

**ADDIS ABABA UNIVERSITY INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAM)**

**EFL TEACHERS' TREATMENT OF STUDENTS' ORAL ERRORS IN EFL
CLASSROOMS: SHAMBU SENIOR SECONDARY AND PREPARATORY
SCHOOL (GRADE 9 IN FOCUS)**



BY

BIRHANU BEKANA

ADDIS ABABA

JUNE, 2009

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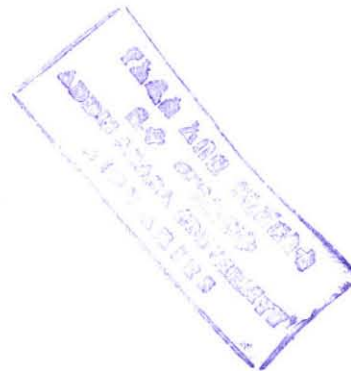
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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A committed language teacher ought to use all the possible language teaching techniques to bring the desired learning outcomes. The purpose of English language teaching is enabling learners to become effective communicators in the target language. In order to be able to communicate effectively, learners need an adequate mastery of grammar and vocabulary (Atkins, et al, 1996: 11). However, the speech of learners is often characterized by incomplete and sometimes ungrammatical utterances and by frequent false starts and repetitions (Atkins, et .al, 1996:9). Moreover, their speech is littered with error and therefore may have a negative effect on the listener. Therefore, it is important for teachers of English to give helpful and supportive feedback to students in order to support their learning.

1.2 Statement of the problem

The notation of the inevitability of errors in the second language learning has contributed to making changes in language teaching strategies. Contrary to the traditional language teaching methods, where errors were viewed as signs of learning failure and as such not to be willingly tolerated, the communicative approach (CLT) regards them as evidence of learners' strategies and thus as guides to teaching (Stern, 1992: Brown, 1994).

As long as errors are considered as evidence that the learners are investigating the system of the new language, it is proposed that one way of helping them do so is by pointing out where their production differs from the target language system. This can be done by providing corrective feedback on their erroneous forms. Corrective feedback provides the information learners need to reject or modify their hypothesis about the forms and functions of the language (Edge, 1989).

However, the use of oral correction raises arguments among scholars most of the time. According to Nuru (2000), the argument in favor of the idea that correction facilitates second language learning has been in the field of language teaching for quite a long time. For example, after reviewing research in the area, Hendrickson (1978) concluded that correcting errors produced by second language learners improves their language proficiency more than when their errors

remain uncorrected Chaudron (1988) also states that learners will utilize the information available in corrective feedback to confirm, modify, or reject their own hypothesis about how the language functions.

On the other hand, Krashen (1982), argues that trying to correct errors discourages acquisition by forcing the student to adopt a counter productive strategy where he/ she will try to avoid mistakes, take fewer risks and focus less on meaning and more on form.

In spite of lack of consensus among scholars regarding the importance of error correction, it still remains that error correction is common practice in language classrooms. Moreover, it appears that the provision of feedback continues to be regarded as integral part of language teaching (Nuru, 2000).

It is suggested that since the goal of instruction is to improve students' ability to monitor their own target language speech, the priority should be given to correct learners' errors. Error treatment that encourages students' correction helps them make inferences and formulate concepts about the target language (Allwright, 1991)

Not many have been done so far by other researchers to exploit oral error treatment of EFL teachers. For example, the study by Nuru (2000) was mainly concerned with feedback in classroom- teacher expectations with reference to primary school. The study by Haileyesus (1995) was about high school teachers' attitude towards students' errors.

Wondwosen (1992) studied about the class room feedback behavior of teachers on oral errors. He aimed at finding out the amount of class-time spent on feedback provision, types of feedbacks teachers use, and whether regular patterns exist in the reactions of teachers in providing feedback. The work of Taye (2006) was about the effect to teachers' feed back on promoting writing skills of first year preparatory students. Fiseha (2005) studied on the determinants of class room oral interaction and their effects on students' participation in EFL classes at university level.

The present study is different from the earlier ones in that it focuses on major errors that cause difficulty in students' communication, explores or identifies techniques, corrective feedbacks used by teachers. The grade level which is under study was studied by few of the earlier researchers. Besides, the time at which this research is conducted is different from the few researches conducted on the grade level under study.

That is why this study focuses on the description of the types and distribution of teacher feedback techniques and students' response to them.

1.3. Purpose of the Study

As it has been pointed earlier, attention is given to the importance of student correction because, it is assumed, students may be learning when they correct their errors by themselves. According to Edge (1989:23), self correction is easier to remember. Usually it is important to give a chance for self correction when the mistake is a slip of tongue [a mistake that a student can self-correct if he/she is given the chance]. In this case, Edge (1989:24) suggests that teachers do not have to correct mistakes themselves but they have to show that a mistake has been made. In doing so, they can use facial expressions or they can signal with their hand or say something.

As the learner self-correction involves students' awareness and productive involvement in the corrective exchange, it is considered to be an indicator of active engagement in the learning process on the students' part. However, the fact remains that the opportunity to occur for such kind of learning activity is dependent on the language teacher reaction that is on the methods with which they react to the students' errors. If teachers think that mistakes need to be corrected and if self and peer corrections fail, then teachers should do the corrections. The research thus, undertakes to examine the treatment of EFL teachers to students' oral errors and whether they encourage their engagement activity.

The main objective of this study is to explore Shambu Senior Secondary preparatory School English language teachers' oral error treatment of their students. More specifically, the study is designed to achieve the following specific objectives.

1. To identify the major errors that cause difficulty in learners' oral communications in English language classrooms.
2. To find out the types of corrective feedbacks provided by teachers and their distributions.
3. To identify the techniques those are employed by EFL teachers to treat their students' oral errors.
4. To find out the extent to which teachers use delaying error treatment or interrupting students' utterances for oral correction.

Thus, the following are the research questions of the study.

1. What are the errors that cause difficulty in learners' oral communications in language classrooms?
2. What are the techniques teachers use to treat their students' oral errors?
3. What are the types of corrective feedbacks teachers use to treat their students' oral errors?
4. To what extent do teachers use delaying or interrupting mechanisms of students' utterances for oral correction?

1.4. Significance of the Study

The research finding that the researcher comes up with is significant in different ways:

- First it helps to suggest some correcting techniques that seem likely to be effective in helping students correct their errors and that teachers may need to consider in using.
- Second it may serve as a reference or starting step for other researchers in the future as there are not many studies made in this area.
- The results of the study help learners in increasing their awareness and cooperation in treating their own errors with their peers or teachers.
- Finally, this study may provide hint about the practice of error correction in our schools and gives awareness for EFL teachers in our school about the fact that the way they deal with student errors might have an effect on students' language development.

1.5. Delimitation of the Study

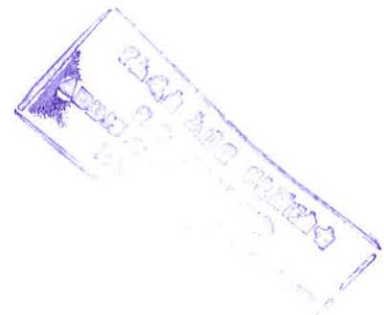
The study is delimited to the treatment of students' oral language errors. The current theoretical approach to language learning assumes that learners learn by hypothesis-formation and testing. Making error is then considered as crucial to the learners because it provides opportunities to eliminate alternative hypothesis; depending on the feedback they receive they disconfirm or possibly modify the rules in their emerging grammar.

The methodological approach currently in use in our EFL classrooms is prepared involving activities which include meaning based ones, though separate lessons on grammar are also there. Thus, the primary focus of these activities is on transmission of message. The teacher feedback on formal errors need to be provided. The study is also confined to grade nine English teachers and

students at a government school, namely Shambu Senior Secondary and Preparatory School. This grade level is selected because the instruction is not plasma led. So the researcher thinks that there will be good chance for student teacher interaction which in turn gives chance for teachers to provide feedback to their students. The researcher also selected the school because he has been working from there for many years. So he could see problems regarding teachers' feedback treatment. More over, he realized problems regarding error correction after he has learnt methodology course in his graduate program.

1.6 Organization of the Study

This study consists of five chapters. The first chapter is an introduction and it deals with background of the study, statement of the problem, purpose of the study, significance of the study, delimitation of the study and organization of the study. The second chapter focuses on review of related literature. The third chapter discusses the methodology of the research. The fourth chapter deals with the analysis and discussion of data obtained through classroom observation and interview. The fifth gives a brief conclusion and recommendation.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

These days, it is possible to face a number of methodological works and researches or related issues which deal with learners' errors and error treatment in second/foreign language classrooms.

Thus, the following sections try to review the most important and basic concepts forwarded by experts, language specialists and researchers in this specific area.

2.2 Definitions of Errors

What is an Error in Language Learning?

Different researchers or scholars in second language learning theory define 'error', whether 'oral' or 'written' in the same way, however, their approaches differ. For example, Allwright and Bailey (1991) define 'error' as, 'the production of linguistic form which deviates from the correct form.' Accordingly, the correct form is identified as the way native speakers produce it; that is the native speakers' norm.

Chaudron (1986:66) also views errors as:

- (1) Linguistic form or content that deviates from native speaker norms or facts, and
- (2) Any other behavior signaled by the teacher as needing improvement.

This definition of error by Chaudron seems to reflect two implications. The first part of his definition relates to the definition given by Allwright and Bailey above in that it tries to relate error to the deviation from the native speakers' norm.

The second part of the definition implies broader concept in that it refers to all or any inappropriate behavior (such as being impolite while requesting for something) contained in his/her performance in addition to his/her deviation from the acceptable linguistic forms (Teshome, 1995).

George (1972:2) puts an error in the second language classroom as "A form unwanted by the teacher." This definition of error given by George seems to give responsibility of being the model

for classroom teacher rather than the native speaker. However, it seems that scholars have not yet arrived at agreement about who is going to be the model for the learner; the native speaker or the classroom teacher? The fact that the native speakers should be the model does not guarantee for better learning because a great deal of world's foreign language teaching is done by non-native speaking teachers, who provide non-native model of the target language (Allwright and Bailey 1991).

The definition given by Dulay et al (1982:138) is a more generalized one. Dulay et al put it as, "Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance".

This definition indicates that errors are the mistaken parts of learners' performance in both conversation and composition in relation to some selected norm in which the learners' maturity is of great importance.

From the definitions of different scholars, it is possible to understand that though they defined broadly or narrowly, there is no conflict of ideas regarding the concept of error. All the facts indicate that learners deviate from the native speakers' norm or some selected norm.

Regarding this Vanlier (1988) says errors made by language learners have always been central point of interest for teachers and researchers. According to Vanlier, in the grammar translation days, errors generally indicated rules insufficiently learnt or knowledge imperfectly assimilated. In audio lingual days, errors were regarded as cracks in the fool proof stimulus – response – reinforcement sequence, to be avoided as much as possible.

Later on, the late sixties and early seventies a number of language teachers and researchers began to realize that errors were perhaps not just aberrations, admissions of guilt or inadequacies, or failures in the pedagogic system but might be evidence of the learners' creative efforts to build a new linguistic structure.

In short, in second/foreign language learning, it is inevitable for learners to make errors because it is the natural process of learning.

2.3 Mistakes and Errors

As teacher of second or foreign language, to deal with learners' errors and to analyze learner language in a proper perspective, it is crucial to make a distinction between mistakes and errors,

technically two very different phenomena (Brown 1994:205). According to Brown, a mistake refers to a performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some sort of break down or imperfection in the process of producing speech. These hesitations, slips of tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech.

Non-native speakers might also be capable of remedying some of the students' mistakes and when they fail to recognize their slips, a little help from teachers or others enable them to do self-correction (Brown 1994:205). However, Corder (1974:24) argues that 'mistakes' are of no significance to the process of language learning since they do not reflect a defect in knowledge of the language.

According to Norrish (1983:8), once a learner has noticed or been taught that in English the verb 'must' does not follow the same pattern as some of the other modal verbs, there may well be a period during which he produces, 'he must go' and 'he must to go'. This means sometimes he uses one form and sometimes the other quite inconsistently. Hence, it is this inconsistent deviation that he calls a mistake: sometimes the learner 'gets it right' but sometimes he makes a mistake and uses the wrong form. As to Johnson (1988:90), a mistake is a lack of processing ability, but not knowledge. James (1998:79) states, errors are everything that mistakes are not; they are significant; they do reflect knowledge or competence; they are not self-correctible; and only learners of second or foreign language make them. Corder (1981:10) puts the term error to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date, i.e. his transitional competence.

From the aforementioned concepts, it is possible to draw a distinction between the concepts of 'errors' and mistakes Corder (1967) as cited in Allwright and Bailey (1991) makes clear this distinction. He used the term error to refer to regular patterns in the learners' speech which consistently differ from the target language model. Accordingly, the regularity of such patterns reveals the learner's underlying competence the system of rules that governs his speech. On the other hand, he uses the term mistake to refer to memory lapses, slips of the tongue and other

instances of performance errors. Allwright and Bailey (1991:91) also state that second language learners can often make their own mistakes, but the errors they make are part of their current system of interlanguage rules and hence are not recognizable (to the learners themselves) as 'wrong'. Thus their errors are not amenable to self-repair, but their mistakes may well be. Byrne (1988) and Brown (1994) clarify the distinction between mistakes and errors as. mistakes are students' language problems caused by not using correctly the language they already know where as errors are mainly the outcome of a learner's developing competence. McDonough and show (1993:190) states that "mistakes will require direct feedback and remedial treatment and largely relate to language points already covered; errors may be more appropriately used for the planning of future work."

According to Edge (1989:25) all deviations from standard English are not errors rather, they are mistakes. A 'slip' is a mistake which the student can self correct if it is pointed out by the teacher, whereas an 'error' cannot be corrected by the student, even if it is pointed out though the teacher knows that the class is familiar with the form.

2.4 Feedback in the EFL Classroom

The concept of error treatment has been a point of interest for both language teachers and researchers in relation to classroom interaction (Nuru 2000:74). And there are terms like feedback, repair, correction and treatment usually used in literature to serve similar concepts. Therefore, it is better to see these terms briefly.

As to that of Chaudron (1983:132), feedback is an aspect of interaction in classrooms with the widest scope which includes the notion of error correction and in which speakers derive from their listeners' information on the reception and comprehension of their messages in any communicative exchange. Makiano (1993:337) explains feedback as error detection which is designed to promote correction by supplying learners with information about the correctness of their language production.

Vanlier (1988) tried to make a distinction between 'repair' and 'correction'. He stated repair as the generic term and that correction is one type of 'repair', namely the replacement of an error made by the speaker with the correct form. Therefore, the issue of repair is much broader than the mere correction of 'errors' and it will be taken as not the correction of errors but also other phenomena (Vanlier 1988:183).

'Treatment' on the other hand is used to refer to any teacher behavior following an error that minimally attempts to inform the learner about the fact of error (Chaudron 1983:149). According to Allwright and Bailey (1991:99), "error correction' and error treatment' may be used interchangeably; however, still there will be conceptual problem as the phrase 'error correction' implies 'cure' which in turn shows the learner's being accurate after the treatment."

Because of the close concepts of the terminologies mentioned, it is inevitable to come across them in this research work. So it is not surprising if the researcher used these terms in the subsequent parts.

2.5 The Role of Error Correction in Language Learning

Error treatment, along with formal instruction, is the classroom activity thought as one of the language teacher's important functions which distinguishes classroom interaction from the outside classroom interaction (Nunan 1989:31). But there has been a well-documented debate about the relative values of error treatment.

After reviewing the available research at that time, Hendrickson (1978) concluded that error correction does improve the proficiency of EFL/ESL learners, if they are errors that inhibit communication, stigmatize the learner, and appear frequently. As to Chaudron (1988:134), the function of feedback is not only to provide reinforcement, but to provide information which learners can use actively in modifying their behaviors. This implies that the information available in feedback allows learners to confirm, disconfirm, and possibly modify the hypothetical, 'transitional' rules of their developing grammars, but these effects depend on the learner's readiness for and attention to the information available in feedback.

As Murphy (1986:146) states, correction is a form of feedback to learners on their use of the language which describes success or failure. Because language in use exploits both form and function. Giving correction makes the teacher attempt to help and improve learning. Atkins and et al (1996:139) also strengthen the role of feedback as one way of supporting students in the process of becoming gradually more correct users of English.

Broughton et al (1980:135) put that errors will always be made and have direct implications for remedial work because they are by their nature systematic infringements of the normal rules of the language. They involve hypothesis formation and reinforcement, as the students develop a

growing competence in the language they are learning. The learners move from ignorance to mastery of the language through transitional stages.

The concept of feedback plays great role in skill acquisition. Johnson (1988:90) states feedback as an important source of information in the development of the learner's performance. He adds that feedback has a lot to contribute to the learning process in language classroom. Brown (1994:218) explains that feedback results in reinforcement of the forms used and a conclusion on the part of the learners that their speech is well formed. It facilitates the learner's production or performance of the target language.

Krashen (1987:117) explains the value of error correction in helping the learner change his/her conscious learning of the rule of the target language. It affects the learned competence by informing the learner that his/her current version of a conscious rule is wrong. This shows that corrective feedback is helpful to correct learners' errors when the objective is learning. Dheram (1995:160) states feedback as a two-bullock cart which involves the collaborative approach of teachers and learners to make teaching-learning effective.

Schmidt and Frota (1986) cited in Allwright and Bailey (1991:104) used the concept of Krashen's input hypothesis 'i+l' where 'i' stands for the learner's current stage of interlanguage development, and the '+l' represents the next level of language to be acquired. They explained that corrective feedback 'Juxtaposes the learners' for '+l' with the target language form 'itl' and the learner is put in an ideal position to notice the gap between what he/she was saying and what other people were saying before he/she could alter his/her output. When corrective feedback is provided the learner becomes aware of the differences between his/her speech and some other proficient peoples' sayings.

On the other hand, some scholars oppose the role of corrective feedback or error correction in language learning. For example, Chaudron (1983:134) citing Vigil and Oller (1975) pointed out not only the positive effect of feedback but also its negative information about target language forms. Vigil and Oller (1976:286) strengthen continuous positive feedback may produce a run away situation in learners which again makes them overwhelmed to conclude that they are always right in their performances and fail to notice their errors.

Krashen (1987:75) also argues that error correction has little or no effect on subconscious acquisition of language. As to him error correction makes the learner to avoid mistakes and

difficult constructions. The learner then pays more attention to form than to meaning. This may discourage the entire communication which involves negotiation for meaning. Krashen strengthens this idea by stating that overt error correction of speech even in the best circumstances is likely to have a negative effect on the students' willingness to try to express themselves (Krashen 1983:177).

From the facts mentioned earlier, it is possible to realize that error correction has been perceived both positively and negatively by different scholars. Despite the debate on the issue among these scholars, the corrections of learners' errors remain inevitable in language classrooms.

Makiano (1993:338) explains that language teacher need to consider learning situations, learner types, purposes of lessons and the nature of particular errors besides the decision whether to treat or not, which errors to treat and how to treat.

2.6 Scholars' Views of Error Correction

Researchers have different views regarding the treatment of learner errors. The traditional approach to error treatment influenced by audiolingualism of the 1950s and 1960s was entirely negative (Hendrickson 1978).

This rejection of students' errors was common during the 1960s. for example; Brooks (1960:58) stated error just like sin which has to be avoided and its influence overcome; however, its presence is to be expected. He suggested an instructional procedure that would ostensibly; help language students produce error-free utterances.

Hendrickson (1978:388) stated, citing the teachers' manual for German, Level One, prepared by the Modern Language Materials Development Center (1961), teachers should correct all errors immediately (P. 3, 17, 21,26), and that students should be neither required nor permitted to discover and correct their own mistakes (P.28, 32).

Later on, structural linguists introduced another mechanism called 'contrastive analysis' which assumed that interference from students' L1 caused errors to occur in their target language speech. And it was believed that once a teacher had a systematic knowledge of the difference between the two languages, he/she could begin developing appropriate instructional techniques and materials that would help students' avoid producing errors (ibid).

Since the late 1960s there has been a change of trend from audiolingualism to transformational generative grammar which made language teaching more humanistic and less mechanistic. This attitudinal change made foreign language teachers examine the learning styles of their students' and stress on the use of language for communication. As Chastain (1971:249) wrote, "more important than error free speech is the creation of an atmosphere in which the students want to talk."

This led to the positive perspective toward second language errors. As a result, many language educators proposed that foreign language teachers also should expect many errors from their students, and should accept those errors as a natural phenomenon integral to second language learning process. They need to tolerate some students' errors. This is because students feel more confident about using the target language than all their errors are corrected (Hendrickson 1978:388).

In addition to considering student errors as natural phenomena, it is believed that their careful study has pedagogical purpose for second language teachers. Corder (1967:265) states:

Errors provide feedback; they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus has been following have been inadequately learned or taught and need further attention. They enable him to decide whether he/she must devote more time to the item he has been working on. This is the day to day value of errors. But in terms of broader planning and with a new group of learners they provide the information for designing and remedial syllabus or a program for teaching (Corder, 1967:265).

Corder (1981:5-6) states two schools of thoughts in the field of methodology in respect to learners' errors. The first one considers errors as signs of the present inadequacy of teaching techniques to be avoided. The second thought regards errors as inevitable things to be dealt with technically.

In general, there has been a shift in methodological and pedagogical focus from preventing errors to leaning from errors since the time of audiolingualism. This can be in short expressed in

George's (1972:189) as "It is not worthy that at the beginning of the 60s the word 'error' was associated with correction', at the end with learning."

2.6.1 Should Learner Errors be corrected?

The most important decision to be made before we correct the learners' errors is whether to correct or not (Edge 1989:18). This is because there is controversy among scholars over whether errors should be corrected at all. Krashen (1981, 1982), for instance, claims that error correction, like grammatical explanations, is of little benefit for long-term acquisition. This claim is based on the fact that acquisition is a sub-conscious process. Nunan (1989:31) however surveyed that there is a strong preference of learners for their error correction. Cathcart and Olsen's (1976) study cited in Hendrickson (1978:389) also indicated that students find their error correction useful and desire to be corrected.

On the other hand, Chaudron (1988:136) states that whether learners' errors should be corrected may not be however dependent entirely on their preferences, although satisfaction of their perceived need may be important for a positive attitude. The answer should follow primarily from evidence of the effectiveness of error correction. When learners are not able to recognize their own errors, they need the help of someone who is more efficient in the language than they are.

We cannot always ignore our students' correctness in their use of English. This is because successful communication depends on a certain level of accuracy. Besides, a lot of examinations depend on how accurate a student is in constructing correct pieces of language. Hence, whether to correct learners' errors will depend on the purpose. That is whether we focus on fluency or accuracy. When the objective is to encourage fluency, it is not necessary to correct unless they affect the communication whereas when the objective is accuracy, it needs to be corrected. So the necessity and importance of correction depends on the condition (Edge 1989:18-20).

Ur (1996:246) supports this idea. Whether we treat or not our learner's error depends on the conditions. Accordingly, there are some situations where we might prefer not to correct a learner's error: in fluency work, for example, when the learner is in mid-speech. Correction in such cases would disturb and discourage than help. However, there are other situations when correction is likely to be helpful.

Of course, learners may react badly if their teachers or friends begin to 'over correct' them. The problem is to find the right balance all the time. Thus, even the first stage of the decision making process that is, the question of whether to treat the error or to ignore is not a simple matter (Allwright and Bailey 1991:103).

2.6.2 When Should Learner Errors be corrected?

After the decision-making process of treating learners' errors, the next issue the teacher deals with is about the time of error treatment. Regarding when to treat errors, the teacher may have three choices. He/ she may:

- (a) Deal with it immediately which involves the interruption of the learner in the mid-sentence.
- (b) Delay the treatment some what (for example, until the learner finishes with the message she/he was trying to convey, while still treating the error within the boundaries of the same lesson in which it occurred.
- (c) Postpone the treatment for longer periods of time. For instance, oral errors, particularly if they are patterned and are shared by a group of learners may form the starting point for a future lesson (Allwright and Bailey 1991:103).

Among these alternatives, the immediate error treatment is considered a disruptive practice which could eventually inhibit the learner's willingness to speak in class at all.

Norrish (1983:116) states, when the learner is more concerned with expressing a meaning, imparting some information or opinion, than with the forms of a language, he/she should not be stopped and corrected "in mid-stream." He recommends the teacher to record the general problems in his notebook and incorporate into later teaching points.

Murphy (1986:146) asserts that the idea that learners' errors should be instantly corrected does not have supportive evidence; hence he claims that there is no use to interrupt learner's activity when they can be corrected after words. According to Hendrickson (1978:390), errors should be tolerated during communicative practice, and grammar correction should be reserved for manipulative grammar practice. He also suggested that serving error correction for manipulative grammar practice and tolerating more errors during communicative practice can have beneficial effect on the feelings and performance of learners.

Of course, the need of immediate correction becomes crucial when mistakes of fluency which affect meaning occur. Regarding this, Murphy (1986:147) state mistakes of fluency occur and may need immediate correction. For example, when some learners in a group are unable to get a turn to speak or everyone is avoiding the gaze of the current speaker to avoid having to speak next or if the group goes silent and is unclear on how to proceed, it needs to intervene and comment why communication has broken down. They are making an error of fluency and are not handling turn taking appropriately.

Broughton et al (1978:140) state that immediate feedback is possible in both written as well as oral work. This is valuable to the learner if it is supported by the teacher on the spot to give some practice, otherwise it becomes counterproductive.

Sometimes the teacher may face difficulty in providing immediate feedback for his learners. In such cases, he/she can postpone it. But corrective feedback becomes less effective as the time between the performance of the skill and the feedback increases (Allwright and Bailey, 1991:103).

2.6.3 Which Learner Errors should be treated?

It is true that errors are not only inevitable but also an essential part of learning in the classroom (Norrish 1983:113). Hence, it is not surprising to come across considerable number of errors. The point is which errors have to be corrected. Regarding this Hendrickson (1978:392) states correcting three types of errors can be quite useful to second language learners. These include: (a) errors that impair communication significantly; (b) errors that have highly stigmatizing effects on the listener or reader; and (that cause the most unfavorable reactions) errors that occur frequently in student's speech and writing.

The priority of errors that affect communication is supported by many scholars. For example, Krashen and Terrell (1983:118) citing Burt and Kiparsky, (1972) state errors that interfere with communication or impede the intelligibility of a message (global) errors should deserve priority in correction. Norrish (1983:7) suggests that errors that cause irritation but do not block comprehension (local errors) should receive a lower priority of treatment than those which prevent comprehension or mislead the listener (global) errors. He adds that in any piece of written work (or spoken language, too) the errors which would come at the top of a list of teacher's priorities would be global rather than local. In any assessment, it is the global error

which would attract most attention and presumably, lose most marks or lead more easily to failure to understand the speaker's intended meaning. Hence, as far as remedial teaching is concerned, the global error would need treatment before the local type (Norrish 1983:108).

Hendrickson clarifies global error type as a communicative error which causes a proficient speaker of a foreign language either to misinterpret an oral or written message, or to consider the incomprehensible message with the textual content of the error which in turn means a linguistic error that makes a form or structure in a sentence appear awkward but causes a proficient speaker of a foreign language little or no difficulty in understanding the intended meaning of a sentence given in its contextual framework.

2.6.4 How Should Learner Errors be corrected?

How to treat learners' errors in classroom is another basic question to be raised among teachers and scholars. Once the teacher decides to treat noticed errors, and decide when they will do so, they have a variety of methods. Regarding this Chaudron (1977:33) states at least three moves involved in learner's error correction after they commit the error.

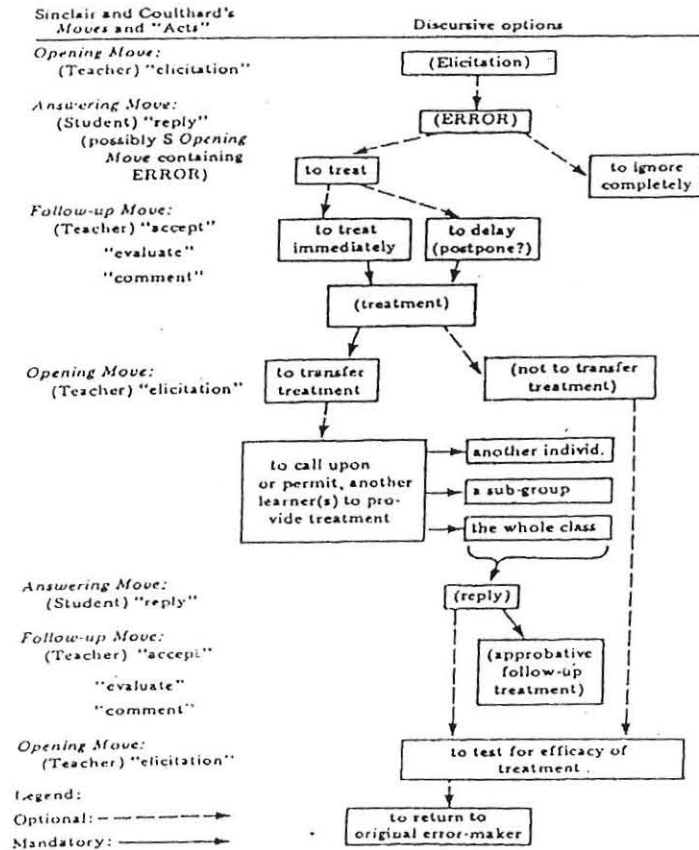
- a. The teacher can treat an initial follow-up move, which consists of some sort of treatment that optionally accepts evaluates and comments on the error. Ignoring an error or exiting may occur simultaneously.
- b. Some opening moves, or elicitation, will be necessary to get the students or transferred students to respond again, whether or not any initial follow-up treatment has been provided. Lacking a follow-up move, the opening move may convey information regarding the error in some implicit way or even explicitly if the elicitation focuses on the error.
- c. The student(s) will then reply again. But the fact that further errors would automatically re-enter the flow at the top of the diagram as a student's answering move (this could result in a new corrective treatment) is not shown in the model. The students' correct replies may optionally be followed by two further moves.

A Teacher Follow-up Move offering approbation (again accepting, evaluating and/or commenting, although positively only).

The basic series of Moves (follow-up, opening, answering) in final constitutes a correcting exchange. In the model, the classroom moves are shown on the left side, and the particular 'Acts' that constitute these moves and that are pertinent to corrections are in quotation marks. The

Since the model is useful in identifying corrective exchanges, the researcher will employ it to segment the classroom moves in the lesson transcript data collected for the study. See figure 1 below.

Fig 1:



Another model to be used by teachers to decide how to treat errors is the Chaudron's (1977:37) model of corrective discourse which provides various techniques to be used in classroom. So this model is also used by the researcher to identify the types of corrective treatments used by the teachers in the study. See figure 2 below.

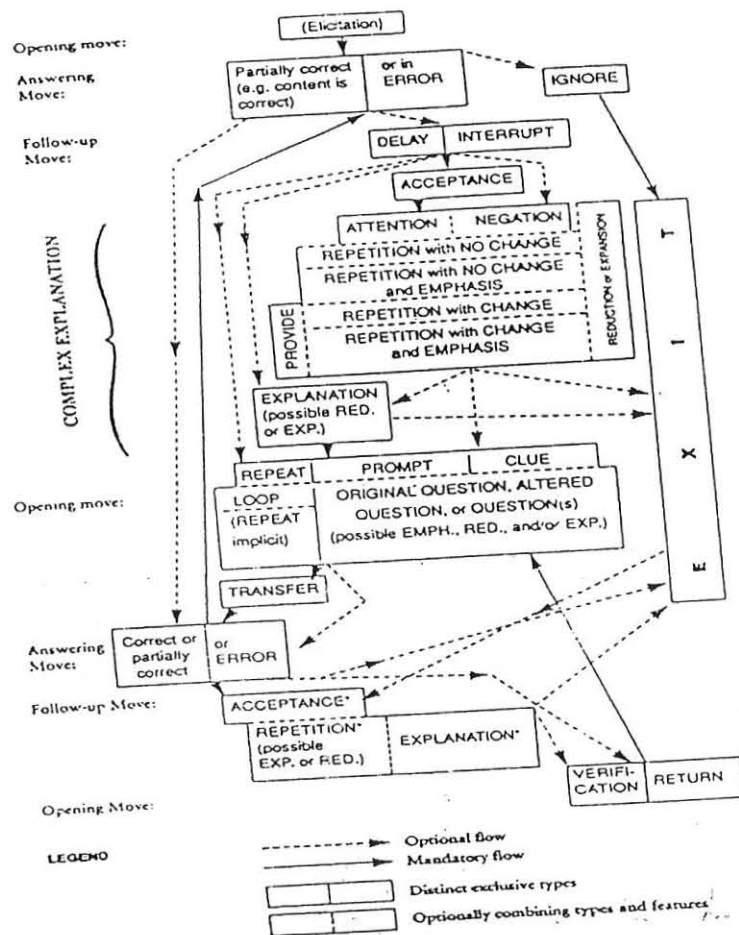


Fig. 2.

Chaudron's (1977:37) Flow chart model of corrective discourse

Allwright and Bailey (1991:105) explain, teachers have at least three choices in deciding how to treat learners' errors.

(1) Informing the learner that an error has been made, (2) informing the learner of the location of the error, and (3) informing the learner the identity of the error.

When learners commit errors, the teacher can inform the learner that he/she has made error. This can be using different techniques like repeating the mistaken part of spoken discourse, questioning, denying or using expressions of gestures. If these fail to inform the learners to notice their errors, the peer correction can be used as an alternative. The teacher can locate where the error occurred. If both self-correction and peer-correction fail to be effective, the last resort will be the assistance of the teacher. The teacher can correct the error and specify (explain) the nature of the error to students (Harmer 1991:68-69).

Regarding the treatment of learner's errors, scholars point out different problems. Chaudron (1988:145) states one of the most noted problems with corrective feedback is that repetition of a speaker's utterances can serve several functions, of either a negative opening move intended to verify the understanding of the correction. This last move is shown by the discursive options of the corrections "test for efficacy" or "return to original error maker" (correcting) or a positive nature (agreeing, appreciating, understanding). Repetitions are among the most common corrective feedback. Correcting repetitions usually contain some additional information or a discourse feature that signals them to be corrections instead of confirmations, such as a slight modification of the original utterance (reduction or addition or substitution), an emphasis in stress or lengthening of segment, a questioning, intonation, or other correcting acts. Thus the problem is, for L2 learners, whose grammar may not encompass the target rule, the modification or emphasis may be imperceptible, or perceived as merely an alternative to their own utterance, because accepting, approving, conforming repetitions occur frequently in the same contexts. So it may be confusing for students (Chaudron 1988:145).

Ellis (1994:586) explains the inconsistency with which teachers correct learners' utterances, at times accepting a fault target language form for the sake of communicative purpose, at times correcting the same or similar error, and at times correcting minor error, or altering learners' meaningful communication for the sake of the example.

2.5.5 Who should correct Learner Errors?

Once the teacher has decided to treat learner errors, a further issue in the series of questions involved in decision making process leading to treatment concerns the question of who should correct noticed errors.

The apparent possible answers to this question according to Chaudron (1988:150) are: the teacher, the learner making the error, or the other learners. Long (1977) also strengthens this idea. He states the teacher to have three options: to give the error maker the chance to self-correct, to call on other learners to provide correction or to do the correction himself.

It is clear that the idea that learners need to be given the chance to correct themselves seems to attract the support of many scholars and researchers. Allwright and Bailey (1991:107), it is not surprising that the most common source of feedback to language learners in classrooms is treatment provided by the teacher, however, there is doubt about the effectiveness of this kind of treatment in terms of the teacher's and learner's goals. As to them more actual learning may ensue if the learners accomplish a substantial proportion of the corrective task themselves. Gardner (1990:71) suggests a principle in which all researchers support the correction which involves the learners themselves in feedback processes.

As to Edge (1989:24), the best form of correction is self-correction. This is because people usually prefer to put their own mistakes right rather than be corrected by someone else. It is also easier to remember self-correction, because someone has put something right in his or her own head. So Edge emphasizes the importance of giving chance for self-correction and advises us not to correct the mistake ourselves, rather to show that mistake has been made. It is also advisable to give the student a little time to recognize the mistake and correct it.

The teacher needs to inform the student about the commission, location, or identity of the error made. On the other hand he/she could offer the learner the opportunity to try to self-correct without any further help from him/her. This is because only the learners are actually capable of making changes in their developing interlanguage systems. This encourages the long-term goals that students will repair their own communication breakdowns and produce the target language accurately and fluently without guidance from us, and that the correct forms will be internalized. Therefore, it is important to allow learners both time and opportunity in our classrooms for self repair (Allwright and Bailey 1991:107).

Edge (1990) asserts that self-correction is a good starting-point as students prefer correcting themselves and will remember the correction more easily, particularly in the case of slips. Hendrickson (1978:395) states that most classroom teachers assume the responsibility for correcting their student's errors. Many may also think that the teacher is expected to be the most common source of information about the target language and to react to errors whenever it seems appropriate to do so. However, it is suggested that the teacher should not dominate the correction procedure.

Sometimes, learners may fail to correct their own errors. In these circumstances the teacher is expected to encourage the peer correction. Allwright and Bailey (1991:108) states that another possibility when learners fail to correct themselves is using other learners to help provide corrective feedback because it will be possible for many students to recognize and repair their classmates errors. Accordingly peer feedback is important for the teacher to establish a tone of mutual support, so that learners are not overwhelmed by corrective input.

Edge (1989) recommends peer-correction as a useful technique for the correction of errors, as it gives learners opportunities to think about language, listen to and co-operate with their peers, and become less dependent on the teacher. However students from some cultural backgrounds may interpret correction from their peers as criticism and feel that the teacher is not doing her/his job properly. For this reason he suggests peer-correction and informs the advantages of it. They state that peer-correction enables learners to think about the error and to learn from each other.

Edge (1989:26) not only recommends peer-correction, when self-correction fails, but also points out four advantages of peer-correction.

These include:

- (1) When a learner makes a mistake and another learner corrects it, both learners are involved in listening to and thinking about the language.
- (2) When a teacher encourages learners to correct each other's mistakes, the teacher gets a lot of important information about the students' ability.
- (3) The students become used to the idea than they can learn from each other.

- (4) If students get used to the idea of peer-correction without hurting each other's feelings, they will be able to help each other learn when they work in pairs and groups when the teacher cannot hear what is said.

Chaudron (1988:151) citing the study of Pica and Doughty (1985) reveals that the frequency of other-correction and completion by students is higher in group work than in lockstep teaching. The practice of enlisting learner involvement in correction of peers is supported. This is because tasks involving exchange of information from both learners necessitate more negotiation of meaning.

Regarding teacher-correction, Edge (1989:27) states, the more the students are involved in correction, the more they have to think about the language used in the classroom; however, this may not always be possible. Sometimes the students may fail to correct their errors and in such cases they need the teacher's help. If neither the student who made the error, nor any other student can correct it, then the teacher is expected to give more help. On the other hand, when both self-correction and peer-correction fail to do their work, the teacher can sometimes help by focusing attention on the place where the error occurs. This does not mean that the teacher has to give the correct form straight away. The teacher can use different techniques (for example, repeating the sentence up to the mistake and then invite someone to continue, repeating the sentence including the sentence etc).

The teacher is encouraged to use non verbal clues like counting syllables or words on her/his fingers, tapping, clapping, and visual clues on the blackboard to indicate correct pronunciation and natural stress and intonation patterns. If all these possibilities fail, the teacher needs to give the correct form (Edge 1989)

Hendrickson (1978:396) puts, teacher correction of learner errors is important to many students, but it may not necessarily be an effective instructional strategy for every student or in all language classrooms. Therefore, self-correction or peer-correction supported by teacher guidance is more helpful for some teachers and learners.

2.7 Studies of Feedback in Ethiopia

There have been studies on both written and oral feedbacks conducted in Ethiopian context. Some of the studies on written feedback include Getnet (1994), Tesfaye (1995), Italo (1999) and Mesfin (2004) and Taye (2005). Getnet's study focuses on teachers' response to students' written work which revealed that teachers rarely focus on higher order concerns during their learners' written work feedback. Instead they focus on minor areas like mechanics and grammar. Tesfaye's study was based on the investigation of the relation between self-correction and learners' performances. He came to the conclusion that self-correction is more effective than other techniques to improve learners' written performance. Italo (1999) in his Doctoral thesis investigated comparison of the effectiveness of teacher and peer-feedback in students' written performance and found that both techniques led to comparable results. Mesfin (2004) showed the equal importance of self-correction and peer-correction in students' essay writing performance after exploring the effectiveness of these two corrections. Taye's (2005) study focused on the effect of written feedback on students' written performance. His finding showed little contribution to students' performance. On the other hand, the studies on oral correction include Wondwosen (1992), Teshome (1995), Temesgen (1999), Nuru (2000) and Sileshi (2008).

Wondwosen studied on classroom feedback behavior of teachers in which he found 29% of the class time is spent on giving feedback by teachers. Teshome studied about teachers' treatment of learners' oral errors. He concluded that teachers lack awareness about the important types of corrective techniques.

Temesgen (1999) investigated learners' perception of teachers' verbal feedback. His finding was that the explanation about correctness and incorrectness from their teachers is perceived positively by learners.

Nuru (2000) in his Doctoral thesis explored the extent to which primary school EFL teachers use feedback to communicate their expectations about the ability of individual students and identify the ways in which they use this aspect of classroom interaction in differentiating between students of high and low expectations. The finding showed the high achievers receive much more feedback types than the low achievers.

Sileshi (2008) studied corrective feedback on students' oral errors. One of his findings is that teachers do not seem to have enough and appropriate information as to which corrective techniques are useful to the students' oral proficiency.

In general, though there were researches conducted on error corrections in the Ethiopian context, few of these focused directly on the present study topic. Though their areas of focus differ, the works of Teshome. Nuru and Sileshi were more related to this topic. This shows that the area is not fully investigated. So, it is this gap that the researcher intended to narrow.

CHAPTER THREE

RESEARCH METHODOLOGY



3.1 Introduction

It was mentioned earlier in the first unit that this research is aimed at exploring EFL teachers treatment of their students' oral errors in EFL classrooms. More specifically it focused on asking the way teachers treated students' oral errors, the major errors that cause difficulty in the students' communication, the techniques or the corrective feedbacks teachers more likely use in the corrections and the extent to which they interrupted or delayed their students' oral responses.

In this chapter, the subjects of the study, data collection instruments, methods of development of instruments used for the study and data analysis are discussed.

3.2 Research Participants

As Burges (1983) in Zeleke (2006:29) points out, it is essential for the success of the research strategy that participants are fully in sympathy with the task. He stressed that reluctant subjects will rarely provide usable data. Therefore, in this study, selecting an appropriate school and proper research subjects in the school has been accomplished through purposeful selection.

Shambu Senior Secondary and Preparatory School, at Shambu town of Horro Guduru, Wollega Zone, was deliberately selected for the study. This is because the researcher knew the area very well and thought that he would not find any difficulty while conducting the study.

In conducting the research about the teachers' treatment of their students' oral errors in the selected school, the subjects of the study were four grade nine English language teachers and all the students in the classrooms observed.

3.2.1 The Teacher Subjects

The main sources of the data for this study were the English language teachers in Shambu Senior Secondary and Preparatory School. For the data collected through observation and interview four teachers were selected from six teachers currently teaching at this grade level based on their willingness to be observed and interviewed. All the teachers were diploma holders and graduated from different educational institutions in the country. All of them are currently training for their

first degree in different institutions. They have served from 8 to 21 years. Then, they were observed while they were teaching in their classes. These teachers were also interviewed to consolidate data gathered from classroom observation and from students' interview.

3.2.2 The Student Subjects

The other sources of the data for the study were the students from the selected classes. There were 26 classes in this grade level taught by six teachers. Among these, 16 classes were occupied by the four teachers selected for the study. So one from each of the four teachers' class is selected purposefully. Each class had 72 students. Thus, a total of 288 students took part in the study. After selecting the classes with the English teachers, the researcher selected twelve students who would be closely interviewed. The researcher used the students' first semester performance in English. Based on this, the top, the average and the lower students from each selected section were considered. In selecting these students, the researcher was supported by English teachers. Based on this, the top-ranking, the average ranking and bottom ranking students from each selected section were considered.

From each section, three students were chosen. Since four sections were selected, a total of twelve students (four sections X three students) were chosen based on their first semester English language examination results to represent the school under the study.

Top achiever = one student with the highest mark in English

Average achiever = one student with average mark in English

Lowest achiever = one student with the lowest mark in English

Here, the average mark is obtained by adding the two extremes (the highest and the lowest marks) and dividing it by two. There was no overlapping of the students' marks.

3.3 Instruments of Data Collection

To collect the data for the study, two types of instruments were used. These are: classroom observation and interview. Classroom observation was the primary source of data in the study. It was used to collect data about the teachers' feedback behaviors in EFL classroom. The interview for the students and teachers were to substantiate whether their responses confirm with the classroom observation.

3.3.1 Classroom Observation

Observation used in qualitative research usually consists of detailed description of people's activities, actions and the full range of interpretational interactions and organizational processes that are of observable human experience (Solomon 2004).

Classroom observation in this study was used to collect data about English language teachers' treatment of their students' oral errors in the classrooms. To gather data about actual classroom interaction between the EFL teachers and their students, and to catch most of the classroom interactions, the observation was supported by video recordings.

In order to get the teachers and students who participate in the study (observation and interview), the researcher considered the necessary preconditions. He asked the kindly support of the school's administrators like the director and the English language department head. So the researcher first contacted and consulted the director of the school. He introduced himself, explained the purpose of his research and asked cooperation. Then the director introduced him to English language department head so that the department head again introduces him to some selected English language teachers for the observation and interviews to be carried out. The researcher contacted the teachers and asked their willingness. Before the interview, he explained to them the objective of the research.

Before the actual recordings of the lessons, the researcher familiarized himself with the classes. This was to establish a good relationship and to minimize unnatural classroom behaviors that might affect the data to be collected for the research. For this purpose, the researcher carried out two observations in each section. The first observation was done to familiarize the researcher with the classroom. In other words, the first observation was used as a lesson to learn for the second observation so that mistakes that happened during the observation were corrected and the necessary adjustments were made for the actual observations and recordings. It gave the researcher a good opportunity to experiment with the observational techniques and some experience about teachers treatment of their students' oral errors in language classrooms. To avoid irrelevant lessons (lessons which do not go with the objectives of the study), the observations were made on relevant lessons. The four teachers were on similar lessons. So the observations were based on exercises about conditional clauses, compound nouns and related exercises.

During the second observation sessions, the researcher himself came to the classes with the video camera. To avoid the involvement of another person in the classroom and to reduce financial wastage, the researcher did the video recordings by himself. It helped the students not to reserve themselves from revealing their actual classroom interactions (natural behaviors).

Besides, it provided good adaptation and experience for the researcher to see the classroom situations, the teacher and the students' interaction which helped him in the actual recordings.

After all the necessary preconditions were made, the actual recordings of eight lessons taught by four teachers were carried out. These video recordings were dubbed to describe the behaviors shown in the classroom to see teachers' treatment of their students' oral errors.

3.3.2 Interviews

Interviews are used as an indispensable method of data collection in this study. Zeleke (2006) states interviewing research subjects aim to ask questions to explain the reasons underlying a problem or an issue. According to Patton (1990:278), an interview is a qualitative research technique that allows person-to-person discussion and can lead to increased insight into people's thoughts, feelings and behavior on important issues. The writer adds, "We interview people to find out from them things that we cannot directly observe" (Ibid). Thus, in order to confirm the data collected through classroom observation, interviews for teachers and students were used in this study.

3.3.2.1 Interview for Teachers

The teachers' interview questions were intended to investigate basic information for the research objectives by eliciting their perspectives. These interview questions dealt with how English language teachers of the school treat their students' oral errors. These include: the techniques and strategies they employed to treat students' oral practice, the types of corrective feedback they provide, and the extent to which they delay or interrupt students' utterances for oral correction.

To encourage his respondents to talk at length and to get a complete picture of their views on classroom practices of oral error treatment, the researcher used seven open-ended interview questions. The interview questions for teacher subjects were prepared and conducted in English. This was because the researcher thought that teachers would face no difficulty in understanding the English version of the interview. The interview questions were conducted to them after the

classroom observation. Then they were tape-recorded and transcribed for qualitative analysis. To record the interviews, National Panasonic tape recorder was used. All the interviews were recorded on tape –cassettes.

3.3.2.2 Interview for Students

The students' interview questions were more or less related to issues with the teachers' interview questions. This interview was aimed at consolidating the data gathered through classroom observation and that of teachers' interview. It focused on: how or in what way their teachers act when they commit oral errors, the techniques and strategies their teachers used during the oral error treatment and the students' perception on their errors.

To get more accurate and honest responses, the interviewer explained and clarified both the purpose of the research and the interview questions. Besides, the researcher followed upon unclear and incomplete responses by asking additional probing questions. To avoid confusion, and lack of information due to language difficulties, the interview was prepared and conducted in Oromo language. The interview had also seven open-ended items.

To crosscheck the accuracy of the translation of the interview questions from English to Oromo language, the researcher gave it to two instructors of A.A.U College of Education. One was from English language department and the other from Oromo language department. Both of them had good knowledge of translation. So based on their feedback, the researcher made the necessary corrections before writing the final interview questions.

3.4 Method of Data Analysis

Cook (2001:143) citing Sinclair and Coulthard (1975), points out that classroom exchange has at least three moves: the Initiation (I) which involves the teacher's initiation requiring something of the student to something, the response (R), which involves the students answer to the teacher's initiation (which is may be the question asked), and the Feedback /follow-up move (F), which involves the teacher's announcement of the answers from the student whether it is wright or wrong. Because the basic objective of this study is to investigate how EFL teachers manage or treat their students' oral errors, the treatment after the students' errors will be in focus. This is because informing the student that the response contains an error by itself needs to give a student

a chance to investigate and correct his/her error in the answering move which comes after the teacher's follow-up (feedback-move).

In addition to the three moves above, Chaudron (1977:33) discusses the teachers' follow-up move following the students' initial /answering move that contains an error. According to him, the answering move which helps the student to respond again after the teacher's feedback or follow-up needs to be the part of student's oral error treatment. This means, there is a fourth move which is the Answering Move in which the student responds again after the teacher's Follow-up move focusing on corrective feedback.

The researcher then used the combination of these models developed by Chaudron in which the four moves (Initiation-Move__ the teacher requires the students to something, Answering-Move__ which involves response containing an error from the student, Follow-up Move__ in which the teacher provides corrective feedback informing that the response contains an error, and is meant to him/her to try again) and the Answering-Move in which the student responds again by attempting to correct the error) are included. Thus, a single extract of corrective exchange in the classroom will have at least four moves.

The researcher also used Chaudron's (1977:37-39) model of corrective discourse for analyzing data gathered from classroom observation lesson recordings. This model consists of thirty one different types of corrective treatments employed by the researcher to classify the types of treatments the subject teachers used in this study. Because the model is mainly about corrective feedbacks, the researcher used it to identify the types of treatments used by the teachers during classroom observation. See the model attached at the end as an appendix.

CHAPTER FOUR

Analysis and Discussion of Results

4.1 Introduction

The data collected from classroom observations and from interviews conducted to both teachers and students do not by themselves indicate the results or the findings. Hence, it needs to organize, categorize, analyze and discuss or interpret these data to come to the findings. That is why the next sections under this unit deal with these affairs.

4.2 Category of the Identified Errors

This chapter presents the analysis and discussion of data collected from two sources. Classroom observation and interviews of teachers and their students. Based on this, 124 errors were identified and classified under 12 categories as shown in the table below.

Table 1 Frequency and Percentages of the Category of Errors in the Four Sections.

Type of error	Section I		Section II		Section III		Section Iv		Total		% ge of error category
	F	%	F	%	F	%	F	%	F	%	
Pronunciation	9	26.5	8	25	6	18.7	8	30.8	33	100	26.6
Tense	9	26.5	4	12.5	5	15.6	2	7.7	20	100	16
Agreement	3	8.8	6	18.7	8	25	5	19.2	22	100	17.7
Preposition	2	5.9	-	-	2	6.3	-	-	4	100	3
Word order	3	8.8	-	-	-	-	-	-	3	100	2.4
Articles	1	2.9	2	6.3	1	3.1	1	3.8	5	100	4
Wrong numbers	1	2.9	1	3.1	1	3.1	-	-	3	100	2.4
Adjectives	2	5.9	1	3.1	-	-	1	3.8	4	100	3
Verb group	1	2.9	4	12.5	7	21.8	2	7.7	14	100	11
Vocabulary	-	-	5	15.6	-	-	3	11.5	8	100	6.4
Noun group	3	8.8	-	-	2	6.3	1	3.8	6	100	4.8
Miscellaneous	-	-	1	3.1	-	-	3	11.5	4	100	3
Total	34	27.4	32	25.8	32	25.8	26	20.9	124	100	100

According to the frequency and percentages of the category of errors identified in the four sections indicated in the tale above, errors in pronunciation account for the highest frequency and

percentage. Errors in pronunciation here refer to the deviation of students' accent from the native speakers' pronunciation. This can be made clear by the following example.

Extract -38

T: Bahiru, would you try question no. 12?

S: When salt / sa: It/ water freezes, the ice contains very little salt /sa: It/.

T: How do you pronounce the word with [the teacher spelt the word] s-a-l-t?

Belay: salt/sɔ: It/

T: /sɔ: It/ it is correct.

In the above extract, the first student's utterance is not correct. The student pronounced wrongly simply based on sound of the first vowel sound. A total of 33 similar errors of pronunciation were made by the students under study. The percentages of the pronunciation errors committed indicate 26.5 % in section I, 25% in section II, 18.7% in section III and 30.8% in section IV.

The second most frequent errors identified in the study were errors related to the relationship between subjects and verbs (agreements). See the extract below.

Extract-61

T: Calories _____ (measure) the energy contained in food. Ok. Chaltu?

Chaltu: Calories measures....

T: Measure or measures? Remember 'calories' is plural subject Lasi?

Lasi: Measure.

T: That is 'measure'. This is agreement.

In the extract above the first student (one who made the error) did not understand the relationship between the plural subject 'calories' and the verb 'measure'. That is why she used singular verb for plural subject. Next to the errors of pronunciation, these errors of agreement and related ones were made repeatedly. In the study, they share 17.7% of the total errors committed in the four sections and covered 8.8% in section I, 18.7% in section II, 25% in section III and 19.2% in section IV.

The data collected for this part of the study indicates that errors related to times of actions (tenses) take the position of the 3rd most frequent errors committed in the four sections. The following extract shows this.

Extract- 43

T: Number one, Derartu?

S: I will came if you want me.

T: No. Not. Come on Derartu [the teacher wrote on the black board] and asked, what is the present form of came?

LL: Come.

T: Derartu, it is come ok.

The above extract indicates that Derartu should not have used past form, rather she should have used the present verb. She made this error because of lack of knowledge about tense. These and other related errors accounted for 16% of the total errors made by the students in the four sections and covered 26.5% in section I, 12.55 in section II, 15.6% in section III and 7.7% in section IV.

The other types of errors repeatedly committed by the students in the four sections of the study were errors related to verbs. These errors refer to the students' misuse (addition or omission) of verbs (like verb to be, verb to do, verb to have) past participles or infinitives. One of the extracts from the appendix is presented below to indicate this.

Extract-54

T: Can you tell us your answer? [Teacher pointed at the girl].

S: If the bus had broke, we would have been late.

T: No. Not broke. It should be...?

S: Break.

T: Broken should be the answer. Ok.

In the above extract, the student who tried to give the correct answer failed to do so. She used inappropriate verb form after the word 'had' in if- clause of conditional sentence type III .She should have used past participle form of the verb.

These types of errors took the 4th most frequent types of errors in the four sections and shared 11% of the total errors committed. Their distribution covered 2.9% in section I, 12.5% in section II, 21.8% in section III and 7.7% in section IV. The data here indicates that from the four sections only 2.9% or the least frequent verb errors occurred in section I.

The fifth most frequent types of errors identified were errors related to word meanings or contextual usage of vocabularies. One of the extracts about errors in vocabulary is indicated here under.

Extract-70

T: The new government policy _____ wide public support. Yes. You, answer it.

S: Benefit

T: Not correct. Another person, Gelana?

S: Receive.

T: Received.

In the above extract, the 1st student failed to use appropriate contextual word which can make the whole sentence meaningful. These kinds of errors happened 8 times in the four sections and accounted 6.4% of the total 124 errors identified. They covered 15.6% in section II and 11.5% in section IV; however, they didn't happen in sections I and III.

The data collected also reveals that students were heard while using inappropriate or misused nouns or pronouns. These errors refer to using nouns instead of pronouns or vice-versa, addition or omission of nouns or pronouns.

Extract-17

T: Ok. Number 5?

S: If there was no freedom of speech, there would not solve their problem.

T: Is he right?

LL: Yes, Yes. Teacher, Teacher

T: Ok. You

S: should be 'they would not'.....

T: Good. This is correct. It is explicit pronoun to be used here.

Here the student used 'there' in place of the pronoun 'they'. These led the whole sentence to be meaningless. These types of errors of course occurred only 6 times from the total 124 errors identified. They accounted only 4.8 % of the total errors and covered 8.8% in section I, 6.3 % in section III and 3.8% in section IV. They did not occur in section II at all.

According to the data collected and organized in table 3, although they were not so serious problems like the ones mentioned here above, articles were counted as errors committed by the students under the study. They involve the addition or omission of definite or indefinite articles. This can be indicated by the following extract.

Extract-32

T: Who can answer question number 1?

S: Sun rises in the east and sets /si: ts/ in the west.

T:rises in the east and sets in the west.

Only 4% of the total 124 errors of these types were committed by the students. They covered 2.9% in section I, 6.3 % in section III and 3.8% in section IV.

Extract-66

T: The correct simple present form for the next question is as?

S: It flow sea.

T: It flow....? You yourself try it.

S: It flows to sea.

In the above extract, first the student uttered his answer by omitting preposition (to). Only 4 errors and 3% of the total 124 errors identified were committed by the students and only students in sections I and III made 5.9% and 6.3% respectively.

Similarly, errors regarding use of adjectives and miscellaneous nature account for 3% of total errors each. The following extracts can make this clear.

Extract-47

T: Ok .New hand please. Yes the girl?

S: I understands my problem /*poroblan*/.

T: How do you say 'understands? I have told you several times that subject pronoun 'I' takes plural verb [wrote on the board ('I+ plural verb for simple present.

S: I understand my problem.

T: OK. Another student for further correction?

S: I understand his problem.

In the above extract, the student used possessive adjective 'my' in place of 'his' which led the sentence to be illogical one. These types of errors were again not serious ones but they covered 5.9% in section I, 3.1% in section II and 3.8% in section IV. They did not occur in section III.

The miscellaneous errors (errors related to omission or addition of unnecessary word or phrase that spoils the structural arrangements of words in a sentence) were also identified. See the following extract.

Extract-23

T: What is your answer, Belaynesh?

S: If id.....x...im...study...har...hard....

T: Are you speaking French or Chinese, please?

LLL: [Burst into laughter].

The above extract indicates that Belaynesh produced some unnatural and meaningless utterances. These type of errors accounted only 3% of the total errors.

Errors related to word order and wrong numbers take the last position in this study. They each covered 2.4% of the total errors. The following two extracts clarify them.

Extract-15

T: If I were the government of the city, I..... Daniel, would you answer it?

Daniel: I would more improve.

T: Is that right order of words?

Daniel: I would improve more.

In the above extract, Daniel in his first response disordered the words. So the meaning of the sentence was affected. These types of errors were the least frequent errors identified. They only appeared in section I and covered 8.8% of the errors identified in the section.

Similar to this, errors related to numbers shared the least percentage of the total errors (only 2.4%).

Extract-46

T: Ok. Ok. Bontu?

S: If the womens had been provided opportunities /ጋዎ (ገ) ለ ህጻናት/.

T: Women or womens? (Teacher interrupted).

S: Women.

T: That is 'women.'

The above extract shows Bontu's problem regarding number. She used double pluralization which is impossible. These errors appeared only 3 times and covered 2.9% in section I, 3.1% in sections II respectively.

To sum up, pronunciation, agreement, tense, verb group and vocabularies were the first five areas of difficulty for students to handle in their classroom oral interactions. The other areas range from noun group to the least frequented ones (word order and wrong numbers).

4.3 Types of Treatments in the Classroom

The other question to be answered by this study is about which types of treatments (corrective feedbacks) teachers provide to their students' oral errors during their oral interactions. Based on the instruments stated in 3rd chapter of this study, 14 types of corrective treatments were identified after recording and transcribing the lessons in four sections for two times each. The frequencies and percentages of the types of treatments provided in each of the four sections are summarized in the following table.

Table 2. Frequencies and Percentages of the types of Treatments Used by the Sample Teachers

	T1		T2		T3		T4		Total		Percentage each treatment type
	F	%	F	%	F	%	F	%	F	%	
Interruption	4	6.25	6	8.8	5	9.6	5	9.1	20	100	8.3
Acceptance	3	4.7	3	4.4	2	3.8	1	1.8	9	100	3.7
Negation	3	4.7	2	2.9	6	11.5	5	9.1	16	100	6.7
Criticism	1	1.6	1	1.5	1	1.9	2	3.6	5	100	2.1
Explanation	6	9.4	2	2.9	4	7.7	2	3.6	14	100	5.8
Question	7	11	9	13.2	3	5.8	4	7.3	24	100	9.6
Repetition	5	7.8	2	2.9	3	5.8	2	3.6	12	100	5
Return	2	3.1	1	1.5	1	1.9	1	1.8	5	100	2.1
Clues and prompt	1	1.7	2	2.9	4	7.7	1	1.8	8	100	3.3
Ignore	2	3.1	3	4.4	3	5.8	1	1.8	9	100	3.7
Provide	11	17.2	12	17.6	11	21.2	17	31	51	100	21.3
Transfer	9	14	15	22.1	7	13.5	6	11	37	100	15.4
Use of black board	2	3.1	2	2.9	1	1.9	2	3.6	7	100	2.9
Praise	8	12.5	8	11.8	2	3.8	6	11	23	100	10
Total	64	26.7	68	28.3	53	22	55	22.9	240	100	100

Table 2 shows the different types of error treatments used by the subject teachers to their students' oral errors. All these treatment types were found to be used by the sample teachers; however, all of them were not equally distributed among the four teachers. This was because each of the teachers had his own preferences or techniques to use to treat their students' oral errors. Hence, it is better to discuss the corrective treatments used by the teachers in the sections under this study.

4.3.1. Provide

This is a type of error treatment in which the teacher provides the correct answer when the student has been unable to when no response is offered. For further illustration see the extract below.

Extract-25

T: Who can tell me the meaning of the word "asset" written in bold in the passage?

S: Property with money value.

T: No. Property ofa person.

It is clear from the extract above that the student couldn't answer correctly. Because of his failure, the teacher provided the answer by himself. These types of error treatments by the teachers were the most frequent ones identified from the data collected. They accounted 21.3% of the 240 total treatment types identified. These covered 17.2% from T2, 21.2% from T3 and 31% from T4.

4.3.2 Transfer

The second most frequent types of treatments provided by the teachers were 'transfers' which involve the teachers to ask another student or several or the class to provide the correction. These types of treatments accounted for 15.4% of the total treatments identified.

Extract-33

T: Number 4. Ayantu, Try it.

Ayantu: This book belong to my brother.

T: Another person? Samuel.

Samuel: This book belongs to....

T: Belongs to .Right. In the above extract Ayantu failed to give the correct response, but the teacher did not give the answer by himself, rather, he transferred it to Samuel. 14% of them by T1. 22.1% of them by T2, 13.5% of them by T3 and 11% of them by T4 were provided.

4.3.3 Praise

The data collected on the types of treatments teachers prefer to treat their students' errors indicated that praise which involves the approval of students' answers was the 3rd most frequent error treatment type used by teachers. They accounted 10% of the total 240 treatments counted. The following simple extract can clarify it.

Extract-41

T: Can you give one sentence containing conditional sentence type III?

S: If she had asked him, he would have...x.

T: He would have what?

S: Married him.

T: Very good. Married him is the answer.

In the above extract, the teacher used a strong approval of the student's answer by saying, very good. 12.5% of these methods by T1, 11.8% by T2, 3.8% by T3 and 11% by T4 were used. Here it seems that the teachers overused praise. In some cases, they used strong praises for very weak and incorrect students' responses. This may have its negative consequences on the students' performances. It may develop overconfidence among the students which in turn leads to generalization of incorrect utterances as correct ones.

4.3.4 Question

Question refers to numerous ways of asking for new response, often with clues. According to the data organized in table 2 the 4th most frequent type of treatment teachers use is questioning.

This shared 9.6% of the total treatments. From Extract 41, above we can see that the teacher asked the student in another way to get the response. 11% of these types were used by T1 13.2% by T2 5.8% by T3 and 7.3% by T4.

4.3.5 Interruption

This is a type of error treatment in which the teacher provides to a learners incorrect utterance, usually following error or before the student has completed what he/she is trying to say. The extract below shows this one.

Extract-52

T: If I (not speak) slowly, he would not have... Bacha?

Bacha: If I have not spoke.....

T: [Interrupted him] No. No. I have told you this several times. Why don't you remember that has/have is followed by past participle? So it is...spoken.

In the above extract, the teacher interrupted the student while he was uttering the response. These kinds of error treatments were used by the teacher subjects under study as the 5th most frequent treatment types. They accounted 8.3% of the 240 error counted. 6.3% of them were used by T1.

4.2.6 Negation

This type of corrective reaction refers to the rejection of part or all of the students' utterances. These types of treatments account 6.7% of the total treatments counted during the study.

Extract-53

T: The next question? I would have lent you my book if ____ asked.

S: I would have asked.

T: No. Not correct. Ok Lidiya, what about you?

S: You had asked.

T: Right. This is the tense in if clause of type III.

From the extract above we can see that the student's wrong answer was immediately followed by the teacher's rejection of the utterance. These types of error treatments appeared in the study as the 6th frequently used by the teachers in the four sections understudy. 4.7%, 2.9%, 11.5% and 9.1% of them were used by T1, T2, T3 and T4 respectively.

4.3.7 Explanation

This refers to the teacher's provision of information as to cause or types of the errors. 14 error treatments (5.8%) of the total treatment types appeared in the data collected and gathered in table 2.

Extract-65

T: The next question? You please say some thing.

S: The clouds /klu: ds/ is grow colder.

T: Ok. We use the verb grow because the subject is plural.

The above extract shows that the teacher has given brief explanation about the relationship between the subject and the verb. It is this kind of error treatment type used frequently next to negation. The distribution of these types of treatments among the four teachers show that 9.4%, 2.9%, 7.7% ,and 3.6% were used by teachers 1,2,3, and 4 respectively.

4.3.8 Repetition

This refers to repeating students' utterances with intent to have student self-correct. This treatment type accounted 5% of the total 240 identified treatment types

Extract-55

T: If I had told my father, he....

S: Would have angry.

T: Would have angry or angered? [Teacher Interrupted].

LL: Angered

T: Yes, Good. This is the tense in main clause of conditional type III.

In the above extract the teacher repeated the question indirectly to make the students find their errors. These error treatment types were used by the four teachers. 7.8% of these treatment types were used by teacher one, 2.9% of them by teacher two, 5.8% by teacher three and 3.6% of them were used by teacher four.

4.3.9 Acceptance and Ignore

These types of error treatments show the approval of the students' errors or ignoring students' errors and going on other topics respectively. They shared similar percentages (3.7%) of the total treatments made by the teacher.

Extract-74

T: Number 9?

S: I think / ti: nk/ I should have lent some money if had asked.

T: Very good.

The short oral interaction above indicates that the teacher has ignored the pronunciation error and omission of the pronoun from the student's utterance and accepted the utterance as correct one. This part of the data showed that not all the errors which students make during oral interaction are treated by their teachers.

4.3.10 Clues and prompt

Error treatment types which involve using a lead -in cue to get the student to repeat utterance possible at point of error, may be by rising intonation or reacting to provide the student with the type of error with out providing the correction were also used by the four teachers though they were not their focused methods.

Extract-31

T: Another example of simple present?

S: The sun is rise in the east and set in the west

T: The sun rises in the east [T. rose his intonation] and ...what?

S: Sets in west.

T: Yes .Sets in the west.

The above extract shows that the teacher rose his intonation to inform the student who made the error, the place of the error. This was to give the student hint (clue) about the error. Only 3.3% of the total 240 treatments were used by the four teachers.

4.3.11 Use of blackboard

The data collected also showed that 2.9% of the teachers' treatments were supported by use of black board.

Extract -76

T: Wrote the word on the black board [certain] and asked "How do you pronounce this word?
Derartu.

S: /sertain/

T: Class?

LLL: /sertein/

T: Good. That is it.

4.3.12 Criticism and Return

According to the data collected and organized in table 2, the least frequently used types of treatments by teachers were criticism and return. These teachers used only 2.1% of the total

treatments used. This shows that teachers do not focus on criticizing their students for their errors and they do not also use return as a main treatment type in their error treatments.

Extract-86

T: The next?

S: If they have public /pu: blik/ support.....

T: [Interrupted]. Don't pronounce it in this way please. It is unnatural pronunciation say /pʌblik/

Extract-36

T: You, the girl in the corner?

S: The star shines/si: ns/ with its own /a: un /light.

T: How do you pronounce these words 'shines' and 'own'? You in the middle?

S: /sain/ and /aun/.

T: You the girl in the corner, pronounce it /šain/ and /əun/

In the extract 86, the teacher criticized the student for his error and gave his own correct pronunciation. As this kind of error treatment is not pedagogically encouraged to be used by the teachers, it is better if teachers do not use them. Of course in this study, the teachers in the four sections used criticism as their least frequent methods. So, there will be no conflict of methodology to the study.

In extract 35, because the first student failed to pronounce the words correctly, the teacher gave the chance to the second student. Finally, the teacher made the first student to pronounce correctly based on the second student's response.

In general provide, transfer, praise, question and interruption were the first five treatment types most frequently employed by the teachers in the four sections under this study. The others ranged from negations to criticisms or returns (which were used by the teachers least frequently).

4.4 Number, Type and Percentages of Treated and Untreated Errors

The other aim of this study was to investigate the techniques teachers use to correct their students' oral utterances in language classrooms. To identify these techniques, the errors identified were grouped in to treated and untreated ones and summarized by the table 3 below.

Table 3-Total Number of type and Percentages of Treated and Untreated Errors

		Pronunciation	Tense	Agreement	Preposition	Word order	Articles	Wrong no.	Adj	Verb group	Vocabulary	Noun group	Miscellaneous	Total	%
No of errors		32	19	24	4	3	5	4	3	13	7	7	3	124	100
Treated		26	17	22	4	3	4	4	3	11	7	6	3	110	88.7
Untreated		6	2	2	-	-	1	-	-	2	-	1		14	11
Treat by	Teacher	13	11	13	2	-	2	2	2	7	2	3	1	58	52.7
	Self	2	1	3	1	-	-	1	1	1	-	1	1	12	10.9
	Peer others	11	5	4	2	3	2	1	1	3	5	2	1	40	36.4

The above table shows the data about treated and untreated errors in the study. Accordingly, 124 total errors were identified and these total errors were categorized as treated and untreated one. From the total 124 errors committed by the students during the observation, 110 (88.7%) of them were treated and 40 (36.4%) were not treated.

From the treated errors (110) of them, 58 of the errors (52.7%) of them were treated by the teachers whereas 12 of the 110 errors (10.9 %) of them were treated by the students themselves. 40 of the 110 errors (36.4 %) of them were treated by the peer groups or other students in the classrooms.

In general, the data in the above table indicates that most of the errors identified were treated by teachers. Next to teachers the peer groups took considerable percentage of oral errors treatment and there were least percentage of errors treated by the students themselves.

Pedagogically, it is supported that if students are given the chance of correcting their errors by themselves, they develop the ability to solve their problems regarding errors; however, what is found here is the reverse.



4.5 Results of the Interview

To crosscheck the data obtained from classroom observation, interviews with seven questions were conducted with both teachers and sample students and the responses can be analyzed as follows.

The students' answers for the question about the importance of error correction in language development showed that students have good knowledge about the importance of their error treatment for their language development. They believe that the more their errors are treated, the better they use the language. The responses obtained from the teachers also indicate that error treatment does have great importance for students' language development.

Regarding the second question of the interview, almost all the students responded that their teachers inform them their errors by writing the parts of their utterances with errors on the black board. The teachers' responses on this question also indicated the students' idea. However, teachers revealed that they also use other methods of treatments like asking questions and giving clues. The classroom observation made, lessons recorded and transcribed, indicated that black board usage is one of the least frequent types of treatments (only 2.9%) used by the teachers. In reality the most frequently used corrective feedbacks were provision of correct answers, transferring to other students, praise, questioning and interruptions.

Regarding the time to correct learners' oral errors, four of the sample teachers responded that they will not interrupt their students in the middle of their utterances rather they wait patiently until the students finish their utterances. They responded that is because students will be discouraged if treated in this way. In the responses of the interview conducted with the 12 selected students in the four sections, most of them strengthened their teachers' ideas; however, this idea is in conflict with the data collected through classroom observation. The data from the observation indicated that teachers used interruption as the 5th most frequent types of error treatment. Twenty interruptions among the 240 treatments counted were used by these teachers. This shows 8.3 % of the total 240 treatments used by the teachers were interruptions in the middle of the students' oral utterances. This again indicates that though the practical aspect does not indicate what has been theoretically said, both teachers and students have theoretical knowledge about error treatment.

The responses of the interview questions about which techniques to use the students' oral error treatment indicated that all of the teachers use self-correction technique as their primary technique. They responded that they will give the 1st chance of error correction for the student who made the error. In case he/she fails to correct his/her error, they will give the second chance for the peer groups or other students in the class. According to them, it is when all these techniques fail that they go to give the correct model answer by themselves (use teacher-correction). The responses obtained from the sample students strengthen the teachers' ideas. However, the data collected through classroom observation and organized in table 3 shows, out of the 110 errors treated in the classrooms only 12(10.9%) of the errors were treated by the students themselves. On the other hand, 58 errors (52.7%) of them were treated by the teacher themselves and 40(36.4%) of the errors were treated by peer groups or other students in the classrooms.

In relation to this, the question of the extent of encouragement of teachers of their students to correct their oral errors was answered. It showed that the teachers encouraged teacher corrections, peer-corrections and self-corrections respectively.

Concerning which corrective feedbacks they often use, teachers responded differently. Two of them responded that they more often use repetition. The other two teachers explained that they often use explanation and blackboard. Most of the students' responses showed that they prefer if their teachers wait them until they finish their utterance and write their errors on the blackboard so that they can take a note about the explanation of the treatments. Here, there is a gap between the students' preferences on the types of corrective feedback and their teachers' error treatments. It is this kind of gap that needs to be considered in treating errors.

The last is about whether teachers treat all the oral errors that occur in classrooms or focus on some specific errors. Concerning these, three of the teachers responded that they treat all the errors which occur in the classrooms.

Most of the students also supported this idea. But the classroom observation indicated that from 124 total errors identified, 14 (11.3 %) of them remained untreated. It is also pedagogically supported that, it may not be necessary to correct each and every error that appears in our students' utterances. Rather, it depends on the purpose.

The observational data and the interview data showed some relationships and wide gaps. For example, the interview data gathered on the types of treatments from both teachers and students indicated the most frequent use of blackboard usage followed by explanation; however, the observational data showed that blackboard usage is one of the least frequented ones used.

Both teachers and students responded in their interview that there will be no interruptions used in the middle of the speeches; however, the observational data again showed 8.3 % of the total treatments were interruptions. Self corrections, peer corrections and teacher corrections were responded as the preferences of both teachers and students, but the observational data showed teacher corrections, peer corrections and self corrections respectively.

Both observational and interview data showed that teachers and students have similar ideas on the importance of error treatment, and which errors to treat. They responded that error treatment has great importance. Teachers answered that they treat all the errors and the students accepted this idea; however, the observational data conflicts with this idea. 11.3 % of the errors were not treated.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Conclusions

Based on the data obtained from classroom observation, teachers' and students' interviews for this study, the following conclusions can be made regarding teachers treatment of their students' oral errors.

1. The result of the analyzed recorded lessons indicated that Ethiopian high school students have great linguistic problem during their classroom interactions. The finding of this study showed (see table 1) that 124 total errors were committed by the students selected for the study. Of these, the most frequent errors were errors of pronunciation, subject-verb agreement, tense, verb group and vocabulary. The rest ranged from noun group to word order and wrong number which least frequently occurred.
2. The teachers in the study have different ways of correcting their students' oral errors in the classrooms. The first five most frequent types of treatment used by teachers under this study were the following (see table 2).
 - A. Teachers' provision of the correct forms of students' incorrect utterances. This type of error treatment accounted 21.3% of the 14 types of the corrective treatments identified from the classroom observation. This share made it the first most frequent type of error treatment used by the teachers.
 - B. When students made errors, teachers usually transferred the chance of providing the correct answer to the other students in the class. Transfer was the second most frequently used type of error treatment used by the sample teachers in the study accounting 15.4% of the total 240 treatments identified.
 - C. Teachers also treated their students' errors by approving their answers. They praised their students for their answers using words or phrases like 'good' 'very good' excellent etc. These types of error treatments were the 3rd most frequently used by the teachers. They accounted 10% of the total 240 treatments identified; however, the teachers were observed using similar positive praises for both correct and wrong answers of their students. This may create a

wrong perception to the students about their errors and may make them feel confident while they are with full of errors in their utterances.

D. When students made oral errors, teachers asked the original questions in different forms so as to make the learners know about their incorrect utterances. Question is the 4th most frequently used type of error treatment used by the sample teachers in the study. It was used 24 times out of the total 240 treatments counted. This shared 9.6% of the mentioned total treatments.

E. Teachers also corrected their students' errors by interrupting the students in the middle of their utterances (before they completed) what they want to say. This treatment type was the 5th most frequently used one by the teachers under study. It shared 8.3% of the total treatment types.

3. Table 3 indicates that 88.7% of the total 124 were treated. This showed that Teachers did not correct all the errors committed by their students in the classrooms. This idea has a great support from (Allwright and Bailey, 1991 and Chudron, 1977).
4. The modern language teaching theory encourages the importance of treating oral errors by the students themselves. However, the chance given for the involvement of students in correcting their own oral errors was under the influence of other techniques of error treatment.
5. It seems that teachers lack full understanding and information about more useful types of corrective techniques to treat the students' oral utterances in the classrooms.
6. Almost all the students and teachers were aware of the roles of their errors' treatment on the development of their language.
7. The finding of the interview showed that about 83.3% of the students preferred to correct their errors by themselves. However, the data collected (tables 2 and 3) showed that teachers used most frequently the techniques and treatment types which were not their students' preferences. This is an indication for the presence of gap between students' preference and teachers' treatments.

5.2. Recommendations

Based on the conclusions drawn, the writer would like to recommend the following points to be taken into consideration.

1. English language teachers need to identify the major errors that cause difficulty in students' communications and they need to treat the identified students' errors systematically to initiate their students' communications.
2. Methodologists recommend self-correction to be more valuable technique of error treatment. Hence, to encourage students to participate in the process of treating their own oral errors, teachers should use the corrective techniques that lead to this end. In addition to developing their autonomous learning, it increases students' talking time.
3. Error treatment types like negation and criticism which embarrass students' willingness to speak in the classroom should be avoided and corrective techniques that facilitate students' learning proficiency should be used by the teachers.
4. Teachers should familiarize themselves with the dynamics of error treatment theory.
5. Teachers should try to assess the treatment types their students prefer and apply these corrective treatments in the classroom.
6. Teacher training institutes should incorporate concepts of error treatment in their language teaching methodology courses.

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Appendix I
Appendix-I A
Teacher 1

Transcription of Classrooms Events

<p>Extract 1 T: well who can answer the first question S: I, I. teacher. I would have given him your message if had come. T: No. not right you missed the pronoun.....he...you see?</p>	<p>Omission of the pronoun (he)</p>	<p>Negation clue</p>	<p>Teacher</p>
<p>Extract 2 T: If I had worded hard I would have passed the exam. Is that about present or past action? S: about present action T: say it again S: present action T: No. it is about past unfulfilled action.</p>	<p>Tense</p>	<p>Negation repetition provide</p>	<p>Teacher self</p>
<p>Extract-3 T: look at this form.... Have +_{v3} is that conditional type I or III LL: type II. Type III T: this is type II because it is present perfect in the if- clause</p>	<p>Tense</p>	<p>Explanation provide</p>	<p>Teacher</p>
<p>Extract-4 T: number 3 Mulunesh? S: I' m.... /alm/.... T: how do you pronounce it? S: /Im/ T: /əI am/</p>	<p>Pronunciation</p>	<p>Question provide interrupt</p>	<p>Teacher Self</p>

<p>Extracts 5 T: If AIDS were not deadly disease, our country wouldn't be in economical crises. Why we use 'were' her? AIDS is singular. S: Because it is past form of ' would' T: well. Another student. Daniel S:It is a false verb T: Very good. It is a false verb.</p>	<p>Tense</p>	<p>Praise provide</p>	<p>Teacher Peer</p>
<p>Extract 6 T: Taye? S: Gashe Abera Molla work hard so our clean is city. T: [interrupted]. What, what? Ok. Who can correct him? Gelane? S: Gashe Abera Molla works hard so our city is clean. T: very good</p>	<p>Agreement(omission of 's' from the verb) word order</p>	<p>Transfer praise interrupt question</p>	<p>Peer</p>
<p>Extract-7 T: the next question? L: foreigners /forIdZns/ investors /Inva:sta(r)s/ are encourage, so they come to our country T:[Interrupted] No ./forIn//Invəstə(r)s/ S: foreign investors are encourage, so they come to our country.</p>	<p>Pronunciation tenses (omission of '-ed' from 'encourage')</p>	<p>Interruption provide ignore</p>	<p>Teacher Self</p>
<p>Extract-8 T: the next? S: All the roads in A.A. has not electrical light. T: You, yourself does it have error or not? S: No T: Another person. The girl at the back. S:All the roads in A.A have electric light T: Good. There should be agreement. It will b, not al the roads in A.A</p>	<p>Agreement (mis use of 'has') Word group (use of electrical instead of electric)</p>	<p>Transfer praise provide explanation</p>	<p>Teacher Peer Self</p>

<p>Extract-9 T: Ok, the girl? S: some drivers do not obeyed the traffic rulers, so road accidents /æsi:dənts/ do not diminished. T: she is right. Very good.</p>	<p>Pronunciation Tense addition of '- ed' to the word diminish)</p>	<p>Ignore Praise accept</p>	<p>Teacher</p>
<p>Extract-10 T: number six? S: I were your English teacher, so I would / wu: ld/ give more time to listening /listeni:★/ and speaking lesson. T: can you correct it? [The student couldn't]. Ok. The girl? S: I am not your English teacher, so I would /wud/ give more time to listening /IIs (ə)nI★/ and speaking lessons. T: correct answer. The first student's error is on the structure of a sentence and pronunciation. T. made the first student repeat the correct pronunciation.</p>	<p>Pronunciation sentences structure Agreement(lesson should be changed to lessons word order</p>	<p>Question Transfer Return</p>	<p>Teacher Self Peer</p>
<p>Extract-11 T: If doctor _____ (find) a cure for cancer, people wouldn't have suffered. S: found T: Asked him to read the whole sentence. S: if doctors found a care/ keIr/ for cancer, people/ pi: pul/ wouldn't have suffered. T: how do you read these? S: / kjuə(r)/, / pju:p(ə)l/</p>	<p>Pronunciation</p>	<p>Question repetition</p>	<p>Teacher Self</p>

<p>Extract-12 T: well. Who can answer the next question? Tekalign? S: If there were no war / wa:(r)/ and drought /dra:wut/, people wouldn't migrate /mIgre:t/ T: try to improve it? [The student did the same thing]. T. gave the chance to other student Geleta. T: If there were no war /Wo:(r)/ and /drəut/, people wouldn't migrate /maIgreIt/.</p>	<p>Pronunciation</p>	<p>Repetition Transfer Return</p>	<p>Teacher Self Peer</p>
<p>Extract-13 T: would you answer the next question, Ayantu? S: If... If people get a more exercise, they would be less disease. T: would you try again? S: If people get S: there would be.</p>	<p>Exchange of 'they' with 'there' Addition of article (a)</p>	<p>Question Repetition</p>	<p>Teacher Self Peer</p>
<p>Extract-14 T: yes, Geleta. Geleta: if family planning /pleinI★/ were practice strictly, it would contributed to our poverty. T: Good trial. [T. wrote on blackboard] Who can correct...you. S: If family planning /plænI★/ were practiced it would contributed.... T: That is good. You should not say again contributed rather 'contribute'</p>	<p>Pronunciation omission of -ed for the verb practice and addition of - ed to the word contribute</p>	<p>Transfer Praise Provide Explanation Blackboard</p>	<p>Teacher Peer</p>
<p>Extract-15 T: If I were the government of the city, I ... Daniel, would you answer it? Daniel: I would more improve. T: Is that right order of the words? Daniel: I would improve more T: Good improve is correct</p>	<p>Word order</p>	<p>Questioning Provide blackboard</p>	<p>Teacher Peer</p>

<p>Extract-16 T: If I were a fish, Iwhat about you, try it. S: I will live in the water. S: yes, yes teacher. T: Ok. You. S: I would lived in the water. T: very good. Would live is the answer because if clause – were and main-clause would/should....</p>	Tense (conditional)	Transfer Praise Provide Explanation	Teacher Peer
<p>Extract-17 T: Ok. Number 5. T: If there was no freedom of speech, there wouldn't solve their problem. T: Is he right? LL: No, No. yes, yes teacher. T: Ok. You S: Should be they 'wouldn't'.... T: good. This is correct it is explicit pronoun to be used her.</p>	Pronoun	Transfer Explanation Praise Accept	Teacher Peer
<p>Extract-18 T: And again number six? S: people wouldn't more place to place T: Another person to improve it you S: peoples wouldn't move from place to place T: say people</p>	Omission of preposition(from) number([peoples)	Transfer Provide	Teacher Peer
<p>Extract 19 T: well. You, answer the next ques.? S: If I came late to classroom to day, I would be my teacher shout me. T: To day, shows present, so? Another person to try, you? S: If I come late to class room today, my teacher will shout me. T: that is right, but don't forget ' at' after 'shout'</p>	Tense (use of came instead of come, would instead of will) Omission of preposition (at) Addition of verb to be (be)	Transfer Accept	Teacher Peer

<p>Extract-20 T: Would you read the whole sentence? No. Stand up. S: If governments /gova(r) nments/ government ...stopped... buying gas, the world /wuld/ be safer. T: [Interrupted] Say /gʌvə(r)nmənts/ and /wɜ:(r)ld/ S: governments.....world (s. pronounced correctly) T: very good. He answered it.</p>	<p>Pronunciation</p>	<p>Repetition Interruption Praise</p>	<p>Teacher Self</p>
<p>Extract-21 T: Ok. Yes. S: If I had a special skill, I helped our family. T: What is the structure of main clause? He wrote on the black board [would/ could/ should+ v₁], so should be ' would help my family</p>	<p>Omission of (would) and addition of - 'ed') Misuse of the possessive adjective((our)</p>	<p>Question Explanation Blackboard</p>	<p>Teacher</p>

**Appendix I B
Teacher II**

<p>Extract-22 T: you? S: he should should/ʃuld/ T: Oh, you made unnatural pronunciation. It is not /ʃuld/ it is read as /ʃud/.</p>	<p>Pronunciation</p>	<p>Negation Criticism Provide</p>	<p>Teacher</p>
<p>Extract-23 T: What is your answer, Belaynesh? S: If Id.....X... im....study har had.... T: Are you speaking French or Chinese, please? [burst in to laughter] T: If I study I will pass the exam.</p>	<p>Miscellaneous</p>	<p>Provide</p>	<p>Teacher</p>

<p>Extract-24 T: A conditional sentence has how many clauses? S: Three clauses T: How many? S: Two...two</p>	<p>Number</p>	<p>Questioning Interrupt</p>	<p>Self</p>
<p>Extract-25 T: Who can tell me the meaning of the word 'asset' written in bold in the passage? S; property with money value. T: No. Property of... a person.</p>	<p>Vocabulary</p>	<p>Negation Provide</p>	<p>Teacher</p>
<p>Extract -26 T: According to the passage, which one of the followings is true? S: B T: Good. But another person to try? Yes, Ketema. S: A T: The answer is C</p>	<p>Miscellaneous</p>	<p>Transfer Praise Provide</p>	<p>Teacher Peer</p>
<p>Extract-27 T: Our common goal is to maximize our-____for economic growth. S: Benefit T: What? What? S: Benefit T: Your trial is good but...you? S: Potential</p>	<p>Vocabulary</p>	<p>Questioning Transfer</p>	<p>Peer</p>
<p>Extract:28 T: A book which is 60 pages long. What is the compound noun that can be derived for this? Samuel. Samuel: A long book. T: Good trial. But another person. S: 60 page book. T: Good 60 pages book.</p>	<p>Vocabulary (compound noun)</p>	<p>Transfer Praise Provide Accept</p>	<p>Teacher Peer</p>

<p>Extract-29 T: A book which is used for writing exercise. Ok. You? S: Writing exercise book. T: Good. Another. You? S: Exercise book. T: Yes, that is right.</p>	<p>Vocabulary</p>	<p>Transfer Praise Provide Accept</p>	<p>Teacher Peer</p>
<p>Extract-30 T: who can give me example of simple present tense? You in the middle. S: Water melts at 0⁰c at sea level. T: Who can correct him? S: Water boils at 100⁰c at sea level</p>	<p>Vocabulary</p>	<p>Transfer Interrupt Question</p>	<p>Peer</p>
<p>Extract-31 T: Another example of s. present? S: The sun rises in the east and sets in the west. T: The sun rises in the east and What? S: sets in the west T: Yes sets in the west</p>	<p>Agreement (Omission of 's' from the verbs rise and set) Addition of verb to be (is) omission of definite article(the)</p>	<p>Clue Provide Repetition</p>	<p>Teacher Self</p>
<p>Extract-32 T: Who can answer number 1 S: Sun rises in the east and sets (si: ts/in the west. T: Very good the sun rises in the east and sets in the west.</p>	<p>Pronunciation Omission of article (the)</p>	<p>Ignore</p>	<p>Teacher</p>
<p>Extract-33 T: Number 4? Ayantu. Try it. Ayantu: this book belongs to my brother. T: Another person? Samuel. Samuel: this book belongs to... T: belongs to. Right.</p>	<p>Agreement</p>	<p>Transfer Provide Accept</p>	<p>Teacher Peer</p>

<p>Extract-34 T: You. Would you answer number 5? S: Insects has six length but spider /Ispi: də(r)/ has eight. T: which one is singular ad which one is plural? You. S: Insects-plural, spider-singular so insects have six legs, but a spider has eight. T: Good. If the subject is singular, the verb is singular. If the subject is plural, it will be plural. Spider should be pronounced as (IspaIdə(r)).</p>	<p>Agreement pronunciation</p>	<p>Questioning Transfer Clue Explanation</p>	<p>Peer</p>
<p>Extracat-35 T: Where__he live? Who can complete this? S: Where he lives? T: Well. Someone else? S: Does. T: Good. Where does he live is the correct answer</p>	<p>Verb(does)</p>	<p>Transfer Praise</p>	<p>Teacher Peer</p>
<p>Extrct-36 T: You the girl in the corner. S: The star Shines /ʃi: ns/ with its own /a:un/ light. T: How do you pronounce these words 'shines' and 'own'? You in the middle. S: /ʌaɪn/ and /əun/ T: You the girl pronounce it again.</p>	<p>Pronunciation</p>	<p>Transfer Return</p>	<p>Peer</p>
<p>Extract-37 T: The next quest? Samuel. Samuel: Some large birds like Ostrich does not fly. T: Ok some one to correct him? Derartu. Deratru: Some large birds like Ostrich can not fly T: Good ...like ostriches can not fly is possible answer</p>	<p>Verb</p>	<p>Transfer Praise Provide</p>	<p>Teacher Peer</p>

<p>Extract- 38 T: Bahiru. Would you try ques.? No 12? Bahiru: when salt/sa:lt/ water freezes, the ice contains very little salt / sa:lt/ T: How do you pronounce the word salt? Belay. Belay:/sɔ:lt/ T:Salt /sɔ:lt/ is correct</p>	<p>Pronunciation</p>	<p>Transfer Provide</p>	<p>Teacher Peer</p>
<p>Extracta;39 T: Who can pronounce the words 'know' and 'now' correctly? Lense? Lense: The fist is /nau / and the second is /nəu/ T: What about you, Belay? Belay: The first, (nəu/ and the second /nau/</p>	<p>Pronunciation</p>	<p>Transfer</p>	<p>Peer</p>
<p>Exact-40 T: Who can give us example of probable condition? Ok. Bahiru S: If I worded hard, I'd have passed the exam. T: Is that probable condition Bahiru? Ok. Another student? You? S: If she works hard, she will pass the exam. T: Good. That is it.</p>	<p>Tense</p>	<p>Question Praise Interrupt Repetition</p>	<p>Teacher Self</p>
<p>Extract: 41 T: Can you give one sentence containing cond. Type III? S: If she had asked him, he would have....x T: He would have what? S: Married him T: very good. Married him</p>	<p>Tense (condition)</p>	<p>Question Transfer Interrupt</p>	<p>Teacher Peer</p>
<p>Extract-42 T: Who can tell us the meaning of the above sentence? S: she don't ask he and he wouldn't married her T: Good</p>	<p>Agreement Misuse of subject pronoun Tense (addition of 'ed' to marry</p>	<p>Praise Ignore</p>	<p>Teacher Self</p>

<p>Exact- 43 T: Number one? Derartu? S: I will came if you want. No, not come on Derartu. T: Wrote the word on black board and asked what is present form of 'came'? Ss: come T: Derartu, it is come ok.</p>	<p>Tense</p>	<p>Question Writing on the blackboard Provide Negation</p>	<p>Teacher</p>
<p>Exact- 44 T: Bonse, Would you answer? S: What...what you say if he apologize /apɔlɔ: dZi:s/ him? T: Ok you've to know structure in type I Bahiru, what about you? S: what do say if he /apɔlɔ: dZi: s/ you? T: Good but say /əpɔlədZaɪu/</p>	<p>pronunciation Mis use of pro noun 'him' Omission of verb(do) (Agreement) Omission of 's' from the verb</p>	<p>Transfer Provide</p>	<p>Teacher Peer</p>
<p>Extract- 45 T: The next one. Ok. Bontu? S: would ...would I have bought /baut/ her...her car if had refused the taxi /ta: ski:/ T: Your trial is good. Who can correct it? Ok. You. S: I would have bought / / her a Car if she had refused the /ta:ski:/ T: Very good. But still you missed something. Say taxi /tæksi/</p>	<p>Order of words Pronunciation Omission of pro noun 'she'</p>	<p>Transfer Provide Praise</p>	<p>Teacher Peer</p>
<p>Extract- 46 T: Ok. Ok Bontu? S: If the womens had been provided opportunities/ɔpu:(r)t nini:ti:s/... T: Women or womens? [Interrupted]. S: Women. T: That is women. Say /ɔpə(r) t u: nəti/.</p>	<p>Wrong number Pronunciation</p>	<p>Question Provide Interruption</p>	<p>Teacher Self</p>

Appendix I C
Teacher III

<p>Extract- 47 T: ok. New hand pleas. Yes, the girl? S: I understand my problem (pɔrɔbləm/ T: how do you say ' understands' I've told you several times That subject pronoun 'I' takes plural verb.[Wrote on the board]. It v_{plu}. For s. present S: I understand my problem. T: Ok. Another student for further correction. S: I understand his problem</p>	<p>Agreement Misuse of possessive adjective Pronunciation</p>	<p>Criticism Explanation Blackboard Ignore the pronunciations or not corrected) Interrupt</p>	<p>Self Peer</p>
<p>Extract-48 T: Lasi, would you answer the question? Lasi: I would have given him your message if he had come. T: ok I would have given him your message if he had come.</p>	<p>Tense (condition)</p>	<p>Acceptance</p>	<p>Teacher</p>
<p>Extract- 49 T: if she had... question numbers you S: If she had asked me to help, I would agree. T: ok don't forget the tense in the main clauses of type III Bacha? Bacha: If she had asked me to help I would have agreed T: Good would have agreed</p>	<p>Tense (conditional)</p>	<p>Transfer Clue</p>	<p>Teacher Peer</p>
<p>Extract-50 T: Who can pronounce the word invite? Hanna? S: invite /Invi:t/ T: No, No. Another person, ok you? S: /InvaIt/ T: /InvaIt/ very god Hanna, would you pronounce it again?</p>	<p>Pronunciation</p>	<p>Transfer Negation Question Return</p>	<p>Teacher Peer</p>

<p>Extract-51 T: How is this word pronounced? Ss: /wud/, /wuld/ T: say, /wud/, / 'l' is silent Ss: /wud/, /wud/</p>	<p>Pronunciation</p>	<p>Repeating</p>	<p>Teacher</p>
<p>Extract-52 T: If I (not speak) slowly, he wouldn't have.... Bacha? Bacha: If I have not spoke T:[Interrupted him]. No. no I have told you this several times why don't you remember that has/ have is followed by v3. so it is ... spoken</p>	<p>Verb</p>	<p>Negation Interruption Provide Criticism</p>	<p>Teacher Self</p>
<p>Extract- 53 T: The next quest? I would have lent you my book if _____asked. S: I would have asked. T: No. not correct .ok, Lidiya? Lidiya: you had asked. T: Right this is the tense in if clause of type III.</p>	<p>Tense (conditional)</p>	<p>Negation Explanation</p>	<p>Peer</p>
<p>Extract-54 T: Can you tell us your answer? [Teacher pointed at the girl]. S: If the bus had had broke, we would have been late. T: No. not broke. It should be? S: break. T: broken should be the answer.</p>	<p>Verb</p>	<p>Negation Provide</p>	<p>Teacher Self</p>
<p>Extract-55 T: If I'd told my father, he _____. S: Would have angry T: Would have angry or angered? LL: Angrier. T: Yes, God. This is the tense in main clause of type III</p>	<p>Tense</p>	<p>Questioning Repetition Accept Praise Interrupt</p>	<p>Teacher Peer</p>

<p>Extract-56 T: Who can answer it? Tesfaye Tesfaye: Water vapor rise. T: Ok Another student. S: Water vapor rises. T: Yes water vapor- 3rd person singular so it takes 's'</p>	<p>Agreement</p>	<p>Transfer Provide Explanation</p>	<p>Teacher Peer</p>
<p>Extract-57 T: Yes, Lidiya? Lidia: It form cloud. T: It forms cloud.Ok.</p>	<p>Agreement</p>	<p>Ignore</p>	<p>Teacher</p>
<p>Extract-58 T: Mulunesh, Do you try? Mulunesh: The cycle /si:kl/ begins again T: Say cycle (salkl/ and begins.</p>	<p>Agreement Pronunciation</p>	<p>Interrupt Provide</p>	<p>Teacher</p>
<p>Extract- 59 T: What is your answer? S: Metal contract when cooled and expand /eksped/ when it heated T: Another person. Ok Meskele? S: Metal contract when cooled and expand/ ekspænd/ when it heated. T: Good. But still you missed one thing. It is heated</p>	<p>Agreement Pronunciation Omission of verb to be (is)</p>	<p>Question Transfer Praise Provide</p>	<p>Teacher Peer</p>
<p>Extract-60 T: can you try Balcha? Balcha: This is book belongs to my brother. T: No, not is book but this book.</p>	<p>Addition of verb to be (is)</p>	<p>Negation Provide</p>	<p>Teacher</p>

<p>Extract-61 T: Calories_____ (measure) the energy in food. Ok Chaltu. Chaltu: Calories measures..... T: Measure or measures? Remember 'calories' is plural subject. Ok Lasi? Lasi: Measures. T: That is measures. This is agreement</p>	<p>Agreement</p>	<p>Clue Transfer Provide interruption</p>	<p>Teacher peer</p>
<p>Extract-62 T: The next? Balcha? Balcha: some large birds like Ostrich not flies. T: the girl? S: some large Large birds.... Ostriches had fly. T: No. No. It should be 'do not fly'.</p>	<p>Verb Wrong Number</p>	<p>Negation Provide</p>	<p>Teacher Peer</p>
<p>Extract-63 T: Ok. The next? British people_____ (drink) a lot of tea. Ok Meselu? Meselu: is drink. T: Another student. Lasi? Lasi: A drinks. T: We are talking about s .present tense. Remember.Lidya? Lidiya: Drink. T: 'Drinks' because 'people' is group name which takes plural verb. Ok.</p>	<p>Addition of verb to be (is) Agreement (addition of verb 's')</p>	<p>Transfer clue explanation</p>	<p>Teacher Peer</p>

Appendix I D
Teacher IV

<p>Extract-64 T: Bacha? S: The clouds /klɔ:ds/ moves on the land. T: Ok. You. S: The clouds moves to the land T: The clouds move to the land</p>	<p>Agreement Pronunciation Misuse of preposition (on)</p>	<p>Ignore Provide transfer</p>	<p>Teacher Peer</p>
<p>Extracat-65 T: the next ques.? You, please say something. S: The clouds / klu: ds/ is grow colder. T: Very good we use grow because the subject is plural</p>	<p>Pronunciation Addition of verb to be (is)</p>	<p>Ignore Explanation (Black board Explanation</p>	<p>Teacher</p>
<p>Extracat-66 T: The correct s. present form for the next question is as? S: It flow sea. T: It flow sea T: It flow? You yourself? S: It flows to sea.</p>	<p>Agreement Omission of preposition (to)</p>	<p>Provide Repletion Interruption</p>	<p>Teacher Self</p>
<p>Extract-67 T: Where does he live? Who can answer using s. present? S: He... he lived in a Mekele. T: Remember. This is s. present. Another student? S: He is lived in Mekele. T: I t should be ' he lives in Mekele'</p>	<p>Tense Addition of article (a)</p>	<p>Provide Clue</p>	<p>Teacher Peer</p>

<p>Extract-68 T: which one is correct according to the passage? Geleta. Geleta: A' T: Not correct. Who can correct it? You S: C T: Yes, c is correct answer.</p>	<p>Vocabulary</p>	<p>Negation Transfer Provide</p>	<p>Teacher Peer</p>
<p>Extract-69 T: Question number 2. W/ro Kebebusch Wege___ her to become independent of her family. S: Network. T: Another person to try. S: Enable T: Very good 'enable' is the answer.</p>	<p>Vocabulary</p>	<p>Transfer</p>	
<p>Extract-70 T: the new government policy___ wide public support. Yes, you answer it. S: Benefit. T: Not correct. Another person, Gelana? S: Receive. T: Received.</p>	<p>Vocabulary</p>	<p>Transfer Negation Provide</p>	<p>Teacher Peer</p>
<p>Extract-71 T: Who can complete the sentence? Use s. present form. S: II wants /wa: nts/ T: [Interrupted] What, what? [Wrote the word on blackboard] how you pronounce this word? S: /wɔnts/ T: It is pronounced as /wɔnts/ But use plural verb for pronoun I, again</p>	<p>Agreement Pronunciation</p>	<p>Question Provide Explanation Blackboard Interrupt</p>	<p>Teacher Self</p>

<p>Extract-72 T: the next quest? S: Its belong to my brother. T: Oh. This is silly mistake you shouldn't have made it correct it. S: It is belong to my my brother. T: It belongs...not its or it is ... It belongs to is the correct answer.</p>	<p>Agreement Omission of 's' from the verb Misuse of possessive adjective Addition of verb to be (is)</p>	<p>Criticism provide</p>	<p>Teacher Self</p>
<p>Extract-73 T: Ok Tekalign, the next ques.? S: I thinks I have..... /ti:nks/ T: /tinks/ or /θI★kz/? [Interrupted]. S: /tinks/ T: Good. That's /θI★kz/</p>	<p>Pronunciation</p>	<p>Repeating Provide Question Return Interruption</p>	<p>Teacher Self Peer</p>
<p>Extract-74 T: Number 9 S: I think /ti:nk/ I should have lent me some money if had asked her</p>	<p>Pronunciation Omission of pronoun (I)</p>	<p>Ignore</p>	<p>Teacher</p>
<p>Extract-75 T: Mulu, would you try number10? S: Do you... go to go to step.... (She sat down). T: Another S: Do you goes to town if it stop raining T:[Wrote answers on the blackboard. Do you go, it stops]</p>	<p>Agreement</p>	<p>Transfer Provide Black board</p>	<p>Teacher Peer</p>
<p>Extract- 76 T: wrote the world on the board [certain]. Asked, "how do you pronounce this word, Derartu?" S: /sertaIn/ T: Class? LLL:/serteIn/ T: Good That is it.</p>	<p>Miscellaneous</p>	<p>Transfer Provide Praise</p>	<p>Teacher Self</p>

<p>Extract-77 T: What is tense of if clause in type I? Im... fu ... sim...s. future T: No in if-clause S: s, present T: That is right</p>	<p>Miscellaneous</p>	<p>Question Negation Provide</p>	<p>Teacher Self</p>
<p>Extract-78 T: What about in the main clause? LLL: Yes teacher. T: You at the back. S: S. future T: Good s. future.</p>	<p>Miscellaneous</p>	<p>Negation Provide</p>	<p>Teacher Peer</p>
<p>Extract-79 T: Number 2 Ok you, "which one is correct?" S: 'a' T: No , not 'a' Another S: 'c' T: Yes, No. No the answer is 'B'</p>	<p>Vocabulary</p>	<p>Negation Provide</p>	<p>Teacher Peer</p>
<p>Extract-80 T: When salt water (freeze), the ice (Contain) very little salt. Who can change it to s. present? S: When salt water freeze, the ice contain the very little salt. T: Well another student? S: When salt water freeze the ice contains very little salt. T: Good ' freezes', contains'</p>	<p>Agreement Addition of article (the)</p>	<p>Transfer Provide Praise</p>	<p>Teacher</p>
<p>Extract -81 T: Next S: If my bother wants/wents/ T: No... no. say /wɔnts/</p>	<p>Pronunciation</p>	<p>Provide Negation</p>	<p>Teacher</p>

<p>Extract-82 T: Mulunesh, the next question? S: I understands but I do not think /tink/ it is a good idea. T: wrote on the black board and explained [understand]</p>	<p>Agreement Pronunciation</p>	<p>Explanation Ignore provide</p>	<p>Teacher</p>
<p>Extrat-83 T: Number 8? You at the corner? S: If they not arrive soon, I will go and look for them. T: very good</p>	<p>Verb</p>	<p>Praise Ignore</p>	<p>Teacher</p>
<p>Extract- 84 T: The other question? S: I think/ti: nk/ she would have lent me some money if I had asked her. T: very good. That is right</p>	<p>Pronunciation</p>	<p>Praise Ignore Accept</p>	<p>Teacher</p>
<p>Extract-85 S: I haven't understood question no.6 T: I haven't what? This is about subject pronoun I. S: understand T: say 'understood'</p>	<p>Tense</p>	<p>Interrupt Provide Cluc</p>	<p>Teacher Self</p>
<p>Extract- 86 T: The next? S: If they have public /publi:k/ support... T: Interrupted. Don't pronounce it in this way please. It is wrong. Say /pAbllk/</p>	<p>Pronunciation</p>	<p>Criticism Interruption Provide</p>	<p>Teacher</p>

Appendix II

Teachers' interview responses

TEACHER-1

B: Welcome to the interview. Do you think that oral error correction is important for your student's language development? How?

Tl: No doubt. If there is no correction of errors, it will be difficult to say the teaching of language is effective. This is because if students' errors are not corrected, the students may be misled. So a good pedagogical process needs good treatment of errors for effective learning of the language.

B: How do you usually inform your student's oral errors when they occur in language classrooms? Would you explain it?

Tl: Just after they finish their speeches, I usually write the parts of their speeches with errors on the black board. I also tell them the errors orally after their speeches.

B: When your students make errors during their oral utterance, do you correct them immediately or delay the correction? What is the purpose?

Tl: Actually, I have answered this under number 2. I will delay the corrections. I take the students' errors and write on the blackboard. Then, I give them corrections based on the types of errors. The purpose is to avoid the interruption of students in the middle of their speeches because they may shy or be discouraged.

B: Which techniques do you use to treat (correct) your students' oral errors? Why?

Tl: First self-correction. That is I make him/her correct him or herself. If he/she corrects it, he/she may feel confident. Second, I give the chance of correcting for other students. If these two techniques fail, I will give them the correction by myself. This is because I need to give the students the chance to correct themselves and I need to be the model for the students. I accept and appreciate the correct answers.

B: to what extent do you encourage students to correct their errors by themselves?

Tl: I encourage self-correction very much.

B: which type of corrective feed back you provide more of ten to your students when they commit oral errors? Why?

Tl: Most of the time I use repetition. This is to make the students remember.

B: Do you treat all types of errors equally or focus on some types of errors? If on some errors, which ones? Why?

T1: Actually, I take them equally. As a language teacher I consider every mistake that the student make as a great mistake. For example, if they use punctuation marks wrongly, it may give another meaning. Again errors of capitalization, pronunciation, agreement etc. are equally important and needs to be treated.

B: Thank you

T1: No matter

TEACHER-2

B: Do you think that oral error correction is important for your students' language development? How?

T2: Yes, certainly, I think that I will say this for two reasons: first, it develops their communicative skills. Second, it helps the students to understand or know about the structure of the language. In short, when errors are corrected, students know more about the language.

B: How do you usually inform your students' oral errors when they occur in your language classrooms? Would you explain it?

T2: Of course students may usually make errors, but I do not quickly point out the errors. I write the sentence with errors on the blackboard and ask the students where the errors lie.

B: When your students make errors during their oral utterances, do you correct them immediately or delay the correction? What is the purpose?

T2: Ok, that is good question. I don't interrupt them. First, I listen to their answers. Then I point out their errors. If I interrupt them, they will be demoralized and reduce their participation.

B: Which techniques do you use to treat (correct) your students' oral errors? Why?

T2: I try to explain their errors to make them clear. Besides, I prefer self-correction. If self-correction does not work, I will give the chance for other students in the class or transfer to the other students. Finally, I will give them the correction if peer- correction fails.

B: To what extent do you encourage your students to correct their errors by themselves?

T2: Well. I usually encourage students to correct them selves.

B: which type of corrective feedback do you provide more often to your students when they commit oral errors? Why?

T2: Especially, I use the explanation of the errors. Because it motivates the students.

B: Do you treat all types of errors equally or focus on some types of errors? If one some errors, which ones? Why?

T2: Ok. Good question. In my teaching situation, I usually focus on all errors. I want to avoid any error. If I pass on the error, the students take it as part of their knowledge. That is why I try to eliminate any error.

TEACHER-3

B: Do you think that oral error correction is important for your students' language development? How?

T3: As to me, it is very important. Oral error correction is basic back ground for learning. When a teacher corrects errors, he provides practice opportunity for students.

B: How do you usually inform your students' oral errors when they occur in your language class rooms? Would you explain it?

T3: As to me I will give them clue for the students. Besides, I will write the errors on the blackboard and make them correct the errors.

B: When your students make errors during their oral utterance, do you correct them immediately or delay the correction? What is the purpose?

T3: Both interrupting and delaying are important but I use delaying the correction. The purpose is that if I interrupt the students' speech; they may be discouraged and may feel something.

B: Which techniques do you use to treat your students' oral errors? Why?

T3: Mostly I use self correction, peer correction and discussion. I use repeating what the students have already said most of the time.

B: To what extent do you encourage students to correct their errors by themselves?

T3: As much as possible, I will try to encourage my students to correct their errors by themselves.

B: Which type of corrective feedback your provide more often to your students when they commit oral errors? Why?

T3: I repeat the errors in question form for the students. This is to make the students think about their errors

B: Do you treat all types of errors equally or focus on some types of errors? If on some errors, which ones? Why?

T3: As much as possible, I will focus on treating all the errors that occur in the language classroom.

TEACHER-4

B: Do you think that oral error correction is important for your students' language development? How?

T4: I think it is important. Since English is my foreign language, students need to be corrected to improve their language skills.

B: How do you usually inform your students' oral errors when they occur in your language classrooms? Would you explain it?

T4: I usually inform my students' oral errors orally or using moving different parts of my body. For example, by nodding my head, pointing my fingers.

B: When your students make errors during their oral utterance do you correct them immediately or delay the correction? What is the purpose?

T4: I correct my student's oral errors immediately. This is to avoid forgetting of the errors made in the students' utterances while waiting until the end of the speech.

B: Which techniques do you use to treat (correct) our students' oral errors? Why?

T4: Most of the time I use self- correction. I also give the chance for peer group.

B: To what extent do you encourage students to correct their errors by themselves?

T4: I give a lot of time for self correction. That is to make students correct their errors by themselves.

B: Which type of corrective feedback do you provide more often to your students when they commit oral errors? Why?

T4: I most of the time use blackboard. That is, I write on the black board and make them correct it.

B: Do you treat all types of errors equally or focus on some types of errors? If on some errors, which ones? Why?

T4: As much as possible, I correct all the errors. I do not jump over. I correct what I believe that it is an error.

Appendix III
Students' Interview Responses

STUDENT-1

B: Do you think that oral error correction is important for your language development?

S1: I think that error correction during classroom interaction is important. English is used as a medium of instruction in colleges and universities; I want to improve my English. So, one way through which I do this is by being corrected in the classroom when correction takes place, it makes me add knowledge of the language and follow develop the language

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S1: When I make errors in my speech, my teacher writes the mistaken part of my speech on the blackboard and tells me that I made error he makes this after I finish my speech.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S1: When I make errors in my speech, my teacher waits for me patiently until I finish it and corrects me. This is because if he corrects me by interrupting, I may feel embarrassed and may not speak some thing that I know.

B: Which techniques your teacher uses to treat our oral errors? Why?

S1: He first gives me the chance to correct my errors. If I fail to do so he gives the chance of correcting the errors for other students in the class. If all this fail, he will give me the correct answer. The teacher does this to initiate me to correct my errors so that I will not forget.

B: To what extent your teacher gives chance to correct our own oral error?

S1: He gives me great chance for correcting my self. It is after I fail to correct my mistakes that, he gives the chance for the other students in the class.

B: Which type of corrective feedback do you want your teacher to provide you more often? Why?

S1: I prefer if my teacher repeats me the mistaken part of my speech or asks me the question again.

B: Does your teacher treat all your errors equally or focus on some types of error? If on some errors, which ones? Why?

S1: My teacher does not select some specific types of errors for treatment .He always treats all the errors I make during oral communications in the classroom. He gives equal attention to all the errors that occur in the classroom and treats equally with out specification.

STUDENT -2

B: Do you think that oral error correction is important for your language development? Why?

S2: Yes, I think it is important for my English language development. This is because when my teacher corrects my error, I will take the correct form or meaning of the language as a part of my language knowledge and I will improve my language.

B; How does your teacher inform you your oral errors when you make them? Would you explain it?

S2: When I make oral errors, my teacher informs me in different ways. He repeats the mistaken part of my speech in question forms. Sometimes again he writes my errors on the black board and makes me correct it.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S2: My teacher does not correct my errors immediately. He waits for me patiently until the end of my speech and makes me correct my self or gives me the correction. This is may be to avoid my embarrassment during my interruption.

B: Which techniques your teacher uses to treat your oral errors? Why?

S2: When I make errors, he asks me similar questions to make me aware of my error. He also gives me the chance to correct my self. When I fail to correct myself, he will give me the correction himself. This is to initiate me to correct myself he will give me the correction by himself.

B: To what extent your teacher gives chance to correct your own oral errors?

S2: My English teacher gives me ample time to speak. Similarly he gives me great chance to correct myself. So he encourages me to a great extent.

S2: Which type of corrective feedback you want your teacher to provide you more often? Why?

B: Does your teacher treat all your errors equally or focus o some types of errors? If one some errors, which ones? Why?

S2: As much as possible my teacher focuses on all errors of meaning than focusing on specific errors.



B: Thank you very much.

S2: Take it easy.

STUDENT-3

B: Do you think that oral error correction is important for your language development? How?

S3: Yes, I think it has great importance. Because English is used as a medium of instruction now and in the future again, I want to improve it. So the error correction I receive makes me develop good knowledge about language use and usage.

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S3: He informs me using the repetition & question. He makes me repeat the question so that I suspect that I made error and I need to think about the error made.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S3: My teacher interrupts me and makes me correct my oral errors. If I do not correct it the other classmates will be invited.

B: Which strategies or techniques your teacher uses to treat your oral errors? Why?

S3: First, he asks me to correct myself. If I again make the same error, he will give this chance of correction for the other students in the group or in the class.

B: To what extent your teacher gives chance to correcting myself. He encourages me to get my language problem (error) by myself.

B: Which types of corrective feedback do you want your teacher to provide you more often? Why?

S3: It will happen if my teacher writes the speech with error on the black board and asks me to correct myself. This is because I can also take note out the corrected error.

B: Does your teacher treat all your errors equally or focus on some types of ones? If on some errors which ones? Why?

S3: He corrects all the errors I make-

B: Thank you very much

S3: No matter.

STUDENT-4

B: Do you think that oral error correction is important for your language development? How?

S4: Yes think. When errors are corrected, they give the right model for me. This makes me learn and develop the right knowledge.

B: How does your teacher inform you your oral errors when you make them> would you explain it?

S4: When I make error in my speech, my teacher repeats the same question for me to correct my error

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S4: He delays the correction .When I finish my speech, he either makes me correct my self or ask the other students whether I am correct or not. He makes this to give the time to think about my error.

B: Which strategies or techniques your teacher uses to treat your oral errors? Why?

S4: First, he asks me to correct it, then he asks the other students in the class to give the correct answer on my errors. This is to give the chance of correction for me first and for other students next.

B: To what extent your teacher gives you chance to correct your own oral errors?

S4: My teacher makes me try again more often to give the correct response when I got wrong.

B: Which types of corrective feedback do you want your teacher to provide you more often? Why?

S4: As to me, I prefer if my teacher writes my mistake on the black board and makes me investigate my problem.

This again helps me to take note on the corrected error and reread it another time.

B: Which types of corrective feedbacks do you want your teacher to provide you more often? Why?

S4: As to me, I like if my errors are repeated for me so that I correct them and I also prefer if my teacher asks me the question again. These make me think about my errors.

B: Does your teacher treat all your errors equally or focus on some types of errors? If on some errors which ones? Why?

S4: He corrects all the errors I make during my oral speech

B: Thank you.

S4: No matter

STUDENT-5

B: Do you think that oral error correction is important for your language development? How?

S5: Yes, when I get the correct form of my errors, I will avoid similar errors to be made in my speech. This means I will improve my language efficiency.

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S5: Just after I finished my speech, my teacher either tells me that I have made error or writes on the blackboard and asks me to correct it.

B: When you make oral errors, does your teacher correct your teacher correct errors immediately or delays the correction? Why?

S5: It is just after I finish my speech that my teachers go to the error treatment. I think he does it not to interrupt my speech.

B: Which strategies or techniques our teacher uses to treat your oral errors? Why?

S5: First e makes me try to correct my error in case no correct response is obtained, he invites the other students and finally he gives the correction of the other students again fail.

B: Does your teacher treat all your errors equally or focus on some types of errors? If on some errors which oral? Why?

S5: As much as possible, he tries to correct all my errors. If there is error remained untreated, he will tell me to refer other sources.

B: Thank you

S5: Take it easy

STUDENT -6

B: Do you think that oral error correction is important for your language development? How?

S6: Yes I think it has great importance. When I get the correct form of my mistaken speech, I adjust myself to the correct model or to the corrected one.

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S6: He informs me my error by writing on the blackboard. Then he makes me correct it.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S6: My teacher corrects my oral errors at the end of my speech. I think he does this not to interrupt and disturb my speech

B: Which techniques your teacher uses to treat your oral errors? Why?

S6: He gives me few seconds to correct my errors by myself. He does this by asking me the question again .Then, If I can not answer it correctly (fail to correct) he will pass to other students to get the correct answer. I think he does this to initiate me to know my errors.

B: To what extent your teacher gives chance to correct your own oral errors?

S6: Most of the time he makes me correct my error by myself. He also asks me by repeating my speech with errors to make me investigate my own errors.

B: To what extent your teacher gives chance to correct your own oral errors?

S6: First he gives me a chance for me. Then he gives to the other students.

B: Which type of corrective feedback do you want your teacher to provide you more often? Why?

S6: I prefer if my teacher writes on the blackboard and makes me correct it or explains himself. This is because it helps me take note about my error from the blackboard.

B: Does your teacher treat all your errors equally or focus on some types of errors? If on some errors which ones? Why?

S6: My teacher focuses on all the errors made during my speech.

STUDENT -7

B: Do you think that oral error correction is important for your language development?
How?

S7: Yes, it is important. If my errors are corrected, they will strengthen my language skills. So I can improve my language.

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S7: While I am speaking, my teacher writes my errors on the black board and when I finish, he tells me my errors.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S7: He treats my errors after I finish my speech. He does not stop me in the middle of my speech. I think this is because he wants to check whether there are other errors in the whole speech.

B: Which techniques your teacher uses to treat your oral error? Why?

S7: My teacher uses self correction technique. He gives the chance of error correction for me. He gives the second chance for my classmates and lastly he himself treats if all of us do not make the corrections.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S7: Most of the time he corrects my error after I finish my speech. I think this is may be if he stops me in the middle of my speech, I may be disturbed and may not learn from my errors.

B: Which techniques your teacher uses to treat your oral errors? Why?

S7: He uses self- correction. I think this is to make students responsible for their errors.

B: To what extent your teacher gives chance to correct your own oral errors?

S7: To a great extent, he gives me chance to correct my errors.

B: Which type of corrective feedback do you want your teacher to provide you more often? Why?

S7: I prefer if my teacher writes the error on the black board because I will take note about the error and the corrected form or meaning.

B: Does your teacher treat all your errors equally or focus on some types of errors? If on some errors, which ones? Why?

S7: He corrects all my errors with out focusing on some errors.

B: Thank you.

STUDENT -8

B: Welcome. Do you think that oral error correction is important for your language development? How?

S8: My answer to your question is, yes. I may make errors. If my errors are not treated, I will not learn a lot. So it does have great impotence.

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S8: He uses different methods. When I finish my speech, he tells me that I made mistake or he writes it on the blackboard. He sometimes nods his head to inform me.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S8: My teacher waits until I finish my speech and tells me that I made error and treats me. I think he makes this to avoid interruption of my speech.

B: Which techniques your teacher uses to treat your oral errors. Why?

S8: Mostly he gives me the first chance to correct my errors by myself. It is after I fail that he passes to ask other students in the class room. This makes me find my own errors and makes me remember my error for another time.

B: To that extent your teacher gives chance to correct your own oral errors? Why?

S8: He gives me to a great extent.

B: Which type of corrective feedback do you want your teacher to provide you more often? Why?

S8: I like to be asked the question about my areas of errors because it makes me focus on that specific area.

B: Does your teacher treat all your error equally or focus on some types of errors. If on some errors, which ones? Why?

S8: He treats all the errors which I make. He gives equal attention to all the errors I make.

STUDENT -9

B: Do you think that oral error correction is important for your language development? How?

S9: Yes, I think correction of errors leads to development of good language model.

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S9: When I finish my speech, he tells me my error orally and writes on the blackboard for treatment.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S9: He treats my error when I finish my speech. He does not interrupt my speech because I may make another error when interrupted by the teacher.

B: Which techniques your teacher uses to treat your oral errors? Why?

S9: He gives me a chance to correct my own errors. Then he gives the chance to other students in the class. He makes this to encourage students.

B: To what extent your teacher gives chance to correct your own oral errors?

S9: To a great extent.

S9: The first chance of trial to correct the error is given to me by the teacher always.

B: Which types of corrective feedback do you want your teacher to provide you more often? Why?

S9: It will be good for me if he does not interrupt me and if he writes my errors on the black board after I finish my speech. I also prefer if he tells me areas of my error.

B: Does your teacher treat all your errors equally or focus on some types of errors? If on some errors, which ones? Why?

S9: As much as possible, he tries to correct all my errors. Besides, he tells me to read other references and ask other people on the topic.

STUDENT -10

B: Do you think that oral error correction is important for your language development? How?

S10: Yes I think it does have great importance. If my teacher does not treat my errors, this means I am on the wrong way to learn my English, but if my teacher treats my errors, I will be a good user of the language.

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S10: When I make errors in my speech, my teacher waits until I finish it and writes on the black board and asks me to correct my errors.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S10: He does not correct me immediately. Since I may make another error in my speech, he waits until I finish my speech.

B: Which techniques your teacher uses to treat your oral errors? Why?

S10: First he gives me a chance to correct my error, then he gives the chance for other students and finally he treats himself. He makes this to initiate me to correct my errors.

B: Which type of corrective feedback do you want your teacher to provide you more often? Why?

S10: I want my teacher to repeat the area of my error by questioning to make me aware of the error.

B: Does your teacher treat all your errors equally or focus on some types errors? If on some errors, which ones? Why?

S10: He treats all the errors I make in my speech.

B: Thank you.

S10: No matter

STUDENT -11

B: Do you think that oral error correction is important for your language development? How?

S11: Yes, If I am always with full of errors in my speeches with out treatment, the errors remain natural part of my knowledge. So error treatment plays great role in language development.

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S11: At the end of my answer, if my answer has error, my teacher, indicates the area of my error by writing on the blackboard or tells me orally.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S11: He corrects my error by delaying it. This is because if he interrupts my speech, I will not express my idea very well and I may feel shy for the future.

B: Which techniques your teacher uses to treat your oral errors? Why?

S11: He uses self correction technique first. When I fail to give correct response he gives the chance for other students and finally he gives brief explanation.

B: To what extent your teacher gives chance to correct your own oral errors?

S11: The first chance for correction is given to me.

B: Which type of corrective feedback do you want your teacher to provide you more often? Why?

S11: Of course, I like to take note about my errors and other students' errors treatment. So I like if my teacher uses black board to explain that.

B: Does your teacher treat all your errors equally or focus on some types of errors? If on some errors, which ones? Why?

S11: The teacher treats all the errors. Because we take all the rest points as correct forms or meanings, my teacher does not focus on some specific errors.

B: Thank you.

S11: No mater.

STUDENT -12

B: Do you think that oral error correction is important for your language development? How?

S12: I think so. If errors are corrected, they will make me not to commit similar errors in my speech. So it contributes its role in my language development.

B: How does your teacher inform you your oral errors when you make them? Would you explain it?

S12: My teacher informs me my error by writing on the black board after my speech and by telling me directly the error.

B: When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?

S12: My teacher does not correct me immediately by interrupting my speech because I will be discouraged to answer the questions at other time. So, he treats my error after I finish my speech.

B: Which techniques your teacher uses to treat your oral errors? Why?

S12: He uses self-correction mainly. Besides, he uses peer correction and teacher corrections .This is to make students find their errors by them selves so that they will not forget them.

B: To what extent your teacher gives chance to correct your own oral errors?

S12: He gives me the chance most of the time.

B: Which type of corrective feedback do you want your teacher to provide you more often? Why?

S12: I like most feedback supported by writing the error on the black board followed by brief explanation because this makes me have written note about the error.

B: Does your teacher treat all your errors equally or focus on some types of errors? If on some errors, which ones? Why?

S12: He focuses on all the errors made and treats them equally

B: Thank you

S12: No matter

Appendix- IV
Addis Ababa University
School of Graduate Studies
Department of Foreign Languages and Literature
Interview Questions for Teachers

Dear Teachers:

Welcome to the interview. The objective of this interview is to find out how students' oral errors in EFL classrooms in Shambu Senior Secondary and preparatory School are treated. As one of these teachers, the information that you give me on how you treat oral errors enriches this research to be used in an M.A thesis work in TEFL. So I kindly request you to respond to the questions I raise to you responsibly.

1. Do you think that oral error correction is important for your students' language development? How?
2. How do you usually inform your students' oral errors when they occur in your language classrooms? Would you explain it?
3. When your students make errors during their oral utterance, do you correct them immediately by interrupting or delaying the correction? What is the purpose?
4. Which strategies or techniques do you use to treat (correct) your students' oral errors? Why?
5. To what extent do you encourage students to correct their errors by themselves?
6. Which types of corrective feedbacks you provide more often to your students when they commit oral errors? Why?
7. Do you treat all types of errors equally or focus on some types of errors? Which ones? Why?

Thank You!

Appendix- V
Addis Ababa University
School of Graduate Studies
Departments of Foreign Languages and Literature
Interview Questions for Students

Dear Students,

Welcome to the interview. The objective of the interview is to find out how teachers treat you oral errors during classroom interactions. As one of the students, the information that you give me on how your teacher treats your oral errors enriches this research to be used in an M.A. thesis work in TEFL. So, I kindly request you to respond to the questions I raise to you responsibly.

1. Do you think that oral error correction is important for your language development?
How?
2. How does your teacher inform you your oral errors when you make them? Would you explain it?
3. When you make oral errors, does your teacher correct your errors immediately or delays the correction? Why?
4. Which techniques does your teacher use to treat your oral errors? Why?
5. To what extent does your teacher give chance to correct your own oral errors?
6. Which type of corrective feedback do you want your teacher to provide you more often?
Why?
7. Does your teacher treat all your errors equally or focus on some types of errors? Which errors? Why?

Thank You!

Appendix -VI

Af-gaaffii Barattootaaf

Kabajamaa Barataa:

Bega nagaan dhufte. Kaayyoon gaaffii qomaa kanaa barsiisaan kee kan afaan Inglizii sibaarsiiisu yeroo ati deebii deebistu dogongora ati uumtu akkaataa kamitti akka dogongorakeekana siif sirressu addaan baasuuf odeeffannoo sirraa argachuufidha. Akka barataa tokkootti odeeffannoon ati kanarratti naaf laattu dhimma qo'annoo fi qoranno sagantaa barnoota M.A. barreeffama qo'annoo TEFL tiif raagaa guddaa naaf ta'a. Kanaafuu, gaaffiiwwan arman gadiitiif deebiiwwan kee itti gaafata-mummaan akka naaf kennitu kabajaan sigaafadha.

1. Sirreeffamni dogongorakee guddina dandeettii afaan Inglizii kee tiif faayidaa qaba jettee yaadaa? Attamitti?
2. yeroo ati deebii deebistu, haasaakee keessa dogongorri jiraachuu isaa barsiisaan kee attamitti sitti himaa? Mee sirriitti naaf idsi?
3. yeroo dogongora haasaa deebiikee keessatti uumtu, barsiisaan kee hasaakee jidduutti kutee siif sirreessamoo tursee erga ati dubbatee fixxee siif sirreesa? Maaliif?
4. Dogongorakee sirreessuuf barsiisaanke toftaalee kam kam fayyadama? Toftaaleen kun filannookeetii? Maaliif?
5. Yeroo dogongortu, akka ati dogongorakee ofikee sirreeffattuuf barsiisaanke hangam sijajjabeessa /carraa siif laata?
6. Yeroo ati dogongortu, barsiisaanke toftaalee dogongora sirreessuu kam irra caalaatti akka fayyadamu feeta? Maaliif?
7. barsiisaanke dogongora ati uumte mara siif sirreessamoo dogongora muraasarratti xiyyeeffatu qaba? Yoo dogongora muraasaratti xiyyeeffata ta'e kan attamiirratti dha?

Galatoomi.

Appendix-VII

Features and Types of Corrective Reactions in the Model of Discourse

Feature of type of "act" (F and/or T)	Description	Example of exponent of expression
IGNORE (F)	Teacher (T) ignores Student's (S) ERROR, goes on to other topic, or shows ACCEPTANCE* or content.	
INTERRUPT (F)	T interrupts S utterance (ut) following ERROR, or before S has completed.	
DELAY(F)	T waits for S to complete ut. Before correcting. (Usually not coded, for INTERRUPT it 'marked)	
ACCEPTANCE(T)	Simple approving or accepting word (usually as sign of reception of ut.) but T may immediately correct a linguistic ERROR	
ATTENTION (T-F)	Attention-getter; probably quickly learned by Ss.	
NEGATION (T-F)	T shows rejection of part or all of S ut.	
PROVIDE (T)	T provides the correct answer when S has been unable or when no response is offered	
REDUCTION (F) (RED.)	T ut. Employs only a segment of S ut.	
EXPANSION (F) EXP.)	T adds more linguistic material to S ut., possibly making more complete.	
EMPHASIS (F) (EMPH.)	T uses stress, interstice repetition, or question intonation, to mark area or fact of incorrectness	
REPETITION with NO CHANGE (T) (optional Exp. & RED.)	T repeats S ut. With no change of ERROR, or omission of ERROR.	
REPETITION with NO CHANGE and EMPH. (T) (F) (optional EXP. & RED.)	T repeats S ut. With no change of ERROR, but EMPH. Locates or indicates fact of ERROR.	
REPETITION WITH CHANGE (T) (optional EXP. & RED.)	Usually T simply adds correction and continues to other topics. Normally only when EMPH. is added will correcting CHANGE become clear, or will T attempt to make it clear	
REPETITION with CHANGE and EMPHASIS (T) (F) (optional Exp. & RED.)	T adds EMPH. To stress location of ERROR and its correction formulation.	
EXPLANATION	T provides information as to cause or type of	

(T) (optional EXP. & RED.)	ERROR.	
COMPLEX EXPLANATION (T)	Combination of NEGATION, REPETITIONS, and/ or EXPLANATION.	
REPEAT (T)	T requests S to repeat ut., with intent to have S self-correct.	
REPEAT (implicit)	Procedures are understood that by pointing or otherwise signaling, T can have S repeat.	
LOOP (T)	T honestly needs a replay of S ut., due to lack of clarity or certainty of its form.	
PROMPT (T)	T uses a lead-in cue to get S to repeat ut., possible at point of ERROR; possible slight rising intonation	
CLUE (T)	T reaction provides S with isolation of type of ERROR or of the nature of its immediate correction, without providing correction.	
ORIGINAL QUESTION (T)	T repeats the original question that let to response.	
ALTERED QUESTION (T)	T alters original question syntactically, but not semantically.	
QUESTIONS (T) (optional RED., EXP.,and EMPH.)	Numerous ways of asking for new response, often with CLUES, etc.	
TRANSFER (T)	T asks another S or several, or class to provide correction	
ACCEPTANCE* (T)	T shows approval of S ut.	
REPETITIONS * (T)	Where T attempts reinforcement of correct response.	
EXPLANATION* (T)	T explains why response is correct.	
RETURN (T)	T returns to original error-maker for another attempt, after TRANSFER. A type of VERIFICATION.	
VERIFICATION (T-F)	T attempts to ensure understanding of correction; a new elicitation is implicit or made more explicit.	
EXIT (F)	At any stage in the exchange T may drop correction of the ERROR, though usually not after explicit NEGATION, EMPH., etc	

Source: Chaudron (1988:146-148).

Appendix- VIII

Symbols to identify who is speaking

S= Student

T= Teacher

M1= Identified male learner

F1= Identified female learner

Mv= Male Voice

FV= Female voice

M= Unidentified male learner

F = Unidentified female learner

LL= U identified subgroup of class

LL = u identified subgroup of class speaking in chorus

LLL= Whole class

LLL= Whole class speaking in chorus

Symbols for Relationship between lines of Transcript

{ M3: to indicate simultaneous speech
F7

{ M
T to indicate same unidentified male speaker
M

{ F
T to indicate same unidentified female speaker
F

T To indicate continuation of a turn without a pause, where overlapping speech intervenes.

Symbols to use in Text

[] Used for commentary for any kind (e.g. to indicate point in discourse where T writes on the blackboard)

[=] Used to introduce a gloss, or a translation of speech used for phonetic transcription instead of the standard or orthography, where pronunciation deviates.

(/ /) Used for uncertain phonetic transcription

X incomprehensible item, probably one word only

XX incomprehensible item of phrase length

XXX incomprehensible item beyond phrase length to indicate pauses. (It also shows interruption if it is at the end of a learners' utterance)

// to indicate interruption

....used to indicate pauses. It is also used to show interruption if it is at the end of a learner's utterance.

(Source: Allwright and Bailey 1991:222-223)

Declaration

I, the undersigned, declare that this is my original work has not been presented for degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name

Birhanu Bekana

Signature



Place

Addis Ababa University/Institute of Language Studies

Date

JUNE, 2009