ORAL CORRECTIVE FEEDBACK: AN EXPLORATORY CASE STUDY OF THE INTERPLAY BETWEEN TEACHERS' BELIEFS, CLASSROOM PRACTICES, AND RATIONALES

BY

ANIMAW ANTENEH KASSA

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH

MAY 2011

ORAL CORRECTIVE FEEDBACK: AN EXPLORATORY CASE STUDY OF THE INTERPLAY BETWEEN TEACHERS' BELIEFS, CLASSROOM PRACTICES, AND RATIONALES

BY

ANIMAW ANTENEH KASSA

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH

MAY 2011

ORAL CORRECTIVE FEEDBACK: AN EXPLORATORY CASE STUDY OF THE INTERPLAY BETWEEN TEACHERS' BELIEFS, CLASSROOM PRACTICES, AND RATIONALES

BY

ANIMAW ANTENEH KASSA

A Dissertation Submitted to the Department of English for the Degree of Doctor of Philosophy

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

ADDIS ABABA

MAY 2011

ABSTRACT

There is compelling evidence to indicate that the English proficiency of pre-service trainees at the English Department of the Addis Ababa University is plummeting. They join university with such poor English that it is almost impossible to raise it to the required level during the three years they stay here to complete their studies for a bachelor's degree. It is these graduates of the Department that are deployed in the high schools as well as colleges and universities of the country as English teachers.

There are obviously several reasons why the trainees join higher learning institutions with very little English. The objective of this study was to look more closely into a specific factor in the way teachers in high schools teach the language. More specifically, it aimed to explore the manner in which four high school teachers in public schools in Addis Ababa treated their students' oral errors in the English classroom. Twenty-three lessons were video-recorded in their natural setting before the teachers were interviewed to indirectly elicit their beliefs on the topic of oral corrective feedback. After the in-depth interview with each teacher, the corrective feedback episodes in the recorded data were identified and classified using a slightly modified model of Lyster and Ranta (1997); some of these episodes were, then, shown to the respective teachers to help them recall and reflect on what exactly happened and why they reacted to their students' errors the way they did. Their rationales were subsequently audio-recorded and transcribed. Moreover, four teacher trainers from the English Department of the Addis Ababa University were interviewed with the intent of finding out how these teachers had been trained to deal with students' oral errors in the first place. The material these trainers used in relation to the topic at hand was also scrutinized to corroborate the information gathered from both the teachers and the trainers.

Analyses of the data showed that the trainees did not have a firm theoretical ground on which they based their actions. Rather, they reacted to their students' errors based on what they intuitively felt was right or they treated errors the way their own teachers treated their errors when they were students themselves. They also tended to avoid correcting their students' errors, possibly due to lack of mastery of the language they are supposed to teach. It was also found that

the trainers were not up-to-date with the current literature on the issue and had very divergent views. The material they used was found to be scanty and lacking in coherence. It is, therefore, recommended that trainees' English proficiency be an important criterion before they are admitted into the teaching profession, that trainers keep themselves abreast of the current developments in the area and upgrade the material they are using for the training, and that short-term trainings be organized for English teachers at all levels to help them raise the level of their proficiency in English in general as well as to expose them to more recent theories of language learning/teaching so that they can experiment with newer ways of dealing with students' oral errors.

ACKNOWLEDGEMENTS

I am very grateful to my supervisor, Dr. Taye Regassa, for giving me valuable comments whenever and wherever I asked for them. Every time I gave him parts of my work to read and comment on, he did so promptly. I also thank him for the complete faith he had in me and for allowing me to have the freedom I needed to carry out the research the way I felt was appropriate. Most of all, I salute him for standing by me at times of difficulty.

Unfortunately, this project has taken much longer than it should have for reasons I need not mention here, and there have been some who tried to 'take advantage of' the delay and push me away from my academic career. This has caused a lot of anxiety to several people around me: Eyerusalem Nega (my wife), Tidenek Ejeta (our dearest secretary, but who also treats everyone in the Department as a mother would), Kefyalew Tolossa (who video-recorded about 40 lessons for the project as a whole and with whom I still remain attached), Bezza Tesfaw (my friend from America, who sent me several books on my topic that cost him a fortune), Yirdaw Anteneh (my brother from America, who also sent me books saving from his meager resources), Dr. Getnet Tizazu (in whose heart I have a huge place), Dr. Getie Andualem (who also brought me some expensive books from India at his own cost), etc. The list is very long. **I would like to ask all these people to forgive me for having kept them worried for so long unnecessarily.**

I should also thank Dr. Birhanu Bogale both for encouraging me to join the program and for dissuading me from withdrawing in the middle when I discovered that it was, for technical reasons, difficult for me to gather data for the first topic on which I had already developed a proposal.

I also fully acknowledge the perseverance of Dr. Alemu Hailu, the current chairman of the Department of English, for the hard work and the effort he put into searching for the external examiner and making it possible for us to submit the work in time.

Sebsib, a sociologist by profession, has gone out of his way and taken so much of his valuable time to search for materials from the Internet for me. I have also benefited from his vast knowledge on research methodology. His concern for me has been touching.

Belay Getaneh of the Faculty of Education has contributed a lot by printing most of the copies of the work at short notice. I owe him a lot.

I am aware that I have not named all the people who have, in one way or the other, made this possible for me. Thank you for caring so much, everybody!

TABLE OF CONTENTS **Page**

CHAPTER ONE: INTRODUCTION 1

1.1 Background 1

1.2 Statement of the Problem 3

1.3 Objectives of the Study 6

1.4 Significance of the Study 7

1.5 Limitations of the Study 8

1.6 Organization of the Study 9

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE **10**

2.1 Introduction 10

2.2 Definition of Terms 10

2.2.1 Error 10

2.2.2 Corrective Feedback (CF) 13

2.2.3 Uptake 15

2.3 Should Errors Be Corrected? 17

2.3.1 Focus on Form 21

2.3.2 The Noticing Hypothesis 24

2.3.3 The Output Hypothesis 25

2.3.4 The Interaction Hypothesis 27

2.3.5 Language Learning and Cognitive Skill Learning 28

ADDIS ABEBA UNIVERSITY LIBRARIES

2.4 How should Errors Be Corrected? 31

2.4.1 Theoretical Issues 31

2.4.2 Empirical Evidence 34

2.5 Teacher Beliefs 38

2.6 Local Research on Oral Corrective Feedback 41

CHAPTER THREE: METHODOLOGY **48**

3.1 Introduction 48

3.2 The Schools and the Teachers 49

3.3 In-depth Interview 53

3.4 Coding the Corrective Feedback Episodes 54

3.5 Relationship between Teachers' Practices and Beliefs 69

3.6 Stimulated Recall and Reflection Interview 69

3.7 Interview with Teacher Trainers (TTs) 63

3.8 Text Analysis 64

3.9 Field Notes 64

CHAPTER FOUR:

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA **65**

4.1 Introduction 65

4.2 Beliefs of the Teachers under Study 65

4.2.1 Teacher Tesfa (from New Era Public School) 66

4.2.2 Teacher Tariku (from New Era Public School) 67

ADDIS ABABA UNIVERSITY LIBRARIES

4.2.3 Teacher Yirga (from Atse Naod Public School) 68

4.2.4 Teacher Misikir (from Atse Naod Public School) 68

4.3 Actual Classroom Practices of the Teachers under Study 72

4.3.1 Types of CF the Teachers Used 73

4.3.2 The Frequency of Correction in General 82

4.3.3 Distribution of CF Types 85

4.3.4 The Relationship between CF Type and Uptake 87

4.3.5 The Relationship between CF Type and Error Type 92

4.3.6 The Relationship between the Teachers' Practices and Beliefs 94

4.3.6.1 Teacher Tesfa's Practices versus Beliefs 94

4.3.6.2 Teacher Tariku's Practices versus Beliefs 96

4.3.6.3 Teacher Yirga's Practices versus Beliefs 98

4.3.6.4 Teacher Misikir's Practices versus Beliefs 99

4.4 Teachers' Rationales for Their Practices 101

4.4.1 Teacher Tesfa's Rationales 101

4.4.2 Teacher Tariku's Rationales 109

4.4.3 Teacher Yirga's Rationales 116

4.4.4 Teacher Misikir's Rationales 124

4.4.5 Summary of the Teachers' Rationales 131

4.5 Beliefs and Practices of Four Teacher Trainers (TTs) 132

4.5.1 Beliefs and Practices of TT1 133

4.5.2 Beliefs and Practices of TT2 134

4.5.3 Beliefs and Practices of TT3 135

4.5.4 Beliefs and Practices of TT4 137

4.5.5 Summary of the Beliefs and Practices of the TTs 138

4.6 Text Analysis of CF in the Course-book 141

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS 148

5.1 Conclusions 148

5.2 Recommendations 154

REFERENCES 157

APPENDICES 171

List of Figures and Tables **Page**

Figure 1 – Error treatment sequence (Lyster & Ranta, 1997) 57

Figure 2 – Error treatment sequence (adapted for the purposes of the current study) 60

Table 4A – Distribution of CF types for all teachers 84

Table 4B – Distribution of uptake vis-à-vis CF type 89

Table 4C – Frequency & distribution of CF types into three major groups and the uptake they generate 92

Table 4D – Distribution of CF types to error types 94

Table 4E – Teacher Tesfa's CF provision practices 96

Table 4F – Teacher Tariku's CF provision practices 98

Table 4G – Teacher Yirga's CF provision practices 100

Table 4H – Teacher Misikir's CF provision practices 102

List of Appendices **Page**

Appendix A – Guide for the in-depth interview with the four teachers 173

Appendix B – In-depth interview with Teacher Tariku 174

Appendix C – In-depth interview with Teacher Tesfa 192

Appendix D – In-depth interview with Teacher Yirga 218

Appendix E – In-depth interview with Teacher Misikir 232

Appendix F – CF episodes from Teacher Tesfa's lessons 243

Appendix G – CF episodes from Teacher Tariku's lessons 264

Appendix H – CF episodes from Teacher Yirga's lessons 282

Appendix I – CF episodes from Teacher Misikir's lessons 294

Appendix J – Stimulated recall & reflection interview with Teacher Tesfa 302

Appendix K – Stimulated recall & reflection interview with Teacher Tariku 319

Appendix N – Interview with Teacher Trainer One (TT1) 334

Appendix O – Interview with TT2 339

Appendix P – Interview with TT3 344

Appendix Q – Interview with TT4 352

List of Abbreviations

BEd	Bachelor of Education
CF	Corrective Feedback
EFL	English as a Foreign Language
ESL	English as a Second Language
FL	Foreign Language
GFL	German as a Foreign Language
IELTS	International English Language Testing System
L1	First Language
L2	Second Language
LAD	Language Acquisition Device
L & R	Lyster and Ranta
SLA	Second Language Acquisition
SR	Stimulated Recall
SRRI	Stimulated Recall and Reflection Interview
TTs	Teacher Trainers

CHAPTER ONE

INTRODUCTION

1.1 Background

According to Heugh et al. (2007), the English language was first introduced to Ethiopia in the early 20th century along with modern education. At the time, three languages were competing for domination in the country: Italian, French, and English. After World War II, Italian was out of the picture as Italians were driven out, and French seemed to have the upper-hand. But the role the British played in expelling the Italians created a favorable condition for English to overturn the French dominance and to quickly spread in the country through both government and private schools. The British curriculum was used in Ethiopian schools and a decision was made to use English both as a subject and medium of instruction, first from Grade 5 and a bit later from Grade 3 until it was pushed to Grade 7 in the early 1960s.

Up to 40% of the teachers in secondary schools in Ethiopia were foreigners (mostly Indians) between 1961 and 1974 and the quality of education in general and that of the English language in particular was not an issue. However, with the coming of the American Peace Corps and the localization of teachers, a sharp decline in the standard of English was observed. Stoddart (1986), cited in Heugh et al. (2007), stated that English had become a medium of 'obstruction' in high schools, not instruction. Anyone of us who did our high school and university education particularly after the 1974 Ethiopian revolution would agree to this observation. Indeed, success in education in the Ethiopian school system has been directly linked to one's proficiency in English. Stoddart, therefore, suggested that English be replaced by a local language as a medium of instruction.

In 1994, a new Education and Training Policy was issued, which stipulated that English would be given as a subject starting from Grade 1 in all the nine regions of the country. However, its use as a medium of instruction varies from region to region. Some regions

decided to use English as a medium of instruction from Grade 7 (junior secondary school) while others opted to wait until Grade 9 (senior secondary school). There are also those that used English as a medium for certain subjects but not others. But English has been the medium in senior secondary schools for all regions.

The question still remains: Is English a medium of instruction or obstruction now? My experience as a teacher at higher institutions in general puts me in a firm position to say that students' proficiency in English has been declining progressively. It is not uncommon to hear instructors at Addis Ababa University bitterly complain about the low level of English of their students across fields or departments. Balew (2009) found that the writing competence of prospective graduates of English major students at Addis Ababa University is very low. In fact, there have been cases where students who came from some regions where the official language of the country is not the working language of the regions joined the university with such level of English that they were not able to communicate with their instructors who did not speak the local languages of the students and had to get interpreters to do so. It is difficult to imagine how such students could use English as a medium of instruction. It is also troubling to think that such students were actually educated through the medium of English and passed their school leaving and university entrance exams in English. Such questions are raised not based on some extreme cases but on the vast majority of students certified to join higher institutions.

Whether or not higher institutions can transform such students and enable them to use the language competently in three years upon graduation is an open question. The fact is that upon graduation, many are still unable to do so. It was this realization that prompted the launching of the English Language Improvement Program (ELIP) by the Ministry of Education in 2002, which aimed to improve elementary as well as high school teachers' English in the whole country. The effect of the 200-hour intensive program has not been significant (Heugh et al., 2007). Another piece of evidence for the Ministry's official admission of the decline of English even among university graduates is its decision to administer the IELTS to graduate students (both at the Master's and the PhD levels) with the objective of offering an intensive writing skills course to those who needed it. The results of

the candidates were revealing of the problem at hand. A large number of such candidates scored much lower than expected. According to information obtained from the Office of Graduate Studies of Addis Ababa University, in 2009 a total of 2,427 candidates enrolled for the Master's or PhD degree and sat for the IELTS. Of these, only 529 (21.8%) scored 6 or above, which is considered to be the pass mark internationally. A 78.2% failure among candidates who had done their Bachelor's or Master's studies in the medium of the English language is significant. This should explain the complaints being heard from our post-graduate instructors and advisors with regard to their students' or advisees' level of English.

In sum, it is difficult to contest the fact that the proficiency of English among students as well as graduates is going from bad to worse.

1.2 Statement of the Problem

Naturally, there are several causes for the decline of proficiency of the English language among our students as well as teachers. One possible cause is the way English teachers have been trained. Elementary school teachers are recruited from among those who fail the school leaving examination. These candidates fail the exam most likely due to their lack of knowledge of English. When they have no other job or training opportunities, they enlist in teacher training institutions. There, they are given methodology courses and become 'ready' to teach all subjects, including English, in ten months. It is, therefore, not hard to imagine what kind of English such teachers can teach in elementary schools. The children are passed on from grade to grade, with no one failing, especially in the first cycle elementary level (from Grades 1 to Grade 4). By the time the children get to Grade 7 (junior secondary) or even 9 (senior secondary), they have very little English.

High school teachers are trained for three years in colleges or universities. But even here, students are usually placed in the teaching stream against their will. Those students with better results in the university entrance exam are placed in non-teaching areas while those who did not have good results have limited choice. Hence, we have a complete vicious circle: children do not have teachers with good English to give them the means with which

to learn; because of this, they find it difficult to learn and so they score poor grades in exams; because their exam results are poor, they are assigned to departments that are supposed to prepare them to be teachers. This cycle holds true for English teachers as well. One can safely claim that most of the English teachers we have in our high schools today fit into this general description.

The area of teacher training is again too broad to be dealt with in one study. English language teachers must first be proficient at the language before they are trained how to teach it. Thus, teacher training colleges or universities have the double task of improving the proficiency of their trainees in the language as well as equipping them with the methods of teaching it. The question of how high school teachers' proficiency of English can be improved, however crucial, is outside the scope of the current study. It is in this broad context of the situation of the English language in Ethiopia that this study attempts to explore how these teachers provide oral corrective feedback in the classroom and what they think of their actions.

It is hypothesized that due to the burden on teacher trainers to give language input to their trainees on top of discussing methodological aspects of the training, their graduates may be lacking in some important aspects of teaching. Although the communicative approach to language teaching has been widely practiced all over the world, it is felt that language classrooms in Ethiopia are still largely traditional and, as a result, explicit grammar teaching is still the norm. In such classes, it is expected that teachers will be heavily engaged in treating students' errors without much theoretical information on how to deal with student errors. In the last three decades, the topic of corrective feedback and its effect on second or foreign language learning has received significant attention (e.g Russel, 2009). Not dealing with student errors appropriately could have a negative effect on students' progress in the learning process.

Research that shows how oral corrective feedback is provided has been carried out in different instructional settings (Lyster and Ranta, 1997; Panova and Lyster, 2002; Suzuki, 2004; Ellis et al., 2001; Sheen, 2004; Lochtman, 2002). These researchers as well as a

number of others used modified forms of Lyster and Ranta's model of classroom corrective discourse (to be described in Chapter Three) to see the efficacy of mainly the six types of corrective feedback moves identified in the model: recast, explicit correction, elicitation, clarification request, meta-linguistic feedback, and repetition. The findings so far indicate that recast is the most frequently used type of corrective move across instructional settings. Also, feedback types that involve the learner to modify his/her ill-formed utterance seem to generate more uptake than recast or explicit correction. However, some researchers found higher numbers of uptake from recasts and the controversy regarding the efficacy of recasts is far from being resolved (Ellis et al., 2001). Besides, most of the research in this area has been carried out in classrooms that were meaning-based or communicative. An exception to this is Lochtman's (2002) study, which used the model to investigate how teachers of German as a Foreign Language treated errors in classrooms where the teaching approach was 'analytic'.

Some local research has also been carried out (Wondwosen, 1992; Teshome, 1995; Samson, 2007; Sileshi, 2008; Birhanu, 2009). These case studies clearly show that the provision of oral corrective feedback in Ethiopian English classrooms takes up a significant amount of time. There is, therefore, no question that this is an important area of investigation. They all used, fully or partially, Chaudron's (1977) catalogue of corrective discourse. This model incorporates 31 different types of move that a teacher can choose from while giving corrective feedback. It helps us to understand the complexity of the task. The contention here, however, is that this model is not as effective as Lyster and Ranta's (1997) in synthesizing the various teacher moves so that a helpful systematic interpretation of the moves can be made. Most of the 31 types of corrective move can be categorized into the six types that Lyster and Ranta introduced (recast, explicit correction, elicitation, clarification request, meta-linguistic feedback, and repetition). The six types can further be reduced into three types so interpreting the findings is even more meaningful according to the theoretical arguments in the area: recast, explicit correction, and prompts. These categories are theory-driven (to be discussed in Chapter Two) unlike Chaudron's catalogue, which simply describes every possible act of teachers' feedback moves. What is more, all the case studies conducted locally reported findings of classroom interaction of a very limited amount. In

addition, none of them has reported on the teachers' beliefs regarding corrective feedback and why they provide such feedback the way they do.

My own small-scale study that attempted to replicate Schulz's (2001) indicated that there were huge gaps of opinion among the twenty-five instructors in the English Department at Addis Ababa University who responded to the 15-item questionnaire on error correction and grammar teaching (Animaw, 2009). The study also showed that learners expected much more correction than their teachers thought they did. If people with the highest level of education in the profession hold such differing or even contradictory opinions on an aspect of teaching that has been proved to take up a significant part of English lessons, it is difficult to imagine what guides those that graduate from here every year and are deployed as teachers in various schools.

1.3 Objectives of the Study

This study, therefore, has four major purposes:

- To reveal the beliefs of selected secondary school English teachers on oral corrective feedback;
- To investigate teacher oral corrective feedback behavior in the classroom using an adapted form of the model developed by Lyster and Ranta (1997);
- To find out the relationship between beliefs and practices of these teachers with regard to corrective feedback provision; and
- To uncover why teachers use the types of oral corrective feedback moves the way they do.

This study attempts to answer the following specific questions:

- What are the beliefs teachers in selected public high schools in Addis Ababa hold regarding oral corrective feedback in the classroom?
- How frequently do the teachers give oral corrective feedback?

- What types of oral corrective feedback do these teachers give to their students?
- What is the relationship between oral corrective feedback type and learner uptake?
- Is there a relationship between error type and oral corrective feedback type?
- Is there a relationship between error type and uptake?
- Do the teachers' beliefs match their actual classroom practices?
- What are the rationales these teachers give for using the types of oral corrective feedback the way they do?

1.4 Significance of the Study

In this research a significantly greater amount of classroom observation data than previous local studies are gathered and more innovative methods are employed. It is, therefore, hoped that it will give us a clearer understanding of what happens in our EFL classrooms and why it happens the way it does. As shown in previous local research, teachers in Ethiopian classrooms spend a significant amount of class time giving oral corrective feedback. This time should be spent in the wisest possible way. For that to happen, teachers should not be left to their own intuitions or discretion. They should be assisted to do their daily routine in some principled manner. It is possible that teachers are currently behaving like their own teachers did and it cannot be assumed that their teachers always did what they did based on some theoretical grounds. In order for things to change for the better, it is important that we understand why teachers do what they do the way they do it. Based on that understanding, we can make decisions on what to do next. This research is important as it tries to understand teachers' beliefs and practices with regard to oral corrective feedback.

This research also contributes to the pool of knowledge we have of oral corrective feedback in general. As stated earlier, Lyster and Ranta's model of classroom corrective discourse has mostly been used in communicative classrooms in western teaching/learning contexts. Here, it is used in largely analytic or traditional classrooms where the teachers' command of the English language is far from being sufficient to use the language in a 'natural' way. There is also the inevitable difference in culture – classroom culture, in particular, as well as societal culture in general. While it is beyond the scope of this study to directly find out how these

factors affect the teachers' corrective behavior, the possible differences between the findings of this study and those of other studies elsewhere could be attributed to them as well. Future studies can take up such issues for further investigation.

1.5 Limitations of the Study

Classroom data collection that involves video recording has its own inherent problems, even though the advantages outweigh the disadvantages, as convincingly argued by Awol (1999). Familiarizing both the teacher and the students to the presence of the machine will help to some extent but it will still have an impact on the participants' behavior. This could be taken as one limitation of this study.

Another limitation emanates from the fact that classrooms in our schools are too large. The number of students in one classroom could run up to 80 or more. This means that it will at times be difficult, if not impossible, to capture students' responses, which are crucial to this study. In some research conducted in Europe, where they could use advanced technology, cameras were conveniently installed in classroom walls, which made it possible to record virtually every student utterance. In our case, this is unthinkable and we will have to depend on the agility of the cameraman to capture as much as possible.

Capturing student utterance is a daunting task also because of the fact that most students in Ethiopia, as I have known it to be the case from my own teaching experience as well as the pilot study, are shy or not articulate in expressing themselves even when they have the knowledge. This is particularly the case with female students.

It could have been much better to conduct the video-stimulated recall and reflection interviews immediately after the lessons recorded to enhance validity, as noted in the literature (Gass, 1997). But the nature of the study makes that impossible. One reason for this is the stimulated recall and reflection interview cannot be carried out until after all the classroom observation is done in order not to reveal the specific purpose of the research to the teachers before the interview. Secondly, the researcher has to identify and gather the

corrective feedback provision episodes from all the lessons observed for each teacher and identify their exact locations on the computer so that the interview will not be cumbersome. Since several classes should be recorded for each teacher, this will mean several weeks before this interview can be conducted. Note, however, that the sole purpose of this interview is not just to unravel the on-line thinking of the teachers. As argued in Chapter Three, this instrument is also used to help teachers reflect on their actions.

1.6 Organization of the Study

This chapter has presented the background, stated the problem, identified the objectives, pointed out the importance, and discussed the limitations of the study. Chapter Two reviews the related literature. In this chapter, the arguments for and against the practice of providing corrective feedback are presented first. Then, research on how corrective feedback is provided is reviewed. Next, research on language teachers' beliefs is examined. Then, the little local research literature available is scrutinized. Chapter Three presents the methodology used in the study. Chapter Four deals with the presentation, analysis, and interpretation of the study. Finally, Chapter Five presents the conclusions and recommendation that emerge from the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature relevant to the objectives of the study. It begins by defining core terminologies used in the title of the study: error, corrective feedback (CF), and uptake. Then, it presents arguments for and against the practice of corrective feedback. It is argued, based on current research findings, that corrective feedback at least facilitates language development. The question, therefore, should be *how* oral CF should be given, which is the main concern of this study. Next, the literature on how CF should be given is reviewed. As the study aims to examine the relationship between teachers' actual practices with what they think they do, research on language teachers' beliefs or cognitions is also reviewed. The last section of this chapter reviews CF studies in the Ethiopian context with the aim of identifying the gap in the research on this area and showing why the current study is necessary.

2.2 Definition of Terms

2.2.1 Error

There has not been any one commonly accepted definition of the term 'error'. Different scholars have defined it differently. To cite but some, Brown (1987) defines errors as 'ideocyncracies in the interlanguage of the learner which are the direct manifestation of a system within which a learner is operating at a time'. This definition entails a language-learning theory which departs from that of audiolingualism. Audiolingualists consider language learning to be a mechanical phenomenon of habit formation (Brooks, 1960, cited in Hendrickson, 1978). Hence, they believe errors are avoidable and should be prevented from occurring. If they occurred, they should be dealt with immediately and eradicated

completely. In contrast, Brown (1987) takes errors to be inevitable for any language learner. In fact, errors are a manifestation of the system that the learner has formed based on language data he/she has gathered thus far. The implication is that this system continually adjusts itself, approaching the target structure, as the learner gathers more language data.

For Long (1991), errors are pervasive, systematic, remediable, and persistent second language forms. They are pervasive because they occur repeatedly; they are persistent because it takes the learner time to change the rules he/she has formed at one particular stage in the process of acquiring the language; they are systematic because they are based on a rule; and they are remediable because the learner will modify the tentative rule he/she has formed as he/she is exposed to more of the target language. Therefore, Long's (1991) definition of error is similar to that of Brown (1987).

Researchers try to distinguish between 'mistakes' and 'errors'. Edge (1989) uses the term 'mistake' as an umbrella term to refer to incorrectness in general. If the anomaly causes a breakdown in communication, he calls it a 'mistake of meaning'; if the inaccuracy is only structural, he calls it a 'mistake of form'. However, according to Edge (1989: 9), a teacher has to decide, based on an individual learner's level of progress in the language, whether a mistake of form is a 'slip', an 'error', or an 'attempt'. A 'slip' is a type of mistake which a learner can self-correct. Sometimes, learners try to express themselves using structures they have not yet been exposed to, and, as a result, make mistakes. Other times, it may not be possible for the teacher to say what structure the learner is trying to use when mistakes are made. In such cases, the mistakes are referred to as 'attempts'. If, however, the students have already been exposed to a rule and they still make mistakes that the teacher deems they cannot self-correct, such mistakes are labeled as 'errors'.

Similarly, Ellis (1994) draws a distinction between errors and mistakes. For him, errors result from lack of knowledge or competence whereas mistakes arise due to problems that make it difficult for the learner to access his/her knowledge. When the learner cannot have access to his/her knowledge, he/she looks for alternative forms of expressing the intended idea; these alternative forms may be 'non-standard'.

Corder (1971) also distinguishes between 'errors of competence' and 'errors of performance'. In his view, the former are persistent, systematic, and, as a result, serious, representing the learner's transitional competence, while the latter are unsystematic and not very serious as learners can self-correct them. Hence, the persistent and systematic nature of errors seems to be a common notion held by influential researchers.

The problem, as pointed out by Mosbah (2007), is that it is not clear how a teacher will go about deciding whether an error is a competence or a performance one. What is more, there are times when learners produce the correct form and they might get it wrong the next time they try. In other words, they may have a partial knowledge of a particular form. The question, then, arises whether or not errors caused due to an incomplete knowledge should be considered as competence or performance errors.

Another factor that further complicates the distinction between errors and mistakes is the fact that there are different varieties of English that differ from the standard version both within the English speaking communities as well as those that have received English as a second language but with certain peculiarities of their own. Indian English is a case in point. What is considered to be correct in one community may be regarded as an error in another.

The notion of error can also be seen from a pedagogical point of view. George (1972), cited in Mosbah (2007) and Varnosfadrani (2006), stated that an error could be a form unwanted by the teacher. A teacher may reject a student's response, considering it as an error, not because the response is erroneous in linguistic terms but only because it does not fit into the teacher's expectation of what is acceptable under a specific context or classroom procedure (Allright & Baily, 1991; Fanselow, 1977).

The way researchers have classified errors could tell us about their conceptions of what errors are. A common classification is the one by Burt and Kiparsky (1972), who categorized errors into 'global' and 'local'. This is comparable to Edge's (1989) 'mistakes of meaning' and 'mistakes of form' discussed earlier. That is, global errors cause

communication breakdown whilst local ones do not. However, it is not always clear which errors cause difficulty in communication; what is understandable to one may not be so for another. It is, therefore, difficult to determine what error is global or local to whom.

Another way of classifying errors, which many researchers seem to agree on, takes into account the causes of the errors (Krashen, Dulay, and Burt, 1982; Dulay and Burt, 1972; Corder, 1974). They state that errors occur due to:

- an addition of some unnecessary or incorrect element;
- an omission of some required element;
- the disordering of elements; and/or
- the selection of an incorrect element

Having shown that there is no one agreed upon understanding of the notion of error, it is imperative that a working definition of the term in this study be given. As one of the objectives of this study is to look into the kind of errors students make and the manner in which teachers react to them, it is important to determine what is meant by the term 'error'. Error in this study is defined as a language form or item uttered by a student to which the teacher reacts with an intention to correct. In other words, errors committed by learners which the teacher did not notice or to which the teacher did not react with a corrective intent are not accounted for in this study. This is because the main focus of the study is *how* teachers give corrective feedback. It is possible that in the data to be gathered for the study, a teacher may give corrective feedback to a student's utterance that is linguistically or pragmatically accurate, but based on the working definition just given, such reactions of the teacher will be accounted for.

2.2.2 Corrective Feedback (CF)

Schachter (1991: 89) states that the term 'corrective feedback' is often used in the field of second language teaching or learning. First language acquisition researchers prefer to use the terms 'negative data' or 'negative evidence'. A third group of researchers, psychologists

studying concept learning, use the term 'negative feedback'. All the three terms refer to some 'externally produced information', which indicates that 'the production or activity... was in some way anomalous, unacceptable, or deviant or ... that the activity produced had not achieved its goal'.

According to Ellis et al. (2006: 340), 'Corrective feedback takes the form of responses to learner utterances that contain an error.' The responses can consist of:

- an indication that an error has been committed;
- provision of the correct target language form; or
- metalinguistic information about the nature of the error or any combination of these.

The specific strategies of doing the above will be discussed later in this chapter.

Campillo (2004: 209) refers to corrective feedback as 'a reactive pedagogical strategy that emerges when the teacher identifies an error'. Corrective feedback is also referred to as 'negative input'. This, according to Long and Robinson (1998), is the language input that indicates to the learners that their language output is faulty in some way.

Another synonym for 'corrective feedback' is 'error correction'. Even though many still use terms 'corrective feedback' and 'error correction' interchangeably, Allright and Baily (1991) distinguish between the two, arguing that the term 'correction' implies 'cure'. The fact that a teacher has given a corrective feedback does not mean the error has been taken care of for good. The term 'error treatment' simply suggests that the error has been treated in some way irrespective of the outcome of the treatment.

More recently, Lyster and Mori (2006: 273) introduced the term 'interactional feedback'. They posit that all oral feedback can be classified into three categories: recasts, prompts, and explicit correction. In their view, only recasts and prompts are interactional feedback because 'they are used by teachers in ways that sustain classroom interaction and maintain its occurrence, but without consistently fulfilling a corrective function'.

In this study, the term 'corrective feedback' is used to refer to the teacher's implicit or explicit reactions to students' utterances perceived by the teacher to be erroneous. This includes recasts, prompts, as well as explicit correction.

2.2.3 Uptake

The term 'uptake' has been used in two different senses in the Second Language Acquisition (SLA) research. Allright (1984) and Slimani (1992) used the term to refer to what learners claimed to have learnt. But Lyster and Ranta (1997: 49) and several other CF researchers following them (e.g. Panova and Lyster, 2002) used the term to signify a different notion:

> Uptake ... refers to a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to some aspect of the student's initial utterance (this overall intention is clear to the student although the teacher's specific linguistic focus may not be)

The assumption here is if a student modifies his/her initial erroneous utterance following the teacher's CF, then he/she has noticed the difference between his/her own faulty use of a certain linguistic item and the teacher's corrected form. This comparison is believed to have some contribution in the learning process (Schmidt, 1990).

However, a number of researchers, notably Long (2007), argue against the use of uptake as a measure of acquisition. They consider uptake as merely a discourse phenomenon which may or may not be related to the psycholinguistic processes involved in language acquisition. A learner repeating the correct form given by the teacher may not necessarily have made the mental comparison of his own utterance with the teacher's. It may simply have been a parrot-like response that only served a discoursal function. Mackey and Philp's (1998) seem to strengthen Long's claim. They found that recasts resulted in acquisition irrespective of whether there was uptake or not. To put it another way, students who did not uptake the

teacher's correction on certain linguistic forms were found to have acquired the correct forms. What is more, even those researchers who used uptake as a measure of learning or acquisition (including Lyster and Ranta, 1997) have acknowledged that learner repair or successful uptake does not guarantee acquisition.

Despite all this, learner uptake has been seen as a legitimate object of inquiry. More than three decades ago, Chaudron (1977) noted that uptake could serve as an indicator of the effectiveness of CF. Recently, Mackey et al. (2000) argued convincingly that learner uptake serves as evidence that learners have understood the corrective nature of the interlocutor's move and that uptake may help learners to notice the gap between the target form and the interlanguage form although empirical evidence in this regard is still lacking. Mackey et al. (2003: 48) state:

> 'Although immediate incorporation of feedback of the production of modified output may not be a reliable indicator of the long-term effects of negative feedback, the hypothesized benefits nonetheless make it an interesting object of investigation. Even though there may be a direct correlation between modified output and second language development, this has not been demonstrated empirically'

Williams (2001) and Loewen (2002) investigated the relationship between uptake and language development. The former found that CF in the form of elicitation had the most impact; where repair occurred, language development took place. The latter reported that only 'successful uptake' following CF (out of a range of measures) was significantly related to gains in scores of vocabulary and grammar. These two studies provide some evidence of the facilitative role of learner uptake and provide an empirical justification for examining the relationship between CF and uptake in different instructional settings.

An additional piece of evidence in support of using uptake as a measure of language development comes from the study carried out by Mackey et al. (2000), which revealed that

learners who demonstrated uptake were also able to accurately perceive the intent of their teacher's correction.

Fully realizing the need for further evidence to categorically show that there is causal relationship between uptake and language development, the researcher in this study finds the position taken by Mackey et al. (2003) convincing and uses uptake as a measure of learning.

2.3 Should Errors Be Corrected?

Historically, we can identify three periods with regard to the various views held by language learning/teaching theoreticians or researchers. The first is the period of audiolingualism. During the 1950s and 1960s, language learning was equated with any other habit formation. Making errors was a bad habit and had to be avoided by any means. 'Like sin, error is to be avoided and its influence overcome' (Brooks, 1960, cited in Hendrickson, 1978: 387). The only source or cause of errors was considered to be the learners' first language; some 'habits' from the mother tongue were believed to be transferred to the second or foreign language. Therefore, the linguist's main task was deemed to be identifying the similarities and differences between the learners' first and second/foreign languages. This way, the possible errors the learners could make would be predicted and the language teaching/learning syllabus would be prepared on that basis. This was called contrastive analysis.

In the late 1960s, audiolingualism was seriously challenged. It became clear that contrastive analysis did not or could not predict most of the errors committed by learners. Researchers found out that second/foreign language learners' errors were as systematic and natural as those of children acquiring their first language. Nativist/Mentalist theories, which are based on Chomsky's (1986) 'Theory of Universal Grammar', which were originally hypothesized to understand first language acquisition, state that human beings depend on a 'Language Acquisition Device (LAD)' to acquire languages. It is because of this device in the human mind that people unconsciously learn the rules of a language when they are exposed to positive input. Native speakers of a language are exposed only to a limited sample of the

language, and yet, they are able to produce an infinite number of accurate sentences. This is evidence for the existence of a LAD, according to Chomsky.

This view of language learning accorded very little role to CF arguing that, even though parents hardly provided any CF, their children managed to acquire their first language.

What is more, the vast majority of the errors second/foreign language learners made seemed universal in nature, irrespective of the similarities or differences between the learners' first languages and the target language.

Contrastive analysis, therefore, gave way to error analysis. This represents the second period. Based on error analysis research, Dulay and Burt (1973, 1974) proposed the Natural Order Hypothesis, which states that learners acquire grammatical forms and structures in a fixed order that cannot be altered by instruction. This means that the acquisition of certain forms or structures is a prerequisite for the acquisition of another. This, in turn, means that however hard we try to teach a certain form or structure to a learner, we will not succeed unless the learner has already acquired the prerequisite items. Correction being an integral part of instruction, it follows that it may not be of much use, according to the nativist view of language learning.

In fact, one of the most influential proponents of this view, Krashen (1981, 1982), proposed in his Affective Filter Hypothesis that anxiety can raise a learner's affective filter, which can impede the acquisition of a second/foreign language. CF causes anxiety and is, therefore, harmful. Krashen (1982: 74-75) calls giving CF 'a serious mistake' for two reasons: first, 'error correction has the immediate effect of putting the student on the defensive' with the result that the learner tries not to make mistakes by avoiding the use of complex structures, and secondly, error correction only assists the development of 'learned knowledge' and plays no role in 'acquired knowledge'.

Another proponent of the mentalist view is Terrel (1977), who came up with the Natural Approach to language teaching. This approach prohibits both structured grading of language

items and error correction in order to keep students' affect low. Terrel (1977) believes that affective rather than cognitive factors are more important in the language classroom, and that corrective feedback damages motivation resulting in negative attitude.

Perhaps the harshest critic of CF is Truscott (1999). He argues that oral grammar correction should be totally abandoned for several reasons. First, the practice causes serious problems to the teacher. For example, it is difficult, if not impossible, to understand the nature of the error made by a particular learner in a particular context. It would also be hard for the teacher to determine why the learner committed the error. And yet, the teacher is expected to tune the correction to individual learners if he/she is to be effective and he/she should know which error to correct, which student, how, etc.

Second, the practice causes problems to the students as well. For instance, they have to notice and recognize the correction. This is not always easy, given the fact that there are several other things in the classroom situation that compete for their attention – they have to think about what to say, how to say it, what their friends said, etc. and all this happens so quickly in an oral activity. Even if they noticed the corrective intent of the teacher's utterance, they have to be willing to take it seriously, understand it, and accept it – conditions that cannot always be taken for granted. Even if we assume that all the above conditions are fulfilled, there is no guarantee the correction will be successfully incorporated into the learner's interlanguage because we know little about the incorporation process.

Third, the research evidence we have so far on oral grammar correction shows that it is ineffective (e.g. Dekeyser, 1993; Ellis, 1994).

Truscott (1999) enumerates reasons why, against all odds, oral grammar correction is still popular. The first reason is that old habits die hard, as the saying goes. Second, the practice persists due to the influence of audiolingualism. The third reason might have to do with the belief people have of the efficacy of the hypothesis-testing theory in L2 acquisition. Even this, for Truscott, is based on the questionable assumption that explicitly acquired information can be directly incorporated into the interlanguage system. The fourth reason is

the common intuition that correction *should* or even *must* work. However, the actual process of acquisition is more complicated than the simplistic act of the teacher correcting a student's error and the student repeating the target form. Another reason, which is closely linked to intuition, is teachers' or students' perceptions of their own language learning experience. They believe CF has worked for them so it should work for others, too. But Truscott believes there are two problems with this inference. The first is that this belief is illusory. Learners cannot judge the efficacy of CF because, according to Truscott, competence in grammar is achieved subconsciously. Learners can only be aware of their metalinguistic knowledge, which can be affected by CF, and such knowledge of grammar does not guarantee competence in use. The other problem with the inference that CF should work is that even if there were cases where CF was found to be useful, it would be difficult to make a general statement that it is beneficial in all cases. The final reason given for perpetuating the practice of providing CF is the students' positive attitude towards CF. Teachers feel compelled to provide CF because they know their students expect them to. For Truscott, this is not a valid reason.

Based on the above arguments, Truscott concludes that not only is CF provision useless now but it also has no prospect in future. The practice should, therefore, be abandoned altogether.

Han (2002: 2) also summarizes the reasons why CF was considered unimportant or even harmful:

- errors are a necessary part of language development;
- the practice violates conventions of discourse;
- it distracts learners from communication; and
- it activates the affective filter.

In short, the new conception that errors are a natural part of L2 learning made CF provision outmoded. What mattered for L2 learning was the provision of 'comprehensible input'. This characterized the second period (historically) with regard to the changing views of SLA researchers as well as educators.

The third period was marked by a reconsideration of the role of CF (Han, 2002). It started in the 1980s when, after evaluating the generally successful immersion programs in Canada, researchers (notably, Swain, 1985) began to cast doubts on the value of comprehensible input as the only cause for acquisition. Although some prominent SLA researchers are still against the practice, there are many others that have made strong cases in favor of CF (Han, 2002; Doughty and Williams, 1998). In the following sub-sections, the theoretical arguments in favor of CF are discussed.

2.3.1 Focus on Form

Long and Robinson (1998) discuss the three options we have had in the history of second/foreign language teaching. These they call **focus on formS**, **focus on meaning**, and **focus on form**. A brief description of each follows.

The label **focus on formS** (with the 's' capitalized for emphasis) refers to the belief that languages can be taught item by item in a gradual and additive manner. Once all the discrete items have been presented to the learner in a linear way, it is assumed the learner will have a complete knowledge of the language and he/she can use the language for communication effectively. In Wilkins' (1976: 2) terms:

> Parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of the language has been built up .... At any one time the learner is being exposed to a deliberately limited sample of language.

However, practice has shown that second language acquisition is not a matter of accumulating entities (Rutherford, 1988 cited in Long and Robinson, 1998). Learners do not necessarily learn what we teach them at the moment we teach them. For this reason, the structuralist approach to language teaching has now become widely unpopular.

The obvious failure of the focus-on-formS approach to language teaching, which Wilkins (1976) calls the 'synthetic approach', gave rise to the second approach – **focus on meaning** – which advocates a complete abandonment of dealing with language forms in teaching. The assumption adopted here is that a second/foreign language is learnt *incidentally*, i.e without intention, while doing something else, or *implicitly*, i.e without awareness only from exposure to comprehensible target language samples. It is believed that the processes of acquiring the second/foreign language are the same as those of the first language, so our knowledge of the way the first language is learnt can be used as a basis for second language (L2) or foreign language (FL) learning. It is also assumed that both adolescents and adults learn languages best by using the languages in communication. All that is needed, therefore, is the provision of sufficient quantities of positive evidence about what is possible in the L2 or FL; all learners, irrespective of their age, can subconsciously work out the rules of the language they are learning.

Even though the second option, which Wilkins (1976) calls the 'analytic approach', sounds more convincing than the first one, it has its own problems. First, it has been confirmed by research that older learners no longer have the capacity to achieve even near-native proficiency from exposure alone (Oliver, 2000). Age seems to have its own constraints and something extra seems to be needed to make up for the loss. Second, adolescent and adult learners with long exposure to the L2 or FL become fluent in the language but do not achieve native-like proficiency. They seem to get stuck in some features of the language and stop progress. The evaluation of immersion programs in Canada (Swain, 1985) showed this. It seems, once again, that additional intervention is required to overcome the problem with such features. Third, there are some L1-L2 contrasts that simply cannot be learnt from positive evidence alone. For example, in French it is possible to say 'I drink coffee every day' or 'I drink every day coffee'. A French-speaking learner of English would not be able to tell by himself, from positive evidence alone, that the second option is not possible in English. An extra intervention is needed here as well. Fourth, even though it is possible to learn much of the L2 or FL through being exposed to it and using it naturally in a long time, this may not be as efficient as learning it in the classroom as instruction seems to speed up the process of learning the language.

The third approach to language teaching, which is theoretically relevant to the importance of corrective feedback, is what is referred to as **focus on form**. This approach claims to overcome the problems the second approach suffers from while retaining its strengths. It is mainly motivated by the Interaction Hypothesis (Long, 1996), which holds that the second language acquisition process can fully be explained by neither linguistic nativist nor environmentalist theories. According to this hypothesis, the negotiations for meaning that occur in interactions that arise from purposely designed tasks and the modifications to the interactional structure of conversations that result from negotiation work enhance understanding of the input by learners while still allowing learners to be exposed to new vocabulary and grammatical forms. Negotiation work also elicits corrective feedback in the form of recasts or prompts, which are not obtrusive to the message being transmitted. Long (1996: 414) explains the significance of focus on form as follows:

> It is proposed that environmental contributions to acquisition are mediated by selective attention and the learner's developing L2 processing capacity, and these resources are brought together most usefully, although not exclusively, during *negotiation for meaning*. Negative feedback obtained in negotiation work or elsewhere may be *facilitative* of second language development at least for vocabulary, morphology, and language-specific syntax, and *essential* for learning certain specific L1-L2 contrasts (emphasis added)

Simply put, well-thought-out tasks can engage learners and more competent speakers of the target language in conversations where they are likely to negotiate meaning. In the process, there will be cases where the learners will receive recasts on their ill-formed utterances while the focus is still on sending the intended message.

Focus on form is sometimes used to describe observable external behavior. A teacher may, for example, try to draw his/her learners' attention to the plural marker 's' by writing the word on the board, underlining the 's', and pronouncing the 's' in an exaggerated manner. This is an observable external form of focusing on form. However, a more important

dimension of conceiving focus of form is to see it from the point of view of the learner's internal mental state. The way focal attention is allocated to a language feature is something negotiated by the teacher and the learners, and this is not an observable behavior.

Long and Robinson (1998) provide three illustrations to show how focus on form can be achieved pedagogically. In the first instance, a teacher intends to teach specific vocabulary items and carefully selects a reading text where these vocabulary items are frequently used and the teacher also sets a writing assignment in which the use of the intended items is highly likely. The learners do not have to be told explicitly that the purpose of the reading and the writing activities is to teach or learn specific items. They just try to solve a problem and, incidentally, they may be able to notice the intended input from the deliberate enhancement of certain items.

In another instance, a teacher may observe that there is a pervasive and systematic error being committed among a group of learners engaged in a problem-solving activity. He/She, then, interrupts the learners to draw their attention to that particular language form before they get back to the task. This would be a justified course of action within the notion of focus on form.

The third way of realizing focus on form is through the provision of implicit corrective feedback. Recasting is believed to be an effective method of making learners notice the gap between their non-target utterances and their teacher's (e.g. Ortega and Long, 1997).

2.3.2 The Noticing Hypothesis

VanPatten and Sanz (1995), cited in Han (2002: 4), present the following model of second language acquisition and use:

input > intake > developing system > output

In his Noticing Hypothesis, Schmidt (1990: 139) states that 'intake is that part of the input that the learner notices'. Schmidt contends that for a learner to notice something, his/her focal attention to that something is crucial. There seems to be general agreement on the importance of attention for learning although how much and what type of attention is needed is still being debated, but for Schmidt (2001: 30), 'people learn about the things they attend to and do not learn about the things they do not attend to'. In other words, noticing is a necessary condition for learning; it is impossible to learn subconsciously.

Noticing can occur when learners discover, in the process of trying to express themselves in the second or foreign language, that they are not able to say what they want to say. Also, when certain forms are deliberately made salient in the input, learners may pay particular attention to notice these forms. In both of the above situations learners might be able to compare what they actually say with the target-like forms provided in the input and see if there are differences. In other words, they may be able to 'notice the gap' (Swain, 1995).

The Noticing Hypothesis lends support to the usefulness of corrective feedback. It is claimed that CF has a facilitative role in drawing learner attention to form. From this point of view, CF serves as a stimulus for noticing because such feedback triggers learners to recognize the gap between their interlanguage and the target form – which in turn leads to subsequent grammatical restructuring. The act of noticing by learners is also regarded as one of the features in the discussion of the Output Hypothesis presented in the next section.

2.3.3 The Output Hypothesis

According to Swain (1995), the notion of 'input' dominated second language research in the 1980s when the Information Processing Theory was in vogue. This was also the decade in which immersion programs flourished and were successful in Canada. For Krashen (1985: 61), the reason for the success of these programs was the fact that children in these programs received plenty of 'comprehensible input', which, in his view, was the only requirement for language acquisition to take place.

Despite the general success of immersion programs, however, a closer look at the immersion students revealed their speaking and writing skills were noticeably weaker, to the researchers' surprise. This finding triggered doubts about the validity of Krashen's (1985) Input Hypothesis, especially about the claim that comprehensible input was the only necessary cause for second language acquisition.

It was in this context that Swain (1985) proposed the Output Hypothesis as an alternative explanation for what causes acquisition. It was observed that the teachers in the immersion programs did not 'push' the students to talk in French (the second language) in an accurate or socio-linguistically appropriate manner. The students got their messages across but they did so with grammatically deviant and socio-linguistically inappropriate language. Swain (1985), therefore, argued that the meaning of 'negotiating meaning' should include pushing learners not only to convey messages but also to do so in correct and appropriate language.

If we took input to be the only cause for acquisition, it would mean that a language learner that has been exposed to comprehensible input for a long time without producing any language would suddenly become a fluent speaker of the language. This is not possible. Learners need to be pushed to engage in the process of producing language, which is an integral part of learning a language (Swain, 1985; 1995).

Swain (1995) outlines three functions of output:

a) The noticing/triggering function

The argument here is that in the attempt to say or write something in the second/foreign language learners may come to realize that they are unable to do that. The mere act of trying to produce language makes the learners notice the linguistic deficiency, which they would not have otherwise. According to Swain and Lapkin (1995), this awareness of the gap between what the learner wants to say and what he/she can actually say activates the cognitive processes that are believed to lead to the creation of new or consolidation of

already existing linguistic knowledge. Corrective feedback is believed to play an important role in creating this awareness.

b) The hypothesis testing function

It is claimed that when learners say or write something in the target language, they may sometimes intend to check out whether the tentative rule they have formed about the language is right or not. If it is right, there will be no CF and the tentative rule will be confirmed; if it is not, the learners will either form another tentative rule and try that out or the teacher will provide the target rule to them in the CF. Feedback moves that elicit correct responses from the learners give the learners opportunities to try out their hypotheses, and there is empirical evidence that such feedback moves lead to successful uptake (Loewen, 2002).

c) The meta-linguistic/reflective function

It is hypothesized in this case that using language to talk about language produced by oneself or others facilitates learning. While working in groups on a linguistic problem-solving activity, learners can build or collaboratively construct knowledge about the language. The concept of 'negotiation of form' as opposed to the obvious one of 'negotiation of meaning' is related to this function of output (Lyster and Ranta, 1997). A CF episode often constitutes a series of exchanges or turns between the teacher and the learner before the linguistic problem is resolved. Such exchanges can be considered as real negotiations although the negotiation is about language form, and not the content of what is being said.

2.3.4 The Interaction Hypothesis

Corrective feedback normally results from the interaction between the teacher and his/her students or among the students themselves. This interaction could arise from a genuine problem-solving, meaning-based communicative activity or it could also occur in a

'negotiation of form' (Lyster and Ranta, 1997; Lyster, 1998a) where the teacher and his/her students are involved in a metatalk.

In his updated Interaction Hypothesis, Long (1996) in Nassaji (2007) suggests the beneficial role of corrective feedback. He claims that CF provides not only direct information about what is grammatical but also additional positive evidence which may otherwise be absent in the input. Long (1996: 452-453) states that 'negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the native speaker or a more competent interlocutor' facilitates L2 development since it 'connects input, internal learner capacity, particularly selective attention, and output in productive ways'. Negotiation refers to interactional modifications that occur in conversational discourse to repair communication breakdowns (Gass, 1997).

Long suggests that negotiation assists acquisition in various ways:

- by making input comprehensible
- by providing learners with negative feedback, and
- by promoting noticing

Since corrective feedback, by its very nature, occurs within interaction, interactionist theories of language learning acknowledge the role of such feedback in language learning. Interactionists like Long insist that such feedback has to be implicit. According to Long and Robinson (1998), recasts embedded in the process of negotiating meaning are the most effective form of providing negative feedback as they do not interrupt the flow of the discourse.

2.3.5 Language Learning and Cognitive Skill Learning

It is argued that learning a language is comparable to learning skills like playing tennis or a musical instrument (Han, 2002). She states that cognition and practice are two distinct but not necessarily separate activities in the acquisition of any skill; they are two sides of a coin:

'Repeated practice without cognition leads only to rapidness, and ... practice with cognition leads to improvement' (Han, 2002: 5).

An important component identified by skill acquisition research as essential to the learning process is the provision of feedback. According to Johnson (1988), cited in Han (2002: 5), skill acquisition typically follows the learn-perform-learn sequence in which feedback plays the role of not just reinforcing but providing information: it has the functions of informing, regulating, strengthening, sustaining, and error eliminating.

Language learning seems to follow a similar process. When learners receive language input, they form tentative rules about how the language works. In other words, they form hypotheses which they continually test, revise, or reject. Learners want to be told whether or not their hypotheses are correct. They want to know in particular what their errors are and how to correct them. This feedback can be positive or negative.

According to Schachter (1991), L2 learners often find it difficult not to over-generalize for too long even after they are abundantly exposed to the correct rules in the input. This is where the provision of negative cognitive feedback can help learners to reject the over-generalized rule.

Corrective feedback is also considered necessary by those who believe that consciousness and explicit instruction play a significant role in learning a language (White, 1991; Schmidt, 1990). Corrective feedback is an important component of explicit teaching that aims at raising the learners' awareness of the formal features of the input and facilitating their noticing of the gap between these features and those in their own interlanguage (Dekeyser, 1994).

Taking the terms 'extrinsic feedback' and 'intrinsic feedback' from the skill learning research literature, Han (2002) compares the classroom learner with the 'street' learner. The former is generally more accurate while the latter is more fluent. This is because the classroom learner gets 'extrinsic feedback' while the 'street' learner gets 'intrinsic feedback'.

'Intrinsic feedback' is gained by the learner himself when communication breaks down but 'extrinsic feedback' comes from the teacher. Citing several scholars in the field of SLA (e.g Carroll and Swain, 1993; Chomsky, 1981), Han observes that although 'street' learners appear to be better off in getting exposed to plenty of natural language input, this input is noisy, heterogeneous, unordered, incomplete, uninformative, and even misleading. 'Street' learners could still manage to communicate despite the repeated errors they make. The problem is, as Corder (1967) noted, the absence of feedback in cases where messages get transmitted despite linguistic errors may encourage the continuous occurrence of these errors. The 'street' learner has to depend on 'intrinsic' feedback, which, according to research in skill acquisition, is less effective in improving performance than 'extrinsic' feedback (Han, 2002). L2 learning is a process whereby learners develop an interlanguage moving gradually towards the target. This process involves hypotheses formation and revision by the learners. The time a learner takes in arriving at the correct hypothesis can vary from a few seconds to a lifetime. This is where 'extrinsic feedback' can make a difference. Schachter (1991) observes that even the information 'No, it's not that way' may help a learner in making the hypothesis time short, thereby narrowing the set of possible hypotheses to be tested. Moreover, many SLA researchers (e.g van Lier, 1988; Schachter, 1991) argue that some features of learner language depend on 'extrinsic' corrective feedback for further development.

'Extrinsic feedback' in a foreign language classroom has an added value in that it may compensate for the lack of natural authentic input. In such an input-poor environment, learners tend to depend on the teacher as a major source of input (Tudor, 1992, cited in Han, 2002).

To sum up, there are several strong theoretical arguments that lend support to the importance of corrective feedback.

2.4. How should Errors Be Corrected?

As presented in the previous section, a number of theoretical arguments posit that corrective feedback is at least facilitative of second or foreign language development. There has also been a growing number of empirical evidence, particularly in the last two decades, that supports these theoretical claims. Even though the debate on the efficacy of corrective feedback still goes on, the position taken by the current researcher is that the theoretical as well as empirical evidence gathered to date provides firm ground to accept the conclusion that oral corrective feedback is important for language development. It is on this basis, therefore, that the focus of this study is not on whether or not corrective feedback is necessary or important but how it should be given.

2.4.1 Theoretical Issues

The research in this area during the 1970s and the 1980s was mainly descriptive and emphasized on documenting the existence of corrective feedback in various contexts. The works of Chaudron (1977), Long (1977), Varonis and Gass (1985) are cases in point. Chaudron (1977), for example, identified 31 different types and features of corrective feedback moves. However, in the last two decades the focus has shifted from simply describing the 'types' or 'features' of corrective feedback to making a link between corrective feedback and L2 or foreign language learning or acquisition (Mackey and Gass, 2006). The different types or features were summarized into broader categories so that they can be explained theoretically. Several studies summarized by Ellis et al. (2006), for example, looked at corrective feedback from two broad perspectives – implicitness and explicitness. Other studies looked at corrective feedback moves from the point of view of their being either input-providing or output-prompting (e.g. Ammar and Spada, 2006). Ellis (2009: 8) provides a taxonomy of CF strategies in the following table:

	Implicit	*Explicit*
Input-providing	Recast	Explicit correction
Output-prompting	Repetition Clarification request	Meta-linguistic explanation Elicitation Paralinguistic signals

A further theoretical consideration relates to whether or not implicit or explicit learning results in implicit or explicit knowledge and the role implicit or explicit feedback plays in this regard.

N. Ellis (1994: 2) in Ellis et al. (2006: 340) defines implicit learning as the 'acquisition of knowledge about the underlying structure of a complex stimulus environment by a process that takes place naturally, simply, and without conscious operation' while explicit learning refers to 'a more conscious operation where the individual makes and tests hypotheses in search for a structure'. On the other hand, implicit knowledge denotes 'knowledge that learners are only intuitively aware of and that is easily accessible through automatic processing' whereas explicit knowledge is 'knowledge that learners are consciously aware of and that is typically only available through controlled processing' (Ellis et al., 2006: 340).

This apparent difference between implicit/explicit learning/knowledge does not entail, according to Ellis et al. (2006), that implicit learning leads only to implicit knowledge or that explicit learning leads to only explicit knowledge. Linguists, for example, can formulate linguistic explicit rules based on their implicit knowledge of their own language. Similarly, implicit knowledge does not entirely result from implicit learning as learners' intentional practice of a language form can eventually be acquired. What is more, the development of implicit learning involves at least some degree of consciousness as claimed by the Noticing Hypothesis (Schmidt, 2001).

Several studies reviewed by Ellis et al. (2006) attempted, in one way or another, to see the effect of implicit or explicit feedback on language development. Because they used different means of measuring learning and also operationalized implicitness and explicitness differently, it is difficult to reach any definite conclusion on which method of providing feedback is more effective. Ellis' (2009) taxonomy of CF strategies given in the table above cannot be taken at face value. Recasts, for example, are often taken to be implicit CF moves leading to implicit knowledge (Long, 1996) cited in Ellis et al. (2006). From a pedagogical point of view, Doughty and Varela (1998: 114) contend that recasts are more effective than explicit forms of feedback because recasts are 'potentially effective, since the aim is to add attention to form to a primary communicative task rather than to depart from an already communicative goal in order to discuss a linguistic feature'. But some recasts are more explicit than others. A case in point is the study conducted by Doughty and Varela (1998), which claims to investigate the effect of recasts in learning the past tense –ed. In what they called 'corrective recast', the erroneous form produced by the learner is first repeated with a rising intonation, giving the learner a chance to notice the error and self-correct. If the learner fails to do so, the teacher will then reformulate the erroneous form. This is a clear example of how explicit recasts can be.

It is not only recasts that cast doubts on the notion of implicitness or explicitness of CF. In the table above, repetition and clarification request are put in the implicit side of the dichotomy but not elicitation. It would, however, be reasonable to argue that repeating a learner's errors with a rising intonation could be more explicit than an elicitation technique that may be used in a communicative context.

There is also theoretical support for explicit forms of CF. Sheen (2004) states that recasts do not overtly signal that an error has been committed and do not usually assist in locating the error but explicit forms of CF do. For this reason, explicit forms of CF might be more likely to push learners to carry out the cognitive comparison between their error and the target form, which is believed to enhance learning.

It is also possible to see CF strategies from a different angle – some are input-providing while others are output-prompting. Recasts and explicit correction are input-providing but the rest are out-put prompting. Several studies have recently been done comparing the efficacy of these two categories of CF (e.g. Nassaji, 2009; Lyster, 2004).

Recasts, as an input-providing CF technique, are considered more effective than prompts or elicitations because they provide both positive and negative feedback (Doughty, 2001; Long, 2007). If the language form is completely new to the learners, trying to elicit the correct form by pushing the learner to produce output can be frustrating and discouraging to the learner.

On the other hand, Lyster (1998b) argued that prompts are more effective because they are less ambiguous, more explicit, and more cognitively engaging than recasts.

While some researchers aimed to compare the efficacy of explicit or implicit CF (e.g. the 11 studies reviewed by Ellis, 2009), others set out to test whether or not input-providing or output-prompting CF moves were better at facilitating language development. Nassaji (2009) attempted to merge the above two objectives into one study. The results of a sample of such studies are discussed in the following section.

2.4.2 Empirical Evidence

Motivated by the theoretical claims made above, a number of studies have been carried out. As Nassaji (2009) noted, such research, which is growing by the day, can be classified into three types based on the technique they used to measure learning. The first type used uptake and repair to measure learning. Prominent examples of such research include Lyster and Ranta (1997), Panova and Lyster (2002), Sheen (2004, 2006), Lyster (1998a), Ellis et al. (2001), Lyster and Mori (2006), etc. The second type used a pretest-posttest-delayed posttest design. Typical examples of such research include Ammar and Spada (2006), Doughty and Varela (1998), Han (2002), Ishida (2004), Mackey and Philp (1998), Lyster (2004), etc. The third type employed individualized tailor-made tests in studies of incidental focus on form.

Studies worthy of mentioning in this category include Loewen (2005), Loewen and Philp (2006), Nabei and Swain (2002), etc.

One of the major objectives of this study is to partially replicate the studies that used uptake and repair as a measure of learning. It is therefore necessary to review the major studies in this category here.

An important descriptive study in this regard is Lyster and Ranta (1997). They used six of the seven CF strategies named by Ellis (2009) above to study how CF was given, i.e:

- Recasts
- Elicitation
- Clarification request
- Meta-linguistic feedback
- Repetition
- Explicit correction

18.3 hours of audio-recorded classroom data in child French immersion content-based classes revealed the following:

Distribution of Feedback Types

Type of CF	**No. of moves for each CF type**	**Percentage**
Recasts	375	55%
Elicitation	94	14%
Clarification request	73	11%
Meta-linguistic feedback	58	8%
Explicit correction	50	7%
Repetition	36	5%
Total No. of CF moves	**686**	100%

*Student turns with error = 1104
*Percentage of CF moves to errors = 62%

Panova and Lyster (2002) replicated their study on adult ESL learners and confirmed the model was applicable in the context of *beginner adult* communicative *ESL*. In spite of the differences in context, the similarities in the findings were striking: *Recasts* were most common in both (55% vs 77%); *Uptake* for recasts was low in both (even lower in the latter's case); and *Uptake* was high in CF types that promoted negotiation (i.e elicitation, clarification request, meta-linguistic feedback, and repetition).

Ellis et al. (2001) conducted a similar study in an adult ESL context in New Zealand. Analyzing 12 hours of communicative lessons, they found that recasts were again very frequently used but interestingly the amount of uptake they reported is much higher than that reported by the above two studies. This was perhaps due to the form-focused instruction that was given to the learners prior to the research intervention.

Sheen (2004) investigated CF provision and uptake across various instructional settings. She took available data from Lyster and Ranta (1997), Panova and Lyster (2002), Ellis et al. (2001), and new data from EFL intermediate-level communicative classrooms in Korea taught by native Americans. She found that recasts were used most frequently in all the studies but uptake varied. For example, Ellis et al. (2001) found a very high uptake for recasts. Sheen, therefore, suggested that more research should be done on the nature of recasts, using more innovative methods. She also suggested that stimulated recalls could be used to find out why teachers use specific CF types.

Lochtman's (2002) study is different from the above in that it looked into oral CF in analytic foreign language teaching in German as a Foreign Language classrooms (GFL). In all the above studies, the lessons observed for study were meaning-based, following the notion of focus-on-form (Doughty and Williams, 1998). But Lochtman (2002) investigated the effects of providing corrective feedback in traditional, grammar-oriented classrooms. Lochtman's study is particularly important for the current study as the analytic approach to teaching English is still prevalent in the Ethiopian schools. It was found that 90% of student turns with at least an error received negative feedback. This clearly shows how frequent corrective feedback in analytic foreign language classrooms is. As can be seen from the table below,

her analysis of the 12 recorded lessons (totaling 600 minutes or 10 hours) showed that recasts were still used relatively frequently but uptake was higher than what was reported by Lyster and Ranta (1997) and Panova and Lyster (2002), which was 18% and 13%, respectively. This is probably due to the clear focus on forms that made recasts more salient to the learners. Still, uptake was much higher for feedback types that led to negotiation of form (Lyster, 1998a). Lochtman's study suggests that Lyster and Ranta's (1997) model of analyzing corrective feedback could work for classes that are mainly form-focused.

Distribution of

Feedback Types		**and**	**Uptake**
Explicit correction	13.7%		26%
Recasts	30.5%		35%
Clarification requests	1.8%		0%
Meta-linguistic feedback	23.9%		46.8%
Elicitation	30.2%		47%
Repetition	0%		0%

All the above studies used the same types of CF strategies originally used by Lyster and Ranta (1997) aiming to throw light on which method of CF – input-providing or output-prompting – would be more facilitative of learning. They also used uptake as a measure of learning. They seem to indicate that Lyster and Ranta's model of analyzing CF works in various contexts, including foreign language teaching classrooms. However, there has not been much similar research done in foreign language contexts like ours. Also, the teachers in the studies reviewed above were native or near-native speakers of English. In our case, this is far from being the case. It is reasonable to hypothesize that the proficiency of the teacher

in English could significantly affect his/her corrective behavior. This would, therefore, make the present study different.

Having reviewed the literature related to the first major objective of this study, I now move to a brief discussion of the research with regard to the second major objective.

2.5. Teacher Beliefs

Basturkmen et al. (2004) assert that there has recently been a shift in the thinking of the role of teachers. Whereas, until recently, there had been a top-down approach of teacher training programs where the teacher was told by the 'expert' from above what to do and how to do it in the classroom, this has now changed and the teacher is conceived as a person who constructs his/her own theories of teaching/learning. Because of this new conception of teaching as a thinking process and the teacher as an individual with his own beliefs and thinking that affect the way he/she teaches, there has been a growing interest in studying teacher beliefs.

However, there has not been agreement on what exactly the term 'belief' stands for. This is due to the fact that the term has been used in the literature of various fields such as sociology, psychology, philosophy, as well as general education (Zheng, 2009; Borg, 2003). Zheng (2009:74) identifies some commonalities in the diverse definition given to the term 'teacher beliefs'. First, beliefs are taken to be '... psychologically held understandings, premises, or propositions felt to be true. As a result, beliefs are the preamble and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning.' The second common theme that runs through many definitions of the term is the realization that '... both the professional development of teachers and their classroom practices are influenced by educational beliefs.' This means that teachers' planning, decision-making, and behavior in the classroom are affected by their educational beliefs. Thirdly, attempts at differentiating between belief and knowledge have not been successful. Most researchers have admitted that the difference between belief and knowledge has been 'blurry' (Borg, 2003; Basturkmen et al., 2004).

Andrews (2003) echoes the concerns expressed by many researchers (Borg, 2003; Pajares, 1992) of distinguishing between belief and knowledge. The general understanding is that beliefs have to do with 'evaluation and judgment' while knowledge is based on 'objective fact', but in practice they are 'intertwined': 'beliefs underlie both declarative and procedural knowledge' (Pajares, 1992: 312 – 313).

In order to understand the effect of beliefs on classroom practices, it is suggested that we investigate specific aspects of language teaching vis-à-vis teachers' beliefs (Borg, 2003). Investigating the extent to which teachers' professional knowledge and beliefs affect their classroom behavior is one of the major objectives of this study.

A specific aspect of language teaching scrutinized in this regard is teaching grammar (Borg, 1999; Farrell and Lim, 2005). Farrell and Lim's (2005) case study compared the beliefs and practices of two experienced primary school English teachers in Singapore about teaching grammar. A series of interviews before and after observed lessons were conducted with the two teachers to find out their beliefs about teaching grammar. The findings show inconsistencies between beliefs and actual practices. One reason given for the discrepancy between beliefs and practices is time. Both teachers asserted that their decision on how to teach grammar was influenced not only by their knowledge of how best to teach a grammar item but also by the amount of time available for them to cover the syllabus. These teachers stated that the demand on their time came not only from the syllabus or the administration but also from parents. Another reason given was the fact that traditional methods of teaching grammar are so highly valued that it was difficult even for those who would like to experiment with modern methods to abandon them.

Another aspect of language teaching that was a subject of teacher-belief study is what is known as focus on form, one of the theoretical justifications given in support of corrective feedback (Doughty and Williams, 1998). As Ellis et al. (2001) noted, language forms can be attended to in communicative classes unobtrusively incidentally or in a planned manner. Incidental focus on form refers to the teachers' reaction to learners' errors that occur

incidentally while engaged in performing a communicative task. It could also arise even before learners make errors in cases where the teacher decides to pre-empt possible learner problems by focusing on language items incidentally. Alternatively, the teacher can design tasks in such a way that the use of certain language forms is highly likely with the aim of giving corrective feedback on the language forms targeted. Han (2002), for example, is a study of the effect of recasts where the tasks designed for the treatment required the participants to tell a story. The Simple Past form was targeted and while the participants tried to tell the story using cues in a picture, they made errors and the teacher provided corrective feedback on only the students' use of the target structure. This option of providing CF is known as planned focus on form.

Basturkmen et al. (2004) examined the effect of teachers' beliefs on their classroom behavior of providing *incidental* oral corrective feedback. Three teachers with differences in length of time of teaching experience were first interviewed with the aim of eliciting their beliefs on communicative language teaching and the role of focus on form. Their actual classes were then observed and audio-recorded. They were also made to listen to their own teaching and comment on their style of CF provision. The beliefs they held about the issue, which were extracted from the in-depth interviews, were finally compared with the actual classroom behaviors and the stimulated recall comments they gave. It was found that there was only slight relationship between the teachers' declared beliefs and their actual practices.

The researchers speculate several factors for the inconsistency. First, context, especially constraints, might be a reason for a teacher not to be consistent with his/her own beliefs. Borg (2003) reports the findings of a study which asserted that teachers did not do what they believed should be done in the classroom due to time constraints or due to lack of appropriate teaching material. Second, teachers hold conflicting belief systems at different levels. At one level teachers may believe, for example, that communicative language teaching is the best approach. But, at another level, they may hold the belief that students are not motivated to learn and resort to methods that contradict their own beliefs. Third, it is also possible that teachers draw on different sources of knowledge during the planning and the actual teaching stages. Ellis (1997: 246) distinguishes between technical and practical

knowledge. The former refers to 'the body of explicit ideas derived by a profession from deep reflection or empirical reflection' while the latter denotes 'the procedural knowledge an individual practitioner has derived from experiences of teaching and learning languages. It is used as a resource to be applied rapidly and intuitively'. Basturkmen et al. (2004) hypothesize that teachers may not often tap on their technical knowledge because it is not typically procedural. As research in the area of teacher beliefs in general and teacher beliefs in language teaching is still at its infancy, the researchers call for further investigations to be carried out. The following section reviews local studies conducted in the area of oral corrective feedback. As it appears, no study has so far been carried out in this area in our context. The present study is partially a response to this call.

2.6 Local Research on Oral Corrective Feedback

Very few studies on oral corrective feedback have been conducted locally. All of the few that exist were case studies done in partial fulfillment of the M.A degree in the Department of Foreign Languages and Literature, Addis Ababa University. The 'pioneer' in this regard was Wondwosen (1992), who attempted to examine teachers' classroom oral feedback – both positive and negative – in sample high schools in Addis Ababa. He admits the difficulty he faced in his attempt to design a model that could be used to capture both positive and negative feedback in one study. He had to combine elements from various models used by other researchers (Fanselow, 1977; Allwright, 1975; etc.) but mainly drew on Chaudron's (1977) model of corrective treatment for his study.

He audio-recorded eight regular classroom lessons of English from eight different teachers. Each lesson lasted 40 minutes on average totaling 320 minutes of classroom data. He reports to have found 336 occurrences of negative feedback. This means that teachers were on average giving one corrective feedback every minute or so. Forty-three elements of positive, negative, and miscellaneous feedback were identified in the data. Of these, 23 were related to negative feedback. The 336 instances of negative feedback were spread over the 23 types of feedback. Given the limited amount of data in general and the numerous feedback types used in the model, it cannot be surprising that no meaningful conclusions could be drawn

from the findings. There were instances where a feedback type occurred only once in the entire data. However, Wondwosen was the first to try to replicate the research carried out elsewhere in the area and he laid the foundation for subsequent research to pursue this line of enquiry.

Indeed, three years later, Teshome (1995) did a case study of the corrective behavior of four teachers in only one high school in Addis Ababa. These teachers were observed and recorded for a total of 300 minutes (two 40-minute lessons each, on average). The total amount of recorded classroom data was similar to that of Wondwosen (1992) although this time the focus was exclusively on corrective feedback. Chaudron's (1977) was used here too, and 130 corrective feedback moves were identified. This means that there was one CF move in very two minutes. This finding shows CF episodes were fewer than those in Wondwosen's study but it still confirms how pervasive CF provision is in Ethiopian high schools.

However, a couple of things need clarification in Teshome's study. First, one of his objectives was to investigate 'major' errors that caused difficulty to students. It is not clear from the report whether the researcher coded all the errors that elicited the teachers' CF move or selected only those he considered to be 'major'. If he was selective in coding errors, he did not say what criteria he used for selecting the 'major' errors selected. Second, in addition to using Chaudron's (1977) model, Teshome also analyzed errors as being Agreement Errors, Word Order Errors, Preposition Errors, Article Errors, etc. Research indicates that the type of error committed may be a factor in determining the type of CF that is triggered. For example, Lyster (1998b) found that teachers tended to use recasts after phonological and grammatical errors whereas lexical errors attracted CF types that require negotiation of form (e.g. elicitation or clarification request). But the types of error are generally classified as grammatical, lexical, or phonological. Why Teshome classified grammatical errors into so many sub-types is not clear. It is difficult to theorize that Agreement Errors could trigger any different type of CF from Word Order Errors, for example.

Another objective of Teshome's study was to see how involved students were in correcting their own errors. This has a firm theoretical basis since learners' involvement in modifying their ill-formed utterances would mean that they have noticed the gap between their own faulty forms and the target forms. According to the Noticing Hypothesis (Schmidt, 1990, cited in Mackey, 2006), when learners notice this gap, the 'input' from the teacher with the correct forms can become 'intake' for the students. The intake will then be ready for acquisition. In this connection, Teshome found that 70% of the error treatment was done by the teachers. This means that the teachers heavily relied on CF types that did not encourage students to be involved in the treatment process. Although the vast majority of the students who responded to the questionnaire (83.7%) preferred to be corrected, the study indicated that the types of CF they preferred were at odds with the ones the teachers used.

Samson's (2007) study is different from the others in some important respects. First, he attempted to study CF in meaning-based classes, i.e. he recorded lessons that required communicative interactions between teachers and students. Such lessons included discussions, pre- and post-listening activities, and pre- and post-reading exercises. The 'focus on form' as opposed to 'focus on formS' theory that supports the provision of CF presupposes that the feedback should be given in a communicative context (Doughty and Williams, 1998). In other words, the CF should not interrupt communication. In this regard, Samson's work is in line with the theory and most of the research in the area. However, he conducted his study in Asela (a small town outside Addis Ababa, where the students have much less opportunity to facilities for learning English outside the classroom) and the learners were Grade 8 government school pupils whose teachers were unlikely to have a bachelor's degree in English. All this raises the question of whether or not there could have been any meaningful interaction conducted in English between the teacher and the pupils that could have made the lessons genuinely communicative.

Second, although he stated that he used Chaudron's (1977) acts of corrective discourse, he used, unlike others, only six types of CF move, namely, Rephrasing, Repetition request, Metalinguistic comment, Explicit correction, and Prompt. It is not clear how he arrived at these CF types out of the 31 types and features that Chaudron outlined. However, the fact

that he focused on these major types of CF made his analysis more meaningful than all the other local studies.

Third, Samson also gave due attention to uptake, which makes his study more similar to recent work on the area (e.g. Lyster and Ranta, 1997) as well as the present study.

On the other hand, there were similarities in objectives between his work and Teshome's (1995). They both aimed at identifying CF types used by teachers and the extent of learner involvement in the error treatment process. Samson's finding confirms that teachers relied on CF techniques that did not allow learners to be actively engaged in treating their own errors.

With regard to the frequency of CF provided in the classroom, Samson reports a lot fewer occurrences. Only 167 CF moves were made in 640 minutes of recorded classroom data. This means only one error was treated in four minutes. The level of proficiency of both the learners and the teachers could have been one reason for this. Another reason might have been the 'communicative' nature of the lessons although much higher numbers of CF move have been reported in most other studies where the lessons were genuinely communicative (e.g. Lyster and Ranta, 1997).

Sileshi (2008) again tried to see CF provision by teachers from a different angle. In addition to identifying the types and features of CF moves made by teachers using Chaudron's (1977) model, he classified errors into two categories: content errors and linguistic errors. One of the objectives of his study was to find out which of the two types of error the teachers treated more. Another objective was to see whether the teachers delayed error treatment or interrupted the students to treat their errors. His findings indicate that the teachers treated content errors more frequently than linguistic ones, and they delayed treatment more than they interrupted. This means that the teachers in this study behaved in a way that is regarded to be ideal for learning. Modern methods of language teaching/learning (e.g. Communicating Language Teaching) strongly advocate that teachers focus on the content of what learners are saying rather than on linguistic forms. Dulay and Burt (1972)

suggest that 'global' errors should be better targets for treatment than 'local' ones as the latter do not cause problems in communication. Also, teachers are advised to give learners enough time to self-correct (Loewen, 2004).

However, the way Sileshi operationalized 'content errors' seems to have a problem. As can be seen from some of the extracts of CF provision episodes classified as having content errors, the teacher does not correct any content error at all. In fact, there is no content error in the extracts. What happens is students try to express their ideas and in the process they commit several errors; the teacher has no problem understanding their message; when they finish, the teacher rephrases some of the ideas. In fact, it might be taken as a recast, which is linguistic, not content. This major methodological flaw makes the results of this study difficult to accept.

Sileshi recorded 12 lessons amounting to 600 minutes in a teacher training college. He reported 106 CF episodes, which means there was only one CF episode in 6 minutes. But he also claimed to have identified 450 CF reactions. A glance at the 106 CF episodes in the appendix shows that up to seven CF types or features were identified in one CF episode. It is, therefore, hard, if not impossible, to draw conclusions of any kind from this study with regard to the preferred types or features of CF. It may, however, be argued that the few number of CF episodes in general was due to the relatively higher level of mastery of the language of the learners or the belief on the part of the teachers that their major concern is the content of what the students say, not the form, since the setting is a college.

Finally, Birhanu (2009) studied the corrective behavior of four Grade 9 teachers, all of whom were diploma holders. One of his objectives was similar to that of Teshome (1995), i.e. to identify major errors that cause difficulty to students. As stated earlier, this is a problematic objective since there is no justification of which errors cause difficulty to learners. Nor is it clear if there were errors that were not coded because they did not cause difficulty to learners.

The second objective was similar to that of Sileshi (2008): to see if teachers delayed treatment or interrupted students to do the treatment. The third objective was rather dubious. He tries to distinguish between *types* and *techniques* of CF moves. To analyze the types of CF he uses Chaudron's (1977) model, like everyone else, and to analyze techniques he uses the different kinds of errors made by students. No attempt is made to relate the type of CF to the type of error. Again, as stated earlier, there is no point in stating that spelling errors are treated more or less often than preposition errors, for example.

Eight lessons amounting to 320 minutes were recorded. One hundred and ten CF moves were made, which means that one error was treated in about three minutes. The lack of proficiency in the language (as all the teachers had only two years of college education) may have been the cause for this relatively scarce CF.

Birhanu found that the provision of correct answers by teachers was the most frequent type of CF. This suggests that learners were given little opportunity to self-correct. Contrary to Sileshi's (2008) finding, he found that teachers interrupted learners to give corrections more often than they delayed the feedback, although they believed that they did not interrupt. Interestingly, both the teachers and the learners believed all errors should be corrected. If the teachers believe all errors should be treated, a much greater number of CF moves should have been made by these teachers. The relative dearth of CF moves here would only strengthen the point already made that the teachers' lack of proficiency in English might have been a reason.

In sum, the little local research in the area clearly shows that the subject of how oral corrective feedback is provided in EFL classrooms is worthy of further scrutiny as a significant portion of class time is devoted to giving corrective feedback.

It has also become evident from the foregoing review of the local research in the area that there are methodological deficiencies in the studies conducted. All of them used Chaudron's (1977) model of corrective discourse, which enumerates 31 different types or features of CF, which makes synthesizing findings difficult, if not impossible.

Finally, there has been no attempt by any of the Ethiopian researchers so far to investigate why teachers used the types of CF they used in their classrooms.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Of the two methodological paradigms – quantitative and qualitative – the nature of this study makes it a necessity that the latter be used. As discussed in Dornyei (2007), qualitative studies usually have an 'emergent' model, which means that the design of the study remains flexible to accommodate newly emerging facts in the process of doing the research. In the current study, the idea of interviewing some of the teacher trainers was not originally part of the design. However, after conducting the in-depth interview with the teachers under study, it was felt that the information obtained from the teachers should be verified by interviewing their trainers. Dornyei (2007: 38) also points out that 'the common objective of the different types of qualitative methods is to make sense of a set of (cultural or personal) meanings in the observed phenomena'. These meanings are necessarily 'subjective opinions, experiences and feelings of individuals ... and ' the explicit goal [of a qualitative study] is to explore the participants' views of the situation being studied.' All the tenets of the qualitative research methodology apply to the current study. This study intends to explore the subjective opinions and feelings of the participants under study concerning the topic in focus. The teachers' opinions are what the study is after because, as Dornyei (2007: 38) goes on to say, '... human behavior is based upon meanings which people attribute to and bring to situations (Punch, 2005) and it is only the actual participants themselves who can reveal the meanings and interpretations of their experiences and actions.' Although there is some quantitative description as well (for the second major purpose), the first and the third major purposes of the study can mainly be achieved through the qualitative analysis of the data. This is because, as stated above, a deeper and more genuine understanding of deep-seated beliefs of some types of human behavior such as teaching can best be achieved mainly through the qualitative methodology. A series of methods have been used to gather and

analyze the data for this study. Each of these methods will be discussed in this chapter. But first, a description of the schools in which this study was conducted and the teachers selected for the study is provided.

3.2 The Schools and the Teachers

In Ethiopia schools are classified into government, public, private, community, and faith-based schools. The difference between government and public schools is that the former are run by the government while the latter are financed and managed by students' parents. Generally, quality of education is considered to be better at public schools than it is in government ones. There are 117 primary and 13 secondary public schools in Addis Ababa.

Table 3A. Number and Types of School in Addis Ababa

Type of School	Primary	Secondary	Total
Government	113	44	157
Public	117	13	130
Private	393	68	461
Missionary	28	13	41
Church	16	4	20
Mosque	2	2	4
NGOs	18	5	23
Foreign Community	6	5	11
Total	**693**	**154**	**847**

SOURCE: Addis Ababa Education Bureau, 2010

In terms of number of schools, there are far greater number of private schools than government or public ones. However, when we look at the enrolment rates, we find out that government schools outnumber all the other types, according to the statistics of the Addis Ababa Education Bureau. In 2010 government schools had enrolled 97, 196 students both in primary and secondary levels, and in regular and evening programs. Despite their numbers, private schools had enrolled only a total of 15, 924 students including those attending school in the evening. Public schools ranked third by enrolling 10, 252 students.

The decision to conduct this study in public schools was taken for three reasons. First, private or community or faith-based schools would not be representative of the larger context of teaching English due simply to the small number of students or teachers they house in the country at large. Although it is not the aim of this study to generalize findings to the wider context, it is obvious that such schools are very different from government and public ones in terms of facilities as well as quality of teachers they employ. Because of the relatively better salary they offer to teachers, they usually attract the better able staff. Second, this study could not be carried out in government schools, which constitute the largest number of students, because the teaching is conducted by means of plasma television. This almost entirely precludes teacher-student interaction, which is the interest of this study. The plasma technology is not yet in use in public schools. Third, many of the studies conducted so far on high schools have been on government schools. This study, therefore, may be one of the few to shed some light on public schools.

Because of the nature of the study, it was felt that the selection of the individual teachers was more important than that of the schools. The study entirely depended on highly sensitive information that had to be drawn from teachers. The teachers could not, in any way, be coerced into providing such information. Even though it was technically possible to have access to classrooms through the administrative channel, this was not preferred because the full consent of the teacher was felt to be the best option to get as close as possible to the deep-seated beliefs of the teachers. For this reason, the first step taken was to find teachers who would fully agree to allow the researcher to go into their classes and video- as well as

audio-record their lessons. The 22-year teaching experience of this researcher in institutions of higher learning in the country helped in finding the volunteers, albeit with some difficulty. These volunteers, thus, determined the two public schools selected for the study.

One of these schools is known as Atse Naod Primary and Secondary Public School. It is located in Arada Sub-city, Addis Ababa, just a few meters away from where the Faculty of Technology of Addis Ababa University is found. It was established as a primary and junior secondary school (Grades 1 to 8) by its Ethiopian private owner, Ato Girma Taye, in 1970. Six years later, i.e. in 1976, following a proclamation that decreed for private schools to be handed over to the community, it became a public property. Currently it has expanded into a secondary school as well, accommodating students in Grades 9 and 10. It started graduating students from Grade 10 with the nationwide School Leaving Certificate Examination in 2008. In the first year about 92% of those who sat for the exam got the required results to allow them to join preparatory schools (Grades 11 & 12), but the success rate has declined in the last two years, reaching about 85% in 2010.

The other school is known as New Era Primary and Secondary School, and it is situated in the same Sub-city as the first one, almost adjacent to one of the oldest churches in the center of Addis Ababa, St. George Church. It was founded in 1973 to teach children Italian, starting from nursery to Grade 8. But after just a year, it became a privately-owned secondary school. It also trained people in commerce and fine arts. This again did not last for more than two years as the 1976 proclamation gave the ownership of the school to the public. It was once again limited to nursery-to-Grade 8 education although it was given permission by the Ministry of Education to also train secretaries and prepare students for the school leaving/university entrance examination. Now it has expanded to accommodate students of Grades 9 and 10. Its success rate in terms of the number of students who pass the nationwide school leaving exam upon completing Grade 10 is impressive. In the last three consecutive years the pass rate has been 100%. As a result, it has repeatedly won the award of the Education Bureau of the Sub-city.

The researcher was also able to observe during the recording of the lessons that the classes were much more orderly than those in Atse Naod. For example, students brought their textbooks to classes whereas this was not the case at Atse Naod. Here, students paid attention to the teacher without being reminded over and over by the teacher; they did their homework and they more freely participated in classes. At Atse Naod very few students brought their textbooks to classes and the classes observed were usually very noisy with very few showing interest to attend to the lessons. The teachers spent time putting students around the few books brought to class. The teachers repeatedly advised students to bring their books to classes but did not seem to want to change the situation by informing the management of the difficult circumstances they work in.

Originally, six teachers were selected, four men and two women, three from each school. All of them had a first degree in teaching English. Their teaching experience ranged from zero to twenty-six years. The youngest was 22, a fresh graduate from one of the newest universities in the north of the country, Axum University, Tigray. The oldest was 46 with 26 years of teaching experience, most of it in a government school outside Addis Ababa. He earned his BEd a couple of years ago from a private university college through distance learning. The others got their degrees from Addis Ababa University.

The recording of lessons started immediately after permission was granted by the teachers. It was believed that classes should be recorded as they happen naturally. So nothing was done to alter the way they would be conducted if they were not being recorded. The teachers were told to behave as they normally would. The specific purpose of the study was not revealed to the teachers as this would affect their usual behavior. They were simply told that the purpose of the study was to examine classroom interaction. Classes were observed randomly but the teacher was informed of the recording a day or two before.

One of the teachers was observed for seven lessons while another was recorded only four times. It was felt after four lessons of observation that the novice teacher's styles of correction were very much the same and further recording was not going to enhance the

quality of the data. The other four teachers were recorded for six lessons each. That means a total of thirty-five lessons were recorded.

However, the actual work of coding the corrective feedback moves revealed that two of the six teachers, a woman from Atse Naod and a man from New Era, made little or no such moves in the entire classroom data gathered from their classes. This meant that stimulated recall and reflection interviews could not be done with them. Since the three major questions of this study are intertwined, a decision was made to exclude these teachers from the investigation altogether. Only four teachers were, therefore, the data source for this study.

Once the recording was done, it was time for the in-depth interview.

3.3 In-depth Interview

This method was used to gather the data to address the first major question/objective:

What are the stated beliefs of the teachers under study regarding oral corrective feedback?

The in-depth interview was intentionally kept until after the classroom observation was made as some of the questions raised in the interview might reveal the specific purpose of the study, which might in turn affect the teachers' behavior in some way. Still, the interview questions were designed in such a way that the topic of corrective feedback did not stand out. As much as possible, the teachers' knowledge or beliefs on the research topic were elicited indirectly.

According to Borg (2003), four major factors contribute in forming teachers' beliefs/cognitions: the teachers' own language learning experience, what is done in teacher preparation colleges, the actual classroom practices, and the context in which the teaching/learning takes place. The questions for this interview, therefore, revolved around these factors directly or indirectly (see Appendix L). The interview was transcribed in its

entirety (see Appendices A – D). Belief statements of the teachers concerning corrective feedback provision were then extracted from the transcribed data. Once the belief statements were drawn, they were analyzed for their internal as well as external consistency or inconsistency (Basturkmen et al., 2004). Internal consistency/inconsistency refers to whether or not teachers have a consistently clear understanding of the topic under study or not from the beliefs they express in the whole interview. A teacher may say one thing while answering one question and contradict it while answering another question whose content is similar. The external consistency or inconsistency of a teacher's belief refers to the sameness or difference between the teacher's stated beliefs and his/her actual classroom practices. In this case, a teacher may say one thing but in practice do something else in the classroom. This is the purpose of the in-depth interview.

While the in-depth interviews were being conducted, the recorded classroom data were also being transcribed and the corrective feedback episodes identified and coded.

3.4 Coding the Corrective Feedback Episodes

This part of the research was intended to address the second major purpose and more specific questions under it. This question is:

How do the teachers under study provide oral corrective feedback?

The specific questions that come under this major question are:

a) How frequently do the teachers under study provide corrective feedback compared to similar research conducted locally or elsewhere?
b) What is the distribution of the different types of corrective feedback identified in the data?
c) What is the relationship between corrective feedback type and uptake?
d) What is the relationship between corrective feedback type and error type?

In order to answer these questions, a slightly adapted form of the descriptive model developed by Lyster and Ranta (1997) was used. This model was used in this study for

several reasons. To begin with, the model has proved to be applicable in different instructional settings and language teaching/learning contexts. It was first developed by Lyster and Ranta (L & R) in a Canadian French immersion program for young learners. Then, Panova and Lyster (2002) tried it in an adult ESL program and found it to be workable. Several other studies have since been carried out in other contexts, including EFL classes (e.g. Suzuki, 2004; Lochtman, 2002; Tsnag, 2004).

The second reason for using this model for the current study is the fact that none of the local studies so far has used it. As discussed in Chapter Two, much of the little study conducted locally used Chaudron's (1977) model, which lists 31 different reactions of teachers. L & R have made it possible to better understand teachers' corrective feedback behavior by synthesizing earlier models, and, as a result, it is now possible to relate the teachers' behavior in this regard to language learning or acquisition. The six types of oral CF they identified, viz., Explicit Correction, Recasts, Elicitation, Clarification Request, Metalinguistic Feedback, and Repetition, can further be collapsed into three: Explicit Correction, Recasts, and Negotiation Moves. As discussed in the literature review, this type of analysis of CF has made it possible to make sense of the complex reality of the classroom. This study is, therefore, the first to try the model in the very different context of teaching English in Ethiopia. From this perspective, this research will make a contribution to the pool of research that has been done internationally in the area. Below is Lyster and Ranta's (1997) model and a description of it.

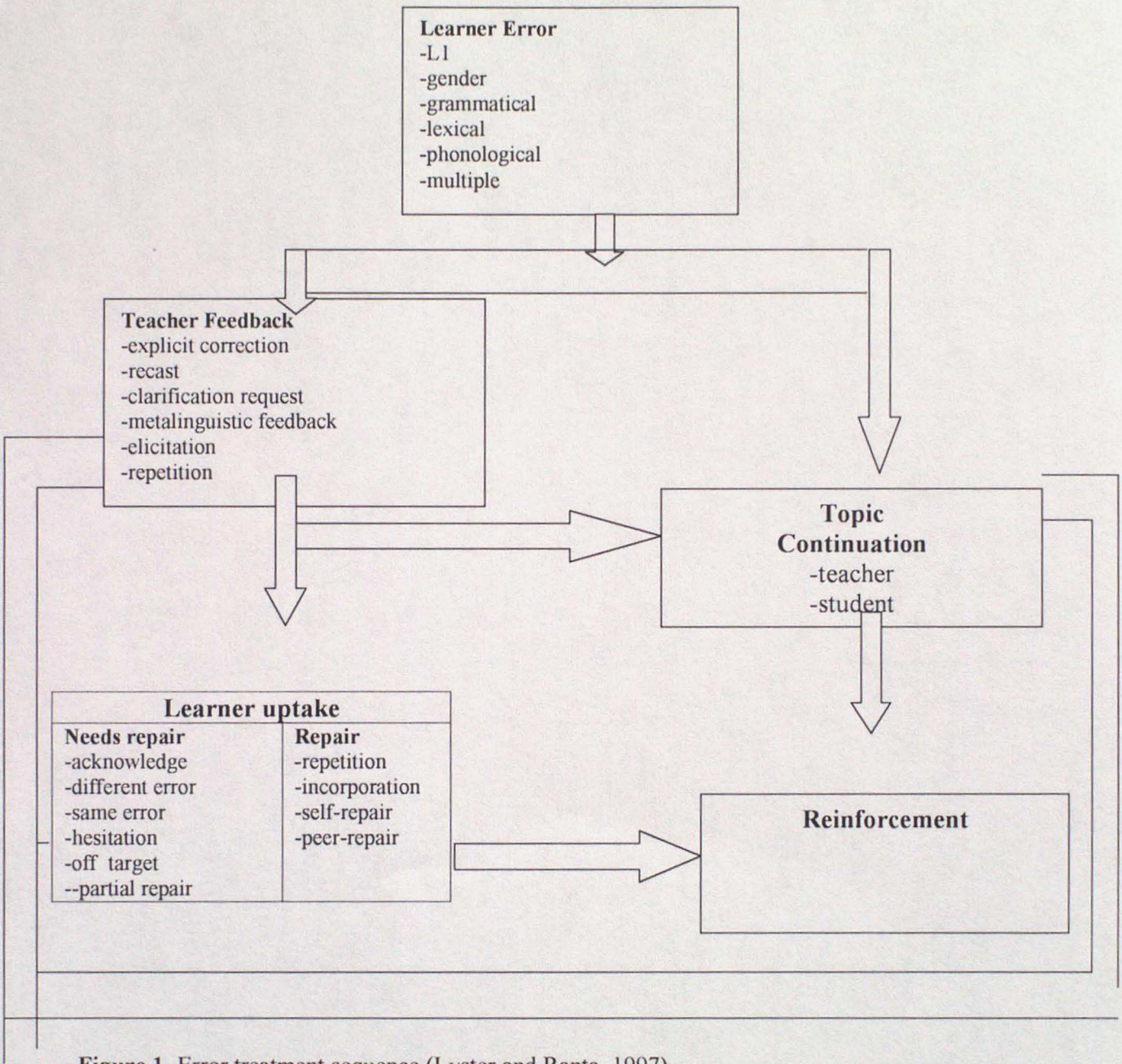


Figure 1. Error treatment sequence (Lyster and Ranta, 1997)

Every error treatment sequence begins with a student's turn containing one or more errors. Lyster and Ranta identified six types of errors in their database: unsolicited use of L1, gender, grammatical, lexical, phonological, and multiple. They coded every student turn with at least one error. The teacher, then, has two options: to give corrective feedback to the error(s) or to continue with the topic of the lesson. If the teacher decides to treat the error(s), he/she does it in one or more of six types of corrective feedback: recast, explicit correction, elicitation, clarification request, meta-linguistic feedback, or repetition. The teacher's feedback may or may not be followed by student uptake. If it is not, then the teacher or students will continue with the topic of the lesson. When students respond in some way to the teacher's intended feedback, the error may be repaired successfully or it may still need to be repaired. A successful repair may be realized in one of four ways: a) the student who has made the error may repeat the teacher's corrected version; b) the students may incorporate the correct form in a longer utterance; c) the student may self-correct after the teacher's negotiation move; or d) other learners may correct the error after the teacher's negotiation move. On the other hand, the error could still need to be repaired if the student simply acknowledges the teachers corrective move by simply saying 'yes', or makes another or same error, or hesitates, or only partially corrects the error, or goes off target. Optionally, the teacher may sometimes complete the sequence by giving further comments or explanation after the students uptake move.

This model has been slightly adapted according to the objectives of the current study. First of all, it was not necessary here to code every student turn with error(s) because the primary concern here is not how many errors were committed but how many times and how the teacher made corrective feedback moves. This is in line with Suzuki (2004) whose objectives were to investigate the relationship between types of error and corrective feedback, their distribution in adult ESL classrooms, and the relationship between feedback types and uptake. So only errors to which the teacher reacted to, by way of correcting them, were coded. It should also be noted that the video- as well as audio-recorded classroom data was not transcribed in its entirety. It was deemed important to gather extensive rather than intensive classroom data owing to the objective of the study. It is possible, as practically

seen in the data gathered for the pilot study, that no or very little corrective feedback could be provided in an entire lesson. It is, therefore, better to observe as many lessons as possible until sufficient corrective feedback data is obtained and limit the transcription to relevant portions of lessons to minimize the unnecessary wastage of time and resources that would result from transcribing all the lessons observed. Secondly, only three out of seven types of errors are coded here: grammatical, lexical, and phonological. In Lyster and Ranta's case, French was the second language and the children could easily switch to their L1 due to the similarities between English and French. That is not expected to be the case in the context of the current study. Even if students switch to the local language, it will not be for the same reason and that should be a subject of another study. It will be difficult to consider the code switch as a linguistic error. Also, gender errors are typical of French and similar languages where every noun has a gender marker and the form of verbs or adjectives changes accordingly. This again does not apply to lessons where English is the foreign language. The category of multiple errors is also taken out because it is expected that the teacher will give feedback mainly to one of the multiple errors that are committed in one turn.

There were a significant number of multiple feedback moves in the current data, and at first it looked necessary to code such moves separately. But at a closer look, it was found that many of these moves had repetition as one of the multiple moves and the repetitions were done in a falling intonation, which made it difficult to determine the corrective intent of the teacher. Besides, Sheen's (2004) argument for classifying multiple CF moves into one of the six was found to be sound. The multiple moves were, therefore, reclassified following Sheen (2004). (See the details of the reclassification of multiple moves in Chapter Four.)

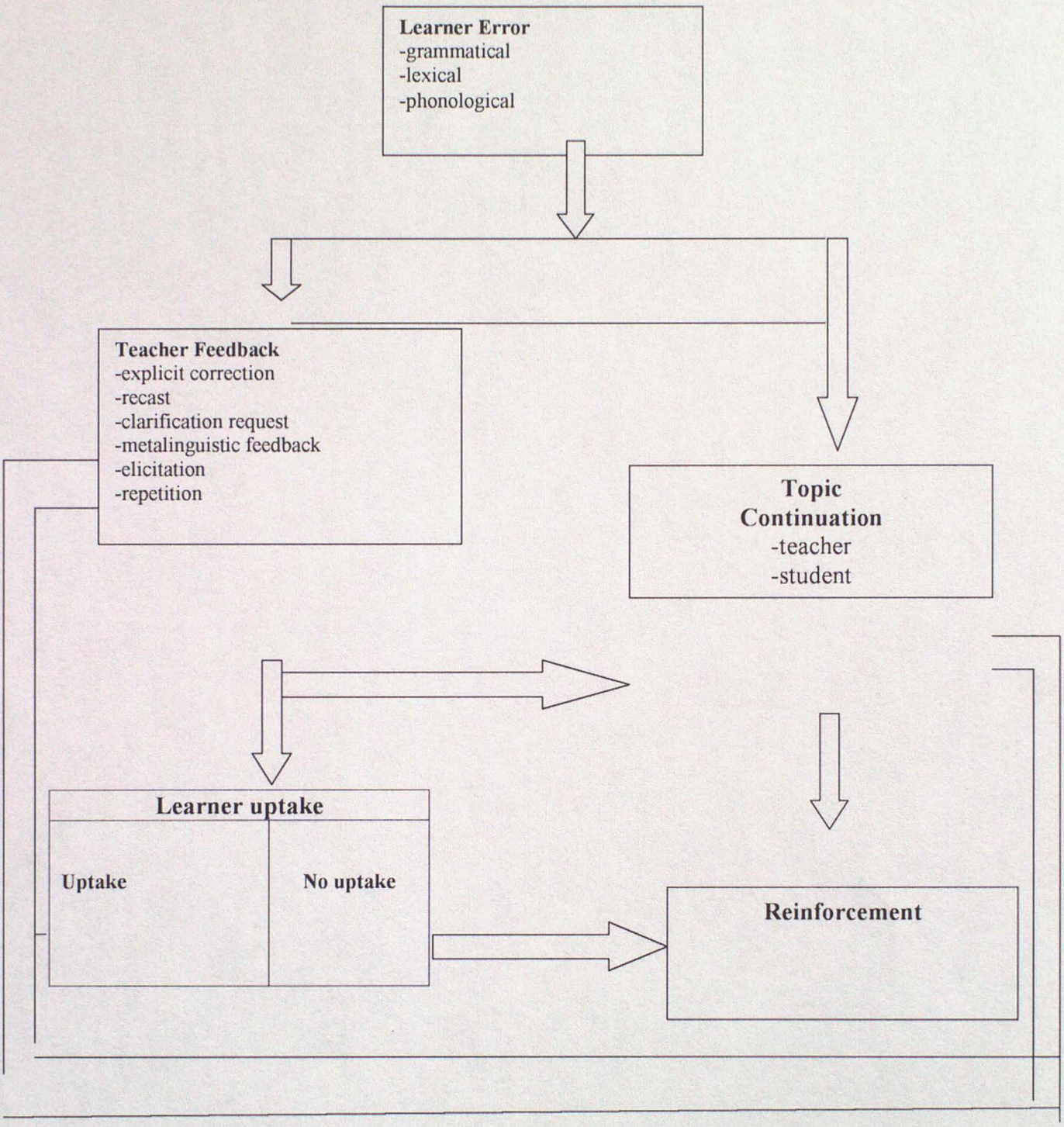


Figure 2. Error treatment sequence (adapted to suit the purposes of the current study)

The six types of providing corrective feedback listed above can further be collapsed into three: recast, explicit correction, and negotiation of form. (Later, Lyster and Mori (2006) used the term 'prompts' for 'negotiation of form'). As discussed in the literature review, a recast is an implicit provision of correction by the teacher whereas explicit correction makes the corrective intent of the teacher clear to the learner as well as supplying the correct form. In the case of a prompt, the teacher does not provide the correction himself or herself. He/She indicates, one way or the other, that there is an error somewhere and gives the learner the chance to self-correct. Prompts are also considered to be an implicit way of corrective feedback.

To answer the first major question, the four subsidiary questions under it should be answered. In order to answer the question about the extent of CF provision by the teachers under study, the total number of minutes used in teaching by the four teachers is divided by the total number of CF provided by them. Most of the research done in the area provides similar information, so comparison of the occurrence of CF across contexts is possible. The second subsidiary question here can be answered by just counting the number of times a CF type is used and comparing the frequency of the different CF types. The frequencies are also expressed in percentages so that comparison of the results with other studies is possible. The third subsidiary question has to do with the relationship between CF type and uptake. Uptake in this study refers only to students' successful reformulation of their erroneous utterances following teacher corrective feedback. In other words, uptake here is equivalent to repair in L& R and similar subsequent studies conducted. Again, percentages of the ratio between the frequency of CF types and that of student successful repair are calculated for comparison. The last subsidiary question is answered in a similar fashion to see what type of error attracted what type of feedback. All the four subsidiary questions are analyzed quantitatively.

3.5 The Relationship between Teachers' Practices and Beliefs

In this section, another research question, which relates the two major questions raised so far, is addressed:

What is the relationship between teachers' beliefs and their practices?

Once the actual practices of teachers have been analyzed in their totality to get a general picture, the relationship between practices and beliefs was assessed taking the practices of individual teachers one at a time. For this purpose, the CF move counts and percentage calculations were made for each teacher. The results of these frequencies and percentages were used to compare practices and beliefs.

3.6 Stimulated Recall and Reflection Interview (SRRI)

What makes this study different from both the research conducted abroad in the area using Lyster and Ranta's (1997) model and local research using Chaudron's (1997) model is that it goes beyond counting the number of times the teachers made corrective feedback moves or the number of times the learners 'took up' the teachers' corrections, or the correlation between the type of error and the type of corrective feedback move. In addition to these quantitative pieces of information, this study also tries to uncover the reasons why the teachers made the particular moves. Following Sheen (2004: 295), stimulated recall protocol should be used not only to investigate learners' perceptions of teachers' corrective moves but also to understand why teachers treat errors the way they do. Yoshida (2008: 78) also noted that 'teachers' choices of corrective feedback types have not been explored from the teachers' point of view'. This kind of investigation necessitates employing qualitative methods.

This part attempts to answer the third major question:

What rationales do these teachers give for their actual practices?

This will be explored using the video-stimulated recall protocol. Lyle (2003: 861) states that 'It [stimulated recall] is an introspection procedure in which (normally) video-taped passages of behavior are replayed to individuals to stimulate recall of their concurrent cognitive activity.' According to Stough (2001), 'stimulated procedures were developed as an on-line cognition-capturing device more appropriately used in situations where think-aloud protocols were not possible or where a think-aloud protocol would interfere with the performance of the task being examined. For example, in the classroom, teachers are unable to teach and manage their classrooms while simultaneously reporting their thoughts on the activity taking place.' This makes the technique appropriate for the proposed study as the attempt is to find out why teachers give corrective feedback in the classroom the way they do. Data obtained in this way can give us useful information on implicit or explicit theories that motivate teachers' actions (Stough, 2001).

One of the weaknesses of the technique often raised in the literature is the difficulty for the researcher to determine whether or not the report of the subject prompted by the replay is actually based on concurrent thinking. It could as well be that the subject is using the replay to say something 'acceptable' which he or she did not think of at the time (Stough, 2001; Lyle, 2003). This is a valid argument even though many studies conducted using the technique (cited in Stough, 2001 and Lyle, 2003) confirm that the technique is dependable.

In addition to capturing teacher cognition on-line, the technique has also widely been used to investigate the subjects' stimulated reflection (Lyle, 2003). That is, the technique is not only used to capture what the subject was thinking as he or she was doing something, but it can also serve to stimulate the subject to reflect on his/her actions.

One of the objectives of this study is to explore why teachers made the corrective feedback moves they made. It should, therefore, not make a difference whether they held their ideas during the actual lessons or they formed them as a result of a reflection triggered by the stimulus. What matters to this study is that teachers were able to articulate their theories regarding their actions of giving corrective feedback. It is argued here that reflections could

not be made in a vacuum. Reflections can only be reformulations of previously held ideas or beliefs. Therefore, in this study the technique is dubbed as 'video-stimulated recall and reflection protocol'. That means teachers were encouraged not only to try and remember exactly what was going on in their minds when they made the decisions they made during the actual lessons, but they were also asked why they did whatever they did.

To this effect, strategic corrective feedback episodes were identified and their exact positions on the video were noted for each teacher. This meant that these interviews could not be carried out immediately, which could have reduced the teachers' power of recall and slightly affected its validity (Mackey et al., 2000). However, it is believed that the video-stimulated recall protocol used here serves a different purpose, as stated above. In most cases, the protocol is used mainly to probe into a subject's mind and arrive at his/her thinking online which would otherwise be inaccessible. But the method is also employed to make the subject reflect on his/her action. It can, therefore, be argued that the delay in conducting the video-stimulated recall interview could not be a serious threat to the validity of the study.

This interview was conducted in the researcher's office for three of the four teachers under study, but for the fourth one, it was done in the teacher's office where there was some noise coming from other people working in the school although the noise was not that prohibitive. The researcher stopped the video player after every strategic episode and asked the teacher what happened and why it happened the way it did. These interviews were audio-recorded and, then, transcribed in their entirety. The reasons the teachers gave for correcting the errors the way they did were, then, discussed and sorted out.

3.7 Interviews with Teacher Trainers (TTs)

Another set of data used in this study was the interview with four English teacher trainers at Addis Ababa University. The idea of interviewing teacher trainers emerged while conducting the in-depth interviews with the school teachers. When they were asked if they had been exposed to any language teaching/learning theories while they were at university,

all of them said they had not. They could not even give a sound explanation of the Communicative Language Teaching approach. It was, therefore, considered to be useful for this study to find out from the trainers themselves what the syllabus contained with regard to corrective feedback, what their beliefs about it were, and how they dealt with it, if they did at all.

3.8 Text Analysis

Talking to the trainers about what they think of oral CF and how they dealt with it while training teachers is one thing but examining the text they used in the process is another. Therefore, a section of the chapter in the textbook that dealt with oral corrective feedback was analyzed.

3.9 Field Notes

While the video-recording was taking place by a professional cameraman, the researcher sat at the back of the classroom with a student and took notes of potentially useful incidents that happened. These notes have also been used in the analysis as needed.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

4.1 Introduction

In this chapter, the various data collected for the study are presented, analyzed, and interpreted. The first set of data to be dealt with is the in-depth interview conducted with the four teachers under study. The interview was conducted immediately after the teachers were observed teaching. This was done to avoid the possibility of affecting the teachers' behavior in the classroom, even though the specific objective of the study was not revealed to them at the time. The second set of data – the actual classroom behavior of the teachers – is presented and analyzed next to see the congruence or otherwise of the teachers' beliefs and practices. The third section, which attempts to probe into the teachers' rationales for their practices through the stimulated recall and reflection interview, follows logically. The fourth section of this chapter discusses the interview data gathered on the beliefs and practices of four English language teacher trainers at Addis Ababa University. Finally, a brief analysis of the text on corrective feedback in the course-book for Skills Development Methodology at Addis Ababa University, Department of English Education, is done.

4.2 Beliefs of the Teachers under Study

In a bid to answer one of the questions posed in this study, i.e 'What are the beliefs teachers hold regarding oral corrective feedback in the classroom?', the teachers under study were asked various questions that directly or indirectly elicited their beliefs on CF. Borg (2003) identifies four possible sources for the formation of teachers' beliefs: teachers' own learning experiences, their training to become teachers, their actual teaching experience, and the context in which they work. The interview questions were, therefore, related, directly or

indirectly, to these aspects (See Appendices A, B, C, and D). An attempt was made not to reveal the specific topic of the study so that the teachers would not be biased into saying what they think would be an appropriate answer for the researcher. For example, when they are asked what they think of teaching grammar in the classroom, they might express their belief on the importance of accuracy and, hence, that of correction. They are also asked what they think the main roles of an English teacher are. If they strongly believe that correcting student errors is one of the major roles of the teacher (as stated in the literature (e.g. Chaudron, 1988)), they are likely to say so. Such indirect questions have been used to elicit the teachers' beliefs on oral error correction. However, there were also some questions that touched the issue directly without making it sound that this was the major issue of the investigation. For example, after asking a teacher who his/her favorite English teacher was at school, follow-up questions, put forward as casually as possible, might be: 'Why did you like him?' or 'What did the teacher do when you or your classmates made oral errors in the classroom?' It is hoped that the follow-up questions would not necessarily alert the teachers to the specific purpose of the study. In the end, only the belief statements the teachers made with regard to oral corrective feedback were considered for this study although the interviews had been transcribed in their entirety.

What follow are the belief statements of each teacher extracted from the in-depth interviews conducted with them. Pseudonyms have been used for the teachers, but the two public schools have been identified by their actual names.

4.2.1 Teacher Tesfa (from New Era)

Tesfa is 29 years old and has four years of teaching experience in the same school. He holds a BEd in English and a BA in psychology from Addis Ababa University. He has been teaching the observed classes for more than two years and he is also working as a counselor in the school. He is highly popular among the staff and respected among the students as well. He has just passed the entrance exam to start an MA program in psychology at Addis Ababa University. Following are his belief statements about CF:

- ✓ Errors should be corrected; if learners are not corrected, they will grow with their errors.

- ✓ Errors should be corrected 'naturally' – in such a way that they do not know they are being corrected. Learners should not expect me to correct them; they should correct themselves.
- ✓ Only important errors related to the lesson at hand should be corrected; frequent correction will make correction a habit, which is not good. I am deliberately inconsistent in what I correct not to make correction a habit.
- ✓ My students do not want/expect me to correct; that is why they make errors freely.
- ✓ My teacher in Grade 11 had an influence on how I treat errors now. She smiled when a student made an error. She then asked the class to tell her what the mistake was. If no one knew, she would give the correction. This is what I do in my class now.
- ✓ I don't remember learning any language teaching/learning theory when I was at university.

4.2.2 Teacher Tariku (from New Era)

Tariku is 46 years old and has 24 years of teaching experience. He had been teaching in a government school outside Addis Ababa before he moved to this school two years ago. He has received a BEd in English from Saint Mary's University College, which is one of the few private university colleges in the country. He has been appointed as a vice-principal of another public school just after the completion of the class observations for this study. Here are his beliefs regarding CF:

- ✓ Errors should be corrected.
- ✓ Errors should be corrected in a positive spirit, indirectly, without being angry.
- ✓ My students are happy when I correct them because I am their teacher and a little bit better than they are.
- ✓ My model teacher corrected with a smile in his face.
- ✓ I do not remember learning any language learning/teaching theory at university.
- ✓ Better able students can give correction to their peers but if such students are lacking in number in a class, group work may not be an effective means of teaching.

- ✓ Learners make errors because English is a difficult language, some lack interest in the language, and their teachers are not well-qualified.

4.2.3 Teacher Yirga (from Atse Naod)

Yirga is 35 years old with 8 years of teaching experience. He has earned a BEd in English from Addis Ababa University. He just moved to this school last October from a government school in Addis Ababa. He is currently doing an MA degree at Addis Ababa University. His belief statements about CF are the following:

- ✓ Errors should be corrected. Students learn from their mistakes when they are corrected or when they correct themselves. They are unlikely to forget something they have received corrections on.
- ✓ Errors should be corrected indirectly, by leading students to correct themselves. But there are times when correcting directly is necessary. Correcting directly may discourage students.
- ✓ I correct all the time but not directly.
- ✓ My model teachers corrected sometimes; most of the time, they didn't.
- ✓ I do not remember learning any language learning/teaching theory.
- ✓ Learners make errors due to L1 interference, fear of making errors, and wrong models. Making errors is unavoidable.
- ✓ Group work could have limitations in that students may learn the wrong forms from their peers but the advantages outweigh.
- ✓ Grammar is important in teaching/learning a language

4.2.4 Teacher Misikir (from Atse Naod)

Misikir is 23 years old and she graduated with a BEd in English from Axum University last July. This is one of the newly opened universities in the country as part of the national objective of making higher education more accessible to the Ethiopian population at large. She was told she would be employed as a graduate assistant in one of the newly established

universities in the regions. In the meantime, she was assigned by the Ministry of Education to teach in this school. The following are her belief statements on CF:

- ✓ Errors should be corrected. If we don't correct students, they will make the errors up to the end. Errors are important because students can learn from them when they get correction.
- ✓ Errors must be corrected immediately and directly.
- ✓ We should correct daily.
- ✓ Students may not want to be corrected, but there is no other way.
- ✓ My model teachers did not tolerate my errors; they told me the truth.
- ✓ I remember learning in the university that errors should not be tolerated.
- ✓ Students make errors because they lack confidence, may be poor in vocabulary, or due to L1 interference. They make errors because it is not their mother tongue.
- ✓ Students can correct one another while working in groups. In fact, it would be better if peers corrected one another as it would avoid fear.

From the above belief statements, it can be discerned that these teachers hold both similar and divergent views. The following are instances where they converge.

All the four cases believe that errors should be corrected. However, Tariku and Misikir seem to hold stronger beliefs regarding the importance of CF than Tesfa and Yirga. Tesfa, for example, said that he is deliberately inconsistent with his corrections and he does not believe his students want him to correct them. On the other hand, Tariku thinks his students like being corrected. Both Tesfa and Misikir stated that if learners are not corrected, they will grow with their mistakes. Yirga said errors that have been corrected are not likely to be forgotten. Nonetheless, none of them was able to support his/her beliefs with the research literature on the necessity or facilitative role of CF to language learning. The position taken by these teachers in this regard does not seem to be informed by the current debate on the subject.

All of them have been influenced by teachers that had taught them. They claim to teach in similar ways as their model teachers did in elementary or high schools. This does not come as a surprise as it has long been established that teachers start forming beliefs from their student times (Borg, 2003).

All of them expressed a strong belief that learners could correct one another's errors. However, Misikir and Yirga admitted there could be cases where students could learn wrong forms from their peers. According to Tariku, if there are no better able students in each group who can give corrections, the whole system of group work can fail. The question on group work and students unattended errors therein was raised to test the strength of the teachers' belief on the importance of correction. With the exception of Tariku, who finally 'gave in', the others stood firm in their belief that the advantages of group work outweighed the disadvantages they may have in allowing students to make errors freely as a result of which some could learn wrong forms. This once again confirmed how strong Tariku's belief was on corrective feedback.

All of them believe teaching grammar is very important. Tesfa said it is important for students to pass national exams. Misikir and Tariku believe it is important to be able to express oneself well. Yirga even goes further to disagree with proponents of the CLT, who downplay the importance of teaching grammar. The question of teaching grammar was also intended to find out how important accuracy was to the cases. If they thought grammar was crucial, which they did, it meant they believed accuracy was important, which in turn meant inaccuracy, however fluent the speaker might be, should not be encouraged. To prevent their students from being inaccurate, they would have to engage in correction. Therefore, by admitting the importance of teaching grammar, they have indirectly confirmed their belief that correction is important.

All but Misikir do not remember learning any language learning/teaching theory to which they can relate their daily practice. Misikir claimed to remember taking a course at university in which she was advised not to tolerate student errors. The fact that the teachers were not given any theoretical background on how to deal with student oral errors in

particular and errors in general is a cause for concern. CF is such an important classroom practice, and yet it appears to have been left to the teachers' intuitive decisions.

However, they also held different beliefs on fundamental concepts. Regarding how errors should be corrected, there were differences among the cases. Three of them – Tesfa, Yirga, and Tariku – believed errors should be treated indirectly and in a positive spirit. Particularly Tesfa and Yirga firmly believed that students should be encouraged to correct themselves. Even though they did not use the technical jargon, it was clear from their explanation that they opted for recasts and elicitations. Tesfa gave an example of his 'natural' way of correcting – repeating the student's utterance, minus the error. When Yirga said he liked the teachers who pushed the students to correct themselves, he was unknowingly referring to negotiation moves. Recast is the most researched and the most controversial method of CF (e.g. Trofimovich et al., 2007; Kim and Han, 2007) while negotiation moves seem to be gaining support for being more effective for language acquisition/learning (e.g. Nassaji, 2009). However, Yirga conceded that there were times when direct correction might be necessary although he was unable to provide an example to substantiate the claim. Misikir, on the other hand, was of the opinion that 'the truth' should be told right away. The literature is not short of support for explicit correction, either. Seedhouse (1997) reported that teachers generally preferred to use implicit forms of CF because they had been advised to do so. In his view, by mitigating the corrective feedback, teachers are sending the message that making errors is an embarrassing act. However, he argued that the actual interactional organization of classrooms required the opposite; the direct or unmitigated ways of addressing errors would actually mark them as unimportant and 'unembarrassing' and, therefore, more effective.

There is also some divergence in the teachers' views with regard to their students' attitudes toward correction. Tesfa believes his students do not want or expect him to correct them. Because of this, he argues, they make errors freely. Misikir feels her students may not like being corrected but teachers do not have any other option. Likewise, Yirga contends that students do not want to be corrected when they speak; they prefer written correction. However, Tariku has no doubt that his students are only happy to be corrected by him since he is the teacher and he is 'a little bit better than they are in the language'. This divergence is

another cause for concern. As Schulz (2001) clearly showed, if there is a mismatch between beliefs of teachers and learners, the teaching/learning process could be affected adversely. No matter how research-based our actions are, if teachers cannot meet their students' expectations, their efforts might not bear fruit.

The teachers also differ in the reasons they gave for causes of student errors. For Tariku, students make errors because English is a difficult language. In his view, some make errors also because they lack interest in the language while others make errors due to their teachers who are not well-qualified. For Misikir, the causes for student errors are lack of confidence, poor vocabulary, and L1 interference. Yirga agrees with Misikir in that L1 interference could be a cause for student errors. He also agrees with Tariku in that wrong models (unqualified teachers) could be causes for student errors. L1 interference was considered to be the sole reason for learner errors during the Audiolingual times when language learning was considered to be a matter of forming habits. The kinds of error learners made were later found to be strikingly similar across different mother tongues. It has now become clear that L1 interference accounts for a very small percentage of learner errors. The teachers' lack of exposure to the literature is once again revealed from the arbitrary and idiosyncratic answers they gave to this question.

Having briefly considered the stated beliefs of the teachers under investigation, it is now time to look closely at their actual practices in the classroom.

4.3 Actual Classroom Practices of the Teachers under Study

In this section, the actual performance of the teachers in their respective classrooms is scrutinized. A total of twenty-three video- and audio-recorded lessons constitute the database for this part of the analysis. The video was necessary for the stimulated recall and reflection interview, which will be analyzed in Section 4.4. The lessons were also recorded on a digital audio-recorder, which the teachers easily tucked in their gown-pockets. This has made it possible to catch voices that the video sometimes could not.

The analysis of the actual teacher behavior in the classroom is done in order to find answers to the following questions:

- What types of oral corrective feedback do these teachers use?
- How frequently do these teachers give oral corrective feedback?
- What is the relationship between oral CF type and learner uptake?
- Is there a relationship between error type and oral CF type?
- Do the teachers' beliefs match their actual classroom practices?

4.3.1 Types of CF the Teachers Used

As stated in Chapter Two, a slightly modified version of the model developed by Lyster and Ranta (1997) is used to categorize the types of CF in this study (See the model in Chapter Two). Instances of all the six types of CF identified by Lyster and Ranta have been found in this study as well. It was also found that the teachers under investigation used two or more types of CF to treat one particular error. Lyster and Ranta labeled such moves as 'multiple feedback'. Instead of treating such moves as a distinct type of feedback, they recoded them into the six types identified in their model. They found in their data that repetition occurs most frequently with four other types of feedback: clarification requests, metalinguistic feedback, elicitation, and explicit correction. Also, in the data for Panova and Lyster (2002) repetition occurred with recasts. Following Doughty and Valera (1998), Panova and Lyster coded combinations of repetition and recasts as recasts. Other multiple moves were coded as follows:

Recast + Metalinguistic Feedback = Explicit Correction
Elicitation + Recast or Explicit Correction = Explicit Correction
Elicitation + Metalinguistic Feedback = Elicitation

In the present study other combinations were also found and they have been coded as follows:

Repetition + Metalinguistic Feedback = Metalinguistic Feedback

Repetition + Elicitation = Elicitation

Clarification Request + Repetition + Elicitation = Elicitation

Metalinguistic Feedback + Repetition + Elicitation = Elicitation

Any feedback type used along with repetition was considered to be the intended move of the teachers because most of the repetitions used by the teachers under study were done in a falling intonation and, therefore, did not sound corrective in their intent. When two feedback types not including recasts or explicit corrections are used, the second or the last type used in the turn is coded as being the main intention of the teacher.

Let us now see an example of each type of CF from the current data. (The references given in parentheses at the beginning of each episode indicate the teachers' pseudonyms and the specific locations of the exchanges in the audio-records of the lessons.)

- **Explicit Correction**

A teacher's corrective feedback is coded as *explicit correction* when the teacher clearly indicates that a student's utterance contained an error and then immediately corrects the error. There are instances in the current data where the teachers under study clearly say 'no' upon hearing erroneous utterances without following it with the correct form. Instead, they give the opportunity to other students in the class to try and give the correct form. Such moves are not coded as *explicit correction* even though the teacher has explicitly told the student making the error that there was an error. By allowing other students in the class to correct the error, the teachers have, in such cases, encouraged peer correction. Therefore, such moves have been coded as elicitations, not explicit corrections. Here is an example of an explicit correction:

(Tariku Lesson 4, 11: 21 – 11:46)

T: The last one. People go to the stadium.. What is the purpose of people going to the stadium?

S: In order to see football [vocabulary error]

T: In order to see or better to say in order to watch [Explicit Correction]

SS: The match [No uptake]

T: The match (*writes on bb*)... To watch the football match.

This episode took place in a lesson the subject of which was the infinitive of purpose. Students were expected to answer questions that elicited the expression of purpose using 'to' or 'in order to'. The teacher asks why people go to the stadium and a student responds with an error in vocabulary – 'see football'. The teacher then corrects the error immediately -- 'watch the football match' -- along with the indication that the student's utterance was erroneous – 'better to say'. There was, however, no uptake following the teacher's correction, either by the student who made the error or others in the class. It has abundantly been discussed that the very nature of such a feedback move denies learners the chance to remedy their own errors. Among many others, Tsang (2004), which studied 18 non-native English lessons on teacher feedback and student uptake for 945 minutes, found that none of the student-generated uptakes resulted from recasts and explicit correction.

- **Recast**

A recast is a form of correction whereby a teacher implicitly reformulates a student's erroneous utterance without using phrases like '*You mean*' or '*You should say*' (Suzuki, 2004). As discussed in the literature, such feedback can easily go unnoticed by the learners since they might think that the teacher is simply repeating what they just said as a form of acknowledgement or confirmation, which explains why uptake is usually low after recasts (e.g. Lyster and Ranta, 1997; Panova and Lyster, 2002; Lyster and Mori, 2006). Here is an example of a recast:

(Tesfa Lesson 4, 17:45 – 18:50)

T: I think we have to discourage harmful culture. Don't you agree with this? So why don't you
break it? And why don't you start discussing with your family?

S: It's not time to.. err.. or to.. to know them or discuss with them. It takes many times or to break
this culture it takes many time [Grammar Error]

T: OK. Much time. You need much time to convince them. Right? Maybe, if you raise this issue in the family, you might be beaten or.. [Recast]

S: No.

T: No?... [No uptake]

This episode occurred in a pre-reading activity on HIV/AIDS where the teacher was encouraging students to air their views. It was a genuine communication activity with no specific grammar point to focus on. Dawit, one of the favorite students of the teacher, was expressing his view how difficult it would be for the parents of this time in this community to openly discuss with their children about sexual matters. He has made his point quite clearly and the teacher acknowledges that, but the teacher also wanted to correct the language error while still focusing on the meaning of the utterance. There was no interruption of the communication, and this is exactly what the proponents of recasts as the best method of giving correction say. Ammar and Spada (2006) refer to psychological research carried out by VanPatten (1990), who showed that learners' attention is limited, selective, and subject to voluntary control, at least partially. Consequently, it is argued that if the input is simplified, the learner can have spare attention to consciously focus on the language form on top of the attention needed to process the message itself. Recasts make this possible, according to VanPatten, because they do not require a lot of attention from the learner as the correct form is provided by the teacher.

- **Elicitation**

This is a form of correction where the teacher tries to make the students correct their own errors. One way of doing this is by strategically pausing where the error occurred so the students can fill in. Another method is by asking questions, other than 'wh' ones. A common occurrence in the present data is a situation where the teacher simply gives the chance of correcting the error to another student in the class, sometimes indicating explicitly that there is a problem in the utterance or simply repeating the error and offering another student the chance without any comment. In any case, the teacher refrains from providing the correct forms. Here is an example:

(Misikir Lesson 3, 16:30 – 17:22)

T: ... If I say ehuh I was (writes on the blackboard) drink tea ehuh it will be .. ehuh .. tea
SS: Tea was drink ... [Grammar Error]
T: Tea was ... [Elicitation]
SS: Drunk [Uptake]
T: [drenk]. Tea was [drenk] (mispronounces the word). Thank you very much.

This exchange took place in a grammar lesson aimed at revising the passive voice for Grade 10 students. The teacher attempted to deal with the revision by giving example sentences of her own for each tense. She would write a sentence in the active voice and then ask students to change it into the passive voice. The particular example was supposed to be an example sentence in the Simple Past active: 'I was drink tea.' More than one student tried to change the teacher's sentence into the passive voice: 'Tea was drink..', making a grammar error in the passive sentence although the active sentence itself had a problem. The teacher was still unable to recognize her own error and emphasizes on the students' error. She elicits the past participle form of the main verb – drunk – by strategically pausing after the auxiliary verb *was*. The students then correct their own error by supplying the correct form of the main verb.

Elicitation is one of the output-prompting CF moves advocated by a number of prominent researchers in the area (Ellis, 2009). As discussed in Chapter Two, of the six CF moves identified by Lyster and Ranta (1997), explicit correction and recast are input-providing whereas the other four – elicitation, clarification request, metalinguistic feedback, and repetition of error – are output-prompting. According to Swain (1995), input alone is not sufficient for learners to acquire a language; they must be pushed to 'output' or produce the language, hence the 'Output Hypothesis'.

It should be noted here, however, that the teacher's example sentence as well as her pronunciation of the word *drunk* at the end were erroneous and this is not the only instance we have of glaring errors being made by the teachers. Most of the research reviewed for this study reported that the teachers studied were native or near-native speakers of the language they were teaching. Therefore, the question of teacher proficiency did not emerge as an issue. Of course, the MA theses written in this area (see the Local Research section in Chapter Two) dealt with Ethiopian English teachers whose proficiency level could not be assumed to have been significantly different from that of the teachers under investigation. But none of these studies made an issue out of how their proficiency might have affected the way they provided corrective feedback. Even though it is beyond the scope of this study to look into the teachers' errors, it is important to note them as they shed more light into the context under which this study is trying to explore these teachers' corrective behavior.

- **Clarification Request**

This type of CF is usually used when the language problem seems to cause comprehension problem. This is where 'wh' questions are asked by the teacher. But even when the teacher has understood the meaning of the student, he or she may ask the student for clarification with the main intention of giving the student the opportunity to self-correct. Here is an example:

(Tesfa Lesson 6, 28:30 – 30:50)

S: … *'agober'* is the one way of preventing… [Vocabulary Error]

T: (*after the third pair have finished their dialogue*) Alright. Clap for them please.

SS: (clap)

T: Alright. What do we call err the Amharic word 'agober' in English? [Clarification Request]

S: (inaud.)

T: Yes?

S: (inaud.)

T: Yes?

S: (inaud.)

T: Perman?

S: (inaud.)

T: Permanent?

S: Perman net

T: Perman?

S: Net

T: Net. Yes (nominates a student)

S: Mosquito net [Uptake]

T: Mosquito..

S: Net

T: Net.. OK. I don't know whether you are right or wrong but what I know is mosquito net…

This happened in a speaking activity where students were made to act out a dialogue for the class about malaria and how to prevent it. One of the students in the first pair had used the word *agober*, which is apparently the Amharic equivalent of 'mosquito net', in the dialogue. The teacher had delayed the correction until after the performance of the last pair. Although the teacher seemed to know that it was a common error, he preferred to ask for clarification as to the meaning of the word in English so that they would have the chance to self-correct.

There was no problem of comprehension in this case. Interestingly, the interaction that ensued as a result of the clarification question availed both the teacher and the students an unexpected opportunity to learn another vocabulary item – perman net – which would otherwise have not been the case. This is a good example of how such a corrective move can result in a genuine negotiation of meaning, which in turn is believed to facilitate language acquisition (Long, 2007).

- **Metalinguistic Feedback**

This refers to the teacher's comments, questions, or information with regard to the form of a student's utterance using meta-language. It is not meaning-oriented but pushes the learner to think about his or her utterance, thereby making the learner not only notice his or her error, which is considered to be the first stage in the process of learning (Schmidt, 2001), but also produce some language, which again is believed to be essential for language acquisition (Swain, 1995). According to Lyster and Ranta (1997), it is not only meaning that is negotiated; form can also be negotiated. An example is in order:

(Yirga Lesson 5, 16:25 – 18:15) (from the video)

T: Sorry, sorry?... please take the gum out of your mouth and read the whole sentence.
S: When peace returned to the island, about thirty-six thousand people died. [Grammar Error]
T: Very good. The past tense form is used. Sequence of action. Nice. [Metalinguistic Feedback] New hand. New hand. [No uptake]

This occurred in a grammar lesson about the uses of the Past Perfect tense. The students had been told that when two actions take place in the past one after the other, the first action should be put in the Past Perfect and the second in the Simple Past. Clearly, the student failed to do that in this instance and used the Simple Past in both cases. It is not clear at this

stage why the teacher appreciated the student despite the error but there is no doubt that the answer was wrong since the teacher is passing the question to another student – 'New hand. New hand'. While passing the question on to another student, the teacher also hinted at the solution by providing two pieces of metalinguistic information. First, he said, 'The past tense form is used.' This should indicate where the problem is. Then, he said 'sequence of action', which should lead to the solution. The death of thirty-six thousand people preceded the return of peace to the island in sequence. Nonetheless, the student who made the error could not repair it. There are several possibilities for this. First, the appreciation given to him may have been taken at face value. Second, the meta-language used here may have been too abstract for the student to be helpful as grammatical explanations can be too complex to comprehend even for more proficient speakers of the language. Third, the student may not have reached the stage in his interlanguage continuum where he is ready to process this item for learning or acquisition. The learnability theory .... A problem often raised with regard to the output-prompting moves is that they may not be of use to deal with language items to which learners have not been exposed to. It is impossible to make learners produce language forms they have not yet learnt. Doing so may in fact affect the learner negatively by making them assume responsibility for something they are not responsible for.

- **Repetition**

This denotes repetition by the teacher of a student's error, usually with rising tone, to alert the student to the problem so that he or she can do something about it. As stated earlier, this is one of the four negotiation CF moves that encourage self-repair. An example follows:

(Tesfa Lesson 6, 33:50 – 35:20)

T: ... Afomia, what does synonym mean? ... Yes, Solomon (nominates another student)

S: Different [vocabulary error]

T: Different [repetition – without a rising intonation]... synonym. Lydia (nominates another)

This exchange came in a vocabulary lesson where students were asked to find synonyms for some given words that were taken from a preceding reading text. The teacher asks Afomia, one of the students, for the meaning of the word 'synonym'. Afomia keeps quiet because he does not know, so the chance is given to another student – Solomon – who gives the wrong meaning. The teacher then repeats the error with a flat tone and passes the chance on to yet another student – Lidia. It is interesting to note that the teachers under study use repetition quite frequently in this way although they use it along with one or more other types of CF.

The answer to the first question in this part: 'What types of oral corrective feedback do the teachers under study use?' is: all the six types identified in Lyster and Ranta (1997).

4.3.2 The Frequency of Correction in General

We have seen the different types of oral corrective feedback that have been found in the current data. We have also seen what each type of oral CF entails in terms of language learning and teaching. Let us now move on to consider the extent to which the teachers under investigation gave oral corrective feedback. Table 4A below shows the total number of corrective feedback moves made by all the four teachers under study as well as the distribution of the different moves.

Table 4A. Distribution of corrective feedback types for all teachers

Corrective Feedback Type	No. of Moves for Each CF Type	Percentage
Explicit Correction	27	14.6%
Recast	78	42.2%
Elicitation	53	28.6%
Clarification Request	7	3.8%
Metalinguistic Feedback	6	3.2%
Repetition	14	7.6%
Total	**185**	**100%**

Another question this study aimed to answer is how frequently the teachers under investigation corrected their students' oral errors. As English is a foreign language in Ethiopia, the classroom is the only place where most of the students as well as the teachers try to use it. Even here, they are unlikely to engage in a genuinely meaning-based communication in English. It would, therefore, be reasonable to expect teachers in the Ethiopian English classroom context to focus on forms and give corrective feedback more frequently than in those contexts where the focus is on meaning.

The present findings, however, indicate that this was not the case. In a total of 799 minutes and 40 seconds of recorded instruction, only 185 feedback moves were made by the four teachers under study. That is, CF was given in every four and a half minutes on average. The findings of the local research reviewed in this area are quite mixed. Earlier studies such as Wondwossen (1992) and Teshome (1995) indicate that high school teachers corrected frequently. They corrected student errors every one or two minutes. But later, Samson

(2007) and Sileshi (2008) reported that corrective feedback moves were much less frequent; they occurred only in every four to six minutes. The different instructional context and the individual teacher and classroom dynamics notwithstanding, it appears logical to argue that teachers may have taken a conscious decision not to correct as frequently as they did in the past. Whether this was due to exposure to modern methods of language teaching or other factors in the teaching/learning process, including student behavior, remains an empirical question.

How does this compare with similar research elsewhere? Tsang (2004) found 174 teacher corrective feedback in 945 (18 hours) minutes of instruction (one CF in about five and a half minutes). This was an EFL context in Hong Kong with junior and secondary high school learners, quite similar to the context of the present study. Even fewer corrections were given in Tsang (2004) although the age of the students and their grade levels were similar. A possible explanation for this is the fact that the status of English in Hong Kong is very different from that in Ethiopia. Here English is rarely spoken outside the classroom whereas in Hong Kong the situation is different because this part of China was under the British governance for a long time. It is, therefore, reasonable to assume that the level of English of high school students in Hong Kong could be much higher than that of their counterparts in Ethiopia. The frequency of errors made by the students could, therefore, be lower in Hong Kong, which in turn reduces the frequency of the teachers' corrective feedback. Indeed, of the 1605 student turns, there were only 225 student turns with error (14%). The teachers responded with feedback to 174 of them (77%), which is very high although Tsang (2004) does not think so. Interestingly, Lochtman (2002) conducted a similar study and reported 394 corrections in only 600 minutes of recorded lessons. That is, there was one CF in every one and a half minutes. This was again a context where German was being taught as a foreign language (GFL) to secondary school students in Belgium. The three teachers involved in the GFL study had to use the same teaching activities: text comprehension and grammar activities. While the task factor could have made a difference, such a wide gap in terms of the frequency of corrective feedback cannot account for it by itself. After all, a significant number of the lessons observed for the present study dealt with grammar activities. An additional explanation for the difference might be the teacher factor. Although

the information is not given, it is probable that the German teachers in Belgium were native or near-native speakers of the language while in the case of the Ethiopian teachers this is very different. A fluent speaker of a language is more likely at least to recast an erroneous student utterance than one whose mastery of the language is still quite low and who, as a result, would have to think twice before making a decision to take such a move once. Indeed, there are several instances in the current data where students' errors are accepted by teachers as being accurate due clearly to the teachers' lack of knowledge of the language.

On the other hand, Panova and Lyster (2002) found 412 CF moves in 600 minutes of instruction (one CF in less than two minutes). This was an adult ESL class with 25 adult learners in Quebec, Canada, but it was similar to an EFL context because most of the learners shared French as a common language. The teacher was a bilingual with 13 years of teaching experience. However, unlike the contexts of Tsang (2004) and Lochtman (2002), the study examined only lessons that were communicative, excluding from the data those that focused on grammar. It would appear that grammar classes, which would evidently deal with language forms and focus on accuracy, should attract more corrective feedback from the teacher. But the reverse seems to have happened here. One possible explanation is that the teacher is a native speaker of the target language and, as stated above, is likely to have recast most of the students' ill-formed utterances. The second explanation might be the fact that the learners were adults and that may have encouraged the teacher to focus on form as she may have thought that adults would be able or even want to learn in a more conscious manner. In sum, although a number of factors play their own part in determining the frequency of oral corrective feedback, the lack of correction in the context of this research seems to suggest that the issue be further investigated.

4.3.3 Distribution of CF Types

The next question posed in this study had to do with the distribution of the different CF types identified in the data. As can be seen in the Table above, recast was by far the most frequent CF move at 42.2% in the current study. Panova and Lyster (2002) found that recasts accounted for 55% of the corrective feedback. Tsang (2004) and Lochtman (2002)

reported 48% and 30.5% of recast in their studies, respectively. This move has been proved to have been used most frequently by several studies across different instructional contexts (Sheen, 2004). It is interesting that even in a context of language teaching/learning where the language is not used for natural communication and where it is instead used as an object of study for the sake of passing exams, a very implicit form of corrective feedback – recast – is used most frequently.

As can be seen from Table 4A above, elicitation was the second most frequent CF type with 28.6%. This finding is interestingly close to that of Lochtman (2002), who found 30.2% for this CF type. The two studies are similar in that both were conducted in EFL contexts in secondary schools and both could be labeled as form-focused. Elicitation being one of the CF types that would require negotiation, one would expect such type of feedback to be more frequent in meaning-based classrooms. However, the findings of Panova and Lyster (2002) and Suzuki (2004) seem to contradict this logical argument; they found 4% and 5% for elicitation, respectively, even though both studies were conducted in ESL contexts where the lessons were not 'analytic' (Lochtman, 2002). It could, however, be argued that the teachers and the students in analytic classes could negotiate form, not meaning (Lyster and Ranta, 1997), and this negotiation of form can induce elicitations.

The third most frequent CF type is explicit correction, accounting for 14.6% of the total number of feedback moves. This is again very close to the findings of Lochtman and Tsang whose research context is similar to that of the current study. As would be expected, in communication-oriented classes, teachers would not provide explicit feedback on language forms. This is confirmed by the findings of Panova and Lyster (2002) and Suzuki (2004), who reported only 2% of the teachers' CF to be explicit correction in both cases.

Repetition was used very frequently in the current data – 71 times all together. But 57 of these came along with other CF types and the major intent of the given turn was determined according the logic presented earlier. An important observation made about the repetitions in this data is that only 8 of the 71 repetitions were done in a rising intonation. As defined by Lyster and Ranta (1997), repetitions can possibly be regarded as corrective if they are

uttered in a rising intonation. Otherwise, the teacher could as well be confirming what the student just said. That is why I would argue that even the 14 individual occurrences of repetition in the current data (7.6%) do not reflect the actual situation. In other words, when the teachers repeated the students' ill-formed utterances, they did not seem to do it so the students would correct their errors. It appears that the teachers' repetitions in the current data serve different purposes. Sometimes they repeat a student's utterance to make sure that they heard what the student said correctly. Other times they repeat to amplify what was said to the whole class. Unfortunately, Tsang (2004), who reports an exceptionally high frequency of repetition (14%), does not describe the nature of repetitions in her research, but Suzuki (2004) and Panova and Lyster (2002) reported very low frequencies of 2% and 1% for repetition, respectively. In fact, Lochtman (2002) did not find any instance of the CF type in her data.

Clarification request and metalinguistic feedback are the least frequent in the current study with 7% and 6% frequency, respectively. Both types of CF require the students' ability to engage in some 'negotiation of form', particularly in form-focused classes like these. The limited knowledge of the language on the part of the students as well as the teachers may have resulted in this low frequency. Lochtman (2002) found only 1.8% frequency for clarification request, which seems to support the argument just forwarded. However, she also found 23.9% frequency, which is very high, for metalinguistic feedback. Similarly, Tsang (2004) reported 12% occurrence for metalinguistic feedback. In contrast, in the meaning-based, adult classes of Suzuki (2004) and Panova and Lyster (2002), where one would expect higher figures for metalinguistic feedback because adults can better conceptualize grammar, the figures are much lower – 1% and 5%, respectively. In short, the research findings in this respect are mixed and warrant further investigation.

4.3.4 The Relationship between CF Type and Uptake

An important objective of this undertaking is to find out the amount of uptake each CF type resulted in. Table 4B presents the figures for all teachers. (Note that 'uptake' in this study

refers to successful repair only. So comparisons are made with what other works refer to as 'repair'. The words 'uptake' and 'repair' are used interchangeably).

Table 4B. Distribution of uptake vis-à-vis CF type

CF Type	Uptake	No Uptake
Explicit Correction (n=27)	4 (14.8%)	23 (85.2%)
Recast (n=78)	8 (10.3%)	70 (89.7%)
Elicitation (n=53)	16 (30.2%)	37 (69.8%)
Clarification Request (n=7)	5 (71.4%)	2 (28.6%)
Metalinguistic Feedback (n=6)	4 (66.7%)	2 (33.3%)
Repetition (n=14)	1 (7.1%)	13 (92.9%)
Total (n=185)	38 (20.5%)	147 (79.5%)

Of the 185 teacher corrective moves made, only 38 (20.5%) were successfully repaired. Lochtman (2002) reported an overall successful repair of nearly 40%. In this respect, the current study is similar to the study in Hong Kong – Tsang (2004) reported a 24% repair rate. The learners in both cases are in their teens. On the other hand, the adult ESL contexts of Suzuki (2004) and Panova and Lyster (2002) reported very different repair rates – 54% and 16%, respectively. The fact that the learners and the teacher shared a common language – French – in the case of Panova and Lyster's study, may have reduced the learners' attention to the teacher's corrections. In Suzuki's study the learners spoke different languages from the teacher's and from one another, which may have focused their attention to what the teacher was saying in English.

Coming to the more important issue of identifying which types of CF type result in better rates of uptake or repair, we find that clarification request and metalinguistic feedback have resulted in uptake rates of 71.4% and 66.7%, respectively. However, this should be

interpreted with caution, as Panova and Lyster noted, since these CF types occurred only seven and four times, respectively, in the entire data.

Elicitation is a type of CF that could potentially generate high uptake as teachers refrain from providing the correct form themselves and rather encourage or push students to try and correct their errors. The uptake rate for elicitation in the current study at 30.2% is one of the lowest compared to the results obtained in similar studies. For example, Panova and Lyster (2002) found 73% uptake for elicitation while Lochtman (2002) reported 47%. The proficiency level of students might be the cause for the low rate in this study.

The least uptake was found for repetition (7.1%) and this is possibly due to the way these teachers use the CF type (in a falling intonation). Panova and Lyster (2002) found 83% repair for repetition even though the frequency was only 5. Tsang (2004) found 50% repair while Suzuki (2004) reported 40%. These findings indicate that if used properly, repetition could yield higher rates of uptake.

Recast has also been found to generate very little uptake in the current study. A number of studies across different instructional contexts reported high frequency but low uptake for recasts. Lyster and Ranta (1997) found 18% repair in elementary classes while Panova and Lyster (2002) reported 13% uptake in adult ESL classes. The 35% uptake reported by Lochtman (2002) may not be surprising as the lessons observed were form-focused but the 65% uptake Suzuki reported is hard to explain. According to her, the very high rate of corrective feedback and repair in her study can be explained by the differences in the instructional context. First, the learners in Panova and Lyster were mainly French native speakers while those in Suzuki came from different L1 backgrounds. Second, the teacher in the former spoke French – the learners' native tongue – but the teacher in the latter did not have a common language with the learners. This might have compelled both the learners and the teacher in Suzuki's case to use the target language, which in turn may have resulted in the participants paying more attention to language form. That could also explain why the current study did not find high uptake for recast. That is, the teachers and the students in the Ethiopian context share a common language – Amharic.

Explicit correction is also known for not producing much uptake. Like recasts, explicit corrections provide the correct forms, so the learners do not have the opportunity to correct themselves. In the current study, only four out of twenty-seven explicit corrections (14.8%) were 'uptaken' by the students making the errors. Three out of twenty-four such moves (13%) were repaired in Tsang (2004). None of the nine explicit corrections in Panova and Lyster was repeated accurately by the students. Interestingly, all the three instances of explicit correction were repaired in Suzuki (2004), but this again should not be taken at face value as the occurrence of the CF type is limited.

The six types of CF can be collapsed into three categories according to the extent of opportunity they give to the learner to produce language or to self-correct. These categories are *explicit correction*, *recast*, and *negotiation moves*. Explicit correction clearly tells the learner that he/she has made a mistake and at the same time provides the correct form. Recast rephrases the learner's non-target-like language into a target-like form without stating clearly that the learner has made a mistake. In both cases the teacher provides the correct form. This is why the two ways of CF are known as input-providing. On the other hand, negotiation moves, i. e. elicitation, clarification request, metalinguistic feedback, and repetition, do not provide the correct form. Nor do they clearly indicate that an error has been made. Rather, they push learners in various ways to correct the error themselves. This is why they are called output-prompting (Ellis, 2009). Looking at the current data from this perspective will give us a better understanding of the nature of feedback given by the teachers under study.

Table 4C. Frequency and distribution of CF types into three major groups and the uptake they generate

CF Type	Frequency	Uptake	No Uptake
Explicit Correction (85.2%)	27 (14.6%)	4 (14.8%)	23
Recast (89.7%)	78 (42.2%)	8 (10.3%)	70
Negotiation moves (67.5%)	80 (43.2%)	26 (32.5%)	54
Total (79.5%)	185 (100%)	38 (20.5%)	147

As can be seen from Table 4C, the teachers under study used negotiation moves more frequently than explicit correction and recasts. It is also evident that the negotiation moves (output prompting moves) resulted in higher uptake (32.5%) than the two input-providing moves put together (11.4%).

By collapsing the distribution and frequency of CF types in the same way, Lochtman (2002) found 13.7% for explicit correction, 30.5% for recast, and 55.8% for what she called 'initiations to self-correct' for frequency. In both studies negotiation moves were used more often than input-providing ones. With regard to uptake, the rates for the three groups were: 26% for explicit correction, 35 % for recast, and 46.9% for initiations to self-correct. Lochtman found much greater rates of uptake in all the categories although the instructional settings were very much alike in the two studies. The level of proficiency of English of both teachers and students may be a factor for the variation. Another factor may be cultural as

Lochtman's study was conducted in Europe where students have a more open culture than that in Ethiopia. It appears logical to contend that in a closed culture foreign language learners may not be outgoing enough to readily admit their errors and follow up on the corrections given by the teachers in any form. Even if they have noticed the corrective intention of the teachers, they do not seem to feel good about 'uptaking' them as the present researcher has noticed both from his own experience as well as the observations made while gathering the data for this study. Further investigation is needed to determine the actual effect of culture in this regard.

4.3.5 The Relationship between CF Type and Error Type

Lyster (1998a; 1998b) suggested that the type of feedback that teachers use may be related to the type of error made. This study also aimed to answer this question. Table 4D below presents the distribution of CF types to the three types of linguistic error coded in the current data: grammar, vocabulary, and pronunciation.

Table 4D. Distribution of CF types to error types

Types of CF	Types of Error			
	Grammar	Vocabulary	Pronunciation	Total
Explicit correction	8(10.3%)	12(15.2%)	7(25%)	27(14.6%)
Recast	49(62.8%)	11 (13.9%)	18 (64.3%)	78(42.2%)
Elicitation	14(17.9%)	37(46.8%)	2 (7.1%)	53(28.6%)
Clarification request	1 (1.3%)	5 (6.3%)	1 (3.8%)	7 (3.8%)
Metalinguistic feedback	5 (6.4%)	1 (1.3%)	0 (0%)	6 (3.2%)
Repetition	1 (1.3%)	13 (16.5%)	0 (0%)	14 (7.6%)
Total	78 (100%)	79(100%)	28(100%)	185(100%)

Of the 23 lessons observed for this study, 11 were partially or fully on grammar and only 5 were partially or fully on vocabulary. However, it is interesting to find that 78 and 79 out of the total number of errors were grammar and vocabulary errors, respectively. This seems to suggest that the teachers under study may have less tolerance for vocabulary errors.

Grammar errors attracted recasts the most whereas vocabulary errors favoured elicitations. This is in total agreement with the findings of Lyster (1998a) and those of Morris (2002), who state that lexical errors invited negotiation moves while syntactic ones favoured recasts. Lyster's explanation for this is that if teachers corrected vocabulary errors by using recasts, learners might take the recast vocabulary as alternatives or synonyms to the ones they used. In order to avoid this possible confusion, teachers prefer to negotiate vocabulary errors by using elicitations, for example, as is the case in the current study. According to Lyster,

teachers do not choose to negotiate grammar because 'syntactic knowledge involves complex system-driven rules that might not be easily retrievable' (Lyster, 1998a: 207). Pronunciation errors were either recast or corrected explicitly. By their very nature, such errors are not likely to be negotiated. This is also in conformity with previous research.

4.3.6 The Relationship between Teachers' Practices and Beliefs

So far in Section 4.3, we have seen the actual practices of the teachers under study and we have looked at the classroom data in its entirety in search of general observations. Let us now look more closely at the extent to which the practices of each teacher match his or her stated beliefs discussed in Section 4.2. This is done by presenting the statistics of each teacher in a table and then trying to relate the results with his or her stated beliefs.

4.3.6.1 Teacher Tesfa's Practices versus Beliefs

Teacher Tesfa was observed for a total of 252 minutes (seven lessons averaging 36 minutes each). He taught in Grade 9. Two of the lessons observed were fully on grammar, two were fully on reading, one was fully on writing, one was a mixture of grammar and writing while the last one was a combination of reading, speaking, and vocabulary. Generally, the data on him seems to have captured his practice on all the skills.

He gave oral CF 68 times in the seven lessons observed. That means he corrected once in every slightly less than four minutes. Overall, he corrected vocabulary errors much more frequently than grammar or pronunciation errors. His most favored type of CF is elicitation. He also used recast quite often.

Teacher Tesfa's practices generally seem to match his beliefs. He had stated that he believed errors should be corrected 'naturally', in such a way that the students did not know they were being corrected; they should correct their own errors. The fact that he used recast and elicitation most of the time agrees with his belief. He did not know the terminology for the

Table 4E. Teacher Tesfa's CF provision practices

Types of CF	Types of Error			
	Grammar	Vocabulary	Pronunciation	Total
Explicit correction	3	3	1	7
Recast	12	3	4	19
Elicitation	4	31	0	35
Clarification request	1	2	0	3
Metalinguistic feedback	1	1	0	2
Repetition	0	2	0	2
Total	21	42	5	68

specific types of corrective feedback; nor was he theoretically equipped to deal with errors consciously. He was also unaware of the specific focus of the observation by the time the recording was being done. Therefore, it is possible to claim with a high degree of certainty that the presence of the researcher and the video man did not affect his natural behavior significantly, at least in the way he handled student errors.

Correcting one error in about four minutes cannot be considered sufficient compared to the high frequencies of correction done by EFL teachers in similar contexts. For example, Lochtman (2002) reported a correction frequency of an error every one and a half minutes. But Teacher Testa's infrequent provision of corrective feedback is again consistent with his stated beliefs. He had said that only errors related to the lesson in focus should be corrected; he also said that he believed his students would not expect him to correct their mistakes, which was why, in his opinion, they were making mistakes freely. He said he did not want to make his students dependent on him by frequently correcting their errors.

Further support for his relatively frequent use of elicitation is found in his story of how one of his high school teachers had an effect on his corrective behavior. He recounted that when a student made an error, his teacher would only show a friendly smile and then invite other students in the class to try and correct the error, instead of correcting it herself right away. She would give the correction herself only if no one in the class could do so. He said this was what he did now in his classes. In other words, he usually elicited correction from the students.

4.3.6.2 Teacher Tariku's Practices versus Beliefs

Teacher Tariku was observed for a total of 239 minutes (six lessons averaging about 40 minutes each). He corrected 60 times in total, and that means he corrected every four minutes. He taught in Grade 9. He usually started his lessons by making two or three students report in speaking about their weekends. Three of the six lessons dealt with grammar, apart from the first five to ten minutes of the students' presentation about their weekends. One of them was a mixture of grammar and writing while the other two were mixes of speaking and reading, and reading and vocabulary. Tariku's lessons were slightly different from Tesfa's in that the former's more heavily relied on grammar activities. This explains why most of the errors addressed by the teacher were grammatical. His favorite type of corrective feedback is recast, which he used to treat 73.3% (44 out of 60) of the errors he responded to by way of correction.

Tariku's corrective practices seem to be consistent with his beliefs in one respect. He had said that students' errors should be corrected 'indirectly' and in a 'positive spirit'. As he actually recast 73.3% of the errors, he was behaving as per his stated beliefs. Recast is an implicit form of corrective feedback and it is considered to be the best way to deal with errors by some theoreticians (Long, 2007).

However, he also appeared to be inconsistent since he had stated that his students wanted him to correct their errors because they understood that he was better at the language than they were. If, on the one hand, he believed that his students wanted correction, why would he think, on the other, that the corrections should be indirect?

Table 4F. Teacher Tariku's CF provision practices

Types of CF	**Types of Error**			
	Grammar	**Vocabulary**	**Pronunciation**	**Total**
Explicit correction	**3**	**4**	**3**	**10**
Recast	**28**	**5**	**11**	**44**
Elicitation	**1**	**2**	**0**	**3**
Clarification request	**0**	**3**	**0**	**3**
Metalinguistic feedback	**0**	**0**	**0**	**0**

Repetition	**0**	**0**	**0**	**0**
Total	**32**	**14**	**14**	**60**

4.3.6.3 Teacher Yirga's Practices versus Beliefs

Teacher Yirga was observed for a total of 171 minutes (six lessons each lasting, on average, about 28 minutes). He made a total of thirty corrective feedback moves, and that means he corrected every five and a half minutes. He taught in Grade 10 and three of the six lessons recorded were fully on grammar. One was on writing and another was on vocabulary. The sixth one was on reading and vocabulary. However, his fourth lesson on grammar did not have any corrective feedback episode at all. Twenty of the thirty CF episodes were found in the two grammar lessons alone. His most preferred mode of correction was again recast but he also used elicitation relatively more often than the other CF types. He corrected grammar errors the most.

Yirga had said that correction was important and that he corrected all the time because he believed students were not likely to forget something they received corrections on. But in practice, he corrected quite infrequently – only one error in five and a half minutes. His favorite corrective feedback type is recast and this form of CF is reported by many researchers to be difficult to notice by students. If a teacher recasts most of the time, as

Yirga does, and students cannot notice the correction, it means that they cannot get the benefit of correction that Yirga has clearly stated. That makes his belief about the importance of correction inconsistent with his actual behavior.

However, his practice proved to be consistent with his stated belief in other respects. He had stated that errors should be corrected indirectly as direct correction would discourage students. That was probably why he used recast the most. He had also stated that students should be led to correct their own errors. In practice also he used elicitation relatively more frequently than explicit correction. Another instance of consistency between his stated belief and actual practice was found in the fact that he believed grammar was important in teaching/learning a language and he showed that in practice by giving more correction on grammar errors.

Table 4G. Teacher Yirga's CF provision practices

Types of CF	**Types of Error**			
	Grammar	**Vocabulary**	**Pronunciation**	**Total**
Explicit correction	1	2	1	4
Recast	9	1	2	12
Elicitation	7	1	1	9
Clarification request	0	0	0	0

Metalinguistic feedback	**4**	**0**	**0**	**4**
Repetition	**1**	**0**	**0**	**1**
Total	**22**	**4**	**4**	**30**

4.3.6.4 Teacher Misikir's Practices versus Beliefs

Teacher Misikir was observed for a total of about 138 minutes (four lessons of thirty-four and a half minutes each). She made 27 corrective moves all together, and that means she corrected one error in about every five minutes. She had classes in Grade 9 as well as Grade 10. Three of the lessons observed were from Grade 10 and the fourth was from Grade 9. One of the lessons observed from Grade 10, which was on reading, did not have any corrective feedback episodes. Of the three lessons where corrective feedback was given, two were a mixture of reading and vocabulary while the third was on grammar. Most of the CF episodes (18) were found in the Grade 9 reading and vocabulary lesson. That explains why she corrected vocabulary errors the most.

Repetition appears to be her favorite type of corrective feedback although her repetitions were confusing. She repeated students' errors in a falling intonation, and it was difficult to tell for students whether she had accepted their answers as correct or not.

Table 4H. Teacher Misikir's CF provision practices

Types of CF	Types of Error			
	Grammar	Vocabulary	Pronunciation	Total

Explicit correction	**1**	**3**	**2**	**6**
Recast	**0**	**2**	**1**	**3**
Elicitation	**2**	**3**	**1**	**6**
Clarification request	**0**	**0**	**1**	**1**
Metalinguistic feedback	**0**	**0**	**0**	**0**
Repetition	**0**	**11**	**0**	**11**
Total	**3**	**19**	**5**	**27**

Misikir had stated that errors should be corrected directly and immediately. For her, giving direct correction is being honest with the students making the errors. She had also said that errors should not be tolerated. Her own teachers (while she was a student) never tolerated errors and she said she dealt with errors like her own teachers did. She had stated clearly that even if students did not like being corrected, the teacher had no option but to correct. In practice, however, she refrained from telling her students directly that their utterances were erroneous. She simply repeated the errors in a falling intonation, even thanked the students

for their participation, and moved on to the next volunteer to elicit the correct answer. This is a clear instance of a mismatch between beliefs and practices.

There is another instance of tension between practice and belief for Misikir. She had stated that errors should be corrected 'daily', which suggested that she believed in correcting frequently. But she was observed to be an infrequent corrector – she only corrected once in about five minutes.

In sum, the answer to the question 'Do the teachers' beliefs match their actual classroom practices?' is 'No.' With the exception of Tesfa, the other teachers in this study do not do what they think they do. In the following section we discuss the rationales these teachers give for their actual practices.

4.4 Teachers' Rationales for Their Practices

In the previous two sections (Section 4.2 and Section 4.3) we discussed the beliefs and practices of the teachers under investigation. We also examined to what extent their beliefs and practices matched. In this section we shall see the reasons these teachers gave for their actions. The teachers were shown extracts of their actual corrective feedback behavior from the video and asked to describe what happened in those particular instances of providing corrective feedback and explain why they behaved in the way that they did. What follows is the analysis of the rationales each of them gave.

4.4.1 Teacher Tesfa's Rationales

Tesfa was shown the following episode from lesson one and asked to explain what happened:

S: She has decide decided him. [Grammar Error]
T: Decided him? [Repetition] Is she right? [Elicitation]
SS: No.

T: We are talking about some verbs that are followed by infinitive with to. Is it clear? Don't forget this. [Metalinguistic Feedback] Yes, Eman again.

(4:30 – 5:54, Lesson One)

The teacher repeated the student's error with a rising intonation and without giving her the chance to react to his doubts, he 'puts her on a public trial' asking the whole class to pass judgment on her performance. The class loudly says, 'No.' The teacher, then, gives some metalinguistic explanation and comes back to the student who made the error to ask her to correct herself.

Asked why he repeated the student's error the way he did, Tesfa said he usually did that to attract the attention of the whole class to particular errors. He believed that this student would not feel embarrassed by what happened because he had a good relationship with his students. He argued that if this student had felt bad about the way her error was handled, she would not have raised her hand to make another attempt after the whole class said 'No'.

The feedback was coded as 'elicitation' even though more than one feedback type was used (see the rationale for coding such moves in Section 4.3). But this is a case of elicitation that makes it very clear to the whole class that there was an error. It fell a little short of becoming an explicit form of feedback because the teacher did not provide the correct form himself. He took liberty in making the fact of the error abundantly clear because he had already created the rapport with his students for this to happen naturally. It appears, therefore, that if a teacher has created the right kind of social cohesion with his/her students, he/she does not need to abide by the social rules of politeness in dealing with otherwise 'uncomfortable' circumstances.

The logical question that could arise from the above is: 'Why did the teacher not give the student an explicit correction there?' In answering this question, Tesfa had the following to say:

'During the hatching of a caterpillar, if you help the caterpillar while it is hatching from the egg, that caterpillar cannot live the rest of his life because it should it should strive to come out from that egg and at time they get some kind of help to live the rest of its life. If you help that at that time just .. err that caterpillar miss that or lose that strength ... . This is my philosophy. So I should give them the chance to help themselves....' (SRRI, Tesfa)

Thus, Tesfa used elicitation for two purposes: to push the student who has made the error to self-correct and to make the whole class learn from the errors of individual students.
He was asked if there were times when he provided the correct answer himself without giving the chance for the students to self-correct. This could be in the form of explicit correction or recast. He claimed that he would do that for two reasons: if he ran out of time and if he believed the students could not provide the correct form due to lack of knowledge. The following extract is an example of recast being used:

T: Lydia, the second one.
S: I forget .. I forget to bring my homework. [Grammar Error]
T: Are you sure? ... [Elicitation] .. OK. Don't worry. I forgot to bring my homework. [Recast]

(4:30 – 5:54, lesson one)

The teacher first tried to elicit the tense error but immediately changed his mind and reformulated the student's utterance. In other words, he used recast to correct the error. Asked why he did so, he gave two reasons. The first reason was that he thought the error was silly, suggesting that eliciting correct forms for silly errors would be a waste of time. The second reason was that the topic of the lesson was the infinitive of purpose with 'to' or 'in order to', and not tense. Therefore, if a student's error was outside the topic of the lesson at hand, Tesfa believes it should just be recast.

An important question that followed was whether or not he thought the student noticed the correction in the recast since a number of researchers, including the current findings, have

reported low uptake for this type of corrective feedback owing to the fact that recasts have other overlapping functions (e.g. Sheen, 2004). He believed that the student most likely noticed the gap between her utterance and the recast because he knew his students had a good knowledge of tenses. This gives us a third scenario in which teachers may decide to use recast: when they think that their students already have some knowledge of the language aspect on which the error has been made. In such cases, recast can be used to serve just as a reminder. However, it has also been argued by Long (2007) that recast is better than negotiation moves when the student makes an error because he or she has not yet been exposed to the language item, as trying to elicit the correct form from such a student would be not only fruitless but also potentially frustrating to the student.

Interestingly, Tesfa was observed using elicitation for an error made outside the topic of the lesson. The following episode took place in lesson one, the topic of which was still the infinitive of purpose:

S: I want to get a money. [Grammar Error]
T: OK. What's wrong with his sentence? [Elicitation] He said, 'I want to get a money.' [Repetition]
S2: We don't use 'a' for money. [Uptake]
T: 'Money' is not countable noun. We don't use article 'a' for money. [Metalinguistic Feedback] Is it clear?

(9:04 – 9:51, lesson one)

Tesfa's use of elicitation to treat an error that is outside the focus of the lesson would seem to contradict his earlier explanation where he said such errors could be recast to save time for the topic at hand. He thought elicitation was needed here because this error was pervasive. Even though the students had been taught about countable and uncountable nouns in previous grades, he said they continued having difficulty with them for reasons beyond his comprehension. He believes that the students should be told about such difficult subjects

again and again even when they are not the immediate focus of lessons at hand. By using elicitation here, he was making sure that everyone noted the problem once again.

However, another inconsistency in this line of argument emerges as we observe Tesfa treating a similar, pervasive error differently:

S: I learn in order to ... (inaud.)
T: In order to ...
S: Get a knowledge [Grammar Error]
T: OK. We don't say a knowledge, but knowledge [Explicit Correction]

(2:20 – 5:30, Lesson Two)

Even though the error was the same as the one that received elicitation in the previous lesson, the teacher decided to deal with this one as quickly as possible by correcting it explicitly. Here the teacher said he was probably in a hurry or even bored of repeating himself.

In the same lesson, Tesfa was observed recasting a pronunciation error. (A student mispronounced the word 'postpone' and the teacher recast it.) Asked why he did so, Tesfa said this was the right form of feedback for pronunciation errors because English was not even a 'second' language for us – it was a foreign language. This made it necessary for the teacher to model pronunciation of new words for students.

Knowledge of individual students seems to affect how teachers treated errors. In the following episode, which occurred in Lesson Two, Tesfa decided to completely ignore the multiple language errors and attend only to the message of the utterance.

S: Why do you dead? [Grammar Error]
T: Why do you ... [Elicitation]
S: Dead [Same Error]
SS: (laughter)

T: (laughter) OK. Why do we die? [Recast]

S: In order to nature ... (inaud.)

T: OK. You mean that the purpose we die is because we are mortal? OK. You are giving us a reason, not a purpose.

(2:20 – 5:30, Lesson Two)

The teacher tried to elicit correction at the beginning. But the student not only repeated the same error but he also made other errors, which seemed to have made it difficult for the teacher to decide which one to attend to. Instead, he focused on the significance of the utterance and deals with the problem rather hastily, giving a rather far-fetched reason for not accepting the student's attempt: 'You are giving us a reason, not a purpose'.

The question put to the teacher, thus, was whether he considered the message of the utterance more important than the language. He said both were important but, after further probing, he admitted that this particular student was a new-comer to the school and that he was poorer at the language than the other students, which was why, he confessed, the other students laughed at him. Tesfa was confident that his other students would not make errors such as those this student made. He said, 'My students would not make that mistake.' It would appear that if a teacher had some knowledge of a student with regard to his/her language development, the teacher might find it easier to decide which of the individual student's errors should be treated. In other words, the teacher can 'fine-tune' the correction to the level as well as the correction preferences of the student (Han, 2001).

Tesfa generally used recasts and elicitations, which are implicit forms of correction, and this we have seen, seems to be consistent with his belief that corrections should be indirect. The reason he gave for using explicit correction in the above example was lack of time or boredom. However, his rationale for explicitly saying 'no' in the following episode does not seem to be consistent with his arguments so far:

T: Indent .. what does it mean?

S1: (*in Amharic*) *orderachewin metebeq*. (keeping their order) [Vocabulary Error]

T: Keeping their order .. Dawit (nominates another student) [Repetition – falling intonation]

S2: Editing [Vocabulary Error]

T: OK. No. (goes on to explain) [Explicit Correction]

(2:30 – 5:14, Lesson Three)

Both of the students made a vocabulary error but the teacher treated them differently: the first student's error was simply repeated in a falling intonation while the second student was given a direct 'No'. The teacher was asked to explain this differential treatment. Was he being sensitive to the feedback preferences of the two students? Were the two students different in their level of English? Answering questions like these would have made Tesfa consistent with his explanation. But Tesfa quickly put the blame for not telling the first student that his answer was wrong. He said, 'It was my mistake because if a student makes a mistake and you don't tell him it is a mistake, he may be confused or he may take it as correct. So I should tell him whether he is correct or not.' This statement does not reflect the beliefs he expressed before the classroom observations as well as his actual practices.

Tesfa was asked if he thought the 'natural' way of correcting errors – recasting – could be noticed by students. Because he does not know the technical terminology for the different types of corrective feedback, he was shown the following episode from Lesson Four (17:45 – 18:50):

S: It needs many times [Grammar Error]

T: Yes, much time ... [Recast]

He believes that the student has noticed the language correction, although the focus was clearly on the student's message, because the correction was given 'immediately'. This raises one of the five questions often raised in connection to corrective feedback: whether errors should be corrected, how they should be corrected, when they should be corrected,

which errors should be corrected, and who should correct them (Hendrickson, 1978). It is usually claimed that correction should be delayed in order not to interfere with communication, but there is also an advantage for immediate correction as a recast, which is given immediately, may enhance the salience of the correct form by putting it side by side with the erroneous form, thereby increasing the facilitative effect of recasts for L2 learning (Leeman, 2003; Saxton, 1997). Without being exposed to the theoretical literature on the subject, Tesfa intuitively believes that immediate correction is better so the student can notice the correction.

Tesfa was also asked why he did not explicitly tell the student what the error was. He said he only did that 'sometimes'. He was then asked to say if he was guided by any philosophy that might help him decide when to go explicit or implicit in giving corrective feedback. He said he did not as such have any philosophy for making such decision. Rather, he drew on his 'experience': 'If something is challenging to my students, I know because of my intimate relationship with them. Sometimes we talk only in English outside the classroom ....'

It appears that in the above particular episode, the student did not need to be explicitly alerted to his error. So the logical follow-up question was what it was that he knew about this particular student that helped him to decide not to go explicit. He said that he knew the student to be a very good one and that he would not make that error if it was in writing. He also knew that the student's problem was speaking, which he believed requires on-the-spot correction. This renders further support for 'fine-tuning' correction to the realities of individual learners. It also reveals the role experience plays in the provision of corrective feedback. Even though Tesfa had only four years of formal teaching experience, his experience is very much focused to particular groups of students, which gave him the unique opportunity of getting to know them in some depth. Research has also shown the difference experience makes in treating student errors. Mackey et al. (2004) reported that experienced teachers treated 'incidental' errors (those that are outside the focus of a particular lesson) more often than inexperienced teachers did. In contrast, inexperienced teachers paid more attention to classroom management and their activities were confined to the lesson they had at hand. Gatbonton (2008: 174) also found that 'the most salient preoccupation of the novice

teachers was their relationship with students and how students reacted to them,' and not language management.

The correction made above is a good example of an incidental one as the error was made in a pre-reading activity while students were expressing their views in speaking on the topic of the reading passage – HIV/AIDS. Tesfa seems to have used his experience and knowledge of students to attend to both the student's idea and the language used. An inexperienced teacher would probably have been content with only the idea the student forwarded and not paid attention to the language error made therein.

4.4.2 Teacher Tariku's Rationales

It was really difficult for this researcher to convince Tariku that the purpose of the research was to explore the corrective feedback behavior of teachers. He was told over and over that I was not there to evaluate his teaching, but he would not take that seriously. Because of this, it seems, every time I asked him to explain why he did something the way he did, he would take the question for a criticism and easily take the blame for his actions. Despite this general trend, it was still possible to uncover some deep-seated beliefs he had of corrective feedback.

He usually started by asking two or three students to present how they passed their weekends standing in front of the class. This may have been done just for the observation, to give the observer the positive impression that all the skills were given due attention. The teacher was captured on the audio recorder that he had tucked in his gown-pocket pleading with one of the 'better' students to present about her weekend, knowing that she had already presented in a previous class. However, this could not have significantly affected his corrective behavior because he did not know the specific objective of the observation at this stage.

Before he started the day's lesson, he invited four students to present and the following exchange occurred:

S: .. On Sunday I wake up in the morning and ...(pauses) [Grammar Error]
T: You woke up in the morning [Recast]
S: I wash my face .. [Grammar Error]
T: You washed your face ehuh

(3:30 – 4:06, Lesson One)

Tariku was asked why he did that and he said he was wrong because he interrupted the student. He said that he could now see how disturbed the students were as he constantly intruded to make corrections. Asked if his corrections could have benefits as well, he said correcting the first two students could have been useful for the others that followed.

Despite the repeated corrections on the past tense errors, all the presenters continued making the same errors very frequently. It was almost impossible for the teacher to correct all of them so he was reacting randomly to some of them. He was, therefore, asked why he corrected some but not others. Tariku said that he did not correct all of them because of his forgetfulness. He said he would have corrected all of them if he had remembered because he said: 'I don't want to listen bad usage of tenses, you know.'

For Tariku, the reasons why the students were not taking advantage of his corrections were lack of attention or concern on the part of the students and their poor background. These reactions of Tariku clearly show his firm belief on the importance of correction. He strongly believes correcting all student errors is the teacher's responsibility.

That Tariku is a very traditional teacher, at least at the level of beliefs, can be detected from the following exchange, which took place in Lesson One, while he was eliciting from the whole class what the common mistakes of the presenters were:

T: (*talking to the whole class*) There are a kind of common mistake. Can you tell me?

S1: Word redundancy

S2: Repeating 'and'

S3: Grammatic mistake

T: The best point. The most important point.

(8:15 – 11:00, Lesson One)

Students pointed out important short-comings of the presenters, but what impressed the teacher the most was the mention of the grammar mistakes. For the teacher, this was the 'best point'. He attributes this strong belief to his own teachers in school, who told him grammar was most important. Asked what his 26 years of teaching experience has taught him, he said he now believed all the skills were important. But when he was asked why he told his students that grammar was most important, he said that he was completely wrong, again taking the blame. His inability to articulate his beliefs clearly could only show his lack of awareness about modern theories and practices of language teaching/learning.

Tariku often used recast to treat errors but he does not seem to know why he is using them. Consider the following episode:

T: What does a carpenter use his saw for?

S: A carpenter uses his saw for to cut wood. [Grammar Error]

T: Yes. A carpenter uses his saw in order to cut wood. [Recast]

(23:20 – 23:37, Lesson One)

When he was asked why he said 'yes' despite the error, he said that it was because he was in a hurry; he also said he was nervous because he was being recorded. If he had used the recast knowingly, he would have pointed out the advantages of giving the feedback in a less threatening way. Instead, he stated that it was a mistake not to have pointed out the error explicitly to the learner. It is, therefore, plausible to argue that if Tariku was not being

observed, he would probably have given more corrections than he did and in a more explicit manner than what the data shows now.

Tariku gives a different rationale for using recast in the following exchange:

T: Why did she buy new clothes?
S: She bought new clothes to the wedding. [Grammar Error]
T: Ah! She bought new clothes to celebrate the wedding. Good. [Recast]

(16:56 – 18:20, Lesson Three)

He was asked to state his philosophy in saying 'good' when the student had made an error. 'Not to damage the student's morale' was his response. There is no clear difference between the two cases of error that received recast. The inconsistency in the rationales being given could, therefore, be explained by the fact that there are no conscious principles that guide the teacher's actions with regard to the issue at hand – CF provision.

In the following episode, the student goes completely off the point and his utterance was incomprehensible. Tariku tries to make sense of it by recasting the vocabulary error and ignoring the more important grammar error, which was the focus of the lesson. Instead of trying to put the student's sentence right, he gives a different sentence telling the student his option was better.

T: They stopped playing …
S: They stopped playing in order to the ball is weer [Multiple Errors]
T: Pardon? say it again [Elicitation]
S: They stopped playing in order to the ball is weer [Same Errors]
T: He wanted to say .. the ball is in danger. The ball is torn, isn't it? [Recast] So they stopped playing in order to rest is most communicative. Better to say in order to rest.

(30:50 – 32:20, Lesson Two)

At first Tariku said that he did this because the error was silly and that, if he tried to correct the silly mistake, the student could be demoralized. But he also said he was running out of time. Finally, he said he should have corrected even the silly mistake.

It appears that when a student's error is too bad or too far from the correct form, teachers opt to recast or ignore it. This seems to happen when the level of the student making the 'silly' mistake is much lower than the majority of the students in the class. Trying to address the 'silly' mistakes of such students could be time-wasting and even frustrating to most of the students in the class. Ignoring or recasting it could, therefore, be the best option.

Why did Tariku say that he should have corrected even the silly mistake? I would argue that this is another instance of the tension between the various belief systems that co-exist in an individual. Theoretically, Tariku believes all errors should be corrected, but practically he finds it difficult to do so. Actual classroom reality seems to dictate the appropriate course of action at a given time, but this action could be at odds with a higher level of belief held by the teacher (Phipps and Borg, 2009).

As discussed in Section 4.3, the use of repetition by the research participants as a form of corrective feedback in this study is dubious. They often repeat a student's ill-formed utterance in a falling intonation and it is difficult to say what the purpose is. Consider the following:

T: She bought a cloth ehuh ...
S: To make herself beauty [Grammar Error]
T: To make herself beauty [Repetition] to make herself beautiful [Recast]
Good.
(16:56 – 18:20, Lesson Three)

Asked why he repeated the error before correcting it, Tariku said it was after realizing the error that he corrected it. This means that he realized the error after repeating it. It may as well be that repeating is a means of buying time to process the language item and make a decision about it. It may be a way of thinking aloud.

But, once again, when he is 'challenged', he gives in quite easily. The possibility that the student might take his original utterance as accurate since it appears juxtaposed with the teacher's correct version was raised to Tariku. He said that it was possible, and because of this, he said, he should have given an explicit correction, clearly telling the student the difference between 'beauty' and 'beautiful'.

Tariku was also asked if he had any justification for treating the pronunciation and the vocabulary errors below in different ways:

S: Scure [Pronunciation Error]
T: Secure [Recast]

(32:30 – 33:22, Lesson Three]

T: ... Where does a monk live?
S: In monery [Vocabulary Error]
T: In monery? [Repetition] nun – nunnery; monk – monery.
SS: (laughter)
T: Is he right? [Elicitation]

(35:45 – 37:30, Lesson Three)

The teacher recast the pronunciation error but used elicitation for the vocabulary error. It was pointed out in Section 4.3 that similar studies suggested pronunciation errors would attract recasts while vocabulary errors would be negotiated (Lyster, 1998a). The justification

given was that recasting vocabulary might be confusing because students might take the teacher's CF only as an alternative answer while pronunciation would only need modeling.

However, Tariku could not see why the two errors should be treated differently. The only reason why he used elicitation for the vocabulary was that he had already taught the item before and, therefore, thought he should give them time to remember. Encouraged to think of other reasons why this might happen, he reiterated that if a vocabulary item has been taught already, students should be given time to remember, but for pronunciation of words the correction should be immediate.

Despite his contradictory answers, there seems to be support in the theory for the second one. Elicitation can only be effective if learners already have some idea of the language item in question.

His belief that errors of vocabulary that have already been taught should be corrected via elicitation was not firm, as we can see from the following two episodes that were separated by only two minutes:

T: Is there another method to treat malaria?

S: Using a mosquito net.

T: Yes, yes. Using a mosquito net. I heard a kind of word .. 'agober'. Is that

English word? I doubt ... Better to say medicated net ...

(13:40 – 14:50, Lesson Six)

(*Two minutes later*)

T: What could you teach the farmers? ...

S: (inaud.)

T: OK. Good. Another answer ...

S2: We have to use an 'agober' [Vocabulary Error]

T: We have to use an 'agober' [Repetition] or the medicated net [Recast]

(17:00 – 17:30, Lesson Six)

He admitted that he had told them the word was not English, although he had some doubts. When it was used again by a student, the teacher treated the erroneous word as if it was an alternative one. He did not try to elicit the correct word by giving them time. Once again, his justifications were contradictory. On the one hand, he said he was still not sure whether the word was Amharic, French, or English. And yet, he blames himself for telling them the word should not be used in English. On the other hand, he thinks that repetitive corrections of the same error will not be productive.

4.4.3 Teacher Yirga's Rationales

Yirga moved to this school from a government school nearby only a few weeks ago. It was not felt appropriate to ask him why he had to move, but it was possible to guess from the way he related with his students that he could have had some administrative problems that led to his move. He acted very cautiously and gave the impression that he was emotionally detached from his students. It took some encouragement from his colleagues to allow us into his classrooms. The first class we observed lasted only about 23 minutes because he finished the vocabulary lesson he had prepared for and did not want to continue to the next portion of the textbook without preparation even though he was not a novice teacher. He was not willing to take any risks and he had to ask us to leave.

During one of the six lessons we observed, a student asked him for permission to go somewhere just as the teacher was entering the classroom. The teacher gestured for the student to go, giving us the impression that he just wanted to get rid of one of those who would always come up with excuses to stay out of class. Some ten minutes later, there was a loud knock on the door, interrupting the teacher in the middle of his explanations. The teacher tried to ignore it hoping the student would stop and stay out. A few minutes later, there was another knock, this time louder than before. The teacher had to open. There was the student with one of the officials of the school asking the teacher why he refused to allow

the student to enter. He tried to explain but the student was allowed to enter and he did so triumphantly.

What has been described above is the general context in which Yirga's actions as well as rationales for them should be considered.

The following exchange took place in Lesson One (5:00 – 6:34):

T: Very nice. Invisible. Invisible is the other word that you are asked ...

S: (inaud.)

T: Sorry?

S: Forcing in without permission [Vocabulary Error]

T: Forcing in without permission [Repetition] A good attempt but ...

(nominates another student)

This was a vocabulary matching exercise from the textbook and there was only one answer for one question. The student read the definition of the word 'intruding', which was one of the words in the list. It was a clear case of a wrong answer, not related to the meaning of 'invisible'. Why did the teacher say 'very good attempt'?

Yirga said that he was appreciating her for her participation so that she would remain active in class. He said he did this very often. What if the students take his appreciation to mean that their answers were very close or alternatives to the final answer? He said this would not happen because the students knew his way of giving them corrections. However, there are indications in the literature that teachers' intentions and learners' interpretations of them could be at odds (Mackey et al., 2000).

Further probing on why Yirga 'appreciated' wrong answers appeared to have extracted a more important reason. The following exchange from Lesson Three was another instance of the teacher appreciating a student even though the error was clear:

T: What are the uses of the present perfect?

S: To explain the reason for an event or action.

T: OK. For the present perfect tense. You are reading from your book the use to the past perfect tense … ehuh? .. very good. Good attempt.

To the repeated question of why he appreciated a clearly wrong answer, Yirga answered, with some feeling, that most of these students were unwilling to utter even a word in the classroom. The very fact that any one of them was willing to say something was by itself appreciable. He went on to say that he had once been accused by students of calling on them to answer questions in the classroom. In such a context, finding students who willingly participate in class should be appreciated irrespective of the correctness of their answers, he argued. He added that this was not limited to English classes and that other subject teachers also complained of lack of participation of the students in their classes. He said this was not the case in the government school he taught before he moved here.

In the following episode from Lesson One (11:05 – 11:22), Yirga was correcting pronunciation:

T: Local .. local .. local .. ehuh

SS: Forijin, forijin [Pronunciation Error]

T: Forijin [Repetition] How do you pronounce it? [Clarification Request]

S: Foreign [Uptake]

T: Foreign. Very nice. Let you say once again [Explicit Correction]

SS: Foreign. Interesting.

From the replay of the video, Yirga recognized what he did here. The reason he elicited the correction from the students instead of providing it himself was that he wanted the students to realize that the teacher was not the only source of their learning, that they could also learn from one another. Asked why he gave the explicit correction by making everyone repeat the right form, he said that he knew from 'experience' that this word was often mispronounced because of the troublesome spelling. He was also asked if he used specific types of feedback to correct pronunciation errors as opposed to other types of errors. He simply said it depended on the 'situation'.

The role of experience in the corrective behavior of teachers was also pointed out in the discussion of Tesfa's rationales.

Another pronunciation error was treated in the same lesson but this time the students were not made to repeat the right form as was the case in the previous one. But negotiation moves were used here as well:

T: Function means

S: Proform [Pronunciation Error]

T: Proform [Repetition] Ehuh [Elicitation]

SS: Perform [Uptake]

T: Perform. Very nice. Any different answer?

(21:00 – 21:13)

Yirga maintained that he let the student correct his own error because 'correcting oneself is an appreciable skill', and he repeated the student's error to make the student aware of the error, but he did not make others repeat the correct form because the error is not common like the previous one.

Yirga's frequent use of negotiation moves in his classrooms seems to agree with the rationale he has given that correcting oneself is an appreciable skill. However, he was not

always able to come up with explanations. The following episode from Lesson Three was still to do with pronunciation but this time the error was recast immediately:

T: Number four .. number four .. ehuh (nominates a student)

S: Implicated A imposed [Pronunciation Error]

T: Inflicted A imposed [Recast]

(31:40 – 32:20]

This is the third variety used in the treatment of pronunciation errors. The degree of explicitness gradually goes down. Yirga seemed to have reasons for the first two but in the third case he could not think of a reason for providing the correct form immediately. However, he speculated possible reasons one of which might have been shortage of time.

Most of Yirga's rationales to his actions being replayed to him seemed to be more of post-hoc rationalizations (reflections) than the actual online decisions made at the time. Reflections are equally important to this study as they would reveal the knowledge or beliefs of the teachers under study on the topic at hand. Even though Yirga seemed to succeed in providing 'clever' answers that might 'impress' the researcher, there were times when he ran out of such suitable responses to the researcher's questions. The following is a case in point from Lesson Three (16:00 – 17:20):

T: The answer is true because

S: Err womens attacted by HIVAIDS more than mens [Grammar Error]

T: More than … [Elicitation]

S: Mens [Same Error]

T: Men [Recast]

S: Because of .. err the first one is biological condition [No uptake]

T: Ehuh

S: And the second one is they cannot protect themselves from ...

Yirga said he was intentionally eliciting the correction of 'mens' when he repeated the phrase 'more than'. After giving the student a chance to correct himself, he had to provide the correct form. But Yirga could not come up with a ready-made clever reason why he did not correct the twin error 'womens'. He admitted that he had no idea why he did not correct, not only this particular student but others as well who made the same error; he said the error should have been corrected. An attempt was made to find out if individual student differences could have been the cause for correcting one and not the other. Tesfa asserted that he 'fine-tuned' his corrections to individual students. However, Yirga did not believe that was the case as he knew these students to be active participants. It may as well be that Yirga had not been in this school long enough to know the individual students to refine his feedback accordingly.

There were obvious contradictions in the rationales being given. In one episode a recast may have been used due to lack of time, but in another it may be used because the error is common. This contradiction was detected from the following two episodes that occurred in Lesson Six:

S: For example, if the active voice is 'He broke the err..'

T: Active (writes on blackboard)

S: He break [Grammar Error]

T: Ehuh

S: The window

T: Ehuh

S: And the passive err the passive ..

T: Sorry, sorry? What is the active? [Clarification Request]

S: He break [Same Error]

T: Breaksss (with emphasis on 's') [Recast]

S: Breaks yes the window [Uptake]

T: The window (writes on blackboard)

S: And the passive will be 'the window is broken by ...'

(7:00 – 8:30)

This was a grammar class of revising the passive voice. Sentences in the active voice were elicited from students in each tense and then changed into passive voice. In the above episode, the student was giving a sentence in the present simple active when she forgot to add the third person singular marker 's'. The teacher spotted the error and gave the student a chance to self-correct (Sorry? What is the active?). When she failed to 'uptake', he gave the recast. The recast was so salient that it is almost like an explicit correction, which is probably why the student noticed it and there was uptake. Two questions were raised here. First, why did the teacher make such an emphatic recast? Yirga said this was because the error was common. The second question was 'Why did the teacher not try to give other students the opportunity to correct the error, as he usually did?' Yirga's answer was that it was probably due to lack of time.

Consider the following episode in which the correction had to pass through a long process of eliciting the answer from students even though the error was not part of the focus of the lesson, which was the passive voice:

T: ... Can you say an example?

S: She was

T: Ehuh

S: Write a letter [Grammar Error]

T: She was .. active .. she was (writes on blackboard) writing a letter ... simple past passive is our tense. Is that past simple? [Elicitation]

SS: No.

S: Write [Gramar Error]

T: Ehuh .. write. She was write [Repetition]

S2: She was written .. She was written. [Grammar Error]

S3: She wrote a letter [Uptake]

T: OK. Very good. She wrote a letter is the simple past. She .. wrote .. a letter (writes on blackboard). What about the tense with this sentence? (points at the sentence he wrote earlier) It is what? .. past continuous, not past simple .. (erases it from the board). So, let's change it into passive ...

(16:05 – 19:13)

Why did the teacher not recast the simple past tense with the first student that made the error as he did with the third person singular marker error in the previous episode since the focus of the lesson is the passive voice? Yirga said this was because the error was recurrent. But recast was used in the earlier episode because the error was common. The only clear thing in these rationales is that they are inconsistent.

4.4.4 Teacher Misikir's Rationales

As a very young and novice teacher, Misikir had clear problems of managing her classes. Particularly one of her Grade 10 classes she had was so difficult for her to manage that she did not feel comfortable having this class observed. Because the observation was done randomly, we did not know which class we were going to observe every time we went to the schools for observation. It so happened that we went to the same difficult class for a second time. This time she clearly told us that we had come to a difficult class. Indeed, it was chaotic, only five or so of the more-than-fifty students trying to pay attention to whatever she was trying to say or do. It is interesting that no correction was made in that entire lesson.

Her class in Grade 9 was relatively more attentive and that was where most of the CF episodes were found. But even here very few students brought their textbooks with them to classes and one book was usually shared among five or more students. The teacher spent time organizing the sitting arrangement so that those who do not bring their books can share them with those who do. She also gave her own copy to a group. This was also true for other teachers observed in this school. The teachers' advice for students to bring their books did not seem to be heeded.

Misikir's rationales for her corrective behavior should be seen in this general context.

She often repeated learners' errors and thanked them for their participation without saying anything about their errors. Consider the following exchange from Lesson One (3:45 – 4:37):

T: ... So the first question says what factors contribute to the rapid spread of HIV/AIDS?

...OK. Abinet (nominates a student)

S: Uncare sexual intercourse [Vocabulary Error]

T: What? [Clarification Request]

S: Uncare sexual// intercourse

T: //Uncare or careless sexual intercourse. [Repetition + Recast] Thank you very much indeed. What else?

She noticed the fact that she was giving corrective feedback but she could not say why she did it the way she did. The possibility that the learner might think his word 'uncare' was a synonym to 'careless' was raised to her. She just hoped that he would somehow see that his utterance was wrong. She said that her way would be better than telling the student 'you have to say this'. In her attempt to encourage classroom participation of students, she would go as far as accepting an erroneous form readily and putting it by the side of the correct form after the conjunction 'or'. It was interesting to note that in another lesson these students were told synonyms usually followed this conjunction. It was, therefore, very likely that the student could have taken the word 'uncare' as an existing word.

Consider the following two episodes from Lesson One [35:20 – 36:40]

T: So the underlined word is susceptible ... so the synonym for this word is ...

(nominates a student)

S: Resort [Vocabulary Error]

T: Thank you. What else? ... Eyob (nominates another student)

The teacher thanks the student even though his answer was completely different from the correct one. However, in the following exchange the correct synonym to the word 'susceptible' was used despite the pronunciation error:

S: Vulnerable [perceived pronunciation error]

T: 'Velnerable'. Say 'velnerable' [Explicit Correction]

S: Velnerable.

T: Say it again 'velnerable' 'velnerable'. Say it again please.

S: Valnerable.

T: Velnerable

S: Velnerable

T: Vel .. ne .. vel ... nerable.

S: Velnerable

T: Thank you very much.

Although she ignored the vocabulary error in the first episode, the teacher took time to treat the pronunciation error in the second one. What is even more interesting is there was no error! Determining what constitutes an error is beyond the scope of this study, but this incident helps to illustrate the context of English language teaching in which this investigation on corrective feedback behavior of teachers is undertaken. There are several instances where students' erroneous utterances have been accepted and even reinforced by the teacher, indicating that the teachers' command of the language may not always be strong enough to put them in a safe position to correct their students' errors. Conversely, there may be times when students' acceptable utterances could be regarded as anomalous as was the case in the above episode.

Misikir had an explanation for ignoring the vocabulary error, which would seem to be more serious as it has direct bearing on meaning, and treating the pronunciation 'error'. She said she ignored the first error because it was not related to the correct answer at all. She seems to be of the opinion that helping students who are already on the right track is more effective than those who are not. She may unconsciously be supporting the view that learners have to be cognitively ready to be able to acquire some language items. According to this view of 'developmental readiness' (Mackey and Philp, 1998; Philp, 2003), certain items may be

difficult to acquire before others. Giving corrections to students on language items for which the students are not ready would, therefore, be futile.

She gave three reasons for not treating the vocabulary error. The first one is, as stated above, that the student's answer was too far away from the correct answer. Second, if she did not comment on a student's error, she believed the student would understand his/her utterance was erroneous. Third, she thought that the student might consider the correction as criticism and that might affect his/her progress.

Misikir clearly expressed during the in-depth interview a strong belief in correcting errors arguing that if students were not corrected, they would grow up with their errors. In practice, however, she has avoided it as much as possible fearing that her students might take it as criticism. She said that when she first came to the school, she tried to make friends with her students because she believed that this was the best way to create a positive teaching/learning atmosphere in the classroom. Because of this, she admitted, it was difficult for her to give her 'friends' corrections; it is difficult to criticize friends. This was why she accepted student errors with gratitude as in the following exchanges:

T: Number four .. via .. via .. you can get the meaning and the clue on paragraph three. Via. What is the meaning of via? On paragraph three .. on paragraph three .. (reads from the passage) currently the most common ways to contract HIV are ehuh .. via unprotected sexual activity and sharing of needles by users of ehuh intravenous drugs. So the meaning of via in this context is to mean ... let me give the chance for ladies (nominates a student)

S: (inaud.)

T: What?

S: Un... (inaud.)

T: Un...

S: Unprotected [Vocabulary Error]

T: Unprotected you say? [Repetition]

S: Unprotected [Same Error]

T: Unprotected. [Repetition] Thank you very much. What else? Via. (nominates another student)

S: Sharing of needles [Vocabulary Error]

T: Sharing of needles [Repetition] Thank you (nominates another student).

S: Protected sexual activity [Vocabulary Error]

T: Protected sexual activity [Repetition] Thank you very much. What else? (nominates another student).

S: (inaud.)

T: What?

S: Contact HIV [Vocabulary Error]

T: Contact HIV [Repetition] Thank you very much. (nominates another student)

S: (inaud.)

T: Most ..

S: (inaud.)

T: Most commonly

S: Most common ways to contract HIV [Vocabulary Error]

T: Most common ways to contract HIV [Repetition] Thank you very much. Elias (nominates another student)

S: It is not easy to .. answer this question by the context but when I checked dictionary it says it is like err punctuation

T: Punctuation

S: Yes. When we translate into Amharic it means *bebekul* (through)

T: *bebekul*. Through

S: Yes.

T: It is to mean through. Thank you (nominates another student)

S: Sharing of needles [Vocabulary Error]

T: Sharing of needles [Repetition] Thank you very much. Abenezer (nominates another student)

S: Sharing of toothbrush [Vocabulary Error]

T: Sharing of toothbrush [Repetition]. Ehuh. It is to mean .. it has the meaning to mean ehuh .. through err .. for instance here if you read paragraph five it says … (goes on to explain)

(10:10 – 13:27, Lesson Two)

She believed it would be better to encourage them by accepting their answers regardless of their accuracy. This attitude is strikingly similar to Yirga's, who also reported that the mere fact that a student was willing to say something in class was considered a success by itself.

In the following episode, which was one of the few cases where she provided corrective feedback, she recast the error the student made in trying to change the teacher's sentence in the active voice to the passive voice without trying to elicit self- or peer-correction:

T: Abebe kills the dog.

S: The dog was killed by Abebe. [Grammar Error]

T: The dog is killed by Abebe [Recast] since it is present tense ...[Metalinguistic Feedback]

(8:05 – 8:59, Lesson Three)

She could not say why she reacted the way she did. She simply said, 'I did it unconsciously.' She was then encouraged to think more deeply and find an explanation for doing this. She said that she did not want to criticize the student because she was a good student. To a follow-up question of whether or not she would 'criticize' a student with less ability, she answered 'no' and resorted back to her previous answer that it was an unconscious decision.

She was finally asked to give a general comment on her corrective behavior. She observed that most of the time she accepted students' answers with errors without any comments about the errors believing that participation was more important. However, she now realized that this was not appropriate because students might think their responses were accurate.

The mismatch between beliefs and practices emerge very clearly.

4.4.5 Summary of the Teachers' Rationales

Generally, the four teachers under study gave idiosyncratic explanations for using different types of oral CF even though some of the rationales they gave had similarities. For example, Tesfa used recast for a number of functions:

- when he ran out of time;
- if the error was silly;
- if the error was not the focus of the lesson;
- if students had some idea about the language item being corrected;
- if the error was too difficult for students to correct it themselves; and
- for pronunciation errors.

Likewise, Tariku used recast when he was in a hurry, when the error was silly, and for pronunciation errors. Yirga, too, used recast when he did not have time for elicitation.

The teachers also had some common rationales for using elicitation. For instance, Tesfa used elicitation for the following reasons:

- to help students learn independently;
- to push students to correct their own errors;
- to make the whole class learn from the error;
- if the error was made within the focus of the lesson; and
- if the error was pervasive even if it was not the focus of the lesson.

Similarly, Yirga uses elicitation for errors that recur and to encourage students to learn from one another. Tariku uses elicitation for errors that he believes the students can correct by themselves; elicitation gives them time to remember the correct form.

In many other instances, the reasons they gave were divergent. For example, Yirga and Misikir strongly believe that students should be appreciated for their participation despite the fact that their utterances are erroneous while Tesfa and Tariku are of the opinion that students should be told when they make errors; otherwise they might not realize that they have made errors. Tesfa said he used explicit correction if he was tired of correcting the same error while Tariku stated that if he had the time and if he did not forget, he would correct every error explicitly. Yirga, on the other hand, used explicit correction for errors that occurred repeatedly. Tesfa believes recasts can be noticed by learners if they are given immediately, but Tariku said the students were not able to notice recasts because they were not concerned or they did not have a good background in English. Misikir considers error correction as criticism whereas Tariku takes it as one of the major roles of the teacher.

4.5 Beliefs and Practices of Four Teacher Trainers (TTs)

In order to have a more accurate picture of the beliefs and practices of the teachers under study, it was believed essential to understand exactly how English teachers were trained to do their job. As mentioned earlier, one of the four sources of the beliefs held by teachers is the institutions where they are prepared to become teachers (Borg, 2003). One of the most important components of such institutions is the teacher trainers whose beliefs, attitudes, and knowledge will have direct bearing on those of the people they are in charge of preparing. In this section, therefore, the beliefs, attitudes, knowledge, and practices of four trainers in Addis Ababa University, who had been involved in teaching one of the courses that is relevant to this study (Skills Development Methodology), are presented and analyzed.

The trainers were selected from Addis Ababa University for two reasons. First, two of the four teachers participating in the study graduated from this university. Second, curriculums of other universities in the country are usually identical copies of this university due to the fact that it is the oldest around and houses the most senior and best educated staff. (See Appendices E – H for the transcripts of the interviews held with the trainers).

The interview with each trainer took an average of about 18 minutes, and the major questions raised included the following:

- Are your trainees exposed to or familiarized with the major theories of language teaching/learning?
- If oral corrective feedback is included in the course, what are trainees advised to do about student errors?
- What are your beliefs about corrective feedback? Do you think it should be given less or more emphasis?
- Do you think teachers in high schools give corrective feedback frequently?
- Do you think students want their teachers to correct them?
- Are you aware of the current theoretical debate regarding corrective feedback?

First, each trainer's answers to the above questions are briefly presented and then salient issues that emerge from the discussions are analyzed. (It is ethically considered appropriate that the trainers remain anonymous, so they are identified as TT1, TT2, TT3, and TT4. TT stands for 'teacher trainer'.)

4.5.1 Beliefs and Practices of TT1

TT1 had taught this course four times (for four semesters). He stated that notes on the relevant theories of language learning or teaching were given at the end of each unit and that trainees were guided to refer to them, but these theories were not taught in class. He hoped that the trainees would be familiar with the Communicative Language Teaching approach from their high school days as this approach was introduced into the curriculum and the textbooks being used at national level some fifteen years ago.

He said that trainees were told it would not be helpful to tell their students they had made errors when they did. Particularly if the purpose of the lesson was on fluency, they were advised to focus on content. When the lesson was on a certain grammar item and students made errors, trainees were advised to say the correct forms themselves to show that 'their

ways are less correct than the teacher's ways'. They were also advised to give their students clues so that they could correct their own errors. Depending on the level of their students, trainees could also create chances for students to correct each other. When he taught language courses himself, TT1 usually repeated the part of a student's utterance that contained the error 'to make the student rethink about how he said it'. He claimed to teach such techniques explicitly to his trainees at the post-graduate level, but not at the undergraduate level. The reason for not doing this at the undergraduate level was that, these days, the trainees themselves had such inaccurate language that their ability to teach others was questionable and they would not even understand explanations in such detail.

Asked whether or not he believed errors should be corrected directly or explicitly, he said it was difficult to say 'yes' or 'no'; it depended on a number of things.

He believed he was up-to-date on the literature on corrective feedback.

On the question of student preferences, he admitted that most of the students he had taught preferred to be corrected as they believed they learnt better that way. He said this was contrary to his expectations and offered an explanation to it. He speculated that this was probably because these students grew up getting such correction and they believed this to be the right way of learning. He realized the contradiction between what some theories of teaching/learning said and what the students wanted and wondered whether the students could be made 'to want what should be wanted', instead of following students' desires.

Regarding the practices of high school teachers in relation to providing corrective feedback, he stated that the teachers he knew were from the earlier batches and their English proficiency, as well as their knowledge of the theoretical basis, was good.

4.5.2 Beliefs and Practices of TT2

TT2 had taught the course for 8 years. He did not believe that his trainees were articulately informed about the main theories of language teaching/learning, including the

Communicative Language Teaching approach, because there were only some 'patchy' discussions of some theories here and there.

With regard to corrective feedback, he said trainees were told to make learners discover their own errors, but there were no specific strategies taught. He stated that this was a very important area but it was given little coverage – only two or three pages of reading.

TT2 asserted that practicing teachers did not give corrective feedback the way they had been advised to. Instead of giving correction in a subtle and encouraging way, they did it openly or directly.

He believed that students wanted to be corrected but not explicitly. Adult learners in particular did not want to be corrected openly, and that this was learners in particular did not want to be corrected openly, and that this was supported by theories. He also believed that strong theories were needed to deal with errors appropriately.

He said he was not up-to-date with the literature in the area of corrective feedback. He knew of those that existed some ten years back. He believed the discovery method should be used to deal with errors.

He felt that this aspect of teaching had been missing in the course and had in fact talked to his colleagues about it.

He reported that his own teachers at school gave direct correction with no regard to the psychological aspects of students and he resented it. And, in the absence of the plasma technology, he would expect the practice in high schools today to be largely the same.

4.5.3 Beliefs and Practices of TT3

TT3 had taught the course for about 8 years. He did not think his trainees were familiarized with language learning/teaching theories even though some general notes had been given at the end of each unit.

He said trainees were trained to give constructive or positive feedback, which meant that they were given clues so they could discover their own errors. He said he never gave explicit correction because he believed this type of correction did not allow students to learn on their own. He said teaching was all about helping or enabling learners to learn, and that when he allowed them to discover their errors, he was making them learn.

He admitted not being up-to-date with current theories on corrective feedback.

He believed that his students preferred to be given clues to correct their errors and noted that some students could be offended if given direct correction. He stressed on the importance of considering the social factors in the classroom while handling errors as there were students who came from social backgrounds that did not value criticism. He said it was important to learn through time about the feelings and attitudes of individual students in order to tune our corrective behavior accordingly.

However, he also said he did not always give corrections implicitly. He said if a student failed to correct his/her error, he would provide the correction. Also, if the error was silly and he did not have time, he would correct directly and immediately.

He believed high school teachers these days gave corrections but not in a helpful way using the discovery method. He gave two reasons why he thought this was the case. First, he believed that they were not aware of the discovery method, and second, they could not use the discovery method even if they knew about it because of the plasma television used to teach the same lesson for everyone in the country at the same time.

Asked why high school teachers did not make use of the knowledge they got from this course, he said he did not really know why they resorted to the methods they were taught by when they were in school themselves. He thought the traditional way of dealing with errors was still dominant in high schools and the input trainees got from university was still unable to break the old practices.

He felt that providing corrective feedback was important. He said, 'If errors are left for nature to correct, they could fossilize.' He gave several examples of errors that even some of the staff in the university made, which he believed had fossilized, and argued that such errors could be avoided by the conscious intervention of teachers. He pointed out that, particularly in our context, where the foreign language speaker is the model, error correction would be vital.

4.5.4 Beliefs and Practices of TT4

TT4 had taught the course for five years. He confirmed that language teaching/learning theories were not adequately discussed in the material but he tried to complement the activities with some theories he downloaded from the Internet. He said he searched recent readings because the references given at the end of each unit were outdated. He said the material was task-based so it focused on application but he believed it should have included the theories on which these practices were based.

He confessed that he had not covered the unit that dealt with corrective feedback because it was at the end of the book. He even dared to say that none of his colleagues did either for the same reason. He was able to cover this unit only with one batch.

He said the unit listed steps to be followed in correcting errors: leave the errors to be identified by the learner who made them; if the learner could not identify them himself/herself, give the chance to another student; if the other students couldn't either, set it as homework or group work; if all this fails, then give clues so the students can correct themselves. This meant that direct correction was totally disregarded, especially for oral errors. The reason for this, he thought, was that students might be scared of trying again if they were given explicit correction. It was his contention that students did not appreciate direct correction and this was cultural. Asked if this assertion was research-based, he said it was based on assumptions or readings on findings on different cultures.

TT4 said the material was based on experience. Students were asked to talk about their own experiences on what their teachers did and how they felt about it. Most of them said they were not given any corrective feedback at all.

However, he stated that some students preferred to be given explicit feedback, particularly adult learners in the in-service or evening programs. Since these learners were teachers themselves, he said it was necessary to correct their errors directly; otherwise, they would think they were correct and continue passing the errors on to their students. He also gave another reason why explicit correction would be important in our context: the fact that our students did not have additional input of the language outside the classroom as English is only a foreign language here.

He said he was not up-to-date with current debates on corrective feedback.

He reported that students did not give corrective feedback during their practicum classes. One reason for this, he believed was lack of competence in the language. Also, he reported the findings of a research he conducted along with a colleague on the practices of trainees taking the practicum course. They found that trainees did not teach the way they had been taught to teach; instead, they resorted to the methods by which they were taught.

4.5.5 Summary of the Beliefs and Practices of the Teacher Trainers

It was obvious that these trainers were not familiar with the current debate on the significance of oral corrective feedback. While three of them admitted this fact directly, one said he believed he was. But it was difficult to say from some of the arguments he put forward that he was conversant with the debate. For example, he believed that students 'should be made to want what should be wanted'. This is contrary to what Schulz (2001) expressed after finding out that there were differences in perception between teachers and students regarding what students wanted and what teachers thought students wanted. Schulz expressed concern that if the expectations of students were not met, teachers' efforts might

be in vain. In contrast, T1 believed that students should be made to change their perceptions. T1 was also ambivalent in some of his answers.

When asked whether he believed errors should be corrected or not, he said he could not say 'yes' or 'no'. But later, he described how he would correct errors. This type of ambivalence does not show that T1 is conversant with the latest theories on corrective feedback. It is, therefore, possible to conclude that all the trainers are not up-to-date with the current literature on CF.

All the trainers gave their trainees the same pieces of advice with regard to responding to student errors. Following what is described in the course-book, they advised them to use the discovery method in treating errors. This means that teachers should avoid giving explicit correction and only give clues to students so that they can arrive at the correct forms by themselves.

Concerning the beliefs they held on whether errors should be corrected or not, different views were expressed. As already stated above, T1 was ambivalent and even contradictory about it. Two of them said 'yes', but they believed errors should be corrected only implicitly, using negotiation moves. T4, on the other hand, believed that explicit correction was needed in our context because students have very little or no exposure to English outside the classroom. Han (2002) describes the advantages of learning a language in the classroom. Because the plentiful language input a 'street learner' gets is full of noise, it could take much longer time to learn some essential language forms. But in the classroom, it is possible to select and focus on such aspects of the language being learnt and that shortens the time to learn the language. Also, the 'street learner' is unlikely to get feedback on his/her errors as long as he/she can put his/her ideas across. Not getting such feedback will, therefore, allow the perpetuation of the same error, in some cases forever. After using erroneous forms repeatedly, it may become hard to learn the right forms as the wrong forms become 'cast' in the mind of the learners. This inability of the learner to learn the right forms is referred to as 'fossilization' (Selinker, 1972). As English is a foreign language in Ethiopia, it is difficult to expect learners to have the input the 'street learner' would have. Foreign language learners

need intensive and quality input, which only the classroom could provide. In order for this to happen, classroom discourse needs to be different from normal discourse that is expected outside. The provision of corrective feedback is one of the features that make the classroom discourse different. Seedhouse (1997) analyzed extensive data from the point of view of discourse analysis and arrived at the conclusion that explicit forms of correction should not be shunned.

To the question of whether or not they thought teachers in high schools in Ethiopia gave corrective feedback, these trainers had differing opinions. T1 said he could not say, but T2 and T3 answered 'yes'. However, they believed that teachers, including their pre-service trainees, gave explicit corrective feedback despite the advice they got in the university not to do so. Speculating on the reasons why their trainees did not deal with student errors according to the instructions they got from the Skills Methodology course, the two trainers said that the tradition of providing explicit correction was too strong to break. Mackey et al. (2004) reported that pedagogical intervention at the pre-service stage of teacher training did make changes in the participants' attitudes and beliefs but it might not have immediate effect in the trainees' practices. It may, thus, be that the pedagogical inputs will take time before having an effect on the trainees. T4 felt that teachers in high schools did not give corrective feedback mainly due to lack of proficiency in the language. This view is shared by T1 as well. He stated very clearly that, these days, the inaccuracies of the trainees are so common that he wonders whether they would be able to identify their students' errors, leave alone correct them. This makes the context of the current study very different from most other contexts where the proficiency of the teachers giving or not giving corrective feedback was not even an issue. In this study, this aspect could be more important than the theoretical debates of the significance of providing corrective feedback.

Another important difference that prevailed in the beliefs of the trainers under discussion was on the issue of student preferences concerning corrective feedback. Although all said students wanted their errors to be corrected, they differed in the ways they believed students wanted the corrections. Two of the trainers felt students wanted indirect or implicit correction as they would feel threatened or discouraged by direct corrective feedback. The

other two (T1 and T4) were of the opinion that students preferred direct forms of correction, but the reasons they gave for this varied. T1 was certain that this student preference was the result of the old tradition, which he believed was still dominant and hard to break. T4 also agrees with the still wide prevalence of the old tradition of explicit CF provision, but he strongly believes that the students, particularly those that are involved in in-service and evening training programs, are aware of the unique context they find themselves in as foreign language learners and demand from their teachers explicit information on the accuracy of their utterances.

In sum, it can be concluded that although there are similarities in the beliefs of the trainers in question, there are also important differences that should be causes for concern. It has already become clear from the discussion of the beliefs of the four teachers that there are divergent views. It has now been confirmed that their trainers as well do have different, and at times opposing, views on the issue. It would, therefore, be unrealistic to expect the teachers to behave in a principled manner.

4.6 Text Analysis of Corrective Feedback in the Course-book

The course-book the trainers used to train their pre-service as well as in-service students should naturally be the major source of their knowledge as well as beliefs on how student errors should be treated even though it could by no means be the only source. It would therefore be useful to take a closer look at this material to have an even better understanding of the theoretical basis on which teachers' practices are based in our context.

Titled *Skills Development Methodology* – Part 2, the material was published in 1996. This means that it cannot have been informed of recent developments in the area of corrective feedback. There have been significant developments in the research especially since Lyster and Ranta's (1997) descriptive study, which has triggered several researchers to revisit the issue (e.g Han, 2002).

It is a 241-page task-based material that has eight units, and the topic of the fourth unit is *Errors, feedback, and correction*. This unit in turn is organized into nine tasks. The sub-topics of the first two tasks – *beliefs and experiences of trainees on corrective feedback* and *perceptions of error gravity* – are common to both written and oral corrective feedback. Of the remaining seven tasks, five are devoted to written feedback whereas only two (Tasks 3 and 4) deal with oral feedback. Only three out of the 24 pages of the unit treat the issue of oral corrective feedback. This in itself indicates the minimal attention accorded to the provision of oral corrective feedback in the language classroom.

Task 3 asks trainees to consider five statements (given below) on how oral errors should be treated and decide which ones would be more appropriate for a high school teacher to choose and which ones would be more useful for high school students and why:

A teacher should:

- give feedback which will enable the student who made the error to correct it himself or herself;
- ask if any other student can help by giving a correct answer. After a correct answer has been given, the teacher should get the student who made the error to repeat the correct answer;
- give a correction himself by giving the correct form or saying the correct sentence and getting the class to repeat the correct answer;
- give feedback in clear and simple language;
- avoid sounding harsh or rude.

(Atkins et al., 1996: 127)

No student or teacher would have any different preferences regarding the last two statements. Concerning the first three statements, they outline the three steps that the authors believe should be followed in handling student errors: first, self-correction should be encouraged; then, peer-correction should be allowed; and finally, if these fail, the correction should be provided by the teacher.

Below the five statements given in the book, trainees are referred to Wondwosen (1992), who studied the feedback behavior of eight high school teachers in Addis Ababa. This MA thesis attempted to examine both positive and negative oral feedback and was based on limited data – it audio-recorded eight 40-minute lessons from eight teachers. He reported to have found 23 different types of negative feedback used by the teachers. One of the arguments he put forth was that teachers were unsuccessful when giving oral feedback on spoken errors because they did not involve students actively.

Whatever conclusions he arrived at from such a limited amount of data and so many types of corrective feedback behavior could not be representative enough to be used as the only reference to teacher trainees. Of course, his argument has been supported by more recent literature (e.g Ammar and Spada, 2006; Russel and Spada, 2006; Russel, 2009; Li, 2010), but making a reference to an MA thesis of the type described above to teacher trainees at the time seems to suggest the relatively low attention given to the area by second or foreign language acquisition/learning researchers around the globe then.

As confirmed by the four teacher trainers interviewed for this study, trainees are advised to use the 'discovery method', which means that they should only provide clues to students making errors so that they can discover their own errors. The teacher's input will come only as a last resort. The provision of direct or explicit correction is generally considered as a criticism. This was possibly why the teachers under study avoided explicit correction and, on the contrary, accepted students' erroneous utterances with a sense of gratitude.

After the reference to Wondwosen's (1992) argument about the importance of involving students in correcting their own errors, the course-book provides possible teacher responses to student errors and asks trainees to point out the merits and demerits of each response. There are four instances of student errors and each error has received five possible teacher feedback types. It would appear that the authors tried to include all the possible varieties of corrective feedback that could be used so that trainees could distinguish between the good and the bad types. However, a closer look at the possible feedback types given does not

seem to be exemplary. A look at the first two of the four errors and the possible responses given to them should illustrate the point:

a. 'Sun is hot today'

I. Now does that sound correct? Should it be 'sun' at the beginning of the sentence?

II. Almost right. Not 'sun' but ... Can anybody help her?

III. 'Sun' is wrong. Say 'the sun'.

IV. Good effort, but you have missed out 'the'. We say 'The sun is hot today.' Can you say that?

V. Good effort. It is hot today. But we don't say 'Sun is'. What word is missing?

b. 'Why you are sad?'

I. 'Why you are sad?' Quite good. Can anyone help her to correct it?

II. It's a question, so we say 'Why are you ...?' Try to say it again. 'Why ...?'

III. Yes, but we don't say 'Why you are ...?' Can you try again?

IV. The present simple question form is 'Why are you ...?' not 'Why you are ...?'

V. Don't say 'Why you are ...?' Say 'Why are ...? Who can help her?

(Atkins et al., 1996: 127)

It is interesting to note that six of the above ten teacher moves correct explicitly as the teacher not only clearly indicates that the utterance is ill-formed but also provides the correct form himself (Nos. III and IV in 'a' and Nos. II, III, IV, and V in 'b'). The other four moves do not provide the correct form so they could be considered as elicitations, but some are so explicit that they only just fall short of providing the correct form from becoming explicit corrections.

The sample corrective feedback moves given above also send the message that explicit correction can be given in different ways, suggesting that such a move is welcome if it is provided in a positive spirit. Both ''sun' is wrong. Say 'the sun'' and ''Good effort, but you have missed out 'the'. We say, 'The sun is hot today'. Can you say that?'' are the same

because they indicate the error and also provide the correct form. The only difference is the first move sounds rude. The message, therefore, is that if given in a polite tone, explicit correction is the best option. This seems to clearly contradict the strong message being sent in this scanty coverage of the issue of oral corrective feedback that the 'discovery method' should be used.

Once these CF moves have been discussed for their merits and demerits, trainees were then made in Task 4 to prepare for micro-teaching sessions. They would then evaluate one another's teachings in light of their earlier discussions. No explicit prescription has been given in the course-book apart from the general theme running through the unit – the discovery method.

At the end of the unit, there is a list of six references for further reading. Of these, two are unpublished MA theses written in 1995 and 1992; one is an article from ELT Journal published in 1986; two are small books by Edge (1989) and Norrish (1983); and the last one is a chapter of a book by Gardner (1990). This again suggests the dearth of information in the area at the time.

At the end of the unit are also given notes for students to read on their own. The first note states that teachers usually worry about the grammar errors their students make which actually do not affect meaning. It points out that such errors are not important; it is when errors affect meaning that they become important, according to the note. On the other hand, sentences may be grammatically correct but their meanings may not be appropriate. Such errors are also considered to be important. The note does not explicitly say which type of error should be corrected although it is implied.

The second note describes types of error. One is the type students make but cannot correct even when it was pointed out to them. In this case students have already been exposed to the language item. Another is what is referred to as 'mistake', which the learner can self-correct if his/her attention is drawn to it. Such an error is said to be a slip of the pen or the tongue. Once again, no course of action has been suggested as to how such errors should be treated.

A third type of error is committed by learners when they try to convey a message using language forms they have not yet been exposed to. Here, readers are advised to ignore students' errors and simply encourage them to convey their messages.

The third note lists four main causes of error: the influence of the L1, overgeneralization of rules; lack of knowledge of the rules; and carelessness or lack of concentration. No discussion is made of the significance of this distinction to the practice of oral CF.

The fourth note states that most of our high school students believe making mistakes or errors is bad and they refrain from taking risks. This is said to be particularly true of weak students and girls. If they do not experiment with their language, it is believed that they will miss opportunities to improve their language. Both teachers and students are, therefore, advised to change their attitudes towards errors and feedback on them. Errors should be seen as 'signs of stages in the learning process'.

The fifth note is about when oral corrective feedback is considered to be very important – when students are practicing a new structure that has just been presented. In this practice stage of the lesson, the emphasis is on accuracy, but even here teachers are advised not to put the idea of correction 'in the front of' their minds as 'student self-correction is likely to be more memorable and result in more effective learning of correct forms than teacher correction' (p. 139).

The sixth note then reminds readers of the context in which teacher correction would be 'less appropriate' – when students are paying attention to what they are saying. Teachers are advised not to correct student errors in such cases unless the errors 'affect the intelligibility of what the student is trying to say' (p. 140). In our large classes, the teacher is advised to set the task and leave the students to get on with it while he silently goes around assisting those who may not have understood the instruction. The teacher should just make a note of the errors most learners are making and then address these errors at the end of the lesson by writing them on the board and encouraging the students to correct them.

However, the recent literature in the area does not limit corrective feedback to grammar practice activities. Corrective feedback can and should be given in meaning-oriented classes as well. This is the idea behind the notion of 'focus on form' as opposed to 'focus on formS' (Doughty and Williams, 1998). Lyster and Ranta (1997) carried out their research in immersion classes learning various subjects in French. The teachers in such cases could not be expected to take down notes of student errors to provide delayed feedback on errors. Although delayed feedback has its own merits, it cannot be used all the time with all students and all types of errors. In the case of recasts, for example, it has been argued that when the correct form given by the teacher is 'juxtaposed' with the erroneous form of the learner on the spot, the learner will have the opportunity to compare the two forms cognitively and make the required restructuring of the form in his/her mind (e.g Sheen, 2004). Therefore, the view that correction is good for accuracy or practice activities and not for communicative ones sounds reasonable but is simplistic.

The seventh note reiterates how oral feedback should be given – give the student making the error the chance to self-correct, allow peer correction if the student cannot correct the error himself or herself, and finally provide the correction if both ways fail. An interesting point here is teachers are also advised to go back to the original student that had made the mistake and make him or her repeat the correct form. This would result in successful uptake 100% of the time, but it would be quite disruptive and time-consuming.

In sum, the coverage of oral corrective feedback in this course-book is scanty and the little that is given lacks clarity and could even be contradictory and/or misleading. This could be due partly to the fact that the area was not as attractive as it is now to SLA researchers at the time this book was published and, therefore, the authors had to depend on the little they could find to refer to.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, conclusions are drawn from the discussion in each section of the previous chapter. Then, based on the conclusions, possible courses of action are recommended to address salient problems that have been brought to light.

5.1 Conclusions

5.1.1 Stated Beliefs of the Four Teachers

It was found that these teachers hold both similar and differing views regarding oral corrective feedback. While all of them believe oral errors should be corrected, the degree of importance each gave to the activity differs. For example, one of them felt that his students did not want him to correct their mistakes so he did not often do that while another believed they did. The third one thought her students did not want her to correct them but she felt she had to. Such significant differences of opinion among the teachers prevailed perhaps due to the fact that these teachers were not exposed to the relevant theories while they were being trained to become teachers. Because of the lack of such vital information, they seem to be guided by their own intuitions or by what their own teachers at school did.

5.1.2 Actual Classroom Practices of the Teachers

The first finding worthy of mention here is that there are relatively few occurrences of corrective feedback moves in the sample cases: only 185 CF episodes in 800 minutes of recorded classroom lessons. This is contrary to what one would expect from an EFL context where the students' level of proficiency is very low compared to the expected standard and where student errors are plentiful. This frequency is much lower than what has been reported by earlier research done locally (e.g. Wondwosen, 1992). There could be various explanations for this. One is the increasing awareness among teachers of student-centered

approaches to teaching. The increasing empowerment of students with the result that teachers would find it difficult to assume the traditional power they had. The diminishing power of teachers, particularly in public schools, could have an effect in how they reacted to student utterances. Third, and perhaps more importantly, English teachers these days do not seem to have mastery of the language to feel confident themselves to engage in correcting students' errors. This is evident from the various data collected for this study although teacher proficiency is not the objective here.

It was found that these teachers used all the six types of oral CF identified in Lyster and Ranta's (1997) model – explicit correction, recast, elicitation, clarification request, metalinguistic feedback, and repetition. It was also found that these teachers used multiple moves to treat a particular error.

Recast was used most often (42.2%) followed by elicitation (28.6%) and explicit correction (14.6%). This confirms that recast is the most frequently used type of CF even in foreign language classrooms. This also indicates that teachers in non-communicative classroom contexts avoid giving direct corrective feedback because they believe such type of feedback is considered by their students as criticism. Even those teachers who believe their major role is giving corrective feedback try to mitigate their CF by using implicit types of move.

Looking at the relationship between CF type and uptake (repair), this study again confirms that even though their frequencies were much fewer, negotiation moves (clarification request, metalinguistic feedback, and elicitation) resulted in much higher rates of uptake than the input-providing moves of explicit correction and recast. Interestingly, repetition, which is also a type of negotiation move, produced a much lower rate of repair (7.1%) than similar studies elsewhere reported. For example, Panova and Lyster (2002) reported 83% repair for repetition. The main reason for this low uptake for repetition in this study is believed to be the fact that the teachers under investigation used repetition with a falling intonation and students might have found it difficult to recognize the corrective intent of the teachers' reaction.

The most frequently used CF type – recast – was one of the least effective in terms of uptake (10.3%). This is believed to be due to ambiguity of recast as a form of corrective feedback as it has other functions to perform (Lyster, 1998b). Similar studies also found low uptake for recast. For example, Panova and Lyster (2002) reported 13% repair for it. But there are also studies that reported high uptake for recast. Ellis et al. (2001) and Suzuki (2004), who reported 75% and 65% repair, respectively, are cases in point. The high rate of uptake in the latter two studies is attributed to the fact that these studies were form-oriented and the learners were more conscious of language forms. The level of proficiency of the learners and their age could also make a difference in the amount of uptake for recast. It can, therefore, be reasonably assumed that, even though most of the lessons in the current data were form-oriented, recasts did not often result in uptake because the learners were young and their level of proficiency was low.

The findings for the relationship between error type and CF type confirm those of previous studies. That is, grammar errors are often treated by recast whereas vocabulary errors attract negotiation moves. This is because recasting vocabulary errors could be confusing to students as they might think that the teacher is just giving synonyms to those they used. Also, the complex nature of grammar seems to make it difficult for both teachers and students to negotiate. This finding seems to hold, irrespective of instructional context.

5.1.3 The Relationship between Practices and Beliefs

Teacher Tesfa believed that errors should be corrected 'naturally', without the students knowing that they are being corrected. He also said students should correct their own errors, that they did not expect him to correct their errors. In practice, he used recast and elicitation most often, which makes his beliefs consistent with his practice in general.

Teacher Tariku believed students' errors should be corrected 'indirectly' in a positive spirit. The fact that he used recast most of the time seems to make his stated belief consistent with his practice. However, he also stated that his students wanted him to correct them, that they would be happy to be corrected. If he really believed his students expected him to correct

them, why would he mitigate his corrective feedback by using recast rather than using explicit correction? It seems that his 'core' belief that correction is important for language learning is in conflict with possible 'peripheral' beliefs (Phipps and Borg, 2009) such as student-centered approach to teaching or other contextual factors such as his being relatively new to the school.

Yirga stated he believed correction was important and that he corrected all the time because he thought students are unlikely to forget something on which they received correction. But in practice, he corrected very infrequently. That indicates some tension between beliefs and practices, which again could be attributed to his being new to the school and the general context of the students not being wholly involved in learning, as he pointed out in the stimulated recall and reflection interview. However, there were also instances of agreement between his beliefs and practices. He said that errors should be corrected indirectly and also believed students should be encouraged to correct their own errors. Accordingly, he was found using recast and elicitation most often.

Teacher Misikir's beliefs were found to be inconsistent with her practice. She claimed that errors should be corrected daily because otherwise students would grow up with them. She also said this should be done directly and immediately. However, she corrected infrequently and used repetition most of the time. Her repetitions did not seem to be corrective; she just repeated a student's erroneous utterance with a falling intonation and thanked him or her for his or her participation. She admitted in the stimulated recall and reflection interview that she felt students would feel discouraged if she corrected them directly; she regarded correction as criticism. She said she would disappoint students, whom she considered as friends, by correcting them. This clear tension between belief and practice could perhaps be attributed to her lack of experience in teaching (Gatbonton, 2008; Mackey *et al.*, 2004).

5.1.4 Rationales for Their Practices

The teachers under study had some common reasons in using recast and elicitation. For example, Tesfa, Tariku, and Yirga used recast when they were in short of time; Tesfa and Tariku also used recast to treat silly errors. Tesfa and Yirga used elicitation for errors that recurred and to encourage students to correct themselves; Tariku agrees with Tesfa in using elicitation for errors that he believes can be corrected by the students themselves.

In many other respects, however, they had different, and at times contradictory, reasons for using CF types, including ignoring students' errors. For example, Yirga and Misikir, who are from school B, accept students' erroneous utterances with gratitude because they believe the students' participation should be appreciated; they believe students might feel they are being criticized if they are corrected. But Tesfa and Tariku, who are from school A, believe correcting is important. Tesfa used explicit correction when he felt tired of making the same correction over and over again, but Tariku would correct every error explicitly if he had the time and if he could remember. Yirga, however, used explicit correction if the error was pervasive.

Generally, it can be inferred from these divergent reactions that the teachers under study are acting on their intuitions, and not on any theoretical foundations, while responding to student errors.

In addition, context could have had its own impact on the teachers' corrective behavior. The teachers in school A, which seems to be in a better position in terms of the quality of students, seem to be more at ease in responding to student errors than those in school B, which does not enjoy the same privilege.

5.1.5 Beliefs and Practices of the Trainers

It was clear from the interview with the teacher trainers that they are not up-to-date with the current research literature on oral corrective feedback. They gave differing and at times opposing responses to the questions posed. For example, reacting to the importance of giving corrective feedback, one of them was ambivalent; two of them said it was important to correct students' errors but it should be done implicitly; and the fourth trainer believed it was important to correct explicitly in the context of English classes in Ethiopia in general.

Similar variations were found in the trainers' responses to the question of what type of correction students preferred. Two of them thought students preferred implicit correction while the other two felt students wanted to be corrected explicitly.

All these differences of opinion seem to indicate that the practice of correcting students' errors is done in a haphazard manner. This, in turn, could be due to the lack of exposure to the research literature on the area on the part of the trainers themselves.

5.1.6 Text Analysis of the Course-book

What has been covered in the course-book about oral corrective feedback is scanty. Due partly to the fact that the course material was published some fifteen years ago, i.e, in 1996, it could not have covered more recent theories that have been developed.

Even the little given in the three pages devoted to the topic does not seem to be coherent. The major message transmitted in the material in this regard is that trainees should follow the 'discovery method' for treating learner errors, but the tasks given to send this message through practice seem, unwittingly, to reinforce the provision of correct forms by the teacher.

5.2 Recommendations

Based on the conclusions drawn above, the following courses of action have been recommended:

5.2.1 It was found out that the teachers under investigation held different and even contradictory views on the importance of oral corrective feedback and how it should be dealt with. It has also been revealed that there are gaps or 'tensions' between beliefs and practices in this regard. The explanations these teachers gave after viewing their actions on video were found to be largely arbitrary and inconsistent with the beliefs they expressed at the beginning. It is argued that all this might be due, at least in part, to the lack of proper training at the teacher training institutions. Indeed, all the four teachers admitted not to have been informed of the topic when they were at university. It is, therefore, recommended that teacher trainees be properly equipped with modern theories and skills of dealing with student oral errors in the EFL classroom.

5.2.2 It also became clear that the frequency of oral corrective feedback given in the classes observed was lower than expected in EFL classes where most lessons were 'analytic' or form-focused. One reason for these teachers to shun oral correction might be the fact that more and more teachers are aware of the general concept of student-centered approach to teaching. Some are also vaguely aware of the communicative language teaching approach, which deemphasizes accuracy in favor of fluency. But there is compelling evidence in the data to suggest that the teachers' own competence in the language might be the main reason for these teachers to prefer to ignore or even not to spot the students' errors. Teachers who do not have the required competence in the language will make their own errors, leave alone correct their students' errors. It is, therefore, recommended that teacher training institutions make sure that their graduates' competence in English has reached the required level before they are given the certificate that opens the door for them to become teachers. This

could, ideally, be done by putting in place, beginning from the recruitment stage, a system that ensures that only candidates with a certain level of competence in English would join English teacher training institutions or departments.

5.2.3 Meanwhile, the effort that was made by the Ministry of Education in the past six or so years to improve teachers' English in general should not be discontinued. This training is essential particularly for English teachers at all levels. It would be of little use to talk about how corrective feedback should be given to teachers who cannot use the language properly in the first place. However, there could be those who have the required level of competence in the language but are not aware of how to deal with student errors. In the short-run, therefore, it is recommended that short trainings in the form of workshops be organized for English teachers at all levels to bring them up-to-date with the topic at hand and the related language learning/teaching theories.

5.2.4 The teacher trainers interviewed for this study stated that the language of their trainees is full of errors, thereby indicating that these trainees would not be in the position to correct their students' errors. One possible explanation for such trainees to have reached such a level of education without acquiring the language to the expected level is that their own teachers did not care to correct their errors or were not able to do so or believed it would harm the students' feelings to do so. Even if their teachers made corrections, they probably did it implicitly by using recast. Indeed, recast was the most frequently used CF type in the classes observed. It was also found that uptake for recasts was the lowest, perhaps due to the inherent nature of recasts that makes them difficult to notice, especially by learners with low proficiency levels. It would, therefore, be appropriate to recommend that trainees be encouraged to use more explicit forms of CF so that learners can more easily understand where they went wrong. This will lower the number of hypotheses learners form about a certain

language item before they arrive at the target-like form. This does not, however, mean that explicit correction should be used predominantly.

5.2.5 The topic of corrective feedback has attracted the attention of several SLA researchers in the last fifteen years and, as a result, the way errors were conceived during the heydays of the communicative approach has changed. The concept of 'focus-on-form' is a relatively new one, for example. Despite this fact, the discussion of oral corrective feedback in the course-book used to train teachers is very little, and even the little it has is outdated. It is, therefore, recommended that the material be updated so that it has a fair coverage of the latest research literature and practices. Granted, even the latest research in the area cannot prescribe one best way of responding to students' oral errors. However, both teachers and their trainers should keep abreast of the developments so far with the view to experimenting with new ways of doing things and making contributions to the pool of knowledge in the area.

5.2.6 Finally, this is a qualitative study and, hence, does not, and cannot, aim at generalizations. It is, thus, recommended that this line of enquiry be followed-up by other researchers so that teachers, teacher trainers, and policy makers can have a clearer understanding of this, currently neglected and poorly-understood, albeit important, area in language teaching/learning.

REFERENCES

Addis Ababa Education Bureau. 2010. Education statistics annual abstract, Addis Ababa.

Allright, R. L. 1975. Problems in the study of the language teacher's treatment of errors. In M. K. Burt & D. Dulay (Eds.), On TESOL '75: *New directions in second language learning, teaching, and bilingual educaion* (pp. 96 – 109). Washington, D.C. : TESOL.

_____. 1984. The importance of interaction in classroom language learning. *Applied Linguistics*, 5, 156 – 171.

Allright, R., & Bailey, K.M. 1991. *Focus on the Language Classroom*. Cambridge: Cambridge University Press.

Ammar, A., and Spada, N. 2006. One size fits all? Recasts, prompts, and L2 learning. *Studies in second language acquisition*, 28, 543 – 574.

Andrews, S. 2003. Just like instant noodles: L2 teachers and their beliefs about grammar pedagogy. *Teachers and Teaching*, 9(4), 351 – 375.

Animaw Anteneh. 2009. Beliefs of teachers and students in the Department of Foreign Languages and Literature, Institute of Language Studies, on the role of the formal teaching of grammar and corrective feedback for language learning. Unpublished seminar paper presented at the 20th ILS annual conference, Addis Ababa University, Addis Ababa, Ethiopia.

Atkins, J., Hailom Bantyirga., and Nuru Mohamed. 1996. *Skills development methodology*. (Part 2). Addis Ababa: Addis Ababa University Printing Press.

Awol Endris. 1999. Teacher decision making: A case study. Unpublished PhD dissertation, Addis Ababa University.

Balew Bogale. 2009. An investigation of the writing competence of prospective graduates of the Department of Foreign Languages and Literature. Unpublished MA thesis, Addis Ababa University.

Basturkmen, H., Loewen, S., and Ellis, R. 2004. Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25(2), 243 – 272.

Birhanu Bekana. 2009. EFL teachers' treatment of students' oral errors in EFL classrooms: Shamboo Senior Secondary and Preparatory School (Grade 9 in focus). Unpublished M.A thesis, Addis Ababa University.

Borg, S. 1999. Teachers' theories in grammar teaching. *English Language Teaching Journal*, 53(3), 157 – 167.

_____. 2003. Teacher cognition in language teaching: A review of research on what teachers think, know, believe, and do. *Language Teaching*, 36, 81 – 109.

Brooks, N. 1960. *Language and language learning*. Harcourt Brace and World.

Brown, H. D. 1987. *Principles of language learning and teaching*. New Jersey: Prentice Hall Inc.

Burt, M. and Kiparsky, C. 1972. *The gooficon: A repair manual for English*. Massachusetts: Newbury House, Rowley.

Campillo, P. S. 2004. An analysis of uptake following teachers' feedback in the EFL classroom. *RESLA*, 17-18, 209 – 222.

Carroll, S. and Swain, M. 1993. Explicit and implicit negative feedback:An empirical study of the learning of linguistic generalizations. *Studies in Second Language Acquisition*, 15, 357 – 386.

Chaudron, C. 1977. A descriptive model of discourse in the corrective treatment of learners' errors. *Language Learning*, 27, 29 – 46.

Chaudron, C. 1988. *Second language classrooms*. New York: Cambridge University Press.

Chomsky, N. 1981. Principles and parameters in syntactic theory. In N. Hornstein & D. Lightfoot (eds.), *Explanation in linguistics: The logical problem of language acquisition.* New York: Longman.

_____. 1986. *Knowledge of language: Its nature, origin, and use*. New York: Praeger.

Corder, S. 1967. The significance of learners' errors. *International Review of Applied Linguistics*, 5, 161 – 167.

_____. 1971. Idiosyncratic dialects and error analysis. *International Review of Applied Linguistics*, 9, 149 – 159.

_____. 1974. Error analysis. In J. Allen and S. P. Corder (Eds.), *The Edinburgh course in applied linguistics*, vol. 3. London: Oxford University Press, 122 – 154.

DeKeyser, R. 1993. The effect of error correction on L2 grammar knowledge and oral proficiency. *Modern Language Journal*, 77, 501 – 514.

_____. 1994. How implicit can adult language learning be? *AILA Review*, 11, 83 – 96.

Dornyei, Z. 2007. *Research methods in applied linguistics*. Oxford: Oxford University Press.

Doughty, C. J. 2001. Cognitive underpinnings of focus on form. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 206 – 257). New York: Cambridge University Press.

Doughty, C. J., and Varela, E. 1998. Communicative focus on form. In C. J. Doughty and J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 114 –138). New York: Cambridge University Press.

Doughty, C. & Williams, J. 1998. *Focus on form in classroom second language acquisition.* New York: Cambridge University Press.

Dulay, H. C. and Burt, M. K. 1972. Goofing, an indication of children's second language strategy. *Language Learning*, 22, 234 – 252.

_____. 1973. Should we teach children syntax? *Language Learning*, 23(2), 245 – 258.

_____. 1974. Natural sequences in child second language acquisition. *Language Learning*, 24(1), 37 – 53.

Edge, J. 1989. *Mistakes and correction.* London: Longman.

Ellis, R. 1994. A theory of instructed second language acquisition. In N. C. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 79 – 114). San Diego, CA: Academic Press.

Ellis, R. 1997. *SLA research and language teaching.* Oxford: Oxford University Press.

_____. 2009. Corrective feedback and teacher development. *L2 Journal*, 1(1), 3 – 18.

Ellis, R., Basturkmen, H., and Loewen, S. 2001. Learner uptake in communicative ESL

lessons. *Language Learning*, 51, 2: 281 – 318.

Ellis, R., Loewen, S., and Erlam, R. 2006. Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28, 339 – 369.

Ellis, N. C. 1994. Introduction: Implicit and explicit language learning – an overview. In N. C. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 1 – 31). San Diego, CA: Academic Press.

Fanselow, J. F. 1977. The treatment of errors in oral work. *Foreign Language Annals*, 10, 583 – 593.

Farrell, T., and Lim, P. 2005. Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices. *TESL-EJ*, 9(2), 1 – 13.

Gardner, C. 1990. What correction techniques do learners like? Which are the most effective?
In J. Hill et al. (Eds.), *Effective teaching and learning*, Modern English Publications.

Gass, S. 1997. *Input, interaction, and the second language learner*. Mahwah, NJ: Erlbaum.

Gatbonton, E. 2008. Looking beyond teachers' classroom behavior: Novice and experienced ESL teachers' pedagogical knowledge. *Language Teaching Research*, 12(2), 161 – 182.

George, H. V. 1972. *Common errors in language learning*. Massachusetts: Rowley.

Han, Z. 2001. Fine-tuning corrective feedback. *Foreign Language Annals*, 34(6), 582 – 599.

Han, Z. 2002. A study of the impact of recasts on tense consistency in L2 output. *TESOL Quarterly*, 36, 543 – 572.

Han, Z. 2002. Rethinking the role of corrective feedback in communicative language teaching. *RELC Jounal*, 33(1), 1 – 34.

Hendricson, J. M. 1978. Error correction in foreign language teaching: Recent theory, research, and practice. *Modern Language Journal*, 62, 378 – 398.

Heugh, K., Berhanu Bogale, Benson, C., and Mekonnen Alemu. 2007. A study on medium of instruction in primary schools in Ethiopia. Ministry of Education, Ethiopia.

Ishida, M. 2004. Effects of recasts on the acquisition of the aspectual form –te i-(ru) by learners of Japanese as a foreign language. *Language Learning*, 54, 311 – 394.

Johnson, K. 1988. Mistake correction. *ELT Journal*, 42/2, 89 – 93.

Krashen, S. 1981. *Second language acquisition and second language learning.* Oxford: Pengamon.

_____. 1982. *Principles and Practice in Second Language Acquisition.* New York: Pergamon Institute of English.

_____. 1985. *The input hypothesis: Issues and implications*. London: Longman.

Krashen, S., Dulay, H., and Burt, M. 1982. *Language two*. New York: Oxford University Press.

Leeman, J. 2003. Recasts and second language development: Beyond negative evidence. *Studies in Second Language Acquisition*, 25, 37 – 63.

Li, S. 2010. The effectiveness of corrective feedback in SLA: A meta-analysis. *Language Learning* XX: X, XXXX, 1 – 57.

Lochtman, K. 2002. Oral corrective feedback in the foreign language classroom: How it affects interaction in analytic foreign language teaching. *International Journal of Educational Research*, 37, 271 – 283.

Loewen, S. 2002. The occurrence and effectiveness of incidental focus on form in meaning-based ESL lessons. Unpublished doctoral dissertation, University of Aukland, New Zealand.

_____. 2004. Uptake in incidental focus on form in meaning-focused ESL lessons. *Language Learning*, 54, 1: 153 – 188.

_____. 2005. Incidental focus on form and second language learning. *Studies in second language acquisition*, 27, 361 – 386.

Loewen, S. and Philp, J. 2006. Recasts in the adult English second language classroom: Characteristics, explicitness, and effectiveness. *Modern Language Journal*, 90, 536 – 556.

Long, M. 1977. Teacher feedback on learner error: mapping cognitions. In H. D. Brown, Yorio, C., & Crymes, R. (Eds.), On TESOL '77: *Teaching and Learning English* (pp. 278 – 294). Washington, D. C.: TESOL.

_____. 1991. Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg, and C. Krasch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39 – 52). Amsterdam: Benjamins.

_____. 1996. The role of linguistic environment in second language acquisition. In Ritchie, W.C. & Bahtia, B. K. (Eds.), *Handbook of Second Language Acquisition* (pp. 413 – 468). New York: Academic Press.

_____. 2007. *Problems in SLA*. Mahwah, NJ: Lawrence Erlbaum.

Long, M. and Robinson, P. 1998. Focus on form: Theory, research, and practice. In C. Doughty and J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 15 – 41). New York: Cambridge University Press.

Lyle, J. 2003. Stimulated recall: A report on its use in naturalistic research. *British Educational Research Journal*, 29, 6: 861 – 878.

Lyster, R. 1998a. Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classrooms. *Language Learning*, 48, 183 – 218.

_____. 1998b. Recasts, repetition, and ambiguity in L2 classroom discourse. *Studies in Second Language Acquisition,* 20, 51 – 81.

_____. 2002. The importance of differentiating negotiation of form and meaning in classroom interaction. In P. Burmeister, T. Piske, and A, Rohde (Eds.), An *integrated view of language development: Papers in honor of Henning Wode* (pp. 381 – 397). Trier, Germany: Wissenschaftlicher Verlag Trier.

_____. 2004. Differential effects of prompts and recasts in form-focused instruction. *Studies in Second Language Acquisition*, 26, 399 – 432.

Lyster, R. and Mori, H. 2006. Interactional feedback and instructional counterbalance. *Studies in Second Language Acquisition*, 28, 269 – 300.

Lyster, R. & Ranta, L. 1997. Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition,* 19, 37 – 66.

Mackey, A. 2006. Feedback, noticing and second language development: An empirical study of second language classroom interaction. *Applied Linguistics*, 27, 405 – 430.

Mackey, A. and Gass, S. 2006. Introduction. *Studies in second language acquisition*, 28, 169

– 178.

Mackey, A. and Philp, J. 1998. Conversational interaction and interlanguage development: Recasts, responses, and red herrings? *Modern Language Journal*, 82, 338 – 356.

Mackey, A., Gass, S., and McDonough, K. 2000. How do learners perceive interactional feedback? *Studies in Second Language Acquisition*, 22, 471 – 497.

Mackey, A., Oliver, R., and Leeman, J. 2003. Interactional input and the incorporation of feedback: An exploration of NS-NNS and NNS-NNS adult and child dyads. *Language Learning*, 53, 35 – 66.

Mackey, A., Polio, C., and McDonough, K. 2004. The relationship between experience, education, and teachers' use of incidental focus-on-form techniques. *Language Teaching Research*, 8(3), 301 – 327.

Mosbah, G. A. 2007. Treatment of classroom oral errors: A comparative study between native and non-native speaking teachers. Unpublished PhD dissertation, School of Education, University of Leicester.

Nabei, T., and Swain, M. 2002. Learner awareness of recasts in classroom interaction: A case study of an adult EFL student's second language learning. *Language Awareness*, 11, 43 – 63.

Nassaji, H. 2007. Elicitation and reformulation and their relationship with learner repair in dyadic interaction. *Language Learning*, 57(4), 511 – 548.

_____. 2009. Effects of recasts and elicitations in dyadic interaction and the role of feedback explicitness. *Language Learning*, 59(2), 411 – 452.

Norrish, J. 1983. *Language learners and their errors*. Macmillan.

Oliver, R. 2000. Age differences in negotiation and feedback in classroom and pair work. *Language Learning*, 50, 119 – 151.

Ortega, L. and Long, M. 1997. The effects of models and recasts on object topicalization and adverb placement in L2 Spanish. *Spanish Applied Linguistics*, 1, 65 – 86.

Pajares, F. 1992. Teachers' beliefs and educational research: Clearing up a messy construct. *Review of Educational Research*, 62(2), 307 – 332.

Panova, I., & Lyster, R. 2002. Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL Quarterly*, 36, 573 – 595.

Philp, J. 2003. Constraints on 'noticing the gap': Non-native speakers' noticing of recasts in NS-NSS interaction. *Studies in Second Language Acquisition*, 25, 99 – 126.

Phipps, S., and Borg, S. 2009. Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37, 380 – 390.

Punch, K. F. 2005. *Introduction to social research*. 2nd Edition. Thousand Oaks, Calif.: Sage.

Russel, J. and Spada, N. 2006. The effectiveness of corrective feedback for the acquisition of L2 grammar: A meta-analysis of the research. In J. M. Morris and L. Ortega, *Sythesizing research on language learning and teaching* (133 – 164). Amsterdam/Philadelphia: John Benjamins Publishing Company.

Russel, V. 2009. Corrective feedback, over a decade of research since Lyster and Ranta (1997): Where do we stand today? *Electronic Journal of Foreign Language Teaching*, 6(1), 21 – 31.

Rutherford, W. 1988. *Second language grammar: Teaching and learning*. London: Longman.

Samson G/Hiwot. 2007. An investigation of teacher corrective feedback to student oral errors in the EFL classrooms. Unpublished M.A thesis, Addis Ababa University.

Saxton, M. 1997. The contrast theory of negative input. *Journal of Child Language*, 24, 139 – 161.

Schachter, J. 1991. Corrective feedback in historical perspective. *Second Language Research*, 7, 2: 89 – 102.

Schmidt, R. W. 1990. The role of consciousness in second language learning. *Applied Linguistics*, 11, 128 – 158.

_____. 2001. Attention. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 3 – 32). New York: Cambridge University Press.

Schulz, R. 2001. Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA – Colombia. *Modern Language Journal*, 85, 244 – 258.

Seedhouse, P. 1997. The case of the missing 'no': The relationship between pedagogy and interaction. *Language Learning*, 47, 547 – 583.

Selinker, L. 1972. Interlanguage. *International Review of Applied Linguistics*, 10, 209 – 231.

Sheen, Y. H. 2004. Corrective feedback and learner uptake in communicative classrooms across instructional settings. *Language Teaching Research*, 8, 3: 265 – 300.

_____. 2006. Exploring the relationship between characteristics of recasts and learner uptake. *Language Teaching Research*, 10, 361 – 392.

Sileshi Abdissa. 2008. ELT teachers' corrective feedback on students' oral errors. Unpublished M.A thesis, Addis Ababa University.

Slimani, A. 1992. Evaluation of classroom interaction. In C. Anderson & A. Beretta (Eds.), *Evaluating Second Language Education* (pp. 197 – 221). Cambridge, UK: Cambridge University Press.

Stoddart, E. 1986. The use and study of English in Ethiopian schools. Ministry of Education, Addis Ababa, Ethiopia.

Stough, L.M. 2001. Using stimulated recall in classroom observation and professional development. Paper presented at the Annual Meeting of the American Educational Research Association (Seatle, WA, April 10 – 14).

Suzuki, M. 2004. Corrective feedback and learner uptake in adult ESL classrooms. *Working Papers in TESOL & Applied Linguistics*, 4(2), 1 – 21.

Swain, M. 1985. Communicative competence: Some roles of comprehensible input in its development. In S. M. Gass and C. Madden (Eds.), *Input in second language acquisition* (pp. 235 – 253). Rowley, MA: Newbury House.

_____. 1995. Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), Principles and practice in the study of language: studies in honor of H.G. Widdowson (pp. 125 – 144). Oxford: Oxford University Press.

Swain, M., and Lapkin, S. 1995. Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics*, 16(3), 370 – 391.

Terrel, T. 1977. A natural approach to second language acquisition and learning. *Modern Language Journal*, 61, 325 – 337.

Teshome Emana. 1995. Teachers' corrective treatment of Grade 11 students' oral errors in the English language classrooms. Unpublished M.A thesis, Addis Ababa University.

Truscott, J. 1999. What's wrong with oral grammar correction. *Canadian Modern Language Review*, 4, 55, 437 – 456.

Tsang, W. K. 2004. Feedback and uptake in teacher-student interaction: An analysis of 18 English lessons in Hong Kong secondary classrooms. *RELC Journal*, 35, 2: 187 – 209.

Tudor, I. 1992. Learner-centeredness in language teaching: Finding the right balance. *System*, 20(1), 31 – 44.

Van Lier, L. 1988. *The classroom and the language learner*. London: Longman.

VanPatten, B. 1990. Attending to form and content in the input: An experiment in consciousness. *Studies in Second Language Acquisition*, 12, 287 – 301.

VanPatten, B., and Sanz, C. 1995. From input to output: Processing instruction and communicative tasks. In F. Eckman, D. Highland, P. W. Lee, J. Mileham, and R. R. Weber (Eds.), *Second language acquisition theory and pedagogy* (pp. 169 – 185). Mahwah, NJ: Lawrence Erlbaum.

Varnosfadrani, A. D. 2006. A comparison of the effects of implicit/explicit and immediate/delayed corrective feedback on learners' performance in tailor-made tests. Unpublished PhD dissertation, University of Auckland.

Varonis, E. and Gass, S. M. 1985. Non-native/non-native conversations: A model for negotiation of meaning. *Applied Linguistics*, 6, 71 – 90.

White, L. 1991. Adverb placement in L2 acquisition: some effects of positive or negative evidence in the classroom. *Second Language Research*, 7, 133 – 161.

Wilkins, D. 1976. *Notional syllabuses*. Oxford: Oxford University Press.

Williams, J. 2001. The effectiveness of spontaneous attention to form. *System*, 29, 325 – 340.

Wondwosen Tamirat. 1992. Classroom feedback behavior of grade eleven English teachers. Unpublished M.A thesis. Addis Ababa University.

Yoshida, R. 2008. Teachers' choice and learners' preference of corrective feedback types. *Language Awareness*, 17(1), 78 – 93.

Zheng, H. 2009. A review of research on EFL pre-service teachers' beliefs and practices. *Journal of Cambridge Studies*, 4(1), 73 – 81.

APPENDICES

Appendix A: Guide for the In-depth Interview with the Four Teachers

The following were the major questions put to the teachers to elicit their knowledge and beliefs regarding corrective feedback:

1. Should errors be corrected?
2. How should they be corrected?
3. How often do you correct errors?
4. Do you think students want you to correct their error?
5. How did you model English teachers treat your errors while you were a student? How did you feel about it?
6. What did you learn at university about correcting student errors?
7. What is your opinion on the importance of making students practice speaking in groups or pairs knowing that their English is still full of errors? Do you think it may allow them to learn the wrong forms from their peers?
8. How important do you think is teaching grammar for language learning?
9. Why do you think learners make errors?
10. What do you think your major roles as an English teacher are?
11. Do you remember any language learning or teaching theory that you learnt at university? What is Communicative Language Teaching?

Appendix B. In-depth interview with Teacher Tariku

Interviewer (I): Thank you very much err.. for volunteering for this interview err.. first, I'd like you to tell me your experience of learning English as a child starting from elementary school and into the high school and the university. Did you like English? Learning English?

Tariku: Thank you very much. You know when I was a child from the very beginning, when I was in grade four, I had a teacher. His name was Mr. Tewolde. Err.. and he was a very good teacher. Err.. when he teaches as a grod four, a grade four level, he doesn't speak our tongue. He speaks in English because he was an English teacher. He was a perfect English teacher, and just this generated me to develop our interest his way of teaching.

I: Okay may be you can be more specific on what you mean by perfect, perfect English teacher. What do you mean?

Tariku: F..for example when he was teaching, he used the language, his handwriting, err.. he was just letting us to speak in English. He was encouraging us. Even..fffor a very difficult word, he used something else instead of directly using our language. So, the way or the systems he was using were really just generating interest to the to his students. This was err... to mean perfect of course err.. I don't have to use that word, but he was a good teacher. So, this made to develop an interest to be to love English.

I: So this was the guy who created interest in you to ...

Tariku: Definitely. And a doctor came one day to our school. When I was in grade three, a doctor came. Err.. the school which I learn and the hospital are near. So doctors were coming or this health officials were coming to our school to play volley ball in their spare time. When they were playing, our our friend fell down. He had an epilepsy. So, when they were speaking about the boy who was fell down, we were interested to know what are they saying. Just ... when they were interacting, we

just got a kind of word, you know it it it makes to have an interest you know to love English.

I: You understood...

Tariku: Yeah.

I: ... What they were saying.

Tariku: Well, I didn't understood hundred percent, but I, I had an information. I had an information. So, why d..why d.. why don't I speak English? Something, some internal interest developed. That's why...

I: Okay. since then you wanted to study English...

Tariku: To study English.

I: ...To become perfect or.. a good speaker.

Tariku: A good speaker.

I: Okay. interesting, err... now, you.. do you now teach the way that teacher taught you? Err.. have you learnt from him how to teach your students now?

Tariku: Err.. of course.. yeah. Anyway, err I remember his qualification was to your surprise he was a certificate, but to judge him or to evaluate him at that time, I was a small boy. Anyway just he was a good teacher for us.

I: Yeah. Looking back...

Tariku: Looking back. So...

I: ...Looking back and remembering the way he taught, do you think you are using knowingly or unknowingly you are using the same methods, similar methods that he used?

Tariku: Err.. not knowingly. Not unknowingly. Knowingly I am following his methods.

I: Right.

Tariku: "Whenever you are once you are in the classroom, teaching English, you have to use English," he said. So I use English even... for difficult things even I am if the

communication bridge is broken, I don't use Amharic. Because this is the experience from that old teacher you know, from my teacher.

I: When err you made English mistakes in class, err.. how did he handle that?

Tariku: That man?

I: Yes.

Tariku: Well of course at that level, at that level, we we didn't understand what mistake he made.

I: Not, not the mistakes he made, but when you as a student made mistakes...

Tariku: At that time?

I: ...Yeah, in class, in the classroom, how did he react to the mistakes?

Tariku: When a student made a mistake, he reacted positively. Of course he...

I: What do you mean?

Tariku: ...He he doesn't get angry, he didn't get angry. He is having a smiling face always good something like that. If you observed me in my.. actual class I was using it. He never get angry with you because he was teachin English, he as he is having...his facial expression was positive. He attracted his students like that, and I am following that method.

I: Yeah, that's that that's.. I have seen that, yeah. Did he correct them though? Did he correct the mistakes or did he leave it?

Tariku: He corrects. He was correcting the mistakes. By just having a good approach, he corrects the mistakes indirectly...

I: Indirectly.

Tariku: ... Not err.. being an aggressive man, but...

I: Like what? Can you give me an example of how he treated an error?

Tariku: Like for example err.. instead of saying, "I is," he if you are if he is in need of to be said I was, err.. it's better to say like this. Why don't you use this word? Because

we are saying something about the past, you have to use the past tense verbs, something like that. Just his approach was really good.

I: Okay, okay. Very interesting. Err...m.. okay. Anything that you didn't like. Anything he did that you did not like.

Tariku: That old teacher?

I: Yeah, or others by the way. It's not only him. There are others that followed right? Err... other teachers also taught you. He is not the only one. Did the other teachers also attract you, or was there anything the the you didn't like about your English teachers?

Tariku: Of course err... I had a teacher in Asmara TTI...

I: Okay

Tariku: He was of course he is an expressive teacher, but whenever you make a mistake, he just he was aggressive. He says bad words. He insults you. Instead of correcting you, he insults you. So I, I didn't accept his way .. his way of instruction.

I: Okay, so there were those that were treating them nice but there were also those who they didn't like, okay. Err....m... what do you think should the role of a teacher be? The main role, the major roles of a teacher in the classroom? What is your role as an English teacher?

Tariku: Well, as an English teacher, my role is just to teach the given lessons. For example as a role there are four skills, so my role in that 45 minutes of time, I have to teach the four skills. Directly or indirectly, directly or indirectly I use these four skills- the speaking, the reading, the writing, and the listening skills. So just being my basis, I use these skills. So I have to... in my daily teaching experience, I have to conclude these four skills.

I: You know they.. students can learn..do you think that students can learn without a teacher? Without the teacher? By reading for example? By listening to err.. different media in English? They can learn...

Tariku: Yeah.

I: Can they?

Tariku: Yeah.

I: So if they can do that, what is the role of having a teacher in the classroom?

Tariku: You know, the role of a teacher is to highlight the points. You know for example if it is err.. a reading portion, you..the teacher gives a highlight maybe he reads the first two or three paragraphs and he let them, he let his students to read. Err.. if it is err.. a writing class, you give some highlights, you give some examples or you write the first paragraph and you tell them to complete or to finish it.

I: Alright.

Tariku: This is the roll. Being an exemplary. Showing them. After that they will complete. The completion will be up on the students.

I: Right. Err.. do you take yourself as a model, a model for them?

Tariku: Yes, of course...

I: A teacher has to be a model for them. In what sense?

Tariku: You know, a teacher must be a role model to his students.

I: In terms of language, in terms of the language proficiency...yeah, in terms of language proficiency.

Tariku: Of course, I can say that I am a role model of a model of a good model of my students. Err.. I use the principles and the policies and I keep myself, my personality clean. If I am an attractive and a well suited teacher, the students can be attracted and it has a positive impact on the teaching learning process, I think.

I: In terms of your accuracy, for example, what is the use of accuracy here? Accuracy, there is accuracy, the importance of being accurate grammatically for example, or being able to communicate without being accurate. Err.. how important is accuracy to you? In that sense, are you a model for them?

Tariku: Definitely. It is worthwhile to be accurate is if you are not accurate, the students you are going to produce or the students you are teaching will not be accurate. It

has a negative impact. So being accurate, the teacher should be very much accurate. Because if he is not accurate, the teacher..the students he is going to produce will not be accurate. So the efficiency of the teacher plays a great role on the impact of his students I think. So I have to be accurate. I can say that.

I: So in that sense, your role, one of your major roles is to demonstrate the accurate way of saying things in English..

Tariku: Definitely.

I: Writing roles, speaking role, yeah?

Tariku: In all, in all the in all the skills. In all the skills, I try, I do my best. I prepare my lessons to be accurate. At least in front of my students, the way I teach must be attractive...

I: Okay.

Tariku: ... In order to have good students, to produce good students, I have to be accurate and even if the intelligent students may judge you may evaluate you. So...

I: Judge what? Exactly what?

Tariku: Judge your accuracy. Judge your may be your language proficiency, your, your grammatical aspect.

I: Right.

Tariku: If I am saying English to communicate, I will be judged or evaluated by the best students. So, to be accurate, I have to read. I have to get preparations for the my coming lessons.

I: Okay, okay. Interesting point. And ... how important is teaching grammar?

Tariku: Definitely it is the core I think...

I: It's the core?

Tariku: Yeah the core. So teaching grammar is, you know err... I... had a relative. He, he didn't know a word. He didn't know how to write A, B, C, D, ... he speaks English, he communicates. He was a driver of the British. There was a company and he was

a driver. He was driving Land Rover. He speaks, he communicates with his boss, but grammatically he is he was poor. But he communicates. You know, when he speaks with them, when he speaks with them, they were they were really astonished or admired. He was communicating, but grammatically he was poor. So the grammatical aspect the grammatical proficiency or the grammatical efficiency of the teacher is decisive.

I: Decisive.

Tariku: Decisive.

I: But you were just saying now err.. the the person you mentioned didn't know grammar but he was able to communicate.

Tariku: Definitely.

I: So what is the use of grammar then?

Tariku: You know...

I: Your students could also communicate without being accurate in... grammatically.

Tariku: Definitely. To be a higher professional for example, to be a higher professional, may be you are going to have a literature you are going to write books, you are going to write researches, you do have you have to have a good err.. basis of grammar. You know, to communicate, simple English is enough. Elementary English is enough, but to have to be a good professional, to be a good researcher, to be a good writer, because others are going to read your research, others are going to refer your findings, so you have to have a good basis of grammar, I think.

I: Interesting. Err... do you think your students if they make mistakes and you correct them, do you think they like that?

Tariku: .. when whenever I correct my students, even they are surprised. The way you said is wrong. Better to say like this. When I correct them, they are surprised. They are, they are welcomed.

I: They welcome it.

Tariku: Yeah.

I: They're happy?

Tariku: Definitely.

I: In fact err...

Tariku: ... My response, my my my cor when I correct them, they are happy.

I: Okay. If you don't correct them, what would happen? What would they say? What how would you think they feel? If you didn't correct them?

Tariku: If I didn't correct for example sometimes for the questions they raise, if I didn't satisfy them, I can read something from their faces.

I: Yes, the questions, yes. The questions they ask yes. But the errors when you don't correct errors they make, err... do you think they would feel bad about that or...

Tariku: They don't feel. They response. They ask me, please teacher give us the answer. Give us the correct answer. I think what you said is incorrect, this is correct. You agree, just we chat. We discuss, we come to the same point.

I: If if they say..a student says like you said earlier, 'I is' and you correct them to say 'you don't say that, you say I am, err... how would that student feel?

Tariku: He feels good, he feels good because I am correcting him. I am lead.. I am I am encouraging him to go in the correct way. He feels good because I am a teacher, a little bit I am just better than him, so whenever whenever I correct him, he his response is good.

I: Very good, very good. A..nd.. now coming to the philosophy of language learning, what is your belief about how a language is learned? How, how do people learn languages? How do they learn? How do we learn best?

Tariku: Err.. of course err.. when you learn a language from the very beginning, you learn a language from the family, err.. from your mother tongue.

I: Let's say we are not in that kind of context.

Tariku: Okay.

I: Okay? We come to school. Err... after we are six or seven or older you know the adults, as an adult you may start learning a language. How does language learning take place? What what is the secret of it?

Tariku: Aha, the secret of it is I think when you teach a language, first and for most it must be attractive.

I: attractive?

Tariku: Attractive. When when you want your lesson your instruction to be attractive, the language to be learned by others, you have to be attractive the way you present your instructions must be attractive, err... even if the students are making some silly mistakes you don't have to react negatively. You have to have a good approach. Err... you have to use the subject matter or the language by itself. If you are just mixing the languages, when you teach English if you are mixing another languages or the mother tongues, it will not be effective.

I: Okay.

Tariku: But when you teach English, you have to use the language. When you use the language, it it it will be liked by your students. So using the language may be good to your students.

I: Okay, okay.

Tariku: May be what I am what you are asking may be when I answer it might not be satisfactory.

I: No no no no don't say that don't say that. Err.. you have already learnt some theories of language learning and teaching. Err... I'm sure. Do you remember any theories? Or have you read in in theory books about how languages are learned and how they must be taught?

Tariku: Of course, methods of language teaching , methods of teaching one, methods of teaching two. I remember in my university life. Err.. of course, directly or indirectly I am applying it to my students. When you ask me theory wise, theory wise, I am afraid to say I doubt ...

I: You don't remember.

Tariku: I don't remember.

I: Right. May be you may remember one which is very often quoted or talked about. Err... communicative language teaching. Does that ring a bell?

Tariku: Yeah.

I: You remember that? Do you remember anything about communicative language teaching? This is a new method, right?

Tariku: Yeah, yeah.

I: And can you tell me about it comparing it with the previous method or methods of teaching? Why did we introduce this approach?

Tariku: Of course, this communicative I have followed or I have taken communicative one and communicative two in my university life. You know, the old techniques, the old methods, for example err...longer ago long ago when I was teaching grade six, grade seven, just just we were rehearsing words. Boy, boy, cat, cat. This is an old method. But this time, this time the method of teaching English is very interesting. It attracts students. The methods in detail of course if I didn't mention, don't worry. Anyway, the methods I teach the books which encourages or which instruct you or which says you to how to teach your students is very interesting and I am teaching being an exemplary or using the language, communicatively we are using it...

I: Okay. So the past in the past the method was not communicative, but now it is.

Tariku: It is somewhat more communicative than that of the past.

I: Okay, err... fine. That's fine. And group work. Let's talk about group work. You use group work in your classroom. Err... if you leave a group to do a task, and there is another group there. There are so many groups; they speak in English; you are not there; and they may be making mistakes in their language and they may think that they are using the right the right err.. language. But because you were not there, they develop a habit of using the wrong the wrong language. Do you think that's that could be the case?

Tariku: Of course I have practiced it; I have experienced it. I, I let my students to sit in groups. And .. you know it's a good method. For example in the speaking portion let them they are speaking about HIV/AIDS; a teacher is standing in front. When he lets them to speak, two or three students are may be speaking, but others are keeping silent. When you divide them, when you just give them a freedom, in peer groups with their friends, they try to speak, you know. of course, of course when the teacher was teaching, they couldn't speak because they are afraid to make a mistake, they were afraid to make a mistake. But with their peer groups, with their friends when I round when I round in the classroom when I listen to them, even the poor students try to speak...

I: Okay.

Tariku: ...Try to speak. But they were making silly mistakes.

I: Silly mistakes.

Tariku: Silly mistakes. Whenever you correct them, it's better to say like this. The way you are saying is not correct, so use this one; Say this one; when you when you just give them remedial solutions, they accept, and ...

I: My question was, like you said, they make silly mistakes...

Tariku: Yeah, mistakes.

I: ...Mistakes. And you are not listening to the mistakes because you can't be in the in all places at the same time. So my fear is if you let them use those mistakes over and over, they might become a habit. Do you think that could be a problem?

Tariku: Err.. of course it is a problem, but in the group there are some responsible ones. There is a group leader; may be If you do have if you have some five or six or ten best students, you you spread them, you scatter them to the to the poor ones. So as a group leader, they may correct the poor ones.

I: Okay. Have you seen that? Have you seen the cases of good students correcting err... poorer students?

Tariku: Definitely. So many times. So many times.

I: They do? Okay.

Tariku: I made them instead for example if the best students are gathered at once, err.. it will not be a good way. But you scatter them, you just as a group leader you scatter them and...

I: If you assume there there are not so many good students to to be responsible for each group, what will happen?

Tariku: Of course. Now, this is a problem.

I: Okay.

Tariku: Err.. if you have you don't have you don't have to go to all groups...

I: You can't.

Tariku: ...You can't, but you ha you may have an access to evaluate the first or the second group, you you might have a chance to work over them... of course the system, the system this grouping system may fail...

I: May fail.

Tariku: ...May fail in this condition.

I: Right. Haha... and... err.. what is the source of making mistakes anyway? Why do students make errors? What is the reason for student to make errors?

Tariku: You know, the students to when whenever they make errors, I think err.. what makes them to make errors is err.. I think the interest...

I: Their interest.

Tariku: ... the interest. May be it is a foreign language; for some of them it is easier to understand, but may be for most of them, English might be difficult. So the errors they are...

I: May be the nature of the language itself.

Tariku: Yeah, the nature of the language.

I: It's a difficult language.

Tariku: Err... I can say.

I: Okay, okay. Any other reasons why learners might make mistakes? Apart from the nature of the language may be it is a difficult language. What else?

Tariku: Err... learners may mistakes err... may be the teacher who is teaching them may not be well qualified.

I: Okay.

Tariku: We do have individual difference, you know. those who are being learned by a good teacher may might have a good standard. But we are not equally all teachers are not equal; there is as I have said individual difference; so err... to my judgment, according to my judgment, we most Ethiopians rare Ethiopians are good English speakers, but not all...

I: Not all.

Tariku: So as English teachers throughout the empire, throughout the country, as English teachers we are not all of the same level.

I: Right.

Tariku: Some are out-shining. So those students who are learned by the best ones will be best. So our qualifications, our individual differences may create a negative impact on the language learning I think.

I: So that could be err.. another roll of the teacher. If the teacher plays his roll well, then the students will make fewer errors or no errors at all. Is that what you are saying?

Tariku: Not. They they may have fewer errors, you know.

I: Okay.

Tariku: Even if the teacher is well experienced, even if he is a well qualified teacher, the English for himself for the teacher is a second language; even our mother tongue, our Amharic be we can make silly mistakes in Amharic even. So for the teacher himself English is somewhat difficult. The students who is the students who the

students teaching by the teacher may make fewer mistakes, because we are not perfect by nature.

I: Okay, okay. So.. that's fine. That's very interesting. Err.. so you are saying even if we are taught by excellent teachers, err.. students will still make mistakes, errors?

Tariku: Yes, I agree.

I: Yeah?

Tariku: Yeah.

I: Why? Why? Why do we still have to make mistakes if we are given the right information from the beginning? Why? What is the cause?

Tariku: You know, err.... We are having a good teacher or a good instructor even if ...

I: Let's say a native speaker of the language

Tariku: ... A native speaker, yeah. Even if he is an English man, he is a native speaker, but the students are English is their second language. So there is misunderstanding here. To make them correct, to make them fluent, the teacher is fluent enough; he is trying and trying and trying. But his students may fail. Maybe the communication bridge may broken somewhere.

I: Okay.

Tariku: ...Somewhere. Because he is having English as a first language, but his students are English is their second language, so the communication bridge may be broken somewhere. So you you he couldn't find best students. Fewer ones will outshine, I think.

I: Okay. Very interesting. Err..m you you have been teaching in this school for two year...

Tariku: Yeah.

I: ...But before now, you taught in...

Tariku: In Oromiya.

I: Government schools?

Tariku: Yeah, I am a government school teacher.

I: Is there a difference between this environment you are in now and the environment of the government school?

Tariku: Err.. of course err... I am in a public school at this time...

I: Yeah.

Tariku: In this public school, there are two types of teachers; government school teachers and public school teachers.

I: Okay.

Tariku: At this time, since few years, the government school teachers are being encouraged; they do have a chance to further studies for summer courses and so on. When you see the public school teachers, they couldn't get these chances. They don't have err.. summer course chances. They didn't have and... even if some interests are just blocked for them. This creates a problem in in the teaching learning process by itself. May be this is...

I: How is it reflected in the classroom? How is it reflected in this in the classroom? In the actual teaching and learning?

Tariku: Definitely. Err.. of course in the actual teaching and learning process it is not reflected. Because our students are coming from middle income families, they couldn't distinguish or differentiate their their teachers; they don't know who is government teacher, who is public teacher. But internally, err... in the meetings, in the conference, some questions are being raised. We are blocked from from some interests...

I: How about in terms of the quality of the students? Which which ones are better? Is it..do you have better students now or did you have better students when you were in the government school?

Tariku: You know, when I was in the government school before two years, err I was teaching in the junior classes, and here I am having junior class students and high school students. Err the public school students are better than the

government school because you know, this public students are paying monthly for their schools; school fee they pay and.. they are coming from middle income families; they are coming from intellectual families; there is a continuous follow up. Due to these reasons and others, the public school students are better than the government school students.

I: Ehuh, ehuh.

Tariku: When you go to the government school students, the students are coming from poor families, from an from illiterate families I can say; they don't follow their students- their daughters or sons. This is the difference I think.

I: Okay. And that has affected the way you teach, I mean positively.

Tariku: Definitely.

I: That has affected, and how do you treat them? The way you treat the students in the classroom now when you are because you are in a public school, because the student population is coming from a certain selected section of society...

Tariku: Yeah.

I: ...Is that different from the way you handled your students in the government schools?

Tariku: Of course. I err... the way or the system of handling my students is the same.

I: Same?

Tariku: Because as a teacher, I know the way or the systems, but when you are here, you expect something from the students.

I: Yes.

Tariku: They read, they do their home work, they are well they are neat, and even in some classrooms you don't find a student who didn't work his homework. But when you go to the government schools, half or more most of the students didn't work they didn't do their home work. When the difference I observed here is, all are interested; even some dist.. some some some students who are not regular or some

who are showing irregularities, when you tell them to do their homework, in the next morning all have done their home works.

I: Okay.

Tariku: This is the things I observed.

I: Okay. Okay. Err...m could you probably be more direct? Were you more direct in treating a student's questions or errors when you were there? And are you doing the same here, or has that changed a bit?

Tariku: Err.. of course when I was in the government school before, I was continuously advising my students; I was continuously directing my students; I apply that method ...

I: Here as well?

Tariku: ...Still in this time. I use it...

I: How about the administration? Is there are there any instructions you are given? You must do this you must not do that? Do this, don't do that. Are there rules and regulations that affect the way you handle err.. your lessons here as opposed to the government schools?

Tariku: Yes, compared with the government schools, for example err.. I was I was in the government school before two years. It is the rules and the regulations are not strict enough there. But when I see, for example students are if they are in the expected time to come, they all appear. They all come. Err and comparing to that of the government school students coming from different corners of the city, from the countryside, they enter to the classes in different times. But here, the school rule and regulations says, "students must be in the campus at 8:00," so they are all in the campus.

I: Okay.

Tariku: So there are some differences in the rules and regulations of the government schools and the public schools.

I: Okay. Very interesting. Err...I think that's what I have more or less. If I have any further questions, I might come back again. Thank you very much for now. Thank you.

Tariku: Okay. I have a good time with you, thank you very much.

Appendix C. In-depth interview with Teacher Tesfa

Interviewer: Right. Thank you very much for volunteering for this interview. Err..what what qualification have you got by the way? What is your qualification?

Interviewee: BEd.

Interviewer: BEd.?

Interviewee: Yeah.

Interviewer: err.. Bachelor of Education.

Interviewee: Education, yeah.

Interviewer: okay. Bachelor of Education in English?

Interviewee: in English, yeah.

Interviewer: right

Interviewee: and Literature I think.

Interviewer: and literature?

Interviewee: English and literature.

Interviewer: err.. from English Education, here? At Addis Ababa University?

Interviewee: yeah.

Interviewer: right. Okay. And... you have also done something else, right? In addition to the Bachelor of Education?

Interviewee: yeah, BA in Psychology.

Interviewer: you also have a BA in Psychology.

Interviewee: yeah.

Interviewer: okay. Err... how long have you been teaching English?

Interviewee: err... just I have just I have been teaching since I was in grade 12.

I Interviewer: since you were in grade 12?

Interviewee: yeah.

Interviewer: so even before you were qualified as a teacher?

Interviewee: yeah. Just I was err.. employed by NGO.

Interviewer: an NGO?

Interviewee: yeah. Err... just that NGO had preschool...

Interviewer: okay

Interviewee: ...and I was working there.

Interviewer: right.

Interviewee: as pre preschool teacher.

Interviewer: a preschool teacher.

Interviewee: yeah.

Interviewer: you taught English there?

Interviewee: no.

Interviewer: no?

Interviewee: no, yeah. All subjects.

Interviewer: all subjects? Including English.

Interviewee: including English, yah.

Interviewer: right. Err.. okay. So including that, may be if we take that formal employed qualification as an English teacher, how long would that be?

Interviewee: err... I think this year is the fifth.

Interviewer: the fifth year?

Interviewee: yeah.

Interviewer: you are in the fifth year?

Interviewee: yeah. Four years...

Interviewer: after the BA? Is it after the BA?

Interviewee: before.

Interviewer: before the BA?

Interviewee: yeah.

Interviewer: alright. So how many years before the BA and...

Interviewee: four years. By the way with BEd. Just I started.

Interviewer: just the beginning?

Interviewee: the beginning, yeah.

Interviewer: alright. So the four years, you've done it with your diploma.

Interviewee: diploma, yeah.

Interviewer: in English.

Interviewee: yeah.

Interviewer: interesting. And you are err.. twenty...how old are you?

Interviewee: I'm twenty nine.

Interviewer: twenty nine?

Interviewee: yeah.

Interviewer: okay, twenty nine. Quite young. Right. Err.. talking about your previous learning experience... Interviewee: English?

Interviewer: ... English learning experience, how was it? Did you like learning English when you were in elementary school, high school?

Interviewee: I didn't like just English...

Interviewer: you didn't like English?

Interviewee: ... yeah, until I reached eleventh grade.

Interviewer: okay, why was it?

Interviewee: I don't know it was not, you know, simple for me. It was hard. I don't know. err...may be because of the teachers' approach; you know, err... I took private school leaving examination two times.

Interviewer: two times.

Interviewee: yeah. My turning point was the second one, and that was very difficult for me to just to readjust my education life because that was my new experience; I was forced because of some social pressure; because my my friends go to high school went to high school, ...

Interviewer: yeah

Interviewee: ...but I, I was still there. So it touched me. So...

Interviewer: you mean your friends joined university and you didn't.

Interviewee: no, no, high school.

Interviewer: high school?

Interviewee: yeah, when I was primary; in grade eight. They went to high school, and that was at that time that was a great privilege for them, and I felt inferiority because of what...

Interviewer: you failed. You failed in grade eight.

Interviewee: yeah, I failed, that's why. And I decided to change myself to focus on my education, and it was everything was new for me. Err... and my English teacher was not good; I didn't understand anything.

Interviewer: which grade?

Interviewee: at eight.

Interviewer: grade eight?

Interviewee: yeah.

Interviewer: what about before that?

Interviewee: I didn't remember that...

Interviewer: you don't remember

Interviewee: ...because I was not good. Haha

Interviewer: alright. What why was he not good? What do you mean by he was not good? What was particularly not good about the teacher?

Interviewee: just I didn't understand what she was by the way she is female, female English teacher. And I didn't understand what she was teaching us. Nothing. No vocabulary, haha.. may be because of my weak experience.

Interviewer: okay.

Interviewee: yeah, may be. Err... in grade nine, ...

Interviewer: you don't remember any particular thing that she did in the class that you hated?

Interviewee: yeah, yeah, because I don't understand I didn't understand what she was teaching us.

Interviewer: you could not understand what was happening.

Interviewee: yeah, because I was energized just to change myself, but she didn't help me. She didn't help me. For example my Math teacher was good enough for me because he gave me some time out of the class, and he tried to help me. But she didn't do like this. Even other other subjects.. but she didn't do that.

Interviewer: what about your English teachers in high school after this?

Interviewee: err.. they are not as bad as...

Interviewer: ...she was

Interviewee: yeah, she was. Just they were a little bit better, but my turning err.. point was when I was in grade eleven. I forgot her name; now she is a lecturer in in this university now.

Interviewer: really?

Interviewee: yeah. She was just she taught when I was Entoto; after that she is, you know...

Interviewer: ahaa! Iknow the the lady. I know the lady, yes.

Interviewee: she is, you know, my favorite English teacher.

Interviewer: okay, okay. Tell me about Sewserash? What was her name?

Interviewee: yeah, like that.

Interviewer: yeah, she is my friend. I just couldn't remember her name now. Err... she teaches part time here.

Interviewee: yeah.

Interviewer: err... what was good about her? Can we describe her as an English teacher? Her good qualities, what makes her a good English teacher? Focusing on the English teacher, what is good about her? Something you imitated may be from from her err.. as a teacher now?

Interviewee: a lot, yes.

Interviewer: what are these?

Interviewee: her approach.

Interviewer: okay.

Interviewee: her approach. Her approach was very friendly.

Interviewer: okay.

Interviewee: and even when she presented her lesson, it was very simple, and it was very easy to remember. And even she the examples she used was very familiar for us very familiar. Err... she tried to err... just relate with our daily life, and we didn't want to miss her class.

Interviewer: okay

Interviewee: even we asked her to teach us when we were free.

Interviewer: right

Interviewee: and she was very willing to come to us and teach us.

Interviewer: right, okay. And... did she teach err....for example if you made mistakes when you tried to construct sentences or make a presentation or something, if you made mistakes, how did she deal with that?

Interviewee: err...first, just, you know, first she fami..just she told us that making a mistake is nothing.

Interviewer: okay.

Interviewee: even I remember her saying..

Interviewer: ehm

Interviewee: 'making a mistake is just the first step to learn,'

Interviewer: okay.

Interviewee: and it was nothing for us to make a mistake. So we know this....

Interviewer: yeah

Interviewee: ...and err... she smiles when you made that mistake, and tried to tell us how to correct that and what our mistakes first she asked the students, the other students what kind of mistakes was committed.

Interviewer: alright.

Interviewee: ...and if no one tried, she lovely tried to tell us our mistake. Correct us.

Interviewer: and that's what you try to do now?

Interviewee: yeah, I think you have seen this hahaha...

Interviewer: I don't know. I have to check with that hahah...(both lough) Okay erm...m for example if when you were doing group work, err... or pair work, people do pair work here and there, right? And you leave them because you can't be with them err.. at once.

Interviewee: yeah.

Interviewer: and these people make mistakes when they talk to each other.

Interviewee: yeah.

Interviewer: if you are not there to correct them, may be they are learning the wrong forms. Do you think this could be a problem?

Interviewee: yeah...

Interviewer: it could?

Interviewee: yeah, it could be err.. a problem.

Interviewer: ehm..

Interviewee: err...usually, I tried to focus on the lesson. I couldn't correct every mistakes. I couldn't. so I try to focus only on on that lesson.

Interviewer: okay, the topic of the particular lesson?

Interviewee: the particular lesson. If just err... if I I've I've got the chance just to get that mistake, I try to correct that.

Interviewer: okay. So you will take every opportunity to correct a student's mistake if you hear it? If you hear a student making mistakes...

Interviewee: yeah, if if it doesn't take that much of time. But even yesterday after you left I was discussing with my students; I tried to tell them what they did, what kind of mistakes they did. And I usually do such kind of things after the class

Interviewer: okay, at the end of the lesson?

Interviewee: no, just at last time it can be, or at break time, because I had only two classes...

Interviewer: right.

Interviewee: and..and also I focus only the serious mistakes.

Interviewer: only serious mistakes..

Interviewee: and I didn't I don't forget that...

Interviewer: okay

Interviewee: ... and even the person, and I called him...

Interviewer: you tell him what mistake he committed and you correct it.

Interviewee: yeah.

Interviewer: do you think if you did not correct the mistake, err... this could be the student could learn the wrong form and never change it in the future? Or is it possible for the student to change that later on when the student gets enough input of the the the language?

Interviewee: yeah, you know, I have a belief...

Interviewer: yes, that's what I want.

Interviewee: err...I don't teach them.

Interviewer: aha.

Interviewee: you know, I may guide them or I may just help them.

Interviewer: yes.

Interviewee: right. May be they learn you know, from their mistake through different ways. For example, while they watch movie...

Interviewer: yes.

Interviewee: ... err...for instance, err.. I remember one of my student told me that one of his friend did a mistake. He said, "teacher, he said, 'I am interesting.' But I heard this word err..in a movie and it should be, I think, 'I am interested.'" He told me this. So this is what I believe, what I believe. They might learn from different exposures. Maybe the exposure is the movie, maybe while other teachers maybe while they teach, err...or to news, maybe while they read magazines or stories, they may learn from all such kind of exposures. This is my belief so...

Interviewer: so are you saying that it is not important to to correct their mistakes when they make mistakes?

Interviewee: No, I told I got the chance or if the mistake is very serious, I should correct that.

Interviewer: right.

Interviewee: but I cannot correct every mistakes. So they can correct themselves by themselves. That's what believe.

Interviewer: thank you. Err... so you told me that you teach more or less like err.. your favorite teacher.

Interviewee: yeah

Interviewer: you've learned a lot from her.

Interviewee: yeah.

Interviewer: err... right. Now, err... have you taught in other schools apart from New Era?

Interviewee: no, this was my first school.

Interviewer: your first and it might probably be... it's not going to be your last. Will it?

Interviewee: yeah, no. Haha..

Interviewer: you will stay in as a teacher? You will stay as a teacher?

Interviewee: yeah. May be for some time some some year, two year or three year.

Interviewer: do you like teaching, by the way?

Interviewee: yeah, I love.

Interviewer: you love teaching.

Interviewee: I don't like it but I love it. Haha...

Interviewer: you love it. Okay. You love teaching English?

Interviewee: yeah.

Interviewer: okay. Err.. you are studying Psychology now. Do you think you might become a psychology teacher later on?

Interviewee: may be.

Interviewer: may be. But you would probably prefer to stay as an English teacher.

Interviewee: yeah

Interviewer: you love this language. hahaha....

Interviewee: hahahah...

Interviewer: okay. And... since you haven't taught in other places, err.. you can't tell me whether the context of teaching in a public school would be different from teaching in private or government schools. Err... how about your relations with your students? Do you think that the way you teach now depends highly on the kind of relationship you have with them?

Interviewee: of course.

Interviewer: how? How?

Interviewee: err... I think, err... my approach make them free.

Interviewer: okay.

Interviewee: err.. the way I teach them is very interesting for them. May be err.. a little bit I resemble or just I try to change because because of your presence there...

Interviewer: really?...

Interviewee: hahaa....

Interviewer: oh, tell me about that.

Interviewee: I usually make fun; just tell for them err.. some stories; err...even power of the lesson, you know, why just I do this, is...

Interviewer: I do that too, by the way.

Interviewee: ...because language is err...you know, it's a tool which helps people to communicate to each other. Just to communicate, we need to have knowledge about different issue, different issue; it can be political issue, it can be science, it can be about culture, whatever it is. I think language touches every aspect of human life. So I sometimes talk about different even my experience when I was at their age...

Interviewer: In English?

Interviewee: In English, yeah. The medium is English. And they love this approach, and I hope that got a lot err... in terms of knowledge. You know, I told them that if they don't have idea, they can't express it.

Interviewer: okay.

Interviewer: alright? Because what you tell to somebody is idea through language. So first they need to have that knowledge that that idea, and because of this, they love my class. Even there are other classes err... Mr. Eshetu's classes was mine when they were grade seven and eight.

Interviewer: okay.

Interviewee: and by the way I give them grammar classes at lunch time for those students because of their request. They asked me to give them lesson at lunch time. Why? Because they like my approach.

Interviewer: okay, okay. Very interesting, very interesting.

Interviewee: I think I'm not boasting. Hahaha...

Interviewer: No. you are telling the truth, and that's what I want you to do. Err.. now, regarding your classroom experience, what should be the major role of a teacher? A major role of a language teacher?

Interviewee: err... I think facilitating...

Interviewer: facilitating, okay.

Interviewee: it should be. Because if you are the only person who speaks, I think it is hard to say your students get something. Since language is a skill, they should practice. So...

Interviewer: I am the teacher. I know the language better, better than the students. Right? That's the assumption.

Interviewee: yeah.

Interviewer: so my role in the class room should be what?

Interviewee: should be just encouraging the students to use the language... to express err... their idea to their friends, and I encourage them if they make a mistake, just say like this. It should...

Interviewer: so that that part, the making mistake part, do you think is... how important is the correction part? They make mistakes and the teacher is there because he knows the language better. Err... do you think the students might expect that from the teacher more than anything else?

Interviewee: No. just you know, err.. it looks like it's natural. For example, if one of my students says, 'you is', okay 'you are', okay. ...just I try to make it natural.

Interviewer: okay. This is how you...the natural way. Okay, Okay.

Interviewee: yeah. Just I try to naturally correct.

Interviewer: Why do you do that? Why?

Interviewee: err...just what you said. They don't have to expect something from me. I want them to correct themselves.

Interviewer: right.

Interviewee: okay? Because when I was grade nine and ten, our English teacher was male, and he usually whatever mistake was there, he never passed it.

Interviewer: he never passed it?

Interviewee: yeah.

Interviewer: he tried to correct every mistake?

Interviewee: every mistake. And we failed...for example now, there is, you know, some kind of influence in me still. Whenever I made a mistake, I feel just somebody want to say something about what what I am saying...

Interviewer: okay.

Interviewee: ...maybe it's not good.

Interviewer: you don't like it.

Interviewee: yeah. I don't feel comfort. So I should just what I have learned from that teacher is his way was not good, so I should make it natural...

Interviewer: right.

Interviewee: ...and by repeating what he said...

Interviewer: repeating what the student said?

Interviewee: ...the student said, yeah.

Interviewer: in a correct way..

Interviewee: ...in a correct way, and the student said that, so I think err... he doesn't feel that I am correcting him.

Interviewer: okay. So you make sure that the student does not realize that he is not being corrected.

Interviewee: yeah.

Interviewer: Alright.

Interviewee: yeah, yeah. That's what I am feeling.

Interviewer: that's what you have been trying to do?

Interviewee: yeah, haha..

Interviewer: great, very interesting. Err... how important is teaching grammar to you?

Interviewee: err... it's very important.

Interviewer: very important.

Interviewee: because of our country's policy....em.. I don't know whether it is policy or not, but if you see, for example, the the national exam, they focus on grammar. Because of that, grammar is very important for my students.

Interviewer: Right. That's why they are asking you to help them during your free time, your break time.

Interviewee: yeah. That's why, yeah. So there is...By the way four years I taught them grammar class. GC class. They like that class.

Interviewer: that means if they think grammar is important for them to pass the tests...

Interviewee: probably, yeah probably. Just I told them because you need to pass the exam, I should teach grammar. But this is for may be when you are in elementary or when you are in high school. But you need to develop other skills...

Interviewer: okay.

Interviewee: for example, the ... err... in a semester, I give them three writing assignment. Three different writing assignment, and we comment it just by having meeting after the class and everybody comment on that writing. And I try to detail that because when you join university, you need to have good writing skill, even you need to read more.

Interviewer: ehm...

Interviewee: most students, by the way, read at least two books a month till now. Till now. English stories, different books...

Interviewer: okay.

Interviewee: ...and sometimes they ask me to tell them to tell to their friends what they have read, and I give them chances to tell that story. And if it's the media is English, and aa....they like grammar but they know that other skills are very important.

Interviewer: sorry for the interruption... Okay. So grammar, teaching grammar would require you to focus on err.. very formal aspects of the language, and that means that students make those mistakes and if they use the simple present tense instead of the simple past, you would have to tell them this is right, this is not right and so on. So that would make your intervention very frequent in terms of correction.

Interviewee: yeah. Just usually, their friends give correction. Because during GC class, ...

Interviewer: GC means...?

Interviewee: Grammar class. Haha..

Interviewer: right. Okay

Interviewee: just I teach them every rules. By the way I have my own way of teaching grammar.

Interviewer: okay.

Interviewee: for example, just I have my own term schema. Schema is, you know, something err... which makes something different from the other one. For example, the schema of simple present tense is V1...

Interviewer: okay.

Interviewee: ...this is the simple present tense schema; no other tense has such kind of schema, and they know it. Even if you remember the other day Dawit correct me when I said, 'if I studied...'

Interviewer: yeah, I saw that. I knew you would see it yourself I knew it, but before you did, he spotted it so he informed you.

Interviewee: they know it...

Interviewer: yeah, yeah.

Interviewee: right? They know it. And that GC class helps them, and they know what should be the the form. So no problem err... about the rule. So because of this, if one student makes a mistake, they say, 'no, teacher. That's not correct; it should be this one.'

Interviewer: okay. So that's peer correction...

Interviewee: yeah, peer correction. Mostly yeah.

Interviewer: ... instead of you intervening.

Interviewee: yeah, yeah. And mostly there is a debate. And...

Interviewer: okay. During the debate, err... you add some presentation as well. Err.. the students coming out and speaking in front of the class, and I saw the way you dealt with some of the problems in the presentation. What is your philosophy there? When they are making a speech and they are making mistakes here and there, how do you deal with that?

Interviewee: like what I did...hahaha...

Interviewer: like you did, yeah. I wanted it to be put it in a statement.

Interviewee: yeah. I correct err.. some mistakes from their which...

Interviewer: some. Not all?

Interviewee: some, yeah. Not all. Important...

Interviewer: important...

Interviewee: yeah important. Just I correct that, and write down on the black board. And this is what I usually do, and 'you don't have to say like this. It should be like this. And next time, don't forget this. And try to use it in practice every day'. This is what I do.

Interviewer: because you believe this will facilitate their learning...

Interviewee: yeah.

Interviewer: ...otherwise if you don't tell them their mistakes, if you don't highlight the major problems, ...

Interviewee: they may feel they are correct.

Interviewer: they may feel they are correct, and if they feel they are correct, what happens?

Interviewee: so they go with their mistake.

Interviewer: very interesting. Err...m.... do you think they want you to correct them?

Interviewee: err.. I don't think.

Interviewer: you don't think so.

Interviewee: yeah. That's why they freely make mistakes.

Interviewer: they freely make mistakes...?

Interviewee: yeah.

Interviewer: ... and they don't want you to correct their mistakes.

Interviewee: No, they don't expect from me...

Interviewer: to correct them.

Interviewee: to correct them, yeah. Err... because even if I say na I say nothing, they don't ask me.

Interviewer: okay. They don't ask you to correct their mistakes.

Interviewee: yeah. They're not because it's not, you know, frequent and it's not consistent, you know, because it's not good. Some kind of habit might be formed if it is consistent....

Interviewer: okay

Interviewee: ...of correcting mistakes. So I usually become inconsistent.

Interviewer: you become inconsistent.

Interviewee: yeah.

Interviewer: in what?

Interviewee: in in correcting mistakes.

Interviewer: right. So sometimes you correct sometimes you don't. that is the inconsistency.

Interviewee: err...yes. Sometimes I leave. Err... You know, just I do this sometimes intentionally, sometimes not intentionally. But I feel some kind of maybe the psychology helps me to to read or to predict what would happen, maybe. I don't know.

Interviewer: okay. So psychologically maybe you are assisted err.. in this way. You can say, you can tell correcting this mistake is a good thing, but correcting this time this mistake is not a good thing.

Interviewee: it's not a good thing, yeah. This is I think what I feel.

Interviewer: so you do what you feel. Err... that might take us to err... what you do err when you are trained to be a teacher. Err... do you anything in a course that you took that helped you how to deal with such problems? Now you're telling me maybe your psychology helped you. Or maybe this is how I feel and that's how I do. But do you did you take any courses or have you read any theories that would help you to deal with these things systematically?

Interviewee: err.. I don't remember, but what I remember is my ELT…

Interviewer: yes.

Interviewee: …teacher…

Interviewer: okay.

Interviewee: … Mr. Bekele…

Interviewer: Bekele Gerba, I think.

Interviewee: … I think his office is anywhere in this building.

Interviewer: yes, I know him very well. He is a friend.

Interviewee: and he is very interesting.

Interviewer: tell me about it.

Interviewee: you know, err… while he is teaching, I feel I felt that he is trying to wait his students…

Interviewer: okay.

Interviewee: … and he didn't tell immediately our mistake… and he tried to, you know, he tried to get some good conditions to tell.

Interviewer: okay.

Interviewee: and just I read from his face that something was, you know, going wrong.

Interviewer: okay.

Interviewee: this is what he felt. I knew and I tried to read that from his face. By the way, err… when I when I was attending the class, I'm I was not only the student in that class, but sometimes my mind went beyond the class, and I try to read the teacher, even his movement here and there, err…even I like some teachers, just while they teach without any material, they come with their duster and white board marker and I can say they internalize the the the subject matter and I feel how much they are confident. And I try to read all these things. And I'm teaching there with a little method and also experience. And I think his experience has helped me to some extent.

Interviewer: this is how the teacher actually behaved. Imitating how he did the job. Beyond that, was there anything theoretically err... presented to you on how to handle these things? Theoretically, theory, you know theory, there are language learning theories. For example, there is communicative language teaching. You have heard about it, yeah?

Interviewee: yeah.

Interviewer: what how does that theory relate to correcting students' mistakes for example?

Interviewee: I don't remember anything about the theory.

Interviewer: okay. But maybe you have internalized the practice. You can relate it.

Interviewee: yeah, maybe.

Interviewer: What do you remember, you don't remember anything about communicative language teaching?

Interviewee: yeah. I know, I know that. I know the the concept, but exactly I'm not sure whether I am applying that concept in my class or not.

Interviewer: okay. I mean, the whole purpose of having theories in in the university, being equipped with theories, concepts, language learning language teaching theories is...

Interviewee: no teacher taught me by the way...

Interviewer: taught you?

Interviewee: yeah, till I finished my BEd., I was interested in ELT teaching. Ato Bekele and my spoken teacher w/ro Haregewoyn err...

Interviewer: she is a PhD now, Dr. Haregewoyn.

Interviewee: No, not that that Haregewoyn...

Interviewer: oh no, the other one, okay. Okay.

Interviewee: ... err... these two teachers, maybe better than the others. And at least I was not interested in their teaching, and I usually missed their classes. But I score 'A'.

Interviewer: yeah.

Interviewee: I read it err... and ...

Interviewer: so there was no handout, no materials, references given to you, you know, to read before appearing for exams. Theories, you know, language learning theories...

Interviewee: yeah...

Interviewer: ... language teaching theories. What does the theory say? You know, we start from there, right? And then we try to apply it into our classrooms. So is anything that you do that explicitly related to some of the theories you have you have had?

Interviewee: yeah. No theory. Haha...

Interviewer: okay.

Interviewee: I don't remember because I told you. While they teach us, I tried to learn just their experience.

Interviewer: from what they actually do, not from what they give you to read.

Interviewee: yeah. Just, by the way, I heard about the com... theories of language when just when we took ELT method one...

Interviewer: okay.

Interviewee: ...but he didn't focus on the theories. Err... for example, he tried to...just we were discussing about how to teach reading, how to teach vocabulary, how to teach grammar. But during that time, I don't remember any theories that helps us. But he gave us assignment, reading assignment, but it was hard for us to get the book.

Interviewer: okay. So you have not even since err... after graduation you have not had any opportunity to read any err.. ELT books, language teaching books theories err... to to expand your theoretical knowledge?

Interviewee: yeah. Maybe I don't give that much...

Interviewer: because you took psychology...?

Interviewee: no. haha...

Interviewer: ... partly because of that.

Interviewee: yeah, no...maybe err... just I don't give much emphasis on err... theories or inferences. In psychology, every courses are theories.

Interviewer: you see? You see? Theory based.

Interviewee: yeah, theory based. And I should focus on on the theories. But if you ask me, err... this concept concept is which theory, maybe it's hard for me to tell you which theory, but if you ask me any question, any anything, I can apply that theory...

Interviewer: because you have internalized it.

Interviewee: yeah, maybe. Maybe. But I don't like err... just memorizing err... word by word or something like this...

Interviewer: okay.

Interviewee: ...err... just my focus is only getting, you know, the practical one. If you are practical, you are my favorite teacher. If you are practical.

Interviewer: right, yeah, yeah. Okay.

Interviewee: if you are not, the class becomes boring for me.

Interviewer: yeah. Okay. Err...em... okay. I think we have covered that part here. Err... do you think when you started teaching, you you taught in certain ways, and then through practice you changed some of the ways of your teaching. Err... can you give me examples of things that you did in the beginning as a beginner teacher and then through practice you realized that this is a better way?

Interviewee: okay. Err...m... I started teaching grade seven...

Interviewer: okay.

Interviewee: ...and my approach was only lecture method...

Interviewer: okay.

Interviewee: ... and that year, the first semester, the students' result was not good. And I tried to... just share some of experienced teachers there. Now, the teacher was is not here there.

Interviewer: okay, he has left the school?

Interviewee: he has left now, and just I attended his class. And I tried to learn what he was doing by doing his class. And he usually did group work and presentation, and just he did like such kind of things.

Interviewer: how about students' mistakes? How did he handle those?

Interviewee: err...

Interviewer: do you remember anything...

Interviewee: mostly, just he left, I think...

Interviewer: okay

Interviewee: ... he I think he didn't bother about...

Interviewer: okay.

Interviewee: just I didn't remember. If he did, I would remember.

Interviewer: yeah, yeah.

Interviewee: maybe he didn't do that.

Interviewer: yeah, yeah.

Interviewee: err... but what I learned from him was, just more I should focus on the students. They should practice the language. This is what I was learned. Err... so I should minimize my talking, and I should give them chance to talk more, to read more, to write more err... and I did that thing and the next semester, they improved.

Interviewer: okay.

Interviewee: They improved, and after that I tried to change my way of teaching. Err...and just I saw good progress in my students.

Interviewer: interesting, very interesting. Err... the professional related questions, I think, I have... So how do you think people learn languages best? If you want a language, you know, if you want to learn a language, this is what you should do. And if you want to teach a language properly, this is how you should do. How do people learn languages do you think?

Interviewee: err... through practice.

Interviewer: through practice?

Interviewee: yeah. Err... sometimes I feel I'm not good enough in explaining my feeling. Why? Because I didn't practice well.

Interviewer: okay.

Interviewee: even in this campus.

Interviewer: okay.

Interviewee: I don't know. because of the class environment, mostly summer students are passive, and because of that the teachers usually use lecture method. They lecture, they leave. And because of that, we didn't get much exposure.

Interviewer: are you doing it in the summer program?

Interviewee: which one? What?

Interviewer: I don't know, you did your psychology during the summer? Psychology degree during the summer?

Interviewee: no, extension.

Interviewer: extension.

Interviewee: yeah.

Interviewer: you talked about summer.

Interviewee: yeah, our teachers did not give us the chance, you know, to talk, to practice the language.

Interviewer: so when you were attending summer, the summer program, which one did you follow in the summer program?

Interviewee: English.

Interviewer: the English program, okay. Not as a regular student.

Interviewee: yeah.

Interviewer: okay.

Interviewee: err... so if a teacher creates exposure or if a teacher creates good environment to practice the language for the students, I think this is the best way of teaching because it is a skill.

Interviewer: okay.

Interviewee: ...skill is, you know, err... gained through practice.

Interviewer: okay. Err... why do students make errors? What is the reason for students to make errors?

Interviewee: erm... just maybe...just during English class?

Interviewer: yes.

Interviewee: okay. because English is not their first language. Even it's not their second language.

Interviewer: yeah, I know.

Interviewee: so their exposure is only in the classroom. Out of the classroom, no English.

Interviewer: yeah.

Interviewee: so I think there is lack of knowledge. Just or there is poor skill in the language. I think that is the main reason for me.

Interviewer: okay. So they don't have enough input. So they make mistakes, and you told me what the teacher has to do because of this.

Interviewee: yeah.

Interviewer: erm... they are they are... do you think they can be avoided? Making errors?

Interviewee: no.

Interviewer: no, they can't be avoided?

Interviewee: they may reduce it or minimize it, but they don't be...even if they are fluent, even fluent speakers make mistakes. So they they can't avoid or they can't just they can't be perfect. No one is perfect

Interviewer: Alright. Err... I think that much should be enough for now. Thank you very much and I will have a look at your video, and we will have another session like this where we sit and look at some of your teachings and talk about them as well.

Interviewee: okay.

Interviewer: okay. Thank you very much for everything you have done for me. Thanks.

Appendix D. In-depth interview with Teacher Yirga

Interviewer Thank you very much...

Interviewee: You well come.

Interviewer: for volunteering for this interview. I just have a few questions to find out what you do, what you believe in your job.

And you have a B.A degree?

Interviewee: Ya. B.Ed

Interviewer: BA degree and number of years of experience

Interviewee: No, No, B.Ed. It is B.Ed, not BA

Interviewer : Alright! So that is called B.Ed.

Ok! From ? From ?

Interviewee: Addis Ababa University

Interviewer: From the Education, English, B.Ed

So that should be corrected. B.Ed

And experience? How long have you been teaching?

Interviewee: About 8 years

Interviewer 8 years! Alright! That is not small at all.

And how old are you?

Interviewee: About 35

Interviewer 35? You are not quite sure.

35. that is fine.

And as a child when you went to school, did you enjoy learning English?

Interviewee: Of course, Ya. I was so interested in learning English when I was child. And there were teachers who attracted me towards English and I enjoy it very much till the end of .... of course not till the end of till today

Interviewer: Until today?

Interviewee: Ya.

Interviewer If you can remember any teacher that influenced you the most, can you describe what he did? And why he was the best on.... Probably your model today?

Interviewee: When I was in grade 3 there was a teacher who taught me English. I don't know... I was so interested with his teaching method, his teaching and so forth.

Specially, I was eager to know things that time. I ask question. He respond me well and finally when other students ask him some questions, he let me answer those questions and that was the first one.

Again, when I was at the high school in Bale province

Interviewer : You were in Bale?

Interviewee: Ya, Ya, Batu Terara school, if know? I was there. There was an English teacher. Starting from his intonation, his voice, he was so attractive and just I was so interested. He appreciate our attempt to answer, to say things and so, so forth. And so he was my second model.

And thirdly I attended my diploma courses at Awasa.

Interviewer: Awasa?

Interviewee: If you know Haileyesus Bala, he was my instructor there and he was my model too.

Interviewer: I think I know Hailyesuis Bala

Interviewee: Haileyesus Bala ... I think he is attending his Ph.D here, in Addis?

Interviewer: Yes

Interviewee: Whether like

Interviewer: I have heard this name. I probably know the guy too. That is interesting.

Was there any that you would mention as being not very good or you didn't like very much?

Interviewee: as an English teacher?

Interviewer: Ya

Interviewee: Yes... of course.

When I was in grade 10, I was at Tikur Anbesa School here, my English teacher was.... I don't know why... he merely gave us home works and then he let us to write answers on the board. No discussion, no explanation, and so....

Interviewer: What did these teachers that you liked do when you sometimes made mistakes, errors in the class room?

Interviewee: In the classroom, they guide me to the right answers merely. But the one whom I called as a model, Asaye, I think his name is Asaye, who taught me at grade 11, sometimes when we go off the right way, so there was his response as....

Interviewer: he would stop you?

Interviewee: ya, ya. And that was the only thing. But they mainly guide us.

Interviewer: Guided you?

Interviewee: Ya

Interviewer: To be more specific, if the student was speaking and he made mistakes, language errors, what did the teachers do? Did they correct the mistake right away? Or did they.... What did they do in that case?

Interviewee: They corrected us immediately.

Interviewer: Immediately?

Interviewee: Ya

Interviewer: The model teachers did that? your model ?

Interviewee: Of course not all the time. But sometimes they correct. But most of the time.....

Interviewer: They didn't? Most of the times they didn't?

Interviewee: They didn't

Interviewer: Sometimes they did

Interviewee: Ya, and indirectly they show us.

Interviewer: what is your position here? What is your belief here? Do you expect the teacher? Did you expect the teacher to correct your mistakes when you made silly errors in grammar or vocabulary or pronunciation? Did you want them to tell you the right way then or would you rather...

Interviewee: I prefer to show me the way how to correct myself.

And I try to show my students, most of the time, to correct themselves instead of correcting them immediately when they do as errors. Because I believe that sometimes we might discourage them.

Interviewer: So you believe that giving corrections right away might discourage the learners?

Interviewee: Of course

Interviewer: What do you mean by indirectly'? or to let them correct themselves. Can you demonstrate?

Interviewee: for instance, I will give clues to the right answers, not directly telling the answers, but pulling them to the right way

Interviewer: Now have you imitated some of the methods of these teachers? You teach like they did? They taught you?

Interviewee: Of curse, it depends according to the instructions. Sometimes I directly imitate what my teachers did. In sometimes I use my own ways of teaching.

Interviewer: In terms of correcting their errors, for example, did you correct the way they did? Or they probably corrected you? Directly but you don't do that now or.....

Interviewee: Most of the time, I don't correct right away. But sometimes I correct directly. But not.....

Interviewer: What are these times? Sometimes you do this some times you don't. Depending on what?

Interviewee: Depending on the errors, If the errors should be corrected immediately, when I believe the errors should be corrected immediately, I did?

Interviewer: What kind of errors should be corrected immediately then?

Interviewee: Just it is too difficult to show you the kind of questions right now?

Interviewer: So, you decide on the spot?

Interviewee: of course ya.

Interviewer: whether this is an error that should be corrected immediately or not?

Interviewee: of course

Interviewer: Coming to your courses, when you studied for your BA, what language teaching or learning methods do you remember now that might have influenced your teaching, your practice?

Do you remember any teaching methods, theories or something you have read in journals, magazines, etc? do you remember any teaching how the language should be taught?

Interviewee: Just I haven't remember now

Interviewer: You don't remember now?

Interviewee: Ya, mainly group work is ...

Interviewer: Group work?

Interviewee: Ya

Interviewer: I have a question there as well.

Group work!

When you put students in groups and they speak, you can't be in all groups at the same time.

Interviewee: of course

Interviewer: And the students are using the limited language they have. That is a disposal

Interviewee: Of course

Interviewer: They make errors.

Interviewee: sure

Interviewer: Don't you think that this might be the wrong input for them to repeat the errors with their peers. And they use it over and over. Wouldn't it become habit?

Interviewee: It might be. But you know! When they report their result of their discussion, you correct that those errors.

And sometimes when you go around the class, you might have seen such errors and you can guide them there.

So group work, while they are discussing in groups, they develop so many things like: confidence, the skills as well. They might listen to each other. Interest, motivation might be there also. So, it is preferable in teaching English. But...

Interviewer: You think even if they are making mistakes as they discuss, it is not a problem. Because, sometimes there are situations where you may never have a chance to go and listen to the group .In your idea what mistakes they have been making?

Interviewee: of course it is a known. Sometimes when you are for from them they might use their mother tongue.

Interviewer: Yes

Interviewee: But that is not this much serious problem. They might develop their speaking skill and their discussion skills as well. Therefore, its benefits are exceeding to its limitations.

Interviewer: How do you think people learn languages? Generally, how do people learn languages? Foreign language or a second language, how do they learn? How do people learn?

Interviewee: Mainly I believe that through exercise. Though they have learned the language items in classroom, if they don't exercise it outside or when they are playing or walking or joining their friends the likely to be forgotten is high. So, language can be learned through exercising

For instance, writing can be learned through writing, not merely from lectures.

So, each skill can be learned by doing it.

Interviewer: And what is the role of the teacher then? the main role of the teacher, the English teacher, in the classroom?

Interviewee: The main the role of the teacher should be guiding students assisting, helping and showing the way.

Interviewer: Do you consider yourself as a model in terms of the language? Do they imitate you? Do they imitate your language? And is that your major role, one of the major roles in the classroom? Do you think?

Interviewee: Imitating what? the intonation?

Interviewer: Your language fluency, for example. If you speak the correct language, if you speak the language properly, then they imitate you. So that might be your major role in the classroom. Do you think?

Interviewee: I don't think. They might not imitate directly me. But sometimes they might. They might take some sort of imitations. But I don't think they imitate all what I do.

Interviewer: What I mean is, if you speak good English, then the chances of your students learning good English would be higher. Whereas if your language is not good enough or whatever, then that might affect the students as well.

Interviewee: I think so.

Interviewer: Do you think so?

Interviewee: Ya

Interviewer: So, that means indirectly that you are the model?

Interviewee: of course, if might be.

Interviewer: You take yourself as model then?

Interviewee: Ya, as a teacher...

Interviewer: you take care of your language and the way you speak it and so on. Or do you believe that is not really a major thing? Students can have other access

Interviewee: So as much as possible I believe that we have to speak on the right way. If we made error they might imitate. Of course students most of the times imitate their teachers. And our students are not this much matured and to identify whether this one is the right one or not. As much as possible it better to speak in the right way.

Interviewer: That is why I asked the question earlier that may be major role of a teacher is to speak the language as accurately as possible. Is that is why you are there in the classroom?

I don't know. I am just asking, wondering, I am wondering what you believe about this.

Interviewee: Ya, ya, Teachers as much as possible they have to speak accurately. But it is impossible sometimes to be accurate enough. Because it is a foreign language. Even in our mother tongue we made lots of errors. So, it is impossible. But as much as possible to be accurate and to be...

Interviewer: You told me that if the teacher makes mistakes, the students might imitate that mistake

Interviewee: Of course yes

Interviewer: And earlier I asked you if students make errors, other students might also imitate the errors of their friends

Interviewee: Ya

Interviewer: That is why I connected group work may be to that may be it is a disadvantage. Let students...

Interviewee: It might be considered to be a limitation of group work. But its benefit, its importance is...

Interviewer: out weight

Interviewee: Ya

Interviewer: Out weight

Communicative language teaching, have you ever heard of this?

Interviewee: Of course

Interviewer: You have?

Interviewee: Ya

Interviewer: what is it?

Interviewee: Communicative way of teaching or approach is making the lessons to, for the students, to usable. They might exercise or they might use the language in the classroom. They might use to communicate each other. The main one, the main core is this one.

Interviewer: So you would say generally that your training in the university to be a teacher has great influence on your actual practice now?

Interviewee: of course ya

Interviewer: It is? directly connected?

Interviewee: Ya

Interviewer: How important is grammar to you? Teacher grammar, how important is it?

Interviewee: It is very important

Interviewer: It is very important?

Interviewer: Ya some people say grammar doesn't work this much. But as to me, it has great role in language.

Interviewer: So, you focus on it when you teach? you teaching grammar?

Interviewee: Of course ya

Interviewer: Does communicative language teaching advice as to focus on grammar?

Interviewee: of course grammar shouldn't be focused as to the communicative approach, as far as students are able to communicate. That is the basic thing according to the communicative approach. But,...

Interviewer: But..... in the but?

Interviewee: It shouldn't be forgotten. There are grammar lessons in our curriculum, in our text. So it has its own part and I shouldn't ...

Interviewer: It is not only because it is in the book but also because you personally believe that it is important for learning?

Interviewee: Ya, it is important. It facilitates learning

Interviewer: You believe that strongly?

Interviewee: Ya

Interviewer: So that means you believe accuracy is important?

Interviewee: Accuracy is important. But not as important as the communicative, the communication skill

Interviewer: Why do you think learners make errors? Why do they make errors, do you think? What is the reason, the cause?

Interviewee: There might be lots of reasons for that. For instance one of this is mother tongue influence. They make errors and fear of making errors by itself lead them to make errors and wrong imitations might lead them to make errors and there are some others too.

Interviewer: Can we possibly avoid those things?

Interviewee: I don't think.

Interviewer: You don't think so?

Why not?

Interviewee: Ya, Because there might be wrong models as a teacher or as a friend. So they might do them. Mother tongue errors

Interviewer: Do you think making errors could have advantages as well?

Interviewee: of course ya.

Interviewer: How?

Interviewee: Students can learn from their errors. When they are corrected or when they correct themselves. The likely to be forgotten is very low. So they can learn from their errors

Interviewer: If students are taught by native speakers or very proficient, highly proficient teachers, do you think the chance of make errors will be reduced?

Interviewee: I don't think

Interviewer: You don't think so?

Interviewee: Because you see, they can not avoid mother tongue influence. Thought they are natives, they might not make errors. Even, even native speakers make grammatical errors, for instance. For a short time I had an English teacher who was from Britain and she quarreled with Ato Haileyesus when I was at Awasa. Because the way she taught was not accurate. So native speakers themselves can be ...

Interviewer: can make errors?

Interviewee: Can make errors.

Interviewer: May be the type of errors native speakers make are different from the type of error second or foreign language learners make. They are not the same?

Interviewee: May be Ya

Interviewer: They are not

Interviewee: Of course ya

Interviewer: Errors in Amharic as well, like you said earlier

Interviewee: ya

Interviewer: that is a different matter. But a new language learner trying to learn a new language makes errors. That is different.

Interviewee: Of course ya

Interviewer: Why? Do you think the chances of a new language learner making error can be reduced by the efficiency of the teacher? the proficiency of the teacher?

Interviewee: Of course they can be reduced. But they can not be avoided.

Interviewer: avoided all together?

Interviewee: Ya

Interviewer: why not? The mother tongue influence, you said?

Interviewee: The mother tongue influence and the other influences like peer influence and so forth can not be avoided by the native speaker or the proficient teacher

Interviewer: Do you think the learners themselves want correction, form the teacher?

Because they are students, they might expect the teacher to correct them.

Interviewee: Of course they expect teachers to correct them. But not on the right spot and in front of students. Specially they prefer the written one

Interviewer: They prefer written corrections, not oral ones?

Interviewee: They don't need the oral ones, Because....

Interviewer: Have you found that out? How did you know that? How did you know that the students don't want to be corrected orally?

Interviewee: When you correct them or when you say their answers are wrong, directly or indirectly you observe what their facial expression looks like. And you can understand from their face simply

Interviewer: That they don't appreciate it?

Interviewee: Ya

Interviewer: So, is that the reason why you avoid correction? Do you avoid correction by the way?

Interviewee: Never, never I correct all the time, but not directly

Interviewer: Have you taught in other schools, this is public school?

Interviewee: Ya

Interviewer: But you have also taught in governmental schools. Is there any difference?

Interviewee: there is no this much difference. But when I was around Piassa, the student were very poor and from very poor family

Interviewer: Is that the government one?

Interviewee: Ya, most of them are not willing even to attend classes, sitting in the classrooms instead they work different activities for their breakfast. And it was too difficult to teach there compared to this one. But in the other high schools I haven't seen this much difference.

Interviewer: compared with Menilik High School, for example, how is this one?

Interviewee: Ya, ya I am just comparing this to Menilik one, there is no this much significant difference.

Interviewer: Not at all?

Interviewee: Ya

Interviewer: Slight difference in favor of this or in favor of Menilik?

Interviewee: I haven't seen the final situation around here

Interviewer: Yet you are new here?

Interviewee: Ya, new. At the end of the year things might be changed. For instance, there were preparatory students, specially grade 12 students do not like to stay in the school compound around the end of the year. They prefer to remain at home or at the libraries, in the like. I haven't seen how the situation is here. So I can not say much.

Interviewer: Very interesting! I think I have got what I wanted for now. We will have another round where I will show you some of your teaching in the class room and we will see it and discuss what is inside it. Thank you very much for now.

Interviewee: you are welcome.

Interviewer: Thank you.

Appendix E. In-depth interview with Teacher Misikir

Interviewer: Thank you very much for volunteering for this interview.

Can you tell me how you felt about learning English when you were in elementary or secondary or university? Did you like learning English?

Interviewee: Ya. By the way English was my favorite subject. Before I joined University it was my favorite subject. So I was really interested with this subject. That is why I joined or I select it.

Interviewer: So you went in to this willingly?

Interviewee: Ya

Interviewer: Because your choice?

Was it because of the teachers who taught you that you liked it?

Interviewee: Ya, First and for most it was the teachers' teaching method or the teachers' approach that make me to like it.

When I was in around grade 6 and 7, my English teacher was really interesting. He taught us by using real like situations. For instance, if he want to teach us about different terms, for example if he want to teacher us about 'table' he shows us what is table by using concrete material. That is why I.....

Interviewer: Was there any teacher that you didn't like?

Interviewee: What?

Interviewer: There were teachers that you liked. But, was there also any that you did not like, you hated? because of the methods or I don't know....

Interviewee: Ya!

Interviewer: Ya? there was?

Interviewee: Ya. There was

Interviewer: Can you describe why didn't you like this particular teacher?

Interviewee: For instance the teacher that taught us in grade 9, he was very aggressive and he tell us whatever he want rather than telling..... rather than teacheing the topic regarding to the text and he specially he did not want motivate us. Rather he want teach us he want rather than depending on students' learning style. That is why I hate him.

Interviewer: What did these teachers do when you made mistakes in the classroom? When the learners made mistakes, when you made mistakes in the classroom? What did they do? How did they react to your mistakes?

Interviewee: Specially they might not also be concerned with this types of activities what of the students do in the classroom when they teach. There were careless teachers. They also did not want to punish or want to see anyone what ... who can do anything out of the lesson.

Interviewer: Particularly, making language errors, if you were trying to answer a question or to say something in English and you made mistakes. How did they react?

Interviewee: Most of the time they tolerate our errors, as it is not our mother tongue. There were teachers that they tolerate such type of errors.

Interviewer: They tolerated them? Means, they didn't do anything? They didn't correct them?

Interviewee: Ya. Sometimes they might make correction or they might correct us. But, most of the times they didn't do this type of things.

Interviewer: So, the teachers, both that you liked as well as the teachers you hated, did not correct most of the time? They did not correct students' errors?

Interviewee: No. The teacher that I like was .... They were not tolerate rather they correct us.

Interviewer: The teacher that you liked corrected your errors? But the others didn't?

Interviewee: Ya... Ya

Interviewer: Is that a reason why you like them as well. Because they corrected your mistakes, may be is that one of the reasons?

Interviewee: Ya... It might also be the reason why I want them. Because they correct me. They tell me the truth or the correct way of using language rather than tolerating and pass it.

Interviewer: Do you now believe that it is a good thing to do that? to correct students' errors in the classroom when students make mistakes they must be told the truth that you said?

Interviewee: Ya. I believe on it, because we have to correct them. The students might make any errors or mistakes when they speak out. Since it is not their mother tongue, they might make some errors. So we have to correct them rather than....

Interviewer: what will happen if we don't correct them?

Interviewee: If we don't correct them, they will do such type of errors up to the end.

Interviewer: Up to the end?

Interviewee: Ya

Interviewer: You do that now in the classroom, in your classes?

Interviewee: Ya.

Interviewer: How often do you do that? How of do you correct them?

Interviewee: specially, I correct them daily, because students might do such type of errors daily when they speak out. When they speak out there might be errors of spelling, there might be spelling errors.

Interviewer: Specially the spoken one. I am referring to the spoken one, when they make error while speaking in the class room

Interviewee: In the speaking section, their mother tongue might be dominate them. So, when they spell out words, there might be an errors.

For Example, so as to say..... 'stream', 'sterm', 'storm' and so on.

Interviewer: Pronunciation error

Interviewee: Ya, Pronunciation. That is why they make this type of errors by the domination of their mother tongue.

Interviewer: because of the influence of the mother tongue?

Interviewee: Ya

Interviewer: They must be corrected

Was there anything related to this when you studied in the university? Teaching methods, how to teach etc, were you specifically told how to deal with student errors?

Interviewee: Ya, we take a course

Interviewer: What course?

Interviewee: Teaching methodology, Teaching English as a Foreign Language... this type of things. So, and that course we learn that students might make errors when they speak out. So we haven't tolerate them, rather we have to correct them. The course told us to do such type of things.

Interviewer: And did they tell you how to do it? How to correct them? How do you do it? How should we do it?

Interviewee: By telling them the correct

Interviewer: On the spot? when they make mistakes, you tell them right away what correct one is?

Interviewee: Ya

Interviewer: Do you remember any other theories that you learned in the university on how to teach or how to learn languages? How do people learn languages? What is the theory? What does the theory say?

Interviewee: Students might learn the language from their environment. Because they day to day activities, they have to have ... they have to speak. So they can learn from their environment or informally or students can get learning language in school or class room.

For instance they can learn English as the subject matter. This is a part of a curriculum.

Interviewer: One more thing, do you think that students might not like being corrected? Do you think that they might not want correction?

Interviewee: Ya

Interviewer: They might not?

Interviewee: Ya, they might not want

Interviewer: Why not?

Interviewee: Because they might count it as a criticism or they might assume it as something that they make error. They don't want. Because they want to be correct always. So, when we want or when we teach or correct them, they may not feel happy.

Interviewer: If they don't feel happy, then why do we do it? Why should we do it?

Interviewee: We have to do it

Interviewer: because we have to

Interviewee: We have to

Interviewer: There is no other choice

Interviewee: Ya

Interviewer: When the students are working in groups, they speak English hopefully

Interviewee: Ya

But, because their English is not very much, they are limited knowledge. They make mistakes with each other?

Interviewee: Ya

Interviewer: And the teacher cannot be always in all the groups. Don't you think that this is allowing the students to learn wrong English among themselves, from their peers, from their friends?

Interviewee: Ya, Such type of things might happen when they discuss in groups. But, I believe that if students discuss in their groups, they might not be ... most of the time they might not make errors. But .... Even if they make errors, they may not be afraid their peers. Then they might correct each other even if it is not absolute.

Interviewer: So, their peers can give corrections?

Interviewee: Ya

Interviewer: But, like I said they have a similar level of knowledge.

Interviewee: Ya

Interviewer: I don't think one is much better than the other. So maybe they don't know the right corrections to give them the right corrections?

Interviewee: Yes. But it is better if their peers tell them their errors rather than the teacher. But most of the time if not absolute or their peers might not give them the correct answer. The absoluteness might be less.

Interviewer: Your role as a teacher... what is your major role as a teacher?

Interviewee: In their group discussion?

Interviewer: In the classroom as whole, as a teacher, as an English teacher, what is you major role? What are your major roles?

Interviewee: As English teacher my role is guiding students rather than teaching them

Interviewer: Guiding students.... I think that can be said by the Geography teacher as well or the History teacher as well so, what makes you guidance different from that of the Geography teacher or the History teacher?

Interviewee: Pardon me please?

Interviewer: The guiding aspect of it? Yes I agree. The teacher guides. But the kind of guidance the English teacher gives should be different from the kind of guidance the Geography teacher gives, for example. You as an English

teacher, when you say your role is to guide them, how? What kind of guidance is this?

Interviewee: The type of guiding English as an English teacher is... it is better if I guide them depending on the four language skills. How they can speak, read, listen and write. The only rounding or the involvement of such type of skills might different from the others as an English teacher. Because I am not telling them about the subject matter what English is, rather I will guide then to develop there skills, specially the four language skills.

Interviewer: When you say you guide them in speaking, for example, what does that mean? Guiding the students how to speak or in the speaking skill. What does that mean? Can you give me an example.

Interviewee: For instance in speaking section, there might be some expressions that they have to use in that particular lesson. Then I will tell them what they are going to do or what... which expressions that they have use in that lesson.

Interviewer: So, you are the source of the language? The major source of the language?

Interviewee: Ya

Interviewer: the expression, the vocabulary and so on?

Interviewee: Ya pronunciations, there might be pronunciations, vocabularies, terms that might... that they have to use in that the area.

Interviewer: So in that respect you are the model there?

Interviewee: Ya

Interviewer: They imitate you?

Interviewee: ya, They are not only imitate, they can also create their own depending on that area

Interviewer: What is your opinion of teaching grammar? What do you think about grammar?

Interviewee: My opinion regarding to grammar is I think it is traditional way of teacheing the language. Because when we see the modern English, it focuses on or it is better if it focuses on communication part by using... or you can also teach grammar by using communication or we have to mix it with spoken part or communication part rather than teaching them as a tradition way, as it is as it was before.

Interviewer: So, do you believe that the way grammar lessons are presented in the text book now are communicative? not traditional? Or are they traditional? The way they are presented in the text book now and the way, you teach that in class now?

Interviewee: Ya most of the time there are grammatical sections which is special dealt with communication

Interviewer: They are communicative?

Interviewee: Ya, they are communicative

Interviewer: And if they are communicative, then the role of grammar here is still what? Is it... how important do you think it is there?

Interviewee: It is important. Because ....

Interviewer: How important? How important? Very important? extremely important or not that important? How would you describe the importance of it? The degree of importance?

For you what you actually believe? It is not what you think I believe or what other people think of this, but your belief. Because the way you learnt English you remember, the way you have been taught you remember. So you have already formed a belief about it. That is what I want to know. What is your belief about this, grammar?

Interviewee: In my opinion it is very important. Because in the communicative part, as I said before, there is communicative part, there is grammatical section. So it is important. Because in the communication or when students want to communicate with each other, they have to follow the grammar. Because

when they want to express their feeling or their thoughts, they have to follow the grammar. Because it might be or they might express their feeling as they want, if they use the grammatical section. But if they don't follow the grammatical section, what they want to speak and what they want to ... what they want to speak and what they speak might differ.

Interviewer: what they want to say and what thy actually say may not be the same?

Interviewee: Ya. Unless and otherwise they follow the grammatical section.

Interviewer: I think this is more or less what I have. You did you tell me about what ...

Let me follow this question then. Why do learners make errors? What do you think is the reason learners make errors?

Interviewee: Specially in their second language, as it is their second language, they may make a different error when they speak out. Because they might ... they ... there might be or they may be no confide... they may be less confidence or they might not or they may be poor in vocabularies.

Interviewer: Because they are poor in vocabulary, they can't use the right vocabulary. So they make errors?

Interviewee: Ya, since the language is not their mother tongue or their second language.

Interviewer: Do you think we can teach students in such a way that they may not make errors? Is it possible? Like if you are very proficient or if it is a native speaker teaching them, is it possible for students not to make mistakes if they taught properly?

Interviewee: I don't think so.

Interviewer: They will still make mistakes?

Interviewee: Ya.

Interviewer: Why?

Interviewee: Because the interest should come from them rather than the teacher whether he is proficient or not. It might not depend on the teacher rather than they have to practice it.

Interviewer: Assuming that the students are motivated, assuming that they really want to learn the language, is it possible for them not to make mistake then? They are interested. The teachers are also proficient and whatever. If these two things are met the criteria, are met, then is it possible for the students not to make mistakes.

Interviewee: No. I don't think or I don't believe it. Because I don't think that the only thing is the suitability of the teacher and the student, the environment might also affect them.

Interviewer: What do you mean by the environment?

Interviewee: when I say the environment, when students go to their home, their parents or their peers or their partners might also, their peers or their families might not also motivate them so as to speak and so as to develop this language. So such type of ... might be affect their ...

Interviewer: might still make...

Interviewee: to make errors.

Interviewer: So, what do you think of language errors? Is it ... well, I have asked the question already. But when you think of language errors, what do you think? what do you think of it? Why do we make errors? Or are errors important do you think? Do you think errors are important?

Interviewee: Yes

Interviewer: Why?

Interviewee: Errors, sometimes they are important. Because we make errors, we might get corrections. Then when you get the right corrections for that errors, that we make before, we might understand it and we make ... corrects.

Interviewer: So, errors are important. Because when we make errors, we get corrected and when we get corrected, we learn?

Interviewee: Ya

Interviewer: But if there is no correction, there is trouble. Right?

Interviewee: Ya

Interviewer: Yes! That is all I have for now and thank you very much. I will come back again with like as I said the video viewer some of your teaching, not all of it, but some of it.

Interviewee: Right. Thank you.

Interviewer: *Mercy Boku.*

Appendix F. Corrective Feedback Episodes from Teacher Tesfa's Lessons

Lesson One

(4:30 – 5:54)

(This was a grammar activity of using the infinitive with 'to' after certain verbs. The teacher (T) was correcting homework with the whole class).

T: … what you are going to do is just take out the word in the bracket and rewrite the sentence. The first one is 'she have decided in the bracket marry him. Eman (*nominates a student*)

E1 S: She has decided .. decided him. [Grammar Error]

T: decided him? [Repetition] Is she right? [Elicitation]

SS: No.

T: We are talking about some verbs that are followed by infinitive with 'to'. [Metalinguistic Feedback] Is it clear? Don't forget this. Yes, Eman again.

E2 S: She has decided to him. [Grammar Error]

T: to what? [Clarification Request]

SS: to marry him [Uptake]

T: to marry him. Decided is followed by an infinitive with 'to' marry. Is it clear?

SS: yes.

T: so she has decided to marry him. Lydia, the second one ..

E3 S: I forget .. I forget to bring my homework. [Grammar Error]

T: Are you sure? [Elicitation] OK. Don't worry. I forgot to bring my homework [Recast]

…

T: Samuel (*nominates a student*)

E4 S: Our teacher refuses to let us to go home early [Grammar Error]

T: Our teacher refuses to let us go home early [Recast] Is it clear?

SS: yes.

T: I think this is also very simple. I think we should pass, yeah?

…

(9:08 – 9:51)

(The teacher (T) gave students the verbs 'hope' and 'want' and told students to construct sentences using the infinitive with 'to'. After a couple of minutes, he asked them to read their sentences to the class.)

T: Yabsira (*nominates a student*)

E5 S: I want to get a money [Grammar Error]

T: OK. What's wrong with his sentence? [Clarification Request] He said I want to get a money. [Repetition] What's wrong with his sentence? .. yes Dawit (*nominates a student)*

S: *le* money 'a' *anitekemim* (we don't use 'a' for 'money') [Uptake]

T: money is not countable noun [Metalinguistic Feedback] so we don't use article 'a' before 'money'. Is it clear? So I want to get ehuh ..

SS: money [uptake]

T: money or some money. Is it clear?

SS: yes.

T: OK. Good. I think we need to proceed to the next exercise.

...

(15:28 – 15:50)

(The teacher gave students three verbs – teach, ask, and force – that are followed by object plus infinitive and told them to write their own sentences. After a couple of minutes the students read their sentences to the class).

T: OK. Alright. Kalid, please. Read your own sentence. (*nominates a student*)

S: (inaud.)

T: yes?

E6 S: I teach you to get a knowledge [Grammar Error]

T: I teach you to get a knowledge [Repetition] The same mistake like err .. Yabsira. Right? Knowledge. [Explicit Correction] OK. Alright.. yes (*nominates another student*)

...

(17:25 – 18:28)

T: OK. Let's go to ask .. ask. Mintesinot (*nominates a student*)

E7 S: I ask my teacher a question [Grammar Error]

T: I ask my teacher ehuh .. [Elicitation]

S: a question [Same Error]

T: a question [Repetition]. Alright? There is no infinitive. I ask ehuh my teacher .. for example such kind of verbs can be followed by two objects. [Metalinguistic Feedback]

I ask my teacher a question to answer or I ask my teacher to leave the class. I ask my teacher to explain more about infinitive. [Explicit Correction] Is it clear?

SS: yes.

T: OK. You can construct the sentences like this.

...

(23:10 – 25:20)

(T gave students three verbs – enjoy, keep, and stop – that are followed by verb plus ing and told them to write their own sentences).

T: Solomon, what do you enjoy?

S: He enjoys play .. play the ..

T: I'm talking about you. What do you enjoy?

S: //I enjoy play

T: //Don't tell me about him

E8 S: I enjoy play the basketball [Grammar Errors]

T: I enjoy ... [Elicitation]

S: play [Error]

T: playing [Recast]

S: play the basketball [Same Error]

T: playing [Recast]

S: playing [Uptake]

T: playing ehuh [Elicitation]

S: basketball [Uptake]

T: basketball. Hewan (*nominates another student*)

...

T: OK. Let's change the verb. OK? Keep. What do you keep? Yes (*nominates a student*)

E9 S: We keep walking us us to school [Grammar Error]

T: OK. We keep walking to school [Recast] We keep walking to ..

SS: school

T: school. OK. Yeah. Keep. Dawit (*nominates a student*)

...

(27:40 – 33:00)

(Students were now doing the dialogue on pp. 29 – 30 of the students' textbook in pairs. The verbs are given in parentheses for students to change into verb + ing.)

T: yes, Miraf. I want you to read the cousin's part.

S: No, I don't mind. I am happy to help ..

T: Please, listen to her.

E10 S: I am happy to help. I enjoy to draw triangles [Grammar Error]

T: I enjoy ... [Elicitation]

S: to draw triangles [Same Error]

T: Have you heard her? She said I enjoy to draw triangles. [Repetition] Is she right? [Elicitation]

SS: No.

T: yes (gives another chance to the first student)

S: drawing [Uptake]

T: I enjoy drawing what?

SS: triangles

T: triangles. OK.

...

T: Student B, student B. Bereket (*nominates a student*)

E11 S: you can posten ...[Pronunciation Error]

T: postpone [Recast]

S: what?

T: postpone

S: you can postpone doing that [tel] later. My [kozen] has come here especially to help us. We can't keep her ..

T: her what?

S: waiting

T: waiting. Good. So postpone doing and what? Keep her what? Waiting.

...

(T moved to the next section – 'ways of expressing purpose' – and gave a general explanation of purpose in life. He then asked some of the students questions of purpose).

T: Why do you come to school? Yes (*nominates a student*)

E12 S: to study [Vocabulary Error]

T: to .. [Elicitation]

S: to study [Same Error]

T: to study [Repetition]

SS: to learn, to learn

T: to what? [Elicitation]

SS: to learn [uptake]

T: to learn. OK. To learn. Why do you come to school? OK. Why do you comb your hair? Yes (*nominates a student*)

E13 S: to be beautiful (Vocabulary Error)

T: to be beautiful [Repetition] OK. Beautiful is used for who? For whom? [Clarification Request]

SS: for female

T: for female, yeah? So to be .. [Elicitation]

SS: handsome [Uptake]

T: handsome. .. I think your sex is male .. alright.

Lesson Two

(Students had been given two questions to answer at home using the infinitive of purpose and asked to read their answers)

(2:20 – 5:30)

T: Yes, Wondimeneh *(nominates a student)*

S: Why do you … (inaud.)

T: Why …

E1 S: you write [Grammar Error]

T: What ..

S: you write [Same Error]

T: you write? [Repetition]

S: yes

T: Why do you write .. Why do you write [Recast] How do we construct a question? Wait a minute .. Wait a minute. How do we write a question? What makes a question a question? .. Yes *(nominates a student)* [Clarification Request]

…

T: So what do we call it? Yes *(nominates a student)*

S: inversion

T: inversion. There should be what? Inversion. Inversion of what? .. first you should bring verb (*writes on blackboard*) and then what?

SS: subject

T: the subject .. OK? .. OK. Go ahead.

S: Why do you write? [Uptake]

T: Why do you write. Have you seen? Do you. 'do' is the verb and 'you' the subject. Great.

E2 S: in order to remember [Grammar Error]

T: in order to remember .. what I have learnt. [Recast] OK. Good. Any other? Yes. Another question.

S2: why do you run?

T: why do you ..

S2: run

T: run. OK.

S2: in order to get money

T: in order to .. get a living. OK. Yes, yes Tewodros (*nominates a student*)

S: why do you .. (inaud.). in order to .. (inaud.)

T: just the question again please.

E3 S: why do you dead? [Grammar Error]

T: why do you .. [Elicitation]

S: dead ... (inaud.)

T+SS: (*laughter*)

T: OK. Why do we die? [Recast] OK. Alright.

E4 S: in order to nature all living things .. [Grammar Error]

T: ehuh

S: (inaud.) because of .. all living things on the earth are dead.

T: OK. You mean that the purpose we die is because we are mortal. [Recast] Yeah? OK. So you are giving us a reason, not a purpose. There is a big difference between purpose and reason .. yes (*nominates another student*)

S: why do you learn?

T: OK.

S: I learn in order .. err.. I learn in order to .. (inaud.)

T: in order to ..

E5 S: get a knowledge [Grammar Error]

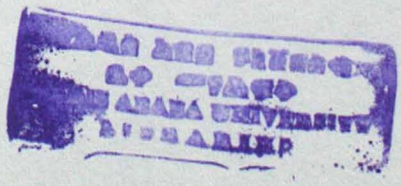
T: OK. We don't say don't say a knowledge but knowledge [Explicit Correction] I think it's enough. You understand how we express purpose, yes?

SS: yes

...

(11:00 – 19:20)

T: Good. Coherence is what?



E6 SS: support [Vocabulary Error]

T: Yes?

SS: support [Same Error]

T: support? Support? [Repetition]

S: (inaud.)

T: linking of what? Ideas together. [Explicit Correction]

...

T: what do we mean by organization? .. yes, Beakal (*nominates a student*)

S: (inaud.)

T: OK .. OK .. Dawit (*nominates another student*)

S: *orderachewin tebikew mekemet alebachew* (*in Amharic*) (they must be put in a logical order)

T: logical order *mekemet alebachew(must be put in a)*. yeah. Yes, Lela (*nominates another student*)

S: (inaud.)

T: yes?

E7 S: edit [Vocabulary Error]

T: edit [Repetition] OK. That is process of writing. While we write we should follow some processes. One of the processes is what? Editing. But here we are talking about what? Organization. So the idea should be what? Organized.. organized. [Explicit Correction]

...

S: The paragraph should be completed.

T: completed. So what do we mean by that? Yes, Solomon (*nominates another student*)

E8 S: The paragraph is meaningful [Grammar Error]

T: OK. Should be meaningful [Recast] yes, Dawit (*nominates another student*)

S: The idea of the paragraph have to be completed or it have to be err only for one thing.

T: OK...

Lesson Three

(2:30 – 5:14)

T: OK. Do you know this word? Do you know this word? (*writes the word on the blackboard)* Look at the instruction on page 35. Exercise one composition. Your homework. The last sentence. What does it say? Remember to **indent** your what? paragraphs. What do you understand from the context? Yes *(nominates a student)*

E1 S: *orderachewin mastekakel* (*putting them in order*) [Vocabulary Error]

T: OK. Keeping their order .. indent [Repetition] yes, Dawit (*nominates another student*)

E2 S: editing [Vocabulary Error]

T: editing. OK. No. [Repetition] OK. We are talking about what? compositions. Am I right?

SS: yes

T: Compositions are made up of what? paragraphs. Alright? So for example the composition you are given here has how many paragraphs? four paragraphs. So how should you write each paragraph? How do you separate one paragraph from the other?... How do you separate? .. By the way, what I'm talking about is what you did. Yes (nominates a student) [Clarification Request]

E3 S: starting with a new line [Vocabulary Error]

T: starting with a new line [Repetition] Look. There are different ways of separating paragraphs (demonstrates the two ways of starting new paragraphs by drawing lines on the blackboard). Just leaving err some space between two paragraphs. Alright? This is one way of writing err composition. That one is just .. in a certain distance .. right? So this is called what? indenting. [Explicit Correction] Is it clear?

SS: yes

T: Don't forget this ..

Lesson Four

(7:30 – 8:00)

(T had told students to discuss the pre-reading questions on HIV/AIDS in groups and was going round monitoring students' work. In one of the groups, a student asks him the meaning of the word 'stigma'.)

T: yes, please

S: (inaud.)

T: OK … What do you understand when you … just look this word? What do you understand? Stigma

*E1*S: *beshita* (*the Amharic for 'disease'*) [Vocabulary Error]

T: Just for your understanding stigma is *beshita* … [Repetition] What about you? (*asks another group member*) Ask them and try to come to one point, OK? (goes to another group).

…

(8:50 – 10:13)

(*The group discussion on the pre-reading questions was over and T was checking students' answers as a class.*)

T: The first question is what is HIV/AIDS? .. What is HIV/AIDS? Emma (*nominates a student*)

S: HIV/AIDS is transmitted from … (inaud.)

T: OK. It is what first? .. It is what? .. Alright, Yetnayet (*nominates another student*)

E2 S: It is virus [Vocabulary Error – Perceived]

T: Yes? It is virus .. it is virus. [Repetition] Is it a virus? [Elicitation]

SS: disease [Uptake]

T: It is what?

SS: disease

T: It is a disease. OK. What kind of disease? …

…

(13:28 – 15:00)

T: What are the dangers of HIV/AIDS?

S: (inaud.)

T: OK. Its transmission. Alright. Yes (*nominates another student*)

E3 S: The dangers of HIV/AIDS is that if the person was affected by HIV/AIDS, it will be die … (inaud.) [Grammar Errors]

T: OK. It kills the person, the individual. OK. [Recast]

E4 S: The other one is in social communication it can affects err .. diagnose err can be danger … (inaud.) [Grammar Errors]

T: OK. It affects social, economic, and political issues or things. OK. Political life of that individual or a country. That is what you mean. [Recast] OK. Yes, yes Beakal (*nominates another student*)

…

(17:45 – 18:50)

(T was eliciting answers for the 4th question, i.e 'How often do you discuss openly about HIV/AIDS with your friends or parents?' Students said they often didn't because of culture.)

T: I think we have to discourage harmful culture. Don't you agree with this? So why don't you break it and why don't you start discussing with your family?

E5 S: It is not time to .. err .. or to .. to know them or to discuss with them. It takes many times or to break this culture it takes many time. [Grammar Error]

T: OK. Much time. You need much time to convince them. Right? Maybe if you raise this issue in the family, you may be beaten or .. [Recast]

S: No.

T: No? Just you don't err you won't face such kind of problem? You know this? So I think the situation in your family is very easy to break, I think …

…

(19:00 – 20:48)

T: What do you understand by the word 'stigma'? Have you heard about this word before? Stigma, discrimination … yes.. when HIV patient is stigmatized, what do we mean by this? Yes (*nominates a student*)

E6 S: attack [Vocabulary Error]

T: attack [Repetition] .. attack to kill .. Who stigmatize? The disease or other people? [Clarification Request]

S: other people

T: other people. Alright. So, what does it mean? [Clarification Request]

E7 S: *maglel(the Amharic for 'discrimination')* [Vocabulary Error]

T: OK. *maglel* [Repetition] Yeah, I know mother tongue is good (*laughs*) to teach the second language, I think, of course, but what you mean is discrimination. Alright? But what do you understand by the word 'stigma'? ... OK. I think there is a word that collocated with *megelel* (*the Amharic for 'to be discriminated'*) .. Ehuh [Elicitation]

S: (inaud.)

T: Ehuh? *beamarigna* (*in Amharic*) .. yes? [Elicitation]

S: *medlo* (the Amharic for 'stigma') [Uptake]

T: *medlona* (stigma and ..) [Elicitation]

SS: *megelel* (discrimination)

T: *megelel*. So *medlo* is stigma. Alright. This is it.

...

(33:55 – 37:18)

(T asked students to read the passage on HIV/AIDS silently. Meanwhile he wrote questions of his own on the blackboard and after some time he started eliciting answers to his questions.)

T: OK. For how many years does an HIV/AIDS patient live? In what condition? Yes, Bereket (*nominates a student*)

S: Many years.

T: OK. What are what is err what are the conditions or what is the condition that enable this individual to live for these years?

S: (inaud.)

T: yes yes?

S: CD4

T: CD4 ... OK. yes, Simon (*nominates another student*)

S: (inaud.)

T: Sand up first and the answer is for the class, not for yourself, OK?

E8 S: They used treatment [Vocabulary Error]

T: They used … [Elicitation]

S: treatment

T: OK. By just taking some treatment [Recast] What kind of treatment?

S: *idme marazemia (the Amharic for 'life-prolonging')*

T: *idme marazemia* (*laughs*). Yes, yes, please (*nominates another student*)

S: (*speaks in Amharic but is not audible*)

T: I think you are good in speaking English. Why don't you speak in English?

S: (inaud.)

T: ehuh. OK. (*nominates a student*)

S: using a drug [Uptake]

…

(39:00 – 41:00)

T: OK. The fifth one. What is called the primary infection with HIV/AIDS … Go to paragraph four. What do you get? … Bruck (*nominates a student*) I want you to answer this question .. Read the fourth paragraph, the first sentence. What does it say?

S: (inaud.)

T: ehuh. So the answer is ..

E9 S: sero confition [Pronunciation Error]

T: Sero .. [Elicitation]

S: confition [Same Error]

T: conversion. Sero conversion [Recast] Alright. It's very err simple I think. Alright. Sero conversion. Primary infection with HIV/AIDS is called sero conversion. And may be accompanied by what is called sero conversion illness. OK. six. What is the current situation of this global epidemic? .. Go to the sixth paragraph, sixth .. What does it say? Sintayehu (*nominates a studet*).. It is what? …shsh …Yes, Sintayehu.

S: (inaud.)

T: yes? … Ahmed (*nominates another student*) It is what?

E10 SS: alarming [Vocabulary Error]

T: Is it simply alarming? [Elicitation]

SS: very alarming [Uptake]

T: very ..

SS: alarming

Lesson Five

(30:00 – 31:18)

(Students were given the meaning deduction vocabulary activity on page 42 of their textbook as class work. After 15 minutes, T started discussing answers as a class.)

T: … OK. The next one is stigmatized. Hewan (*nominates a student*)

E1 S: [Isoletid] [Pronunciation Error]

T: yes? [aIsoletid] [Recast] Isolated. Ehuh.. yes? The clue is what?

SS: bracket

T: bracket. The clue is bracket. OK. The fourth one… OK. Wondimeneh (*nominates a student*)

E2 S: via. The meaning is transmitted .. [Vocabulary Error]

T: No .. No .. It's not .. It's not .. Yes, Mahlet (*nominates another student*) [Elicitation]

E3 S: (inaud.) [Vocabulary Error]

T: No. Abdu (*nominates another student*) [Elicitation]

E4 S: (inaud.) [Vocabulary Error]

T: yes?

S: (inaud.)

T: No… Yes, Hymon (*nominates another student*)

S: by [Uptake]

T: By. The meaning of via is by. What's your clue?

S: function.

T: function, alright? Look. Bo to paragraph ehuh three.

…

(33:20 – 36:00)

T: OK. the sixth. Ostracized? .. Ostracized? Solomon (*nominates a student*)

S: (inaud.)

T: yes, yes?

E5 S: (inaud.) [Vocabulary Error]

T: No… OK. I will give four marks for this also.. Not for Dawit. You have already taken. So for other students. I will give you four points for this. Four points. Yes (*nominates another student*)

E6 S: (inaud.) [Vocabulary Error]

T: No. (nominates another) [Elicitation]

E7 S: (inaud.) [Vocabulary Error]

T: No. yes, Simon (*nominates another*) [Elicitation]

S: (inaud.)

T: yes?

E8 S: (inaud.) [Vocabulary Error]

T: No. (nominates another)

S: (inaud.)

T: yes?

E9 S: (inaud.) [Vocabulary Error]

T: no. Kalid (*nominates another*)

S: i(naud.)

T: yes? Speak loudly please.

E10 S: casual contact [Vocabulary Error]

T: No. casual contact? [Repetition) No. Yes, (*nominates another*)

E11 S: (inaud.)[Vocabulary Error.

T: No. (*nominates another*) [Elicitation]

E12 S: (inaud.) [Vocabulary Error]

T: No. Yes .. (*nominates another*) [Elicitation]

E13 S: (inaud.) [Vocabulary Error]

T: No. (*nominates another*) [Elicitation]

S: (inaud.)

T: yes?

E14 S: (inaud.) [Vocabulary Error]

T: No. yes.. (*nominates another*) [Elicitation]

E15 S: (inaud.) [Vocabulary Error]

T: No. (*nominates another*) [Elicitation]

E16 S: (inaud.) [Vocabulary Error]

T: No. (*nominates another*) [Elicitation]

E17 S: (inaud.) [Vocabulary Error)

T: No. .. Shall I give to Dave? [Elicitation]

SS: No.

T: No? (*laughs*). Yes (*nominates another*) [Elicitation]

E18 S: (inaud.) [Vocabulary Error]

T: No! yes (*nominates another*) [Elicitation]

E19 S: (inaud.) [Vocabulary Error]

T: No. (*nominates another*) [Elicitation]

E20 S: (inaud.) [Vocabulary Error]

T: No. ... OK. Let me give you the clue. Its clue is functional. Functional clue. Functional clue. [Metalinguistic Feedback] Yes, Simon (*nominates another*) [Elicitation]

E21 S: (inaud.) [Vocabulary Error]

T: No. Yabsira (*nominates another*) [Elicitation]

S: (inaud.)

T: yes?

E22 S: (inaud.) [Vocabulary Error]

T: No. (*nominates another*) [Elicitation]

E23 S: transmitted [Vocabulary Error]

T: transmitted [Repetition] No. Functional clue [Metalinguistic Feedback] Yes (*nominates another*) [Elicitation]

E24 S: done [Vocabulary Error]

T: done? No. [Repetition] OK. So I don't have choice. I should give the chance to Dawit. Yes? (*nominates another*) [Elicitation]

E25 S: (inaud.) [Vocabulary Error]

T: No. (*laughs and nominates another*) [Elicitation]

E26 S: (inaud.) [Vocabulary Error]

T: No. (*nominates another*) [Elicitation]

E27 S: (inaud.) [Vocabulary Error]

T: No. (*nominates Dawit*) [Elicitation]

S: forced

T: forced. Forced to withdraw. Forced to ehuh? withdraw. Look at the first sentence …

Lesson Six

(20:50 – 23:57)

(*Students were asked to complete the dialogue on pages 43 and 44 of their textbook in class. They were then asked to stand in front of the class in pairs to perform the dialogue.*)

S1: What is the second killer disease in Ethiopia?

E1 S2: It is TV [Pronunciation Error]

…

(*After this pair of students have finished their dialogue*)

T: OK. I think you should clap for them.

SS: (*clap*)

T: I hope they tried their best but err is it TB or TV? [Elicitation]

S2: TB [Uptake]

T: OK. But you pronounced it like TV. TB. [Explicit Correction] OK, no problem if you pronounced it like that.

(28:30 – 30:50) (*The third pair of students present their dialogue.*)

T: Come out Blen and Hewan and enjoy the interview

S1: First of all thank you for this chance. The first question is what is the second killer disease in Ethiopia?

S2: I think it is malaria.

S1: What is the preventive measure for this disease?

E2 S2: … '*agober*' is the one the one way of preventing …

(*After the third pair have finished their dialogue*)

T: Alright. Clap for them please.

SS: (*clap*)

T: Alright. Err .. what do we call err the Amharic word 'agober' in English? [Clarification Request] yes (*nominates a student*)

S: (inaud.)

T: yes?

S: (inaud.)

T: yes?

S: (inaud.)

T: perman?

S: (inaud.)

T: permanent?

SS: perman net

T: perman?

SS: net

T: net. Yes (*nominates a student*)

S: mosquito net [Uptake]

T: mosquito ..

S: net

T: net. OK. I don't know whether you are right or not but what I know is mosquito net (*writes it on the blackboard*)

(33:50 – 35:20) (*The dialogue presentation was over and the teacher had moved to the vocabulary section on page 44 of the students' textbook.*)

T: OK. The vocabulary part (*writes on the blackboard*) OK? the vocabulary part .. it is about synomyms. It is about what?

SS: synonyms

T: synonyms. On page forty-four exercise one. Section two. Synomyms means .. what

does the word synonym mean? Yes (*nominates a student*)

E3 S: (*in Amharic*) teqarani (*opposite*) [Vocabulary Error]

T: what? [Clarification Request]

S: teqarani [Same Error]

T: teqarani [Repetition]. Synonym. I want you to define in English [Elicitation] Ehuh? Afomia, what does synonym mean? .. yes, Solomon (*nominates another student*)

E4 S: different [Vocabulary Error]

T: different [Repetition] .. synonym. Lydia (*nominates another student*) [Elicitation]

S: words that have similar meanings [Uptake]

T: words that have similar ..

S: meanings

T: meanings. Or the same what?

S: meanings

T: meanings. This is synonyms. OK. In a given text in a given text .. one way of knowing the meaning of the word .. is by using what? synomym .. synomym what? clue. This is one way of knowing the meaning of new words ...

Lesson Seven

(12:50 – 14:50)

T: The first one. If we follow all these precautions we will be free of HIV/AIDS. Have you seen the condition? Which one is the condition? .. which one is the condition? ... (*silence*) Everybody should answer this question. I told you. Which one is the condition and which one is the answer? ... the result .. the result ehuh that can be seen whenever the condition is what? fulfilled. So which one is the condition? Sofia (*nominates a student*)

E1 S: If we follow all these per .. per .. [Pronunciation Error]

T: precautions, yeah [Recast]. If we follow all these precautions is what?

S: the condition

T: the condition. And

S: (inaud.)

T: No! The first one. Yeah. What does it mean? .. what does it mean? .. What if we don't follow all these precautions? What will happen? What will be the result? Yes, Tewodros (*nominates a student*)

S: (inaud.)

T: OK. We suffer. We suffer from HIV/AIDS. Yes (*nominates another student*)

S: we will die

T: we will die. Yes, (*nominates another student*)

S: we will .. (inaud.)

T: Alright. Yes (*nominates another student*)

E2 S: We will be free of HIV/AIDS [Grammar Error]

T: We will NOT be free of HIV/AIDS [Recast] Have you seen? Whenever the condition is what? fulfilled, whenever the condition is fulfilled, the result will be ehuh what we need. Aright?

...

(26:40 – 27:40) (*The teacher explained the need for the auxiliaries 'do', 'does', and 'did' to change 'if clauses' into negative. He was then eliciting another way of negating.*)

T: OK. what else? Is it the only one? Is it the only one that we use to negate conditional sentence? Yes, Beakal (*nominates a student*)

S: (inaud.)

T: It's the same I think. Yes (*nominates another student*)

S: (inaud.)

T: yes?

S: using 'unless'

T: using what? unless. Unless means what? It is similar with what? If ehuh not (*writes it on the blackboard*). Alright? So we don't use 'if'. We use what?

SS: unless

T: unless. If we use 'unless' we don't use 'if'. Look. Who is going to change this one? Who is going to read this sentence by using 'unless'? .. Kalid (*nominates a student*)

E3 S: Unless I study hard, I will pass the exam. [Grammar Error]

T: I will pass [Repetition]

S: yes

T: Are you sure? [Elicitation]

S2: I will not pass [Uptake]

T: I will not ..

S2: pass

T: pass the exam. Alright?

Appendix G. Corrective Feedback Episodes from Teacher Tariku's Lessons

Lesson One

(3:30 – 4:06)

(*The teacher asked some students to tell the class about their last weekend. The second student was speaking.*)

E1 S: … On Sunday I wake up in the morning and …[Grammar Error]

T: You woke up in the morning [Recast]

E2 S: I wash my face .. [Grammar Error]

T: You washed your face ehuh [Recast]

E3 S: and err I finished .. I wash my uniform and I see movies [Grammar Error]

T:You watched movies [Recast]

S: Yes

T: OK.

E4 S: and I read (*present simple tense*) some books [Grammar Error]

T: You read (past simple tense) some books [Recast]

S: Yes

T: Ehuh

E5 S: Evening I go to church .. [Grammar Error]

T: Ehuh you went to church [Recast]

…

(8:15 – 11:00)

(*The fourth student was presenting about her last weekend. She spoke about her Saturday and now she was beginning to talk about her Sunday.)*

E6 S: … In Sunday morning I wake up early and I go .. [Grammar Error]

T: You woke up early Sunday morning [Recast]

S: Yes

T: OK.

E7 S: and I go church with my .. [Grammar Error]

T: You went to church [Recast]

S: Yes

T: Ehuh

S: with my little brother

T: OK

S: When I come back I take a bath and I eat my breakfast and lunch ..

SS: (*laughter*)

E8 S: and then my .. my friends come to err our house [Grammar Error]

T: Your friends came to visit you [Recast]

S: yeah

T: OK. Ehuh.

S: and we watch movies, we do our homeworks

T: Were were were they served food? Did they eat food?

S: In the evening

T: OK.

E9 S: and we finished .. I make them tea [Grammar Error]

T: you made tea [Recast]

S: yeah. And in the evening we out to take some fresh airs.

T: Nice

S: When we come back I eat my dinner and I sleep. And in the morning I am here.

T: You are here. OK. yeah. Clap, clap.

SS: (*clap*)

T: Surprising! What your friends told us was really fantastic. So .. err but can anyone tell me can anyone tell me can anyone tell me .. there was a kind of a common mistake. Can you tell me please, can you tell me? What was their mistake?

S: (inaud.)

T: you use ... (inaud.)

S: (inaud.)

T: say it in English

S: they all used 'and'

T: They all used 'and'. There was repetition of words. Another. OK. Ehuh (*nominates a*

student)

S: (inaud.)

T: pardon?

S: word redundancy

T: word redundancy. OK. Another. Ehuh (*nominates another student*)

S: grammatic error

T: grammatic error. The best point. The most important point. They were using present tense verbs. They were telling us about their weekends, is that not? But they used present tense. I go like I change I go I come I watch. If the action is past they were telling us about their Saturdays and Sundays, is that not? They have to use past tense .. verbs. I told you this so many times, so many times. Anyway, what they did is surprising. It's good. For the coming time I hope you will present more than this or better than this. OK? This was about for our warming up activity. We will go directly to our today's topic.

(19:15 – 20:06)

(*After explaining the use of the infinitive of purpose, the teacher proceeded to the exercise on page 32 of the students' textbook. The first three sentences were done as a class and the rest were set as class work.)*

T: … And on your book page 32 what it says is exercise one answer the following questions with short answers beginning with 'to' or 'in order to'. First we will do some two or three. After that you will do it as a class work. For example, why did Lindbergh throw away his radio and parachute? Yeah (*nominates a student*)

E10 S: because in order to save weight [Grammar Error]

T: Better to say in order to save .. [Explicit Correction]

SS: weight

T: weight. Or ..

S2: to balance the airoplane

T: to to balance the airplane. To balance the airplane. So Lindbergh threw his radio and parachute to save weight or in order to save weight.

…

(22:00 – 22:27)

T: Why do we wear clothes?

E11 S: in order to covered our body [Grammar Error]

T: yes, in order to cover our .. bodies. Good. [Recast] So the full sentence is (*writes on the blackboard*) we wear clothes in order to cover our body.

...

(23:20 – 23:37)

T: OK. (*nominates a student*)

S: (inaud.)

T: to get?

E12 S: to get beauty [Grammar Error]

T: yes. We wear clothes in order to be beautiful or to become beautiful, isn't it? [Recast] Good. Another. Another... Make some sentence please ... OK. Let us see number four. What does a carpenter use his saw for? .. What does a carpenter use his saw for? ... Ehuh (nominates a student)

E13 S: A carpenter use his saw for in order to cut wood. [Grammar Error]

T: yes, a carpenter uses his saw in order to get in order to cut wood. [Recast]. What is saw .. S A W? What is saw? ...

Lesson Two

(*The teacher asked two students to talk about their past weekend. This time he refrained from correcting any of the errors made by both students on the spot. After the two students had presented, he gave a correction to one error made by the first presenter.*)

(2:00 – 2:11)

E1 S: My old friend have changed her house and I don't know she changed her house and when I was go there is a dog in her house ...[Vocabulary Error]

...

(6:15 – 7:00)

T: This was all about your weekends? OK. Clap hands please.

SS: (*clap*)

T: Good. Lielt and Betty has presented about their weekend presentations. What I can judge here is err you are better in tense usage from that of the other classes. So if you are already speaking about the past, we have to use past tense verbs or the V-two forms, isn't it? This is what I can say. Betty said we changed our house. Somebody changed his house. Moved to a you better say they moved to a new house. Moved to a new house. [Explicit Correction]

(11:00 – 18:12)

(*The teacher was correcting the homework on page 32 of the textbook on infinitive of purpose.*)

T: OK. Number ..

SS: five

T: five. Why do we use a thermometer? Why do we use a thermo a thermometer? Yeah (*nominates a student*)

E2 S: We use a thermometer to check hotness of the body [Vocabulary Error]

T: yes. We use a thermometer to check .. [Elicitation]

S: hotness of the body [Same Error]

T: yes or our temperature [Recast] (*writes on the blackboard*) We use a thermometer to check our body temperature … check cheque .. Can you differentiate this two check? Now we are using this one at this time, isn't it (*points at 'check' on the board*). What about cheque? The same sound, different spelling, different meaning. Can you tell me?

Can you differentiate? Check, cheque. Ehuh. The first check .. (*nominates a student*)

S: (inaud.)

T: to check or .. to .. see and to confirm something. Yes. The second one ..

S: the second one .. I told you the second one

T: the second one is ..

E3 S: writing a cheque [Vocabulary Error]

T: writing a cheque? [Repetition] What is its use? [Clarification Request]

S: to order or [Uptake]

T: to order .. money. Yes. To tell someone to order money from the bank, isn't it? To take money from the bank. That is mostly used in the bank .. for exchanging money.

Someone writes a cheque for me and I can get money from the bank, isn't it? Bank cheque. This is bank cheque. This is to to testify or confirm (*writes on board*) and this one is bank cheque. This one is banking paper. With this paper you can take some .. money .... Number six. Why do birds sing? Why do birds sing? Why do birds sing? Yeah (*nominates a student*)

E4 S: Birds singing to wish happy day. [Grammar Error]

T: Birds sing .. ? [Recast]

S: to wish happy day

T: to wish happy day. Birds sing to wish happy day. Good. Another. Birds sing .. (*nominates a student*)

S: Birds sing in order to explain their feelings.

T: Birds sing in order to explain their feelings. Good. Another. Yeah (*nominates a student*)

E5 S: They sing in order to communicate [Grammar Error]

T: to communicate .. yes in order to communicate themselves. Birds sing in order to communicate themselves. Good. (*writes on board*) [Recast] ... or birds sing in order to herald the beginning of the day time you can say. OK. Number seven. Why do people go to a shop? Why do people go to a shop? Yeah (*nominates a student*)

E6 S: The peoples go to shop to get something food or material [Grammar Error]

T: People go to shop to .. to buy some .. goods .. some items (writes on board) [Recast]

...

T: Number nine and the last. Why do farmers need the rain? Why do farmers need the rain? Yeah (nominates a student) Once again yeah.

S: The farmers need the rain to grow err to grow .. seeds.

T: to grow their .. seeds. (*nominates another student*)

S: Farmers need the rain in order to grow the plants they .. they ..

T: they sew. Aha. Another (*writes on board*) Farmers need the rain to grow their crops .. Do you differentiate, do you know the difference, sew, sow, saw? What is this sew? S E W?

E7 S: verb three [Vocabulary Error]

T: verb three of what? sew? S E W? This one? [Clarification Request] Ehuh (*nominates*

another student) The first one

S: The first one is

T: Ehuh

S: repairing a cloth

T: pardon?

S: repairing repairing a cloth [Uptake]

T: to repair a cloth, to sew, to knit. You know this word? To knit (writes on board) knitting. To fix, to repair a torn-up clothes. When our clothes are torn what do we do? We sew, isn't it. We sew .. What about this sow?

E8 S: the verb three of see [Vocabulary Error]

T: verb three of this see? [Clarification Request]

S: yes

T: I don't think. Ehuh. The farmer is sowing seeds. The farmer is .. sowing .. seeds .. means ehuh spreading spreading spreading the seeds (*gestures by hand*) to the ground, isn't it? So that it will grow. So this is farmers sow seeds, we sew clothes and this is I told you before .. clear? Like this for example (*writes on board*) tear ehuh.. it has two meanings .. [Explicit Correction]

...

(20:40 – 21:54)

(*The teacher was correcting homework, Exercise 2, page 32 of the textbook. The students were expected to complete the given ideas using the infinitive of purpose.)*

T: OK. Number three. The policeman jumped into the river (*writes on board*). The policeman jumped into the river yeah (*nominates a student*)

E9 S: The policeman jumped into the river to get a thief [Grammar Error]

T: to to catch the thief. To catch .. [Recast]

SS: the thief

T: the thief. Yes. To catch the thief (*writes on board*). Good. Another alternative ... yeah in order to (*nominates a student*)

E10 S: The policeman jumped into the river in order to the save the boy [Grammar Error]

T: in order to save [Recast]

S: the boy

T: the baby. In case the baby is drowning, isn't it? In order to save the baby (*writes on board*). Good.

(22:50 – 26:44)

T: … Number five. He climbed the tree ..

E11 S: He climbed the tree in order to cut the honey. [Vocabulary Error]

T: To cut the honey. Aha. [Repetition] He climbed the tree in order to get the honey [Recast] the honey bee. In order to get the honey bee. Good (*writes on board*) The honey or the hive .. better to say the hive [Explicit Correction] He climbed the tree in order to get the beehive. The beehive. OK. Number six. She bought some clothes she bought some clothes .. (*writes on board*) Ehuh (*nominates a student*)

E12 S: She bought some clothes to herself. [Grammar Error]

T: to ..

S: herself [Same Error]

T: She bought some clothes to herself [Repetition] Is that sensitive? [Elicitation] Does it convey a message according to our construction? We are going to construct sentences by using to and in order to. [Metalinguistic Feedback] …. So she bought some clothes .. (*nominates another student*)

E13 S: She bought some clothes to give it to her friend's party [Vocabulary Error]

T: yes. She bought some clothes to give it to her friend's … [Elicitation]

S: her friend's party [Same Error]

T: party .. [Repetition] She bought some clothes (*writes on board*) to give it to the poor lady. She bought some clothes to give it to the poor .. lady. [Recast] She bought some clothes in order to give it to the poor children….

…

(30:50 – 32:20)

T: Coming to number nine .. number nine says they stopped playing (*writes on board*) they stopped playing.. when you ask yourself why you can get the .. what is the purpose of their stopping? What is the purpose of their stopping?

S: They stopped playing in order to get rest.

T: in order to get ..

SS: rest

T: yes. To rest .. to get rest. Maybe they are very tired. They stopped playing to get rest. In order .. ehuh (*nominates a student*)

S: err in order to the ball is .. (inaud.)

T: pardon? Say it again.

E14 S: in order to the ball is weer [Vocabulary Error]

T: the ball is .. [Elicitation]

S: weer [Same Error]

T: weer [Repetition] They stopped playing .. he wants to say that the ball is in danger. The ball is torn up, isn't it? [Recast] So they stopped playing in order to rest is most communicative. Better to say in order to rest…

…

(36:20 – 37:00)

(*The teacher was doing the speaking section of the textbook (page 33) with the whole class. He assigned four students to read the conversation taking the roles of Mr. E, Mr. F, Mr. X, and Mr. Y.)*

T: Who is going to start? .. Mr. E will start.

S1: I don't know the aim of establishing the police force.

E15 S2: The aim [aym] is to secure [sekur] the welfare of the people.

T: The aim is to secure the welfare of the …[Recast]

SS: people

T: people. OK. Who is X?

S3: What is the objective of a multiparty system in the world of politics?

E16 S4: Most countries exercise the multiparty system in order to make sure the administration is truly demo democrat [Pronunciation Error]

T: democratic democratic [Recast]

Lesson Three

(4:00 – 4:43)

(*The teacher started the day's lesson with a word-building game as a warm-up activity. He gave an example word – noon – to demonstrate how some words can be meaningful when they are read from left to right and from right to left.*)

T: … Can you add more? … mum .. M U M. Ehuh.

S: dad

T: dad. Good. Dad. Ehuh. You can construct words. You can upgrade your word-building skills. Ehuh, ehuh

S: (inaud.)

T: Ehuh?

E1 S: clinic [Vocabulary Error]

T: clinic [Repetition] No. Look. Let's write it. Clinic (writes on board). Ehuh? clinic. Read it from this to this. Is that meaningful? [Elicitation]

SS: no

T: no. Another (*nominates a student*)

…

(10:50 – 11:37)

(*The teacher was correcting homework with the whole class (Exercise 2, page 32). He was observed doing this activity in another class.)*

T: Exercise two … Number one. She went to the market it says. She went to the market. I will not write the questions. Only the answers. OK? Ehuh (*nominates a student*)

E2 S: She went to the market in order to shopping. [Grammar Error]

T: Err .. she went to the market .. to shop .. to shop .. in order, not in order to shopping. To shop. To shop is enough. Or .. or in order (*writes on board*) to buy to buy clothes or you can use many alternatives. [Explicit Correction]

…

(16:56 – 18:20)

T: Number six .. she bought some clothes .. she bought some clothes .. she bought some clothes

S: to cover her body

T: to cover her body. Ehuh (*nominates another student*)

S: (inaud.)

T: to the ..

S: (inaud.)

T: to the ..

S: (inaud.)

T: waking?

E3 SS: wedding [Grammar Error]

T: to the wedding [Repetition] Aha. In order to celebrate the wedding [Recast] Good. She bought a cloth in order (*writes on board*) to celebrate .. in order to celebrate .. the wedding. Very good. In order to celebrate the .. wedding. You know during a wedding or a marriage there is a need of a very beautiful cloth in order to celebrate the wedding. Ehuh she bought a cloth ehuh (*nominates a student*)

E4 S: to make herself beauty [Grammar Error]

T: to make herself beauty [Repetition]. To make herself beautiful [Recast] To make herself beautiful. Good.

...

(18:22 – 18:50)

T: Number seven. My brother is going to Harar .. historic place. Do you know that Harar is historic place? So if you go to Harar what do you see? What do you observe there? .. My brother is going to Harar .. yeah (*nominates a student*)

E5 S: to visit [Grammar Error]

T: to visit the Jegol buildings. [Recast]

...

(21:00 – 21:38)

T: OK. Number nine .. they stopped playing .. OK (*nominates a student*)

S: in order they have studied.

T: in order they have studied .. OK. They stopped playing .. Frehiwot (*nominates a student*)

E6 S: in order to raining [Grammar Error]

T: in order to

S: raining

T: say it again .. Aha.. in order to rain [Repetition] because it is raining [Recast] Aha.. They stopped playing err to take (*writes on board*) to take rest. To take ..

SS: rest

T: rest. In short it expresses ...

...

(29:35 – 30:14)

(*The teacher was doing the conversation on page 33 (speaking section) with the whole class. He assigned students to read the lines aloud.*)

T: OK. who can be student one and student two? Student one .. student two .. (*nominates two students*) You read.

E7 S1: What is the purpose of [sIndIng] your children to a special school? [Pronunciation Error]

T: sending, not sinding. Sending [Explicit Correction]

S2: I send them there in order to help them get a better education.

T: Look. It still expresses ehuh

SS: purpose

T: purpose

...

(32:30 – 33:22)

(*The teacher assigned four students to read the conversation taking the roles of E, F, X, and Y.)*

T: Now E.

S1: I don't know the aim of establishing the police force.

E8 S2: The aim is to scure [Pronunciation Error]

T: secure [Recast]

E9 S2: secure [Uptake] the [walf] of the people. [Pronunciation Error]

T: the welfare of the people [Recast] Say it again please. Say it. Read it again.

E10 S2: the [aym] [Pronunciation Error]

T: the aim is [Recast]

E11 S2: the aim is [Uptake] to score the [walfer] of people [Pronunciation Error]

T: Not to score, to secure [Explicit Correction]

E12 S2: scure [Pronunciation Error]

T: secure .. (writes on board) score, square. Different things. Secure, to secure. OK. Who is next? [Explicit Correction]

...

(After covering the grammar and speaking sections, the teacher was trying to teach the meaning of 'nun'. He wrote 'none' and 'nun' on the board and asked students to tell him their meanings.)

T: Nun. Can you express it in English? This word ... ehuh what kind of nun? Ehuh (*nominates a student*)

S: who lives in a nunnery

T: who lives in a church or in the nunnery. Very good. Nunnery (*writes on board*) .. nunnery is for the woman. Do you understand?

SS: yes

T: only for the woman. Nunnery. The place where they live. They are isolated from the society. They pray day and night. Those woman are called nuns. Those woman are called ehuh?

SS: nuns

T: nuns. The place where they live is nunnery. Like for that of men .. what is that called?

S: monk

T: monk. The man is monk. The man who lives in the in the in that place is monk. Good. Monk. Where does a monk live?

E13 S: in a monery [Vocabulary Error]

T: in a monery? [Repetition] nun – nunnery; monk – monery.

SS: (*laughter*)

T: Is he right? [Elicitation] OK. Ehuh (*nominates a student*)

S: (inaud.)

T: pardon?

E14 S: Church [Vocabulary Error]

T: church [Repetition]. There is a special place for the monks to live. If we say if we say nunnery for nuns, what do we say for monks? What do we say for monk?

S: monastery [Uptake]

T: monastery. Very good. Nun – nunnery; monk ...

SS: monastery

T: monastery. Monastery is a place where monks live ....

Lesson Four

(7:50 – 8:13)

(The teacher gave students some five minutes to construct their own sentences working in pairs, following their reading of the short text in their textbook, pp. 33 and 34. The structure in focus was the infinitive of purpose. To start with, he gave them ideas to complete.)

T: OK. We help the poor .. we heop the poor ... Do you help the poors? So why? Why do you help the poor? Wongelawit (*nominates a student*)

E1 S: in order to get happy [Grammar Error]

T: in order to get happiness. Good. [Recast] In order to get happiness. Very good. When she helps the poor she gets ehuh happiness.

...

(11:21 – 11:46)

T: The last one. People go to the stadium .. what is the purpose of people going to the stadium? Yeah (*nominates a student*)

E2 S: in order to see football [Vocabulary Error]

T: in order to see or better to say in order to watch [Explicit Correction]

SS: the match

T: the match (*writes on board*) ... To watch the football match

...

(17:20 – 18:00)

(Having covered the grammar section, the teacher had now moved to the writing section. He copied the notes in the book onto the blackboard and suddenly wrote the word 'patient' and asked the students to tell him its meaning.)

T: OK. Have you written? Here there is a kind of word. What .. Do you know the meaning of this word? .. patient .. patient .. Doctors help their ..

SS: patients

T: patients. So what is a patient? .. patient

E3 S: a person who affected by disease .. [Grammar Error]

T: yes, a person who is sick is a patient, isn't it? Is called a patient [Recast] Does it have

another meaning? … patient (*nominates a student*)

…

(29:10 – 30:52)

(*The teacher wrote a language-based puzzle on the board.)*

T: This is we started this in the morning but we didn't finish. Do you remember this puzzle? Nine friends entered a bar. Nine friends entered ..

SS: a bar

T: a bar. They ordered forty-five milk. They should each get a glass. How could this be done? .. How could this be done? It is .. you can you can find the secret .. it is language-based. It is on the on the sentence construction, you know? …

S: (inaud.)

T: why not others try? … yeah (*nominates a student*)

S: in the bar there is no milk.

T: in the bar there is no milk?

E4 S: the .. it will be sell like alcoholic drinks [Grammar Error]

T: Aha! Err .. most of the time when we go to the bar we drink or we get alcohols. There is no bar .. there is no milk in the bar .. there is no tea in the bar .. This is your answer?

[Recast]

S: yes

T: Is that true?

SS: No

T: OK. Another response. Another answer …

Lesson Five

(7:45 – 8:10)

(The teacher started by giving three students a chance to talk about their last weekend. The first student was speaking.)

S: I wake up in three o'clock and then I wash my face and err I I go to err ladies err

T: hairdresser's

S: ladies' hair salon

T: Ehuh

E1 S: err then err I wash my hair and I (inaud.) my hair [Vocabulary Error]

T: you dressed your hair [Recast]

S: yes

T: Aha.

...

(11:25 – 11:45)

(The third student was speaking of her weekend.)

E2 S: in .. (inaud.) I .. (inaud.) with my father in book market and [Vocabulary Error]

T: the book store .. book store [Recast]

S: yes

T: OK

S: and we went .. (inaud.)

(After the three students finished their presentations, the teacher told them not to be afraid of speaking in front of their peers and moved on to the reading passage without saying anything on their language problems. He then started with the pre-reading questions.)

(14:35 – 15:21)

T: ...What is HIV/AIDS? Can anyone tell me? Can somebody tell me what HIV/AIDS is? What is HIV/AIDS? What is your your your information about HIV/AIDS?

E3 S: HIV/AIDS is a disease. It is (inaud.) disease and it haven't have a medicine and it kills people err many people and it's a bad disease. [Grammar Error]

T: Good. Good, Betty. Have you heard what Betty said? Look. HIV/AIDS is a dangerous disease. It doesn't have a cure. It doesn't have a medicine. [Recast] So, a lot of people are dying of this disease. This is my information, she says. Good. Another ...

...

(24:25 – 24:40)

(After a brief discussion of the pre-reading questions, the teacher assigned seven students to read the seven paragraphs of the passage about HIV/AIDS. The students took it in turns to read their assigned paragraphs while the teacher wrote definitions of words taken from the passage. It was difficult to make sense of what the students were 'reading' as they could not

even read a number of words in the text. In the following episode, the second student was reading the second paragraph.)

E4 S: AIDS was first noticed among homosexual men and in .. [intraviniyes] [Pronunciation Error]

T: intravenous [Recast]

S: drug users in the 1980s.

...

(32:05 – 34: 19)

(Since the teacher was writing definitions of words on the board, he could not follow the students reading in the first round. So he assigned another set of students to read the passage again. In the following episode, the first student was reading the first paragraph.)

E5 S: ... when the immune system break down, .. [Grammar Error]

T: breaks down [Recast]

E6 S: breaks down [Uptake], you loss the protection and can develop many rezers often deadly ... infra .. infections ... err these are called oppretenic OIs because they .. they take .. [Pronunciation Error]

T: opportunistic infections [Recast]

E7 S: OIs because they take advantage of the body wikindi .. [Pronunciation Error]

T: they take advantage of the body weakened defense. [Recast] OK, the second paragraph.

...

(33:10 – 34:19)

(Another student was reading the second paragraph and it was almost impossible to follow what he was saying.)

E8 S: .. AIDS was the first noticed imen homosexual and and man and intevenus [Pronunciation Error]

T: intravenous [Recast]

E9 S: err .. used .. (inaud.) ... sindrom had become a global epidem ... in 2004 fifti:n percent of this with AIDS were woman. Currently the majority of .. victim and heterosexual woman, man, and children in development country. HIV is transmit (inaud.) ... that normally err co .. cordinates [Pronunciation Errors]

T: coordinates [Recast]

E10 S: the immun err response .. [Pronunciation Error]

T: the immune response to infection [Recast] OK, the third paragraph to read ..

Lesson Six

(17:00 – 17:30)

T: ... What could you teach the farmers? What could what do you say?

S1: (inaud.)

T: pardon?

S: (inaud.)

T: OK. Good. Good. Another answer. Another. It's good.

E1 S2: We have to use an 'agober' [Vocabulary Error]

T: We have to use an 'agober' [Repetition] or the medicated net [Recast] Good.

...

(21:10 – 22:27)

(Students were now giving their anwers to the question: what can the people and the government do to control the danger of the disease, i.e malaria?)

T: Yeah (nominates a student)

E2 S: In general the government must teach err to teach the method of protecting malaria [Grammar Error]

T: yes, in general in general, the government has a big role to teach the people how to control and prevent the .. malaria epidemic .. by teaching the people .. in the televisions and radio health programs [Recast] .... OK. The last one. What is your future plan to prevent HIV/AIDS? Good. Your future plan ...

E3 S: My future plan is err I I want to devise the medicine of HIV/AIDS. [Vocabulary Error]

T: HIV/AIDS. Aha! So your future plan your long-run plan is ehuh to .. to investigate the medicine of HIV/AIDS. [Recast] Good. Another...

Appendix H. Corrective Feedback Episodes from Teacher Yirga's Lessons

Lesson One

(5:00 – 6:34)

(The teacher was correcting homework on vocabulary from the textbook.)

T: Very nice. Invisible. Invisible is the other word that you are asked. Invisible

S: (inaud.)

T: sorry?

E1 S: forcing in without permission [Vocabulary Error]

T: forcing in without permission [Repetition] A good attempt but .. (*nominates another student*) invisible mean ..

E2 SS: inaccessible .. inaccessible secret inaccessible to view

T: to view. Very nice. Look here now. OK. Some students answered invisible means another term sekret or secret but it's different. Look here now. Can you see what .. I hold in my hand? .. what's this? [Explicit Correction]

SS: chalk

T: chalk. Very nice. Is it visible or invisible?

SS: visible

T: visible. Let me hide it .. what about now?

SS: invisible

T: It's invisible and you can say it's hidden now. Not accessible to view. Not accessible to view. Very nice. Adoption is the other word…

…

(11:05 – 11:22)

(The teacher was correcting the next exercise with the whole class. This time students were matching words with their antonyms.)

T: .. local .. local .. ehuh

E3 S: forigin [Pronunciation Error]

T: forigin [Repetition] ehuh .. How do you pronounce it? [Clarification Request]

S: foreign [Uptake]

T: foreign. Very nice. Let you say once again. [Explicit Correction]

SS: foreign

T: foreign. Interesting.

...

(21:00 – 21:13)

S: Some part of the .. this computer have been transplanted from the computers with the others brands names so it's fail to function properly.

T: Ehuh. function means

E4 S: proform [Pronunciation Error]

T: proform [Repetition] ehuh .. [Elicitation]

SS: perform [Uptake]

T: perform. Very nice. Any different answer?

Lesson Two

(19:40 – 20:05)

(The writing section, pp. 46 to 48, had been set as homework and the teacher was now developing the composition based on a picture with the whole class.)

T: OK. What was he doing?

E1 SS: driving .. riding .. driving [Vocabulary Error]

T: He was ..

SS: riding riding [Uptake]

T: riding a bicycle. We don't say drive for a bicycle. [Explicit Correction] For a horse what do we say?

SS: riding

T: riding. And he was (*writes on board*) riding a bicycle.

...

(21:20 – 21:45)

T: Where were Taye and Kidist walking to?

E2 S: They are trying across the road. [Grammar Error]

T: They were ... [Elicitation]

SS: (unintelligible)

T: trying to cross the road [Recast] But the place they were going …

Lesson Three

(9:10 – 10:53)

(The teacher was doing reading comprehension questions on 'women and HIV/AIDS', page 54 of the textbook. A student read the first statement: 'The impact of AIDS on the lives of women especially when their husband dies is a matter of making them engaged in much harder jobs than they used to experience.'

T: … Number one. Who can answer? First read the statement, then say whether it is true or false .. if possible .. if possible try to support your answers with evidence from the reading passage … Ehuh .. come on .. nice (*nominates a student*)

S1: (*reads the first statement*) The answer is true because it is .. err .. it is known by the reality.

T: OK. .. Good .. very nice. Any err disagreement or do you all agree with him?

SS: yes

T: sure? But I don't. But I don't .. because (*a knock on the door*) sorry (*goes to open it and allows a late comer in*). But I don't agree. Is it really, according to the passage, only a matter of .. err .. engaged err being engaged in much harder jobs than they used to? .. Ehuh?

E1 S2: they forced to .. to sell sex [Grammar Error]

T: you see? They are forced to sell sex. [Recast] This is another problem. It is not only a matter of being engaged in a harder work, so the statement is false …

…

(16:00 – 17:20)

T: Number four .. number four .. back-sitter there (nominates a student)

S: Less than half of the people living with HIV are women. The answer is false.

T: false

S: greater than half of the people living with HIV/AIDS are women ..

T: very nice

S: by different reasons. For example, .. if one women dead her husband she work err sell she sell sex.

T: ehuh

S: to to change

T: ehuh

S: their parent's life. One of the reason

T: ehuh

S: The second reason is womens quickly attacked by men. For example, rape and …

T: Good. Good attempt. Vey good. Ehuh (nominates another student)

S: The answer is true because

T: The answer is true because

E2 S: err womens attacted by HIV/AIDS more than mens [Grammar Error]

T: more than .. [Elicitation]

S: mens [Same Error]

T: men [Recast]

S: because of .. err the first one biological condition

T: ehuh

E3 S: and the second one is they cannot protect themselves from harshment

T:from harassment [Recast]

S: harassment [Uptake]

T: Good.

…

(31:40 – 32:20)

(*The teacher was doing the vocabulary exercise on page 55 of the textbook. Students read the words in Column A and their meanings in Column B.*)

T: Number four .. number four … ehuh (*nominates a student*)

E4 S: implicated A imposed [Pronunciation Error]

T: inflicted A imposed (*writes on board*) [Recast]

Lesson Four

(No corrective feedback episode found!)

Lesson Five

(12:22 – 14:00)

(This lesson was a continuation of the previous one on the past perfect tense. Exercise 1, page 59 of the textbook, was given as homework and again as class work before the teacher started giving correction.)

T: OK. very nice. Now let's do them together. Come one. Number one. Who can do number one? .. OK (*nominates a student*)

E1 S: That year it rained for months [Grammar Error]

E2 and the farmers did very worried about their crops [Grammar Error]

T: OK. very good .. very good. In both cases in both verbs he has used simple past form [Metalinguistic Feedback] That year it rained [Repetition] for months and the farmers were very worried [Recast] about their crops. Both are in the past form.. Agreed? OK (*nominates another student*)

S: That year rain hadn't rained for months and farmers were very worried about the crops.

T: sorry? Sorry?

E3 S: That year rain hadn't rained for months [Grammar Error] and farmers were very worried about the crops.

T: OK. That year it hadn't rained for months [Recast] and the farmers were very worried about their crops. The first action which one is the first one? Or this one is used to show the reason for some event or situation. Which one is the reason and which one is the situation?

...

(15:50 – 16:46)

T: Number three. Number three... OK (*nominates a student*)

E4 S: By the time Yohanes had started his job [Grammar Error], we had already finished ours.

T: OK. vey nice. Both are in perfect tense .. [Metalinguistic Feedback] Ehuh. Would you mind if you read it again? [Elicitation]

E5 S: By the time Yohanes had started his job, we already finished ours. [Grammar Error]

T: We already finished ours [Repetition] Agreed? ... yes or no? [Elicitation]

SS: yes, no

T: no? (*nominates a student*)

S: By the time Yohanes started his job, we had already finished ours [Uptake]

T: we had already finished ours. Which action took place first? ...

...

(18:35 – 19:22)

T: The next question .. the next .. OK (*nominates a student*)

E6 S: The first sign of trouble appeared in May 1833. Until that time the volcano were peaceful for about two hundred years [Grammar Error]

T: Sorry? [Clarification Request]

S: were [Same Error]

T: were [Repetition] OK. Good. Agreed? ... (*nominates a student*)

S: ... (inaud.) ...the volcano had been peaceful for about two hundred years [Uptake]

T: had been peaceful for about two hundred years. Had been is used with number five ...

...

(19:28 – 22:39)

T: OK. Next number. Number seven .. number seven. Number seven ... number seven .. OK. one of the back-sitters there .. ehuh. Let you read what you have written ... no problem whether it is right or wrong ...

E7 S: By August the trees were dead and burnt because broken stones and hot materials fell on them [Grammar Error]

T: materials fell on them [Repetition] Very good. The past tense form is used [Metalinguistic Feedback] Nice. Agreed? Interesting. A very nice attempt... keep it up. OK (*nominates another student*) Number seven ..

E8 S: ... By August the trees were died and burnt because hot materials fell fallen ... (inaud.)

[Grammar Error]

T: materials fallen on them [Repetition] Very good. The past participle form is used [Metalinguistic Feedback] Interesting. Good attempt.. but the answer is ehuh can you can you correct yourself? Ehuh? [Elicitation]

E9 S: fell [Grammar Error]

T: Very well. Fell. [Repetition] The past tense form [Metalinguistic Feedback] Interesting. Thank you (*nominates another student*)

S: By August the trees were … (inaud.)

T: A bit louder please

S: had fallen on them

T: had fallen on them. Would you mind if you read the whole sentence once again?

S: By August the trees were dead and burnt because hot materials had fallen on them [Uptake]

T: had fallen on them. Do you agree now? The past perfect form is used. Had fallen (*writes on board*)

…

(16:25 – 18:15) (from the video)

T: The last question from this part is … Mereb (*nominates a student*)

S: (*is not willing to try and mumbles inaudibly*)

T: Sorry? Sorry? … Please take the gum out of your mouth and read the whole sentence.

E10 S: When peace returned to the island, about 36,000 people died. [Grammar Error]

T: very good. The past tense form is used. Sequence of action [Metalinguistic Feedback] Nice… New hand .. new hand (*nominates another student*)

E11 S: When peace returned to the Iceland, about 36,000 people had died had dead. [Vocabulary Error]

T: had dead [Repetition] had died [Recast] Agreed?

SS: yes

T: Which action took place first?

S: the death of 36,000 people

T: the death of 36,000 people …

Lesson Six

(7:00 – 8:30)

(The teacher was doing revision of the passive voice.)

T: Let's see tenses. Tenses in the passive (writes on board) – Tenses. The present simple passive form. Who can supply the form for the present passive? Ehuh (*nominates a student*)

S: is, are plus verb three

...

T: plus verb three ... Example sentence?

S: For example if the active voice is he broke .. err

T: active (*writes on board*)

S: He break

T: Ehuh

S: the window

T: ehuh

S: and the passive err the passive ..

T: sorry? Sorry? What is the passive?

E1 S: he break [Grammar Error]

T: He .. (*writes on board*)

S: break

T: breaks (*with a stress on 's'*) [Recast]

S: breaks, yes, the window [Uptake]

T: the window (*writes on board*)

S: and the passive will be the window is broken by ...

...

T: very nice. The window is broken. We might not need the doer of the action.

...

(16:05 – 19:13)

T: OK. The fourth one. (*writes on board*) Past .. Simple .. passive. Ehuh (*nominates a student*)

...

SS: was or were

T: was or were

S: plus verb three

T: verb three ... Can you see an example?

S: she was

T: ehuh

E2 S: write a letter [Grammar Error]

T: she was .. active .. she was (*writes on board*) writing a letter [Recast] ... simple .. past simple passive. Past simple passive is our tense. Is that past simple?

SS: no.

E3 S1: write [Grammar Error]

T: Ehuh. Write. She was write .. [Repetition].

S2: She was written .. she was written

S3: She wrote a letter [Uptake]

T: OK. Very good. She wrote a letter is the simple past .... (*writes it on board*). What about the tense with this sentence? (*pointing at the sentence he wrote earlier*) It's what? past continuous, not past simple. It's past continuous (*erases it from the board*) ... So let's change it into passive .. she wrote a letter ....

S: (inaud.)

T: sorry?

E4 S: She was written

T: She was written [Repetition] Very good. She was written a letter. 'she' is the subject of our active sentence. As we have said the .. subject of active sentence is .. should be changed into or turn to be what? object of the passive so the subject of the active the passive sentence should be what? the object of the active sentence. The object of the active sentence is the subject of what? our passive sentence .. [Metalinguistic Feedback]

Good .. ehuh (*nominates a student*)

S: The letter was written. [Uptake]

T: The letter was written.

...

(21:18 – 23:00)

T: The next one. The fifth one. Past continuous passive (*writes on board*) .. ehuh .. good (*nominates a student*)

S: was or were plus verb three

T: was or were

S: plus being plus verb three

T: being plus verb three. Ehuh (*nominates a student*)

E5 S: she is writing a letter [Grammar Error]

T: she is writing [Repetition]

S: yes, she is writing a letter [Same Error]

T: she is writing a letter. Very good. But the tense here is past continuous. [Metalinguistic Feedback] Can you correct it? [Elicitation]

S: she was writing [Uptake]

T: she was writing a letter. Very nice. Good. What's its passive?

E6 S: The letter was being written. [Grammar Error]

T: the letter [Repetition]

S: was being written

T: A letter was [Recast]

S: being written

T: being

S: written

T: written

...

(24:40 – 26: 10)

T: The fifth one .. past perfect passive. (writes on board) Ehuh.. its form? OK (*nominates a student*)

S: had plus been plus verb three

...

T: had plus been plus verb three .. ehuh (*nominates a student for an example sentence*)

S: she had been

T: ehuh

E7 S: studied [Grammar Error] She had been studied.

T: She had been .. [Elicitation]

S: studied [Same Error]

T: studied [Repetition] Very good .. Can you correct it? [Elicitation] OK. Anyone who can who can help her to give an example sentence? Ehuh (*nominates a student*)

S: she had studied she had studied the active voice she had studied

T: she

S: had

T: had

S: studied

T: studied

S: her exercise book. She had studied her exercise book.

T: exercise or lesson

S: Her lesson had been studied. [Uptake]

...

(28:15 – 31:25)

T: Her lesson had been studied ... Of course it is not a good example. Err .. her lesson has had been studied. Ehuh.

S: Another example

T: OK.

S: They had they had deforested the forest.

T: They had deforested .. the forest.

E8 S: The forest had been deforested by them. [Vocabulary Error]

T: The forest had been deforested. OK. [Repetition] They had conducted deforestation. [Recast] Ehuh. Good. They had deforested or they had cleared the forest is better. They have cleared the forest. They have cleared the forest ... Everyone .. had warned me about the weather before I went to Gambella ... new hand ... OK (*nominates a*

student)

E9 S: The weather had been warned. [Grammar Error]

T: the weather

S: had been warned [Same Error]

T: had been warned [Repetition] The weather had been warned. Good. But .. but .. it's not warned. Can you see it? Which one is the subject of this sentence? … what what is the subject of this sentence? [Metalinguistic Feedback]

S: everyone

T: Everyone. Everyone. What about the object?

SS: Me .. I

T: OK. I or me is the subject so I should be .. the subject of our passive sentence .. ehuh (*nominates a student*)

S: I had been warned about the weather before I went to Gambella. [Uptake]

T: I had been warned .. about what? .. (*writes it on board*) I had been warned about the weather before I went to Gambella. Very nice. Very nice.

Appendix I. Corrective Feedback Episodes from Teacher Misikir's Lessons

Lesson One

(3:45 – 4:37)

(The teacher was correcting homework – the reading comprehension questions on page 53 of the textbook. The topic of the reading text was 'women and HIV/AIDS')

T: … so the first question says what factors contribute to the rapid spread of HIV/AIDS … OK. Abinet (*nominates a student*)

E1 S1: uncare sexual intercourse

T: what? [Clarification Request]

S: uncare sexual intercourse

T: uncare or careless sexual intercourse [Repetition + Recast] Thank you very much indeed. What else?

E2 S: puberty [Pronunciation Error]

T: puberty? [Repetition] .. you are to mean [Clarification Request] puberty?

S2: no. poverty. [Uptake]

T: poverty?

S2: yes

T: Alright. Thank you very much indeed.

…

(27:00 – 27:52)

T: .. err susceptible .. number three .. please be silent. I will give the chance for you please … susceptible (*writes on board*) .. I need new hands … (*nominates a student*)

S1: (inaud.)

T: please read it

E3 S1: open to attack or damage; valuable [Pronunciation Error]

S2: vulnerable

T: please say it again. [Elicitation]

S1: open to attack or damage; vulnerable [Uptake]

T: make it loud

S1: open to attack or damage; vulnerable

T: yeah. Thank you very much indeed. Open to attack or damage; vulnerable.

...

(35:20 – 36:40)

(The teacher was now doing the vocabulary exercise on page 55.)

T: Number four .. Lack of employment outside the home tends to make women more susceptible to dipresation. So the underlined word is susceptible ... so the synonym for this word is ... (*nominates a student*)

E4 S: resort [Vocabulary Error]

T: what? susceptible? [Clarification Request]

S: resort [Same Error]

T: Thank you. What else? Eyob (*nominates a student*)

E5 S: vulnerable [Perceived Pronunciation Error]

T: velnerable. Say velnerable [Explicit Correction]

S: velnerable

T: say it again .. velnerable .. velnerable. Say it again please.

S: vulnerable

T: velnarable

S: velnerable

T: velnerable ...

Lesson Two

(4:40 – 6:12)

(The teacher was discussing homework with the whole class. The topic was 'deducing the meaning of new words'.)

T: There are words which are given for you to find their synonyms by using such type of clues. For instance here, there is a word 'lymph nods' (*writes it on board*). Here you are going to find ehuh the word's meaning and ehuh the clue that you get its meaning. It's on paragraph four ... what's the meaning of lymph nod? Based on the context, you are going to tell me the meaning of the word and the clues that you get the

meaning or that might help you to get the meaning of the word. There are clues according to the paragraph .. OK. What about the others? Especially in this row ... Elias (*nominates a stuent*)

E1 S: ... (inaud.) it's like glands, swallowed glands [Pronunciation Error]

T: swollen glands .. [Recast] Thank you very much indeed.

...

(10:10 – 13:27)

T: Number four. Via ... via. You can get the meaning and the clue on paragraph three. Via. What is the meaning of via? On paragraph three ... on paragraph three .. currently, it says, I will give the chance err .. currently the most common ways to contract HIV are ehuh via unprotected sexual activity and sharing of needles by users of ehuh intravenous drugs. So the meaning of via in this context is to mean .. let me give the chance for ladies (*nominates a student*)

S: (inaud.)

T: what?

S: un ... (inaud.)

T: un ...

S: unprotected

T: unprotected you say?

E2 S: unprotected [Vocabulary Error]

T: unprotected [Repetition] Thank you very much. What else? ..via (*nominates a student*)

E3 S: sharing of needles [Vocabulary Error]

T: sharing of needles [Repetition] Thank you. (*nominates a student*)

E4 S: protected sexual activity [Vocabulary Error]

T: protected sexual activity [Repetition] Thank you very much. What else? (*nominates another student*)

S: (inaud.)

T: what?

E5 S: contact HIV [Vocabulary Error]

T: contact HIV [Repetition] Thank you very much. (*nominates another student*)

S: (inaud.)

T: most ...

S: (inaud.)

T: most commonly

E6 S: most common ways to contract HIV [Vocabulary Error]

T: most common ways to contract HIV [Repetition] Thank you very much. Elias (*nominates a student*)

S: It is not easy to .. answer this question by the context. But when I checked dictionary it says it is like err punctuation.

T: punctuation

S: yes. When we translate into Amharic it means *bebekul* (*through*)

T: *bebekul*. Through.

S: yes

T: it's to mean through. Thank you (*nominates another student*)

E7 S: sharing of needles [Vocabulary Error]

T: sharing of needles [Repetition] Thank you very much. Abenezer (*nominates a student*)

E8 S: sharing of toothbrush [Vocabulary Error]

T: sharing of toothbrush [Repetition] Ehuh. It's to mean it has the meaning to mean ehuh .. through err .. for instance here if you read paragraph five it says currently the most common ways to contract HIV are ehuh via means through unprotected sexual activity and sharing of needles by users of intravenous drugs. So through .. it's the way err to get HIV, yes? So ehuh the word via has ehuh the meaning through, yes? You can understand from the context ... [Explicit Correction]

...

(18:05 – 22:25)

T: The last word that we are going to find its meaning is ehuh epidemic (*writes it on board*) .. you can get its meaning on paragraph 6.

E9 S: it is very alarming [Vocabulary Error]

T: it is very .. [Elicitation]

S: alarming

T: alarming [Repetition] Thank you very much. Alarming. (*nominates a student*)

E10 S: infected [Vocabulary Error]

T: infected [Repetition] (*nominates a student*)

E11 S: transmitted [Vocabulary Error]

T: transmitted [Repetition]

S: … a disease transmitted from .. infected person to uninfected person is called epidemic.

T: epidemic is ehuh ..

E12 S: a disease which can transform [Vocabulary Error] err from infected person to uninfected person.

T: OK. It's a disease which can transmit [Recast] from infected person to uninfected person. Thank you very much indeed. What else? (goes closer to a blind student) What's your name?

S: Indris

T: Indris

E13 S: disease [Vocabulary Error]

T: disease [Repetition] Thank you very much .. (*nominates another student*)

E14 S: it is the current situation of disease [Vocabulary Error]

T: it is the current situation of ehuh ..

S: disease

T: disease [Repetition] Thank you very much. (*nominates a student*)

S: (inaud.)

T: Ehuh?

E15 S: for epidemic [Vocabulary Error]

T: for epidemic [Repetition]

S: yes

T: epidemic is for epidemic? [Elicitation]

S: yes

T: Thank you … Bisrat (*nominates another student*)

S: (inaud.)

T: Ehuh?

S: the number of … (inaud.)

T: ehuh? the number of what?

E16 S: enormous affected people [Vocabulary Error]

T: OK. Enormous affected people .. [Repetition] Epidemic. On paragraph six … yeah. The current situation of this global epidemic is very alarming. Alarming. It's to mean ehuh new phenomena .. epidemic … yes? [Explicit Correction]

S: … a disease which can affect many people … in Amharic *werershign*

T: *werershign*. That is to mean ehuh this is a new thing that might affect or that might err .. influence many people .. thank you very much. (*nominates a student*)

E17 S: The number of affected people [Vocabulary Error]

T: The number of affected people [Repetition] (*nominates another student*)

S: .. in paragraph six err the word epidemic mean err global topic or global agenda

T: agenda. It's global agenda. It's to mean it might have the meaning ehuh to mean global agenda, you said .. The current situation of this blobal epidemic is very alarming .. the global agenda. Thank you. (*nominates another student*)

E18 S: epidemic means the disease of by HIV/AIDS .. the number of the HIV/AIDS disease .. (*in Amharic*) *beHIV?AIDS yemotutin* … (*those who died of HIV/AIDS*)

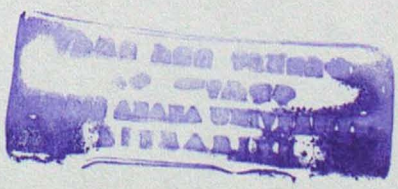
T: It's to mean the number of ehuh

S: death by HIV/AIDS

T: people death err died by HIV/AIDS .. [Repetition] Thank you. Yes. It's according to the context or according to the clue. So ehuh it's to mean it might be ehuh the .. global agenda or it's the new situation .. the new phenomena .. the better meaning is ehuh new phenomena .. yes?

S: yes

T: Thank you very much indeed .. new phenomena (*writes on board*)



Lesson Three

(8:05) – 8:59)

(The lesson was on the passive voice. She tried to give examples of sentences in all tenses being changed from the active to the passive voice.)

T: … but if I say .. Abebe kills the dog (*writes it on board*) .. here ehuh the verb is transitive … then we can change it ehuh from the doer of the action to the receiver of the action. Here Abebe is the subject or the doer of the action and it (*underlines 'kills'*)

is the action. Yes? So we can change it from the .. subject to the doer .. from the active to passive voice. Then we can say ehuh .. Metasebia (*nominates a student*)

E1 S: The dog was killed by Abebe [Grammar Error]

T: The dog is killed by Abebe since it is simple present tense ehuh we use verb to be is am are plus past participle form of the given word or verb three form of the given word. Thank you very much. [Explicit Correction]

…

(12:10 – 12:50)

T: So who can construct one sentence by using intransitive .. or a sentence ehuh which cannot be ehuh by which can't transmit from the doer of the action to the receiver of the action?

E2 S: The hyena the hyena ate the zebra. [Grammar Error]

T: The hyena ate the zebra [Repetition] ehuh .. the zebra … [Elicitation]

S: The zebra is eaten by ehuh

T: is eaten by

SS: the hyena

T: the zebra. It is transitive verb … [Metalinguistic Feedback] (*nominates a student*)

S: I come to school [Uptake]

T: I come to school. Thank you very much. I come to school (*writes it on board*)...

...

(16:30 – 17:22)

T: ... If I say ehuh I am.. drinking (*writes it on board*).. tea .. ehuh it will be tea is being ..

E3 SS: drunk drunk [Perceived Pronunciation Error]

T: drɔnk D R U drɔnk , not drunk, drɔnk (writes it on board) by me..[Explicit Correction]

Err .. if I say ehuh I was (*writes on board*) drink tea ehuh it will be .. ehuh tea

E4 SS: tea was drink ... [Grammar Error]

T: tea was ... [Elicitation]

SS: drunk [Uptake]

T: drɔnk. Tea was drɔnk. Thank you very much.

Appendix J – Stimulated recall & reflection interview with Teacher Tesfa

(Tesfa was shown Episodes 1 and 2, P. 267)

I: OK. The girl there answered the question and what happened?

Tesfa: እስቲ ድገመው (*Please replay it*)

I: Alright Let's repeat (Replays E1 & E2)

Ok. Let's talk about this one. What happened?

Tesfa: Err I think the lesson is about verbs that are followed by infinitive with 'to'.

I: Yes.

Tesfa: The question is 'she decided' in the bracket there is the verb I think

I: Yes, yes.

Tesfa: But she said 'she decided him' she decided him. So the verb decide should followed by 'to'...

I: My question is why did you react the way you did?

Tesfa: 'Is she right?' I said 'Is she right?'

I: Yes. First you repeated 'Decided him?' And then you reacted 'Is she right?' You passed it on to the class. What was your reason for this?

Tesfa: Just to make my students conscious on the mistake and err get her correct. That was my

reason. I usually do this.

I: Ok. Ok.

Tesfa: Yeah.

I: Ok. Err that is what is interesting here. Err... Maybe some people might say ... err you should have given her the chance to correct herself first. You did not give her the chance to correct herself. Instead, you repeated her error and then passed it on to the class.

Tesfa: Yeah

I: What could happen to her? I mean emotionally. Do you think she might feel offended?

Tesfa: No. Err

I: Why not?

Tesfa: Maybe.. just we have a good relationship with err I have a good relationship with my students. And err I think my perception about my students is ... you know good... positive. So just I think they are not offended... with my reaction. This is my thought. That's why I did that. And at that time I think err her response .. err.. she thought she was right. That's why I said that. But err.. as soon as I repeat repeated err her answer she tried to just correct her answer and that's why she raise her hand.

I: She raised her hand again?

Tesfa: Yeah. And I gave her the chance again. And she made another mistake.

I: Right. And this time what did you do?

Tesfa: Just I tried to correct her. Just err just I was giving her some chance. You know, when I say that.. you know she immediately try to err realize her answer and she was trying to correct her answer.

I: Ok. What would have happened if you simply err gave her the right answer yourself and moved on to the next question?

Tesfa: I think.. for instance err.. during the hatching of a caterpillar if you help that caterpillar.. err while it is hatching from the egg err that caterpillar cannot live the rest of his life.. because he should err... you know the caterpillar should strive to come out from that egg and at that time you know they get some kind of strength that help it to live the rest of his life. If you help that... at that time, just err... that caterpillar miss that or lose that strength. After that it cannot live. This is my ... you know my philosophy. So I should give them the chance to help themselves.

I: Them as a whole as a class, not as an individual?

Tesfa: As an individual even. First I should give ...

I: But this time you didn't give her the right err the first opportunity to correct

Tesfa: Yeah. It seems. It seems. 'Is she right?' Then I look at her again. Then she raised her hand.

I: But she raised her hand after the students reacted.

Tesfa: Yeah.

I: So, is that helping the caterpillar in this case?

Tesfa: Yeah.

I: So, is that helping the caterpillar in this case?

Tesfa: Yeah.

I: It is?

Tesfa: Yeah.

I: How?

Tesfa: Err... she is not the only student in the class. She is learning. Her friends also learning. So they are listening to her. So I want other students to realize her mistake. Alright? And I gave her another chance. And I want to... even I said again "Is she right?'

I: Yes.

Tesfa: At that time just at the same time I'm teaching both of them.

I: All of them.

Tesfa: The individual Eman and the other students. So at this time I think they they try to concentrate on on the mistake.

I: So you believe in making the mistake err open and particular and clear to every student in the class, the whole class.

Tesfa: Yeah.

I: That's the best way to deal with..

Tesfa: Yeah. If they know their mistake and if they correct themselves I think it's good.

I: Ok. Err There are times you simply give the right err English... you correct it yourself and more on, right?

Tesfa: Sometimes.

I: Sometimes.

Tesfa: Yeah.

I: What are these times?

Tesfa: Err... I did this when err I'm running out of the time.

I: Ok. When you are running out of time.

Tesfa: Yeah. And... I told them... if sometimes I give them my own answer if they don't understand it, they come to me and ask me. Even after that I remember two times students come to me and discuss on the ... my answer.

I: OK. Let's see the next episode...

(T sees E3, p. 267)

This one is interesting. What happened?

Tesfa: Please, would you repeat? (*Sees a repeat*)

I: What happened?

Tesfa: Just I gave her the correct answer.

I: What was the correct answer?

Tesfa: She said 'I get... err forget'. It should be in the past. So this is very simple.

I: You noticed the simple past form. But you said err... you told her 'Don't worry'. You said to her, 'Don't worry'. I thought you were reacting... Were you reacting to the mistake or to something else? When you said, 'Are you sure?' What were you reacting to? The past tense mistake or something else?

Tesfa: No. It was you know, .. she ... was expected to answer past form, but she didn't. It it was not our topic, so I should not focus on that. That's why just forget it.

I: Ok. You told her to forget it.

Tesfa: Yeah. Because it was not err our lesson... So it doesn't matter if I gave her the correct...

I: But I thought maybe when you said 'Are you sure?' I thought you were reacting to the truth value of the sentence. She said 'I forgot to bring my homework' and

Tesfa: I forget

I: Yeah. She said 'I forget' but you were not reacting to 'Did you really forget it'?

Tesfa: OK. (*laughs*) No.

I: No? It wasn't?

Tesfa: No. 'But sometimes just I did such kind of thing. For instance, err sometimes err... sometimes there was a lesson about using 'used to', the expression of 'used to' and one of my students said 'I used to smoke' so... and I said 'Are you sure?' and he was confused... Just I do such kind of things, but in this case it's not.

I: So... do you believe that she heard you... she knew that you were correcting the simple past mistake?

Tesfa: Yeah.

I: You're sure?

Tesfa: Yeah.

I: How can you be so sure?

Tesfa: Err... I'm not hundred percent sure.

I: You see, that's the point... because she did not repeat the right one the right sentence.

Tesfa: Yeah you know, we have err... good knowledge of tense and just I thought she sense it; she would sense the difference between what she said and what I said. So that's what I thought.

I: So the reason why you did not openly tell her she made a past tense mistake was... was ...

Tesfa: Just it was not our topic.

I: It was not the topic of the lesson.

Tesfa: Yeah.

I: Very good. Interesting. OK. We carry on... I'll take it to the 7th minute now...

(T watches Episode 5, p. 268)

Tell me about that reaction.

Tesfa: OK. My reaction...

I: Yes. What was the...you saw the... error, right?

Tesfa: Yeah.

I: What happened? Tell me that first and then what did you do and why did you do it?

Tesfa: OK. This is, you know, when I taught them about quantifiers err no, countable nouns and uncountable nouns and... at this time it was it was very hard for them.. to accept that money is not countable noun. They thought it's countable and even err... I told them when they were Grade 7. They made the mistake when they were Grade 8. Even here also. This err even err.. for two weeks I taught Grade 10 students. I saw such kind of mistakes. I think, I don't know why it's hard for them. Even we cannot count .. when you tell them they cannot count bread, they cannot accept it. I think this is culture confusion. Maybe culture conflict. In our culture we thought we can count

bread but the the native speaker says we cannot count bread, unless we say a piece of bread, two loaves of bread, something like that. This is a challenge, even still it is a challenge. So I didn't want to .. I think I didn't want to pass it, you know, simply. I should tell them again.

I: Because you thought this was a very important err difficult aspect of grammar.

Tasfa: Yeah.

I: Right. Otherwise, it's not the topic of your lesson.

Tesfa: Of course.

I: It is infinitive with 'to'. You went to great length to treat the error... which is contradictory to what you just said...

Tesfa: Because they know about tense. I told you that. Just if you ask them about any kind of tense, just they can talk a lot about tense. That's why. One of the reason is.. So I sense it; they can understand the difference between what she said and what I said. That was my reason to pass it... and the other reason was it was not our topic, so there is no any reason to focus on that, but this err for me and for my students is a very serious case, so I should correct it.

I: Very good. OK. OK. You are the boss.

Tesfa: (*laughs*)

I: Alright. Let's move on to err..the 13th minute.

(T watches Episode 6, p. 268)

What happened?

Tesfa: The same mistake.

I: Yeah. Somebody else made the same mistake. And in this case you said 'The same mistake like Yabsira'. And you believe that err students remember that mistake and that correction. Is that what happened? You didn't say anything. You only said' the same mistake like Yabsira' and you passed it on.

Tesfa: I think I thought they have heard me and they understand me, so just I thought they can connect... relate what Yamet did and what the new guy did.

I: And err... Let's carry on...

(T watches Episode 10, p. 270)

Tesfa: Yeah. Same as before.

I: You transfer the mistake to the whole class.

Tesfa: Yeah.

I. Before you did that, you… repeated. Err.. she said 'I enjoy to draw blabla' and you said, 'I enjoy..'. You repeated.

Tesfa: Yeah.

I: Why did you repeat part of the sentence?

Tesfa: Just to remind her, to make her conscious.. what comes next.

I: What comes next, so you are kind of trying to… get the right answer from her.

Tesfa: Yeah.

I: Otherwise the explanation for you to pass the mistake to.. yeah, like you said you usually do that.. That's your style.

Tesfa: Yeah. Even sometimes one student respond a question.. just err he decided this is the answer, so he err might not think I may be wrong, OK? So, it's better to give…

I: This kind of explicit correction.

Tesfa: Yeah.

I: So that they become aware aware of the mistake .

Tesfa: Yeah.

I: OK. Let's continue..

(T saw Episode 11, p. 270)

What happened there?

Tesfa: Just I can't hear.

(Saw a repeat)

I: What did you correct there?

Tesfa: Pronunciation.

I: Pronunciation.

Tesfa: Yeah.

I: OK. Err.. is there any difference err between correcting grammar, for example, and correcting pronunciation?

Tesfa: Yeah.

I: What is the difference?

Tesfa: OK. I think err it's their.. even it's not their second language. It's a foreign language, so if they don't get the chance to hear what the native or nearly the native (*laughs*) speaker pronounce the word, I think it's hard for them to pronounce that, such kind of thing. So, you know, unless they are told how to pronounce it, that word, it's hard for them because this is what they recite. Once they heard it and they practice it, you know, then they can pronounce it very correctly. So they should first err hear the correct pronunciation.

I: But the way you did it, you didn't say 'How do you pronounce this?' 'Did you hear what.. how he pronounced it? Etcetera; you didn't say that. You directly told him the the right pronunciation. Any reason for it?

Tesfa: Maybe the time (*laughs*).

I: Maybe the time? Maybe. It's only a 'Maybe'.
OK. That's it. We will go to another one.. err.. Yeah, the 28th minute..

(T watched Episode 13, p. 271)

Comment on that?

Tesfa: I think.. it's not clear for you?

I: I want your idea.. your philosophy.

Tesfa: Err.. what did I say?

I: Sensitive.

Tesfa: I think err .. beautiful .. I think my students should know that. Beautiful is used for female and handsome is for male. And at the end of this discussion I said, 'Just I think your sex is male' just I want him to correct or I want to stabilize err give emphasis for him.

I: I think you wanted to be funny also so that they can remember it.

Tesfa: Yeah.

I: The way you corrected it was you didn't say 'No, we don't say beautiful for a man. We say handsome.' You didn't say that; you said err you asked a question instead.

Tesfa: Yeah.

I: You see, there are differences the way you treat the errors at different times. That's what I'm interested in. Why did you do that? Why did you use this one here?

Tesfa: I don't know. Maybe my.. my ways of, you know, correcting my students may be different. Err.. I don't know..

I: Depending on what?

Tesfa: I don't know what came to my mind.

I: You don't know what came to your mind. (laughter)

Tesfa: Maybe just err.. even just forget about what what is going on in the classroom. Even when I counsel them, err just I do such kind of things and I usually emphasize on the on the issue.. and I want to be sure whether they understand or not.. Maybe this was my reason. I want him to be.. I want to be sure he understand or not..

I: OK. Very good. Thank you. Err this one from lesson one and we move on to lesson two.. Coming to lesson two, it will take me to… one minute

(T watched Episode 3, lesson 2, p. 273)

What happened?

Tesfa: Err.. OK.. the correction?

I: Yes

Tesfa: OK. Err.. Of course (laughs) this is at the beginning of the class.. and I gave them a very short task, and I should go the next phase, and maybe that' was my reason. I give him the correction my own and I proceed to the next one.

I: Yes. He said err he made a mistake. He said 'why do you dead'… and you tried to understand what he was saying and then you discovered or you decided.. what did you decide? Did you decide.. did you go to the correction of the language mistakes he was making or did you forget about that and you thought of something else?

Tesfa: No, I corrected that.

I: What did you correct?.. Not the language, you did not correct the language.. you corrected the message, instead.

Tesfa: Yeah.

I: Why? Why is the message more important in this case?

Tesfa: Err I think language is not only rules or something err you know, usage or forms like that. I think what we convey, what we tell to other people, the message or the meaning is..

I: But you know you still corrected other students while the message was still clear, OK? But in this case, even though the mistake he was making, the language mistake he was making was really grave, it was, do you agree?

Tesfa: Yeah.

I: Err you didn't want to address that problem. Instead, you decided to address the problem with the message. Why does it suddenly become important? Why does the message suddenly become important here? Just think of err what mental state you were in when you said that.

Tesfa: Err.. I think balancing both the language and the use is very important I think, Err sometimes..

I: Generally, yes. But can you make that specific to this particular utterance and this particular student? Like, if it was someone else, some other student who made that error, would you still have reacted the same way? Or was it probably because of the student and you know the student and so on kind of thing?

Tesfa: Err in the past I may just.. might do that. Err it's hard for me to say why I did that. Maybe I thought... And I think he should know the difference between die and dead.

I: Do you know him?

Tesfa: And of course he is a new-comer

I: He is a new-comer!

Tesfa: Yeah. Maybe that might be one of the cause. If one of my old student may not do that. Maybe. He is a new-comer, so.. even the students laughed at him.. because they know it.

I: Alright. They wouldn't have made that mistake, other students?

Tesfa: Yeah.

I: but he did.

Tesfa: He did.

I: And you probably err.. I don't know.. OK. Fine. I don't have to put words into you mouth. I'm here to get what you really think about it. Very good. OK.

(T saw E5, Lesson TWO, p. 273)

Here we go again. What happened?

Tesfa: Err.. Just I was in a hurry, I think.

I: You were in a hurry.

Tesfa: Yeah. To get to the next phase. I think that was my reason.

I: This is a different class, right? Is it the same class you corrected 'a knowledge', 'a money'?

Tesfa: Yeah.

I: The same class.

Tesfa: The same class (laughs). I was bored I think.

I: You were bored, doing the same thing again.

Tesfa: Yeah.

I: OK. Tired of doing it.

Tesfa: Maybe.

I: Maybe. Just maybe (laughs). Alright. And we move on to the 15th minute I'm taking you to lesson 3 now…

(T watched E1 & E2 lesson 3, p. 275)

He said 'editing' and you said 'OK' and you said 'No'. What was happening in your head?

Tesfa: Err (*laughs*) I don't know. Maybe it is a habit. Did I ask him again?

I: No, you didn't; you went on explaining what editing was after that… And even the previous one Beakal said ኦርዲራቸውን መጠበቅ err.. you said it in English. You

translated what he said into English. And you just passed it. Why did you pass it? It was not right, was it?

Tesfa: OK. Maybe. No.

I: NO. You passed it. And then when Dawit said 'editing', he err used the wrong word for 'indent' and you said 'No'. Why didn't you say 'No' to Beakal? Why did you say 'NO' to Dawit?

Tesfa: OK. Just. Maybe at that time maybe I feel I felt err just he was doing something he was told many times not to do.

I: OK. Which is switching into Amharic.

Tesfa: Yeah. Just I did that. I told him that. He said should not be said in Amharic and my mistake was I should tell him that it was not correct, but I didn't do that. Just my focus was...

I: It doesn't mean that was a mistake, by the way. For you not to have done that is not necessarily a mistake.

Tesfa: Well, if you don't tell.. just for instance, a student may try to answer a question, and if you say nothing whether he is correct or not, you know, he may be confused or he may take it as it was correct. So just it was my mistake. I should tell him whether he is correct or not.

I: OK. So, thinking about it now, you believe that was not what you should have done. You should have told him that he was wrong.

Tesfa: Yeah.

I: OK. Right. And why did you say 'NO' to Dawit?

Tesfa: Because it's not the right answer. But I said 'OK' but it's a habit. Sometimes you say 'Okay' but it doesn't mean that it is correct.

I: OK. Let's move on to lesson four if I have an interesting thing there...

(T watched E5, lesson 4, p. 277)

I: What did you do?

Tesfa: OK. Just err I was trying to give him the correct word.

I: The correct word.

Tesfa: Yeah.

I: Which is… which one?

Tesfa: Err convince, for example..

I: Convince.. what else did you do?.. He said 'many times' and you said 'much time'. You noticed that?

Tesfa: Yeah.

I: You did, right?

Tesfa: Yeah.

I: OK. But you didn't tell Dawit err clearly that he used err a countable word for the uncountable noun. You simply said the right thing and moved on in this case.

Tesfa: I said 'you mean that .. just much time

I: No. you said 'you mean that' focusing on the idea, not the language. But when he said 'many times', you said 'yes, much time'. Approving of the idea but correcting the error. That's what you did. Do you think he noticed it?

Tesfa: Yeah. He knew what he said.

I: Yes. Maybe he was focusing on the idea himself and he didn't know that you were making corrections on the language.

Tesfa: Yeah, but I think or I understand that it's not after a long time, but I did it immediately, on the spot. So, I think he can realize what he made.

I: But why didn't you make this more explicit? As you said earlier, the errors must be explicit so that the students can see it clearly.

Tesfa: Yeah. I don't know what my criteria was but I shouldn't discuss every and each things. Sometimes I discuss explicitly, sometimes I didn't.

I: OK. Can you give me some idea about when you think is appropriate to take it in detail and discuss it or to just give the correction quickly and move on? Do you have any philosophy?

Tesfa: Not philosophy but my experience, Just what I observed among my students. If something is challenging, if most of the time it challenges them, I know because I have, you know, close relationship, intimate friendship with them, sometimes even we have talking only in English and I observed at that time, even we have English day once a week…

I: What do you know about Dawit specifically.

Tesfa: He is one of my clever student, you know, outstanding student.

I: Did you expect him to make that mistake?

Tesfa: No. You know, if you give.. if it is an exam, he didn't make that mistake. I know that

I: So, you might as well have forgotten just disregarded the mistake because if he was aware, he wouldn't make that mistake. Why did you even take the trouble of correcting it.

Tesfa: Just I thought he sense it. Even just... if I asked him.. did you sense your mistakes, he told you that.

I: So what is the use of telling him if you knew that he knows it, alright, he wouldn't make that mistake consciously, why did you take the trouble of correcting it? What's the use?

Tesfa: Err I think err just when it is on writing, maybe he's got time, he has to think and to realize different things, rules, concepts, like that but at this time it is automatic. So it was very important to correct him.

I: OK. So, when it is speaking, you believe it is important to tell mistakes there, right there, automatically.

Tesfa: Not for all. It depends on the students.

I: Can you explain that?

Tesfa: In the case of Dawit my understanding is he can understand what I mean. And even for example Wondimeneh is good, Lydia is good, Mekdes, Meron, err there are some students who have better can speak better than Dawit. He has got problems with speech.

I: So if the better students had made that error, would you still have told them?

Tesfa: Err... Yeah. But you asked me about Dawit.. In the case of Dawit, just as I told you, there is some kind of problem trying speaking. So, he knows, he's good at writing, reading, grammar. The problem is making it automatic, without thinking a lot, just using the language. That is his problem.

I: Interesting! Let's move on.. I'll take you to the next lesson.

(T saw E5-E27, pp. 280-282, Lesson Five)

I: So many 'Nos' there. No problem. My question would be when Dawit said 'forced', you accepted it immediately. Why did you accept it? It wasn't right.

Tesfa: Yeah. It wasn't right. Just he didn't tell me the complete one. Maybe, just I observed just the students' eagerness to respond, and maybe I was satisfied with the … one (*laughs*)

I: The partial answer

Tesfa: Yeah. Maybe.

I: Can you think again and maybe go deep down and relate it to the individual student and maybe find out err a better reason for accepting this partial answer as being correct? Do you think it is because it was Dawit?

Tesfa: Maybe.

I: Again, Mabe.

Tesfa: Even after you just corrected me. You said he was not right, after the class, at the end.

I: Oh, I did? Oh, yes. I raised it. I raised it. Yes.

Tesfa: And after that, I don't know why, he came to me and he said err.. I didn't give just the mark even.. err.. he said, 'Teacher, just give me the mark'. I said 'you were not correct'. He said 'I was trying to give you the complete answer but you said, before I finish you said, 'yes'.

I: Let's check that.

(A repeat)

Tesfa: (*laughs*) He lied to me.

I: Maybe it is related to the fact that it was Dawit, you said it, and you expected him to be right. Maybe.. OK. Err.. One last one… No, it's not the last one. Err.. lesson six…

(T saw Episode 3, lesson six, pp. 284-285)

I: OK. Let's talk about that. He said ተቃራኒ and you repeated it in Amharic.. you only said 'please speak in English' and then you moved on to another student. What is the message here?

Tesfa: Err.. Just I was still asking the students the answer, so maybe that student sensed that he was wrong.

I: You believed that he may have sensed his reply was wrong.

Tesfa: Yeah.

I: How could he know?

Tesfa: Because Just I was still asking other students.

I: You were still asking.

Tesfa: Yeah.

I: So, if you move on to the next one, even when you repeated the error, the student will think he didn't get it right.

Tesfa: Because, you know, I said 'ተቃራ' and 'please speak in English. Don't speak in Amharic' so...

I: Maybe the students will think that the problem was his language, the type of language he used, not the answer.

Tesfa: He didn't think that.

I: He didn't?

Tesfa: Yeah.

I: Well, listen to the next one, the next response.

(T heard E4, Lesson 6, p. 285)

I: What do you think now? The next student said 'different' and you said 'different' again. You repeated the error and you moved on...

Tesfa: I think just making him to think whether he's correct or not. 'Different' I think it is in question sense.

I: It's not a rising intonation, by the way. It's a falling intonation. 'Different' 'Different?' you didn't say 'different?'; you see, my fear is the next student said

'different' because the first one said 'ተቃራኒ' and you said 'you should speak in English' and they were translating 'ተቃራኒ' into English. They said 'different'.

Tesfa: Yeah.

I: You see the confusion here? (*laughter*)

OK. What am I saying here? I want to know why you did it. I'm not trying to say this is wrong this is right. We're trying to understand how we do things in the classroom, why we do that. So what do you think happened here? So you don't want to say anything further?

Tesfa: No.

I: One last thing I want to say... The last one... on the 29th minute

(T saw E3, Lesson 7, p. 286)

I: OK.

Tesfa: I said 'Are you sure?' Kalid is one of my good students. And I think I gave him another chance, and he did it also.

I: So when you think a student could do it if he/she was given another chance, you would give them.

Tesfa: (*laughs*)

I: OK. That's the reason you gave him another chance. Well, it's very interesting. I have a lot of work to do here. Thank you very much. Now we are hungry. We should go & have something to eat.

Appendix K – Stimulated recall & reflection interview with Teacher Tariku

(Tariku saw Episodes 1-3, Lesson 1, p. 288)

I: OK. Let's stop it here for the moment. What was happening?

Tariku: Of course, err... according to my observation, there was some disturbances and the classroom management was weak.

I: No, it wasn't. It was OK. Just concentrate on what she was saying and what you were saying. What happened? You were coming in the middle..

Tariku: Yes. I was interrupting her.

I: Yes. What were you doing there when you interrupted her?

Tariku: I think it's not a good way.

I: No, no, no. Don't tell me this is good way, that is not good way.. We don't know what actually took place. Why were you interrupting her? You were interrupting her for a reason, right?

Tariku: For a reason, yeah.

I: What was the reason?

Tariku: She was not expressive, you know.

I: She was not expressive.

Tariku: When she expresses, she had shortage of words and she was afraid.

I: And therefore what did you do?

Tariku: I was just helping her.

I: Helping her how?

Tariku: By just telling her some words.

I: Some words that..

Tariku: That enables her to speak.

I: OK. You were providing her with the vocabulary.

Tariku: The vocabulary and I was just helping her with her speaking skills.

I: Right. Let's listen to that once again and then tell me exactly what was happening.

(T saw a repeat of E1-3)

I: You see. What was happening?

Tariku: You know, what..

I: She said 'I see movies.'

Tariku: I see movies.

I: Then you said..

Tariku: I I wake up something like that. These are... verb.. err... there was grammatical error she was making, so I was correcting her, you know.

I: Very good. That's what was happing.

Tariku: Instead of saying I walked or I wrote or I ate, she was using the present tense.

I: Exactly. All the time she was using the simple present and all the time, not all the time, sometimes you were coming in between and...

Tariku: Yeah because I was just observing err.. the grammatical errors. I was trying to correct my students.

I: Very good. That's what I'm interested in. Err.. do you believe that this is err helpful to correct her in that way in the middle, by giving her the words that she did not have or the tense, by correcting the tense? Why did you do that?

Tariku: Of course, what I did is wrong because..

I: You believe it is wrong?

Tariku: Because I was interrupting. I had to.. wait until she expresses her full idea.

I: You should have waited?

Tariku: I should have waited. But I was interrupting. When I interrupt even there was she was.. my students were afraid to express their err...

I: You saw that?

Tariku: Yeah.

I: They were not feeling comfortable when you were interrupting?

Tariku: Yes, I saw. When I interrupt them, they were disturbed. Instead of to be courageous, they were disturbed to express their ideas. So, what I did is I think not not right.

I: (*laughs*) Alright. If that is what you believe. I didn't say that. You said it. Let's see a little more of that.

(T saw Episode 5, Lesson 1, p. 288)

I: OK. She said 'I go to church'.

Tariku: I go to church.

I: And you said 'you went to church'. Do you really believe that was very disruptive?

Tariku: It's not disruptive, of course. Just I was encouraging her to say.. I was just inviting her express more. You know, when she says 'I go to church', it is a past action. I was just I said ..

I: You supplied the simple past.

Tariku: The simple past.

I: What is wrong with that?

Tariku: It's not wrong. My.. Just interruption.. when I interrupt, some were very afraid. Am I doing bad? I was just asking myself at that time. Anyway, this time, I was correcting her.. I was correcting the first students.. the first one or two students. It makes .. it gives them morale or for the coming ones.. I think.

I: OK. Let's continue and see what happens next... we go to the 7th minute...
(*A repeat of Episode 5)*

I: OK. The same thing happened.

Tariku: The same thing.

I: And err.. my question is you selected some of the verbs and corrected but you did not do that for some of the verbs... What makes you correct some of them and not others. Do you have any reason?

Tariku: I think it is my forgetfulness. I was just forgetting some of them. Err.. the first students I corrected; the coming ones I didn't ..

I: Why are you inconsistent? Was it deliberate? Sometimes it may be deliberate.

Tariku: It's not deliberate; it's because I forgot to do that. It's not deliberate.

I: If you remembered it, would you have done it to all of them?

Tariku: I would have done it, yeah.. because I don't want to listen bad usage of tenses, you know. So if I were awared, I would have corrected them.

I: Alright. You would have done it all the way through. Every one of them, every mistake.

Tariku: I think, yeah.

I: And err.. why do you think students continue making the same mistake while you were trying to give them the right form? You know, you were correcting her and the others were listening. Err.. the first one was making the same mistake.. this one is doing it again. So, it seems that it's not helping. Your effort is not, does not seem to be working.

Tariku: Yeah. My effort was failing, of course.

I: Why?

Tariku: You know, I think it is the background of my students.. because when they were.. these are Grade 9 students. In the lower classes, Grade 7, Grade 6, they didn't have a good background of tenses, I think. That's why all of them were making the same mistake. So, I was just correcting them continuously, but there was no improvement. They didn't improve. So, maybe their tense background, their grammatical background is...

I: They were not properly taught.

Tariku: Yes, in the lower grades, I think.

I: OK. But in your previous experience, Grade 9 students, were they better in grammar? Did they make the same mistakes or are these weaker?

Tariku: Comparatively, I think Grade 9 students this time are weaker than previously my students. My previous students were good in grammar. Of course, when I was in the countryside, out of Addis, I had good students concerning grammars. This year I taught Grade 9 students; they were very weak in grammatical aspect.

I: OK. So, that's why they were making mistakes.

Tariku: Yeah.

I: I thought maybe they were not paying attention to your correction. Probably they thought you didn't hear them properly and you were repeating to confirm what they were saying instead of the correction. Do you think that might be the case as well?

Tariku: I think err they were not concerned. When I teach or when I say something, some are playing, some are doing their own businesses. So, there was no concentration. Because they were not concentrated, they didn't get my correction, and they make the same mistakes for in the coming times.

I: How about, maybe, the possibility that this is a developmental stage. They are learning the language and they have not yet reached a certain level where they will stop making the errors. Do you think that it may be because of the level of development in their grammar or is it because of the teaching problem and the attention problem?

Tariku: I think it is because err it is the problem of teaching and the attention problem. It is the problem of the classroom management. If you manage your classroom correctly, and if you shape your students, maybe they will come to the correct way.

I: They'll listen and they'll say it right.

Tariku: They will correct themselves.

I: Very interesting... Let's continue...

(*The last student presented and the teacher asked the class to clap for her. Then the teacher asked the class to tell him what the common mistake of the presenters. Different answers were given but the teacher apparently wanted them to point out the grammar problem*)

I: OK. So, what did you do here?

Tariku: Just I'm correcting... to use the correct forms, tense forms.

I: Now you are giving the whole class.

Tariku: The general correction.

I: General correction and making the point that the simple past was not being used.

Tariku: Yes.

I: But when a student said they were making grammatical error, you said 'That is the most important one'. Somebody else said they were using 'and', redundancy, etc. came up. Another one said 'Grammatical problem' and you said 'That is the best point'. Why did you say this was the best point?

Tariku: Well, I don't know why I said. Am I correct or not.. err.. when I was a young boy, my teachers taught me that grammatical part is the most important part. This is

printed in my.. So, when I teach my students, 'you have to correct your grammars'. From the part that we are teaching or learning, the grammatical part is the vital part. So your grammar must be correct as possible so, I took it as if it is a major problem.

I: OK. But you have had 26 years of teaching experience so you don't always have to go back to what your teachers did. Your own experience must have told you something. You must have learnt a lot from your experience.

Tariku: Yeah.

I: So, what is it you have learned from experience that makes grammar so important to you? You believe it is?

Tariku: I don't believe.

I: You don't?

Tariku: The vocabulary part, the grammar part, the comprehension part - all are equal, I think. If a student is taught these things, this parts, I can get precise students or good students, but if one is taught only the grammatical part, something is lacking.

I: In this case, for example, some of the students said there was redundancy of words, but for you that was not emphasized. You did not emphasize it.

Tariku: I didn't emphasize.

I: But somebody said 'grammar' and you said 'That's the most important'. I'm not saying this is right, this is wrong. I'm just trying to understand what's going on in your head. So, are you saying that redundancy, word problems, and so on are less important than the grammar?

Tariku: They are not less important. They are as equal as the grammar. But what I told them, what I taught them is completely wrong.

I: You believe that...

Tariku: I believe it, I believe it because all contributes the same.. skills to the students. If some skills are lacking, they will lack something.

I: OK. Let's move on to.. the 18th minute...

(T saw Episode 10, lesson 1, p. 290)

I: OK. He said "Because in order to..", right? And you said... 'Better to say..'

Tariku: Better to say, yeah.

I: What was the error?... 'Because in order to save a weight' -- that's what he said. And you said 'Better to say.. err in order to..

Tariku: In order to save weight.

I: What were you correcting here?

Tariku: Because in order... I corrected him it is better to say 'in order to save weight'.

I: You know what, you did not explain why your answer was better than his answer. Do you think he understood?

Tariku: I didn't think.

I: You didn't think he understood your correction? Did he understand your correction?

Tariku: He didn't understand my correction... because he was using 'because in order to'.

I: but after you corrected him he realized...

Tariku: After my correction... I don't think he realized because others are making the same mistake.

I: Maybe others, but this particular student, how do you know that he did not get your correction?

Tariku: Of course, I don't know but what I have to do was at that time err.. just by writing on the blackboard I have to make a precise correction.

I: You believe you should have written..

Tariku: I should have written the correction.. this is your mistake, you have to say this one, this one is the correct one. I had to do it but I didn't.

I: You know, you wouldn't have the time to do that for all the mistakes that happen in the classroom. Would you have the time to do that?

Tariku: I don't have, I didn't have.

I: No. So why are you putting some responsibility on yourself that you cannot deliver? Because it is difficult to...

Tariku: Of course, it is difficult but I am responsible. When I see students making mistakes or errors, it's my responsibility to correct them. But as you said before, there is shortage of time to give all the corrections. So even in the instructional process we teachers sometimes make some mistakes or errors.

I: Exactly. Alright err the next one.. Let's continue ..

(T watched Episode 13, Lesson 1, p. 291)

I: What happened here? What did the boy say exactly?

Tariku: in order for

I: He used both but you said 'yes!' and you continued giving the answer. Why did you accept the error?

Tariku: I am in a hurry; I am disturbed and there is phobia, you know, I'm being recorded at that time.. So, now, then I see it now, it's a mistake. But I consider it as if I was right.

I: You did not notice..

Tariku: I didn't notice that one, but the boy did some mistake.

I: Yeah. You can't notice everything.. so don't blame yourself... I just want to make sure that you noticed it and you deliberately ignored it. Sometimes you may have to do that.

Tariku: Yeah. You can.

I: In this case you didn't?

Tariku: I was in a hurry, I was disturbed, even.

I: Let's go to lesson two...

(T watched Episode 7, Lesson 2, p. 293)

I: What were you doing here? You were trying to teach..

Tariku: Verbs having dual meanings.

I: Exactly. Sew, sow, saw... and the student answered.. the verb three of 'see'

Tariku: Yeah.

I: And then you said, 'This see? I don't think.' Why did you respond like this to the student?

Tariku: What he said is incorrect so..

I: OK. If it is incorrect, why didn't you say 'This is incorrect or not right'? Instead, you said 'This? I don't think'. Why did you use that method? Were you in doubt? 'I don't think so'. Were you not sure yourself?

Tariku: I was not in doubt, but I was just making my students to give another answer. Come again! I am saying. I was in need of to generate ideas from my students.

I: When do you do that? I mean, sometimes you say directly, you give them the right one. 'Better to say…',. Sometimes you say 'No, that's not right'. But this time, you said 'I don't think so'. Are there times when you use this method err.. for one kind of error but not for another? Do you have any reason for using this method?

Tariku: Most of the time I use this 'I don't think. Any other answer please?' I say. So, when I say 'I don't think', my students expect that there is another answer; the previous student didn't give the answer. So I am just inviting..

I: What's the use of this method?

Tariku: I think the use of the method is just to make.. to try to make my students try the correct answer.

I: OK. If they try what happens? If you tell them directly, you save time and you move on to the next item. If you give them a chance to answer it, you know, what is the advantage?

Tariku: Of course, what you said is correct. At a glance, in the meantime, I had to tell the correct answer. But if I said 'I don't think', if another student didn't answer it, I would miss it; I might have passed it without giving the correct one.

I: I don't think that would happen because you are trying to make your students speak. Don't' you see an advantage there?

Tariku: Yeah.

I: Which one is better? I'm asking you if you are doing it deliberately.

Tariku: I did it deliberately because I'm just making my students speak. I am..

I: Which one is better? I'm asking you to..

Tariku: I think mine is better. What I used was better.

I: Yes. So you had to tell me that.. Alright..

Let's move on.. the 21st minute..

(T watched Episode 12, Lesson 2, p. 295)

I: OK. What you did here is..

Tariku: The same mistake.

I: 'Does it make sense?' you said. You did not say this was right. You said 'Mmm according to the instruction, does it make sense?' And then other students were willing to answer. Err so, what was the mistake? She said 'she bought clothes to herself'. Let's follow that up.

(*T watched another student making the same error which he had accepted as being better than the previous student*)

I: You said 'OK. A little bit better'. Was it a little bit better? To herself, to her child. The instruction was still not followed.

Tariku: Not followed, of course.. when I realize..

I: You accepted. You said it is a little bit better. You were not completely satisfied, but you accepted it. Why?

Tariku: But I had to accept. The students made.. the sentence they made were correct but I just I was giving grades between the two sentences. I accepted the second one. I was not satisfied by the first sentence so..

I: But both were still wrong.

Tariku: Both were still wrong. Unknowingly I was wrong with my students.

I: OK. You know, what makes these things... Maybe.. is there a difference between the two students? Do you know the individuals there?

Tariku: I don't think there is individual difference... The problem is on the teacher, I think.. because the understanding of the usage of 'in order to' and 'to' I had some problems, I think.. I had to explain the correct uses of the..

I: You have explained that very well. I was there. I saw it. Repeatedly. You made it very clear.

Tariku: Because there is individual difference.. my students didn't accept..

I: Didn't understand.

Tariku: Didn't understand me well.

I: But the way you reacted to the mistake to one student, I think the mistakes were the same.

Tariku: The same.

I: 'to herself' and 'to her child' it's the same. But one was received better than the other. So, from this what can we say about your correction?

Tariku: I think from this context it is my.. weakness. I didn't realize the mistakes... I didn't understand the context of the sentences, I think.

I: OK... Let's go to the 29th minute..

(T watched Episode 14, Lesson 2, p. 295)

I: The student said 'in order to.. the ball weer'. You asked him several times. He said the same thing. And then, suddenly, you understood what he was trying to say.. what was he trying to say?

Tariku: I think he was saying ball or bone..?

I: The ball.

Tariku: The ball... Just I mixed it up.

I: No, you didn't .. you said, 'Ah, he is trying to say the ball is torn' you said. 'The ball is in danger, isn't it?' you said. That's what you said. I was surprised how you understood it because he was saying 'The ball is weer'. How did you understand his meaning? That's the first question I have.

Tariku: I think I was disturbed.. would you please repeat?

I: No, you were not disturbed. Don't blame yourself.

(*A repeat of E14*)

I: OK. So, you understood, amazingly. But you did not tell him the problem..

Tariku: I didn't tell him the problem of the sentence.

I: You were concerned, this time, with the meaning..

Tariku: Yeah. He said something about the ball, I think.

I: They stopped playing because the ball was torn or the ball was in danger.

Tarkiu: Something like that, yeah.

I: You reacted to the meaning of what he was saying and you completely forgot about the language he was using.

Tariku: I ignored him because what he made was silly I considered that.. to repeat what he said is useless so I corrected the correct one. I told my students the correct one.

I: So what he said was too silly even to be corrected.

Tariku: Definitely.

I: Could it be one reason for the way you reacted?

Tariku: Yeah. Of course, what I had to do was I think I had to correct the silly sentence. I had to correct that boy even, but I didn't do.

I: And any reason for that?

Tariku: I don't want to demoralize him. I even.. I may face shortage of time. So I simply proceed to the next..

I: But in this particular one, maybe it was the sillyness of the error.

Tariku: The sillyness of the sentence, yeah...

I: Let's go to Lesson Three.. 16th minute..

(T watched Episode 3, Lesson 3, p. 297)

I: OK. What happened here? .. She said 'she bought some clothes to the wedding' and you said, 'Ah, to celebrate the wedding. Good'. What were you doing there?

Tariku: Just err.. it was not sensible.. It was not full sentence.. She didn't use the verb. So I add the verb.

I: Again the question is the same. First of all, you said the sentence she made was good. Was it good?

Tariku: It was not good.

I: You told her it was good.

Tariku: I corrected her and I said it was good but I give her corrections..

I: So what is your philosophy here?

Tariku: My philosophy is just.. not to damage her morals.. Maybe internally, when I use that verb 'celebrate' she may have got me.

I: Let's continue..

(T watched E4, Lesson 3, p. 297)

I: 'To make herself beauty' he said... First you repeated his sentence as it is and in the third time you said 'beautiful'. Were you aware of that?

Tariku: Yeah. He said 'in order to make herself beauty'. I corrected him 'in order to make herself beautiful'. You know, 'beauty' & 'beautiful'.

I: Before you corrected him you repeated the mistake.

Tariku: I repeated the mistake, but after realizing, I corrected it.

I: Did you think that he saw the difference. Because you repeated the mistake and you said the right thing as well, how can we tell that he might have understood?

Tariku: I don't know.. It is a mistake. I had to tell him the difference between 'beauty' and 'beautiful'..

I: Let's go to the 31st minute..

(T watched E8, Lesson Three, p. 299)

I: OK. Here, what mistake did he make?.. He said 'scure' and you said 'secure'. This was pronunciation error. You gave the corrections immediately.. when we come to the 35th minute...

(T watched E13, Lesson 3, p. 300)

I: OK. You said 'money' and you are trying to make other students answer. It took some time to get the word. Finally, somebody got it, right? My question is when it was pronunciation error, you corrected them on the spot directly but when it was vocabulary, you gave the students time to try. Is there any difference between correcting pronunciation and correcting vocabulary?

Tariku: There is no difference. I have to correct them on the time, on the instructional time. But I think I told this word before. For nuns nunnery, for monks monastery, but they missed. When I asked them, they couldn't answer. So just I gave them time to remember. But what I did was..

I: Is there any other reason? For pronunciation we should correct right there but for grammar or vocabulary errors we should give the students time to think and participate. Do you think that makes sense?

Tariku: For vocabularies, for example, if you had told them before, you give them a little bit to remember, but if it is pronunciation, you have to say the correct pronunciation right there.

I: ...Lesson 6... The 5th minute..

(T watched Episode 1, Lesson 6, P. 305)

I: What happened?

Tariku: 'agober'

I: He said we have to use an 'agober', and you said 'yes, we can use an 'agober' or medicated net'. Earlier in this lesson you told them that we don't say 'agober' in English. And now the guy used it again. You said 'yes, an 'agober' or a medicated net'. Why did you repeat the word that you already said was a mistake?

Tariku: Yeah. I told them that it was a mistake. I was in doubt that even this time I don't understand the word 'agober'. Is that Amharic or English or French? I don't know. But undoubtfully I told them that the word shouldn't be used. But I did it for the second time. I did the same thing. I said the same thing. I had to correct it. It was my.. my problem... you know..

I: You are always blaming yourself. You are not being fair to yourself. Instead of blaming yourself you should try and..

Tariku: Just repeating the same mistake, you know.

I: What context you were in and why you were accepting some students' answers as correct but you don't accept other students, you know, there could be reasons. If you think about it, there might be good reason for you..

Tariku: There are some good reasons. Let me tell you. Look, for example, if I in the meantime, by that interval, if I tell him the same mistake you don't have to say 'agober', for tomorrow he is going to say and he said. But I didn't kill my time...

I: You don't want to kill your time?

Tariku: Yeah. I didn't just... to tell the same corrections every now and then. Because I had told them before, I'm not going to tell them every now and then. I simply ignored it.

I: You ignored it.

Tariku: Yeah.

I: But ignoring is one thing, repeating it is another thing. You could have ignored it but you repeated it.

Tariku: I repeated it.

I: Is there any explanation for it?

Tariku: For my repetition?

I: Yeah. To that particular student.

Tariku: Because he didn't get the correct.. err.. he was not attentive, he was not active in that past lesson, I think.

I: OK. Why did you repeat it? you you

Tariku: I myself repeated it.

I: Yeah. Why?.. Can you take yourself to that particular moment and think of the reason why you repeated it because you told them already it was a mistake but you repeated it there.

Tariku: Yeah. I repeated it... I think I was not concerned, I think.

I: (*laughs*)

Tariku: When I see the video here, I can I have realized that I did (*laughs*) so many mistakes.

I: Don't be harsh on yourself. It was very good. I enjoyed attending the lessons, and you were doing the best you could.. There was nothing more you could do. Don't be harsh on yourself. It was very good.

Thank you very much. I think this should be enough.

Appendix N. Interview with Trainer One (TT1)

Interviewer (I): Thank you. I just started talking to you about what I want you to tell me. It is about ELT methods I want to confirm or strengthen or support the information I have from my informants, high school teachers, by talking to some of the trainers and as you are one of the trainers or one of them, I would like to ask you just a few questions. You said you have been teaching this course for ...

TT1: I have been teaching this course for about five years.

I: five years

TT1: yeah five years

I: It is quite a long time. And the objectives are ...

TT1: The objectives of the courses were just to make trainees to be able to apply what they know in other courses what they have taken in other courses, especially in teaching and just to equip them with certain teaching methodologies and principles and ways of managing their classrooms.

I: Right. Speaking, reading, ...

TT1: Yeah, the four skills they should teach: teaching speaking, teaching reading, teaching Writing, and there are also sub-skills like classroom management and understanding student behavior and language learning choices.

I: Choices, you said. What about theories? Theories of language learning or teaching?

TT1: Err .. no theories in the courses but what I used to do was that I will try to integrate some of the theories with some of the methodologies that are given there and then ..

I: such as what? Which theories have you been able to ...?

TT1: I try to talk to them about some psychological theories, some language teaching and learning theories like, for example, when I talk about interacting, speaking theory, interaction, I will try to relate some of the points with perception, theory of perception, theory of attitude towards language and ..

I: What about how languages are learnt or taught?

TT1: There are some discussions, especially in the first unit of the material or ELT 1 talks

about that kind of things but it not detailed and the problem is the references that are listed in the material are outdated and some of them were very old ones like John Lennon's *Language Learning Theories* and some of Krashen's theories and the like. What I used to do is I just download some recent theories on how languages are learnt, language learning theories and just give them. But that is not the focus of the material or course. The course objective clearly states that it focuses on application or practice reflection.

I: But practices are based on theories.

TT1: Definitely. Definitely. They should have been like that but the material presents exercises. it is task-based material. They are supposed to do all the tasks. When they do the tasks, certain reflection sessions with reflection sessions what I usually do is that I complement it.

I: OK. Coming to my specific point, then, err .. Is corrective feedback covered in the course?

TT1: There is one unit that talks about it.

I: A whole unit?

TT1: Yeah, one unit that talks about giving feedback, giving feedback for writing and giving feedback for speaking and writing, giving feedback for all skills. The problem with that unit is it is somewhere to the end of the material and then to tell you frankly I have never covered that topic.

I: Oh, thank you for being honest. So it is possible that the other instructors also or the other trainers would have had problems covering it because it would come at the end of the semester?

TT1: Yeah. I am quite sure, I am quite sure that no one has covered that one and once we 've tried to mix some of the topics with Hailu. I was working with Hailu, but the problem was that the other teachers were not volunteers so then we what we did is we tried to pick only some of the topics like giving feedback on writing and giving feedback on speaking and we put them together.

I: So you did something on how to deal with student errors in the classroom?

TT1: Yes, in one batch.

I: In one batch only?

TT1: Only in one batch.

I : Alright. Although it was just in one batch, what did you tell them exactly? What did you tell them to do when there are oral errors in the classroom?

TT1: What I told them was that there are steps that are listed on the material and the first one is you just they have to look at those errors and leave those errors to the students to identify themselves if they could. Then that is fine. If they couldn't, give that to another student and if the other student couldn't do that one, give that as a homework or as an activity that they can do in groups or something like that. When they try to refer something else .. if not, let the teacher will give kinds not actually correction but kinds of feedback that would help them to come to the correct answer.

I: That means you totally disregard giving explicit correction in the classroom.

TT1: Especially for speaking, yes.

I: Yeah that's what I am interested in.

TT1: Yeah. I disregard giving direct CF. Probably the reason that I usually give for this is that if you give explicit feedback to the students, students may frustrate to try it again so then they might keep quiet. Culturally, I've learnt that student do not like to be directly commented, especially when they speak. To minimize that problem ..

I: Is that specifically stated in the material?

TT1: Yes, it is stated in the material and then the material gives stages of giving feedback and reasons of giving feedback kinds of feedback that you should give.

I: This is in no way not connected to the theory of teaching or learning?

TT1: Err .. in no way. It's not connected. Most of the activities, exercises written on the material are based on experience and they want even you're expected to discuss the experiences of the trainers, the experiences of the learners. How were you given feedbacks? How were you responding to this kinds of situation when a teacher was giving you feedbacks and these kinds of questions were there.

I: OK. And how did they normally respond when you ask them these questions? How were they usually given feedback themselves as students?

TT1: Err .. most of them tells that there are no one that they just tell as if they were not given any feedback at all and some students do like to get direct feedbacks, explicit one.

I: That is what I was going to come to. Have we found out through research that our students do not want to be given correction? Or are we just assuming?

TT1: No way. I think it is just based on the assumptions and reading we have about adult education who are out of our cultural communities. Probably I think that is a weakness that I have seen because most of the students want direct, explicit feedback because they do not have any external support .

I: OK. From your experience, have you found out there are quite a number students who would like direct correction or are we still assuming that they do not like correction and therefore we do not give them?

TT1: Yeah, most of the time, we do not want; when I come to evening and summer in-service students, I usually give direct and explicit feedback when they do some error. I myself teach because these people are teachers and if they couldn't identify or come up with their own errors, then they may consider that is always true and may go and do that; that's what I assume.

I: You personally believe that direct explicit correction is important.

TT1: I believe there are situations where it is much more important than the other types of correction.

I: Alright. That is good. What else? Are you in any way familiar with the current theories of how errors should be treated? Recently there are developments on how you should correct. Have you been able to catch up with the theory?

TT1: I say that no, no because within the last four or five years I am not quite familiar with language and language learning related issues because I directed something else.

I: But you feel whatever is presented in this material on error correction, especially oral error correction, is sufficient?

TT1: No.

I: Not at all. hSould it be given more emphasis?

TT1: Yeah. We should give more emphasis.

I: How about your practicum experience? You have been able to observe some trainees or even high school teachers. How do they deal with it?

TT1: I think no one gives correction; that is the problem that I have seen; they do not give

any correction; they just they listen to the correct ones. When they hear the correct ones, that is over. There were students who have done lots of errors; they don't give attention to those errors and they only want to identify the correct ones they skip that errors and they don't give any feedback at all.

I: What is the reason, do you think, most of the teachers do not want to give correction? What could be the reason?

TT1: I think one is their own competence or their own knowledge; they do not know. Sometimes I just, especially in peer teaching process, I usually do ask them why you didn't give correction for this one and what they usually tell you is that that is not my topic . I am not prepared on that one; I was prepared on this one and should have to deal with this one; I don't know this one; probably he might be right or he might be wrong. That is the genuine answer they give. This tells me that there is competence problem. And the other one is I've conducted a study with Hailu. They don't teach in a way they are trained to teach; most them do teach in a way that they were taught and then that is what we have learnt.

I: We couldn't as trainers break through the tradition.

TT1: Definitely. That's what we observed and that was one of the challenges.

I: Alright I think this is all I have. Thank you very much.

TT1: You're welcome.

I: This is very, very useful.

Appendix O. Interview with Trainer Two (TT2)

('I' stands for 'Interviewer')

I: Thank you. You have been teaching this skills methodology courses for undergraduate students.

TT2: Yeah.

I: How long have been doing that?

TT2: I taught it at different times. Overall, I taught it for about eight years.

I: 8 years! That is a long time. Alright. That is very good. What are the main objectives of the courses?

TT2: There are two textbooks for the course. I think the main objective of this course is to improve secondary school teachers' English language teaching skills.

I: Teaching reading, writing, speaking ...

TT2: In terms of the four major skills and grammar and vocabulary. Six areas.

I: Grammar and vocabulary as well, alright. Are they also exposed to main, the main theories of language teaching or learning?

TT2: I do not think so.

I: You don't?

TT2: There are some patchy discussions here and there about what we call second language acquisition theories and I think there is no adequate coverage of those theories.

I: Not even about communicative language teaching?

TT2: Well, actually, look, we got two things. Second language acquisition theories are different from second language teaching methodologies though the methods are based on the theory, so both volume one and volume two...volume one discusses some general issues about language acquisition theories but not really specific ones like Krashen's theories of language acquisition.

I: There is a reference to that?

TT2: I think, but not really adequate. Yeah, we have 40 to 60 SLA theories.

I: 40 to 60?

TT2: That is too many; we need to have a fair coverage of the major ones; we don't find those; some are raised but not really sufficient.

I: My point is particularly CF. I just want to know if you tell them in the course how to deal with students' errors. Are they told specifically how to deal with students' errors? Error correction?

TT2: I wish if you define it for me. What do you mean by CF?

I: CF, error treatment, error correction, negative feedback; it has got different names; all that; if the students make errors in the classroom, how are the teachers told to deal with it? Is there any coverage in the material?

TT2: Yeah. In book 2 you find some readings about feedback.

I: Feedback in general or CF?

TT2: Feedback in general, for example, teacher feedback, peer feedback error treatment.

I: Error treatment as well.

TT2: Yeah error treatment how u treat error s

I: Right, so what are they told about these errors?

TT2: You find that students are taught to help learners find out their own mistakes. There are no specific strategies they are taught. Even the coverage is very less; it's very important area given the importance of CF.

I: You believe it is an important area.

TT2: It is important area, actually, because you can't detach it from teaching.

I: Right, but its coverage is not ...

TT2: You find some readings about it but it is not really enough.

I: You have been also observing teachers in high schools -- practicum. Have you noticed how people behave there in the classroom? Do you think there is a lot of correction going on in the classroom?

TT2 : Well, I think I didn't observe practicing teachers doing corrections in the classroom.

I: How about other teachers?

TT2: Well, I observed even the way practicum students were making feedback wasn't in the way that we wish them to make in the university; sometimes they just make a kind of, you know, open, direct correction of the error, not in a very subtle, in a very

helping way eye-catching way.

I: Alright, what about the students? Do you think the students would like the teachers to correct them, to give them correction?

TT2: Students, you know, they want teachers to correct them, but the point is in what way do the student want teachers to correct them? That is the point. I saw students raising hands and they were eager to tell teachers the sentences they constructed and they want to see whether their sentence were right or wrong and the point is how should teachers treat them, the errors? I do not think that the students also wanted errors to be corrected in a very direct way. I saw students eager for their sentences/errors to be corrected .. checked by their instructors.

I: But, you do not think they would like to be corrected directly.

TT2: I do not think.

I: You strongly believe errors should be treated in a subtle way.

TT2: Actually, error treatment should be taken basically as part of the teaching itself, so I think ..

I: What is wrong with direct, open correction? Is it based on the theory?

TT2: Probably. It should be based on the theory because it depends on the kind of learners you have so as you go up the adult learner for example ..

I: High school students ..

TT2: Not high school students. If you directly treat the errors, I do not think they will be encouraged so they are more relatively discouraged than encouraged so in subtle ways doing that is ok.

I: Is this based on research findings?

TT2: I think it is based on the research; there are researches about, rather it is based on 2nd language acquisition theory; there are theories on error treatment.

I: That is why I tried to ask you earlier if the students are exposed to them so they know why they are doing it, why the students are making errors in the first place.

TT2: Yeah, definitely. My argument is I told you earlier; I think there is no really sufficient background for the trainees; they should be familiar with SLA theories, second language acquisition theories.

I: If one is not well equipped with those theories it will be difficult ..

TT2: That is the problem; they do not know the theory, number one; after all, if there is not a strong theory to base your .., otherwise it is a problem.

I: OK. What about the current debate on how CF should be given? Are you familiar with the current theories because theories are always developing, changing. What do they say recently do you think?

TT2: I am afraid I can't really say there might be very recent developments talking about things. Some theories are six or ten years back that normally we expect developments to take place.

I: There is this 'focus on form' theory for example. This is a new development.

TT2: Really?

I: where errors are being treated, being regarded differently from the earlier times.

TT2: Is it something different from, is it something like accuracy/fluency all the stuff?

I: Well, focus on form, we have to focus on form as well and meaning. CLT seemed to Disregard, almost altogether, errors. Errors are natural; let them take care of themselves kinds of thing, but now there is a return to the importance of focusing on form and, like you said, earlier the question was how? How should we focus on it? Some teachers say there is no need to correct at all, following the communicative language teaching method but things have changed a little bit regarding this area of CF.

TT2: I think irrespective of the argument you might have, maybe, I am not sure if CLT disregards the formal aspect of the language.

I: Not completely.

TT2: It all depends .. you might have your own interpretation; sometimes you may misinterpret it but the point is you might be interested to know what is actually healthy in the classroom; maybe you might wish to see it in terms of language learning if you want learners to master each language item, that is the final goal of the teaching. Obviously, then, it has to be in terms both form and meaning. That is how I believe, and error treatment should also address both sides. The fact that learners should be helped to make to discover mistakes by themselves does not mean they don't focus on form; it all depends on the strategy you follow; otherwise I am not of that opinion.

I: There are people who think fluency, that is what is important; let students talk; that is it; the learning takes place.

TT2: Actually, this even is reflected in the teaching in the classroom even; if you focus on fluency, I think you should have time where you practice, where you have the stage, the noticing stage; you actually work with form so I think maybe I am different.

I: The noticing hypothesis

TT2: Noticing hypothesis

I: Alright. Do you think topic of CF should be given more emphasis in the future?

TT2: I Think so. Well, actually, I had this impression even in the past that the area you are working on, I always felt that this was missing very much. I used to tell my colleagues why this important area is left ...feedback as well.

I: Alright, so traditionally, now there is plasma in the classroom; that is why I am doing my research on public schools where there is no plasma teaching . When there is the plasma, there is no interaction among the students and the teacher, therefore, you don't have the chance to do the correction even if you want to; if the plasma were not there do you think our teachers in high schools now would be engaged in providing feedback most of the time?

TT2: Actually, the present story is a different story ... normally if there is no plasma, there would be more interaction between the teacher and the students.

I: And therefore

TT2: So more possibility for teachers to be engaged in giving feedback

I: Do you remember, in your childhood, or, not childhood, in your high school, did your teachers give corrections? Do you remember that?

TT2: Yeah, I do remember the corrections were based totally on form; they were straight, direct; they did not care about the psychology behind so I don't think ..

I: You resented it.

TT2: Oh, yeah. It is this kind of ..

I: That is what you think is happening now?

TT2: I think so, to a larger extent yes, that is what is really happening. Plasma in public schools, there is plasma so the situation is different.

I: Thank you very much.

Appendix P. Interview with Trainer Three (TT3)

('I' stands for 'Interviewer')

I: What is the name of the course that you are teaching? What do you call it?

TT3: We call it skills methodology.

I: Skills methodology

TT3: Yeah. Skills development methodology, that is the more accurate term.

I: Has it changed now?

TT3: I do not think the name has changed but I do not think the course is there any more.

I: Alright.

TT3: It is not given for undergraduate.

I: It doesn't matter. How long have you been teaching it? How many times?

TT3: Err I don't exactly know it. But at least I can say I taught it about four times.

I: Four times. That is experience enough for me to get what I want. Do you remember the main objective of the courses? What do you do in the course?

TT3: The course is to give students skills required to teach the different language skills: reading, speaking , listening , writing, grammar learning and vocabulary and maybe responding to students' errors.

I: as well.

TT3: Yeah

I: That is interesting. That is what I want to dwell more on. How about language learning and teaching theories?

TT3: Well, I don't think there are many things there for us to deal with the students but almost at the end of each section there are theories relevant to the section that deals with the topic. Students are usually

guided to read those theories perhaps to find out ways of learning them.

I: Give me one or two examples of theories you teach them, for example, communicative language teaching. Do you .. ?

TT3: Well as a theory we don't really teach that in class but from various exercises we are doing in the class we tell our students this is what communicative language teaching theory or approach is . But as a theory we don't really do that teaching in the class.

I: But by the time the course is over ..

TT3: People know, we guess they know.

I: They know what CLT means.

TT3: They do know.

I: It is an assumptions.

TT3: Oh, yeah. Actually they begin knowing, we should assume, they begin in high schools because English teaching series textbooks in high schools I think they have changed students because I don't know how many years back it was introduced, over fifty years or so the students, are already well aware of what teachers are expected to do in class, what students themselves are expected to do in class, their roles .

I: When I asked them, 'Do you remember any learning or teaching theories?' almost all of them told me they don't remember anything. When I asked them about this communicative language teaching Specifically, they say, 'I've heard about it,' but they can't articulate what CLT is.

TT3: These are teachers?

I: These are teachers: high school teachers.

TT3: I do not know where exactly these teachers completed their university study.

I: Here. Two of four oh six. Originally they were six but now I am forced to deal only with four.

TT3: Did they tell you year of graduation?

I: One of them graduated only last year during the summer program.

TT3: OK.

I: The other ones six years ago and eight and sixteen years ago. These people told me they don't remember any theory at all and I was a bit surprised. Any ways ... you said that CF, the topic of error correction, is included in this training.

TT3: It is included but the thing is I think what is mainly there is responding to students written errors.

I: Written, not oral.

TT3: There are, as an independent topic, I don't think this is there but here and there. There are reasons for teachers to pick up and talk about them and maybe do things with them in class.

I: What exactly do you tell them about error correction?

TT3: Well, it is very difficult to say we tell them this and we don't tell them that. What we do is we actually try to make them aware that giving students, I mean giving feedback when students went wrong is not usually a helpful approach. So what we say is, in the first place, it depends on the purpose of grammar items that they are teaching. So if the focus is accuracy, it would seem sound for us to tell them that students should, at the end of the taught grammar item, be able to produce the accurate form of the language in question. But if the purpose is on fluency, we encourage our students to to train teach the their future students mainly focusing on the content instead of the language accuracy or inaccuracy of the students. So I personally like to to tell them to focus on the content and whenever there are language errors to probably themselves to say the correct forms; then students may imitate it or probably can understand that there way is less correct than the teacher's way. What I think that I do is to give clues right as to what the more correct form is and perhaps help students to make the correction by themselves and sometimes we encourage them, depending on the level of the students, we

sometimes to create chances in which students themselves can correct each others.

I: Can I have an example of this? Like let's say a student made a grammar error. How would the teacher be required to respond to it? For example the student said, " I come yesterday."

TT3: 'You mean I came yesterday?' I usually like to say that.

I: Okay.

TT3: Or 'Did you say that I came yesterday?' Something like that or sometimes I repeat the part that contains the erroneous language so that the student would be given a chance to probably rethink about how he said it.

I: So you repeat the errors.

TT3: I actually do that. Well, it is now .. I do not exactly remember very consciously but when I do it, that is what I do. I sometimes ..

I: Do you explicitly teach your teacher trainees to use these methods? I think you taught various methods of dealing with error...

TT3: Yeah, sure. That is the purpose of our teaching the course is...I mean we try to use methods that wouldn't kind of harm, hurt the student's feeling.

I: This is the general statement that when you break it down into specific activities, then it would be discussed differently, specifically. Do you go into those details?

TT3: Err.. well, with students of the undergraduate level, not that much Really, because these days students themselves have very inaccurate and not fluent language. Students themselves who are actually going to be teachers. So you sometimes worry about how much these people themselves can do the teaching because they don't have the language themselves.

I: So are you saying that because the teachers' language is poor there is no use telling them....?

T3: Not exactly saying like that. But the thing is you sometimes can have

both the undergraduate and post graduate students. Maybe, with the post graduate level students you can go to details of talking about classroom practices but with others I don't think you can be understood.

I: Whether it is in the undergraduate or post graduate level, do we have any portion of any courses where corrective feedback is treated in that kind of detail? What do you know yourself about it? What is your belief? And what do you believe about corrective feedback yourself?

TT3: My belief is, well, it is very difficult to put it in just a single statement.

I: Like you could say you believe that errors should be corrected in the classroom or no, they shouldn't be corrected in the classroom or yes, but etcetera.

TT3: Now, I don't think I should say 'yes' or I should say 'no'. It depends on a number of things. If....

I: The literature, there is a lot of literature on these different kinds of second language acquisition theories. So I am sure you are familiarized with those current theories as well. They deal with it. They discussed it. In terms of that, you may have read these theories or you may also have had your own position.

TT3: Yeah. Yeah.

I: So, are you current with the literature on this area?

TT3: Well, I think I am if you are not going to ask me to mention any of these stuff...

I: No, I wont.

TT3: Well, whenever, for instance, correcting errors in class or doing that correction myself is fit to be appropriate in terms of what time students can save, for instance, so that they can do something that can help them more, I think I do. When other options don't work, right? and then when I feel my doing that would discourage students from maybe taking certain activities, I probably...

I: When are those times?

TT3: It depends on on the types of activities in question

I: Accuracy, fluency...

TT3: Sure, yeah, so, I think it is not really very correct to say this is what one has to do at this time and this is not what one has not to do at that time. It depends on a number of factors you find in class.

I: But there are times when you correct students explicitly?

TT3: Yeah, and there are times when I direct their attention to the real nature and pause, create opportunities for the students either to correct their errors or to correct each other or maybe to locate where the error is committed and then pause to draw their attention to the area and then do the corrections after class.

I: Right. How about students' feelings ? Do you think they welcome corrections or are they ...?

TT3: I think ...I don't know to what extent these students have been exposed to the tradition which we say is not traditional...Eh... students like to be corrected. This could be contrary to expectation. A number of students that I had in the past usually wanted me to tell them the status of their English and they can learn more if this happens, I think, and that is what they are telling.

I: Does it agree with your feelings and theoretical knowledge?

TT3: To a certain extent it doesn't; maybe there could be an explanation for this because maybe these students were grown up getting exposures such as this, so I don't think they feel they have learnt if they are not told that this is right and this is not right and if you kind of indicate them indirectly where they are right and where they are wrong, not actually why they are right and why they are wrong;

I: So we should do what they want?

TT3: Err .. maybe we can... I don't know the extent to which we can make them want what needs to be wanted.

I: In the meantime they get what they want. Do you think our teachers, teachers in the high schools, for example, do a lot of corrections in their classes?

TT3: Err...

I: You said earlier that their language itself is poor...But there are People, teachers who are not that bad in their English. Do you

think they do a lot of feedback, CF?

TT3: My experience is the people I know in Addis are the people who graduated earlier and maybe their English is as good as anyone else's English so they also seem to be exposed to more theory and what they do there is not really not very much different from what is desirable. I mean I don't actually have immediate experience.

I: I don't know, you might have, like when you were a student.

TT3: Long ago, very difficult to remember that experience.

I: You haven't done .. what is this course where teachers go and observe graduating students?

TT3: When you go there you simply observe the students who are going from here; they are the types of students I was referring to earlier so ..

I: Alright.

TT3: And what you see there it is not very much encouraging.

I: No, no. Leave alone correct others' errors, they make their own.

TT3: I don't know; you don't have actually sufficient evidence when I go to high school with people who are going there .. practicum thing, you observe them three four days; there are cases where I was able to observe. There were student teachers; they were doing well, which could be taken as an example of a reflection of what we do here. They do very much like what they are expected to do. There were areas in which there were students really not of a good status. It depends anyway what the group was like.

I: it's very difficult to generalize.

TT3: yeah very difficult.

I: Earlier ones, the veterans?

TT3: It seem to be very much like the teachers we wish to have, perhaps most of them.

I: in terms correction?

TT3: How many years back that was I can't remember, six or seven years back, I had to go to one of the high schools for the higher diploma programs. I was actually observing teachers teaching although directly observing what they were doing was not the

component of it. I was observing what they were doing and I was surprised. They were doing what I would do if I were in their place.

I: You don't remember any incidence they were giving correction?

TT3: Well, that was there but

I: It was there?

TT3: It is the frequency, how often they did that; it is too foolish, I think, to expect them to do things the way the literature says.

I: No, no. We don't expect we don't even know whether the literature is right or wrong.

TT3: No, no. It is not a question of right or wrong; it is a question of whether the people are doing it the way they are taught. The way they are taught itself whether it is the right way or wrong way we don't know.

I: We don't know. That is what I am asking, if you really observed them giving correction frequently. Were they giving correction frequently?

TT3: Well, the frequency depended on how frequently the students were making mistakes.

I: What did the teachers do?

TT3: To be sure, in the class I observed there were these plasma TVs and very limited instances of teacher presence were observed.

I: That is the problem; that is why I moved to public schools. I couldn't do my study in the government schools. The plasma prevented me from going there.

TT3: Okay, I only remember an instance in which a classroom teacher was doing the teaching because there was no electricity in the school and that day it was unfortunately he was teaching writing.

I: Writing

TT3: There was not much of the things that was needed there.

I: That is all I have. Thank you very much.

Appendix Q. Interview with Trainer Four (TT4)

('I' stands for 'Interviewer')

I: Thank you very much T4 for talking to me on this topic of the course you have been teaching for four years you said, Skills Methodology you said?

TT4: Yeah. Skills Methodology. It depends. In our Department, Subject Area Methodology.

I: Doctor T3 is one of the teachers .. I have been talking to him as well. Good. What are the objectives then of the course?

TT4: The major objective of the course was to train would-be teachers on skills and techniques of teaching English. That is the major objective of the course, specifically it aims to train teachers on the technique of teaching, micro-skills and macro skills as well. That is the goal.

I: Ok. Skills and micro skills. Speaking, writing...

TT4: Speaking, writing plus grammar, vocabulary, pronunciation. It includes all sorts of classroom etiquettes, you know;
it includes for example classroom management, testing and the like.

I: Very good. Err, are the trainees, the trainees you have been training familiar with the major theories of language teaching and learning as well? Do you say to them on what the major theories of language teaching or language learning are?

TT4: Em.. not that much.

I: Not that much.

TT4: In fact, what they do have is they learn the skills of they learn different types of skills like listening, speaking, reading...

I: How to teach different....

TT4: At the beginning they take this courses first this composition and the like, it is assumed they have the skills but they don't have the theory behind teaching certain skills; they are more often introduced to the

practical aspect of the teaching learning...

I: You don't go into the theory of like explaining what the communicative language teaching is?

TT4: Not necessarily but they do have some notes in the textbook; that part will highlight the theoretical aspect in a general form, not in specific... for example there is no theoretical background on teaching, say, writing, but they have some background theoretical information about teaching writing, about teaching reading. At the end of every unit there are notes prepared for that.

I: Teaching reading and teaching writing, teaching vocabulary.

TT4: Yes.

I: But they don't refer them back to what language theory is?

TT4: We don't know to that because we don't have time for that.

I: Err.. What about corrective feedback? Error correction sometimes we call it corrective feedback and so on, is it treated?

TT4: Yes it is treated, as a unit.

I: There a unit.

TT4: Yes, there is a unit on error correction.

I: Alright. I would like you to tell me what you tell them to do when students make error in the classroom? What do the teachers advise them to do?

TT4: Err... you know, actually in that unit they are given sample errors and they are asked to assess the writings of students and they evaluate and give their own feedback and in that they are also trained on how to give constructive feedback; they have to give constructive feedback.....

I: Is it both on written and oral or is it only written?

TT4: Yes, in fact, the text focuses on the written one; we also add some additional support to give students on how to give error correction orally, specially in the grammar part there are ways of giving feedback and correction and positive ways of err..

I: What do you mean by constructive or positive ways of giving correction?

TT4: Err..by constructive I mean where students are able to discover their own errors; that is constructive; they discover instead of giving them the correction, you allow them to find their own errors; you show them, you give them clues, they use that clue to discover their own error.

I: How about giving them direct errors? You tell them not to give direct errors on the spot, like if a student says 'I go to church yesterday' can the teacher say, 'No, this is the past tense; you have to use the past tense here, use the past tense' ?

TT4: In our case we don't do that .I personally don't do that .

I: Why don't do that?

TT4: I give them clues.

I: You only give them clues?

TT4: Then they will discover, you know, when the student says, 'I go to church yesterday', 'Yesterday, do we say go?' Then they will discover. They will think that yesterday, so they let and start to mumble on the appropriate text.

I: What is your basis for advising students to do this? Why do you discourage direct correction? Why are you focusing on indirect, implicit kind of correction?

TT4: Well, that is just to encourage the students. You know the idea behind that is, you know, when you give direct correction, it doesn't allow them to learn by themselves, you know.

I: The students?

TT4: The students learn, you know, when you give them the clue the student discover themselves, the error and they say, 'yeah, that is the right way.' They say I like...

I: Is this based on some theory you read or is it your intuition that tells you this? What are the theoretical backgrounds for this?

TT4: Well, I think learning is, you know, helping students to learn is to enable them to learn the role of the teacher. One of the theory is to help students to learn. When I gave them the feedback, it is teaching; I am teaching them in that when I allow the students to discover the errors themselves, they are making them to discover or to learn so that is the theory behind it.

I: Alright. How about a theory about giving correction itself? That is a general theory about learning about how important the discovery method is, but when we come to CF in particular, there are theories about it. Are you familiar with those theories?

TT4: I may not be familiar with I am just working with that. What do you mean by CF?

I: Sometimes they call it error treatment sometimes

TT4: There are different terms.

I: So there are theories about it *per se* about CF *per se*. There are arguments in support etc. Are you familiar with those? The current theories of how errors should be corrected?

TT4: I may not be sure . I am saying the general learning theory.

I: So you know the general learning theory of CF *per se*. Ok. That is interesting . Do you think your trainees want you to correct their errors? When you teach them they make errors. Do you think would they would like you to correct their errors or not?

TT4: You mean when I teach the subject area methodology or other one? In subject area methodology I train them how to teach certain language skills and how to give feedback.

I: Let's say when you teach other courses; it could be Freshman English. When students make errors, do you give correction?

TT4: Yes

I: Do you always give in an indirect way like ... ?

TT4: Not always. It depends on the seriousness of the error. When the student fail to understand what the error was I have to provide him;

when they fail to discover you provide them. When the errors are very silly you do not want to consume the time on that. You give them the correction.

I: What about the students feeling err.. do they would they like you to correct them or not?

TT4: It varies. You know, there are questions we ask them. What you like to have? For example, if it is some manageable errors, they say they prefer to be corrected. In the areas where they can manage they say if they are indicated, they are likely to find it out so it depends on the magnitude of the error.

I: So if the error is too difficult for them to correct, they want you to correct it.

TT4: To give them because, you know, sometimes we correct their papers..

I: I am referring to the oral one ...

TT4: Oral one. In the oral, well, they prefer if you give them a way because but sometimes there are students who feel offended when they are corrected directly.

I: Can you say how many of your students might feel offended when they are corrected?

TT4: Not too many. There are some sensitive students

I: Would you say these are the minority?

TT4: Yes the minority.

I: Otherwise, the majority wouldn't mind being corrected.

TT4: Wouldn't mind because we I actually inform my students they have come here to learn because there are other social factors . When you treat errors you have to see the social factors in the classroom. Some students might feel, for example, active students can make mistakes but they don't mind but those who have some kind social kind of background there is a background that doesn't allow them to accept errors to freely accept errors.

I: As a teacher, how would you know which student belongs to which group?

TT4: Because you stay with them. Overnight you can't discover. You have to work with them; you have to study their psychological feeling, you know; what do they feel when they make errors for example, when you say instead of say…'They is in the classroom' if they say, 'They are in the classroom' you give them this you observe them..

I: You can sense, you learn students behavior that way.

TT4: So I adjust my reaction accordingly.

I: It varies from student to student. Ok, do you think a lot of error correction takes place in our high schools?

TT4: In our high school?

I: In our high school, yes, the teachers, do you think the teachers give a lot of correction?

TT4: I don't think so.

I: You don't?

TT4: I don't think so.

I: Why do you think so?

TT4: On the one hand, what type of speaking tasks do they provide Students? Say, there are lots of oral error correction in the classroom. We need to see what type of tasks are given and in the given ones I see they give, well, they give correction by themselves instead of allowing students to find out.

I: So you are saying they don't let students discover their error instead …

TT4: Most of them…

I: No, no we can't say, nobody can say all. We are just trying to make a generalization. You feel that most teachers give direct correction rather than allowing them to discover.

TT4: Yeah, there are factors which forced me to come to this kind of conclusion.

I: What are they?

TT4: One, they are bound with this so called plasma, so they have to follow the pattern across the nation; students learn one unit at a time so no teacher wants to stay or lag behind the others. He is not allowed.

I: Well, in this case, there is no interaction between teachers and students therefore probably no correction.

TT4: No adequate correction, yeah.

I: Earlier you said or felt teachers give correction but they give direct kind of correction.

TT4: That is what I feel because one they don't have time. To make students discover you need to give them time; they don't have time so ..

I: What about now they are confined because of the context they are in to give feedback in a certain way but if they were given the chance to interact with students, before the plasma for example, do you think the teachers would have given a lot of correction in the classroom or not?

TT4: I just have experience of observing practicing teachers.

I: Practicum?

TT4: Practicum, yeah. My observation is based on practicum students; therefore I cannot conclude about that. But that needs study so my perspective I cannot conclude that they give adequate answer directly or indirectly because I have to have first-hand information from my practical observation of practicum students. I feel that they rather feel giving the direct answer is more appropriate than helping students to discover.

I: Because of the time shortage, the time factor?

TT4: Well, time factor and awareness of these approaches. Are they familiar? To what extent are they familiar?

I: So you don't think that they are familiar with the discovery method of

teaching?

TT4: Yeah.

I: But these are graduates from universities and I would expect that they have taken these courses that you are teaching, not directly from you but from universities around, which have copied the curriculum so why do you feel this way? If they were given this course, then they should learn from this course and behave accordingly. What makes you say…?

TT4: Well, still this is the question which I am always asking. Why so? I suffered a lot helping them to work in the way I intend them to behave in the classroom. For example, when I teach the skills methodology one, I expect them to teach listening, grammar and the like in the way I have told them.When it comes to the practical part, usually they resort to the approach they were taught.

I: Approach they were taught by who?

TT4: By the school, when they were in the school.

I: Who?

TT4: The high school teachers.

I: They copied from the way they were taught..?

TT4: That is a dominant approach in the actual teaching classroom. Instead of your influence the input you have doesn't make much dramatic change. In fact, it won't. For the active learners the active learners deliberately because they want to have good grade they behave in the way you expect them to work but some of them still remain…

I: Any way they are doing it for grades?

TT4: Yeah.

I: When they actually practise they start behaving in a sub conscious… consciously apply it…

TT4: Yeah that is my worry.Because had it been so, the way we have been training, if that had been applied in the school directly as it is taken