

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

**ASSESSING STUDENTS' PARTICIPATION IN ENGLISH CLASSROOM: THE
CASE OF GRADE 11 AT GEDO PREPARATORY SCHOOL**



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UNDER THE GUIDANCE OF DR. ABEBE GEMECHU (PHD)

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DEPARTMENT OF ENGLISH

ASSESSING STUDENTS PARTICIPATION IN ENGLISH CLASSROOM: THE CASE OF GRADE ELEVEN
AT GEDO PREPARATORY SCHOOL

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Dedication

I dedicate this piece of work to my beloved father Kebede Wakjira, whom I lost in 2017 at the 11th hour of his daughter's academic endeavor. He has always been my source of courage in all walks of life, yet missed to see the completion of the second ladder of academic pursuit of his daughter's academic excellence.

Dad, may your soul rest in peace and I dedicate this piece of academic work in remembrance of your material and moral support over the schooling years.

Statement of the author

I declare and affirm by my signature below that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis as much as possible. Any scholarly matter that is included in the thesis has been given recognition through citation.

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ABSTRACT

The purpose of this study was to assess students' participation in English classroom at Gedo Preparatory School of Chelia woreda in which special emphasis was given to Grade 11 students' participation in EFL classroom. To achieve the purposes of this study, descriptive research design, which is the integration of both qualitative and quantitative method, was employed. The study involved three purposively selected teachers and 50 students from grade 11 who were selected by using simple random sampling to be the sample of the study. A set of both open ended and close ended questionnaires were prepared and administered to the 50 samples of students selected from the three sections. Moreover, interview guides were conducted and the three purposively selected English teachers were interviewed. Moreover, the teaching learning processes of three classes were observed two times each. Then, the quantitative data were analyzed numerically and percentage while the qualitative data were interpreted narratively. The findings of this study indicated that students' participation in English class is not good and do not voluntarily participate and as a result it is not to the extent they have to at their stage. As the result from teachers' interview and actual classroom observation indicated, only high performance students were regularly participating. As the data revealed students developed negative attitudes towards participation in English classes holding a perception like English is not their mother tongue language and no need of wasting their time on studying such language, fear of committing mistakes during presentation, un-certainty to join a job that needs knowledge of English language after the completion of their study and as a result being careless about it. As the data gained from all data gathering tools indicated, the majority of the respondents forwarded as the same students participate at different classes of English. The students should be convinced that participation helps them to become self confident and effective on their academic performance so that they should develop good commitment to practice participating regularly in their English language classrooms.

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CHAPTER ONE

1. INTRODUCTION

This chapter incorporates the introduction, background of the study, statement of the problem, research questions, objectives, significance of the study, delimitation, limitation of the study and acronyms and definition of new terms in assessing Grade 11th students' participation in English classroom.

1.1 Back ground of the Study

English is one of the languages, which is widely spoken all over the world and plays a great role in many aspects of life. This is to mean that, many people use the English language for social, economic and political purposes, it is also used as a medium of instruction in schools of many developing countries, even in Ethiopia, and it is incorporated into the curriculum and taught as a subject.

Furthermore, these days, in Ethiopian schools English is given as a language that students learn at all levels from primary to tertiary levels. In addition to this, many the teaching or learning materials are written in English language. Therefore, English language plays a vital role in the teaching learning process in our country.

In addition to this, Language is a means of communication. This belief leads the English teachers to teach the students how to communicate in English. Therefore, the materials, the methods, the techniques, the activities of the learning should encourage and support the students to use English as a means of communication (Johnson and Morrow 1981).

Currently, English language has become a major medium of communication throughout the world. As a result, it is seen as medium of communication for different sectors such as bank and for academic purpose in higher level education as well. That is why people rush to learn English. Learning a language, however, is not as simple as it is expected, because of the fact that learning a language involves not only knowing the language system (knowledge of grammar, vocabulary etc) but also the use of the language system (the skills) (ABAX, 2004 on line). As one of the fundamental language

skills, speaking is the medium through which communicators exchange their ideas and share useful information and understand each other. In speaking, there is interaction between participants. The term interaction is used in general sense referring any sort of interactions: student-student, or teacher-student discussions, group discussions and any type of classroom participation. (Long and Sato,1983).

In the student centered-approach, students are not passive recipients of knowledge; rather, they are active learners. According to Felder(2009) students' learner approach is an active learning in which students solve problem ,answer and formulate question of their own ,discuss, explain, debate or brainstorm during class. Hence, group discussion is important as far as language teaching is concerned.

Yet, students are frequently criticized for their inability to express themselves effectively. To this end, if the teaching method is well designed and shaped to engage the students with active participation in group activities, students gain valuable learning outcomes out of it. Hence, participating in group discussion has many benefits such as to develop learning, to generate good question through discussion, to show their own weakness and improve and enhance communication skills.

Also, group discussion involves the conversational techniques of agreeing, disagreeing, negotiation of meaning and clarification. Thus, group discussion allows students to participate actively in the classroom to generate their own ideas, share their experiences, improve their language abilities and develop personal relationships among themselves.

In spite of being actively participating in the above situation, the researcher most of the time have faced that many students failed to participate in English classroom at Gedo Preparatory School even in the teaching learning classes when they asked to express themselves. Therefore, this and the other factors initiate the researcher to conduct this research on this topic as English Language teacher at Gedo Preparatory school.

1.2 Statement of the Problem

Class participation is the critical components for student success in a variety of classroom settings and it contains the notion of participation which involves being vocal

and active within the classroom by answering and asking questions and by participating in class discussions and activities. No one can deny that classroom participation played an important role in the success of language learning. Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance (Dancer & Kamvounias, 2005). According to those scholars, class participation is a crucial element for the students' success and it incorporates five elements.

Participation is a way to bring “students actively into the educational process” and to assist in “enhancing our teaching and bringing life to the classroom” (Cohen, 1991, p. 699). Still this scholar clearly stated what class participation mean. Participation also has been defined as “the number of unsolicited responses volunteered” (Burchfield & Sappington, 1999, p. 290). In the context of English as a Foreign/Second Language (EF/SL) teaching and learning, students' verbal participation or engagement is essentially important in the classrooms. Participation is largely believed to be important to, or necessary for, learning a second/foreign language. Students are required or encouraged to participate “actively” in the classroom and thus take part of their own learning process. Oakley et al., (2004) strongly believe that students should be involved in discussion that is strongly interactive. This enhances student cooperation for positive learning outcomes and confidence building.

According to Johnson and Johnson (1989) where group interactions are strong, student learning outcomes are more desirable and a higher level of self-esteem is achieved. This produces a more open learning environment where students speak out more freely with confidence and acquire related skills. Furthermore, the linkage between classroom participation and students' academic achievement is unquestionable.

A study by Liu (2005) finds that students who participate actively tend to have better academic achievement compared to students who do not participate. However, at the present time, even if many scholars stated as classroom participation is important in EFL classroom, what is actually seen at Gedo Preparatory school specifically with reference to Grade 11 students, many students have the difficulty of expressing themselves, solving problems, agreeing and disagreeing, ask and answer questions in English during EFL classroom from my teaching experience of them. So far, few international and local studies have demonstrated the benefit of participation in

language classes and students attitudes towards participation in EFL classroom. To begin with, in a study conducted by O'Malley and Chamot (1990) state that meaningful learning and teaching takes place when there is an active involvement of learners in the language learning process.

In Ethiopian context, some researchers conducted study and the curriculum was also revised regarding classroom participation. For instance, in response to the old Ethiopian education and training policy, continual curriculum revisions were made, and the current policy of Education and Training which emphasizes the development of problem solving capacity and culture has been formulated. This development is manifested in the content of education and curriculum structure and approach which focus on the acquisition of scientific knowledge and practicum (MoE, 2002). In addition, the current curriculum so called student-centered communicative approach also encourages students' active participation to help them develop their communicative skills.

Furthermore, researchers identified certain factors that contribute to the students' low participation in Ethiopian EFL classes. For example, Birhanu (2000) conducted exploratory research, which is titled as "The verbal participation behavior of Addis Ababa University freshman students". He found that lack of subject knowledge, not understanding the discussion, anxiety and attitude towards group work were the main factors affecting students' verbal participation in group work.

Getachaw (2008) in the study titled "Assessment of factors that affect students verbal participation in group work activities of EFL class through satellite TV" revealed that time given to complete a given activity, students in group composition, seat arrangement and class size were the prominent factors affecting students verbal participation in group work. As it is shown above, the studies by Birhanu (2000) focused on Addis Ababa University freshman students. Another study by Getachaw (2008) focused on factors affecting students' verbal participation in group work activities in secondary school (grade 9 and 10) classes. Therefore, none of the above researches was directly conducted on assessing students' participation in EFL classes of Ethiopian Preparatory Schools. Therefore, the aim of the present study is to fill the gaps of the previous researches by assessing students' participation in EFL classes of Gedo preparatory school particularly grade 11 students.

1.3 Research questions

- What is the nature of students' participation in English classroom?
- How much students participate in English classroom?
- What is the nature of the activities in inviting students for participation?
- What are the student's attitudes towards participation in English class?

1.4 Objective of the Study

In line with the above title, the researcher formulated the following general and specific objectives for this study.

1.4.1 General Objective

The general objective of the study is to assess Grade 11 students' participation in English classroom.

1.4.2 Specific Objectives

In order to achieve general objective, the study aims to address the following specific objectives: Hence, it specifically aims to:

- to identify the nature of students' participation in English class.
- to find out how much students participate in English class?
- to sort out the nature of the activities in inviting students for participation.
- to explore students' attitude towards participation in English class?

1.5 Significance of the study

The researcher expect that the findings of this study help the following individuals at its' completion in such away. Firstly, it contributes to the improvement of instructional materials in general and the classroom English language teaching learning process in particular. The study also contributes to direct participants of the Preparatory School English teachers and students so that they can appropriately use the method.

The researcher also expects that the study help those individual who wants to conduct further studies on the area as a source.

1.6 Scope of the study

In Chalia woreda there is only one preparatory school and this is Gedo Preparatory School. The study attempted to assess students' participation in English class. The researcher believes that it would have been better if the study covered all schools in Chalia woreda for comprehensiveness of the study. However, due to various constraints particularly time, and other resources, the study was restricted to assess students' participation in English Classroom at Gedo Preparatory School. Hence, the study was conducted on the assessment of students' participation in English classes on three sections of Gedo Preparatory School. This school was selected for the study because the researcher was familiar with the school and this helped her to get relevant information and collect data as well as other information that helped her in the actual study time. Moreover, the researcher selected to conduct the research on English classes of grade eleven students because she taught them that they had series problem of participation and another is they are matured enough to give her adequate information in the questionnaire that help the researcher in the actual study.

Gedo Preparatory school is found in Oromia region, West Shoa, Ambo zone, chelia woreda and it has around 36 teachers who strive to provide schooling for about more than 800 students who are attending in grade eleven and twelve. These students are drawn from the town and surrounding areas. Thus, the purpose of this paper is to assess students' participation in English class at the school provided.

1.7 Limitations of the Study

One of the major limitations seen was the unwillingness of the students to fill out and return the questionnaires on time. Besides to that, English teachers were not very likely for the interview specially they were unwilling to be recorded. The shortage of time to conduct interview as schedule due to the work over-load of both the researcher and the interviewee was also another critical problem that the researcher faced. However, the researcher made smooth relation with his respondents and using their free time, attempted to make the study as complete as possible.

1.8 Abbreviations and Definition of Key Terms

1.8.1 Abbreviations

EFL- English Foreign Language

EF/ES- Teaching or Learning English as a Foreign / Second Language

R -Individual who conducted these research

T - Teacher=Those individuals who helped as a sample to answer interview guides

MoE- Ministry of Education

TEFL- Teaching English as Foreign Language

C.Ob-A person who observe the class being observer

1.8. 2 Definition of Key Terms

Assess-to deal with or review literature

Participation- take-parts in, involvement of someone in certain activities

Interaction- two way communications between two people / groups.

Comprehensiveness- breadth, depth or richness of the study.

Grading- give value for.

Active vocabularies - those vocabularies that we use in our daily speech.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 What is Participation in English Classroom?

Class participation is a way to measure student's progress. It is important to evaluate how well students are doing in the learning process. It is fatal in many classes, including a foreign language classroom when students do not participate.

Lee (2005) defines that ,

Classroom Participation is the students' speaking in classroom. When students are able to ask and make questions, make comments and participate in the class discussion. Students who don't have these requirements are considered to be lazy, passive and they normally are penalized when participation is graded (p.1).

Some experts say that class participation “is not just being there or saying something, but it is a process that students are encouraged to be actively engaged” (Beng, 2003, p. 1). For Beng, actively engaged means that “students should be able to ask questions, provide insights to support arguments, personal views, opinions, experiences, explore perspectives, clarify materials” (p.1).

Besides that, still another scholar described as, paying attention, being on task, responding to questions, participating in the group discussions, asking questions, seeking help and making good use of class time also considered as classroom participation. Hence, according to those scholars, participation refers to the students' involvement in different classroom activities at each stage of certain classroom session. This is also similar with O'Brien(2007) who stated that participation means completing the assigned readings, asking questions about anything in the readings or discussion that needs clarification or expansion, offering ideas and responses, listening to the ideas and responses to others, and paying attention and showing respect in the classroom to the teacher and to other students.

Participation of students in classroom settings is an important feature of quality learning and teaching. Class participation encompasses many ways in which students

meet formally in non-lecture formats to discuss, complete tasks, or demonstrate knowledge gained from readings and lectures. This may include tutorials, seminars, labs, workshops, studios and online environments. Various researchers tried to conduct a research on this area but not specifically on assessing students' participation in English class. Since low participation is a great problem which many students face especially in English class, it's better to define what participation means.

Participation will refer to taking part in an activity. Learners' involvement in the lesson was very important. The learners should be able to contribute by giving her/his ideas in the lesson to share in the lesson, to share ideas with other learners, and also by asking questions. McDonald (2006) tried to quantify procedures to assess participation because many view these aspects of assessment as "giving away" on a subjective base. Brady and Stegemann (2010) implemented grading using a slip system to increase student participation. Their findings supported much of the literature on class participation and they concluded that Grading students does increase participation and [participation] clearly only works to motivate them when graded. (Brand and Stegemann, 2010, p.239). They also indicated progressive release of marks throughout the semester encourages greater participation. Grading of class participation has been found to encourage even "low-responding students" to participate.

2.2 Factors affecting students' Participation in English Class.

2.2.1 English Language Learning and Teaching in Classrooms.

The teaching and learning process involves two active participants in the classroom - the teacher and the learner, and that language learning does not fall entirely on the teacher. The students must also assume more responsibility for the learning process (Quist, 2000).

For example, Vuzo (2010: p.18) reported,

It is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. However, such situation is not commonly found in secondary schools in all subjects due to the fact that lecture method dominates the teaching and learning

process which leads to passive learning.

Thus, the current curriculum invite students' as a center of the teaching learning process since it emphasizes the student-centered approach.

In the history of language teaching methodologies, a great variety of teaching methods and techniques have evolved, existed for some time and then disappeared and were replaced with a seemingly more effective teaching method. However, the one that is in the spotlight in the present century is Communicative Language Teaching (CLT). The goal of communicative language teaching is to encourage learners to engage in communication as frequently and efficiently as possible in the language classroom environment, hoping that such engagement will help them initiate communication in out-of-classroom settings. The goal of CLT is to train language learners who will be able to use their language effectively in communicative situations. It is the need to communicate that can remove reticence in class and fosters' classroom participation. CLT could, thus, be seen as the most effective way of encouraging inactive learners to participate in class activities. Means it arouses students' need to take part in certain activities and either willingly or unwillingly forced to reflect it in feedback forms.

Once,) as Wang et al. (1994) quoted in Cummings (2002 said: "when I hear, I forget. When I see, I remember and when I do, I learn" (p. 111) .Cummings noted that learning in which students are interactive produces far more effective participation in a class. Meaning that effectiveness of language learning and teaching in the classrooms will depend upon the educational repertoire teachers have. This idea concurs with Quist (2000) in that successful teaching and quality of pupil learning is closely related to the teacher's knowledge and understanding of the subject. Thus, the more the teacher is knowledgeable and rich with subject matter, the more s/he delivers her/his knowledge for the students and the more active participant students become.

Furthermore, the English teacher is a figure in the language course. Literature indicates clearly that it is the teacher who sets the tone for learning activities (Allen & Valette, 1997; Quist, 2000). Since to teach is to communicate, English teacher must have maximum communicative competence. Also a teacher must be knowledgeable in the language itself so that he/she can make useful decision regarding what should be taught to whom, and how the teaching should be done. Researches demonstrate clearly that

among the factors that lead to students' poor performance are qualities of teachers (Harmer, 2003; Mosha, 2004). Moreover, empirical studies showed -that if early years at the school fail to provide the right foundation for learning, then no amount of special provision at later stages will be able to achieve the full potential of the child in terms of how his learning will proceed, and how beneficial his attitudes are towards his future life and learning (Quist, 2000).

Teaching materials are very important in the whole process of teaching and learning to any subject. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from students (Nyamubi, 2003). For instance, Kapoli (2001) noted that authentic materials enable the students to explore the language used in day-to-day life.

However, the World Education Report (1998) reveals out that in many countries, conditions are difficult, whether they relate to the physical states of schools and the availability of teaching and learning materials, class sizes, or the changing characteristics of the student population.

2.2.2 Attitudes of Language Learning

Attitudes refer to the sets of beliefs that the learner holds towards members of the target group and also towards his own culture (Brown, 2000). Language attitude is an important concept because it plays a key role in language learning.

In education, attitudes are considered both as input and output. Attitudes have a positive correlation with success in learning the second language because they facilitate learners' motivation to learn the language (Gardner & Trembly, 1994). They added that individual attitudes towards the language that they learn meet important needs as they satisfy certain functions such as achieving high grades in language examination. Thus, the more positive attitudes they have towards language, the more they involve themselves in the activities and participate more in the situation.

2.2.3 Motivation and Language Learning

The term motivation comes from the Latin root “movers” which means to move. So motivation can mean the process of arousing the interest of an individual to take a move towards a certain goal. Means, it includes all inputs taken by teachers in education as incentive to arouse and attract students’ towards the goal they want to accomplish in the future in which the aim is to bring change and make them more success in their study at all. Motivation in education can have several effects on how students learn and their behavior towards subjects matter. As he illustrated, motivation in education refers to students’ arousal towards their subject matter as to make them successful in their goal.

Motivation is the most used concept for explaining failure or success of a learner. Also motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners (Gardner, 2006). For instance, (Ibid) reported “Students with higher levels of motivation will do better than students with lower levels” (p. 241). Thus, according to his report, the more the students motivated, the more they become interested in their study and eager to rush forwards towards the goal, the less they motivated, the less they interested and feel demoralized towards the goal they hold in mind to accomplish in the future. He further added that “If one is motivated, he/she has reasons (motives) for engaging in the relevant activities” (p. 243). Means he/she holds certain aim in front of him/ her in his/her mind and as a result eager to reach there to achieve it. Thus, there is a kind of reinforcement that moves him/her towards that incentive.

2.2.4 Lack of Vocabulary

Lack of vocabulary was identified as a big source of student reticence in oral English language classrooms. In line with this, the study done by Abebe and Deneke (2015) reported that 59.7 % of learners feel nervous speaking English because they do not have enough vocabulary. This caused a lot of trouble in talking to each other in English. This result is in accordance with Cortazzi and Jin (1996) who stated that students’ poor vocabulary is one of the reasons why students are silent listeners rather than active

participants in the oral English classroom. As learners can process only a limited amount of information at one time (Lightbown and Spada, 2006), many words do not come out when students are required to speak in hurry. Due to this fact, they most of the time prefer to keep silent than speak in front of the students and tried to reduce being loose of face and laughed at and remain passive learner in the class.

2.2.5 Lack of Interest in English Class

Lack of interest in topics plays a very vital role in hindering students' active participation in classroom activities. The same finding has been confirmed in the study done by Abebe and Deneke that many students (53.3%) stated that they felt uninterested in the English topics in the classroom discussions. They did not take part in class discussions if 'the lesson was boring'. 70.3% of students are reluctant to participate in class discussion because they are not interested in English.

2.2.6 Lack of Practice due to Class Size

The class size is another reason contributing to student reticence as this restrictive pattern is aimed for teacher-centered transmission approach which in a way undermines student's active participation in expressing views. The result of the study by Chau, Fung-ming, (1996) who states that the big class size discourages students from expressing views as it is extremely threatening for teenagers to face a large number of people by themselves while speaking a foreign language which they may expose their weaknesses by making mistakes very easily. According to this researcher, it's true that currently the number of students per class is alarmingly increasing as to accomplish one of the millennium development goals which is "By 2018 Education for all". However, this slogan contributes a great effect on the students' active participation and quality of education as well.

2.2.7 Impact of the Teacher and Classroom Climate

There is still evidence that the instructor contributes to students' levels of participation, and students believe that their teachers' influence their participation based on the ways in which the teachers communicate with them (Fritschner, 2000). He found that "the actions of the teacher are indeed most crucial in promoting classroom interaction" (p. 426) and Wade (1994) noted that a primary reason students do not participate may be

because of the teacher. Specifically, students are less likely to participate if their teachers do not pay attention to them, make fun of them, put them down, or are overly critical of them.

Alternatively, a climate where students and the teacher respect each other, where the students respect one another, and where the teacher cares about the students, is conducive to class participation; Fassinger, 1995a; Wade, 1994), as it is this type of classroom climate that works to increase student confidence and comfort in participation. Supportive climates can be created by knowing students' names (Fritschner, 2000; Nunn, 1996).

2.2.8 Sex Differences

A substantial amount of research on participation has looked at student and/or teacher sex as a means of predicting participation, and overall, the findings are mixed. Wade (1994) also found that males were more likely to participate and saw their own participation and participation in general as more important than females did. The finding of males having a higher participation level is not surprising given the results of a meta analysis on sex and self-esteem, where females were found to have lower self-esteem than males (Kling, Hyde, Showers, & Buswell, 1999). In research on communication motives, Myers et al. (2002) found that females were more likely to participate for functional reasons and males for sycophantic reasons.

2.3 Techniques that boost Active Participation.

The following are those things which can boost active participations. These are:

2.3.1 Role of teachers

Teacher in his/her teaching should have a strong responsibility in providing the lesson for their students in proper way. Managing the class well, providing supportive activities. According to Harmer(1991)in some activities that require the teacher should be more of the teachers activity like accurate production, the teacher should be able to act as controller, where as in communicative tasks that demand learners group or interaction, the teacher act as facilitator by not intervening frequently. Allow students more opportunity to use the language as their disposal.

Moreover, teachers should monitor the teaching process in individual and pair work, also group interaction continuously and give help when asked. During this process, teachers see their participation, what problems the students are encountering doing the task and work co-operatively. Brubachaer, Payne and Pricket (1990:120).In general, teachers should give due attention for the students' learning in a class and need to give strong commitment in showing the students' the insight, in guiding them, checking whether they were involved in the given activities and really performing what is given them to do, in arousing their interest to participate properly and in giving feedback to shape students to appropriate answer of the ordered activities.

2.3.2 Roles of Students

As far as teaching a language concerns, students have high responsibility to actively participate in each activity to bring successful learning in the area of their learning. The students should participate actively in the given activity in a proper way.

In attempt to acquire the use and usage of language students have to be cooperative in accomplishing different tasks or activities, such as favorable interests and attitude towards their subjects and to talk in the target language. Thus, in the communicative language teaching the learner is believed to take such an active role which they ultimately help to grow learners' independence from the teacher.

The learners' role in acquiring a new language can be assessed by considering the following learners role suggested by Richards and Rodgers (1986).these are:

1. The degree of control learners, have over the context of learning.
2. The patterns of learners grouping adopted.
3. The degree to which learners influence the learning of others and the views of the learners as processor, performer, initiator, problem solver (P23).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design adopted for this study. It describes the participants who took part in the study and how they were selected. It also discusses how the data for the study was collected. Finally, it outlines data collection procedures and the methods of data analysis.

3.1 Research Design

As it was stated in chapter one, the primary objective of this study is to assess students' participation in English classroom. In order to achieve the intended objective, descriptive research design involving both qualitative and quantitative techniques was employed because the problem under investigation has both quantitative and qualitative aspects. Although, problems under assessing are more of qualitative aspects, quantitative approach is also be used to corroborate with qualitative data .Generally, these techniques were chosen because they could provide information concerning the status of the current attitudes of students towards classroom participation in teaching and learning English as a Foreign Language (EFL) classroom.

3.2 Population, Sample and Sampling Techniques

The researcher took 3 (2 male and 1 female) teachers who are teaching in grade 11th C, H and I as a target population .2 of them taught English for 10-15 years and the rest 1 taught English for more than 15 years. All the teachers had a degree in English language teaching. All English Language teachers each from the three sections were selected by purposive sampling technique for the classroom observation because they are closely related to the issue and they are the only English teachers teaching EFL classroom of those three selected sections . The main reason to conduct observation on the three sections is that observation of teacher only from one class may not good representative sample of the target population. The observation was conducted by the researcher being with co-observer as to sure the validity of the data having check lists.

The researcher also took grade 11 students as a subject. There are eight section grade 11 students at Gedo Preparatory school. The researcher also used three sections of grade 11 Gedo preparatory school students using simple random sampling method. As a result, quarters' of the total number population of the three selected sections were taken for questionnaires. Thus, the three sections consists of 64,68 and 68 students which totally accounts 200 students out of which 50 of them selected as the sample of this study because the researcher limit the sample only to the three section is that to make the study scope manageable enough and also because of she trusted that these three sections can be good representative of the rest of the sections.

3.3 Data Gathering Tools

In an attempt to achieve the intended objectives, the researcher employed data gathering tools such as questionnaires, interview and classroom observations to collect data for this study. These were treated one by one as follows.

3.3.1 Questionnaire

The questionnaires , which Kathori (1990) described as the means of getting experiences and attitudes of students used for the study to get first-hand information from students .Since the aim of the researcher in this study were also to this end, questionnaires were the major data gathering tools throughout this study. Best and Kahn (1989), state that questionnaire enables a researcher to collect data from large groups of individuals within a short period of time, and it is also easy to administer to a number of subjects in one place at a time. 15 both open-ended and close-ended item questionnaires were prepared and administered for the students selected as a sample and finally were analyzed both quantitatively and qualitatively.

3.3.2 Interview

Interview is a means of interaction in which the interviewees give information orally. The information gained by interview is personal and it helps to get detailed information. Robson, (2002), clearly emphasizes the importance of interview, as it is the most flexible means of obtaining information since face to face lends itself easily to questioning in greater depth and detail, which is not possible through questionnaire and

classroom observation. The researcher therefore used semi-structured interview for the selected English teachers and specified in advance to collect detail and specific information. Seven open-ended interview guides were prepared. Time and place were set and the three English teachers were interviewed so as to triangulate the data gained from questionnaire and observation. The researcher recorded their speech using audio record and took highlight note of their speech.

3.3.3 Classroom Observation

Observation can be particularly useful to discover whether people do what they say they do, or behave in the way they claim to behave. Therefore, the researcher used classroom observation to strengthen the data obtained through interview guides and questionnaires. Observation of the actual classroom took place based on communicative language teaching approaches as (Richards and Rogers, 2003) as a main data collection tool to cross check the data obtained from the questionnaire and interview to see what teachers actually do while teaching and learning English with respect to both teachers and students role and intention and to identify how they treat the tasks. To do this, the researcher prepared similar checklists which include two parts for the three classes. The first part holds some items from the questionnaire which mainly focused on what teachers directly or indirectly perform in the teaching classroom in order to encourage and motivate students' towards participation and the level of his or her contribution to this. The second part mainly emphasized the nature and level of activities in inviting students towards participation and identification of level of their interest to participate in EFL classroom. These were set in 'yes' or 'no' format. Then the 3 teachers purposively observed two times each. Then, checklist results of the observers were analyzed through numbers and percentage.

3.4 Procedure of Data Collection

The researcher followed the following sequences to collect and analyze the data collected from different sources. First 15 item questionnaires were set based on communicative approach. The researcher identified the sample and aware them the importance of their ideas for the success of this study and kindly requested them to give relevant information. Then after, Place and condition were facilitated and the prepared questionnaires were administered in the presence of the researcher as to help her not to

lose the returning rate of the paper. Next, semi structured interview guides were prepared for the three purposively selected teachers. Then, awareness on the importance of their response for the study was given them. Next, setting for the interview was set and the interview took place with each interviewee at different time in the language laboratory. Finally, observation checklists with two part questions were prepared based on classroom teaching learning situation. Setting for the observation were facilitated thus, the time and place for actual classroom observation were adjusted with the help and negotiation of the subject teacher and lastly, the researcher employed the observation practice being with co-observer for the three teachers two times each at different time and on different topics.

3.5 Data Analysis and Presentation

In this section, the information collected from the students through questionnaire, the actual classroom observation and interview guides from the teachers were analyzed and presented both quantitatively and qualitatively in frequencies and percentage well as in words. The data gained from the questionnaires and interviews were compared with the data obtained from classroom observation .i.e. the data was analyzed in an intermingled manner.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter deals with the tabulation, analysis and interpretation of the data collected from 53 respondents at Gedo Preparatory School. The responses of questionnaire were presented in tabulation form and expressed in terms of percentage.

4.1 Characteristics and Background of the Subjects

Before discussing the data related to the major questions, a summary of the characteristics and background of the subjects is presented here. As mentioned in chapter three, the intended information for this study has been gathered from two groups; namely, EFL teachers and students of Gedo Preparatory School. This is because the researcher believed that the respondents were direct stakeholders and as a result, they were considered to be relevant as main source of information for the study. A total of 53 respondents were included in the study. Three of them were teachers and fifty of them were students. Of the three teachers two of them are males whereas one is female and all are qualified with BA degree. All of them had taken general method of teaching and as much as training is concerned when they were attending their undergraduate. On the other hand, from the total number of the students 13 were females and 37 of them were males from three sections of grade 11th C, H&I. Majority of the respondents found between 18-20 age groups. Thus, 46 (74%) out of 50 (100%) students are found in this age groups. Only 4 (8%) found between 15-17 age groups which is something strange at this grade level according to our context. None of the respondents found in 20s age groups. Concerning the high school from where they joined Gedo Preparatory School, more than half of the respondents were from the nearby high school. That is 29 (58%) of the total respondents were joined from Gedo High School, 11 (22%) of the total respondents were from Babich High School, while 8(16%) joined from Tulu Mara High School. Still few numbers of the respondents joined from Goben High School. Thus, only 2(4%) respondents were joined from Goben High School. None of the respondents were from other high school different from these nearby high schools.

4.2 Analysis of Data Obtained through students' Questionnaire

Table 1: Response on the Nature of Students' Participation in EFL Classroom.

Item	Options	Respondents	
		In number	In Percent
1. Students' participation in English classes	A. They participate voluntarily	32	64
	B. They participate only when teacher asked them	18	36
	C. They participate only when teacher forced them to participate	0	0
Total		50	100

As indicated in Table 1 above, majority of the respondents 32 (64%) replied as students voluntarily participate in English classroom in their school. But, 18 (36%) of the respondents in contrast replied as the students participate in English classroom only when teacher asked them to participate whereas none of the respondents replied as students only participate when teacher forced them to participate. This finding is consistent with that reached by Arafat (2012) who also finds that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily.

Table 2: Response whether the activities in the sts textbook invite them or not and the extent to which they invite them.

Item	Options	Respondents	
		In number	In percent
2. Do the activities in the textbook invite you for participation?	Yes	45	90
	No	5	10
3. If your answer for question no '2' is 'yes', to what extent they invite you for participation?	A. Highly	14	28
	B. Medium	33	66
	C. To some extent	3	6

As it can be seen from table 2, majority of that means 45 (90%) of the respondents replied as the activities in students' text invite them for participation regardless of the extent to which it invite them for participation. Only few number of the respondents replied as the activities in their textbook are not participatory enough as to arouse their level of participation in EFL classes.

Item 3 from table 2 above wanted to know the extent to which the activities in the textbook invite students for participation in EFL classes. In responding to this item, all the respondents feedback showed as the activities in the text invite students regardless of the degree to which it invite them. Regarding this issue, majority of the respondents replied as the activities in the textbook invite them for participation. Thus, 33(66%) of the respondents responded as the activities in the textbook invite students to the medium extent and 14(28%) of the respondents replied as the activities in the text highly invite them for participation. Only 3(6%) of the respondents replied as it invite them to some extent. Though there are variations with the extent they invite them for participation, all of the respondents agreed up on as the activities are participatory. With regard to this idea, Nardos (2000) pointed out that in active learning learners have obvious degree of freedom and control over the organization of the learning activities. The same author also forwarded that active learning is likely to be enjoyed, offers opportunity for progress, and there by encourage positive students' attitudes towards the subjects.

Table 3 : Response on their attitude towards participation in EFL classes compared with other subjects.

Item	Response
4. Students' attitude towards participation in English when compared with other subject.	Negative
	• Because it is not their mother tongue language, feeling as it is a western language. • Because of fear of making mistake • Un-certainty to join a job that needs knowledge of English language. • Many students mainly focus on grammar parts than speaking in English.
	Positive
	• Thinking that English is the root for all subjects and it determines their future life. • Recognizing that English is international language, to compute with the current world.

As it can be seen from table 3 above, the majority of the respondents replied as the students' attitude towards participation in English class is negative when compared with other subjects. As the data gained concerning this item indicated, most of the respondents replied as many students have negative attitude because of almost similar reasons like that of assuming as it is not their mother tongue language and feeling as it is a western language, due to fear of making mistake, because un-certainty to join a job that needs knowledge of English language and many students mainly focus on grammar parts than speaking in English. On the contrary, very small number of the respondents replied as only few students have positive attitudes towards participation in English when compared with other subjects. As the report from the table shows, those students developed positive attitudes towards participation in English because of the reasons such as thinking that English is the root for all subjects and it determines their future

fate and recognizing that English is international language and as a result it enables them to walk with the world. Attitudes have a positive correlation with success in learning the second language because they facilitate learners' motivation to learn the language (Gardner & Trembly, 1994). They added that individual attitudes towards the language that they learn meet important needs as they satisfy certain functions such as achieving high grades in language examination. Thus, the more positive attitudes they have towards language, the more they involve themselves in the activities and participate more in the situation.

Table 4: Response whether teacher motivates Students to participate or not

Item	Option	Respondents	
		In number	In percent
5. Does your teacher motivate you to participate in EFL class?	A. Yes	8	16
	B. No	42	84

Item 5 asked whether teacher motivates students to participate or not. The item was not supported by the majority of the respondents. Thus, only 8(16%) of the respondents replied as their teacher motivates them to participate in English classroom. 42(84%) of the respondents replied as their teacher did not motivate them to participate in English class. From this, the researcher concluded as English teacher of these section played a great role in motivating their students to participate in teaching English as foreign language classroom because motivation is the cause for explaining failure or success of a learner. In line with this idea (Gardner, 2006) states "motivation has been regarded as one of the main factors that influence the speed and students with higher levels of motivation will do better than students with lower levels" (p. 241).

Aftat (2008) suggest that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Moreover, to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence

Table 5: Response regarding how often Teachers motivate Students Participate in English Class.

Item	Option	Respondent	
		In number	In percent
6. How often your teachers motivate you to participate?	A. Always	19	38
	B. Usually	15	30
	C. Sometimes	14	28
	D. Rarely	2	4
7. How do students participate in English classes?	A. Actively	24	48
	B. Quite actively	24	48
	C. Passively	2	4

Concerning the frequency teacher motivate their students to participate in English class, as it can be seen from table 5,item 6 above, 19(38%) of the total respondents replied as their teacher always motivate them to participate. In contrast, 15 (30%) of the total respondents responded as their teacher usually motivate them to participate and almost similar number, with those who replied as usually, 14 (28%) of the total respondents replied as their teacher sometimes encourage them to participate. Only 2(4%) them out of whole respondents responded as their teacher rarely motivate them to participate in English classes. Although the frequency at which teachers motivate their students to participate in English classes are varies, almost all respondents responded as teachers played a great role in motivating or encouraging their students to participate in English classes. Thus, this clearly shows us that teachers' involvement in bringing students to participate in English classes is high. Regarding this issue the researcher concluded that, motivation is one of the key factors for success and failure of language learning in teaching English as foreign language classroom. Motivation in education can have several effects on how students learn and their behavior towards subjects matter. As he illustrated, motivation in education refers to students' arousal towards their subject matter as to make them successful in their goal.

As it can be seen from table 5, item 7, almost half of the total respondents replied as students actively participate in English classes. Thus, 24 (48%) had described the nature of students participation in English classes as is active. Similarly, the same number of the respondents replied as the nature of the students in English classes are quite active. But, a very few number responded as students passively participate in English classes. Thus, 2(4%) of them responded as students passively participate in English classes. From this, we recognize that students have high interest and motivation to participate in English classes because of different reasons.

Table 6: Response Whether Students Voluntarily Participate or not in EFL Classes and Whether the Same Students or varies hands participate in English class.

Item	Option	Respondent	
		In number	In percent
8. Do students voluntarily participate in English classes?	Yes	40	80
	No	10	20
9. Are varies students or the same students participate in English classes?	Different	7	14
	The same	43	86

As the data gained from Table 6, item 8 indicated that, 80% of the respondents replied as students were voluntarily participate in different learning activities in English classes, concentrate on the activities given by their English teachers. On the other hand, 20% of the respondents replied as students do not voluntarily participate in English classes.

Similarly on the same Table above, item 9 presented students' feedback concerning whether the same students or different students participate in English classes at different sessions. As the report from above table explained, majority of the respondents replied as the same students participate in different classes of English lesson. Thus, 43(86%) of the total respondents replied as the same students participate in different classes of English lesson. But, 7(14%) of them responded as different students participate in

different classes of English lessons. Generally from this item the researcher identified as the same students were actively participating at different classes of the English lessons. Therefore, the teacher should give due attention for the learning style of diversified students and as a result they could be able to involve different students in every activities during the EFL classroom.

Table 7: Responses whether teacher motivate Students to participate in English classes or not.

Item	Option	Respondent	
		In number	In percent (%)
10. Do teachers use student-centered methods to make students participate?	A. Yes	7	14
	B. No	43	86
11. Do you think student centered approach is suitable for students to participate in English classes?	A. Yes	42	84
	B. No	8	16
12. Do teachers motivate both genders equally?	A. Yes	4	8
	B. No	46	92

As it can be seen from Table 7, item 10 above indicated that very small number of the respondents 7(14%) responded as their teacher use student-centered approach in English classrooms. In contrast, 43 (86%) replied as their teacher did not use student-centered approach. To sum up with as it was presented in the response that was gained from the respondents teachers use teacher centered approach than student centered. However, this approach is not supported by different scholars and curriculum designers. For instance, in line with this idea, Borich (1984) argued that in teacher centered approach the teacher acts as the director of learning and the assumption is made that the teacher knows best. Teaching takes a predominant role over learning and students did not get the chance to participate actively.

The constructivist perspectives of learning mainly initiate the need for active learning in the class room. To them active learning is a meaningful learning in which something of interest and value to the learner has been accomplished and understood. This implies

that the teacher cannot do the learning for the pupil and that in order for understanding to occur the pupil has to be active in the learning process (Capel et al., 1995). These authors further explain that active learning is deep and meaningful by contrast to passive learning which is shallow and devoid of understanding on the part of the learners.

As it can be seen on the same table, item 11 above, majority of the respondents replied as student-centered approach is suitable in English classes since it invites students for more participation. Most of the respondents taught as student-centered approach make English class suitable for participation. As a result, 42(84%) of the respondents believed as student-centered approach make English class attractive. In contrast, only 8(16%) of them responded as students-centered approach dissatisfied them. From this, the researcher recognized that as many students agreed on the appropriateness of student centered approach. Thus, they developed high interest in assimilating themselves with the current curriculum as it mainly focus on student-centered approach. Moreover, according to Bonwell and Eison (2003:38), active learning is a process whereby learners are actively engaged in the learning process, rather than ‘passively’ absorbing lectures.

Item 12 asked students whether their teacher motivated both genders equally or not in English classrooms. As report students’ response of the above table 7, item 12 showed, majority of the respondent replied as their teacher did not motivate both genders equally in English classroom. Thus, 46 (92%) of the respondents replied as their teacher did not equally motivate both male and female students in English classes. However, 4 (8%) of them responded as their teacher motivated both genders equally to participate in English classes.

“Gender equality” in education refers to boys and girls experiencing the same advantages or disadvantages in attending school, the same approaches in teaching methods, gender neutral curricula, and academic orientation, all of which aim to ensure equal learning achievement and subsequent life opportunities. •UNESCO’s EFA Global Monitoring Report 2003/2004. Furthermore, another scholar suggests teachers “try interacting frequently with all of our students, by helping them think through correct answers, by encouraging them to try harder when they experience difficulty, and by holding high expectations for everyone” (p. 179).

Item 13 were subjective question which asked students to forward their response regarding their evidence whether their teacher motivated both genders equally or not in English classroom.

As data gained from the respondents indicated, students raised different evidences for their agreements as their teacher treat and motivate both genders equally in English classes. For example, as the majority of the respondents reported that their teacher did not give them equal chance to ask as well as to answer question, their teacher did not have the same approach for both gender i.e. female students were not treated well as male students do. On the other hand, only few number of the respondents replied as their teacher encourage both genders equally by inviting them to express their view in different activities, giving chance to answer and ask questions in teaching English as a foreign language classroom.

Still item14 were another subjective item which wanted to identify students' intention towards participation in English classes.

As the response gained regarding this issue pointed out in the students' questionnaire, majority of the respondents replied as their intension towards participation in EFL classroom is high where as a few number responded as they have low intension towards participation. In addition to the response gained from students' questionnaire, the researcher reported as students' intention towards any teaching and learning activity is very important.

Item 15 asked the respondents whether the activities in their textbook are interesting enough or not.

In responding to this item, the majority of the respondents replied as the activities in their textbook were not interesting enough because most of them were over repeated, did not fit with students' vocabulary level, and still some of the activities which were presented in their text book were not related with the students' own culture. However, few respondents forwarded as the activities in their text were interesting enough in the way that, most of the activities found in their text mainly focused on important point that could be appear on NEAEA exam and helps us as model to prepare ourselves, assuming that knowledge of English language is important in social context, most of the

activities emphasize different conversations and as a result helped them to train actual speech in various social contexts. To sum up with, based on the data gained from the respondents concerning this issue, the researcher revealed that the activities that were found on the students' textbook played a great role in reducing and increasing students' participation in EFL classroom.

4.3 Analysis of responses from Teachers' interview

Q1. R: "What can you say about students' participation in English classes?"

For this item all the three English teachers replied as students' participation in English class is unsatisfactory. Explanations forwarded by the first teacher (T1) were:-

T1 replied that the students did not have interest to participate in English classes even though the current curriculum orders teachers to use student-centered approach as to invite students for more participation in the classes. Though said orally, the curriculum and the design of the syllabus did not invite students for participation to the extent expected.

T2 replied as normally students participate in English classes by being pushed by teacher. Even those who participated in the class either voluntarily or by being forced by teacher had problem of oral communication, shortage of vocabularies and flow of ideas to express their opinion. As a result of this, their participation was not to the extent which is expected in EFL class students at this grade level.

T3 replied as students did not have good participation because of some reasons like inappropriate activities which were presented on their textbook, lack of enough time, large class size and students' background knowledge of the language.

According to this interviewee students' participation in EFL class was not well enough in this school. In line with this item, all of the interviewees replied as students' participation was very low and as it was expected because of the reasons that had been mentioned by each of them. However, the data from students' questionnaire revealed that the nature of students' participation in EFL class was to some extent good, still the actual classroom observation revealed as there was a great limitation in their

participation. Almost all interviewee replied as students have poor participation in EFL classes because of the reasons listed above.

Q2. R: “What is the nature of students’ participation in English classes?”

For this item, all the three teachers responded as it is difficult to say that the nature of the students’ in English class is clearly this. They all replied as it is ambiguous to specifically express the nature of the students in English classes.

T1 replied as the students basically wanted to reflect their ideas but preferred to use their mother tongue language than English language.

T2 replied as students’ nature of participation in English class is inconsistency. Thus, he said that one day he saw as they actively participate, other day they remain passive. Still some other day he saw female students participate more actively than male in the class and vice versa.

T3 responded as it is difficult to clearly identify and express nature of students’ participation in English class. Most of the time students wanted to listen to their teacher rather than participating actively so as to ask and answer question in EFL classroom.

From this the researcher understood that as there is no clear image of students’ participation in EFL classroom. The reason is that, some students actively participate in one session and feel passive in other days’ of session. To triangulate the data from the different techniques used through this study, though students replied as the nature of students’ participation in EFL classroom is good, all the three teachers in contrast replied as no clear demarcation of their participation. Similarly, the actual classroom observation showed as there was no permanent classroom participation among students.

Q3. R: “How do you consider the nature of students’ participation while you conduct the lesson?”

For this item all the three teachers replied as there was difficulty with the identification and expression of the nature of students’ participation in English class. As a result, many teachers faced difficulty during the preparation of lesson. However, those

teachers responded as they tried to conduct their lesson by considering the various nature and learning style of their students.

T1 replied ‘As much as possible she try to conduct her lesson as moderate enough as to be participatory for all students.’

T2 responded as “Though the nature of students’ in English class is ambiguous to be identified, I realized as there were diversified nature of students with diversified learning style in English class. As a result I highly gave due attention for the learning style, nature of students in the class while I conducted my lesson.”

T3 replied that when he conducted his lesson he realized what kind of students were there in that class. Then he prepared the lesson in the way that it included and invited all kinds of students.

All the three teachers agreed on the infavourability of some activities in the students’ text as to make students participate but, they all replied as they tried to fit the activities and lesson with the student’ need and learning ability.

Q4. R: “What mechanisms do you use to make them participate actively whenever they seem to be passive in your classes?”

As the information from all of the interviewees is concerning this item, they use different mechanisms to make their students actively participate whenever they felt passive by trying their best to make them active participant in English classes. Accordingly, an explanation forwarded by the first teacher was:

T1 As this interviewee replied it was obvious that students felt passive in English classes as it was not their mother tongue language. During this time, he said as he tried to use different mechanisms such as specifically calling their name or number and ask a question; forming a group and picking one individual unknowingly to reflect the groups’ idea. According to Reynolds (1994:26) using group activities make learning more memorable because they are more engaging."Taking part in group activities involves not only in the mind; values and feelings but also brought into play. Learning under these conditions is more likely to 'stick'."

T2 responded as English is their second language, students had negative attitude for this language; as a result, they felt depressed and passive in this language class. But as an expert of the teaching and learning process, she tried to use different mechanisms such as grouping them with students' of different learning ability and unconditionally calling one among the group and ordering him/her to present the group's ideas.

T3 replied as he tried to use mechanism to make students' participate in English classes whenever they felt passive. Such mechanisms include making the lesson attractive by using brain storm ideas in the middle of his teaching, proverbs, jocks and other constructive and courageous speeches. From this, the researcher conclude as teacher is really a creative agent who able to shape the and create conducive learning environment for the students' learning. Likewise these all interviewees as being teaching learning expert tried to use varies techniques to arouse students' interest and as a result fill the need of their students.

Q5. R: "How do you express the suitability of the activities that are presented in the students' textbook so as to develop students' classroom participation?"

T1 responded as most of the activities in their textbook were unattractive and ambiguous and even were not designed in line with the second language learners' culture. However, he said, he obliged to bring things locally and environmentally and teach them as it fit with the culture of the second language learners.

T2 also explained as the manner of the activities in the students' textbook are unsuitable for second language learner. He reported as he tried to incorporate it with their environments and teach them as much as possible.

T3 reported as most of the activities in students' textbook were boring and difficult to be taught for second language learner as it was not designed by considering every necessary things that could foster the participation of the learner in EFL classroom.

From this, the researcher generalized as the overall activities in the students' text were not fit with the culture and ability level of second language learner. However, the teachers responded as they bring things locally and tried to teach their students with their level. Though the researcher used document analysis as a tools of data collection,

she able to conclude as the activities in the students' text is unsuitable in our context from the actual classroom observation lessons.

Q6. R: "Is there any means by which you can customize the tasks to suit the needs of your students?"

T1 *"Of course, I tried my best to customize the tasks to suit the needs of my students using various techniques."*

T2 according to the data gained from this interviewee, he sometimes faces the tasks in the students' textbook seems as they were only prepared for native speaker of the language. During this, a student whose English is their second language faced difficulty in understanding and recognizing the content of learning. Hence, as one of the experts in the teaching and learning process, this interviewee tried to bring things to the locally found events and use as become clear and explicit for students.

T3 *"I sometimes use active vocabularies in expressing strange topics and frequently I translate the main issues into their mother tongue languages."*

Interview guide number 5 and 6 are almost nearly similar feedback. So, all the interviewee replied as they tried their best for the success of their students.

Q7. R: "What can you say regarding students' interest to participate in English classes?"

T1 "For me it's difficult to say something regarding students' interest to participate in English classes because they have no interest at all."

T2 as the data gained from this interviewee revealed most of the students had no interest to participate in English classes due to different reasons like fear of making mistakes, fear of being laughed at.

T3 according to this interviewee's response, since he tried to deal with the nature of students' participation as well as the activities in the students' textbook, majority of the students had the interest to participate except some students who want to use their mother tongue language at the middle of their speech.

Although students replied as they have high interest to participate in EFL classroom in their questionnaire response, the interview guides from the teacher and the actual classroom participation revealed that the students have low interest to participate in EFL classroom.

Generally, the researcher concluded as the majority of the interviewees explained that their students did not have the interest to participate actively on different activities because of factors such as fear of making mistakes and being laughed at by their classmates and unsuitability of the activities that were presented on their textbook.

4.4 Analysis of Data Gained through Classroom Observation

Table 8: Report of actual classroom observation whether the following practices took place or not in the EFL classroom.

NO	Practices	Observers	Yes		No	
			F	%	F	%
1	Teachers motivate students to participate	R	2	33.3	4	66.7
		C-Ob	1	16.7	5	83.3
2	Teachers give marks to increase students' participate	R	1	16.7	5	83.3
		C-Ob	1	16.7	5	83.3
3	Teachers use constructive feedback to make students participate	R	4	66.7	2	33.3
		C-Ob	3	50	3	50
4	Students voluntarily participate in English classes	R	1	16.7	5	83.3
		C-Ob	2	33.3	4	66.7
5	The same students participate at different classes of English	R	5	83.3	1	16.7
		C-Ob	5	83.3	1	16.7
6	Teachers use student-centered methods to make students participate	R	1	16.7	5	83.3
		C-Ob	2	33.3	4	66.7
7	Teachers motivate both genders equally	R	2	33.3	4	66.7
		C-Ob	1	16.7	5	83.3
8	Activities in the textbook invite students for participation	R	2	33.3	4	66.7
		C-Ob	3	50	3	50
9	Students have positive attitude towards participation in English classes	R	1	16.7	5	83.3
		C-Ob	2	33.3	4	66.7
10	Students have the interest to participate in English classes	R	2	33.3	4	66.7
		C-Ob	1	16.7	5	83.3
11	The lesson is organized in an interesting manner	R	4	66.7	2	33.3
		C-Ob	4	66.7	2	33.3

Note. R- Researcher, C-ob- Co-observer

Item 1 was intended to find out whether teachers motivate their students to participate or not in English classrooms. The researcher observed as teachers motivate their students in almost all of his observation session. Thus, the researcher saw that teachers rarely motivated their students in each of the four classes of her observation out of the six observing times and sessions. Thus, 66.7 % showed as teachers did not motivate their students in English classrooms as observation check list showed. As it can be seen from Table 8, the co-observer recognized almost in his all observation sessions that the teachers did not motivate their students in English classrooms. The co-observer reported that, he saw teachers did not motivate their students in 5(83.3%) of his observation

sessions. The researcher can therefore recognize that many teachers did not try their best to motivate their students in every English classroom.

Item two of the above table asked whether teachers gave marks to increase students' participation or not. Both observers had not brightly seen teachers giving marks to increase students' participation in many classes of their observation. The researcher only faced teacher who was marking students' exercise book to make the students participate in English classes. Thus, only in 1(16.6%) was observed while giving marks to make them participate in English classes through marking their exercise book in both the researcher's as well as the co-observer's observation sessions. From this, the researcher realized that majority of the teachers did not use marking activities for students to make them participate in English classes.

On item 3 of table 8, both observers reported as teachers use constructive feedback to motivate students towards participation in English. In more than half sessions of their observation, they faced that teachers use constructive feedback as incentives to motivate and attract their students towards participation in English classroom. From this, the researcher understood as teachers struggle to make the lesson more attractive and participatory as to make students actively participate in English classroom.

Item 4 on the same table said 'Students voluntarily participate in English classes.' For this item both observers observed that most of the students did not voluntarily participate in many sessions of their classroom observation. For instance, in 1(16.7%) and 2(33.3%) out of the six sessions observed classes, they faced while students were voluntarily participating in English classes respectively whereas in 5(83.3%) and 4(66.7%) observed classes students were not voluntarily participating respectively except only when teachers asked them to participate in English classes. In general, from the report about nature of students' participation in English classroom the researcher understood as the students mostly remain passive learner in which most of the teaching and learning activities were in the behave of the teacher.

Item 5 asked whether the same students participate at different classes of English or not. According to the data gained from the actual classroom observation result, the greater number of the observed classes indicated as the same students participate at different session the observation took place. Moreover, both the researcher and the co-observer

identified as the same students participate in 5(83.3%) and 5(83.3%) respectively. They saw while the same students did not participate only in 1(16.7%) of the observed sessions.

Item 6 on the same table said “Teachers used student-centered approach to make students participate in EFL class.” The information from the two observers revealed that both of them saw while teachers were not using student-centered approach to make their students participate in almost all classes of their observation. Thus, the researcher observed that teachers used this method to make students participate only in 1(16.7%) and the co-observer in 2(33.3%) of their observation classes respectively. From this, the researcher concluded that though the current curriculum emphasized on student-centered teaching method, majority of the observed teachers did not use it in their teaching learning process.

Item 7 asked whether teachers use student-centered methods to make students participate or not.

The report from the above table revealed that teachers did not equally motivate both genders in almost more than half of the observed classes. Furthermore, the researcher saw as teachers did not motivate both genders equally in 4 (66.7%) and the co-observer in 5 (83.3%) classes of their observation. From this, the researcher generalized as teachers did not play a great role in treating all students equally regardless of their gender in motivating and encouraging them towards participation and this can be considered as one of the factors affecting students’ participation which hinder the issue of gender equality in education.

Item 8 on the same table intended to reveal if the activities in the students’ text invite them for participation or not.

As the data which was obtained from both the researcher and the co-observer indicated, the researcher saw that the activities in the students’ text which were taught during each observation invited students only in 2 (33.3%) whereas the co-observer saw it only in 3(50%) as the activities invited the students to participate in EFL class. To sum up with, the activities which were taught during the observation session were not participatory enough so as to increase the students’ participation in EFL classroom.

Item 9 on table 8 above asked whether students have positive attitude towards participation in English classes or not.

The observers' feedback regarding this item showed as most of the students have negative attitudes towards participation in English classes. Based on the data from the table the researcher realized as students show negative attitudes towards participation in English classes in 5(83.3%) whereas the co-observer faced the students with negative attitudes towards participation in 4(66.7%) session of his observation. But, in the rest of the observation classes they observed as students have positive attitudes towards participation in English classes.

Item 10 said "Students have the interest to participate in English classes"

In line with this item, the observation result showed both observers saw as the majority students had no interest in many classes of the observation time. Accordingly, both the researcher and co-observer reported as they observed students who had interest at the low extent in 4(66.7%) and 5(83.3%) their observation sessions respectively. Lastly, the researcher concluded that in the greater number of the observed classes, the students did not have positive attitude towards classroom participation in EFL classroom as the data gained from both the researcher and the co-observer indicated.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter mainly deals with the summary of the major findings, conclusions and recommendations based on the results obtained from the data analyzed and interpreted in chapter four. In this section first, a summary of the study and the major findings were made. Second, conclusions of the major findings were drawn. Lastly, some possible recommendations were forwarded on the basis of the findings of the study for all stake holders.

5.1 Summary

The main purpose of this study was to assess students' participation in grade 11 in English classes of Gedo preparatory school. In order to attain this purpose the following four basic questions were formulated in relation to the specific research objectives.

- What is the nature of students' participation in English class?
- How much the students participate in English class?
- To what extent the activities invite students for active participation?
- What is the attitude of students towards participation in English class?

Following this, data gathering instruments like questionnaire, interview guides and classroom observations checklists were developed and employed. The study was conducted on Gedo preparatory schools in Chelia woreda and the data was collected from the sample students and English teachers of this school. Mixed research design which includes both qualitative and quantitative research approach was used. The samples of 50 students were taken by using simple random sampling whereas 3 English teachers were taken by using purposive sampling methods. 50 copies of questionnaire were distributed for the students in the presence of the researcher and three English teachers were interviewed and three English classes were observed two times each. The return rate for the questionnaires was 50(100%) though they haven't responded all items in detail.

Finally, the quantitative data were encoded, tabulated, analyzed and interpreted numerically (number and percentage) while the qualitative data were analyzed by using narrative forms. The result of the study generally indicated as there is a gap between the theory and the actual performance of students' participation in the EFL classrooms. Thus, the response from students' questionnaire showed as students' participation in English classroom was good to some extent, the response from the actual classroom observations and interview guides showed that as the actual classroom participation of Gedo preparatory school students' participation in EFL classes were unsatisfactory. Based on the analysis of the data, the following findings were obtained from the study.

- The finding indicated that students' participation in English classroom was not good and it is not to the extent they have to participate at grade 11th level.
- Based on the result which was obtained from all data gathering instruments, the activities in the text were not participatory enough since most of them were taken from abroad countries culture and most of the activities were over repeated.
- Students have developed negative attitudes towards participation in English classes because of reasons such as feeling that English is not their mother tongue language, committing to make mistakes during presentation, un-certainty to join a job that needs knowledge of English language after the completion of their study and as a result being careless about it.
- As the questionnaire given for students and the actual classroom observation result showed, the greater value of the response indicated as teachers did not motivate their students.
- The same students participate at different classes of English as it was presented in all data revealed.
- Teachers did not struggle to avoid the traditional learning approach in which the students were remaining passive learners and commit to use the student-centered approaches that invites students for more participation.
- Teachers did not treat and motivate both genders equally in ordering them to do the same activities either in the class or out of the class, giving equal chance for question and answer and showing similar approach regardless of their gender.

5.2. Conclusions

This study has attempted to assess the students' participation in the English language classroom particularly Gedo preparatory school. Based on the findings of the study, the following conclusions were made. Although English teachers were motivating their students towards participation in English classroom using various techniques, the actual classroom participation of the students of the selected preparatory school was still found to be unsatisfactory. The study indicates that Students were not frequently and consistently participate in English classroom even if the current curriculum of the country was designed aiming in increasing students' participation. Only a few dominant groups of students were participating and this implies that still there is a tendency the class of passive participation which in other way contradicts the use of student-centered approach. The remaining students were passive listeners of the few. To sum up with, as the result, this study indicated the participation of the students is very low in EFL classroom due to different factors which originated from teachers, students and curriculum designers..

5.3 Recommendations

Based on the findings, the following valid recommendations were forwarded.

- Since participation is mandatory in language classes, English teachers need to take strong responsibility in motivating students towards participation by using various techniques like brain storming and making the lesson attractive.
- The students should also be convinced that participation helps them to become self confident and effective on their academic performance so that they should develop good commitment to practice participating regularly in their English language classrooms.
- English teachers collaboratively with school administrative should play a great role in arousing students' interest and clearly aware as English is the base for other subjects at preparatory level and as it enables them to compute with the current world.
- English teachers should increase students' participation in the classroom by providing them with necessary procedures for the given activities and making groups with students from different sex and ability groups or academic performance.

- In order to bring more students to active participation in English classroom, strong commitment was expected from all stake holders
- English teachers have to shift their teaching methodologies from the old traditional lecture method in which the students remain passive observer to the communicative learning method which is the more participatory.
- Students should develop their participation by ignoring fear of making mistakes and being laughed at. Means, they should feel free and relax because trial makes perfect and unless they try, they can't improve themselves in any means.

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APPENDIXES

APPENDIX 1

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

**MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
(TEFL)**

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Questionnaire for Students

Dear Students,

At present, I am undertaking an investigation on ‘Assessing students’ participation in English classes on grade 11’. To this end, I kindly request you to complete the following questionnaire regarding your opinion, knowledge, skills, and practices in accomplishing your job. It should take about 1:00 hr of your time. Although your response is of utmost importance to me, your participation in this study is entirely voluntary.

Please do not enter your name or contact details on the questionnaire. It remains anonymous. Information provided by you remains confidential and will be reported in the research findings only.

Yours Truly,

Sinkie kebede

Direction I: Your Bio-data.

1. Sex_____ 2. Age_____ 3. Grade and Section_____

4. High school you came from_____

Direction II: Answer the following questions accordingly.

1. Identify students' participation in English classes in your school by ticking one of the boxes given next to the statements under.

A. They participate voluntarily ☐

B. They participate only when teacher ask them ☐

C. Only when teacher forced them to participate. ☐

Others _____

2. Do the activities in the text invite your classmates for participation?

A. Yes ☐

B. No ☐

3. If your answer to question number “2” is ‘yes’, to what extent does it invite them for participation?

A. Highly ☐

B. Medium ☐

C. To some extent ☐

4. What is your attitude towards participation in English classes when compared with other subjects?

_____.

Direction III.

The following questions are based on the actual classroom practices of students and teachers in speaking classes. Therefore, you are kindly requested to give your genuine responses accordingly.

5. Does your teacher motivate you to participate? A. Yes ☐ B. No ☐

6. If your answer to question number “5”, is “yes”, how often does your teacher motivates you? Always ☐ usually ☐ sometimes ☐ rarely ☐

7. How students participate in English Class? Actively ☐ quite actively ☐ passively ☐

8. Do students voluntarily participate in English classes? Yes ☐ No ☐

9. Are varies students or the same students participate in different classes of English? _____.

10. Do teachers use student-centered methods to make students participate?

Yes ☐ No ☐

11. Do you think student centered approach is suitable situation for students to participate in English classes? Yes ☐ No ☐

12. Does teacher motivates both genders equally? Yes ☐ No ☐

13. If your answer for question number “12” is “yes”, how your teacher motivate both genders equally? Please justify your evidences?

_____.

14. What are your intentions towards participation in English classroom?

_____.

15. Do you think the activities in your text are interesting enough or not? Justify your reason.

_____.

APPENDIX 2

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Interview Guides for Teachers

1. What can you say about students participate in English classes?
2. What is the nature of their participation in English classes?
3. What about the nature of their participation while you conduct the lesson?
4. What mechanism do you use to make them participate actively whenever they seem to be passive in your English classes?
5. How do you express the manner the activities in the text are designed to teach speaking skills?
6. Is there any means by which you may customize the tasks to suit the needs of your students?
7. What can you say regarding students interest to participate in English classes?

APPENDIX 3

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Observation Check List

This checklist is intended to assess Grade 11 students' participation in English classes. The practices will be recorded in the category of Yes/No, as they happen in the classroom. Each teacher will be observed two times each.

School _____ Section _____ Period _____ Time _____ Observation day _____
Topic _____

NO	Practices	Yes	No
1	Teachers motivate students to participate		
2	Teachers give marks to make students participate		
3	Teachers use constructive responses to make students participate		
4	Students voluntarily participate in English classes		
5	The same hands participate at different classes of English		
6	Teachers use student-centered methods to make students participate		
7	Teachers motivate both genders equally		
8	Activities in the text invite students for participation		
9	Students have positive attitude towards participation in English classes		
10	Students have interest to participate in English classes		
11	The lesson is organized in an interesting manner		