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# STUDENTS PARTICIPATION IN ENGLISH CLASSES AND ITS EFFECT ON ~? THEIRACADEMIC ACHIEVEMENT

Seyidu, Kemal

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# STUDENTS' PARTICIPATION IN ENGLISH CLASSES AND ITS EFFECT ON THEIR ACADEMIC ACHIEVEMENT

BY

SEYIDU KEMAL



DEPARTMENT OF ENGLISH LANGUAGE AND  
LITERATURE

HUMANITIES FACULTY  
BAHIR DAR UNIVERSITY

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**STUDENTS PARTICIPATION IN ENGLISH  
CLASSES AND ITS EFFECT ON  
THEIR ACADEMIC ACHIEVEMENT**

**A Thesis**

**Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education in TEFL**

**By  
Seyidu Kemal**

**Advisor  
Tesfaye Dagne (PhD)**

**Department of English Language and Literature  
Humanities Faculty  
Bahir Dar University**

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The thesis entitled 'students' participation in English classes and its effect on Academic Achievement by Mr. Seyidu Kemal is approved for the degree of 'master of Education in TEFL.'

Board of Examiners

	Name	Signature
Advisor	<u>Tefera Dagne (Dr)</u>	<u>[Signature]</u>
External Examiner	<u>Tefera Abera (Dr)</u>	<u>[Signature]</u>
Internal Examiner	<u>Abay Y. (Dr)</u>	<u>[Signature]</u>

Date: \_\_\_\_\_

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## **Abstract**

*This research attempted to examine the relationship between class participation and academic achievement. Data pertaining to these variables were collected through questionnaire, documents and observation. The data obtained from these instruments were analyzed quantitatively using percentages, mean scores, standard deviations, frequency distributions, T-test, and correlational analysis. Findings of the study revealed that participatory students had collaborative learning preferences which require, and invite the active participation and involvement of them in classroom tasks. Non-participatory students, on the other hand, seemed to have individualistic learning preferences that did not invite their direct involvement in the process. It had been manifested that participation had a positive strong relationship with academic achievement. The correlation between these two variables was found to be positive and significant ( $r_{pb}=0.62$ ). Participatory students outperformed the non-participatory students in English tests to a great extent. While the mean score of participatory students' academic achievement was found to be 70.82, the mean score of the non-participatory ones became only 53.23. This big mean difference was found to be significant in the t-test analysis, and portrayed the better academic achievement of participatory students over the non-participatory students. On the bases of these findings, a few recommendations that presumed to enhance the students' class participation were forwarded.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. BACKGROUND OF THE STUDY

Education is a vehicle of thoughts which helps to gain the necessary skills, experiences, knowledge and other related basic life improvements. In this regard, the English language has a vital advantage in bringing the generation to a new scientific approach.

Learning the English language, like the learning of any other school subjects, takes place in the public context of the classroom in which the individual is one of a group, a member of a class, and the activities that are to be set in the process of the training are determined by the teacher. The assumption is that the internal process of learning will come about as a consequence of the external interaction which takes place between the two kind of participants: the teacher on one hand, and the learners on the other. The classroom interaction serves as an enabling function; its purpose is to provide conditions for learning (Rose and Nichol, 1997). In relation to this, Mortimore (1999) asserted that the process of teaching and learning depends on the implementation by pupils and the teacher, and task oriented strategies. The match between these parties and their relative successes will determine the learning outcomes. Where learning outcomes are perceived as positive by both parties (students and teachers), the increase in the self-esteem of both is likely to influence future student/teacher perceptions positively, leading to better motivated teaching and learning. Where this not the case, a negative downward spiral may develop with each party blaming the other for failure (Mortimore, 1999).

Teaching and learning are essentially social activities, employing role relations between teacher and learner, learner and learner. These relationships are established, maintained, and evaluated through communication (Wright, 1987). And in recent years language teachers have focused on the role of the learner as an active participant in the teaching learning process. It has been pointed out that the more caring and committed the relationships among students, the more supportive they are of one another's efforts to learn, and the better they feel about themselves and their efforts and consequently, the higher their achievement will be. Lewis and Hill (1985)

confirmed that students are more likely to enjoy the subject and to succeed at it if they are involved in the learning process, and as far as possible, have a chance to influence what happens and how it happens.

Contrary to this fact, however, the researcher in his professional experiences has often noticed that some students in secondary schools are not equipped with the necessary and appropriate usages of the English language principles. In their class activities they do not participate actively, i.e, they do not write and speak properly. During class discussion and in group/pair and individual activities, they fail to perform their duties properly.

Tudor (2001) asserted that the active engagement of learners human potential can enrich the learning process itself and helps students to develop independent learning skills which they will be able to transfer to their subsequent learning and use of language. The more the learners engage in the process, the more positive outcome is assessed. And the learner passivity and non-involvement will in fact sabotage outcomes. This is a burning issue that can be raised by any credible educators, teachers, students, parents, and accredited bodies.

Wajnryb (1992) citing the work of Wright (1987) concluded that highly motivated learners are more likely to synchronize their roles willingly with the teacher's role, and more likely to cooperate with the teacher, and with each other in various processes involved in classroom learning. Their interaction and participation is promotive in a sense that students help, assist, encourage and support one another's efforts to learn.

Students learn best when they are actively involved in the process (Davies, 1983). Davies acknowledged that the greatest resource that the learner has is the learners themselves. This is especially important in the field of language learning where students most often engage in cooperative learning as sharing, encouraging and accepting responsibilities for ones own learning and that of others-not leaving all responsibilities to the teacher. In light of this, learners have to learn about the importance of reflection on their learning (Gardner and Miller, 1999).

One of the tasks of a language teacher is, therefore, to help the learners to study more efficiently and more enjoyable. A small but important part of the teaching time should be spent making students aware of why certain things will help them, and why others will not. The more students

understand about the process of learning the foreign language, the more they will be able to take responsibility for their own learning. In line with this, Lewis and Hill (1985) confirmed that students are unlikely to be very successful at learning anything unless they enjoy in the process.

Students are more likely to enjoy the subject matter and succeed at it, if they are involved in the learning process and as far as possible have a chance to influence what happens, and how it happens.

According to [WWW.Buseco.monash.edu., au/esg/agu/polices/class-test-participation](http://WWW.Buseco.monash.edu.au/esg/agu/polices/class-test-participation) chief examiners are urged to think carefully about the justification for including class participation as a component of an assessment regime. However, as cited in Allwright and Bailey (1991), Day (1984) in his study discovered that there was no observable relationship between the frequency with which the learners participation in class and their achievement on an English test. Allwright (1984) in his own study looked for relationship between learner participation and learning as measured both in terms of 'uptake', and in terms of test scores. His work suggested that the more proficient learners in her class did indeed seem to be more willing to interact, but perhaps because they were more proficient and therefore found interaction less stressful (Allwright and Bailey, 1991).

Rose and Nicholl (1987) concluded that in recent years language teachers have focused on the role of the learner as an active participant in the teaching-learning process. On the other hand, Allwright and Bailey (1991) asserted that one thing for teachers to keep in mind is that pupils' learning strategies may not always parallel with teacher's teaching strategies, and sometimes they may even be at odds with each other. Some learners, for example, may wish to be quiet and listen in order to learn, while their teachers believe they will learn by speaking. This paper is, therefore, set to explore the relationship between students' participation in English classes and its effect on achievement in tests and exams.

## **1.2. Statement of the Problem**

Classroom language learning is a group activity. The process of teaching and learning depends much on the implementation by learners and teachers, and task oriented strategies (Mortimore, 1999). Molamah-Thomas (1989) confirmed that a learner may be induced to co-operate to overt participation in the classroom interaction, either with the teacher or with other learners in groups.

As language learning is basically a social activity, there is often a role relationship between teacher and students, and students and students. These relationships are put into practice and evaluated through communication. As a result, learners should take part in employing their roles in classrooms in order to learn best in the process, and consequently to achieve better in exams and tests.

In contrast to this, however, Allwright and Bailey (1991) stated that observation of many different classes both in content area subjects and in language interaction consistently shows that teachers typically do between one half and three quarters of the talking done in the classrooms. However, this way of teaching leaves the learners little opportunity to practice genuine communicative uses of language in a full range of functional moves or to negotiate for meaning. Teachers need to manage interaction in language classrooms for the sake of giving everyone the best possible opportunities for learning the language.

On the other hand, many students have never worked in collaborative learning groups and may need practice in such skills as active and tolerant learning, helping one another in mastering the contents, giving and receiving constructive criticism, and managing disagreements (Kassaw, 2004). It is unfortunate that many students in English classes in Merawi preparatory school are not playing their roles as intended. There are still students who often passively listen their teacher's talk and other students' participation. It is believed that fair and systematic encouragement increases the classroom interaction between the teacher and the learners. It is an agreed upon fact that giving appropriate encouragement leads to students active participation. However, teachers often dominate the classroom interaction and provide little opportunities for their students to demonstrate what they have learned in the classroom. And sometimes it is very common that classroom interaction to be dominated by a few students who have the interest of engaging in active participation in the process of learning. Many of the other students become simply passive listeners of such students, and they don't usually take the possible opportunities of learning the language more efficiently and more enjoyably. Moreover, the researcher in his professional experience has often noticed that some students in Merawi preparatory school prefer learning styles and strategies that invite and encourage their full involvement in the process of learning. As such learners enjoy in classroom tasks and activities that require their participation

and engagement, they usually play their own roles in group/pair work activities and classroom discussions willingly and as intended. Other type of learners, on the other hand, prefer to learn and acquire knowledge through learning activities and tasks that do not require their direct participation and involvement in the process of learning. Such learners are simply passive listeners in group/pair work activities and classroom discussions. Hence, this study has been conducted to examine students' participation in English classes and its effect on achievement in tests and exams by answering the following basic questions.

- a. What does the relationship between students' participation in English classes and achievement in tests and exams look like?
- b. Which students (participatory or non-participatory) achieve better in English tests and exams?
- c. Does class participation have an impact upon academic achievement?
- d. What does the learning preference of participatory students and the non-participant students' look like?

### **1.3. Objective of the Study**

The main objective of this study is to investigate the relationship between students' participation in English classes and their achievement in tests and exams in Merawi Preparatory School.

### **1.4. Significance of the Study**

The finding of this study will be significant because it will:

- ∞ Provide analysis concerning students' participation in English classes and their achievement in tests and exams.
- ∞ Reflect the relationship between students' participation in English classes and achievement in tests and exams.
- ∞ Show the learning preference of participatory students and non-participatory students.
- ∞ Provide opportunities and elicit possible directions to other researchers who want to conduct further study related to the issue.

## **1.5. Delimitation of the study**

The scope of this study was restricted to assessing students' participation and its effect on academic achievement in Merawi Preparatory School, grade 11. This area was intentionally chosen because the researcher has been working in the school for a long period of time and thus experienced how the site will enable him to plan his study for follow-up, and also to get the targeted students easily as intended for the study.

# CHAPTER TWO

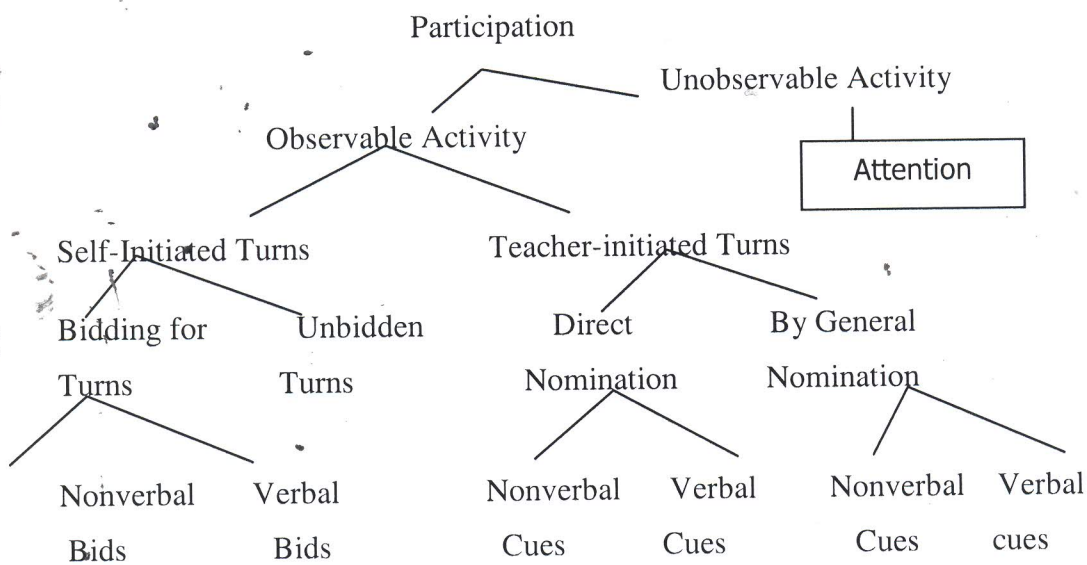
## REVIEW OF RELATED LITERATURE

Tudor (2001) referring to Parbuh (1992) stated that the classroom is a place where a variety of participants with potentially differing perspectives on the nature of language teaching meet and interact. Teaching and learning are thus dynamic phenomena in that they involve the attempt of various actors to live out their own perceptions of the activity and to pursue their own goals within a context (Tudor 2001).

The process of teaching and learning depends much on the implementation by learners and the teacher, and task oriented strategies (Mortimore, 1999). On the other hand, Gardner and Miller (1999) outlined that some students feel awkward about using a foreign language, especially with their classmates and friends. Similarly, Fiechtner and Davies (1992) as cited in Kassaw (2004) concluded that many students have never worked in collaborative learning groups and may need practice in such skills as active and tolerant learning, helping one another in mastering content, giving and receiving constructive criticism, managing disagreements, and the like. Some students who attended the intended grade level curriculum failed to perform their duty either in spoken or written activities. According to Gardner and Miller (1999), some institutions try to overcome such a problem by establishing rules to encourage a target language environment in their classes. The level to which the rules are strictly maintained could be varied according to the language level of the learners and other factors which teachers deem important, like for example, self-consciousness of students or their level of motivation. If students feel uncomfortable, for instance, they may begin to hate self-access learning or at least stop participating orally on their classrooms (Gardner and Miller, 1999).

In order to develop students' communicative skills and thereby to improve their class participation, different research findings reported that students working in small groups produced a greater quantity of language than students in a teacher fronted lock-step classroom settings (Slavin, 1996d Cited in Kassaw, 2004). However, not all forms of participation are observable. In relation to this, Allwright and Bailey (1991) confirmed that participation, as sometimes they

called engagement with the language learning task at hand, may in some instances be largely as internal, mental phenomenon-some of the largely unobservable issues related to language learning: cognition, affect, motivation, etc. (Figure 1 is overleaf a tree diagram depicting some classroom participation patterns). However, the researcher of this paper inclined to make use of the practical opportunities afforded learners by language classrooms. In doing so, he used the observational information available to him in his classroom observations (for example, eye contact, raised hands, audible verbal turns, nodding, etc) to judge the extent of learners' participation, and to draw inferences regarding their involvement, motivation, interest, etc – I used observable activities in classroom participation initiated both by the students themselves and by their teacher initiation.



**Fig. 1: Classroom Participation Patterns**  
 (Taken from Allwright and Bailey, 1991)

## 2.1. Categories of Classroom Participation

The researcher in his professional experiences has understood that learners participate verbally in language classrooms to very different extents. Some are verbally reticent, while others tend to dominate the interaction. Allwright and Bailey (1991) citing chesterfield and chesterfield (1985) summarized the means that learners seem to employ to help themselves improve their target

language proficiency. According to the stated scholars, the categories related to classroom participation includes the following.

1. Repetition: imitation of a word modeled by another, or incorporation of a word or structure used previously into an utterance.
2. Elaboration: providing information which is important to carry on the interaction.
3. Answer in unison: response by providing the answer aloud together with others.
4. Appeal for assistance: asking spontaneously another for the correct term or structure, or for help in solving a problem.
5. Anticipatory answer: guessing from context to provide a response for an anticipated questions, or prematurely filling in a word or phrase in another's statement.
6. Verbal attention getter: any means by which the speaker attracts the attention of another to himself/herself so as to initiate interaction.
7. Request for clarification: attempt to broaden understanding or knowledge of the target language by asking the speaker to explain or repeat a previous statement.
8. Role play: spontaneous practice of the target language in interaction with another by taking on the role of another in fantasy play.
9. Use of formulaic expressions: words or phrases which function as unanalyzed automatic speech units for the speaker, often serving the function of initiating or continuing a conversation and giving the impression of command of the target language.

(Adapted from Allwright and Bailey, 1991)

In spite of the access of all these categories of classroom participation in a particular English class, however, various scholars in the field believed that foreign language learners are weak to participate actively in English classes. The success or failure in the task of learning in a particular teaching-learning situation or condition mainly involves two types of factors, one related with the learner and the other with the providing learning environment (Mangal, 2001), Wong (1990) cited in Kassaw, 2004). These and such other research works identify many factors that might account for the variance in achievement including individual attributes as well as those of the school, home, community and society. It is also crystal clear that each of these factors or the combined effect results in a significant disparity in the students' academic achievement.

## **2.2. Factors Influencing Classroom Participation**

### **2.2.1. Personal Problem**

The primary reasons for students' attrition and under achievement may not be mainly academic. Rather, personal factors such as loneliness and depression (boredom), lack of clear purpose (meaningful goals) and feelings of inadequacy (low self-esteem) could be main reasons for low level of students' participation and poor academic achievement (Kassaw, 2004). As the primary focus of education is to bring about behavioral, attitudinal and skill changes that are revealed through performance, there are research evidences that demonstrate schools should emphasize on the learning and development of personal and emotional intelligence (Manisfield, et al, 2004).

In addition to this, research outcomes showed that many children encounter social situations for which they are not prepared and learning opportunities that they are unable to fully access due to social and emotional issues. The students' success depends not only on cognitive ability but on what is considered "the other side of the report card," which is the ability to manage oneself and interact successfully with others. For instance, poor social behavior in schools can adversely affect students' academic achievement, and therefore, it should be taken into account for the success of students academic achievement (Greshaw, 1988; Wentzel, 1991; cited in Reda, 2002). Because learning is a social experience, having social and emotional skills facilitate all learning and leads to success (collaborative for academic, social and emotional learning).

Different researchers have concluded that the ways students interact with peers remarkably predict well numerous important cognitive and emotional aspects of their future behaviors, including attitudes towards school, academic achievement, self-concept disruptive and aggressive behavior and the likelihood of dropping out of school. In support of this, Richardson (2000) indicated that young people who lack social and emotional competence might end up becoming self-centered and unable to empathize and related to others for their academic achievement. He further outlined that no aspect of schooling has more impact on students social and emotional behavior than their interactions with classmates. He then argued that learning how to get along with peers is so important that affects academic performance.

To Put it in a nutshell, our ability to learn a foreign language and succeed in language learning depends much on the type of learner we are. Some people are naturally happy and eager to try anything new, and are not afraid of making mistakes. Such students are willing to participate in group, pair and class activities and ready to help one another. On the other hand, other type of learners are afraid to try new situations, make mistakes, and as a result reluctant to engage in active classroom participation. Students of such a type are often passive listeners of classroom discussions and activities, and unwilling to help, participate and learn on one another's effort.

### **2.2.2. Lack of Confidence**

The student population is one of the significant factors in classroom participation. Learners bring their own beliefs, goals, attitudes and decisions to learning and these influence how they approach their learning. Learners may view themselves as good language learners and develop a sense of confidence on their learning, or they may consider themselves as poor language learners or may know that their strengths as a language learner lie in one area but not in others (Gardner and miller, 1999).

Many language learners often expect that people both outside and inside the classroom may not be willing to listen or to help them when they try to communicate and participate in a foreign language. This may result in a friendly joke but it could also end in a situation where students become embarrassed and are not sure how to start or continue the activity. And this may hinder them to participate freely and actively in individual or group work activities (Baker, 2003 cited in Kassaw, 2004).

In so many classes students do not seem to pass a certain point in achievement—they know much but they cannot use it to express their own meaning. In many such language classes the teacher festers on the brink of interactive practice and students withdraw, hesitant and cautious (Rivers, 1987 citd in Kassaw 2004). In many communicative language classes, however, students are expected to take an active part in the learning process. They should be engaged in situations in which they need to share responsibilities, make decisions, evaluate their own progress, and so on (Dubin and Olshtain, 1986). On the other hand, in many language classess students lack confidence in engaging and managing themselves on such type of collaborative mode of learning.

In certain occasions, these requirements become new and unfamiliar to the students themselves. Some students feel awkward about using a foreign language especially with their classmates and friends. In order to develop their confidence and make responsible learners, therefore, learners may have to learn to do group work, to become initiators of activities, and to be the manager of their own learning as learning becomes more effective if the learners are actively involved in the process, and the ultimate value of knowledge lies in using it. The emphasis given to message conveyance frequently leads to the use of learning activities which involve collaboration among learners (Tudor, 2001).

In language teaching and learning learner autonomy plays a vital role. It is the willingness and capability of a learner which is very much important for taking responsibility of one's own learning independently (though in many schools very often students may not get the opportunity to learn and practice by themselves). It is believed that if students are given the responsibility to learn by themselves, either individually or in groups, they will initiate by themselves to develop their participation in class activities and thereby to enhance their achievement in English tests.

### **2.2.3. Cultural Influence**

Schools are agencies of socialization operating alongside the family, religion, the social services and the local community. In a complex society there is no guarantee that these will share common values, and pupils may experience conflict as they play their parts in each of them (Shipman, 1975, cited in Kassaw, 2004). Education is the organized part of the process through which each successive generation learns the accumulated knowledge of a society. This cultural transmission is necessary so that people can fit into the existing pattern of life and associate with others in a predictable, efficient and human way.

Teachers adopt methods and arrange communication in the classroom partly to suit their style, and partly because of the nature of the activity. Whatever the activity, however, it will take place within the context of the social structure of the class. But neither the class nor individual pupils are passive. The former is a social group that is not only subject to the external pressure of the teacher but concerned with its own internal condition. Similarly, individual children are balancing their own needs against the demands of the lesson (Kassaw, 2004). As the class works

towards completing a task, members will be expressing friendly or hostile views, consolidating or disrupting the group. This will affect the rates at which a task is performed, and the role played by each child. Some classes mix freely and have few divisions or conflicts, while others are split into warring groups. One class may be impassive, another volatile, one individualistic, while another supports its weaker members. One may revel in doing repetitive exercises, while another excels at problem solving on the board (Kassaw, 2004).

In support of this, Baker (2003) cited in Kassaw (2004) asserted that the social roles and rules for communicating and participating in a particular activity may differ in each culture and family background. These social roles and rules may have a strong influence on the learner's interest and ability to learn to communicate in a foreign language. Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules to their classroom. In some cultures, for example, students are not expected to speak and participate in the teaching-learning process until they are asked to do by their teacher. Students may also fear causing offense by what they say in a foreign language and this makes them unwilling to participate in classroom activities. This, in turn, makes more difficult for students to practice and develop their participation in English classes.

#### **2.2.4. Lack of Motivation**

Farrant (1964) asserted that motivation is the force that determines how much effort an individual puts into his learning. And the engines of human motivation are interest and desire. When these are working at full power in an individual, remarkable feats of learning can be achieved. It is therefore the teacher's interest to take trouble to see that the child's interest and appropriate desires are aroused before trying to teach him (Farrant, 1964). If, for some reasons, the students motivation is limited, he will not put as much energy and enthusiasm into his learning as when he is strongly motivated and the resulting learning will be slow and inefficient.

Teachers, therefore, should provide activities that they find useful or that give their students pleasure and satisfaction for unless children are helped to see the relevance of their lessons or taught in such a way that they find these lessons really enjoyable, they are unlikely to apply what they have learned and the knowledge or skill will soon shrivel and becomes useless (Farrant,

1964). Thus, classroom teachers need to arouse the motivation of the learners for effective classroom instruction. They should put into motion on the desire of the learners to behave in a certain manner, at a certain time and in a certain condition.

Students can be motivated to communicate in English by exposing them in different occasions and by providing them with plenty of suitable activities. Furthermore, students should be stimulated to make use of these materials in as many different ways as possible and they can be initiated in different ways. In many classroom activities, it is crystal clear that highly motivated learners are more likely to enjoy in the teaching-learning process, and are more likely to synchronize their roles willing with the teacher's role, and are likely to cooperate with their teacher and with their classmates to various process involved in the classroom activities.

### **2.2.5. Teacher Related Problems**

Teaching and learning are opposite sides of the same coin, for a lesson is not taught until it has been learned. Teaching, therefore, can be thought of as a process that facilitates learning. It is the process that the teacher has an important role to play because he acts like a catalyst, actively stimulating learning (Farrant, 1964).

Freeman (1982) as cited in Richards and Nunan (1990) stated that teaching is first and foremost a helping profession; which depends on the relationship created between the teacher and the learner. It is crucial, therefore, to determine which forms of help, or teaching, are most effective within that relationship. Such determination depends on a number of variables: the purpose of the help (its objective), the particular context in which the help is being offered, and the interactions that make up the process of offering and receiving. The purpose of this relationship is for the student-teachers to develop, practice, and refine their competence as language teachers. The role of the teacher in the teaching learning process is thus very important in any teaching strategy; especially since his direct participation can range very widely, from complete control over what is learned to minimal intervention. For example, in schools which use formal teaching methods the teacher is the source of almost all the knowledge that the children acquire in class, whereas, in those that use informal teaching methods, the teacher simply helps his pupils to make efficient use of the learning resources that are available (Farrant, 1964).

While learners' beliefs and learning styles greatly influence the way they learn, teachers' beliefs and teaching strategies are also important as they have a strong influence on the learning environment (Gardner and Miller, 1999). Teachers have different beliefs about why their learners should learn English as a foreign language, and their beliefs about how the language is learned affect their approach to the language. And a good teacher is one who has a good understanding of what his pupils need to learn and also of their capabilities for learning. He is able to judge just how much he needs to intervene in each pupil's learning and knows the most effective way of providing this assistance. Thus, the skill of teaching lies in knowing who, what and how to teach and also being able to judge when (Farrant, 1964). Efficient teaching in school demands of the teacher a sound knowledge of all that their pupils must know, together with an ability to relate the content, methods, sequence and pace of his work to the individual needs of his pupils, using the environment and appropriate media to support him. By giving careful consideration of such issues, and by supplementing direct teaching with indirect support, the teacher can achieve a total effect that can have dramatic results and can be extremely enjoyable for his pupils (Farrant, 1964).

Learners have very definite perceptions of what the teacher should do in class—provide information, follow the book, give examples, etc. They also have definite learning strategies which they bring with them to their learning. However, in a classroom situation they are often imposed into adopting learning strategies embedded on them by the teacher and/or the materials (Gardner and Miller, 1999). In supporting of this view, citing the work of Richards and Lockhart (1994), Gardner and Miller (1999) suggested that some teachers discourage learners from using learning strategies of their choice. However, in order to encourage the involvement of learners in classroom activities, teachers need to develop and provide learning strategies which their students are found interesting and useful. In supporting this view, the stated scholars pointed out that when allowed to learn in their favorite way, unpressured by learning environment or other factors, students often use and directly reflect their preferred learning.

In the context of schooling, the concept of quality education is linked to how efficient learning takes place. How teaching-learning takes place is strongly determined by teacher's capacity of playing the role he/she assigned both in and outside the classroom. Upon emphasizing teacher's influence in the improvement of learner performance, many researchers agree in the importance

of assessment practices to identify and address learners' weaknesses and interests of their learning strategies, which should then be incorporated in the daily interaction with learners, and thus better prepare learners to progress to the next stage (Ahmed, 2004).

Many research works showed that good teachers demonstrate interest in their subject, a sympathetic attitude towards students and a sense of humor and a liberal attitude (Ahmed, 2004). He added that in many communities teachers are considered to be effective if many of their students attain some of the following sound academic achievement: an enjoyment of learning, skill to continue to learn, the ability to think creatively, solve problems and contribute their part to their societies. On top of this, in order for the teaching-learning process successful, teachers must prepare their students to accept more responsibility for their learning than they may be accustomed to. In order to do this, teachers should initiate discussions and activities in the class which challenge students' traditional beliefs about learning a language and their expectations of their abilities as language learners. This preparation must begin in the classroom and can become part of the teaching strategies adopted by teachers (Gardner and Miller, 1999). And to achieve these objectives, according to Venkateswaran (1995), teachers must ensure the effective use of techniques which will enable them to use the language in the classroom and get pupils to use it, resulting in an active interaction.

## **2.3. Ways of Enhancing Students' Participation**

### **2.3.1. Motivation**

Zerihun, Guish and Lakew (1997) as cited in Kassaw (2004) stated 'Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to achieve that goal....'

Motivation is basic to all learning activities. Motivating conditions energizes the student, making him active, they direct the variable and persistent activity of the learner and they emphasize or select the activity that are repeated and those that are not repeated. A teacher, unless he makes a definite attempt to arouse and sustain interest and think out the session, he will not get the outcome that he wants even for the best planned lesson (Venkateswaran, 1995). It is the

motivation of the learner that stimulates learning activity, initiates and energises activity in learning, and provides the energy and accelerates the behavior of the learner.

Thus, motivation is the very heart of the learning process. Adequate motivation not only sets in motion the activity which results in learning but also sustains and directs it. It has been stated, 'motivation arouses interest. Interest is the mother of attention and attention is the mother of learning.' It energises and accelerates the behavior of a learner. Desirable changes in learner's behavior are only possible when the learner is properly motivated. No learning is possible without motivation (Aggarwal, 1994).

Students in the classroom learning need constant motivation from their teachers so that optimum use of their talents may be made for their development. The needs are the basis of motivation. Therefore, techniques that the teachers employ to arouse and maintain motivation will be successful only in so far as they make them perceive that progress is being made towards need-satisfaction (Aggarwal, 1994). This scholar further stated that since individual children differ in regard to their specific needs according to their personality patterns and socio-economic background, the teacher will have to vary their motivational technique and employ them judiciously for the better achievement of each individual on their learning.

It is quite important, therefore, for teachers to motivate their students on their learning by convincing them to be active in classroom activities for academic achievement. They need to be encouraged to involve in classroom activities of any form-in pairs, threes, individuals, small groups, large groups, and the like. Kassaw (2004) noted that encouragement of students in the teaching-learning process has its own positive impact for their academic performance, and it may appear in various forms. To cite some, the lessons that the teacher prepare should take into account the students' background and present situations, the teacher should show positive reinforcement to his learners when they participate in classroom discussions, teaching aids with supportive topics should be provided, and the teacher should promote active learning in their daily teaching strategies so that the students could have the opportunities to make active participations on their learning.

Similarly, Venkateswaran (1995) made an outline concerning what the teacher should do to motivate different learning groups. These are:-

- ∞ Provide activities based on the learner's interests in which he can use the language.
- ∞ Build in activities which can be taken outside the classroom.
- ∞ Vary the range of activities as much as possible.
- ∞ Consider their personal interests.
- ∞ Provide a concrete framework within which they feel secure.
- ∞ Attempt to link the language with the outside world where possible.
- ∞ Find out what their previous language learning experience has been, and create an atmosphere ('English atmosphere') for the learners to show interest and exhibit curiosity.
- ∞ Ensure each learner succeeds at various tasks to give more confidence.
- ∞ Interact with the class by assuming as many roles as possible in the classroom-like instructor, classroom manager, silent observer, a member of a group, etc.
- ∞ Encourage interaction among the learners by providing speech activities like asking each other's name, collecting information about their family, likes and dislikes, and so on, and ensure that the 'conversation' goes on for some time.

Venkateswaran (1995) added that to be truly motivating, above all, the language teacher must exhibit that he himself is a motivated teacher, by involving himself in the language teaching-learning process and becoming more committed to his profession. He should remember that language learning is communicating one's needs and hopes to those who share these needs and hopes. Thus, the teacher must be interested in what he is teaching and in the children who he is teaching. If he is not interested in the work himself, he can never motivate the class.

### **2.3.2. Exposing Learners to Different Learning Situations**

In language classrooms, learning activities and situations such as discussions, debates, interviews, role-plays, simulations, self-expressions, etc play a magnificent role by initiating and motivating the learners to participate actively on their learning (Kassaw, 2004). Group discussion helps to stimulate the thinking of the class and develop their participation in classroom activities by enabling them making plans, solving problems, sharing various views among the class members, and providing acquired information. Similarly, a debate plays a great

role in enhancing students' participation by getting them to take part in playing their own roles since there is a winner and a loser. An interview is also information sharing process that would enable learners to involve freely and actively by asking questions and providing responses. In a role-play, very often students are given a part to play in a fictitious situation. A role-play is a useful way of learning language by enhancing learners' engagement and participation because some students participate well and react better when they are asked to pretend in a fictitious situation, and it will enable the learners to think about how their characters will react. In simulations, students can participate fairly to express their reactions in fictitious and imaginary situations using their own words and opinions. Furthermore, self-expressions and creativity could provide another important learning situations that may motivate the learners to involve actively in classroom discussions since they will enable them to create a sense of confidence, and make them competent between and among the various learners (Kassaw, 2004).

To sum up, some learners will be advantageous and be successful in employing some of these learning situations, and may not on some of the others since learners have their own learning preferences and strategies. Thus, providing various learning situations, like the ones that have been discussed earlier will enable all the learners to be beneficial on the different learning situations accordingly.

And to make such different learning situations valuable, learning activities should be designed properly and provided for the learners in a way that motivate them for learning. In line with this view, Farrant (1964) advocated that efficient learning depends on well chosen and well managed activities. However, the activity should never be regarded as an end for it is possible to have very smart activity but learns nothing in it. The good teacher will thus always use activities as a means to an end, and selects with care so that they serve best in the process of learning. According to Farrant (1964) the features that identify a good activity and distinguish it from a poor one are that:

- ∞ It is well within the competence of the age and ability of the children using it.
- ∞ It is enjoyable for those taking part.
- ∞ It can sustain the interest of the learners involved for as long as it takes them to succeed in what they are learning.

- ∞ It allows ample freedom for the child to express himself.
- ∞ It does not make the consequences of initial failure too serious or disturbing.
- ∞ It helps the child to gain a firmer grasp of what is learned by leading to a deeper understanding.

### **2.3.3. Employing Different Active Learning Methods.**

At present active learning is becoming a favored mode of instruction in classroom teaching. The more towards active learning and student centered approach is becoming a word wide trend. And according to the Ethiopian educational policy, knowledge and skills are developed through student centered and activity learning mode of instructional processes as they enable learners to apply knowledge practically.

Active learning is a student-centered approach and the instruction is mainly held in a two way communication in which the learner is actively involved in the process. This learning approach enriches and empowers the learning of concepts, and it encourages the development of skills and behaviors required for future career. Silberman (1996) and Stalhemi (1998) asserted that active learning is a favourable approach that can truly lead to meaningful, lasting learning. In this approach students are so often encouraged to construct meaning by relating new information to that they are already familiar with. According to Bonwell and Eison (1991) active learning promoted students' achievement, encouraged motivation, and developed students' mental creativity.

Active learning consists of different learning activities in which students are given a marked degree of autonomy and control over the conduct and direction of the activities. Thus, it is intellectually more stimulating and effective in eliciting and sustaining students' motivation and interest on the activities (Silberman, 1996). Active learning activities are very often likely to be enjoyable, offer opportunities for learners progress, less threatening than teacher-oriented activities, and foster students positive attitude towards themselves as learners and towards the subject.



Daniel (2006) and USAID (2008) indicated that in active learning students do more than just listen. They read, write, discuss and become involved in solving problems and are engaged in higher order thinking skills such as analysis, synthesis and evaluation. Students who are actively engaged in learning process are more likely to behave appropriately in class. They will be able to gain a deeper, more meaningful understanding of the topics and concepts being taught by providing them with opportunities to be actively involved in the learning.

Active learning is a process of learning in which the learner actively seeks knowledge and construct meaning from his own learning experience. By taking an active part in the process of learning, the learner stops being passive listener or observer and has to do something. He learns by doing something which requires the learner's own mental and physical involvement. Silberman (1996) concluded that the idea of active learning is to encourage the children to be autonomous, to be self-motivated, to show courage, to go deep in their learning and to cultivate the children to interact with the environment through the senses and movement. He further stated that greater learning occurred when students engage in active learning.

Teachers, therefore, should vary their teaching methods depending upon the subject, the interest and the level of the learners in order to make the learning outcome fruitful. Supporting this idea, Geoffry (2004) asserted that students learn in different ways or styles and it is the different teaching methods and learning activities that will ensure the learners to be advantageous from the variety of learning experiences. Different teaching methods develop different skills of the learners, and teachers can only suit all learning styles by using a good mix of teaching methods. A variety of teaching methods makes the teacher's job more stimulating and enjoyable. To this end, there are a wide range of methods and techniques of active learning. Inquiry strategies in teaching and learning, for example, involves in asking questions, seeking information, and caring on an invitation. Jorololimex (1997) advocated that when inquiry is conducted the learners find out the meanings of concepts, and form conclusions and generalizations from the information that they have accumulated.

Discovery method and problem solving as part of active learning have various merits for students' learning. In relation to discovery method, Oke and Desmond (1982) forwarded the following as its benefits.

- ∞ It provides for understanding to opposed to rote learning.
- ∞ The students are actively engaged in the process of acquiring knowledge instead of being passive listeners.
- ∞ Students can get concepts or principles which are more easily remember than isolated facts.
- ∞ Students are more interested and remember better about they have found out for themselves.

Group work is part of collaborative strategies of teaching and learning. In relation to this, Amenuw(2005) stated that group work is one of the best way of encouraging active learning by arranging the learners work in their group. It could be organized inside the classroom in the school compound or outside the compound.

The other learner-centered activities is discussion in the classroom. Discussion can be organized by groups or for the whole class. According to Muijs (2005), classroom discussion can help to fulfill 3 major learning goals: promoting pupils involvement and engagement in the lesson by allowing them to voice their own ideas, helping pupils to develop better understanding by allowing them to think things through and verbalize their thinking, and helping pupils to obtain communication skills. Role-play, simulations, and project techniques of teaching, are very important active learning processes which foster the outcomes of learning. As indicated by Lemma (2006), project techniques in particular gives the class a real life and results in doing and problem solving. This method stresses on problem solving and develops thinking and reasoning. It provides freedom to students so that they can act freely.

Moreover, co-operative activities as part of active learning strategy help the learner to obtain greater insights into the conduct of the learning through observing the performance of their peers, and sharing and discussing procedures and strategies (Kassaw, 2004). It has been pointed out that the more caring and committed the relationships among the learners, the more supportive

they are of one another's effort to learn, and the better they feel about themselves and their efforts, the higher their academic achievement will be. During cooperative learning, the feedback, reinforcement, and support come from student peers in the groups as opposed to coming from teachers:- student - student interaction constitutes the majority of the time and activity during co-operative learning (Borich, 2004).

And in order for a lesson to be co-operative, Johnson and Johnson (1987), and Halabec (1988) cited in Kassaw (2004), remarked that four basic elements are needed to be included in classroom learning activities. These are positive interdependence in which students should know and believe that they are linked with others in a way that one cannot succeed unless the other members of group succeed; face-to-face interaction where in order for developing students' interaction in classroom activities, the classroom teacher needs to encourage promotive interaction among the learners in a sense that students can help, assist, encourage and support one another's effort to learn each other, and then perform better in their exams; individual accountability where the teacher needs to ensure that the performance of each individual is assessed and the result is given to the group and to each individual. Here, it is important to note the group members that they should know who needs more assistance in performing the given activity and help one another so that each individual could participate independently and freely, and perform his/her duty appropriately. The fourth is social skills. It has been said that groups cannot function effectively if the group members do not have and use the needed skills such as leadership, decision making, trust building, communicating, and conflict management skills. Thus, the classroom teacher has to taught these skills properly and purposefully as academic skills in order to promote appropriate co-operative learning conditions.

The other important point that classroom teachers need to consider in employing active learning in their classrooms is creating learner autonomy. In language teaching and learning learner autonomy plays a vital role for learners better performance. It is the willingness and capability of a learner taking responsibility in his/her learning independently that develops its progress. It is believed that if students are given the chance and responsibility to learn independently, they are usually motivated and initiated by themselves to engage in classroom activities, and thereby to enhance their classroom participation and academic achievement.

### 2.3.4. Using appropriate Teaching Methods

The teaching of the English language has a long history in our country. Since the emergence of modern education in Ethiopia, English as a subject is being given in elementary schools, secondary schools and tertiary levels. Different methods and approaches of language teaching have been used throughout the world including Ethiopia. The grammar translation method (GTM), the direct method (DM), the situational language teaching method (SLTM), the audio-lingual method (ALM), and the communicative language teaching (CLT), are some of the popular ones among all the others. As each of these language teaching methods and approaches has its own limitations and strong sides, the classroom teacher needs to be systematic and purposeful in selecting the most appropriate teaching method in order to achieve the intended learning outcomes in the classroom.

Modern teaching recognizes that the process of teaching and learning is not a simple matter of presenting and receiving knowledge but it is a process that involves the whole of the personality (Farrant, 1964). In relation to this, it is believed that language teaching in the past few decades has shifted the emphasis from mastery of language structure to mastery of language use. In this respect, although each teaching method and approach plays its own roles through time, a communicative approach opens up a wider perspective. It is the communicative language teaching, in particular, makes teachers more strongly aware that it is not enough to teach learners how to manipulate the structure of the foreign language, but they must also develop strategies for relating these structures to their communicative functions in real life situation (Littlewood, 1981).

The grammar translation method and many of the other language teaching methods and approaches, other than the communicative language teaching method, focus mainly on the attainment of grammatical rules and structures as the basis for learning a foreign language (much emphasis is given on the form of the language). Although mastery of the structural systems is still the basic requirement for using language to communicate ones own meaning, the communicative approach encourages the learners to go beyond structures and take account of other aspects of communication (Brumifit, 1984). This approach can help teachers to match the

content more closely with the actual communicative uses that learners will have to make use of the target language. Thus, the approach invites the teachers to provide learners with ample opportunities to use the language themselves for communicative purposes inside the classrooms and outside. The approach enables the learners to the mastery of accuracy and fluency since it involves equipping students with vocabulary, structures, and functions as well as strategies to enable them to interact successfully (Littlewood, 1981). Besides, the approach empowers the learners for mastery of language, and if they master the language, they will be able to perform better in exams and use the language socially. Thus, it is likely that the communicative language teaching promotes learning.

Richards and Rodgers (1986), quoted from Breen and Conklin (1980) described the learner's role within communicative language teaching as negotiator-between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much he gains, and thereby learn in an independent way. Its learner-centered and experience based view of language teaching provide learners with ample opportunities to use the language for real communicative purposes (Brumfit, 1984).

In a general manner, since learning becomes more effective if the learners are actively involved in the process, it is likely that the communicative language teaching approach assumes the students to be the manager of their own learning, and the approach gives ample opportunities for learners to learn by themselves (Littlewood, 1981). This approach enables the classroom teacher to set different tasks and activities to encourage the students to communicate using the language. The approach works well if the teacher uses realistic activities based on situations which students experience on their lives, and provides tasks and problems which motivate and interest them. As a result, it seems that students will be initiated to exchange information, to discuss and solve problems in their groups/pairs. In relation to this view, Freeman (1986) portrayed the role of the learner above all to be communicators. He further stated that they are actively engaged in negotiating meaning in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Also, since the

teacher's role is less dominant than in a teacher oriented approach (method), the learners are seen as more responsible manager of their own learning (Freeman 1986).

It is a fundamental assumption of this paper, therefore, that language teachers should practice this 'systematic' approach meaningfully on their day to day activities, and students with their group members by spending a good part of their learning time in activities that promote classroom participation for mastery of the target language, and thereby for better achievement in English tests.

### **2.3.5. Practicing continuous Assessment**

Stiggins (1995) remarked that formerly teachers used summative evaluation to measure the performance of their students. However, this traditional means of evaluation can only sample a fraction of what a learner wants to gain. It does not sufficiently assess what the learner has learnt in the school. In line with this idea, Stiggins (1995) suggested that traditional way of measurement are not adequate to assess children's progress towards the outcomes of learning nor are capable of measuring and covering the learning process and instructional strategies being employed. Ogunniy (1984) outlined that one time termly or yearly summative examinations tend to encourage rote-learning, emphasize on the assessment of merely cognitive abilities, while paying little or no attention to the psychomotor and affective attributes of the learners.

Thus, Assessing students learning using the appropriate assessment technique is an important aspect of educational process, and has invaluable implication for the teaching learning process. Assessment is an important part of everyday teaching and learning experience (Madsen, 1983 cited in Kassaw, 2004). It provides students and teachers with the necessary information and insight needed to improve teaching effectiveness and learning quality. Assessment has a valuable contribution in measuring learners' proficiency, progress and achievement, and are vital in motivating and enhancing the teaching-learning process. Davies (1968) as cited in Hughes (1989) advocated that one requirement for the provision of quality education is promoting good implementation and practicing of assessment. Developments in assessment, hence, should be viewed in accordance with the teaching learning process.

Classroom teachers should assess their students performance to provide them with a fair opportunity to demonstrate what they have learned from the instructional process (Airasian, 1996). Assessment should be designed to find out if the learners are learning what has been taught, and assessing students ongoingly is by far much better than using a single end of semester examination to measure their progress in learning and thereby to improve their academic performance. In line with this view, Race, et al (2005) witnessed that giving fairly right judgement to make decisions about students' performance is best done by ongoing follow-up of students' progress.

Besides, at present it has been pronounced that students are more likely to bring the intended learning outcomes if their classroom teacher assesses them continually. It is believed that continuous assessment helps the teacher to play a magnificent role for the improvement of students' academic performance. As continuous assessment is carried out ongoingly of the teaching-learning process, the teacher will have a great opportunity to identify the limitation of the learner that hinders him to achieve the intended learning outcomes, and be able to give more guidance and support accordingly for the better academic achievement.

In light with the discussion so far, one will expect that when continuous assessment is used properly, all learners who vary from slow to average, and to fast learners can get great opportunities to learn and succeed in school. It is also worth to note that in contrast to other types of assessment techniques, continuous assessment is more likely to cover a wide range of activities that enable all learners to be beneficial in one of the activities or the other for the better involvement in classroom discussions and mastery of the intended learning outcomes. It is quite clear that there is individual differences among learners in a certain language class, and practicing variety of activities properly and ongoingly empowers the learners to be advantageous on the variety of activities.

Wright (1987) as cited in wajnryb /1992/ stated that examiners urged to think carefully about the justification for including class participation as a component of an assessment regime. In this regard, continuous assessment can serve as a way of monitoring the progress of students' participation in the teaching-learning process. It is a useful way of identifying students strengths

and weaknesses while they are performing classroom activities, and is likely that students do and participate well when they know that they will be assessed continually. Thus, continuous assessment can be a useful way of enhancing academic achievement as it provides valuable information about which areas students need to work on before the end of the term tests and exams.

## **2.4. Highlighting some Research works: quantitative Studies of Classroom**

### **Interaction.**

Teachers and researchers alike want to know whether classroom interaction leads to enhance language learning (Allwright and Bailey, 1991). In the research that has utilized observable data to document turn taking in classrooms, Seliger (1977) used the terms 'high input generators' (HIGS) and 'low input generators' (LIGS) in documenting the participation patterns of these two different types of adult learners in a single ESL classroom in New York City. Seliger stated that high input generators are learners who by initiating and sustaining conversations through taking turns, caused other people to use language with them, to provide them with language samples. In other words, their communication strategies presumably generated high level of input. In contrast, another type of learner seem to participate minimally-to speak only when called upon and to be generally passive in classroom interaction. Seliger called such learners as low input generators because they did not actively use language to get more exposure to the target language (Allwright and Bailey, 1991). Seliger posed the question, 'Does practice makes perfect?' as he was eager to know if the learners' participation patterns were in any way related to their progress in mastering English. To answer this question, he observed a small number of learners (three 'HIGs' and three 'LIGs') and then studied their performance on two English language tests. He also gave the subjects a questionnaire, called the 'language contact profile' about their use of English outside class. Seliger's finding reported that HIGs outperformed the LIGs in English achievement. He also found that the HIGs have more out-of-class contact with native speakers of English than the LIGs (Allwright and Bailey, 1991).

Day (1984) was very interested by Seliger's ideas, but he noticed some problems in the way the research had been conducted. Day replicated Seliger's study with a large population of mostly Asian students in Honolulu. In his study, Day found that there was no observable relationship

between the frequency with which the second language learners participation in class and their achievement on an English test (Allwright and Bailey, 1991).

Slimanis (1987) work has thrown more light on Seliger's and Day's findings. In her study, Slimani used the term 'uptake' for whatever information or skills learners claimed to have got from language lessons. She then looked for relationships between learner participation and learning, as measured in terms of 'uptake', and in terms of test scores. Her findings was unable to confirm Seliger's positive result and concluded that there seemed to be no satisfactorily strong evidence that would be interpreted as causing progress. Generally, she suggested that the more proficient learners in her class did indeed seem to be more willing to interact, but perhaps because they were more proficient and therefore found interaction less stressful (Allwright and Bailey, 1991).

Slimani (1987) also searched for an intriguingly complex relationship between proficiency, interaction, and uptake. Her research work revealed that the most proficient learners interacted more frequently than their less proficient counterparts, and as a result, participation was relatively profitable for them-roughly 50 percent of what they claimed to have learned was derived from episodes of classroom interaction they had personally taken part in. Apparently, for the less proficient learners it seemed that listening to other learners was more profitable than participation verbally themselves (Allwright and Bailey, 1991).

In addition to these research works abroad, Fasil (2010) tried to conduct a study in Ethiopia concerning the relationship between class participation and academic achievement. He was also very interested to investigate if class participation could predict students' academic performance. His work suggested that class participation had a strong positive relationships with academic achievement ( $r_{xy} = 0.698$ ) and participation had an impact for students' academic scores in Amharic subject by 48.8%. In other words, his work revealed that class participation could predict students' academic achievement. As a result, he concluded that students who participated in classroom activities and tasks scored better results than those who did not participate. Similarly, Tagele (2006) was very interested making a research related to class participation and academic achievement in Geography subject. In his study, he found a strong positive relationship between class participation and academic achievement.

# CHAPTER THREE

## METHODOLOGY OF THE STUDY

This chapter presents design of the study, participants of the study, instrumentation, data collection procedures, and data analysis techniques.

### 3.1. Design of the study

The study aimed at investigating the relationship between class participation and academic achievement. Thus, the design of this study was correlational.

### 3.2. Population, Samples and Sampling Techniques

The targeted population of the study were the 2003 E.C academic year Grade 11 students in Merawi Preparatory School. This school was selected purposefully for the reason that the researcher attended his secondary school education, and now is teaching English as a subject there, and hence experienced how the site will help him to make the participants easily accessible for the study and for follow-up of his plan of action accordingly.

In grade 11, the school had 17 sections having 395 (54.56%) male and 329 (45.44%) female, a total of 724 students. The number of participants sampled from these total population were 126 (3 class sections) which accounted for 17.4% of the total population. Among these targeted population 69(54.76%) were males, and 57(45.24%) were female students. To determine the size of the class sections, quota sampling was employed. Then, simple random sampling was utilized to identify and select the three class sections. To this end, a lottery was drawn so that each class section can have an equal and independent chance of being selected, and those sections that were picked up in the draw (Rooms 8,10 and 15) were chosen for the study. Table 1 showed the total number of grade 11 students and sample participants by sex and in percent.

**Table 1:** Distribution of total population and sample participants.

Students	Number	%	M		F	
			N <sup>o</sup>	%	N <sup>o</sup>	%
Total population	724	100	395	54.56	329	45.44
Targeted population	126	17.4	69	54.16	57	45.24

### 3.3. Data Gathering Instruments

To gather data from the participants, observation, questionnaire and document analysis were employed.

#### 3.3.1. Observation

Observation was used as one of the major data collection tools in the study in order to identify participatory students from the non-participatory ones. Taking the attendance sheet from the homeroom teacher of each selected section, observation during the actual teaching and learning process was employed by the researcher himself so as to collect detailed and valid information concerning the targeted population class participation. To this end, the sample students' participation and involvement in the learning process was closely, systematically and carefully observed, and the frequency of their participation was tallied using the outlines presented in the checklist. The observation checklist contained 11 points were prepared by the researcher himself for this purpose (refer Appendix A)

During observation, each class section was observed for 6 periods of teaching-time, and a tremendous effort was made to identify participatory students from the non-participant ones. The first observation period in each class was taken as ice-breaking while the rest were scored on the basis of the activities in the checklist. Students who participated and involved in the learning activities of any form (eg, by asking and answering questions, by participating actively in pair (group) work activities and the like) at least twice were labeled as participatory students, while those who participated only once or none during the whole observation periods were considered as non-participatory students. This frequency rate is determined and is put into action in order to label participatory and non-participatory students by taking into account certain situations such as class size-they have limited opportunities to take part actively in the teaching and learning

process, teaching methodology-it has often become teacher oriented; learning experience, and the like. After identifying participatory and non-participatory students in this way, students who categorized in the two different parties were registered separately for further analysis.

### **3.3.2. Questionnaire**

The researcher used close-ended questionnaire. The items of the questionnaire were adopted from Richards and Lockhart (1994). All the items were translated into Amharic for the purpose of clarity and to make them easily understood by all respondents. The Amharic version of the questionnaire was checked and evaluated by two language teachers who already had M. Ed in TEFL in AAU, and certain amendments were made following their comments and suggestions. Following these, the questionnaire was filled in by the targeted students.

The purpose of the questionnaire was to examine the learning preferences of the two group of participants and their actual classroom activities. It contained 16 items to be scored on the basis of a five-point likert-scale ranging from strongly agree to strongly disagree. Moreover, the questionnaire had personal information to get background information about the participants.

### **3.3.3. Document Analysis**

The researcher recorded the targeted population first semester scores in English subject from the rosters in the record office of the school, and the results were analyzed statistically in order to correlate the relationship between class participation and academic achievement.

### **3.4. Variables**

The variables in this study were participation and achievement. The independent variable was class participation in which the researcher aimed at examining its effect on academic achievement which was treated as dependent variable. The dependent variable was concerning the sample participants English scores in the first semester of the 2003 E.C academic year. Moreover, the participants' sex was treated as an extraneous variable.

### **3.5. Data Collection Procedures**

The researcher followed the following procedures in collecting the raw data of the study. First, he determined the targeted school using purposive sampling technique. Then, the numbers of

class sections to be included in the study was decided by quota sampling. These were identified from the total class sections in the school using lottery as a simple random sampling technique. After identifying the sections in such a way, classroom observation was held for three weeks of teaching time. During observation, each section was observed 6 times, and participatory students and non-participatory students were identified.

To accomplish the objective of the observation successfully, each class section was grouped into three based on the rows of its seats, and each seating chair was coded on the basis of its seating row (see appendix A). When a student involved in a certain classroom activity in line with the items of the checklist his/her seating code would be tallied inside the box in the check list. Then, the number of the frequency of his participation was counted immediately after the observation using the number of tallies he scored. Finally, those students who had class participation frequency at least twice in the total observation time was taken as participatory students, and those who had only one or no class participation frequency during the whole observation time were considered as non-participatory students. The researcher employed this frequency difference concerning the participants' class participation to determine and identify the two parties by taking into account certain situations such as class size, teaching methodology, learning experience, and the like.

After identifying the two groups of students, a questionnaire containing 16 items were adopted to gather data related to the learning preferences of participatory and non-participatory students. To maintain the trustworthiness of the questionnaire, the draft items of the questionnaire were submitted to my thesis advisor for his feedback and critical comments, and some amendments were made following his concrete suggestions. Then, the final version of the questionnaire was developed. To make sure and increase the reliability of the data, by making them easily understood by the respondents, all the items of the questionnaire were translated into Amharic; they were checked and corrections were suggested by the two language teachers mentioned earlier, and the final draft was developed following their suggestions. The questionnaire was coded for the ease of identifying the participatory students' responses from the non-participatory ones. Numbers were also given for each item in order to score the data easily.

Following all these procedures, the questionnaire was administered to the targeted students, and orientation was given concerning the purpose of the questionnaire and how they respond to the items. Then, they were kindly requested to fill each item carefully and independently. After they all completed responding to all the items, the question papers were collected and organized by the researcher himself. It was found that all the papers were returned properly, and all the participants were responded to each item appropriately. Finally, the first semester scores of participatory and non-participatory students were recorded from the rosters in the record office of the school for statistical analysis in correlating participatory students academic achievement with the non-participatory' scores.

### **3.6. Methods of Data Analysis**

The researcher employed both descriptive and inferential statistics in analyzing the raw data of his research work. The information obtained from the observation checklist was analyzed quantitatively following the numbers (frequencies) of the tallies that had been scored by each participant and the size of the members of participatory and non-participatory students was addressed using numbers and percentages. Following these, discussion was made qualitatively, in accordance with the quantitative data.

In computing the raw data in the questionnaire, items 4,10 and 15 were inversely coded as they contained negatively interpreted concepts. Then, mean score and standard deviation was used to compute the score of the respondents in each group. A statistical test (t-test) was also employed to examine the difference in the mean scores in the views of the two groups of respondents. Moreover, the participants' sex was treated as an extraneous variable, and its effect on their learning preferences was analyzed statistically using mean scores and t-test. On top of this, from the very beginning of this research work, the researcher thought that the participants' past living area experience (whether they were from the rural or urban areas) was to be considered as one of the extraneous variable. However, from his informal interview with the surroundings and from his rich experience around the targeted area he understood that the participants had similar living status, life experience and culture. Thus, he urged that the students' past living area exposure was relatively similar and felt certain that it would not affect their class participation.

In analyzing the information obtained from the documents, the two groups of students' first semester scores were computed using mean scores, frequency distribution and standard deviation, and the result was discussed quantitatively using percentages. T-test analysis was also carried out to examine if there existed significant difference in the mean scores of the two groups, and to see the significance of the prediction. In addition to these, point biserial correlation coefficient ( $r_{pb}$ ) was applied to examine the relationship between class participation and academic achievement. Other qualitative information had been recorded, analyzed and transcribed qualitatively, and discussed contrastively with quantitative data collected in the research.

# CHAPTER FOUR

## FINDINGS AND DISCUSSION

### 4.1. Findings of Observation and Discussion

After employing 6 classroom observations in each targeted class section, the researcher identified participatory and non-participatory students from the total sample participants. The following table summarized the result.

Table 2: The size of participatory and non-participatory students

Student Category	M		F		T	
	<u>NO</u>	%	<u>NO</u>	%	<u>NO</u>	%
Participatory (1)	35	50.72	27	47.37	62	100
Non-participatory (0)	34	49.28	30	52.63	64	100
Total (T)	69	100	57	100	126	100

As the table indicated, among the 69 male and 57 female a total of 126 targeted population, 35 males which accounted for 50.72% of the total male sample participants and 27 females which accounted for 47.37% of the total female participants were labeled as participatory students. The rest, 34 (49.28%) and 30 (52.63%) of the total male and female total targeted population were found to be non-participatory male and female students respectively. In general, the findings of the observation indicated that among the 126 targeted population, 62 which accounted for 49.21% and 64 which accounted for 50.79% were considered as participatory and non-participatory students respectively.

### 4.2. Findings of the Questionnaire and Discussion

All the participants in the study responded to the items of the questionnaire as far as their realm of beliefs about their learning preferences and their actual classroom practices were concerned. The findings of the study revealed what learning preferences each group of the students have. Table 3 presented the respondents' response in each-likert scale, and the mean and total scores as follows.

**Table 3:** Respondents' scores and mean scores.

category	N <sup>o</sup> of students	Respondents' Responses										Total		X̄	difference	μ
		SA (5)		A(4)		N(3)		D(2)		SD(1)		N <sup>o</sup>	%			
		N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%					
P	62	192	19.35	615	62	113	11.39	72	7.26	-	-	992	100	3.93	1.53	3.00
NP	64	10	0.98	173	16.89	81	7.91	718	70.12	42	4.1	1024	100	2.40		

As shown in table 3, among the 992 total responses suggested by participatory students, 807 (81.35%) lay on agree and strongly agree where as only 72 (7.26%) and 113 (11.39%) of their total responses was found to be scored on disagree and neutral (no idea) respectively. This finding showed that participatory students are more likely and positive towards cooperative learning. On the other hand, among the 1024 responses forwarded by the non-participatory students, it was found that 183 which accounted for 17.87% of their total responses were placed on agree and strongly agree, and 81 (7.91%) was said to be neutral. The remaining large number (760) which accounted for 74.22% of the total responses of non-participatory students were scored as disagrees and strongly disagrees. This finding predicted that the non-participatory students displayed less attitude and interest towards co-operative learning. It seemed that they had individualistic learning preferences that did not require their direct involvement and participation with their classmates. These two findings supported the finding of the observation. Moreover, the obtained mean score of participatory students (3.93) exceeded the obtained mean score of non-participatory students (2.40) to a great extent. In supporting this result, the obtained mean score of the participatory students was higher than their expected mean score ( $3.93 > 3.00$ ), while the obtained mean score of the non-participatory students was found to be less than the expected mean score ( $2.40 < 3.00$ ). These mean differences also manifested that, while the participatory students had learning preferences that require, motivate and enhance their engagement in the process, the non-participatory ones were not favored with such learning preferences. These non-participatory students were interested to learn and acquire knowledge by working individually without the help and collaboration with other students in the class. And to examine if these existed mean differences were significant, further analysis was carried out using t-test.

**Table 4:** Mean scores, standard deviations and t-test

Variables	$\bar{X}$	S	S <sup>2</sup>	df	t-obtained	t-table	p-value
P	3.93	0.32	0.12	124	25.83	1.96	0.05
NP	2.40	0.29	0.08				

As shown in table 4, participatory students learning preferences showed higher mean value than the non-participatory students. The t-test value revealed that the difference was very significant at  $t=25.83$ ,  $df=124$ ,  $p=0.05$  (t-obtained is by for greater than t-critical). This result revealed that participatory students are more apt and positive towards co-operative learning if they learn academic tasks through co-operative learning approach than the non-participatory students who displayed less attitude to learn in this way-they seemed to have individualistic learning preferences. And to examine the impact of sex on the targeted population learning preferences, a statistical analysis was performed using the total scores and mean scores.

**Table 5:** Respondents' scores by sex.

category	Sex	N <sup>o</sup> of	Respondents' Responses										Total		$\bar{X}$	difference
			SA (5)		A(4)		N(3)		D(2)		SD(1)		N <sup>o</sup>	%		
			N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%				
P	M	35	113	20.18	350	62.50	56	10	41	7.32	-	-	560	100	3.96	0.05
	F	27	79	18.33	265	61.49	57	13.23	30	6.96	-	-	431	100	3.91	
NP	M	34	2	0.37	80	14.76	44	8.12	392	72.32	24	4.43	542	100	2.34	-0.11
	F	30	8	1.66	89	18.46	36	7.47	330	69.46	19	3.94	482	100	2.45	

This table manifested that among the 560 total responses forwarded by male participatory students, 463 which accounted for 82.68% of their total responses were responded as agree and

strongly agree. In contrast, only 41 (7.32%) and 56 (10%) of this group of students said disagree and I have no idea (neutral) respectively. Likewise, among the 431 total responses responded by 27 female participatory students, 344 (79.81%) lay on agree and strongly agree, and 30 which accounted for 6.96% were on disagree. The rest, 57 which accounted for 13.23% the total female participatory students responded as neutral. These findings showed that the majority of both male (82.68%) and female (79.81%) participatory students had similar learning preferences- they had collaborative mode of learning preferences that invited their active involvement in the process.

Among the 34 male non-participatory students who had 542 total responses, on the other hand, it was found that 82 (15.12%) of their reactions were placed on agree and strongly agree, and that of 416 (76.75%) of their responses were on disagree and strongly disagree. The rest of their responses, 44 (8.19%), lay on neutral. Similarly, among the 482 total responses suggested by female non-participatory students, 97 (20.12%) of their responses were placed on agree and strongly agree, and 36 (7.47%) were neutral. The remaining 349 which accounted for 72.41% of their total responses responded on disagree and strongly disagree. These indicated that the majority of male (76.75%) and female (72.41%) of non-participatory students disagreed and strongly disagreed on the items of the questionnaire which supported collaborative and supportive learning preferences. Thus, both male and female non-participatory students seemed to have non-collaborative, individualistic learning preferences.

Moreover, as the above table showed, only a slight difference was observed between the mean scores of male and female participatory students (3.96 and 3.91 respectively). Likewise, the difference in the mean scores between male and female non-participatory learners was little (2.34 for males and 2.45 for females). These findings supported the above findings and discussion, and urged that the impact of the extraneous variable (sex) on the learning preferences of the students in its group was little. To examine if these small differences observed between the mean scores of male and female students in its group were significant, additional analysis was made using t-test.

**Table 6:** Mean scores and t-analysis based on sex

Variables	Mean score	Mean Difference	S	S <sup>2</sup>	df	t-statistical	t-table	p-value
M	3.96	0.05	0.34	0.12	60	0.47	2.00	0.05 (two tailed)
F	3.91		0.49	0.24				

As shown in table 6, there was a very slight difference observed between the mean value of male and female participatory students. The t-test value revealed that the difference was not significant since t-obtained (0.47) was by far less than t-critical (2.00). This showed that there was no a significant difference in the learning preferences between female and male participatory students. The following table presented the statistical analysis between male and female non-participatory students.

**Table 7:** Mean scores and t-test analysis of non- participatory students by sex.

Variables	Mean score	Mean Difference	S	S <sup>2</sup>	df	t-statistical	t-table	p-value
M	2.34	-0.11	0.23	0.05	62	-1.57	2.00	0.05 (two tailed)
F	2.45		0.31	0.1				

As shown in the above table, there was a fairly significant difference between the mean scores of male and female non-participatory students. However, the t-test value revealed that the difference was not significant at  $t=-1.57$ ,  $df=62$ ,  $p=0.05$  (two tailed) as the obtained t-value (-1.57) was less than t-table value (2.00). This indicated that there was no significant difference in the learning choices between male and female non-participatory students. The t-value is negative since the mean score of the first variable was less than the mean value of the second variable.

### 4.3. Findings on the documents and Discussion

In order to interpreted, analyze and correlate the relationship between participation and academic achievement, the targeted population's first semester scores were taken from the roasters in the record office of the school, and interpretation and analysis were performed using percentages on

the bases of frequency distribution, mean scores and standard deviation of the participants scores. Besides, further statistical analysis was carried out using t-test and point biserial correlation coefficient ( $r_{pb}$ ). Table 8 presented the frequency distribution about the scores of the targeted population.

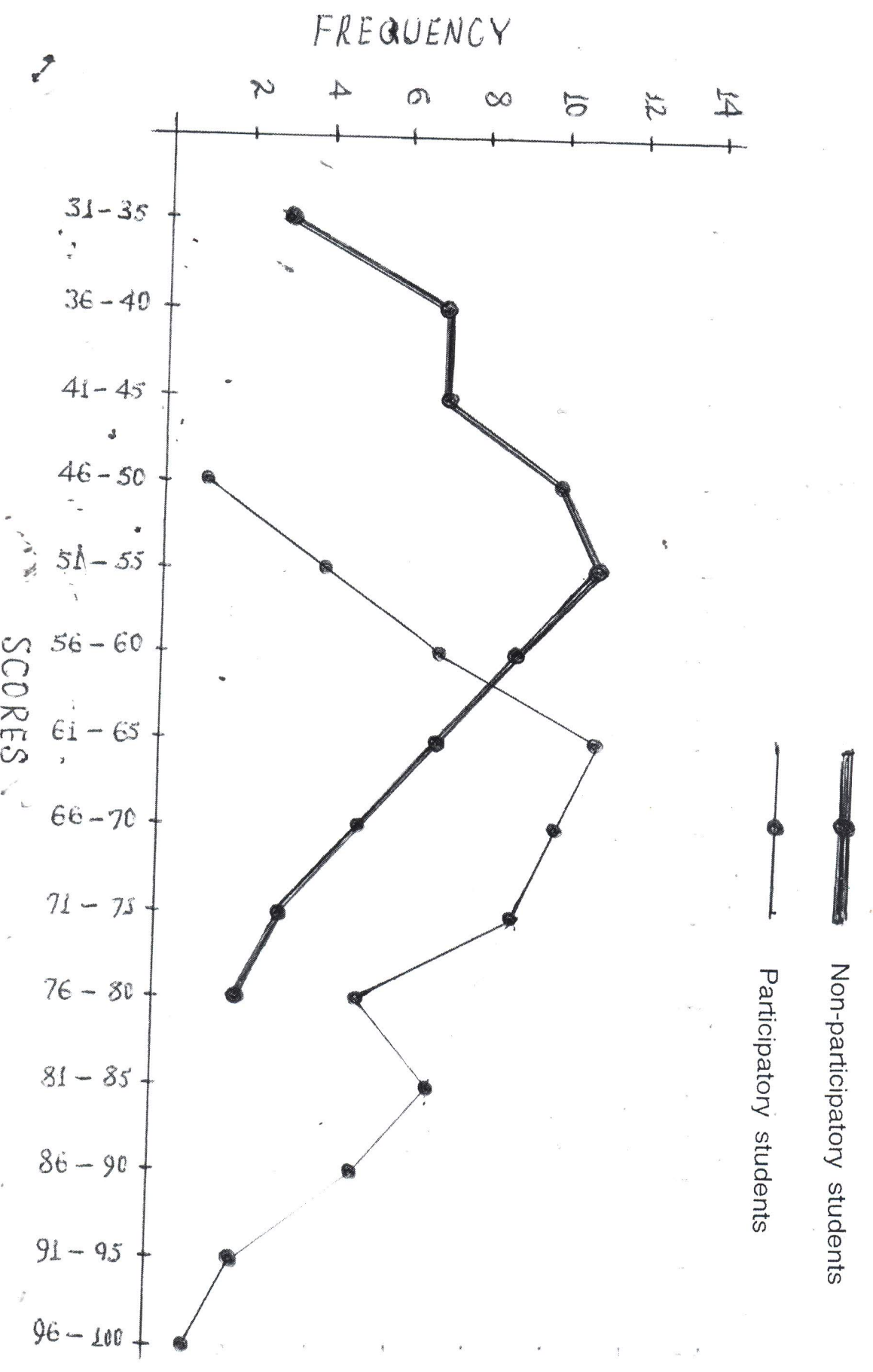
**Table 8:** Distribution of Participatory (P) and Non-participatory (NP) students English scores.

N <sup>o</sup>	Class Interval	Mid-point(x)		Frequency (fi)		fix	
		P	NP	P	NP	P	NP
1	31 – 35	-	33	-	3	-	99
2	36 – 40	-	38	-	7	-	266
3	41 – 45	-	43	-	7	-	301
4	46 – 50	48	48	1	10	48	480
5	51 – 55	53	53	4	11	212	583
6	56 – 60	58	58	7	9	406	522
7	61 – 65	63	63	11	7	693	441
8	66 – 70	68	68	10	5	680	340
9	71 – 75	73	73	9	3	657	219
10	76 – 80	78	78	5	2	390	156
11	81 – 85	83	-	7	-	581	-
12	86 – 90	88	-	5	-	440	-
13	91 – 95	93	-	2	-	186	-
14	96 – 100	98	-	1	-	98	-
				N=62	N=64	$\sum fix = 4391$	$\sum fix = 3407$

The first semester scores of participatory students in table 8 revealed that the majority (30), which accounted for 48.39% of them scored from 61 – 75, and only 12 (19.35%) scored below 60. It had also been indicated that only 5 (8.06%) of the participatory students had scored below 55, and almost no student (only one) had got below the expected mean score (50%). Besides, 20 (32.26%) of the participatory students scored above 75.

In analyzing the scores of non-participatory students, on the other hand, the above table indicated that 17 (26.56%) of the non-participatory students had got below 46. The majority (46.88%) of them scored between 46 and 60, and 27 (42.19%) of the students obtained below the expected mean score (50%). On top of this, only two students (3.13%) had got above 75 and no student had scored above 80. These findings clearly showed the better academic achievement of participatory students over the non-participatory ones-the non-participatory students had poor academic scores compared with the participatory students' academic performance. The frequency distribution of the scores of the two groups of the students had been displayed diagrammatically using frequency polygon as follows.

Figure 2: English scores of the targeted students



To examine the score differences of each participant of the study from the mean score of its group, their standard deviation was computed. Further analysis was carried out using t-test to examine the significance of the difference in the mean scores of the two parties. Moreover, the correlation between class participation and academic achievement was calculated using point-biserial correlation ( $r_{pb}$ ) coefficient, and the results are presented in Table 9 as follows.

**Table 9:** Mean scores, sd, t-test and correlation analysis between the two groups.

Variables	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_1 - \bar{X}_2$ (X difference)	$\bar{X}$	S	S <sup>2</sup>	df	t-value	$r_{pb}$	t-critical
P	70.82		17.59	62.03	11.44	130.83	124	8.75	0.62	1.96
NP		53.23			11.15	124.40				

Significant at 0.05 (two – tailed)

From the obtained mean scores of the two groups, it had been manifested that the mean score of participatory students was greater than the mean score of non-participatory students by 17.59%—there was a great difference observed in the mean scores between participatory and non-participatory students. Besides, the observed mean score of the participatory students (70.82%) exceeded its expected mean score (50%) by 20.82%. However, the obtained mean score of the non-participatory students (53.23%) was found to be beyond the expected mean score by only 3.23%. Meanwhile, the observed mean score of participatory students was beyond the mean score of the total targeted population (62.03%) by 8.79%. In contrast, the mean score of the non-participatory students was below the obtained mean score of the total targeted population by 8.80%. All these findings portrayed the better academic performance of participatory students, and the poor academic records of non-participatory students. The t-test value revealed that the difference was significant at  $t=8.75$ ,  $df=12$ ,  $p=0.05$  (t-obtained was by large greater than t-table). This finding assured the better academic achievement of participatory students over the non-participatory ones in English tests and exams.

In computing the difference that each participant had from its perspective mean score, the standard deviation (s) of each group was analyzed. The results indicated that there found to be only a slight difference observed between the standard deviation of the two groups. As the standard deviation of participatory students was 11.44, that of the non-participatory ones became 11.55. This showed that each participant in its group was below and above their perspective mean score by nearly an equal distance (by 11.44 participatory students, and 11.55 non-participatory students).

Finally, the correlation between participation and academic achievement was computed using point-biserial correlation ( $r_{pb}$ ). The result predicted that class participation and academic scores had high positive relationship ( $r_{pb} = 0.62$ ). The relationship between the independent (participation) and achievement (dependent) variables were found to be significant and were in the expected direction. This showed that when students' participation in classroom tasks increased, their academic scores would also increase and the vice versa. The findings of the study had also indicated that class participation had its own contribution for the better academic achievement of the learners by 38.44% ( $(0.62)^2 \times 100\%$ ).

In conclusion, the findings of the study supported the finding of Seliger (1977) whose finding portrayed that the high input generators outperformed the low input generators in English achievement, and Slavin (1996d) who reported that students working in small groups produced a greater quantity of language than students in a teacher fronted lockstep classroom settings. The findings of the study were also in line with the work of Allwright (1984) who suggested that the more proficient learners in her class seemed to interact more willingly.

On top of this, the results of this research work was highly in accordance with Fasil's (2010) findings which portrayed class participation had a positive strong relationship with academic achievement. Fasil further revealed that students who participated in classroom tasks outperformed in Amharic tests and exams than those who did not show the interest of class participation of any form-class participation had its own positive impact for academic achievement. This result was also in line with the findings of this research work. More over, the finding of this study supported Tagel's (2006) findings. Tagel showed that class participation

and academic achievement had a strong positive relationship with academic achievement in Geography subject.

On the other hand, the findings in this paper were contrasted with the findings of Day (1984) who found no observable relationship between the frequency with the learners' participation in class and their achievement on an English test. The finding of the study was also in contrast with Sliman's (1987) finding who stated there would be no satisfactorily strong evidence that would be interpreted as causing progress due to students' interaction in language classes. And the differences observed in the findings of the studies were perhaps due to variance in their teaching methodology, class-size, student types and characters, teachers' assessment beliefs, techniques and practices, methods of posing questions, ways and kinds of motivational inputs, and the like.

# CHAPTER FIVE

## SUMMARY, CONCLUSION, AND RECOMMENDATION

### 5.1. Summary

The study aimed at investigating the relationship between class participation and academic achievement of the learners. So as to achieve its purpose, the study attempted to find answers for the following questions.

- What does the relationship between students' participation and their academic achievement look like?
- Which students (participatory or non-participatory) students achieve better in English tests and exams?
- Does class participation have its own impact upon academic achievement?
- What does the learning preferences of participatory and non-participatory students look like?

In addressing these leading questions, data were collected using observational checklists, questionnaires and documents. The data were organized and analyzed both quantitatively and qualitatively using percentages, frequency, mean scores, t-test, correlational coefficient ( $r_{pb}$ ) and descriptive analysis. The result manifested that:

- Participatory students prefer and actually implement learning styles and strategies that promote and invite the active participation and involvement of the learners. Non-participatory students, by contrast, were found to be interested in individualistic type of learning that did not require the learners' participation and full involvement in classroom activities and tasks.
- Class participation and academic achievement had strong positive relationships. The correlation between the independent variable (participation) and the dependent variable (academic achievement) was found to be significant.
- Class participation had its own positive impact for the better performance of the learners. When the participation and active involvement of the learners increase, their achievement in English tests and exams increases, too (by about 38.44%).

- The finding of the study revealed that participatory students outperformed the non-participatory ones to a great extent. While the mean score of the academic performance of participatory students was found to be 70.82, the mean score of the non-participatory students became 53.23 – the achievement of participatory students was by far better than the academic score of non-participatory students.

## 5.2. Conclusion

Students differ on their involvement in classroom tasks, and on their learning preferences. Some learners prefer classroom tasks that require the active participation and involvement of the learners. Others, on the other hand, want to learn individually and prefer to be passive listeners of the teacher's discourse and/or their classmates discussion of any form. In this study, the former type of learners were considered as participatory students and learners of the latter type were labeled as non-participatory learners. Despite such differences on the learning preference of each group in the study, it was found that participatory students outperformed the non-participatory students to a great extent on their academic achievement. Thus, it becomes a fundamental assumption of this study that language teachers need to play their own vital roles in promoting the performance of the learners in English tests and exams by enquiring, encouraging, motivating and inviting the learners to involve actively in classroom tasks of any form. It is the responsibility of language teachers to give opportunities and encouragement of the learners to involve actively in the teaching learning process whenever necessary and appropriate to their level, interest and needs. Teachers should include activities and tasks on their daily lessons that motivate and develop learners' engagement and positive interaction between and among them.

It is important to acknowledge, however, that this study had some limitations. Firstly, although the sample size of the participants was relatively large, it is true that it did not represent the totality of the students in preparatory schools of the region. Therefore, a note of caution should be taken when generalizing the findings of the study. Besides, the independent variables were limited to their very narrow scope. i.e, factors that may contribute to the quality of interaction were not thoroughly dealt, such as economic status, educational level of their parents, parenting style-singleness or togetherness of the parents, and so on.

### 5.3. Recommendations

Based on the findings of the study, the following recommendations were drawn.

- \* Teachers need to consider the learning preferences and choices of the learners. As each individual has his/her own learning preferences and strategies, giving due emphasis for the students' need is demanding. Accordingly, teachers have to provide various learning activities and tasks that could motivate and satisfy the interest, level, and learning behavior of the learners in order to enhance the learning outcomes of them.
- \* As participant students found to be outperformed the non-participants in the study, language teachers need to invest a considerable amount of time, energy and interest in the teaching and learning process in order to make the learners active participant in classroom activities and tasks. In doing so, teachers should give due emphasis particularly for the non-participatory students by motivating and encouraging their involvement and active participation in English classes in making them good competent with the participatory students in academic scores.
- \* Students need to consider and give considerable emphasis for their outcomes of learning. The students should play their own part in various classroom activities as much as possible in order to make themselves advantageous from the varieties of activities provided for them and to learn and understand the lesson well by doing and performing the activities suggested in each lesson.

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# Appendix A

## Classroom Observation Checklist

A checklist prepared to evaluate students' participation and involvement in classroom tasks.

### I. General Information

- Name of the school \_\_\_\_\_
- Grade level \_\_\_\_\_
- Subject \_\_\_\_\_
- Lesson Topic \_\_\_\_\_
- \* Observed section \_\_\_\_\_
- \* Period \_\_\_\_\_
- \* Number of students: M \_\_\_\_\_  
F \_\_\_\_\_
- \* Date \_\_\_\_\_

### II. Assessment of students' participation

Evaluate students' activity (participation) in the teaching learning process by putting a tick (✓) or ticks (✓, ✓, etc) inside the box of each row's code letter alongside with the student's code number when a student involves in classroom tasks on the basis of the activity guidelines provided.

Activity (behavior) being observed	Student's code number	Students' sitting row and sitting code					
		Row A		Row B		Row C	
		Seating code		Seating code		Seating code	
		A	A'	B	B'	C	C'
Work collaboratively with other students. Participate actively in class discussion. Participate actively in group work. Involve actively in pair work. Participate by giving feedback to the group members. Involve in the learning process by asking questions. Involve in the process by answering questions. Show interaction with the teacher Show interaction with his/her class mates. Show willingness to react in group work. Show willingness to react in class discussion by raising his/her hands	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						

# Appendix B<sub>1</sub>

## Students' Questionnaire

**Objective:-** This questionnaire is mainly designed to make a study on students' participation in English classes and its effect on achievement in tests and exams. The questionnaire is concerned with students, and it has two parts: background information, and students' self reported classroom practices concerning their learning preferences. Your honest response to each statement helps the researcher increase his confidence on the collected data. All information from each individual will be kept confidential.

Thank you for your collaboration in advance !

**General Direction:-** There are different questions presented under here in two parts. Dear students, you are kindly requested to read carefully and respond genuinely to the questions provided below. By completing and submitting this questionnaire on time, please provide your consent to use for this study. I would like to grant you any response is secured in strict confidence. No need of writing your name on the questionnaire.

### **Part I- Background information**

**Direction:-** complete the gaps by providing the necessary information about yourself.

1. Sex \_\_\_\_\_
2. Age \_\_\_\_\_
3. First semester English result \_\_\_\_\_
4. How often do you participate in classroom activities? (show your response by circling your right choice)  
I participate \_\_\_\_\_  
A. Always                      B. sometimes                      C. Never

## Part II. Students' Self Reported Classroom Practices

**Direction:-** The following statements refer to learning preferences and strategies that students often employ in language classes. Please read through the following statements and decide how often you reflect them in your actual English lessons. Using the scale provided, put a tick mark (✓) on the number that best indicates how you feel next to each statement. The numbers in the box refer to:

5. Strong Agree
4. Agree
3. Neutral
2. Disagree
1. Strongly Disagree

	Items	Responses				
		5	4	3	2	1
	I can learn English through interaction with other students by using the language					
	I am an active participant in classroom activities and tasks.					
	I understand the lesson better when I actively involved in the process.					
	I understand the lesson better when I feel isolated in classroom tasks.					
	I prefer learning styles and strategies that promote active learning.					
	In English class my participation is high in co-operative group/pair work activities.					
	I learn better when my English teacher provides motivation on the success of carrying out a certain classroom activity.					
	The more I participate in classroom tasks, the better I perform in English tests and exams.					
	I learn better when my English teacher provides real communicative tasks.					
	The more I become non-participant in classroom tasks, the better I perform in English tests and exams.					
	When we work in groups, I provide constructive feedback to the group members.					
	I openly ask colleagues for clarification when I need it during group discussions.					
	A really good way to understand the lesson better is working co-operatively and participating actively with classmates.					
	I openly discuss with my colleagues in classroom activities.					
	Sometimes I have to just accept answers from my classmates group discussion even though I don't understand them.					
	I learn best when I actively involved in the process.					

## Appendix B<sub>2</sub>

### የተማሪዎች የፅሁፍ መጠይቅ

9197- ይህ የፅሁፍ መጠይቅ በዋናነት የተዘጋጀው የተማሪዎች የክፍል ውስጥ ተሳትፎ ከፈተናና ምዘና ውጤታቸው ጋር ያለውን ዝምድና ለማጥናት ታስቦ ሲሆን ጥናቱ መሠረት ያደረገው ተማሪዎችን ነው። የፅሁፍ መጠይቁ ሁለት ክፍሎች አሉት፡- ዳራዊ መረጃና የተማሪው የክፍል ውስጥ እንቅስቃሴ ግላዊ ሪፖርት ናቸው። ውድ ተማሪዎች፣ እናንተ የምትሠጡት እውነተኛ መልስ ለዚህ ጥናት መሣካትና ውጤታማነት ከፍተኛ አስተዋፅኦ ስላለው መልሳችሁ ትክክለኛ ባህሪያችሁን የሚያመለክት እንዲሆን አደራ እላችኋለሁ። የእናንተ የእያንዳንዱ ጥያቄ መልስ ለማንም እንደማይታይና በሚስጢር እንደሚጠበቅ ላረጋግጥላችሁ እወዳለሁ።

ስለሚደረግልኝ ትብብር በቀድሚያ ከልብ አመሰግናለሁ።

**ጥቅል መመሪያ፡-** ከዚህ በታች የተለያዩ ጥያቄዎች በሁለት ክፍሎች ቀርበዋል። የተወደዳችሁ ተማሪዎች፣ ጥያቄዎችን በጥሞና በማንበብ ትክክለኛ ባህሪያችሁን የሚያመለክተውን መልስ እንድትሠጡ በታላቅ ትህትና ስጠይቃችሁ፣ ጥያቄዎችን በወቅቱ በመሙላትና የጥያቄ ወረቀቱን በአግባቡ በመመለስ ለዚህ ጥናት ግብ መምታት እውነተኛ አጋርነታችሁን እንደምታረጋግጡልኝ በመተማመን ነው። ጥያቄ ወረቀቱ ላይ ስም መፃፍ አያስፈልግም።

### ክፍል አንድ፡- ዳራዊ መረጃ

**መመሪያ፡-** ከዚህ በታች ለቀረቡት ጥያቄዎች በተሰጠው ባዶ ቦታ ላይ ትክክለኛና አስፈላጊውን መረጃ በመፃፍ መልስ ስጭ/ስጥ።

1. ያታ \_\_\_\_\_
2. ዕድሜ \_\_\_\_\_
3. የ1ኛው ወሠነ ትምህርት የእንግሊዝኛ ውጤትህ/ሽ \_\_\_\_\_
4. የክፍል ውስጥ ተሳትፎህ ምን ይመስላል? ከተሰጡት አማራጮች መካከል ትክክለኛ ባህሪህን/ሽን የሚያመለክተውን በመምረጥ ፊደሉን በማክበብ መልስ/ሽ
  - ሀ. ሁል ጊዜ በንቃት እሳተፋለሁ      ለ. አልፎ አልፎ በንቃት እሳተፋለሁ
  - ሐ. በፍፁም አልሳተፍም

6

**ክፍል ሁለት፡- የተማሪው/ዋ የክፍል ውስጥ እንቅስቃሴ ግላዊ ሪፖርት**

መመሪያ፡- ከዚህ ቀጥሎ የቀረቡት ዐረፍተነገሮች የሚያተኩሩት በመማር ምርጫ ላይ ሆኖ ተማሪው/ዋ በክፍል ውስጥ በሚያከናውነው ተግባራዊ እንቅስቃሴ ላይ ነው። አንተ/ቺ የምትሠጠው/ጭው/ ትክክለኛ መልስ ለዚህ ጥናት ውጤታማነት ከፍተኛ ዋጋ አለው። ስለሆነም፣ ጥያቄዎችን በጥንቃቄ ካነቡብክ/ሽ በኋላ በትክክል የኔን የክፍል ውስጥ እንቅስቃሴ ይወክላል የምትለውን /ይውን/ ከምርጫዎቹ በአንደኛው ፊት ለፊት ወይም ስር በሚገኘው ሠንጠረዥ ውስጥ የራይት (✓) ምልክት በማድረግ መልስ /ሽ/። መልስህ/ሽ እውነተኛ እንዲሆን ብአደራ እጠይቃለሁ። የምትሰጠው/ጭው መልስ በሚስጥር ይጠበቃል። ለትብብርህ/ሽ በቅድሚያ አመሰግናለሁ።

በሰንጠገኑ ውስጥ የተመለከቱት ምርጫዎች የሚወክሉት፡-

- 5. በጣም እስማማለሁ
- 4. እስማማለሁ
- 3. ለመወሰን እችገራለሁ
- 2. አልስማማም
- 1. በጭራሽ አልስማማም፣ ነው።

ተ.ቁ	ዐረፍተ-ነገሮች	አማራጭ መልሶች				
		5	4	3	2	1
1	የእንግሊዝኛ ቋንቋን በመጠቀም ከክፍል ጓደኞቹ ጋር በማደርገው ተራክቦ ቋንቋውን መማር እችላለሁ።					
2	በክፍል ውስጥ በሚከናወኑ ተግባራት ንቁ ተሳታፊ ነኝ።					
3	የትምህርቱን ፅንሰ-ሃሳብ በሚገባ የምገነዘበው በመማር ማስተማሩ ሂደት በንቃት ሥላተኛ ነው።					
4	በክፍል ውስጥ ከሚከናወኑ ተግባራት ከመሳተፍ ስቆጠብ ትምህርቱን ሰተሻለሁ ነጭ እረዳዋለሁ።					
5	የምመርጠው የመማሪያ መንገድ (ስልት) በክፍል ውስጥ ከሚከናወኑ ተግባራት በንቃት እንደሚሳተፍ የሚጋብዘኝን ነው።					
6	እርስ በርስ መተባበርን በሚጠይቁ የቡድን ተግባራት ላይ ተሳትፎ በእንግሊዝኛ ትምህርት ከፍተኛ ነው።					
7	በክፍል ውስጥ በተሰጠን ተግባር በመሳተፍ በመምህሩ ሥበረታታ የበለጠ ለመስራት እነሳሳለሁ።					
8	በመማር ማስተማሩ ሂደት በንቃት ሥላተኛ ትምህርቱን በሚገባ እገነዘበዋለሁ።					
9	በክፍል ውስጥ አሳታፊ ተግባራትን በመምህሩ ስንጋብዝ ትምህርቱን በጥሩ ሁኔታ እረዳዋለሁ።					
10	በክፍል ውስጥ በሚከናወኑ ተግባራት ተሳትፎ አነስተኛ ሲሆን በፈተናዎችና ቴስቶች የተሻለ እሠራለሁ።					
11	ከጓደኞቹ ጋር በቡድን ሥንወያይ ለቡድኑ አባላት ገንቢ ሃሳቦችን በማቅረብ እሳተፋለሁ።					
12	በቡድን ውይይት ወቅት የማልገነዘበውን ፍሬ ሃሳብ እንዲያብራሩልኝ የቡድኑ አባላትን በነፃነት እጠይቃለሁ።					
13	ትምህርቱን በሚገባ ለመረዳት ትክክለኛና ተመራጭ መንገድ በትብብር መስራትና በንቃት መሳተፍ ነው።					
14	ክፍል ውስጥ በሚከናወኑ ተግባራት ከጓደኞቹ ጋር በግልፅነት እወያያለሁ።					
15	የክፍል ጓደኞቹ የተስማሙበትን የውይይት ፅንሰ-ሃሳብ ባልገነዘበውም የቡድኑ አባላት በደረሱበት መደምደሚያ አልፎ አልፎ እንዲሁ እስማማለሁ።					
16	በመማር ማስተማሩ ሂደት በንቃት ሥላተኛ ትምህርቱን ከምንገዜውም በላይ ሁኔታ በሚገባ እረዳዋለሁ።					

# Appendix C

## Summary of Students' Responses in each item.


Response scales	Student category	Sex	Question																Total	Mean score			
			Items																				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16					
Strongly Agree (5)	0	M	-	-	-	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	8	350	10
		F	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	265
Agree (4)	1	M	15	17	24	22	26	26	11	22	24	26	18	28	25	21	24	21	20	14	265	9.81	
		F	14	14	20	23	19	15	11	18	19	12	15	16	17	15	15	20	14	82	2.41		
		M	8	5	7	5	5	1	8	4	4	5	5	5	3	4	5	6	6	6	91	3.03	
		F	9	7	1	15	3	6	6	4	4	3	4	6	6	4	2	7	8	8	56	1.6	
Neutral (3)	1	M	3	4	4	2	2	5	-	5	5	6	6	6	6	3	4	3	4	3	57	2.11	
		F	1	3	2	2	5	2	1	5	2	6	4	2	6	5	5	6	2	2	44	1.29	
		M	4	1	6	2	1	1	-	6	2	3	4	4	2	4	1	4	1	1	37	1.23	
		F	2	3	7	2	2	1	-	5	3	3	2	4	4	2	4	4	1	1	41	1.17	
Disagree (2)	1	M	-	-	-	-	4	4	-	4	4	5	6	4	4	1	4	-	-	-	31	1.15	
		F	-	1	-	-	1	4	4	3	1	4	4	4	4	4	1	4	-	-	390	11.47	
		M	21	27	21	25	26	29	21	24	27	24	23	27	19	23	23	27	26	21	328	10.93	
		F	16	18	20	13	24	19	19	19	24	22	22	21	23	22	21	21	21	-	-	-	-
Strongly Disagree (1)	0	M	1	1	-	-	2	3	-	-	-	-	-	-	-	-	-	-	-	-	24	0.71	
		F	1	1	-	-	2	3	3	-	-	-	2	3	6	1	2	-	-	-	18	0.6	
Total			126	126	126	126	126	126	126	126	126	126	126	126	126	126	126	126	126	126	2016	3.16	

Key 1 – Participatory students

0 – Non-Participatory students

## Declaration

I, the undersigned, declare that the thesis comprises my own work. In compliance with internationally accepted practices, I have duly acknowledged and referenced all materials used in this work. I understand that non-adherence to the principles of academic honesty and integrity, misrepresentation /fabrication of any idea/ data /facts /source will constitute sufficient ground for the sources which have not been properly cited or acknowledged.

  
\_\_\_\_\_  
Signature  
Seyidul Kemar  
Name of student  
MED (K) - 072/01  
University Id. Number  
20/12/03 E.C.  
Date