Bamgbose (1966:34) states that:

Mastery of the language must extend far beyond the ability to "absorb" or memorize content printed in English. Associative processes, the formation of new concepts, thinking, planning, creating, and analysis and summary are just some of the elements of learning which must be handled in the language and without the intermediate step of translation if learning is to be effective and efficient.

It is obvious that teachers teach in order to help others to learn. Likewise, in order to learn effectively learners, according to Halliwell (1994:6), will need to be able to:

... make sense of the language in which ideas and information are encountered; grasp the thinking and organization of thought behind ideas and information; communicate and develop their understanding etc.

So, in order to be effective, teachers have to use the language in such a way that meets these needs.

But, as Thomas (1987:54) noted, in order to manage their teaching, teachers "... should themselves have language competence to a greater degree than that expected of their learners..."

The fact that learning involves language not merely as a passive medium for receiving instruction but as an essential means of forming and handling central concepts, urges all teachers to use the language resources that they have as effectively as possible in the classroom.

In a context where English is widely used as a medium of instruction, teachers should therefore be trained to use their language resources. A point by Johnson (1990) in Richards and Nunan (1990:269) makes this view clearer:

A course that focuses on the effective use of the language in the classroom should therefore form an important part of the training of any teacher, whether of a first or second language; but it is crucial where a second language is the medium of instruction, since in this case the vital connection is most at risk.

It is clear that language is vital to learning to provide access to the source materials and the learning experiences. In this regard, Protherough and Atkinson (1991:2) noted that "English is seen to be at the heart of the curriculum influencing learning in all subjects." In addition, Marland (1977:3) also observed that:

Difficulties with language hamper understanding and growth in most areas of learning, and, conversely, those areas of learning could provide real context for language growth.

Our job, therefore, should be to raise teachers' awareness of the use of English for teaching purposes and our students' use of English for learning purposes and to devise ways of turning into effective action. Thus, the present research starts with a focus on teachers' use of language to promote the learners' cognitive needs which will inextricably be tied up with and, therefore, lead to the development of general teaching skills.

This development could be realized only if subject teachers who are of considerable number and who use the language as medium of instruction take the initiative to master the language. Strevens (1974:23) on his part, has the following to say:

A teacher is the learners' model, especially as the spoken language is concerned, and if the teacher's command of the language is inadequate, the learner's achievement will be impaired. Learners, including children, have a pretty good general idea of their teacher's standard, even though they themselves may be complete beginners. It is a source of great discouragement for a learner to have a teacher whose

command of the language is inadequate, who makes obvious errors... who has no confidence in his own grasp of the language.

By the same token, in a recent study that he undertook, Tesfay Solomon (1995:2) relates this point with our situation and forwards the following advice for subject teachers:

If subject teachers manifest difficulties in the writing of correct English, it is believed that this will inevitably affect the students' attempts to write meaningful sentences. The fact that teachers in our situation are conceived as all-knowing and, thus, sources of knowledge, makes the problem more severe. Students take in or accept and use whatever is written by their teachers to be always correct and acceptable. This, therefore, calls for careful use of the language by subject teachers.

At school, students need to do a lot of things. They need to use vocabulary to handle the vital subject-specific concepts of the lesson. They also have to be able to take notes to write on what they have just been told or read; they copy a great deal from the blackboard or from books.

On the whole, students need to make accurate use of the building blocks of language: grammar, lexis, spelling and sound. The present study endeavors to investigate the extent to which subject teachers assist their students in developing these building blocks.

## **2.2 The Need for Cooperation Between Subject and Language Teachers**

Subject learning and language learning need to be considered as a single entity rather than two separate ones. It is a fact that if the opportunities for the students to explore ideas through language in the curriculum are developed, their language will grow with their learning. But if students are deficient in the language, it is inevitable that it (deficiency in language) would lead to deficiency in their subject matter. On this point, Short (1993:633-4) has this to say:

...students who can solve maths computation problems correctly and thereby demonstrate mastery of mathematical operations may be unable to solve a maths word problem requiring the same computations if their English proficiency is not at a level capable of understanding the words and assumptions in the problem.

In this regard, when teachers measure students' content mastery and language, they should seek to determine whether content objectives have not been mastered or whether language is interfering with a student's acquisition and application of information. This, presumably calls for the collaboration of subject and language teachers. Regarding this, Snow, Met, and Genesee (1989:213) believe that:

... such collaboration requires a reciprocal relationship between instructors. Thus, the language instructor may consult with the classroom teacher about what is being taught with particular attention given to content that has specific or special language requirements. The language instructor is then able to incorporate into language instruction meaningful and important content that has evident language - related value in the rest of the curriculum.

This point tallies with the view of Bright and McGregor (1978:6) who advocate:

Language teachers badly need the help and interest of the teachers of all the other subjects in the curriculum. With their active co-operation an English course may be very successful, but without it, it cannot be. As soon as pupils spot that correctness and fluency in speech and writing matter only to the English teacher, and that the biology, physics and mathematics staff are happy to decipher the inaudible, they will consciously practice correct language habits only in English lessons and the English teacher is practically wasting his time and theirs. If on the other hand, the English teacher keeps his colleagues informed, briefly and amiably, ... what pronunciation errors are worth trying to correct at various stages, what symbols he uses in helping pupils to correct and improve written work... then pupils will soon notice that good language habits matter to all the teachers all the time, and their language skills will be practiced and improved in every lesson and school activity.

However, one of the features of the subject organization of our secondary schools is departmental. The departments of the schools pull apart easily, each looking inward to its own development and each department becoming a separate power structure offering students a separate unrelated experience. Each group knows that the other exists but does not want to have much to do with it. This point is best expressed by Mohan (1986) as quoted in Snow (1991:315):

"In subject matter learning we overlook the role of

language as a medium of learning. In language learning we overlook the fact that content is being communicated."

Students need to develop their ability in the language to benefit from most of the learning opportunities at the school and beyond and in society. Thus, there is no room for subject teachers who argue that they cannot afford the time or that the English department ought to do the job. According to Marland (1977:262), those who advocate for a single department to tackle the whole of the task should ask themselves "What right do teachers of English have to teach the most fundamental aspects of the learning of each subject?"

Thus, teachers of English should not see themselves as different from teachers of other subjects though it is seen to be at the heart of the curriculum influencing learning in all subjects. A point by Protherough and Atkinson (1991:6) makes this point more clearer:

... a concern for the discrete skills of English was slowly followed by the gradual establishing of English as a separate subject in the curriculum, and later still by the appointment of English teachers specifically responsible for it. As one significant study concluded, before the twentieth century there were certainly very few teachers who could be called or would have called themselves teachers of English every teacher is a teacher of English, because every teacher is a teacher in English.

The use of English in teaching the other school subjects brings the language into its actual use. Widdowson (1978:53) in this regard writes:

Teachers of Physics, Chemistry, Biology, Geography and so on may not think of themselves as language teachers probably because they conceive of language in terms of usage, but there can be no question that they are teaching use.

In fact, it is the teacher of English who is expected to make the major contribution in language teaching. But, in our context almost all subjects in the high schools and colleges are taught in English. Because of this, it is possible to assume that subject matter teachers also have language teaching potentials.

Cooperation between language teachers and subject matter teachers on what language items should be taught and how this can best be done can increase efficient language learning. The manner in which language and subject teachers can be a resource for one another, as pointed out by Ashworth (1985), is by providing an opportunity for subject matter teachers to discover how language can be learned through subject matter and how subject matter can be learned through language teaching. This is best expressed by Snow, Met and Genesee (1989:214) as follows:

The classroom teacher can consult with the language teacher regarding what can be done in the content areas to promote the learning of language skills requisite to particular content areas. Since content teachers may be ill-prepared to "teach" language or even to recognize students' language-learning needs because of lack of training in language-teaching pedagogy, language teachers become pedagogical resources for mainstream teachers who are willing to assume some responsibility for treating students' language needs.

Nonetheless, as mentioned earlier, our students in the high schools often have great difficulty with academic language (both written and oral), which tends to be cognitively demanding and context reduced. The role of teachers in this regard is indispensable. In order for

students to acquire the necessary skills and knowledge in the school curriculum, Met (1994) advises that teachers must be skilled in negotiating meaning, serve as a role model for the use of language, and have well developed skills in monitoring student performance. Likewise, Snow (1991) in Celce-Murcia (1991:322-23) also lists a variety of techniques and strategies which teachers must utilize for making subject instruction comprehensible. These include: modifying input - that is, slower (yet natural) rate of speech; clear enunciation, controlled vocabulary (limited initial use of idioms), use of contextual cues, checking for understanding.

In general, the academic success of the students will be realized if all teachers help their students develop the necessary language skills.

### **2.3. Identified Findings on High School Students' Proficiency in Speaking and Writing**

The learning of almost all subjects requires some amount of speaking and writing. Quite a good number of theorists have expressed their views on the importance of speaking and writing abilities for the successful

performance in context area subjects. In this regard, Johnson (1990) in Richards and Nunan (1990:269) states that:

Access to knowledge, attitudes, and skills embodied in the various subject area curricula is gained with the aid of written and spoken discourse or not at all.

The more one can express his thoughts through language, the clearer and more precise thinking becomes. Regarding the potentiality of this process, Marland (1977:43) states:

Pupils will not learn the thinking process of an academic discipline merely by listening or taking notes. They must engage in the language of the subject if they are to grasp its concepts. Learning physics is as much a process of learning to talk physics as anything else; and the teacher who merely insists on silence - or who fails to incite talk about his subject fails to perceive the necessary connection between speech, thought and learning.

The actual balance between speaking and writing through a language is to some extent variable. Teachers should brief their students on the close relationship and importance of the skills by helping them develop and eventually make the necessary improvement since they are essential for effective learning. In addition, teachers should also emphasize the problems that students might face when they are deficient in both.

Thus, the more aware teachers are of spoken and written structures, as Johnson (1990) notes, the better they will be at helping their students to process and produce it themselves.

In line with this, based on different research findings in the process of writing and speaking, Met (1994:176) argues:

... The processes required to produce a good piece of writing require and produce higher levels of cognition .... Therefore, as students become increasingly proficient at expressing themselves (whether orally or in writing), it becomes increasingly appropriate for teachers to encourage students to demonstrate content learning through oral and written communication.

Furthermore, after discussing the importance of writing, Marland (1977) also recommends that writing should be encouraged by all teachers and tutors. He further emphasizes that all teachers should devote their time even at the expense of the subjects they teach.

Of course, it should be noted that if the writing activities offered to the students are not to the level and interest of the students, they may lose confidence and may, in fact, develop negative attitude towards it. In this

regard, a complaint by a College of Education student is quoted in Marland (1977:146) as follows:

... up to the fifth year we were not allowed to make our own notes on the Apostles, everything was copied from the blackboard. This was a weekly exercise in neat writing and nothing else; we never discussed the work, nor was there any homework set.

More often than not, the above expression clearly elaborates the extent of students' awareness of the useful components of the processes of learning. Thus, while notes copied or dictated may be the most effective way of getting students to learn specific material, or of maintaining control of the class, they deprive children the opportunities to use the language as an aid to their own thinking. If teachers understand this dilemma they can solve it in terms of their own priorities.

Although most students in the Ethiopian secondary schools seem not proficient to the levels required of them regarding language use, they should be able to demonstrate the little knowledge they have either by writing or speaking. In light to this, studies made by different researchers in the field (Demeke Dessu, 1990; Tesfaye Abebe,

1991; Dubale Lawgaw, 1990), have shown that Ethiopian students are deficient in their language. In this regard, by putting emphasis on the writing ability of students, Tesfaye Abebe (1991:46) argues:

The majority of the students have serious problems in expressing themselves in written English. The problem, it seems, instead of improving is getting worse and worse.

In a similar development, after investigating the English proficiency of high school students particularly in writing skills, Semere Ghebreab (1992) also found out that it was deteriorating and so recommended that note taking through outlines, charts, and diagrams must be seriously considered and invigorated so as to help students to develop their writing skills.

In another study conducted to investigate the communicative needs of high school students, Abiy Yigzaw (1990) made his subjects rank-order speaking and writing activities in four lessons: Biology, Chemistry, History and Political Education. The said subjects ranked asking questions, answering questions, and participation in discussion as 1st, 2nd, and 3rd, respectively, for their speaking activities, and similarly ranked note-making,

answering questions in examinations, assignments and lab report in order of importance for their writing activities. In the interview conducted with similar subjects, the researcher revealed the fact that his subjects confirmed that "they used Amharic in asking, answering and discussing and they preferred to keep quiet when they were forced to speak in English."

As regards studies conducted at college level, Demeke Dessu (1990) and Mendida Berkessa (1988) conducted research on freshman students at Addis Ababa university and Bahr Dar Teachers' College, respectively. Their findings showed that the average mean output of the freshman at the Addis Ababa University roughly approximated that of a below-average fourth grade native speaker of the language while the students at the Bahr-Dar College read textbooks of grade four difficulty level with the help of their teacher.

The research findings that follow and concerning teachers, not only show the status of English at the Ethiopian schools, but also serve as good evidences for the need to conduct the present research.

In a study of the classroom language of junior secondary school teachers of English, Yoseph Makonnen (1990) found out that the 111 out of 577 errors identified from 908 exchanges amounting to 19.2% were errors in the use of articles. He further noted that eliminating article errors would eliminate 19.2% of these teachers' errors and this, he says, will surely contribute to the improvement of their model of English to the students. Eliminating these article errors, he says, would give the teachers, a 19.2% error-free performance in the classroom. In addition, in the same research he also found out that the teachers' English language also suffers from a lot of pronunciation errors resulting from first language interference.

Experience has shown that many teachers both in the junior and senior secondary schools use the vernacular along with English in the teaching process. Taffesse Geleta (1988) supports this view by giving two reasons: Some do this because they find that their students cannot understand the lessons presented to them in English and others, he says do so because they themselves have no confidence in their knowledge and command of English.

Moreover, Tewolde Gebreyohannes (1988) in his finding noted that, the Maths, Science, and Geography teachers that he observed in the junior secondary schools made serious errors, the most frequent ones of which were the misuse of tenses and mistakes in subject-verb agreement. His comment, which is not much different from the other similar studies, is that the weakness of the teachers in expressing themselves accurately can have a great impact on the students' understanding of the language. He then correlates this situation with the teaching of content subjects and says that language not clearly expressed cannot be a good medium of instruction. If it is not clearly expressed, it cannot be clearly understood. (Tewolde Gebreyohannes 1988:44).

Thus, in countries like ours where teachers and students are not native speakers, creating an appropriate situation for constructive language development could be a difficult objective to achieve. But, through their personal endeavor, teachers could create better ways to improve the existing situation and thereby help their students develop the language necessary to achieve their objective.

The ability to use the language correctly and appropriately is likely to give teachers confidence when teaching. It would seem to follow, therefore that students too, need to have the language ability if they are to pursue their education confidently. If however, either of the classroom participants have deficiency in the language it is likely that the teaching and learning will be hampered. The literature thus far reviewed suggests that if students manifest deficiency in the language, it could be improved by the collaboration of subject and language teacher.

## CHAPTER THREE

### DESIGN AND PROCEDURES OF THE STUDY

#### 3.1 Subjects and site of the study

In order to conduct the study, both teachers and students who are currently engaged in the teaching and learning in the Eleventh grade were drawn from four different high schools in Addis Ababa.

The four schools were randomly selected for the study. According to the Ministry of Education, all government high schools follow the same curriculum, teach the same number of school subjects, and the academic background and professional training of teachers in the high schools is more or less similar. The data of the present study also confirmed that the academic qualifications of the subject teachers are almost similar. Of the 16 teachers, 14 (that is, 87.5%) were B.A or B.Sc holders. Only 2 (that is, 6.25%) each were with 12+3 and MSC qualifications.

Grade Eleven was purposely chosen for the study as it is a grade level where students choose their streams of preferences (Social Sciences or Natural Sciences). This is to say that students in this grade level begin to study

their major fields in depth by attending five or six class periods of forty minutes each per week. In addition, students at this grade level are relatively better at judging or commenting on both their subject matter and their teachers. Therefore, eleventh grade students both from the Social Science and Natural Sciences streams were included for the study.

The schools which were selected for the study were:

- A. Higher 12 Comprehensive High School
- B. Medhanealem Comprehensive High School
- C. Nefas Silk Comprehensive High School
- D. Yekatit 12 Comprehensive High School

### **3.2. Sampling of Subjects and Methods Used**

According to the directors of the schools where the study was conducted, after students choose their field of preferences, their grouping into different sections is done randomly. Accordingly, academically very good, average, and weak students were found in each section. In addition, all the directors seemed to have similar views on the proportional assignment of both sexes in each section. It was therefore simple for the researcher to draw students from both sexes at random. From the records of the four

schools mentioned above, it was also observed that the number of students in the Social Science stream was less than the member of students in the Natural Science stream.

The tables that follow show students and teachers sampled from their respective schools.

**Table 1: Student Subjects by Sex and Stream**

S C H O O L	SEX		STREAM		TOTAL
	M	F	SOCIAL SCIENCE	NATURAL SCIENCE	
Higher 12 Com. High School	18	22	11	29	40
Medhanealem Com. High School	20	18	12	26	38
Mefas silk Com. High School	19	24	9	34	43
Yekatit 12 Com. High School	24	23	11	36	47
Total					168

**Table 2: Subject Teachers by Sex and Subject They Teach**

S C H O O L	SEX		SUBJECT				Total
	M	F	Geo	Hist	Bio	Che m	
Higher 12 Com. High School	3	1	1	1	1	1	4
Medhanealem Com. High School	4	-	1	1	1	1	4
Mefas silk Com. High School	2	2	1	1	1	1	4
Yekatit 12 Com. High School	3	1	1	1	1	1	4
Total							16

From the four schools, a total of 168 students were selected randomly from the population of volunteers from each school and stream.

Students in the Social Science stream were asked to react to views on their Geography and History teachers while Natural Science students responded on their Biology and Chemistry teachers. The students were not required to respond either on Mathematics or Physics teachers because these subjects seemed to be of less language interaction subjects. On this point, Cazden (1979) in Krashen (1987:47) stressed that "... in teaching mathematics there is a limited vocabulary, less interactional demand than other subjects such as history or literature, that supply less concrete referent." Therefore, content subjects that relatively deal more with figures and numbers like physics and mathematics which Marland (1977) on his part calls less language-demanding subjects were not directly included in the study.

In addition, a total of 16 teachers, that is, four teachers each from the schools mentioned earlier and who currently teach their specific subjects, were randomly

selected to respond to the questionnaire.

The items in the questionnaires which were set both for the students and teachers were based on a 5 point Likert scale with response categories ranging from "strongly agree" to "strongly disagree". In addition, items in the questionnaires also dealt with how often the respondents performed certain activities in the teaching and learning processes. These also ranged similarly on a 5 point scale from "Always" to "Never". The Likert Scale was used for this purpose as stated by Brown (1983:436) " ... because they are easier to construct and generally are as reliable and valid as the more complex types of attitude scales."

Furthermore, open-ended questions were also included in the teachers' questionnaire in order to obtain responses varying from approaches. But to avoid variability in response length which makes statistical comparisons difficult, teacher respondents were restricted to enumerate limited number (only two) factors to the open-ended parts of the questionnaire.

Though the questionnaire was used as the main tool for gathering the necessary information, the other instrument

also used was observing the written works of the subjects use of language. By so doing, students handling of the English language (note-taking, class work, homework, test papers, and examination papers) were observed along with the teachers' feedback which was done without the teachers or the students realizing that they were being assessed. Observation of written works is recommended as a source of collecting data by Seliger and Shohamy (1989:179) who argue that:

Reviewing documents is ... another procedure by which the written language ability of the subjects is collected from various types of written documents, without an official test. The researcher may deduce facts about the subjects' writing ability from letters, notes to peers, homework and so on.

### **3.3. Procedures**

The present study endeavours to describe the extent to which subject teachers help their students develop their English language proficiency in this regard. In order to explicitly describe this phenomenon, collecting reliable data was of paramount importance. To do this, piloting and trying out the instrument was carried out far ahead of the main study.

The purpose of conducting the pilot study was to examine the extent to which the questionnaires were useful as methods of data collection for attaining the purpose cited above.

In order to conduct the pilot study two questionnaires were set: one each for teachers and students. Some of the items in the questionnaires used in the pilot study were adapted and slightly modified from Marland (1977).

## CHAPTER FOUR

### ANALYSES AND RESULTS OF DATA COLLECTED

#### 4. Introduction

To conduct this study, 16 subject teachers and 168 students who are currently in the eleventh grade are involved. Out of the 168 questionnaires distributed to the students, three were discarded because the three students did not fill out the questionnaire completely. The rest, that is, 165 (98.2%) returned the questionnaires duly filled and completed. All the 16 questionnaires which were distributed to the teachers were also duly filled and returned. Thus, the analysis of this study is based on 165 students; and 16 teachers' responses. To enable the students to understand the question items clearly, the questionnaire for the students was written in Amharic.

This chapter begins by presenting and analysing information on the first research question of the study: "What do teachers and students say about the students' difficulties in speaking and writing skills"? The other questions also will be treated in the same way one after the other.

#### 4.2. Students' Difficulties in Speaking and Writing Skills

During the pilot study, the students were required to list the main problems that they think they face in writing and speaking skills. The most frequently reported problems (Please see Appendix I Part IV and Appendix II, Part II) were then used in the main study to identify the students' principal difficulties. Both the sample students and teachers were asked to designate the extent to which these 9 problems are perceived as students' difficulties in speaking and writing skills.

Accordingly, the 9 difficulties that the students and teachers perceived are shown in Table 3 and Table 4 below:

Table 3

## Teachers' Perceptions of Students' Difficulties in Speaking and/or Writing.

	R E S P O N D E N T S									
	Always		often		sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
1. Copying notes from blackboard	4	25	7	43.8	-	-	4	25	1	6.3
2. Identifying main points and taking notes from lectures	8	50	4	25	1	6.3	2	12.5	1	6.3
3. Writing grammatically correct and meaningful sentences	7	43.8	4	25	1	6.3	3	18.8	1	6.3
4. Interpreting data	7	43.8	3	18.8	2	12.5	2	12.5	2	12.5
5. When speaking, students fear of what others would say about them	14	87.5	2	12.5	-	-	-	-	-	-
6. Experience in speaking	10	62.5	5	31.2	-	-	1	6.2	-	-
7. Experience in writing	6	37.5	5	31.2	-	-	5	31.2	-	-
8. Using words in their appropriate places	13	81.3	2	12.5	-	-	1	6.3	-	-
9. Using sufficient amount of vocabulary	<b>11</b>	<b>68.8</b>	<b>3</b>	<b>18.8</b>	1	6.3	1	6.3	-	-

**Table 4 Students' Perceptions of their own Difficulties in speaking and /or Writing**

Difficilities	R E S P O N D E N T S									
	Always		Often		Sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
Copying notes from blackboard	1	06	8	4.84	11	6.66	41	24.8	104	63.0
Identifying main points and taking notes from lectures	111	67.3	28	17	6	3.6	16	9.7	4	2.4
Writing grammatically correct and meaningful sentences	27	16.4	57	34.6	22	13.3	42	25.5	17	10.3
Interpreting data	38	23.0	57	34.5	4	2.4	26	15.7	40	24.2
When speaking students fear of what others would say about them	36	21.8	48	29.1	8	4.8	31	18.9	42	25.5
Experiance in speaking	39	23.6	47	28.5	20	12.1	38	23.0	21.	12.7
Experiance in writing	86	52.1	40	24.2	11	6.7	18	10.9	10	6.1
Using words in their appropriate places	59	35.8	46	27.9	17	10.3	31	18.9	12	7.3
Using sufficient amount of vocabulary	42	25.5	58	35.2	12	7.3	35	21.2	18	10.9

As Table 3 shows 14 teachers (that is, 87.5%) reported that students' fear of what others would say about them when speaking was the first major difficulty of the students. The reasons for this could be either that their teachers do not give the students the chance to practise speaking by asking questions or giving answers in class, or the students themselves avoid speaking in English for fear of being evaluated by the sort of language they use in asking or answering questions. These students might also develop fear when speaking due to their poor proficiency in the language.

In fact, this is not a new phenomenon among high school students and is also a common problem even among students at college. As Seime Kebede (1997: 315) reported,

It is not surprising for college students to be submissive and customarily silent in college classrooms. They hardly speak because they fear losing face, they fear confrontation, they fear being singled out, they fear making a mistake and they fear going against the norm of the culture.

Apart from the fear, it seems that high school students also feel terribly inadequate in their oral communication skills. Again, the deficiency in the speaking skills is not particular to high school students only but is also rampant among college students. Regarding college students' ability in speaking, Demeke Dessu (1990:87) had this to say:

Freshmen at the Addis Ababa University spoke English to a level which roughly approximated that of a below-average fourth grade native speaker of the language.

If college students' ability is as reported, one can easily estimate how poor students in the eleventh grade would be in their speaking skills.

On the other hand, the majority of student respondents (111, that is, 67.3%) pointed out that identifying main points and taking notes from lectures was the first most difficult task for them to perform. The reason why they said so could be due to the fact that when students attend their lessons, they are expected to extract specific information which is not already known to them. For this, they need to understand the lessons and be able to take notes both of which are determined by the students' ability to abstract from the lessons. The ability to discard the irrelevant from the detailed information is a vital skill when learning in class.

The ability to understand the general idea of their lessons without being distracted by the details or confused by redundancies is also a vital skill. If students fail to differentiate between the main points and the specific details during their lessons, it is hardly conceivable that these students would understand the lessons properly.

Though the students rated taking notes and identifying main points from the details as their first major problem from among the list, the teachers, on the other hand, perceived this as a fifth difficult activity.

The other difficulty reported as a second major problem by a large majority of the teacher respondents (13, that is, 81.2%) was the inability of the students to use words in their appropriate contexts. Students are expected to use the correct form of the language in speaking as well as in writing. Especially in tests and examinations, students need to monitor their language and be able to write by using correct words in their appropriate contexts. This is important because teachers always want to gain reassurance from the quality of work done by the written and spoken responses of their students.

One possible source of students' inability to use words in their appropriate places could be their lack of sufficient vocabulary. In line with this, the majority of the teacher respondents (11, that is, 68.7%) reported that lack of sufficient vocabulary was the third major problem of their students. In this regard, teachers seem to have realized the vocabulary need of secondary school students who are required in their specific subjects not only to know the meanings of words but also are required to enrich their vocabulary with new words as they progress in their school lessons.

Similarly, 59 student respondents (that is 35.7%) reported that they always have difficulty in using words in their appropriate places and 46 (that is, 27.8%) of them said that they often have difficulty, while a small number of respondents (12, that is, 7.2%) claimed that they never faced any difficulty in this regard. According to the number of the students, using words in their appropriate places was third on the list. Lack of sufficient amount of vocabulary was reported by 58 students (that is, 35.1%) as often difficult and by 42 others (that is, 25.4%) as always difficult activity while 18 (that is, 10.9%) said that they never have difficulty in using sufficient amount of vocabulary in their English. From the response of the students, lack of sufficient vocabulary featured as the fourth difficulty.

Students in the secondary schools need to be equipped with the necessary technical vocabulary relevant to their subjects of future study. There is therefore a good reason to suppose that students who want to continue their education in English medium will find vocabulary useful either when asking or answering questions. Regarding the value of vocabulary in communication, Wilkins (1972:111) noted "... if one has not got the vocabulary that is needed

to convey what one wishes to say, one is literally at a loss for words."

On the other hand, lack of experience in speaking was reported as a fourth difficulty level by the majority of teacher respondents (10, that is, 62.5%) while 86, (that is 52.1%) and 40, (that is 24.2%) of the student respondents reported that they always and often faced difficulty in their experience in writing, respectively, and the students ranked it as their second major problem in the list.

In the classroom process, both teachers and students spend most of their time using the spoken and written language. Regarding the importance of speech in learning, Marland (1977 :43) writes:

Teachers and pupils should be caught up in a continuous dialogue in which ideas are assimilated by means of talk and listening, questioning and answering, on the pupils' part and on the pupils' initiative so far as this is constant with the requirements of classroom.

To create an ideal learning situation, students need to play an active role. For students to play an active role in learning situations, they must develop, among other things, their speaking and writing skills to the required level.

Deficiency in these skills is likely to adversely affect students' success in their academic careers.

Moreover, speaking and writing skills are not only vital in education but are also useful skills for adult life. Johnson (1990:269) in Richards and Nunan (1990), writing on the significance of these skills, had this to say: "access to the knowledge, attitudes, and skills embodied in the various subject curricula is gained with the aid of written and spoken discourse or not at all."

At school, students write exercises everyday, write reports of experiments, and they also write answers to questions. Students in the secondary schools are often engaged in these activities. If students are to satisfy their educational needs, subject teachers should play a role in developing their students' writing skills. In this regard, Marland (1977:282) writes:

All teachers of subjects in which writing can be encouraged and all tutors should devote time to the development of the pupils' writing, even if at first sight this seems to be at the expense of the subject.

But, some subject teachers are skeptical of Marland's view. For example, a Chemistry teacher, in the open-ended part of the questionnaire (please see Appendix I, Part V), reported: "My duty is to teach chemistry. Why should I bother about students' language while they have an English teacher. " From this response, it appears that this particular teacher is not aware of the relationship between the content that he or other subject teachers are teaching and the authorized code of instruction.

On the whole, both teacher and student respondents ranked students' difficulties in different orders and frequencies. Of the 9 difficulties (Please see Table 3 and Table 4), the five major ones reported by the students were in order of importance, items 2,7,8,9 and 4, while the teachers reported items 5,8,9,6 and 2. This difference in perception is an indication of a gap that exists between the teachers and the students. If teachers do not understand the problems and weakness of their students, it becomes very difficult for teachers to use the type of language that is appropriate to their students to carry out effective learning.

Meanwhile, when students were asked whether their English proficiency hampers their understanding of their lessons (please see Appendix II, Part II, item 2), 44, (that is, 26.7%) and 30 (that is, 18.2%) of them reported that they have high and very high abilities in English, respectively, while only 13 (that is 7.9%) of them acknowledged the problem in this regard. The others, that is, 31 (or 18.8%) of them were undecided as regards expressing their abilities. From this, it could be said that students were inconsistent in their responses to the questions. This was seen in Table 4 where the majority of the students admitted their difficulties in speaking and writing while for this question item they claimed they have that level of language ability expected of them for understanding their lessons.

The students seem to have a wrong perception of their ability in the language. In fact, the students perception of their knowledge is very misleading, because the students tend to indicate that they have high ability in the language when in fact the majority of their teachers (11, that is, 68.7%) strongly agreed to the opinion that deficiency in English hampers their students from understanding their lessons.

The teachers' awareness of the students' problems should be seen as a positive development regarding language of instruction. This, according to Met (1994:160), is expressed in the sense that "... planning for instruction is affected by consideration of students' limited proficiency in the language of instruction." If teachers are aware, they may adjust classroom activities and the delivery of instruction to the language ability of the students and the demands of the curriculum.

It has been reported (Taffese Geleta, 1988) that teachers use Amharic to complement the students' proficiency. To Examine how frequently teachers use Amharic when they teach, both teachers and students were asked how frequently teachers use amharic when teaching. Their response to this item is presented in the table below.

**Table 5**

**Use of Amharic when Teaching By Teacher and Student Respondents**

Response categories	R E S P O N D E N T S			
	Teachers	%	Students	%
Always	1	6.2	49	29.6
Often	9	56.2	100	60.5
Sometimes	3	18.7	16	9.7
Rarely	2	12.5	-	-
Never	1	6.5	-	-

The table above appears to indicate the widely held view of both teachers (9, that, is 56.2%) and students (100, that is, 60.5%) that subject teachers use Amharic 'often' in their classroom interaction. As viewed by the student, the table seems to suggest that there were no instances when content teachers had not used Amharic when teaching. The teachers' employment of Amharic could perhaps either be motivated by their concern towards their students' English language deficiency or by their own deficiency in the language.

Following this, both teachers and students were asked to indicate how the use of Amharic hinders the language development of the students. The table below gives the result.

**Table 6**

**Subject Teachers' use of Amharic By Teacher and Student Respondents**

Response Categories	R E S P O N D E N T S			
	Teachers	%	Students	%
Always	7	43.7	25	15.7
Often	1	6.2	32	19.4
Sometimes	5	31.2	27	16.3
Rarely	1	6.2	38	23.0
Never	1	6.2	43	26.1

As can be seen from Table 6, it appears that students (unlike their teachers) are of the opinion that subject teachers use of Amharic 'rarely' (23%) or 'never' (26.1%) negatively affects their language development. One possible reason for the students' response is that their previous school experience has led them to believe that using Amharic it would mean abandoning students' expectations.

Thus, though more speculative, the other possible reason for the students' claim that the use of Amharic 'never and 'hardly' affects or hinders their English might be the fear of not coping up with their academic studies if subject teachers were to use English in their entire classroom interaction.

The finding of the present study agrees with earlier research (for example, Tafesse Geleta, 1988) that most teachers used Amharic when teaching in the classroom because they perceive their students to be weak in the English language. Taffese Geleta (1988) also reported that teachers use Amharic when they have less confidence in their own knowledge and command of English. (Please see Section 2.3).

In an attempt to gauge the worth of Tafesse's report in the present study, the students were also asked to identify their teachers' level of English language proficiency. (Please see Appendix II, Part II, item 1). It was found that 60, that is, 36.4%) of the students felt that their teachers' proficiency was high and 58 others (that is, 35.2%) also gave positive response that their teachers' proficiency was very high. Only 9 (that is, 5.5%) reported that their teachers' proficiency was very low.

As the finding of the present study tries to show, Tafesse's likely reasons why the teachers used Amharic when teaching seem to be rejected.

Furthermore, in the open-ended part of the questionnaire (Please see Appendix I, Part V) where subject teachers were asked to specify the activities they should do to enhance the language development of their students, One teacher reported that:" Subject teachers should use only English language when teaching and support students to use English when talking to each other."

Another teacher also reported in this regard that:

The Communication in the classroom either when teaching, or discussing, etc. must be in English. Also, when note is given, sometimes it is better to give in a dictation form than writing on the blackboard. Furthermore, students must ask questions strictly in the English language.

In the same view, if teachers are to help their students' language development and also to make learning effective and efficient, Bamgbose (1966) noted that the elements of learning must be handled in the language without translation. This could mean that in classrooms where Amharic is entertained, deficiency in English becomes inevitable.

In sum, an attempt was made to identify what have emerged for students as the most significant difficulties in the processes of learning and language. But, as might be expected, the efforts by individual language teachers to make a change here or there could only result in what could be referred to as isolated progress. To be effective, changes have to be widespread. Subject teachers must be also involved in the process. In this regard, the present researcher shares the view that all teachers are language

teachers. Perhaps, Marland's remarks could help illustrate this point. According to him (Marland, 1977:13).

All teachers need to be concerned about the pupils' use of language. While pupils having difficulty with language must have the unhampered opportunity to flourish in those subjects in which reading and writing play a lesser part, the teachers of those subjects still have a language responsibility. It is unfair to ask the English teachers to carry the entire burden, bad psychology to encourage the pupils to think that good writing matters only in English, and a pity to miss the opportunity to help pupils learn language use in other contexts.

To summarize the discussion above, most students hold the view that their proficiency was high enough to understand their subjects; that most teachers' proficiency in English was high, and that most teachers used Amharic when they teach. On the other hand, nearly half of the students think that their teachers' use of Amahric did not hinder their language development.

From the above result and analysis, it seems possible to believe that there is a big gap between what student think of their abilities in the language and the level expected of them in understanding their lessons as reported by subject teachers.

The gap between the students' deficiency in the specified code of instruction and their teachers' use of it needs to be narrowed. Bridging this gap, however, should not be left to the language teachers alone. Subject teachers too are responsible in alleviating their students' language problems. (Please see section 2.2).

#### **4.3 . Subject Teachers Concern for their students' Deficiency in English**

In the preceding section, an attempt was made to explore what students and teachers perceive to be students' problems in the English language. In this section, an endeavor would be made to investigate the degree to which subject teachers show concern regarding the language problems that students and teachers reported.

Students were asked their opinion on the extent to which subject teachers realize that the students' English ability affects them in understanding their subjects. (Please see Appendix II, part II, item 3). Accordingly, 50 (that is, 30.3%) of the students expressed that their teachers' realization in this regards was low and others (30, that is, 18.2%) said that their teachers' realization

was very low. On the other hand, 31 (or 18.8%) and still others, that is, 24 (or 14.5%) of the respondents reported that their teachers' realization of how their English ability affected their understanding of other subjects was high and very high, respectively. The remaining 30 students (that is, 18.2 %) were undecided.

Similarly, subject teachers were asked whether or not their students' deficiency in English hampers mastery of their subjects. (Please see the preceding discussion, Section 4.2). The majority of the teachers strongly agreed that deficiency in English hampers students' understanding of other subjects.

From the students' point of view, their teachers' realization of how language ability affects the students' understanding of other subjects was low, but when viewed from the teachers' side, the converse is reported. These two views, that is, the students' perception of their teachers awareness of students' ability in understanding other subjects in English and the teachers' perception of their own awareness regarding their students' ability in the language to cope with their lessons, seem to be divergent. Whomever's point of view is correct, one thing is certain. In

situation where the concern for language development is low, then, the concern for the total school activity is low too since language is at the heart of the learning process in each of the subjects. In this connection, Marland (1977:261) noted:

When we come into teaching we must recognize that we have entered a profession that is dependent on language. We must therefore be willing to consider the language which is a large part of our professional task.

For the question asked how frequently subject teachers put emphasis on their students' written and spoken English (Please see Appendix I, Part II, item 1), the majority of the teacher respondents (9, that is, 56.3%) said that they always put emphasis on the students' English while others (4, that is, 25%) reported they often put emphasis while still others (2, that is 12.5%) claimed that they rarely emphasized on their students' written and spoken English.

It is assumed that the assistance and follow-up that teachers make on their students' English will help them monitor the effectiveness of their instruction. In addition, it is also believed that showing interest and encouraging students to develop their language is an important part of teaching and learning. Writing on the relevance of

developing students' language ability, Savva (1990:258)

observed:

We believe that all children should be able to attain a full command of the English language both spoken and written. Otherwise they will be disadvantaged, not only in their study of other subjects, but also in their working life... the key to equality of opportunity, to academic success and, more broadly, to participation on equal terms as a full members of society, is good command of English and the emphasis must therefor we feel be on the learning of English.... The whole range of the education system must be to give children above all a good command of English as rapidly as possible....

The other question that dealt with the concern of teachers towards their students' English was whether or not subject teachers simplify their language when teaching. (Please see Appendix II, Part II, item 8). Sixty (that is, 36.4 %) of the respondents said that the effort their subject teachers make to simplify their English when teaching was very high. Similarly, 48 (that is 29.1%) said that their teachers' effort was high. Still others (31, that is, 18.8%) said their effort was low while few (11, that is, 6.6%) of them reported that their teachers' efforts were very low. The remaining 15, or 9.1% of them) were undecided to give their opinions in this regard. From the reports of both teachers and students, it was found out that most

subject teachers simplify their English when they teach.

It is believed that simplification when teaching does not only help understand the subject matter content but also promotes language learning. Regarding simplification in teaching, Met (1994:168) writes:

Teachers... make language comprehensible by modifying their speech. They may speak more slowly, emphasizing key words or phrases. They may simplify their language, using more common vocabulary or simpler, high frequency grammatical structures. Redundancy provides additional support from meaning. Teachers may restate, repeat or paraphrase. Synonyms linking new vocabulary with known words facilitate both content and language learning.

Subject teachers were also asked how often they assumed that their students are prepared for their speaking and writing demands by someone else (please see Appendix I, Part II, item 7). Six of them (that is, 37.5%) said they rarely assumed, two of them (that is, 12.5%) said they never assumed while another 2 (that is, 12.5%), claimed they often assumed whereas only 1 (or 6.2%) always assumed that students are prepared for their speaking and writing demands by someone else. The remaining 5 (that is, 31.3%) reported that they sometimes assumed that these activities are

handled by someone else.

From the above responses it seems that subject teachers by and large assume that the responsibility to enhance their students' language proficiency is not their duty and should be handled somewhere by someone else.

Nonetheless, subject teachers should not be reluctant to assume responsibility for the language development of their students. Successful performance in content area subjects could be expected of students if subject teachers are not negligent in helping their students' language needs.

Teachers and students were asked whether or not helping students to improve their speaking and writing makes subject teachers forget teaching their specific subjects (please see Appendix I, part II, item 9 and Appendix II, part II, item 7). Few of the teachers (3, that is 18.7%) reported that they often think so. Seven of them (that is, 43.7%) claimed that they sometimes think they neglect their lesson by helping students improve their English, while 2 (that is, 12.5%) of them said they never thought in this regard.

In line with this, in the open-ended part of the questionnaire, a Biology teacher reported that "subject teachers have to cover the portions of their specific subject; because of this, they do not have the time to help the students in speaking and writing skills."

As reported in section 4.2., subject teachers know their students' difficulties and they are also aware of the impact of their students' language deficiency in understanding their subjects. On the other hand, their respective department heads, school directors, and supervisors demand them to cover the portion of their lessons in the specific time given. Thus, teachers are forced to choose between helping their students' language growth and development and saving themselves from possible rebuke and disapproval from their school authorities. This dilemma, might be resolved if teachers are given the freedom to exercise their ingenuity in the classroom than merely requiring them to cover abundant content of the portion. If freedom is granted, subject teachers wouldn't let their students down. They would do their best to help them in all endeavors.

#### 4.4. What Actually Subject Teachers Do

In this section, an effort would be made to find out the activities that subject teachers perform to help their students develop the English they need to carry out their educational activities.

The performance of subject teachers was further explored. Table 7 shows the analysis:

Table: 7

## Subject Teachers' Classroom Performance By Subject Teacher Respondents.

Questions	R E S P O N D E N T S									
	Always		Often		Some times		Rarely		Never	
	F	%	F	%	F	%	F	%	F	%
As a subject teacher, how frequently do you correct errors of spelling, punctuation and grammar in pupil's writing?	3	18.7	-	-	11	68.7	2	12.5	-	-
How frequently do you correct errors of pronunciation and grammar in a pupil's speaking?	4	25	3	18.7	4	25	4	25	1	6.2
How frequently do you give oral and written work (class work, homework) to your students?	3	18.7	5	31.2	5	31.2	1	6.2	2	12.5
How frequently do you write in the correct version in places where an error in English has been made?	8	50	3	18.7	3	18.7	2	12.5	-	-
How frequently do the methods of examining in your subject reduce the demands made on student's English language skills	3	18.7	4	25	6	37.5	1	6.2	2	12.5
How frequently do you assume that your students understand the subject that you teach?	5	31.2	11	68.7	-	-	-	-	-	-

For the question how Frequently subject teachers correct errors in students' writing (please see Table 7), the majority (11, or 68.8%) of them reported that they sometimes corrected errors in writing. Few teachers (3, that is, 18.7%) said they always corrected, while 2 (that is, 12.5%) of them said that they rarely corrected students errors in writing.

Following this, teachers were also asked how frequently they corrected students' speaking. From the data collected (please see Table 7), an equal number of subject teacher respondents (4, that is 25%) each reported that they always, sometimes and rarely corrected students' speaking. From the teachers' responses, one thus understands that the correction subject teachers make when students committed errors in speaking and writing is low.

It is often assumed (eg. Bright and McGregor, 1978) that students' success in understanding a subject is assured by their ability to internalize the concepts forwarded by their teachers and by their ability to express their own opinions and feelings both in writing and speaking. Effective teachers should try to correct errors in speaking at various stages and

help students improve their written work by making the necessary corrections.

If students are not given timely and adequate feedback in their writing and speaking, it is likely that their progress in learning would be impaired.

Surprisingly, only few teachers (3 or 18.7 % of them) reported that they always give oral and written work to their students. Others (5, that is 31.2%) said they sometimes give, while still others (2, or 12.5 %) confessed that they never give oral and written works to their students.

In line with this, the frequency at which students receive oral and written work is shown in the table below:

**Table 8**

**Frequencies of oral and written work received by students**

Frequency	Respondents	
	F	%
Always	10	6.1
Often	45	27.2
Sometimes	66	40
Rarely	35	21.2
Never	9	5.4

Table 8 indicates that 66 students (that is, 40% of them) said feel they sometimes receive oral and written works. It was only few of the students (10, that is 6%) who said that their teachers always give them oral and written works while, on the contrary, only 9 (that is, 5.5%) of them said that their teachers never give oral and written work.

This situation tends to show that students do not frequently receive adequate amount of oral and written assignments by their subject teachers. If students are not given sufficient assignments (for example, homework) to be performed after classes, such situation may lead to a generalization that whatever was learnt at school lacked the backing of the home.

By continuously assessing students' progress (eg. giving homework or class work that require oral and written response), teachers will be in a better position to find out what students have learnt and, likewise, students will also get the chance to demonstrate what they have been taught.

In this connection, when subject teachers were asked how frequently they wrote correct versions in English when they

correct students' work, many of them (8, or 50%) reported that they always write correct versions while 3 (that is, 18.7%) of them said that they often write correct versions.

The following table shows the effort subject teachers make to help the students recognize their writing errors and by so doing improve their writing activities.

**Table 9**

**Subject Teachers efforts in helping students recognize errors in writing by student Respondents**

Response category	Respondents	
	F	%
Very high	32	19.3
High	34	20.6
Undecided	20	12.1
Low	43	26.0
Very low	36	21.8

Accordingly, as shown in Table 9, 36 (or 21.8%) of the student respondents said that their teachers are reluctant making effort for them to recognize their errors in writing while similar respondents number of (32, that is, 19.3%) claimed that the efforts they make was very high.

Writing in correct versions and making students recognize their mistakes is part of the feedback process. If systematically practised by teachers, it may have a positive bearing in making students aware of their learning progress.

In line with this, Met (1994) discusses the role correction plays among teachers who teach content in <sup>a</sup>foreign language. To carry out the correction process, Met (1994:172) gives the following options to teachers:

- Accept the student's response without comment,
- respond with positive reinforcement,
- correct the student if the response is deemed incorrect,
- probe to see if the student has misunderstood the lesson...

From the teachers' response to the question raised above, a large majority (11, or 68.7% of them) reported that they ("often plus `always") wrote the correct version when an error in English was identified. But, this was not so in their actual performance.

From the example that follows, teachers were observed doing contrary to what they actually said. It was observed that teachers fail to give due attention to the given options forwarded earlier by Met (1994) which included "correct the student if the response deemed incorrect" In a Biology test, (please see Appendix V question item 15) students were asked to define the term "immunity". One of the students defined the term as follows: "Immunity - a body reseyst from any desaes." From the test paper one could see that the student was awarded full mark despite the fact that the given answer was ungrammatical and has some errors of spelling. The argument here is not to say that the student should not deserve the mark but rather to comment on the teacher who only focused on the content of the subject without however reacting to the student's language. In addition, subject teachers were also observed marking students' exercise books and offering marks without giving the necessary attention and help to their students (Please see Appendix VIII).

Furthermore, when subject teachers were asked how their methods of examining reduce the demands made on the students' English (Please see Table 7) some (3, that is, 18.7%) reported that their examining methods always reduces the students'

language demand while two (that is, 12.5%) reported as never. From the response of the teachers, it could at least be said that the number of respondents who identified their examining methods as a barrier that reduced the language demand of the students were greater than those who did not. This phenomenon, however, should not be surprising since examinations in all grade levels is objective type, including even the Ethiopian School Leaving Certificate Examination. Here, it should be noted that subject teachers are not the only ones to be blamed.

The objective type of question is the one which is used in the Ethiopian school system (Please see Appendix VI). In this type, students are not required to use the productive skills of the language; that is, they are not required either to write or speak using the language. The multiple choice type of examination (among other things) is likely to contribute a lot to the students' deficiency in speaking and writing skills.

In addition, the examination papers collected from the schools (Please see Appendix VII), confirmed that it is not only subject teachers who set objective types of examinations for their students but also English teachers. As regards setting types of assignments to students, Marland (1977:283)

forwards the following advice:

Questions for writing should be formulated as far as possible so that they invite the pupil to give an expanded answer. There should be very little reliance on work-sheets which require one-or two-word answers or which use multiple-choice question unless there is special reason.

Thus, students who are not provided with considerable varieties and types of methods of assignments and examinations are likely to be deficient in the language of instruction.

In the quest to explore how frequently subject teachers assumed that their students understood the subject they teach (Please see Table 7), the teachers' response was elicited. The majority, that is, 11 (or 68.7%) of them expressed that they often assumed that their students understand the subject that they teach while the rest (5, that is, 31.2% reported that they always assumed in this regard. According to this finding, all the teachers reacted positively that their students understood what they have been taught.

It is often assumed that teachers and students endeavour to make themselves understood and to understand each other.

Observations of classroom activities and gathering information about their students' progress may provide teachers with the opportunity to monitor the effectiveness of their instruction.

Through their efforts, therefore, subject teachers could ensure that their lessons are understood by their students if they use as effectively as possible the language resources that they have in the classroom.

#### **4.5 Subject Teachers' Language Teaching Potential and Responsibility**

This section tries to investigate the opinions that subject teachers have regarding their own language teaching potential, their attitudes towards working cooperatively with language teachers, and also their responsibility to their students' mastery of content and linguistic performance.

Subject teachers' opinion on their language teaching potential and responsibility is shown in Table 10 below.

Table 10

Subject Teachers' opinons.

Questions	R E S P O N S E   C A T A G O R I E S									
	Strongly Agree		Agree		unde- cided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Subject matter teachers have a great English teaching potential	-	-	5	3.12	7	43.7	4	25	-	-
Cooperation between subject matter teachers and English teachers helps the language development of the students	9	56.3	6	37.5	-	-	1	6.2	-	-
Subject matter teachers are also responsible for the language development of their students	5	31.2	9	56.3	1	6.2	1	6.2	-	-
"All teachers are teachers of English"	1	6.2	9	56.3	1	6.2	3	18.7	2	12.5

As seen in Table 10, subject teachers were asked for their opinions on their potential in improving their students'. In view of this, (5, that is, 31.2%) agreed to the opinion while (4, that, 25%) disagreed. The rest (7, that is, 43.7%) took a middle ground: undecided. From this, it could be said that a lot of teachers seem not to be aware of their own language teaching potential. In a situation like ours where English is the medium of instruction and the students' ability in the language is low, subject teachers' effective use of the language is of paramount importance. For teachers to be effective in their teaching and to be aware of their English teaching potential, the courses that they are to be trained in must include both subject-specific and language-specific courses.

In addition, subject teachers were asked to express their opinion as to whether or not cooperation between them and the English teachers would help the language development of the students. The majority of the teachers (9, that is, 56.3%) strongly agreed to this opinion. Only one (or 6.2%) expressed disagreement to this opinion. This situation seems to show that most teachers have positive attitude to work closely with their English teaching colleagues .

As pointed out by Bright and McGregor (Please see Section 2.2), with active cooperation between subject and language teachers, an English course may be very successful. Ashworth (1985:44) also is of the opinion that "Cooperation between language teachers and subject teachers on which language items should be taught and how this can best be done can clearly increase efficient language learning." The present researcher's view is not different from the others in this regard because it is impossible to separate subject from language, for the two are fused in the activity. Language helps learning, and learning helps language, and the more closely the two are related, the more effective the teaching and learning will be. If teaching and learning are to be effective, the role that subject teachers play in the medium of instruction deserves attention.

Subject teachers were asked about their opinions on the view that they too are responsible for the language development of their students (please see Table 10), The majority of them (9, that is, 56.3%) agreed to this opinion while only 1 (that is, 6.2%) disagreed in this regard. In this situation also subject teachers seemed to share the sense of responsibility in

their students' language growth and development.

It is assumed that different subject areas have their own special vocabularies and syntax that deal with a particular language function. Thus, in order to continue their education effectively students will find these useful. Deploying these linguistic abilities does not come naturally, it has to be learned, and subject teachers who are equally responsible for the language development of the students need to use classroom practice which foster it.

Meanwhile, when subject teachers were asked whether they share the view that "all teachers are also teachers of English", 9 (that is, 56.3%) agreed to the view while 3 (that is, 18.7) and 2 (that is, 12.5%) disagreed and strongly disagreed with the view, respectively. From the response of the teachers it could be said that most subject teachers think themselves also as language teachers.

If the gap of understanding one another (language teachers and subject teachers) regarding language is narrowed down, classrooms could be product-oriented where an appropriate pedagogy that connects subject and language teaching emerges.

If all subject teachers see themselves as language teachers also , students are more likely to get the necessary help from all teachers to develop the language skills they require to pursue their academic studies and go on learning even long after they leave school.

If all teachers therefore have common understanding of the view that all subject teachers are also English teachers, it seems certain that they will do best to discharge their responsibilities. This willingness would in turn create a potential link between second language and subject classrooms.

## CHAPTER FIVE

### SUMMARY AND RECOMMENDATIONS

#### 5.1. Summary

The way teachers perceive their students and the way students perceive their teachers has an impact on the teaching and learning process. Teachers' expectation of their students and students' expectation of their teachers may positively or adversely affect the behaviour of the classroom participants.

In the present study, an attempt was made to examine:

- a) students' writing and speaking difficulties,
- b) subject teachers' concern towards their students' productive language abilities,
- c) the extent to which subject teachers commit themselves to alleviating their students' deficiency, and,
- d) subject teachers' awareness of their responsibility and their readiness to tackle the problems in collaboration with English teachers.

Accordingly, in the study it was found out that:

- 1) both teachers and students are cognizant of the deficiencies that students manifest in their writing and speaking skills,

- 2) there is a gap between what teachers and students think of students' abilities in the language and the level expected of them in understanding their lessons,
- 3) though subject teachers are aware of their students' productive language abilities, they hardly engage their students in writing and speaking skills in the assignments they give. Even the tests and examinations that teachers administer are entirely of objective types that merely require students write the letters of the correct answers from the alternatives given,
- 4) Promoting students' language development is also part of subject teachers' professional role and is not an extra task or the task of one department.

## **5.2. Recommendations**

Based on the above-mentioned findings, the following recommendations are made:

- 1) successful performance in content area subjects could be expected by students if subject teachers are aware of their responsibilities in promoting students' language abilities. In this regard, subject teachers do not seem to realize their professional expectation. This calls for an

intervention in the form of workshops/seminars to enhance subject teachers awareness of their responsibility to develop their students' language proficiency which is part and parcel of their professional task.

- 2) Students are deficient in the medium of instruction. Particularly, their proficiency in writing and speaking skills is not up to the level their subject teachers expect of them. This gap between the student' deficiency in these skills and the level expected of them needs to be narrowed. To bridge this gap, subject teachers should collaborate with language teachers.
- 3) One way of promoting students' productive skills is giving classwork, homework and assignments that require students to be involved in writing or in speaking. Thus, in their assessments, subject teachers should not confine themselves to objective type questions but questions that give students chances to express their views, ideas, and thoughts should also be included.

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**Addis Ababa University  
Institute of Language Studies  
School of Graduate Studies**

**Department of foreign Languages and Literature**

**Introduction:**

This questionnaire is to be filled by subject teachers of selected government secondary schools found in Addis Ababa and currently teaching in grade Eleven.

The aim of this questionnaire is to investigate the role played by subject teachers in promoting English language learning. Since the information is going to be used for a research paper, your honest responses are indispensable to the success of the study.

**Direction:**

- a. Do not write your name
- b. Please feel free to write your opinions for the open-ended questions.
- c. Mark "X" wherever appropriate.

**I. Information about yourself**

1.1. Sex

Male	Female

## 1.2. Educational Level

12+2	12+3	BA/BSc	MA/Msc

Other : Please Specify \_\_\_\_\_

## 1.3. Field of Study (Please fill in the appropriate information)

Major	Minor

**II. Please indicate the degree of frequency of each item by putting an "X" mark in the appropriate box.**

	Always	Often	Sometimes	Rarely	Never
1. How frequently do you put an emphasis on English accuracy (written and spoken) in your subject?					
2. How frequently do you simplify your English when you teach your subject?					
3. As a subject teacher, how frequently do you correct errors of spelling, punctuation and grammar in a pupil's writing?					

4. As a subject teacher, how frequently do you correct errors of pronunciation and grammar in a pupil's speaking?					
5. How frequently do you give oral and written work (homework, etc) to your students?					
6. How frequently do you write in the correct version in places where as error in English has been made?					
7. As a subject teacher, how often do you assume that your students are prepared for thier speaking and writing demands by someone else?					
8. How frequently do the methods of examining in your subject reduce the demands made on students' English language skills?					
9. How frequently do yo think you neglect the teaching of your subject by helping your students improve their speaking and writing.					

10. How frequently do you assume that your students understand the subject that you teach?					
11. How frequently do you use Amharic in the teaching of your subject?					
12. How frequently do you assume the use of Amharic in the teaching of your subject hinders the language development of your students?					

**III. Please give your opinions of the items below by putting an "X" mark in the appropriate box.**

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Deficiency in English hampers students' mastery of other subject.					
2. Subject matter teachers have a great English teaching potential.					
3. Cooperation between subject matter teachers and English teachers helps the language development of the students.					

4. Subject matter teachers are also responsible for the language development of their students.					
5. "All teachers are teachers of English"					

**IV. Please indicate the level of difficulty your students face in your particular subject by putting an "X" mark in the appropriate box for each item.**

	Always	Often	Sometimes	Rarely	Never
1. Copying notes from blackboard					
2. Identifying main points and taking notes from lectures					
3. Using grammatically correct and meaningful sentences					
4. Interpreting data					
5. When speaking, students fear of what others would say about them.					
6. Experience in speaking					
7. Experience in writing					
8. Using words in their appropriate contexts					
9. Using sufficient amount of vocabulary.					

**V. Open- ended questions**

1. In your opinion, what specific activities should subject teachers perform in order to enhance the English language development of their students?

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2. Please state why some subject teachers do not actually give any help regarding their students' academic language development so as to enable their students cope up with their academic career.

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በአዲስ አበባ ዩኒቨርሲቲ  
የቋንቋዎች ጥናት ተቋም  
የድህረ ገጽ ተምህርት ቤት  
የፎቶ ቋንቋዎችና ሰነድ ጥናት ክፍል

ለተግባራዊ የቀረቡ መጠይቅ

የዚህ መጠይቅ ዓላማ የሌሎች ተምህርት ዓይነቶች መምህራን / **Subject matter teachers** / ለተግባራዊ ቋንቋ ስርዓት ማረጋገጥ ለማድረግ የቀረቡ መጠይቅ ነው።

ከመጠይቅ የሚገኙት መረጃ ለጥናት መሰረታዊ ክፍልና ሌሎች ስርዓቶች ለማረጋገጥ ይቻላል። ስለዚህ ጥናት የታዘዘውን ገቢ ይወጥናል። ይህም ለጥናት ማረጋገጥ ለማድረግ ያለፈውን ገቢ ለማረጋገጥ ይረዳል። ለዚህም ማረጋገጥ ለማድረግ ያለፈውን ገቢ ለማረጋገጥ ይረዳል።

ግብረግብ

- ሀ. በመጠይቅ ላይ ስም መጻፍ አያስፈልገውም።
- ለ. በሰነድ ላይ ለቀረቡ መረጃዎች ርዕስ ለማግኘት የሚያስፈልገውን ገቢ ለማረጋገጥ ይረዳል።
- ለ. በክፍል ላይ ለቀረቡ ጥያቄዎች ተገቢውን መልስ ለመስጠት ይረዳል።
- መ. መጠይቅን የሚጠቀሙትን የሚያስፈልጉት መረጃ

1. ጾታ

ግጥም	ጾታ

2. የተምህርት ቤት/ሰነድ ስም \_\_\_\_\_

3. የተምህርት ክፍል / **stream** / \_\_\_\_\_

ሰነድ ስም	ተፈጥሮ ስም

.../

I. ከዚህ በታች ተግሪ ምቹ ተምህርታቸውን በስንገላዝና ለወከታተል በወጣናና በወናገር አንጻር ያለባቸውን አንዳንድ ቸገሮች ተቀምጧል። አሁን አንተ/ኛ ያለጥህን/ሽን ቸገሮች እንደወጣናቸው በእያንዳንዱ ስጥን ፎስጥ የ'ጸ' ምልክት በግስቁጥ አወልክት/ኛ፡፡

	ሁለገዛ	አዘጋጅ	አንዳንድ ገዛ	አሳኛ አሳኛ	ያንድ
1. ወምህራን በጥቁር ሰላዳው ሳይ የሚ ያሰፍኛቸው ነጥቦች የወገላበጥ ቸገር					
2. ወምህራን ገለጻ ሲያደርጉ ጠቃሚ ሀሳቦችን የወጡት ወይም የወጣቸው / ቸገር					
3. በፈተና ጊዜ ወልባቸን ሰየሰዮዩና ስሜት በሚሰጥ ዓረፍ ተነገር የወ ወለሰ ቸገር					
4. በካቢታ ሳይ ወይም በሰጠጠረዥ ወልክ የቀረሰን ሥራ የወገለጸ ወ ወይም የግብራራት ቸገር					
5. ለወናገር የወፍራተፕሌሎቹ ምን ይሉኛል የግለት ቸገር					
6. የወናገር ልምድ ግነስ ቸገር					
7. የወጣቸው ልምድ ግነስ ቸገር					
8. ታላትን በባታቸው ወጠቀም አለ ግጥም ቸገር					
9. ታላትን በባዘት ለለግጧቸው ቸገር					





Appendix III Teachers' Responses to the Questionnaire Items

Question Part	Question Item No.	RESPONDENTS											
		5		4		3		2		1		TOTAL	
		f	%	f	%	f	%	f	%	f	%	f	%
Part II	1	9	56.2	4	25.0	1	6.2	2	12.5	-	-	16	99.9
	2	11	68.7	5	31.2	-	-	-	-	-	-	16	99.9
	3	3	18.7	-	-	11	68.7	2	12.5	-	-	16	99.9
	4	4	25.0	3	18.7	4	25.0	4	25.0	1	6.2	16	99.9
	5	3	18.7	5	31.2	5	31.2	1	6.2	2	12.5	16	99.8
	6	8	50.0	3	18.7	3	18.7	2	12.5	-	-	16	99.9
	7	1	6.2	2	12.5	5	31.2	6	37.5	2	12.5	16	99.9
	8	3	18.7	4	25.0	6	37.5	1	6.2	2	12.5	16	99.9
	9	-	-	3	18.7	7	43.7	4	25.0	2	12.5	16	99.9
	10	5	31.2	11	68.7	-	-	-	-	-	-	16	99.9
	11	-	-	1	6.2	11	68.7	3	18.7	1	6.2	16	99.8
	12	1	6.2	9	56.2	3	18.7	2	12.5	1	6.2	16	99.8
Part III	1	11	68.7	3	18.7	2	12.5	-	-	-	-	16	99.9
	2	-	-	5	31.2	7	43.7	4	25.0	-	-	16	99.9
	3	9	56.2	6	37.5	-	-	1	6.2	-	-	16	99.9
	4	5	31.2	9	56.2	1	6.2	1	6.2	-	-	16	99.9
	5	1	6.2	9	56.2	1	6.2	3	18.7	2	12.5	16	99.9
Part IV	1	4	25.0	7	43.7	-	-	4	25.0	1	6.2	16	99.9
	2	8	50.0	4	25.0	1	6.2	2	12.5	1	6.2	16	99.9
	3	7	43.7	4	25.0	1	6.2	3	18.7	1	6.2	16	99.8
	4	7	43.7	3	18.7	2	12.5	2	12.5	2	12.5	16	99.9
	5	14	87.5	2	12.5	-	-	-	-	-	-	16	100
	6	10	62.5	5	31.2	-	-	1	6.2	-	-	16	99.9
	7	6	37.5	5	31.2	-	-	5	31.2	-	-	16	99.9
	8	13	81.2	2	12.5	-	-	1	6.2	-	-	16	99.9
	9	11	68.7	3	18.7	1	6.2	1	6.2	-	-	16	99.8

Appendix IV Students' Respondents to the Questionnaire Items

Question Part	Qn.Item No.	RESPONDENTS											
		5		4		3		2		1		TOTAL	
		f	%	f	%	f	%	f	%	f	%	f	%
Part I	1	1	0.6	8	4.8	11	6.6	41	24.8	104	63	165	99.8
	2	111	67.2	28	16.9	6	3.6	16	9.6	4	2.4	165	99.7
	3	27	16.3	57	34.5	22	13.3	42	25.4	17	10.3	165	99.8
	4	38	23	57	34.5	4	2.4	26	15.7	40	24.2	165	99.8
	5	36	21.8	48	29	8	4.8	31	18.7	42	25.4	165	99.7
	6	39	23.6	47	28.4	6	3.6	38	23	35	21.2	165	99.8
	7	86	52.1	40	24.2	11	6.6	18	10.9	10	6	165	99.8
	8	59	35.7	46	27.8	17	10.3	31	18.7	12	7.2	165	99.7
	9	42	25.4	58	35.1	12	7.2	35	21.2	18	10.9	165	99.8
Part II	1	58	35.1	60	36.3	24	14.5	14	8.4	9	5.4	165	99.7
	2	30	18.1	44	26.6	31	18.7	47	28.4	13	7.8	165	99.6
	3	24	14.5	31	18.7	30	18.1	50	30.3	30	18.1	165	99.7
	4	32	19.3	30	18.1	29	17.5	43	26.0	31	18.7	165	99.6
	5	4	2.4	17	10.3	18	10.9	61	36.9	65	39.3	165	99.8
	6	26	15.7	23	13.9	31	18.7	61	36.9	24	14.5	165	99.7
	7	10	6.0	21	12.7	32	19.3	42	25.4	60	36.3	165	99.7
	8	60	36.3	48	29.0	15	9.0	31	18.7	11	6.6	165	99.6
	9	32	19.3	34	20.6	20	12.1	43	26.0	36	21.8	165	99.8
	10	31	18.7	54	32.7	15	9.0	36	21.8	29	17.5	165	99.7
Part III	1	81	49.0	55	33.3	26	15.7	3	1.8	-	-	165	99.8
	2	10	6.0	45	27.2	66	40.0	35	21.2	9	5.4	165	99.8
	3	49	29.7	100	60.5	16	9.7	-	-	-	-	165	99.9
	4	25	15.1	32	19.3	27	16.3	38	23.0	43	26.0	165	99.7

17. Identify the wrong statement

- A. White blood cells are produced in the bone marrow, lymph nodes & the spleen
- B. At a time of auricular systol ventricular diastol takes place.
- C. The bicuspid valves prevent back flow of blood to the right auricle
- D. Flow of blood in the veins is assisted by change in pressure surrounding the vein and movement of valves.

Part II Matching

Rearrang column "B" so that it mat'ches the terms in Column "A"

- | <u>Column "A"</u>        | <u>Column "B"</u>  |
|--------------------------|--|
| <u>D</u> 11. Pulse rate  | A. stimulate the heart to contract or relax                    |
| <u>E</u> 12. Renin       | B. Curdles or solidifies milk protein                          |
| <u>A</u> 13. Pace -maker | C. Emulsify fat <del>is</del> break up fat into small globules |
| <u>C</u> 14. Bile C      | D. regulated by the medulla oblongata (brain)                  |
|                          | E. Digestive enzyme  |
|                          | F. found in the left aurocle                                   |

15. Define the term immunity.

BIOLOGY ANSWER SHEET GRADE 11

Name Haimanot Ferede Section 116 No 32

- |                      |                                |                                |
|----------------------|--------------------------------|--------------------------------|
| 1. <u>D</u>          | 6. <u>B</u>                    | 11. <u>D</u>                   |
| 2. <u>A</u> <u>B</u> | 7. <u>D</u>                    | 12. <u>E</u> <u>B</u> <u>C</u> |
| 3. <u>C</u>          | 8. <u>A</u>                    | 13. <u>A</u>                   |
| 4. <u>A</u>          | 9. <u>B</u>                    | 14. <u>C</u> <u>3</u>          |
| 5. <u>C</u> <u>4</u> | 10. <u>D</u> <u>C</u> <u>4</u> |                                |

15. Immunity - a body resist ~~from~~ from any diseases

12/15 U. Good.

HIGHER 12 COMPREHENSIVE SECONDARY SCHOOL  
CHEMISTRY MID-TERM TEST FOR GRADE 11

Time 45Min.

NAME Mekonnen Dejene SECTION 11<sup>03</sup> ROLL NO 38

I. Choose the best answer.

- C 1. Which of the following is true?
- Gases have greater density than liquids
  - The intermolecular force of attraction is greater in gases than in liquids.
  - Gases exert pressure equally on all directions on the wall of their containers.
  - The average kinetic energy of the gaseous molecules is directly proportional to the Celsius temperature.
- e a 2. 160 ml of  $H_2$  diffuses through a porous container in 10 seconds? What will be the rate of diffusion of the gas in ml/s?
- 1600
  - 80
  - 16
  - 32
- d 3. Liquid X has weak intermolecular force of attraction, which of the following is false about the liquid?
- The rate of evaporation is high
  - It has high vapor pressure
  - It has low boiling point
  - It has low vapor pressure
- C 4. Which of the following process is endothermic?
- solidification
  - condensation
  - fusion
  - a&b
- b 5. A solid is most likely to sublime if it has
- high vapor pressure and weak intermolecular force of attraction
  - " " " " strong intermolecular force of "
  - low " " " weak " " " "
  - " " " " strong " " " "
- b 6. How many moles of  $N_2$  are contained in 328ml of the gas under a pressure of 3040 torr at  $527^\circ C$  and how many nitrogen atoms does the sample contain?
- 2 moles and  $2.41 \times 10^{22}$  atoms
  - 0.02 moles and  $2.41 \times 10^{22}$  atoms
  - 0.02 moles and  $2.41 \times 10^{23}$  atoms
  - none
- d 7. At STP 1 mole of  $H_2$
- weighs 2g
  - contains  $6.02 \times 10^{23}$  molecules
  - occupy 22.4L
  - all
- b 8. A sample of gas is heated from  $0^\circ C$  to  $273^\circ C$  at constant pressure
- The volume of the gas will decrease by a factor of two.
  - " " " " " " be doubled
  - " " " " " " remain unaffected.
  - " " " " " " be squared

Yekatit 12 Comp. Sec. School  
Addis Ababa  
Answer Sheet for Grade 11 Regular) English Examination

Name Haimanot Ferede. Grade & Section 11<sup>o</sup> Roll No 32

- |               |               |                |              |
|---------------|---------------|----------------|--------------|
| 1. <u>A</u>   | 21. <u>D</u>  | 40. <u>C</u>   | 59. <u>B</u> |
| 2. <u>CA</u>  | 22. <u>A</u>  | 41. <u>D</u>   | 60. <u>A</u> |
| 3. <u>DA</u>  | 23. <u>C</u>  | 42. <u>BA</u>  |              |
| 4. <u>D</u>   | 24. <u>B</u>  | 43. <u>C</u>   |              |
| 5. <u>D</u>   | 25. <u>B</u>  | 44. <u>D</u>   |              |
| 6. <u>AA</u>  | 26. <u>D</u>  | 45. <u>D</u>   |              |
| 7. <u>C</u>   | 27. <u>C</u>  | 46. <u>B</u>   |              |
| 8. <u>A</u>   | 28. <u>CA</u> | 47. <u>B</u>   |              |
| 9. <u>DA</u>  | 29. <u>J</u>  | 48. <u>BDA</u> |              |
| 10. <u>BA</u> | 30. <u>DA</u> | 49. <u>A</u>   |              |
| 11. <u>BA</u> | 31. <u>H</u>  | 50. <u>AA</u>  |              |
| 12. <u>D</u>  | 32. <u>EA</u> | 51. <u>BA</u>  |              |
| 13. <u>DA</u> | 33. <u>GA</u> | 52. <u>C</u>   |              |
| 14. <u>B</u>  | 34. <u>CA</u> | 53. <u>D</u>   |              |
| 15. <u>BB</u> | 35. <u>AA</u> | 54. <u>DA</u>  |              |
| 16. <u>AX</u> | 36. <u>BA</u> | 55. <u>A</u>   |              |
| 17. <u>CA</u> | 37. <u>J</u>  | 56. <u>B</u>   |              |
| 18. <u>BA</u> | 38. <u>EA</u> | 57. <u>CA</u>  |              |
| 19. <u>BA</u> | 39. <u>BA</u> | 58. <u>B</u>   |              |
| 20. <u>B</u>  |               |                |              |

Result      40%  
     60%  
     100%

$\frac{2}{3/0}$

be observed as closing or opening of leaves, leaf dropping etc. Tropic movements are due to the growth of plants. NASTIC movements are mostly, though not always, due to changes of turgor. Such changes can occur in mature parts. The opening and closing movements of flowers and by some foliage leaves are example of nastic response.

### UNIT-13

### Animal Behaviour

All living things show the characteristics that they make responses to the environment. The responses are adaptive, i.e. they tend to maintain the life of the organism. Behaviour is different order of activities of animals which is performed to adapt the animal to the particular environment. Behaviour is externally directed activity.

Behaviour can be classified into two categories - (patterns)

1. Instinctive (innate or inborn or inherited)
2. Learned :- Learning can modify inherited behavioural pattern and vice versa.

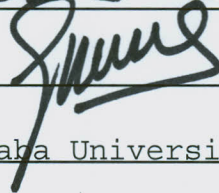
## DECLARATION

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

Name:

Tirumeb Sahlu

Signature:



Addis Ababa University, Addis Ababa

Date of Submission: 23rd May, 1997